

PBHL 4040: Social Determinants of Health *
Spring 2016, North Classroom 3209, Mon & Wed 3:30-4:45

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Course Description

The major objective of this course is to enable students to analyze the relationships between the individual pursuit of health and the social structural context in which this happens, including housing, work, health care, transportation, etc. environments in our society, with some cross-national discussions. We will examine issues related to the social, psychological, behavioral, economic, political, cultural, and environmental variations in health and disease, particularly social inequalities on health, social stress, health behaviors, the experience of illness, relations between providers and patients, the structure and processes of health care organizations, financial and other barriers to accessing health care, health policy, and social change. These issues will be explored at the micro and macro levels of health and health care.

Objectives

- Students will learn that social, psychological, behavioral, economic, political, cultural, and environmental influences on health and health care are as important as biomedical ones.
- Students will enhance skills in research and writing, conceptualizing abstract ideas, evaluating and applying course concepts to current events information, and discussing controversial issues in a respectful and productive manner.
- Students will apply textbook knowledge to “real world” occurrences through life course and neighborhood data collection projects.

Course Organization

Required Reading:

- Weiss, Gregory L. and Lynne E. Lonnquist. 2014. *The Sociology of Health, Healing, and Illness*, 8th edition. Upper Saddle River, NJ: Pearson Education. (The 7th edition of this book is acceptable, but students are responsible for new material as assigned in the 8th edition.)
- Other required readings and supplemental materials will be available on Canvas.

Evaluated Elements:

I – Exams (200 points, 44% of total, 100 points each)

The best two of three exam grades will be used to calculate your final grade, if you decide to take the final exam. Each exam will be in-class and include the material covered during that portion of the course including lectures, readings, films, in-class activities, guest lectures, and discussions. The exams will include short answers and essay questions. The exams will evaluate your ability to apply key concepts and theories from a SDOH perspective. Study guides will be provided prior to the exam. Each exam is non-cumulative, except for the optional, cumulative final exam. If you are absent on an exam day, we do not provide a make-up as you still have two exam

* The material and structure of this course draws heavily on the same course taught by Ronica Rooks, Rebecca Sedjo and others.

opportunities. If you miss two exams and have excused absences for both days, please contact Drs. Kaufman and adams to make arrangements.

II – Assignments

A. Life Course Interview Paper (50 points, 11% of total)

A full description of the assigned paper is provided on Canvas. Papers (4-5 pages) will be graded based on thought-provoking content directly addressing a list of interview questions, use of text examples, organization, and grammar. **Due: Tuesday, March 1**

B. Second Assignment (100 points, 22% of total)

A complete description of the assigned paper is provided on Canvas. Final papers should be 7-8 pages in length. Papers will be graded for content, use of course concepts, your reflections, organization, and grammar.

- Concept mapping and writing a literature review--15 participation points.
We will demonstrate the concept mapping process in class. Concept mapping can assist in narrowing the focus of your literature review. We will also provide comments on the literature review so that you can revise this part for your final paper. **Due: Thursday, March 31**
- Final research and evaluation paper--100 points **Due: Thursday, April 28**

III – Participation (100 points, 22% of total grade):

- **General course participation** in various in-class individual and group activities will be a part of your grade. Most of these activities will not be announced in advance. Similar to pop-quizzes, if you are in class and participating in the assignment you will receive some points. In total, we will offer 115 points. We will count up to 100 points of these towards your grade. In other words, you will have the flexibility of missing up to 15 points in activities without a decrement to your grade.
- **Grant Development and Review Activity:** This activity is an in-class participation activity. We will go through the steps of developing simple proposals using logic models. We will also review and “score” these proposals. This activity will occur the last week of class and comprise a substantial portion of all participation points (25 points). This work cannot be made up for unexcused absences.

Course Expectations & Policies

The teaching methods used in this course will include: lectures, student discussion, in-class activities, small groups, and films/film clips. You are responsible for all materials covered in the course, including being present when assignments are distributed and seeing us in the event of an excused absence. Active participation and attendance are necessary for your success in this course. You are expected to conduct yourself in a manner that is respectful to your classmates and instructors at all times.

Communication about the course:

This course is taught by two instructors. To the extent possible, we ask that you include both of us in your communication, for example, in email messages. This will help make sure we are treating all students fairly and will provide a common foundation for process across course-related problems or concerns. If you are struggling with the course or have questions, please communicate with the instructors.

- The Syllabus has answers to the most common questions pertaining to the course. Be sure check the syllabus first, before asking the instructors about due-dates, assignment requirements, etc.
- Canvas will be used for the majority of communication in this course. The instructors will use Canvas to update the class on special items or issues, so please check it regularly. This syllabus, PowerPoint lecture notes, study guides, other assignments, and grades will be posted on Canvas at <http://canvas.cuonline.edu>. Students who have registered for the course can access the course content using their username and password. If you have problems using Canvas, please email the

Online Help Desk (cuonlinehelp@ucdenver.edu) or call the Online Help Desk (303-315-3700 between 7 a.m. and 7 p.m. Monday – Friday).

- ***E-mail*** should be used for quick communications (things that can be responded to in no more than a few sentences); use office hours for anything requiring more depth. ***Any emails should be copied to both Dr. adams and Dr. Kaufman.*** You should only use your UCD email account for communication related to this course. Please consider e-mail as subject to the same standards of communication as you would all other forms written material in this course (i.e., you should use complete sentences, proper punctuation, etc.). We will typically respond to email within **48 hours**. We will **NOT, under any circumstances**, discuss grades over email.
- ***Office Hours*** are available to add to your experience in this course. Please make use of them. These are meant to supplement required course work and in-class elements. As such, while we am happy to discuss course materials or other aspects of public health/academia in general with you during this time, they should not be viewed as an opportunity to ask, “What did I miss in class?” (You should find peers in the class with whom you can share notes for that purpose.)

Attendance and Participation:

Attendance is **not mandatory**. However, if you miss any of the in-class activities for an unexcused absence, you will not be able to make these points up in the future. If you have an excused absence, please provide evidence of your excused absence and discuss when these participation activities will be due. In addition, if you plan to be late to class or must leave early from class, please notify Drs. adams **and** Kaufman about the reason for your absence. Also, please keep in mind that respecting your instructors and your fellow classmates is an important part of your presence in class.

Electronic Devices:

You are welcome to use laptops/tablets in this course **for class purposes only**. Any other uses will lead you to lose this privilege. All other devices (phones, etc.) should be silenced for the duration of class. **Text messaging is NOT allowed during class time**, including lectures, exams, small group or class discussions, or other in-class activities.

Paper assignment requirements:

Written assignments should reflect professionalism. Unless otherwise noted for a particular assignment, all papers should adhere to the following standards:

- All papers must be TYPED. Handwritten papers will not be accepted.
- Papers should have 1 inch margins, be double-spaced, and use a common font type (e.g., Times New Roman, Arial, or Calibri) using a 12-point font.
- Pages must be numbered.
- Papers should be proof-read and spell-checked since proper grammar and spelling are part of your grade. Avoid the “Cupertino effect” – that is, selecting a wrong word from a suggested list during the spell-check process. If you are unsure of the meaning of a word, look it up.
- **Use subtitles** as appropriate to assist in paper organization and structure.
- If papers contain references, proper citation format should be used, including in-text references with full citations listed at the end of the paper. Although we do not require one particular citation style, we do require that you choose one and use it consistently. Short descriptions about using several common styles are available on Canvas. Proper citation will also be a part of your grade.
- Checking one’s own work for clarity and grammar is extremely difficult. We encourage students to ask for feedback on assignments from others in advance of the due date. Feedback from another individual (does not have to be a student) can help strengthen writing.
- We especially encourage students to take advantage of those in the Writing Center (<http://clas.ucdenver.edu/writing/>, **Room 4014 of the North Classroom building**, 303-556-4845). They can help review and give feedback on your papers.

Submitting papers or homework assignments: For each assignment, please submit the paper to Canvas to ensure proper date and timestamp.

Make-up Work/Exams:

All assignments must be submitted as noted on the course calendar. If you are absent, you must have a valid reason to make up an in-class activity, exam, or paper. You must notify Drs. adams and Kaufman **within 24 hours** if you miss an exam or course assignment. You also must provide documentation for an excused absence, e.g., physician or health center note, obituary notice, etc. If you do not have a valid reason, with documentation, you will not be allowed to make up the assignment.

Holidays:

Students with religious holidays that conflict with the exams or assignment due dates should notify us of those dates **at least within 24 hours of the holiday**.

Study Habits:

The time necessary to devote to this class will vary from student to student. However, a general guideline to follow for all undergraduate level courses is two hours of studying outside of class for every one hour inside of class. Thus, on average you should expect to devote approximately 5 hours a week to preparing for this class. Please stop by our offices or make an appointment with either Dr. adams or Dr. Kaufman if you have any questions regarding the best approach to preparing for this class. We would especially encourage students to take advantage of those in the Writing Center (<http://clas.ucdenver.edu/writing/>), Room 4014 of the North Classroom building, 303-556-4845), who can help review and give feedback on your papers.

A Note on Participation:

The topics of study in this course will at times touch on personal and/or controversial issues. Your thoughts and opinions in discussing these topics will be valued and respected. To foster this, the following ground rules will apply for all in-class *and* online interactions:

- 1- Be respectful of others and their opinions. While healthy debate will be constructive in the learning process, disrespectful or insulting contributions *will not be tolerated*.
- 2- The content of your expressed *opinions* will in no way affect your grade. You are encouraged to share your *thoughtful* opinions, beliefs and values openly. The class will particularly benefit from statements that support and/or challenge both those of other students and the instructor (*as long as it is done in a manner consistent with rule #1*).

Disability Services Information:

The University of Colorado Denver is committed to providing reasonable accommodation and access to programs and services to persons with disabilities. Students with disabilities who want academic accommodations must register with Disability Resources and Services (DRS) in Academic Building 1, #2116, Phone: 303-315-3510, Fax: 303-315-3515. Website: <http://www.ucdenver.edu/student-services/resources/disability-resources-services/Pages/disability-resources-services.aspx>. I will be happy to provide approved accommodations, once you provide me with a copy of DRS's letter.

Grading

Maximum Potential Points (450):

<u>Participation</u>		<u>Assignments</u>		<u>Exams</u>	
Participation	100 (22%)	Life History	150 (33%)	Exams	200 (44%)
Grant Exercise	(75 pts)	Final paper	(50 pts)		
	(25 pts)		(100 pts)		

Final Grade Computation:

Your final grade will be determined by summing the number of points earned from each of the above categories. Letter grades will be determined from your point total as follows:

<u>Letter Grade</u>	<u>Points Range</u>	<u>Letter Grade</u>	<u>Points Range</u>	<u>Letter Grade</u>	<u>Points Range</u>
A	423+	B-	360-375	D+	302-314
A-	405-422	C+	347-359	D	284-301
B+	392-404	C	329-346	D-	270-283
B	376-391	C-	315-328	F	0-269

Grading Expectations:

Your course work will be graded on *content* - the degree to which you complete the assignment requirements and the level of analysis applied and on *form* - the clarity of the work you present in terms of grammar, spelling, and punctuation. Content grades will reflect how thoroughly your work demonstrates the particular assignment requirements *and* overall course aims, which will correspond to the following sets of expectations:

- F Work that **fails to address** an assignment's **minimum requirements** will earn grades in the F range.
- D Work that **incompletely addresses** an assignment's **minimum requirements** will earn grades in the D range.
- C Work that **addresses only** an assignment's **minimum requirements** will earn grades in the C range.
- B Work that, **in addition to** meeting an assignment's **minimum requirements**, also **occasionally** reflects **engagement** with other material from the course where appropriate, in ways that **meet course objectives** will earn grades in the B range.
- A Work that, **in addition to** meeting an assignment's **minimum requirements**, also **consistently** reflects **engagement** with other material from the course where appropriate & in ways that **exceed course objectives** will earn grades in the A range.

Please note now that there are NO extra credit opportunities in this course. For this course to be successful, and therefore for you to be successful in this course, we need everyone keeping up with requirements throughout the semester.

Academic Dishonesty

CLAS Academic Dishonesty Policy: Students are required to know, understand, and comply with the CU Denver Academic Dishonesty Policy as detailed in the Catalog and on the CLAS website. A university's reputation is built on a standing tradition of excellence and scholastic integrity. As members of the University of Colorado Denver academic community, faculty and students accept the responsibility to maintain the highest standards of intellectual honesty and ethical conduct. Academic dishonesty consists of plagiarism, cheating, fabrication and falsification, multiple submission of the same work, misuse of academic materials, and complicity in academic dishonesty. If you are not familiar with the definitions of these offenses, go to <http://www.ucdenver.edu/academics/colleges/CLAS/faculty-staff/policies/HandlingAcademicDishonesty/Pages/Definition-of-Academic-Dishonesty.aspx> .

In addition, to assure your understanding of the expectation of University Academic Integrity for Students, you will be required to take the University's free online course as a part of your participation grade. <http://www.ucdenver.edu/academics/CUOnline/FacultySupport/Academic%20Honesty/Documents/student/introduction/index.htm>

Grades of "Incomplete": The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course; students have up to one year (three semesters) to complete course requirements. Drs. Kaufman and adams are the final authority on whether you qualify for an incomplete. Incomplete work must be finished within the time allowed or the "I" will automatically be recorded as an

“F” on your transcript.

Course Schedule

Please note that this schedule is subject to change. Any adjustments will be announced in class and on the online syllabus.

Date	Readings (complete PRIOR to class)	WORK DUE
Week 1 Framing the SDOH		
W Jan 20	<p>Welcome + Syllabus overview + photo opportunity</p> <p><u>Supplemental Reading:</u></p> <p>Robert Wood Johnson Foundation Commission to Build a Healthier America. <i>Time to Act: Investing in the Health of Our Children and Communities</i>. RWJF. 2014. (Executive Summary, pgs. 5-31)</p> <p>Robert Wood Johnson Foundation Commission to Build a Healthier America. <i>Time to Act: Investing in the Health of Our Children and Communities</i>. RWJF. 2014. (Rationale: Unhealthy America, pgs. 32-41)</p> <p>The John D. and Catherine T. MacArthur Foundation Research Network on Socioeconomic Status and Health. 2007. <i>Reaching for a Healthier Life: Facts on Socioeconomic Status and Health in the U.S.</i> (Introduction, pgs. 4-11)</p> <p>Wilkinson, Richard and Michael Marmot (editors). 2003. <i>Social Determinants of Health: The Solid Facts</i>, 2nd edition. Copenhagen, Denmark: World Health Organization. (Introduction and Ch.1, pgs. 7-11)</p>	
Week 2 Framing the SDOH/Theory (cont)		
M Jan 25	<p>Jones, CP, Jones, CY, Perry, GS, and Barclay, G. 2009. “Addressing the Social Determinants of Children’s Health: A Cliff Analogy.” <i>Journal of Health Care for the Poor and Underserved</i>, 20, 4(Supplement): 1-12.</p> <p>The John D. and Catherine T. MacArthur Foundation Research Network on Socioeconomic Status and Health. 2007. <i>Reaching for a Healthier Life: Facts on Socioeconomic Status and Health in the U.S.</i> (pgs. 42-48)</p> <p>Rothstein MA. The Future of Public Health Ethics. <i>American Journal of Public Health</i>. 2012;102(1):9-9.</p> <p><u>Supplemental reading:</u> Krieger, Nancy. 2008. “Ladders, Pyramids and Champagne: The Iconography of Health Inequities.” <i>Journal of Epidemiology and Community Health</i>, 62, 1098-1104.</p> <p>Solar O, Irwin A. 2010. A conceptual framework for action on the social determinants of health. <i>Social Determinants of Health Discussion Paper 2 (Policy and Practice)</i>. Chapters 3 and 4; Chapter 5, through 5.6.5, key messages on p. 45, and Figure 4 and key messages on p48-49.</p>	
W Jan 27	Readings continued for Framing the SDOH	

Week 3		Social Epidemiology
M Feb 1	<p><u>Required Readings:</u> Ch 3 Social Epidemiology (Weiss & Lonnquist, 2014)</p> <p>National Research Council and Institute of Medicine. (2013). Chapter 1 (pgs. 35-41, Life Expectancy section only) <i>U.S. Health in International Perspective: Shorter Lives, Poorer Health</i>.</p> <p><u>Supplemental reading:</u> Various Reports posted in Canvas</p>	DUE <u>Tu Feb 2</u> (midnight): Certificate of completion: Academic Integrity for Students (free online course)
W Feb 3	<p><u>Required Readings:</u> Krieger, N. 2001. "Theories for social epidemiology in the 21st century." <i>International Journal of Epidemiology</i>. 30:668-677.</p>	
Week 4		Society and Disease
M Feb 8	<p><u>Required Readings:</u> Ch 4 Society, Disease, and Illness (Weiss & Lonnquist, 2014) (mental health section of this chapter will be addressed later in the course).</p> <p>Strathdee, SA, Magis-Rodriguez, C., Mays, VM, Jimenez, R, & Patterson, TL. 2012. "The Emerging HIV Epidemic on the Mexico-U.S. Border: An International Case Study Characterizing the Role of Epidemiology in Surveillance and Response." <i>Annals of Epidemiology</i>. 22:426-438.</p> <p><u>Supplemental reading:</u> The John D. and Catherine T. MacArthur Foundation Research Network on Socioeconomic Status and Health. 2007. <i>Reaching for a Healthier Life: Facts on Socioeconomic Status and Health in the U.S.</i> (Ch.6, pgs. 30-33, Ch.8, pgs. 38-41)</p>	
W Feb 10	Readings continued for Society and Disease	
Week 5		Early Life & the Life Course
M Feb 15	<p><u>Required Readings:</u> The John D. and Catherine T. MacArthur Foundation Research Network on Socioeconomic Status and Health. 2007. <i>Reaching for a Healthier Life: Facts on Socioeconomic Status and Health in the U.S.</i> (Ch1, pgs. 12-15).</p> <p>Dubiel, H.J., Shupe, A., & Tolliver, R. 2010. "The Connection between Health Disparities and the Social Determinants of Health in Early Childhood." <i>Health Watch</i>, No. 77. Colorado Department of Public Health and Environment.</p> <p>Population Reference Bureau. 2009. "Effects of Early Life on Elderly Health," <i>Today's Research on Aging</i>, 16, 1-5.</p> <p><u>Supplemental Readings:</u> Wilkinson, Richard and Michael Marmot (editors). 2003. <i>Social Determinants of Health: The Solid Facts</i>, 2nd edition. Copenhagen, Denmark: World Health Organization. (Ch.3, pgs. 14-15)</p>	

	<p>Robert Wood Johnson Foundation. 2015. "How Children's Social Skills Impact Success in Adulthood." Executive Summary.</p> <p>Robert Wood Johnson Foundation Commission to Build a Healthier America. <i>Time to Act: Investing in the Health of Our Children and Communities</i>. RWJF. 2014. (Chapter 1: Investing in Early Childhood Development, pgs. 42-59)</p> <p>Robert Wood Johnson Foundation, Commission to Build a Healthier America, Issue Brief 2: Early Childhood Experiences and Health. 2011. (pgs. 1-10)</p>	
W Feb 17	<p><u>Required Readings:</u> Haas, Steven. 2008. "Trajectories of Functional Health: The 'Long Arm' of Childhood Health and Socioeconomic Factors.</p>	
Week 6	Social Stress	
M Feb 22	<p>Overview of Life Course/History Interview assignment</p> <p><u>Required Readings:</u> Ch 5 Social Stress (Weiss & Lonnquist, 2014)</p> <p>The John D. and Catherine T. MacArthur Foundation Research Network on Socioeconomic Status and Health. 2007. <i>Reaching for a Healthier Life: Facts on Socioeconomic Status and Health in the U.S.</i> (Ch.7, pgs. 34-41).</p> <p>McEwen BS. Brain on stress: How the social environment gets under the skin. <i>Proceedings of the National Academy of Sciences</i>. 2012;109(Supplement 2):17180-17185.</p> <p>Rooks, R.N., Y. Xu, B.D. Holliman, and D.R. Williams. 2011. "A Descriptive Analysis of Discrimination and Mental Health among Black and White Adults in the YES Health study." <i>Race and Social Problems</i>, 3, 3, 182-196.</p> <p><u>Supplemental reading:</u> NCCAM Newsletter. 2008. "Researcher Explains Stress-Inflammation Link" and "Of Meditation, Monks, and Music: Dr. Davidson Speaks on Systematic Mind-Body Training." (pgs. 7-11)</p>	
W Feb 24	Social stress readings continued	
Week 7	Health Behavior	
M Feb 29	<p><u>Required Readings:</u> Ch 6 Health Behaviors (Weiss & Lonnquist, 2014)</p> <p>The John D. and Catherine T. MacArthur Foundation Research Network on Socioeconomic Status and Health. 2007. <i>Reaching for a Healthier Life: Facts on Socioeconomic Status and Health in the U.S.</i> (Ch.4, pgs. 23-26)</p> <p>Thomas R. Frieden. 2010. "A Framework for Public Health Action: The Health Impact Pyramid." <i>American Journal of Public Health</i>, Vol. 100, No. 4, pp. 590-595.</p>	<p>DUE Tu Mar 1 (midnight): Life History Interview paper</p>

W Mar 2	Readings continued for Health Behaviors	
Week 8		
Wrap-up/review/exam		
M Mar 7	Review	DUE <u>Fri Mar 11</u> (midnight): Partner sign-up
W Mar 9	FIRST EXAM	
Week 9		
Social & Physical Environments		
M Mar 14	<p>Overview of Neighborhood Comparison assignment</p> <p>Required Readings: Hutch, Daniel J., et al. 2011. "Potential Strategies to Eliminate Built Environment Disparities for Disadvantaged and Vulnerable Communities." <i>American Journal of Public Health</i>, 101, 4, 587-595.</p> <p>Robert Wood Johnson Foundation, Commission to Build a Healthier America, Issue Brief 2: Housing and Health. 2008. http://www.commissiononhealth.org (pgs. 1-12)</p> <p>Supplemental Readings: Acevedo-Garcia, D. 2000. "Residential segregation and the epidemiology of infectious diseases." <i>Social Science & Medicine</i>, 51, 1143-1161</p> <p>The John D. and Catherine T. MacArthur Foundation Research Network on Socioeconomic Status and Health. 2007. <i>Reaching for a Healthier Life: Facts on Socioeconomic Status and Health in the U.S.</i> (Ch2 Neighborhoods Matter, pgs. 16-18).</p> <p>Cohen, Deborah A., et al. 2007. "Contribution of Public Parks to Physical Activity." <i>American Journal of Public Health</i>, 97, 3, 509-514.</p> <p>Wilkinson, Richard and Michael Marmot (editors). 2003. <i>Social Determinants of Health: The Solid Facts</i>, 2nd edition. Copenhagen, Denmark: World Health Organization. (Ch.10 Transportation, pgs. 28-29)</p>	
W Mar 16	<p>Required Readings: Lovasi, Gina S., et al. 2010. "Social Support, Sex and Food: Social Networks and Health." Chapter 6 in <i>Handbook of Medical Sociology</i>. .</p>	
Week 10		
SPRING BREAK		
Mar 20-26	No Classes	
Week 11		
M Mar 28	Writing Literature Reviews & Final Paper Logistics	
Social Determinants of Clinical Setting		
W Mar 30	<p>Ch 12 The Physician-Patient Relationship (Weiss & Lonnquist, 2014) (pp. 273-277; pp. 286-296)</p> <p>Brooks KC. A Silent Curriculum. <i>JAMA</i>. 2015;313(19):1909-1910.</p>	DUE <u>Th March 31</u> (midnight): Draft literature review

	<p>van Ryn M, Fu SS. Paved With Good Intentions: Do Public Health and Human Service Providers Contribute to Racial/Ethnic Disparities in Health? <i>American Journal of Public Health</i>. 2003;93(2):248-255.</p> <p>Sabin JA, Marini M, Nosek BA. Implicit and Explicit Anti-Fat Bias among a Large Sample of Medical Doctors by BMI, Race/Ethnicity and Gender. <i>PLoS ONE</i>. 2012;7(11):e48448.</p> <p>Manchanda R. Practice and Power: Community Health Workers and the Promise of Moving Health Care Upstream. <i>The Journal of Ambulatory Care Management</i>. 2015;38(3):219-224.</p> <p><u>Supplemental Reading:</u> Rier, David A. 2000. "The Missing Voice of the Critically Ill: A Medical Sociologist's First Person Account." <i>Sociology of Health and Illness</i>, 22, 1, 68-93</p>	
Week 12		
M Apr 4	Readings for SDOH of clinical settings continued.	
Social Determinants of Mental Health		
W Apr 6	<p>Ch 4 Society, Disease, and Illness (Weiss & Lonnquist, 2014) pp. 87-92 (Mental Illness).</p> <p>Fisher M, & Baum F. The social determinants of mental health: Implications for research and health promotion. <i>Australian and New Zealand Journal of Psychiatry</i>. 2010;44(12):1057-1063.</p> <p>Howie, LD, Pastor, PN, and Lukacs, SL., 2014. Use of Medication Prescribed for Emotional or Behavioral Difficulties Among Children Aged 6–17 Years in the United States, 2011–2012. NCHS Data Brief, No. 148, April.</p> <p>Bostwick, Wendy B. et al. 2014. Discrimination and mental health among lesbian, gay, and bisexual adults in the United States. <i>American Journal of Orthopsychiatry</i>, 84 (1):35-45.</p>	
Week 13		
Social Determinants of Mental Health (cont)		
M Apr 11	Reading for SDOMH continued	
Productive Engagement (Working and Volunteering)		
W Apr 13	<p><u>Required Reading:</u> Theorell, T. 2000. "Working Conditions and Health." In Berkman, L. and Kawachi, I. (eds.), <i>Social Epidemiology</i>, New York, NY: Oxford University Press, Inc., pgs. 95-105</p> <p>The John D. and Catherine T. MacArthur Foundation Research Network on Socioeconomic Status and Health. 2007. <i>Reaching for a Healthier Life: Facts on Socioeconomic Status and Health in the U.S.</i> (Ch3 Employment Conditions Matter, pgs. 19-22)</p>	
Week 14		
Productive Engagement (Working and Volunteering) (cont)		
M Apr 18	<p><u>Required Reading:</u> Corporation for National and Community Service, Office of Research and Policy Development. <i>The Health Benefits of Volunteering: A Review of Recent Research</i>, Washington, DC 2007.</p>	

	<p>Film: “Unnatural Causes: Not Just a Paycheck”</p> <p><u>Supplemental Readings:</u> National Conference on Citizenship. 2012. <i>Civic Health and Unemployment II: The Case Builds</i>. Washington, D.C.</p> <p>Wilkinson, Richard and Michael Marmot (editors). 2003. <i>Social Determinants of Health: The Solid Facts</i>, 2nd edition. Copenhagen, Denmark: World Health Organization. (Ch.5-6, pgs. 18-21)</p> <p>Ross, C. and Mirowsky, J. 1995. “Does Employment Affect Health?” <i>Journal of Health and Social Behavior</i>, 36, 3, 230-243.</p> <p>Theorell, T., et al. 2014. “Job strain and depressive symptoms in men and women: A prospective study of the working population in Sweden.” <i>Journal of Epidemiology and Community Health</i>, 68, 78-82.</p>	
W Apr 20	SECOND EXAM	
Week 15	Technology Advances in Health Care and SDOH	
M Apr 25	<p><u>Required Reading:</u> Ch 15 Health Care delivery (Weiss & Lonnquist, 2014) (p365 Key Issues to the end of the chapter).</p> <p>Anthony, Denise L. and Celeste Campos-Castillo. 2015. “A Looming Digital Divide? Group Differences in Perceived Importance of Electronic Health Records.” <i>Information, Communication & Society</i> 18(7): 832-846.</p>	DUE Th Apr 28 (midnight): Final paper
W Apr 27	Ch 16 The Social Implications of Advanced Health Care Technology (Weiss & Lonnquist, 2014)	
Week 16	You are the solution: Grant writing in Public Health	
M May 2	<p>Robert Wood Johnson Foundation Commission to Build a Healthier America. <i>Time to Act: Investing in the Health of Our Children and Communities</i>. RWJF. 2014. (Chapter 4: Opportunities to Advance a Culture of Health, pgs. 89-109.)</p> <p>Pilot Grant Request for Application (RFA): Improving Research through Academic- Community Partnerships (Excerpts) Colorado Clinical and Translation Science Institute</p> <p><u>Supplemental reading:</u> Howard K. Koh, Sarah C. Oppenheimer, Sarah B. Massin-Short, Karen M. Emmons, Alan C. Geller, and K. Viswanath. Translating Research Evidence Into Practice to Reduce Health Disparities: A Social Determinants Approach. <i>American Journal of Public Health: April</i> 2010, Vol. 100, No. S1, pp. S72-S80.</p>	
W May 4	Grant review exercise (cont)	
Finals wk May 9-14	Optional FINAL EXAM (tentative May 11)	

Spring 2016 CLAS Academic Policies

The following policies, procedures, and deadlines pertain to all students taking classes in the College of Liberal Arts and Sciences (CLAS). They are aligned with the Official University Academic Calendar:

<http://www.ucdenver.edu/student-services/resources/Registrar-dev/CourseListings/Pages/AcademicCalendar.aspx>

- **Schedule verification:** It is each student's responsibility to verify that their official registration and schedule of classes is correct in their Passport ID portal before classes begin and by the university census date. Failure to verify schedule accuracy is not sufficient reason to justify late adds or drops. Access to a course through Canvas is not evidence of official enrollment.
- **E-mail:** Students must activate and regularly check their official CU Denver e-mail account for university related messages.
- **Administrative Drops:** Students may be administratively dropped from a class if they never attended or stopped attending, if the course syllabus indicates that the instructor will do this. Students may be administratively dropped if they do not meet the requisites for the course as detailed in course descriptions.
- **Late adds and late withdrawals** require a written petition, verifiable documentation, and dean's approval. CLAS undergraduate students should visit the CLAS Advising Office (NC1030) and graduate students should visit the Graduate School (12th floor LSC) to learn more about the petition process and what they need to do to qualify for dean's approval.
- **Waitlists:** The Office of the Registrar notifies students at their CU Denver e-mail account if they are added to a class from a waitlist. Students are not automatically dropped from a class if they never attended, stopped attending, or do not make tuition payments. After waitlists are purged, students must follow late add procedures to be enrolled in a course. Students will have access to Canvas when they are on a waitlist, but this does not mean that a student is enrolled or guaranteed a seat in the course. Students must obtain instructor permission to override a waitlist and this is only possible when there is physical space available in a classroom, according to fire code.

Important Dates and Deadlines

All dates and deadlines are in Mountain Time (MT).

- **January 19, 2016:** First day of classes.
- **January 24, 2016:** Last day to add or waitlist a class using the Passport ID portal.
- **January 24, 2016:** Last day to drop a class without a \$100 drop charge--this includes section changes.
- **January 25, 2016:** All waitlists are purged. Students should check their schedules in their Passport ID portal to confirm in which classes you are officially enrolled.
- **January 26-February 3, 2016, 5 PM:** To add a course students must obtain instructor permission using the *Instructor Permission to Enroll Form* and bring it to the CLAS Advising Office (NC 1030) or have their instructor e-mail it to CLAS_Advising@ucdenver.edu.
- **February 3, 2016: Census date.**
 - **2/3/16, 5 PM:** Last day to add full term classes with instructor approval. Adding a class after this date (late add) requires a written petition, verifiable documentation, and dean's approval. After this date, students will be charged the full tuition amount for additional classes added – College Opportunity Fund hours will not be deducted from eligible student's lifetime hours.
 - **2/3/16, 5 PM:** Last day to drop full term classes with a financial adjustment on the Passport ID portal. After this date, withdrawing from classes requires instructor signature approval and will appear on student's transcript with a grade of 'W'. After this date, a complete withdrawal (dropping all classes) from the term will require the signature of the dean and no tuition adjustment will be made. Students should consult appropriate service offices (e.g. international status, Financial Aid (loans, grants, and/or scholarships) or Veteran's Student Services) before withdrawing from course(s) to determine any impact for continued enrollment and funding.
 - **2/3/16, 5 PM:** Last day to apply for Spring 2016 graduation. Undergraduates must make an appointment and see their academic advisor before this date to apply. Graduate students must complete the Intent to Graduate and Candidate for Degree forms.
 - **2/3/16, 5 PM:** Last day to request No Credit or Pass/Fail grade for a class using a schedule adjustment form.
 - **2/3/16, 5 PM:** Last day to petition for a reduction in Ph.D. dissertation hours.
- **February 4-April 4, 2016, 5 PM:** To withdraw from a course, students must obtain instructor permission using the *Schedule Adjustment Form* and must bring the signed form to the Office of the Registrar. To add a course, students must petition through College/School undergraduate advising offices or the Graduate School, as appropriate.
- **March 21-27, 2016:** Spring break- no classes, campus open.
- **April 5, 2016:** The Office of the Registrar now requires both the instructor's signature and a CLAS advisor's/dean's signature on a Schedule Adjustment Form to withdraw from a class. Students should consult their home college advising office for details.
- **April 18, 5 PM:** Deadline for undergraduate CLAS students to withdraw from a course without filing a late withdrawal petition. Contact CLAS Advising (NC 1030 – 303-556-2555).
- **May 14, 2016:** End of semester.
- **June 24, 2016:** Final grades available on the Passport ID portal and on transcripts (tentative).

Please contact an academic advisor if you have questions or concerns.