

PBHL 4040: Social Determinants of Health*
Spring 2017, North Classroom 1207, Mon & Wed 3:30-4:45

Professors:	jimi adams, PhD	Angela Brega, PhD
Email:	jimi.adams@ucdenver.edu	angela.brega@ucdenver.edu
Office:	North Classroom, 3025C (Downtown Campus)	Nighthorse Campbell Native Health Bldg., 352 (Anschutz Medical Campus)
Office Hours:	M/T 1:30-2:45pm or by appt. http://jimiadams.youcanbook.me	Thu 10-12, North Classroom 3025A or by appt.
Teaching Assistant:	Rachel Gordon	
Email:	rachel.gordon@ucdenver.edu	
Office Hours:	M/W 2:30-3:15, North Classroom 3023A or by appointment	

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. We will focus on 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 in 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, and discussing controversial issues in a respectful and productive manner.
- Students will apply knowledge from readings to the “real world” through life course and neighborhood data collection projects.

Assigned Readings

All required readings and supplemental materials will be available via Canvas.

Evaluated Elements

As detailed below, students’ grades will be based on their performance on exams, two written assignments, and class participation.

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

There will be three exams, with the final exam being **optional**. The best two of three exam grades will be used to calculate your final grade, if you decide to take the final exam. Exams 1 and 2 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 optional final exam will take place during Exam Week and will cover content from the whole semester. The exams will include multiple choice, short answer, and essay questions and will evaluate your ability to apply key concepts and theories from a SDOH perspective. Study guides will be

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

provided prior to each exam. If you are absent on an exam day, we will not provide a make-up, as you will still have two exam opportunities. If you miss two exams and have excused absences for both days, please contact Drs. Brega and adams to make arrangements.

II – Assignments

A. Community Health Assessment (CHA, 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 quality of writing. You also will receive participation points for two early steps in the completion of this assignment.

- Community Observation Data -- 10 participation points
This component of the project will require you to submit your community observation data for assessment of completion. **Due: Monday, Feb 13 (in class)**
- 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: Friday, Feb 24 (11:59pm)**
- Final Research & Evaluation Paper -- 100 points **Due: Friday, Mar 17 (11:59pm)**

B. Life History 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 quality of writing, **Due: Friday, April 14 (11:59pm)**

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. If not, you won't. In total, we will offer 115 potential points (including the grant activity described below). 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 will comprise a substantial portion of all participation points (20 points). This activity 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 group work, 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. We ask that you include both of us in your communications, for example, in email messages. This will ensure that we are treating all students fairly and will provide a common foundation for addressing 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 to check the syllabus before asking the instructors about due dates, assignment requirements, etc.

- **Canvas** will be used for the majority of communications in this course (<http://canvas.cuonline.edu>). 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. Students who have registered for the course can access the course content using their usernames and passwords. If you have problems using Canvas, please contact the Help Desk (cuonlinehelp@ucdenver.edu or 303-315-3700 between 7 a.m. and 7 p.m. Monday – Friday) or contact 24/7 Canvas Support (support@instructure.com or 855-631-2250).
- **E-mail** should be used for quick communications (things that can be addressed in no more than a few sentences). Use office hours for anything requiring more in-depth discussion. **All emails should be copied to both Dr. adams and Dr. Brega.** 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 are 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** Brega 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 loss of 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 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 your writing. The instructors and TA will not be able to read drafts of class assignments, beyond where included as part of the assignment (e.g., CHA literature review).

- We encourage students to take advantage of the resources available in the Writing Center (<http://clas.ucdenver.edu/writing/>, Room 4014 of the North Classroom building, 303-556-4845). Staff there can help review and give feedback on your papers.

Submitting Papers and Other Assignments:

Unless otherwise indicated, please submit each assignment 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* Brega **within 24 hours** if you miss an exam or 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. If you are absent on an exam day, we do not provide a make-up as you still have two exam opportunities. If you miss two exams and have excused absences for both days, please contact Drs. adams and Brega to make arrangements.

Holidays:

Students with religious holidays that conflict with the exams or assignment due dates should notify us of those dates **at least 48 hours prior to 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 three hours of studying outside of class for every one hour inside of class. Thus, on average you should expect to devote approximately 6 hours a week to preparing for this class. Please stop by our offices or make an appointment with either Dr. adams or Dr. Brega if you have any questions regarding the best approach to preparing for this class.

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 instructors (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>. We will be happy to provide approved accommodations identified by DRS.

Grading

Maximum Potential Points (450):

Participation	100 (22%)	Assignments	150 (33%)	Exams	200 (44%)
Participation	(80 pts)	Life History	(50 pts)		
Grant Exercise	(20 pts)	CHA Paper	(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:

Letter Grade	Points Range	Letter Grade	Points Range	Letter Grade	Points Range
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 quality of writing, 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 **meets 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 **exceeds course objectives** will earn grades in the A range.

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 to keep up with course 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. Brega 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 Canvas.

Date	Readings (complete PRIOR to class)	WORK DUE
Week 1 Course Overview		
W Jan 18 ja	<ul style="list-style-type: none"> Welcome + Syllabus overview 	
Week 2 Framing the SDOH & Public Health Ethics		
M Jan 23 AG	<p><u>Required Readings:</u></p> <ul style="list-style-type: none"> Frieden TR. A framework for public health action: The Health Impact Pyramid.” <i>American Journal of Public Health</i>. 2010;100(4):590-595. 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) 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) The John D. and Catherine T. MacArthur Foundation Research Network on Socioeconomic Status and Health. <i>Reaching for a Healthier Life: Facts on Socioeconomic Status and Health in the U.S.</i> 2007. (Introduction, pgs. 4-11) 	
W Jan 25 AG	<p><u>Required Readings:</u></p> <ul style="list-style-type: none"> Kass NE. An ethics framework for public health. <i>American Journal of Public Health</i>. 2001;91(11):1776-1782. Thomas JC, Sage M, Dillenberg J, Guillory VJ. A code of ethics for public health. <i>American Journal of Public Health</i>. 2002;92(7):1057-1059. <p><u>Supplemental Reading:</u></p> <ul style="list-style-type: none"> Parker LS, K. AH, Thomas S. The Legacy of the Tuskegee Syphilis Study. In: Jennings B, Khan J, Mastroianni A, Parker LS, eds. <i>Ethics and Public Health: Model Curriculum</i>: ASPH; 2003:37-53. 	DUE (midnight): Certificate of completion: Academic Integrity for Students (free online course)
Week 3 Social Epidemiology		
M Jan 30 ja	<p><u>Required Readings:</u></p> <ul style="list-style-type: none"> National Research Council and Institute of Medicine. (2013). Chapter 1 (pgs. 25-41, Life Expectancy section only) <i>U.S. Health in International Perspective: Shorter Lives, Poorer Health</i>. Krieger, N. 2001. “Theories for social epidemiology in the 21st century.” <i>International Journal of Epidemiology</i>. 30:668-677. 	

W Feb 1 ja	Social Epidemiology readings continued	DUE (in class) Partner Sign-up for CHA assignment
Week 4 Social & Physical Environments		
M Feb 6 ja	<p>Overview of Community Health Assessment Assignment</p> <p><u>Required Readings:</u></p> <ul style="list-style-type: none"> Robert Wood Johnson Foundation, Commission to Build a Healthier America, Issue Brief 2: Housing and Health. 2008. http://www.commissiononhealth.org (pgs. 1-12) 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. 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><u>Supplemental Readings:</u></p> <ul style="list-style-type: none"> Acevedo-Garcia, D. 2000. "Residential segregation and the epidemiology of infectious diseases." <i>Social Science & Medicine</i>, 51, 1143-1161 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). Colorado Health Institute. 2016. "Home is Where Your Health Is." http://www.coloradohealthinstitute.org/uploads/downloads/Built_Enviro_Housing.pdf 	
W Feb 8 ja	<p><u>Required Readings:</u></p> <ul style="list-style-type: none"> Lovasi, Gina S., et al. 2010. "Social Support, Sex and Food: Social Networks and Health." Chapter 6 in <i>Handbook of Medical Sociology</i>. 	
Week 5 Concept Mapping & Literature Reviews		
M Feb 13	<p><u>Required Reading:</u></p> <ul style="list-style-type: none"> Knopf, Jeffrey W. 2006. "Doing a Literature Review." <i>Political Science & Politics</i> 1:127-132. 	DUE (in class) completed CHA observation data
Social Determinants of Mental Health		
W Feb 15 AG	<p><u>Required Readings:</u></p> <ul style="list-style-type: none"> Allen J, Balfour R, Bell R, Marmot M. Social determinants of mental health. <i>International Review of Psychiatry</i>. 2014;26(4):392-407. Byron R. Criminals need mental health care. <i>Scientific American Mind</i>. 2014;25(March/April):20-23. 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. 	
Week 6 Social Determinants of Mental Health (cont.)		
M Feb 20 AG	SDOMH readings continued	

	Using Secondary Data Sources	
W Feb 22	In-class Workshop (working with data) Bring at least one laptop/tablet per CHA team	DUE (Fri, 11:59pm) Draft Literature Review
Week 7	Society, Morbidity & Mortality	
M Feb 27 ja	<p><u>Required Readings:</u></p> <ul style="list-style-type: none"> Williams, DR, Priest, N, Anderson, NB. 2016. "Understanding associations among race, socioeconomic status, and health: Patterns and prospects." <i>Health Psychology</i> 35(4):407-411. Link, BG, and Phelan, J. 1995. Social conditions as fundamental causes of disease. <i>Journal of Health and Social Behavior</i>. (Extra Issue: Forty Years of Medical Sociology: The State of the Art and Directions for the Future): 80-94. US Burden of Disease Collaborators. 2013. "The State of US Health, 1990- 2010: Burden of Diseases, Injuries, and Risk Factors." <i>JAMA</i>. 310(6):591-606. <p><u>Supplemental reading:</u></p> <ul style="list-style-type: none"> Olshansky, J, Antonucci, T, et al. 2012. "Differences in Life Expectancy Due To Race And Educational Differences Are Widening, And Many May Not Catch Up." <i>Health Affairs</i> 31(8):1803-1813. Murray CJL, Kulkarni SC, Michaud C, Tomijima N, Bulzacchelli MT, Iandiorio TJ, et al. 2006. Eight Americas: Investigating Mortality Disparities across Races, Counties, and Race-Counties in the United States. <i>PLoS Medicine</i> 3(9): e260 	
W Mar 1 ja	Reading for SM&M continued	
Week 8	Wrap-up, Review, and Exam	
M Mar 6	In-class Student-Lead Review for Exam 1	
W Mar 8	FIRST EXAM	
Week 9	Social Stress	
M Mar 13 AG	<p><u>Required Readings:</u></p> <ul style="list-style-type: none"> 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. RWJF. 2011. Stress and health. Issue Brief #3, Exploring the social determinants of health series. Commission to Build a Healthier America. The John D. and Catherine T. MacArthur Foundation Research Network on Socioeconomic Status and Health. 2007. Reaching for a Healthier Life: Facts on Socioeconomic Status and Health in the U.S. (Ch.7, pgs. 34-41). 	
W Mar 15 AG	Social stress readings continued	DUE (Fri, 11:59pm) CHA Final Paper
Week 10	SPRING BREAK	
Mar 20-24	No Classes	

Week 11		Early Life & the Life Course	
M Mar 27 ja	Overview of Life History Interview		
	<p><u>Required Readings:</u></p> <ul style="list-style-type: none"> • 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. • 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). • Population Reference Bureau. 2009. "Effects of Early Life on Elderly Health," <i>Today's Research on Aging</i>, 16, 1-5. <p><u>Supplemental Readings:</u></p> <ul style="list-style-type: none"> • Robert Wood Johnson Foundation. 2015. "How Children's Social Skills Impact Success in Adulthood." Executive Summary. • 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) • Robert Wood Johnson Foundation, Commission to Build a Healthier America, Issue Brief 2: Early Childhood Experiences and Health. 2011. (pgs. 1-10) • Yang, Y.C., Boen, C., Gerken, K., Li, T., Schorpp, K., Mullan Harris, K. 2016. "Social relationships and physiological determinants of longevity across the human life span." <i>PNAS</i>, 13, 3, 578-583. 		
W Mar 29 ja	<p><u>Required Readings:</u></p> <ul style="list-style-type: none"> • Haas, Steven. 2008. "Trajectories of Functional Health: The 'Long Arm' of Childhood Health and Socioeconomic Factors. <i>Social Science & Medicine</i> 66(4):849-61. 		
Week 12		Health Behavior	
M Apr 3 AG	<p><u>Required Readings:</u></p> <ul style="list-style-type: none"> • Cancer Prevention Research Center. No date. <i>About TTM: a Detailed Overview of the Transtheoretical Model</i>. Accessed on July 18, 2016 from: http://web.uri.edu/cprc/detailed-overview/. (PDF copy available on Canvas) • Glanz KI, Bishop DB. 2010. The role of behavioral science theory in development and implementation of public health interventions. <i>Annual Review of Public Health</i> 31:399-418. • Hallam JS, Petosa R. The long-term impact of a four-session work-site intervention on selected social cognitive theory variables linked to adult exercise adherence. <i>Health Education and Behavior</i>. 2004;31(1):88-100. • Mehta P, Sharma M, Lee RC. Designing and evaluating a health belief model-based intervention to increase intent of HPV vaccination among college males. <i>International Quarterly of Community Health Education</i>. 2013;34(1):101-117. • Samuels SE, Craypo L, Boyle M, Crawford PB, Yancey A, Flores G. The California Endowment's Healthy Eating, Active Communities 		

	program: a midpoint review. <i>American Journal of Public Health</i> . 2010;100(11):2114-2123.	
W Apr 5 AG	Health behavior readings continued	
Week 13 Work & Volunteering		
M Apr 10 ja	<p><u>Required Readings:</u></p> <ul style="list-style-type: none"> Theorell, T. 2000. "Working Conditions and Health." pp 95-105 in Berkman, L. and Kawachi, I. (eds.), <i>Social Epidemiology</i>, New York, NY: Oxford University Press, Inc. The John D. and Catherine T. MacArthur Foundation Research Network on Socioeconomic Status and Health. 2007. Reaching for a Healthier Life: Facts on Socioeconomic Status and Health in the U.S. (Ch3 Employment Conditions Matter, pgs. 19-22) <p><u>Supplemental reading:</u></p> <ul style="list-style-type: none"> National Conference on Citizenship. 2012. <i>Civic Health and Unemployment II: The Case Builds</i>. Washington, D.C. Ross, C. and Mirowsky, J. 1995. "Does Employment Affect Health?" <i>Journal of Health and Social Behavior</i>, 36, 3, 230-243. 	
W Apr 12 ja	<p><u>Required Reading:</u></p> <ul style="list-style-type: none"> 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. Film: "Unnatural Causes: Not Just a Paycheck" 	DUE (Fri, 11:59pm) LHI Final Paper
Week 14 Clinical Settings		
M Apr 17 AG	<p><u>Required Readings:</u></p> <ul style="list-style-type: none"> Baum FE, Begin M, Houweling TA, Taylor S. Changes not for the fainthearted: reorienting health care systems toward health equity through action on the social determinants of health. <i>American Journal of Public Health</i>. 2009;99(11):1967-1974. Garg A, Toy S, Tripodis Y, Silverstein M, Freeman E. Addressing social determinants of health at well child care visits: a cluster RCT. <i>Pediatrics</i>. 2015;135(2):e296-304. Hall WJ, Chapman MV, Lee KM, et al. Implicit Racial/Ethnic Bias Among Health Care Professionals and Its Influence on Health Care Outcomes: A Systematic Review. <i>Am J Public Health</i>. 2015;105(12):e60-76. 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. 	
W Apr 19 AG	Clinical settings readings continued	
Week 15 Technology Advances in Health Care and SDOH		
M Apr 24 ja	<p><u>Required Readings:</u></p> <ul style="list-style-type: none"> Lyles C, Schillinger D, Sarkar U. 2015. Connecting the dots: Health information technology expansion and health disparities. <i>PLoS Med</i>. 12(7): e1001852 	
W Apr 26	SECOND EXAM	

Week 16 You Are the Solution: Grant Writing in Public Health	
M May 1 AG	<p><u>Required Readings:</u></p> <ul style="list-style-type: none"> • Brownson RC, Diez Roux AV, Swartz K. Commentary: Generating rigorous evidence for public health: the need for new thinking to improve research and practice. <i>Annual Review of Public Health</i>. 2014;35:1-7. • Colorado Clinical and Translation Science Institute (Jan, 2017). Community Engagement Pilot Program (CE-Pilot): Improving Research through Academic- Community Partnerships (Excerpts). http://www.ucdenver.edu/research/CCTSI/funding/CommunityEngagementPilotProgram/Pages/default.aspx# • Koh HK, Oppenheimer SC, Massin-Short SB, Emmons KM, Geller AC, Viswanath K. Translating research evidence into practice to reduce health disparities: a social determinants approach. <i>American Journal of Public Health</i>. 2010;100 Suppl 1:S72-80.
W May 3 AG	Grant writing readings continued
Finals wk May 8-12	Optional FINAL EXAM (May 10, 3:30-5:30pm)

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 found on the [Registrar's website](#).

Schedule verification: It is each student's responsibility to verify that their official registration and schedule of classes is correct in their UCDAccess portal before classes begin and by the university census date. Failure to verify schedule accuracy is not sufficient reason to justify late adds or withdrawals. 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. Note: Canvas is not the location to access your CU Denver email account. Log into <http://www.ucdenver.edu/email/Pages/login.aspx>.

Administrative drops: Students may be administratively dropped if they do not meet the pre- and/or co-requisites for the course as detailed in the course description. Students may also be administratively dropped from a class if the course syllabus articulates attendance expectations prior to census date class and they do not meet those attendance expectations. Please note: this policy does not apply to all classes and should not be relied upon; if the plan is to no longer complete the course, students should follow the appropriate drop/withdrawal process.

Late adds (after February 1, 2017) and late withdrawals (after April 17, 2017): require a written petition, verifiable documentation, and dean's approval. CLAS undergraduate students should visit the CLAS Advising Office (NC 1030 – 303-556-2555) and graduate students should visit the Graduate School (12th floor LSC) to learn more about the petition process. Late withdrawal petition deadline: May 5, 2017.

Co-requisites and withdrawals: Dropping/withdrawing from a co-requisite course might require dropping/withdrawing from the other course. Students should read the course notes in the UCDAccess registration system and their course syllabus to determine the impact of this decision.

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. 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. If a student is not enrolled in a course when the waitlists are purged on January 23, 2017, the student must complete an [Instructor Permission to Enroll Form](#) and bring it to the CLAS Advising Office (NC 1030) or have their instructor e-mail it to clasinstructorpermission@ucdenver.edu in order to enroll in the class.

Early Alert: In order to support student success in a proactive way throughout the semester, faculty have the option to submit "kudos" to encourage students as well as academic "flags" to notify students of performance concerns. Students may anticipate receiving communication during these specific times during the semester:

1st-2nd weeks, January 17-28—No-Show Alert to notify non-attending students.

5th-6th weeks, February 13-25—Early Alert to notify students of performance and/or attendance concerns.

9th-10th weeks, March 13-31—Post-Midterm Alert to encourage students who show signs of failing the course to choose to work harder or to withdraw before the deadline.

Applicable Forms

- **[SCHEDULE ADJUSTMENT FORM](#)** – Available on the Registrar's website. Submit to the Office of the Registrar (SCB 5005).
Used to change registration when doing so via UCDAccess is not an option. Instances include but are not limited to: withdrawing from one or more courses after census date but before the withdrawal deadline (between February 2nd and April 3rd; instructor signature required); withdrawing from one or more courses after the withdrawal deadline but before the CLAS extended withdrawal deadline (between April 4th and April 17th; instructor signature and CLAS Advising signature required).
- **[INSTRUCTOR PERMISSION TO ENROLL FORM](#)** – Available on CLAS Advising's website. Submit to CLAS Advising (NC 1030) either in person or have the instructor e-mail it to clasinstructorpermission@ucdenver.edu.
Used to add one or more courses after the add deadline but before census date (between January 24th and February 1st; instructor permission required).
- **LATE ADD AND WITHDRAWAL PETITIONS** – Undergraduates visit CLAS Advising (NC 1030) and graduates visit the Graduate School (12th floor LSC) for more information.
Used to petition to add one or more full-term courses after census date (February 1st; verifiable documentation required), or to withdraw from one or more courses after the withdrawal deadlines but before finals week (between April 18th and May 5th; verifiable documentation required).

Spring 2017 CLAS Important Dates and Deadlines



College of Liberal Arts and Sciences
UNIVERSITY OF COLORADO DENVER

- January 17 **SPRING 2017 CLASSES BEGIN**
- January 22 **ADD DEADLINE (11:59 pm)**
Last day to add or waitlist a class using UCDAccess.
- January 23 **DROP DEADLINE (11:59 pm)**
Last day to drop a class without a \$100 drop fee, including section changes. Students wishing to drop classes can do so via UCDAccess.
NO ADDING OF CLASSES IS PERMITTED TODAY
WAITLISTS PURGED
All waitlists are eliminated. Students should check their schedule in UCDAccess to confirm in which classes they are officially enrolled. Canvas does not reflect official enrollment.
- January 24 – **ADD CLASSES WITH INSTRUCTOR PERMISSION**
- February 1 (5 pm) Students must obtain instructor permission to add a course 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 clasinstructorpermission@ucdenver.edu
- February 1 (5 pm) **CENSUS DATE**
ADD WITH INSTRUCTOR PERMISSION DEADLINE
To add a course [January 24 – February 1, 2017](#), the instructor needs to sign an [Instructor Permission to Enroll Form](#) and the completed form should be brought to the CLAS Advising Office (NC 1030) or have the instructor e-mail it to clasinstructorpermission@ucdenver.edu. After today, a written petition, verifiable documentation, and dean's approval via CLAS Advising (NC 1030 – 303-556-2555) are required to add a class and students will be charged the full tuition amount. College Opportunity Fund (COF) will not apply and these credits will not be deducted from eligible students' lifetime hours after today.
LAST DAY TO DROP A CLASS OR WITHDRAW FROM TERM WITHOUT "W"
Last day to drop full-term classes with a financial adjustment. Students wishing to drop classes can do so via UCDAccess. After this date, withdrawal from classes requires instructor signature approval on the [Schedule Adjustment Form](#), course(s) will appear on transcripts with a grade of "W," and no tuition adjustment will be made. After this date, a complete withdrawal (dropping all classes) from the term will require the signature of the dean through the CLAS Advising office (NC 1030 – 303-566-2555).
GRADUATION APPLICATION DEADLINE
Last day to apply for Spring 2017 graduation. Undergraduates must make an appointment to see their academic advisors before this date to apply. Graduate students must complete the Intent to Graduate and Candidate for Degree forms.
PASS/FAIL, NO CREDIT DEADLINE
Last day to request No Credit or Pass/Fail grade for a class using a [Schedule Adjustment Form](#).
LAST DAY TO PETITION FOR A REDUCTION OF PhD DISSERTATION HOURS
- March 20 – 26 **SPRING BREAK** – No classes. Campus open.
- April 3 (5 pm) **COURSE WITHDRAWAL DEADLINE WITH SCHEDULE ADJUSTMENT FORM**
After February 1, 2017, students must obtain instructor permission to withdraw from a course using the [Schedule Adjustment Form](#) and must bring the signed form to the Office of the Registrar (SCB 5005). Dean's approval via CLAS Advising (NC 1030 – 303-556-2555) is needed after today. If the course has a co-requisite, check the course notes in the UCDAccess registration system and the course syllabus to determine the impact of dropping/withdrawing from a co-requisite course.
- April 17 (5 pm) **CLAS EXTENDED COURSE WITHDRAWAL DEADLINE WITH SCHEDULE ADJUSTMENT FORM**
After April 3, to withdraw from a course, complete a [Schedule Adjustment Form](#), with instructor's and CLAS Advising representative's signatures, and submit it to the Office of the Registrar (SCB 5005). After today, a written petition, verifiable documentation, and dean's approval via CLAS Advising (NC 1030 – 303-556-2555) are required to withdraw from a class.
- May 5 **LATE WITHDRAWAL PETITION DEADLINE**
Deadline to petition to withdraw from Spring 2017 courses. Contact CLAS Advising (NC 1030 – 303-556-2555) for further information. After this date, only retroactive withdrawals are considered. Contact CLAS Advising (NC 1030 – 303-556-2555) for further information on retroactive withdrawals.
- May 8 – 13 **FINALS WEEK**
- May 13 **END OF SEMESTER**
SPRING COMMENCEMENT
- May 18 **FINAL GRADES AVAILABLE**
Check for official grades in the UCDAccess portal and on transcripts (tentative). Canvas does not display final course grades.