

PBHL 4040: Social Determinants of Health*
Spring 2020, North Classroom 1202, Tues & Thurs 2:00-3:15

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| Professors: | jimi adams, PhD | Elizabeth Greenwell, ScD |
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| Office: | North Classroom, 3025C (Downtown Campus) | Fitzsimmons Building 500, Room E3340 (Anschutz Medical Campus) |
| Office Hours: | Tu/Th 11:30-12:45pm or by appt. Th 1-2pm, North Classroom 3027A or by appt. https://calendly.com/jimiadams | |

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 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. Greenwell and adams to make arrangements.

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

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 points
This component of the project will require you to submit your community observation data for assessment of completion. **Due: Thursday Mar 19 (in class)**
- Concept Mapping and Writing a Literature Review -- 15 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, Apr 10th (11:59pm)**
- Final Research & Evaluation Paper -- 75 points **Due: Monday, May 4th (11:59pm)**

B. Life History Paper (75 points, 17% 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, Mar 12th 14 (11:59pm)**

III – Participation (75 points, 17% 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 90 potential points (including the logic model activity described below). We will count **up to** 75 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.
- **Logic Model Development (In-Class Group Activity):** This activity is an in-class participation activity. We will go through the steps of developing a simple logic model for public health program planning and evaluation or policy development. Each *assigned* group will identify the core components and structure of a logic model, and then design a 'modified' logic model based on examples and a template provided in Canvas. These models will be submitted to Canvas by one group member, and a group grade will be assigned. 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. **Due: Friday, May 8th (11:59pm)**

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. Greenwell.** 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 Greenwell** 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* Greenwell **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 Greenwell 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. Greenwell 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):

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| Participation | 75 (17%) | Assignments | 175 (39%) | Exams | 200 (44%) |
| Participation | (55 pts) | Life History | (75 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. Greenwell 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: this schedule is subject to change. Any adjustments will be announced in class & on Canvas.

| Date | Readings (complete PRIOR to class) | Work Due |
|--|--|--------------------------------|
| Week 1 – Introduction & Overview | | |
| Tu Jan 21 | Welcome, Syllabus Overview, Course “Big Picture” | |
| Th Jan 23 | Morbidity & Mortality Trends – “Background Aims” <u>Required Readings:</u> <ul style="list-style-type: none"> • 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. (skim) • 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. <u>Supplemental Reading:</u> <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. • Case A, Deaton A. 2015. “Rising Morbidity and Mortality in Midlife among white non-Hispanic Americans in the 21st Century.” <i>Proceedings of the National Academy of Sciences of the USA</i> 112(49): 15078-15083. | |
| Week 2 – Social Epidemiology & Overview Social Behavioral Theories/Models (SEM) | | |
| Tu Jan 28 | <u>Required Readings:</u> <ul style="list-style-type: none"> • Krieger, N. 2001. Theories for Social Epidemiology in the 21st Century. <i>International Journal of Epidemiology</i>. 30:668-677. • Kawachi, I., Subramanian, S.V. Social Epidemiology for the 21st Century. <i>Social Science & Medicine</i>. 2018;196: 240–245. • Krieger, N. 2016. “Living and Dying at the Crossroads: Racism, Embodiment, and Why Theory Is Essential for a Public Health of Consequence.” <i>AJPH</i>, 106, 5, 832-833. | |
| Th Jan 30 | <u>Required Readings:</u> <ul style="list-style-type: none"> • Diez Roux AV. Next Steps in Understanding the Multilevel Determinants of Health. <i>Epidemiol Community Health</i> | Academic Integrity Certificate |

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| | <p>2008;62:957–959.</p> <p><u>Supplemental Reading:</u></p> <ul style="list-style-type: none"> National Research Council and Institute of Medicine. (2013). Chapter 1 (pgs. 35-41, Life Expectancy section only) U.S. Health in International Perspective: Shorter Lives, Poorer Health. | |
| Week 3 – Early Life and the Life Course | | |
| Tu Feb 4 | <p>Setting the Stage in Early Life</p> <p><u>Required Readings:</u></p> <ul style="list-style-type: none"> Braverman, P., Barclay, C. Health Disparities Beginning in Childhood: A Life-Course Perspective. <i>Pediatrics</i>. 2009; Nov;124 Suppl 3:S163-75. Barker DJ. The Developmental Origins of Adult Disease. <i>Eur J Epidemiol</i>. 2003;18(8): 733–736. Shonkoff JP, Boyce WT, McEwen BS. Neuroscience, Molecular Biology, and the Childhood Roots of Health Disparities: Building a New Framework for Health Promotion and Disease Prevention. <i>JAMA</i>. 2009;Vol. 301(21):2252-9. <p><u>Supplemental Reading:</u></p> <ul style="list-style-type: none"> Dabelea D, Crume T. Maternal Environment and the Transgenerational Cycle of Obesity and Diabetes. <i>Diabetes</i>. 2011; Jul;60(7):1849-55. | |
| Th Feb 6 | <p>Life Course Effects in Later Life</p> <p><u>Required Readings:</u></p> <ul style="list-style-type: none"> Berkman, LF. 2009 “Social epidemiology: Social Determinants of Health in the United States: Are We Losing Ground?” <i>Annual Review of Public Health</i> 30:27-41. 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. <p><u>Supplemental Reading:</u></p> <ul style="list-style-type: none"> Yang, Y.C., Boen, C., Gerken, K., Li, T., Schorpp, K., Harris, KM. 2016. “Social relationships and physiological determinants of longevity across the human life span.” <i>PNAS</i>, 13, 3, 578-583. | |
| Week 4 – Social Stress (ACEs, Toxic Stress, Social Media, Workplace) | | |
| Tu Feb 11 | <p><u>Required Readings:</u></p> <ul style="list-style-type: none"> Kim, H.G. et al. Exposure to Racism and Other Adverse Childhood Experiences Among Perinatal Women with Moderate to Severe Mental Illness. <i>Community Ment Health J</i>. 2020; [Epub ahead of print] National Scientific Council on the Developing Child (Working Paper 3). “Excessive Stress Disrupts the Architecture of the Developing Brain.” 2014; pgs 1-7. Bekalu, M.A. et al. Association of Social Media Use With Social Well-Being, Positive Mental Health, and Self-Rated Health: Disentangling Routine Use From Emotional Connection to Use. <i>Health Education & Behavior</i>. 2019;Vol. 46(2S) 69S–80S. <p><u>Supplemental Readings:</u></p> <ul style="list-style-type: none"> Felitti, V. J., Anda, R. F., Nordenberg, D., et al. Relationship of Childhood Abuse and Household Dysfunction to Many of the Leading Causes of Death in Adults: The Adverse Childhood | |

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| | <p>Experiences (ACE) Study. <i>American Journal of Preventive Medicine</i>.1998;14, 245–258. (original study)</p> <ul style="list-style-type: none"> • Hatzenbuehler, M.L. & Pachankis, J.E. 2016. “Stigma and Minority Stress as Social Determinants of Health Among Lesbian, Gay, Bisexual, and Transgender Youth: Research Evidence and Clinical Implications.” <i>Pediatr Clin North Am</i>. 2016 Dec;63(6):985-997 • RWJF. 2011. Stress and Health. Issue Brief #3, Exploring the Social Determinants of Health Series. Commission to Build a Healthier America. | |
| Th Feb 13 | <p><u>Required Readings:</u></p> <ul style="list-style-type: none"> • Social Stress readings continued. • Videos: “DNA is Not Destiny: How the Outside Gets Under the Skin” <u>and</u> “How Childhood Trauma Affects Health Across a Lifetime” | |
| Week 5 – Social Contexts | | |
| Tu Feb 18 | <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_Environment_Housing.pdf | |
| Th Feb 20 | <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 6 – Comparative Political Economy & Review for Exam 1 | | |
| Tu Feb 25 | <p><u>Required Readings:</u></p> <ul style="list-style-type: none"> • Beckfield J. 2018. “Key Concepts, Measures and Data.” Chapter 1 in <i>Political Sociology and the People’s Health</i> Oxford University Press. (excerpts) • Friel S. 2019. “It’s a Consumptagenic World: Producing Climate | |

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| | <p>Change, Exacerbating Health Inequities.” Chapter 2 in <i>Climate Change and the People’s Health</i> Oxford University Press. (excerpts)</p> <p><u>Supplemental Readings:</u></p> <ul style="list-style-type: none"> • Moore S, Teixeira AC, Shiell A. 2006. “The Health of Nations in a Global Context: Trade, Global Stratification, and Infant Mortality Rates.” <i>Social Science and Medicine</i> 63: 165-178. • Minkler M, Wallace SP, McDonald M. 1994. “The Political Economy of Health: A Useful Theoretical Tool for Health Education Practice.” <i>International Quarterly of Community Health Education</i> 15(2): 111-125. • Ghobarah HA, Huth P, Russett B. 2004. “Comparative Public Health: The Political Economy of Human Misery and Well-Being.” <i>International Studies Quarterly</i> 48(1): 73-94. | |
| Th Feb 27 | <p>Student-led Review</p> <p><u>Required Readings:</u></p> <ul style="list-style-type: none"> • NONE | |
| Week 7 – Exam 1 & Health Behavior Models and Applications | | |
| Tu Mar 3 | FIRST EXAM | |
| Th Mar 5 | <p><u>Required Readings:</u></p> <ul style="list-style-type: none"> • Glanz KI, Bishop DB. The Role of Behavioral Science Theory in Development and Implementation of Public Health Interventions. <i>Annual Review of Public Health</i> 2010;31:399-418. • 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. • 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. <p><u>Supplemental Reading:</u></p> <ul style="list-style-type: none"> • Cancer Prevention Research Center. No date. “About TTM: A Detailed Overview of the Transtheoretical Model.” Accessed on July 18, 2016 from: http://web.uri.edu/cprc/detailed-overview/. (Available in pdf on Canvas) | |
| Week 8 – Clinical Settings | | |
| Tu Mar 10 | <p><u>Required Readings:</u></p> <ul style="list-style-type: none"> • Gard LA, Cooper AJ, et al. Identifying and addressing social determinants of health in outpatient practice: results of a program-wide survey of internal and family medicine residents. <i>BMC Med Educ</i>. 2020;20(1):18:1-6. • 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. • 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. <p><u>Supplemental Reading:</u></p> <ul style="list-style-type: none"> • Williams DR, Lawrence JA, et al. Understanding how | |

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| | discrimination can affect health. <i>Health Serv Res.</i> 2019 Dec;54 Suppl 2:1374-1388. | |
| Th Mar 12 | <u>Required Readings:</u> <ul style="list-style-type: none"> Clinical settings readings continued. | DUE (Fri, 11:59pm) LHI Final Paper |
| Week 9 – Technology & Literature Reviews | | |
| Tu Mar 17 | <u>Required Readings:</u> <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 Ybarra ML, Prescott TL, et al. 2016. “Ethical Considerations in Recruiting online and Implementing a Text Messaging-based HIV Prevention Program with Gay, Bisexual, and Queer Adolescent Males.” <i>Journal of Adolescent Health</i> 59(1): 44-49. | |
| Th Mar 19 | <u>Required Reading:</u> <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 |
| Mar 23-27 – Spring Break, No Classes | | |
| Week 10 – Social Determinants of Mental Health | | |
| Tu Mar 30 | <u>Required Readings:</u> <ul style="list-style-type: none"> Trudel-Fitzgerald et al. Psychological Well-Being as Part of the Public Health Debate? Insight into Dimensions, Interventions, and Policy. <i>BMC Public Health.</i> 2019;19:1712 Progovac A.M. et al. Optimism Predicts Sustained Vigorous Physical Activity in Postmenopausal Women. <i>Preventive Medicine Reports</i> 8. 2017; 286–293. Allen J, Balfour R, Bell R, Marmot M. Social Determinants of Mental Health. <i>International Review of Psychiatry.</i> 2014;26(4):392-407. <u>Supplemental Readings:</u> <ul style="list-style-type: none"> 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. | |
| Th Apr 2 | <u>Required Reading:</u> <ul style="list-style-type: none"> SDMH readings continued | |
| Week 11 – Stigma & Discrimination | | |
| Tu Apr 7 | <u>Required Readings:</u> <ul style="list-style-type: none"> Link BG, Phelan JC. “Stigma and its public health implications.” <i>The Lancet</i> 2006; 367: 528-529. Keusch GT, Wilentz J, Kleinman A. “Stigma and global health: developing a research agenda.” <i>The Lancet</i> 2006; 367(9509):525-527. | |
| Th Apr 9 | <u>Required Reading:</u> <ul style="list-style-type: none"> Hatzenbuehler M, Phelan JC, Link BG. 2013. “Stigma as a Fundamental Cause of Population Health Inequalities.” <i>American Journal of Public Health</i> 103(5): 813–821. | DUE (Fri, 11:59pm) Draft Literature Review |

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| | <ul style="list-style-type: none"> Williams DR, Mohammed SA. "Discrimination and Racial Disparities in Health: Evidence and Needed Research." <i>Journal of Behavioral Medicine</i> 2009; 32:20-47. | |
| Week 12 – Review & Exam | | |
| Tu Apr 14 | <u>Student-Lead Review</u> <u>Required Readings:</u> <ul style="list-style-type: none"> None | |
| Th Apr 16 | SECOND EXAM | |
| Week 13 – Public Health Ethics & Secondary Data | | |
| Tu Apr 21 | Ethics in Public Health <u>Required Readings:</u> <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. <u>Supplemental Reading:</u> <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. | |
| Th Apr 23 | Using Secondary Data (in-class "workshop" for CHA) <u>Required Readings:</u> <ul style="list-style-type: none"> None | |
| Week 14 – Work & Volunteering | | |
| Tu Apr 28 | <u>Required Readings:</u> <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) <u>Supplemental Reading:</u> <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. | |
| Th Apr 30 | <u>Required Reading:</u> <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. | |
| Week 15 – Logic Model Exercise for Program Planning & Evaluation | | |
| Tu May 5 | <u>Required Readings:</u> <ul style="list-style-type: none"> Video: https://www.youtube.com/watch?v=IHEp0gJRTwI Lecture and review of logic model examples provided in Canvas. <u>Supplemental Reading:</u> <ul style="list-style-type: none"> W.K. Kellogg Foundation Logic Model Development Guide (see pdf in Canvas) | DUE (Mon, 11:59pm) CHA Final Paper |

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| Th May 7 | <u>In-Class Small Group Exercise:</u> <ul style="list-style-type: none">• Develop logic models for public health programs or policies.• Each group will identify the core components and structure of logic models, and then design a 'modified' logic model based on examples provided. | |
| Tu Mar 12 | FINAL EXAM | |