

**PBHL 4040: Social Determinants of Health\***  
Spring 2022, Virtual, Mon/Wed 2:00-3:15

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### **Course Description**

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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.

### **Course Structure**

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Please note that this course will be entirely online, but will combine synchronous and asynchronous elements. Be sure to note which class sessions will be synchronous, as these will almost certainly have material that both contribute to your ability to complete other aspects of the course and will entail (graded) participation elements for the course. We will make every effort to make content from these sessions available after-the-fact (e.g., in recordings), but there are elements that will not be “capturable” in usable ways (e.g., small group breakout discussions, etc.). If there are any changes to this schedule, we will announce them on Canvas.

### **Objectives**

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- 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**

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

### **Evaluated Elements**

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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. All exams will be

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

administered via Canvas. Exams 1 and 2 will 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 evaluate your ability to **apply** key concepts and theories from a SDOH perspective, and may include any combination of multiple choice, short answer, and essay questions. Study guides will be provided prior to each exam. If you fail to complete 1 exam, we will not provide a make-up, as you will still have two exam opportunities to complete this requirement. If you miss two exams and have excused absences for both days, please contact Drs. Brittain and adams to make arrangements.

## II – Assignments

### A. 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, Feb 25<sup>th</sup> (11:59pm)**

### B. 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: Wednesday, Mar 28 (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 15<sup>th</sup> (11:59pm)**
- Final Research & Evaluation Paper – 75 points **Due: Monday, May 2<sup>nd</sup> (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.

## Course Expectations & Policies

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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. See especially the “Virtual Café” section for FAQ, clarifications, etc. 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](mailto: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. Brittain.** 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** Brittain 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* Brittain **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 Brittain 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 office hours or make an appointment with either Dr. adams or Dr. Brittain 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

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### Maximum Potential Points (450):

Participation	75 (17%)	Assignments	175 (39%)	Exams	200 (44%)
Participation	(55 pts)	Life History	(75 pts)		
Planning 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. Brittain 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
<b>NOTE: All dates in red have a synchronous component; see Canvas for link.</b>		
<b>Week 1 – Introduction &amp; Overview</b>		
<b>We Jan 19</b>	Welcome, Syllabus Overview, Course “Big Picture”	<b>DUE (Fri, 11:59pm)</b> Participation activity – discussion board
<b>Week 2 – SDOH &amp; Public Health Ethics</b>		
Mo Jan 24	<p><b>Social Determinants of Health:</b></p> <ol style="list-style-type: none"> <li>Readings (including websites): posted in Canvas                             <ul style="list-style-type: none"> <li>US Department of Health and Human Services: Social Determinants of Health (website)</li> <li>Centers for Disease Control and Prevention (CDC): About Social Determinants of Health (website)</li> <li>The Praxis Project: Social Determinants of Health (website)</li> <li>Braveman, P., Gottlieb, L. 2014. “The Social Determinants of Health: It’s Time to Consider the Causes of the Causes.” <i>Public Health Reports</i>. Vol 129, Issue 1(suppl 2): 19 - 31. (optional)</li> </ul> </li> <li>Videos: posted in Canvas                             <ul style="list-style-type: none"> <li>Mighty Fine (APHA): What is Health Equity (4 minutes)</li> <li>Is Inequality Making us Sick? (5 minutes)</li> <li>The Cliff of Good Health by Dr. Camara Phyllis Jones (5 minutes)</li> <li>All My Relations: Dr. Don Warne’s Approach to Health Equity (18 minutes)</li> </ul> </li> </ol> <p><b>Public Health Ethics:</b></p> <ol style="list-style-type: none"> <li>Readings: posted in Canvas                             <ul style="list-style-type: none"> <li>Public Health Ethics CDC Student Training Manual - read this one prior to watching the short lecture recordings. This document includes the PowerPoint slides used in the lecture recordings.</li> <li>APHA Public Health Code of Ethics</li> <li>Principles of the Ethical Practice of Public Health</li> </ul> </li> <li>Lecture recordings – posted in Canvas</li> </ol>	



<b>We Jan 26</b>	<p><u>Required Readings:</u></p> <ul style="list-style-type: none"> <li>• Case study 1 (module 1): Balancing the Rights of Individuals with the Protection of the Public Good.</li> <li>• Case study 3 (module 3): Protection of Underserved or Marginalized Populations.</li> <li>• Case study 5 (module 5): Community Engagement and Information Sharing.</li> </ul>	Participation activity - Small group Zoom breakout discussions on case studies.
<b>Week 3 – Social Epidemiology Overview &amp; Macro-Level Theories</b>		
Mo Jan 31	<p><u>Required Readings:</u></p> <ul style="list-style-type: none"> <li>• Chetty R, Stepner M, Abraham S, et al. The Association Between Income and Life Expectancy in the United States, 2001-2014. <i>JAMA</i>. 2016;315(16):1750-1766. (skim)</li> <li>• 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.</li> <li>• 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.</li> </ul> <p><u>Supplemental Reading:</u></p> <ul style="list-style-type: none"> <li>• Case A, Deaton A. "Rising Morbidity and Mortality in Midlife among white non-Hispanic Americans in the 21<sup>st</sup> Century." <i>PNAS</i> 2015; 112(49): 15078-15083.</li> <li>• Dowd JB, Ding X, Akimova ET, Mills MC. Health and inequality: The implications of the COVID-19 pandemic. Report – Leverhulme Center for Demographic Science, Oxford. 2020; <a href="https://www.thebritishacademy.ac.uk/documents/3219/COVID-decade-health-inequality-implications-LCDS-Oxford-Nov-2020.pdf">https://www.thebritishacademy.ac.uk/documents/3219/COVID-decade-health-inequality-implications-LCDS-Oxford-Nov-2020.pdf</a></li> <li>• 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.</li> </ul>	
<b>We Feb 2</b>	<p><u>Required Readings:</u></p> <ul style="list-style-type: none"> <li>• Krieger, N. "Theories for social epidemiology in the 21<sup>st</sup> century." <i>International Journal of Epidemiology</i>. 2001; 30:668-677.</li> <li>• Diez Roux AV. Next Steps in Understanding the Multilevel Determinants of Health. <i>Epidemiology and Community Health</i> 2008;62:957–959.</li> </ul> <p><u>Supplemental Reading:</u></p> <ul style="list-style-type: none"> <li>• Kawachi, I., Subramanian, SV. "Social Epidemiology for the 21st Century." <i>Social Science &amp; Medicine</i>. 2018;196: 240–245.</li> </ul>	Academic Integrity Certificate
<b>Week 4 – Early Life and the Life Course</b>		
Mo Feb 7	<p>Setting the Stage in Early Life</p> <p><u>Required Readings:</u></p> <ul style="list-style-type: none"> <li>• Population Reference Bureau. "Effects of Early Life on Elderly Health," <i>Today's Research on Aging</i>. 2009; 16: 1-5.</li> </ul>	

	<ul style="list-style-type: none"> <li>• 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; pp. 12-15.</li> <li>• Barker DJ. The Developmental Origins of Adult Disease. <i>Eur J Epidemiol.</i> 2003;18(8): 733–736.</li> </ul> <p><u>Supplemental Reading:</u></p> <ul style="list-style-type: none"> <li>• Dubiel, H.J., Shupe, A., &amp; Tolliver, R. 2010. "The Connection between Health Disparities and the Social Determinants of Health in Early Childhood." Health Watch, No. 77. Colorado Department of Public Health and Environment.</li> <li>• Robert Wood Johnson Foundation Commission to Build a Healthier America. Time to Act: Investing in the Health of Our Children and Communities. RWJF. 2014. (Chapter 1: Investing in Early Childhood Development, pgs. 42-59)</li> <li>• 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; 301(21):2252-9.</li> </ul>	
<p>We Feb 9</p>	<p>Life Course Effects in Later Life</p> <p><u>Required Readings:</u></p> <ul style="list-style-type: none"> <li>• 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. (focus on pp. 27, 34-38)</li> <li>• Haas, S. 2008. “Trajectories of Functional Health: The ‘Long Arm’ of Childhood Health and Socioeconomic Factors.” <i>Social Science &amp; Medicine</i> 66(4):849-61.</li> </ul> <p><u>Supplemental Reading:</u></p> <ul style="list-style-type: none"> <li>• Yang YC, Boen C, Gerken K, Li T, Schorpp K, Harris KM. “Social relationships and physiological determinants of longevity across the human life span.” <i>PNAS.</i> 2016; 113(3): 578-583.</li> </ul>	
<p><b>Week 5 – Social Stress</b></p>		
<p>Mo Feb 14</p>	<p><u>Required Readings:</u></p> <ul style="list-style-type: none"> <li>• American Psychological Association (2021). Stress and decision making during the pandemic: Stress in America October 2021.</li> <li>• American Psychological Association (2016). Stress in America: The impact of discrimination.</li> <li>• Harvard University - Toxic stress and youth.</li> </ul> <p><u>Videos:</u></p> <ul style="list-style-type: none"> <li>• How stress affects your body by Sharon Horesh Bergquist (5 minutes)</li> <li>• How stress affects your brain by Madhumita Murgia (4 minutes)</li> </ul> <p><u>Podcasts:</u></p> <ul style="list-style-type: none"> <li>• Stress and how it impacts the body by Dr. Jack Shonkoff (42</li> </ul>	



	minutes). This podcast also includes discussion on what steps we need to take to address toxic stress in the American society.	
We Feb 16	<p><u>Required Readings:</u></p> <ul style="list-style-type: none"> <li>Williams, D.R. (2018). Stress and the mental health of populations of color: Advancing our understanding of race-related stressors. <i>Journal of Health and Social Behavior</i> 59(4), 466-485.</li> <li>Hatzenbuehler, M.L. &amp; 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.</li> </ul> <p><u>Videos:</u></p> <ul style="list-style-type: none"> <li>PBS Newshour (2015). Study finds trauma effects linger in body chemistry of next generation. (7 minutes).</li> <li>How racism makes us sick by Dr. David Williams (18 minutes).</li> </ul> <p><u>Podcasts:</u></p> <ul style="list-style-type: none"> <li>Episode 9, “The Hamster Wheel of Rumination.” Teach Me About the Great Lakes podcast series, with Stuart Carlton and Irene Miles, who talk with Dr. Ming Kuo about COVID-19 and engaging with nature. (36 minutes)</li> </ul>	<p><b>DUE (Fri, 11:59pm)</b> Participation activity – discussion board</p>
<b>Week 6 – Social Determinants of Mental Health</b>		
Mo Feb 21	<p><u>Required Readings:</u></p> <ul style="list-style-type: none"> <li>Compton, M.T. &amp; Shim, R.S. (2015). The Social Determinants of Mental Health. <i>Focus</i>; 13 (419-425).</li> <li>Shim, R.S. &amp; Compton, M.T. (2018). Addressing the social determinants of mental health. If not now, when? If not us, who? <i>Psychiatric Services</i>.</li> </ul>	
We Feb 23	<p><u>Videos:</u></p> <ul style="list-style-type: none"> <li>Social determinants of mental health across the lifespan by Dr. Ruth Shim (47 minutes)</li> <li>Healing through story: Unpacking Indigenous resiliency and hope by Annie Belcourt (10 min)</li> <li>How childhood trauma affects health across a lifetime by Nadine Burke Harris (16 min)</li> </ul>	<p><b>DUE (Fri, 11:59pm)</b> LHI Final Paper</p> <p><b>DUE (Fri, 11:59pm)</b> Participation activity – discussion board</p>
<b>Week 7 – Review &amp; Exam 1</b>		
<b>Mo Feb 28</b>	Student-led, Instructor-facilitated Review	
We Mar 2	Complete Exam 1 by Sunday @ midnight	
<b>Week 8 – Social Contexts</b>		
<b>Mo Mar 7</b>	Overview of Community Health Assessment Assignment	

	<p><u>Required Readings:</u></p> <ul style="list-style-type: none"> <li>• Robert Wood Johnson Foundation, Commission to Build a Healthier America, Issue Brief 2: Housing and Health. 2008. <a href="http://www.commissiononhealth.org">http://www.commissiononhealth.org</a> (pgs. 1-12)</li> <li>• 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.</li> <li>• Cohen, Deborah A., et al. 2007. "Contribution of Public Parks to Physical Activity." <i>American Journal of Public Health</i>, 97(3): 509-514.</li> </ul> <p><u>Supplemental Readings:</u></p> <ul style="list-style-type: none"> <li>• Acevedo-Garcia, D. 2000. "Residential segregation and the epidemiology of infectious diseases." <i>Social Science &amp; Medicine</i>, 51, 1143-1161</li> <li>• 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).</li> <li>• Colorado Health Institute. 2016. "Home is Where Your Health Is." <a href="http://www.coloradohealthinstitute.org/uploads/downloads/Built_Environment_viro_Housing.pdf">http://www.coloradohealthinstitute.org/uploads/downloads/Built_Environment_viro_Housing.pdf</a></li> </ul>	
We Mar 9	<p><u>Required Readings:</u></p> <ul style="list-style-type: none"> <li>• Lovasi, Gina S., et al. 2010. "Social Support, Sex and Food: Social Networks and Health." Chapter 6 in <i>Handbook of Medical Sociology</i>.</li> <li>• Marcum, Christopher Stephen and Laura M. Koehly. 2019. "Social Networks and Health: Micro Processes and Macro Structures." <i>Journal of Social Structure</i> 20(3): 106.</li> </ul> <p><u>Supplemental Readings:</u></p> <ul style="list-style-type: none"> <li>• Schaefer, David R. and jimi adams. 2017. "The Co-Evolution of Networks and Health." <i>Network Science</i> 5(3): 249-256.</li> <li>• Smith KP, Christakis NA. Social Networks and Health. <i>Annual Review of Sociology</i>. 2008;34:405-429.</li> </ul>	
<b>Week 9 – Behavior Change Theories and Models</b>		
Mo Mar 14	<p><u>Required Readings:</u></p> <ul style="list-style-type: none"> <li>• Rural Health Information Hub             <ul style="list-style-type: none"> <li>○ The Health Belief Model</li> <li>○ Stages of Change Model (Transtheoretical Model)</li> <li>○ Social Cognitive Theory</li> <li>○ Theory of Reasoned Action/Planned Behavior</li> </ul> </li> </ul>	
We Mar 16	<p><u>Recorded Lectures:</u></p> <ul style="list-style-type: none"> <li>• The Health Belief Model</li> <li>• Stages of Change Model (Transtheoretical Model)</li> <li>• Social Cognitive Theory</li> <li>• Theory of Reasoned Action/Planned Behavior</li> </ul>	<b>DUE (Fri, 11:59pm)</b> Participation activity - TBD

Mar 21-25 – Spring Break, No Classes		
Week 10 – Literature Reviews & Global Political Economy		
<b>Mo Mar 28</b>	<u>Required Reading:</u> <ul style="list-style-type: none"> <li>Knopf, Jeffrey W. 2006. “Doing a Literature Review.” <i>Political Science &amp; Politics</i> 1:127-132.</li> </ul>	<b>DUE (in class)</b> completed CHA observation data
We Mar 30	<u>Required Readings:</u> <ul style="list-style-type: none"> <li>Beckfield J. 2018. “Key Concepts, Measures and Data.” Chapter 1 in <i>Political Sociology and the People’s Health</i> Oxford University Press. (excerpts)</li> <li>Lelieveld J, Klingmüller K, Pozzer A, Burnett RT, Haines A, and Rmanathan V. 2019. Effects of Fossil Fuel and Total Anthropogenic Emission Removal on Public Health and Climate. <i>PNAS</i> 116(15):7192-7197.</li> </ul> <u>Supplemental Readings:</u> <ul style="list-style-type: none"> <li>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.</li> <li>Friel S. 2019. “It’s a Consumptagenic World: Producing Climate Change, Exacerbating Health Inequities.” Chapter 2 in <i>Climate Change and the People’s Health</i> Oxford University Press. (excerpts)</li> <li>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.</li> </ul>	
Week 11 – Community Engagement		
<b>Mo Apr 4</b>	<u>Required Readings:</u> <ul style="list-style-type: none"> <li>Fedorowicz, M. Arena, O., &amp; Burrowes, K. (2020). Community engagement during the COVID-19 pandemic and beyond: A guide for community-based organizations.</li> <li>KU Community Engagement Toolkit: Service Learning</li> </ul>	Participation activity - TBD
We Apr 6	<u>Videos:</u> <ul style="list-style-type: none"> <li>Bringing it home: Lessons on community engagement by Gretchen Krampf (13 minutes)</li> <li>Questions change everything in community engagement by Max Hardy (16 minutes)</li> </ul>	
Week 12 – Stigma & Discrimination		
Mo Apr 11	<u>Required Readings:</u> <ul style="list-style-type: none"> <li>Williams DR, Mohammed SA. “Discrimination and Racial Disparities in Health: Evidence and Needed Research.” <i>Journal of Behavioral Medicine</i> 2009; 32:20-47.</li> <li>Link BG, Phelan JC. “Stigma and its public health implications.” <i>The Lancet</i> 2006; 367: 528-529.</li> <li>Keusch GT, Wilentz J, Kleinman A. “Stigma and global health: developing a research agenda.” <i>The Lancet</i> 2006; 367(9509):525-527.</li> </ul>	
We Apr 13	<u>Required Reading:</u> <ul style="list-style-type: none"> <li>Hatzenbuehler M, Phelan JC, Link BG. 2013. “Stigma as a</li> </ul>	<b>DUE (Fri, 11:59pm)</b> Draft

	Fundamental Cause of Population Health Inequalities.” <i>American Journal of Public Health</i> 103(5): 813–821.	Literature Review
<b>Week 13 – Review &amp; Exam 2</b>		
<b>Mo Apr 18</b>	Student-led, Instructor-facilitated Review	
<b>We Apr 20</b>	Complete Exam 2 by Sunday @ midnight	
<b>Week 14 – Public Health Program Planning</b>		
<b>Mo Apr 25</b>	<u>Required Readings:</u> <ul style="list-style-type: none"> <li>• KU Community Toolbox - Developing an intervention</li> <li>○ Analyzing Community Problems and Solutions</li> <li>○ Deciding Where to Start</li> <li>○ Choosing and Adapting Community Interventions</li> </ul>	
<b>We Apr 27</b>	<u>Required Readings:</u> <ul style="list-style-type: none"> <li>• KU Community Toolbox - Developing an intervention</li> <li>○ Analyzing Problems and Goals</li> <li>○ Developing an Intervention</li> </ul>	Participation activity - Small group Zoom breakout discussions on writing program goals and objectives
<b>Week 15 – Public Health Program Implementation &amp; Evaluation</b>		
<b>Mo May 2</b>	<u>Required Readings:</u> <ul style="list-style-type: none"> <li>• KU Community Toolbox: Implementing promising community interventions</li> <li>○ Developing an Intervention</li> <li>○ Logic model</li> <li>○ Providing Information and Enhancing Skills</li> <li>○ Enhancing Support, Incentives, and Resources</li> <li>○ Modifying Access, Barriers, and Opportunities</li> </ul>	<b>DUE (Mon, 11:59pm)</b> CHA Final Paper
<b>We May 4</b>	<u>Required Readings:</u> <ul style="list-style-type: none"> <li>• KU Community Toolbox: Evaluating community programs and initiatives</li> <li>○ Introduction to Evaluation</li> <li>○ Operations in Evaluating Community Interventions</li> <li>○ Some Methods for Evaluating Comprehensive Community Initiatives</li> <li>○ Using Evaluation to Understand and Improve the Initiative</li> <li>○ Evaluating the Initiative</li> </ul>	Participation activity - Small group Zoom breakout discussions on logic models
<b>May 9-14</b>	Complete Final Exam by Tuesday @ midnight	