Course Description:
The objectives of this course are: (1) to introduce major social variables (Socioeconomic status, income distribution, race, social networks/social support, social capital, neighborhood environment, psychological stress, and work environment) that affect public health; (2) to present methods to operationalize each construct; and (3) to discusses the empirical research.

Course Pre- and Co-requisites:
Required: EPIB610 Foundations in Epidemiology

Students must be enrolled in a graduate program at the University of Maryland College Park School of Public Health, or receive prior approval by the instructor in order to enroll in the course.

Course Learning Objectives:
Upon completing this course, the student will be able to:

1. Illustrate high-risk and population strategy and evaluate the strengths and weaknesses of high-risk and population strategy (Program Competency # 1)
2. Design your own health intervention study using individual & population strategies (Program Competency #13)
3. Demonstrate various socioeconomic measures at individual vs. area level and absolute vs. relative, and discuss strengths and weaknesses of each measure (Program Competency #2,7)
4. Apply various socioeconomic measures to your own study (Program Competency #13)
5. Compare different measures of income inequality (Program Competency #1,7)
6. Demonstrate pathways between income inequality and health outcomes (Program Competency #1, 2,7, 11)
7. Elucidate differences between SES and race in their effects on health outcomes (Program Competency #1,2,7, 11)
8. Distinguish social network, social support, and social capital, and describe how they may affect health (Program Competency #1,2,7, 11)
9. Appraise four different types of social support (Program Competency #1,2,7, 11)
10. Analyze effects of neighborhood on health by identifying various pathways (Program Competency #1,2,7,8)
11. Illustrate mechanisms of stress and health (Program Competency #1,2,11)
12. Assess various work stress measures and their strengths and weaknesses (Program Competency #1,2,11)
13. Demonstrate how fundamental causes affect health (Program Competency #1,2,8,11)
14. Elucidate key components of experimental psychosocial intervention (Program competency #16, 11)
15. Discuss influences of policy on social epidemiology (Program competency #5)

**Program Competencies Addressed in this Course:**
The following competencies for the MPH degree in epidemiology are addressed in this course. This course also meets the requirements for training in epidemiologic principles for other MPH degrees at the University of Maryland College Park School of Public Health:

1. Describe a public health problem in terms of magnitude, person, time and place (Program Competency #2)
2. Communicate epidemiologic information to lay and professional audiences. (Program Competency #8)
3. Draw appropriate inferences from epidemiologic data. (Program Competency #10)
4. Evaluate strengths and limitations of epidemiologic reports. (Program Competency #12)
5. Design, analyze, and evaluate epidemiologic study. (Program Competency #14)
6. Explain the importance of epidemiology for informing scientific, ethical, economic and political discussion of health issues (Program Competency #5)
7. Design interventions to reduce prevalence of major public health problems (Program Competency 16)

**Required Texts and Other Readings:**

**Required:**
- Readings from various epidemiology journals available at Canvas for you to download

**Course Requirements & Major Graded Assignments:**

1. **Class presentations and participations:** Students are asked to take turns and serve as a discussion leader. Discussion leaders have to prepare discussion questions and facilitate discussion. They are responsible for bringing copies of their discussion questions or any other materials that will be used for discussion.

When students are not discussion leaders, they are expected to have read the assigned readings before the class session, to be prepared to provide thoughtful comments on the assigned discussion questions, and to actively participate in class discussions. During lectures and discussion sessions, instructor may ask questions related to the readings to students.
2. **One short paper**: Write a short paper on a question that will be provided in class (*no more than 5 pages excluding references, double-spaced, with 1-inch margins, typed in font 12 or larger*). More details on this assignment will be given in class. **DUE: 10/15**

This is due when assigned. Late paper will NOT be accepted without a reasonable and advance notice. Only hard copy of paper is accepted.

3. **Final exam**: A final exam will be held on the final class session of two hours' duration. The format of the examination will consist of a series of questions requiring 1-2 page answers. More details on this exam will be given in class.

As a general rule, make-up exams and advance exams will not be given. Exceptions to this rule are evaluated on a case-by-case basis. Students must submit the request before the exam takes place with valid supporting document. No post-exam request will be considered except the student is hospitalized during the exam period.

**Course Organization:**
The class sessions will be lectures to review and reinforce main concepts of social epidemiology, followed by discussion on readings and topics covered in the lecture. Students will take turn and serve as a discussion leader during the second half of the course (more details on this explained next page). Lecture will not necessarily cover all materials included in the reading assignments. Students are expected to complete the assigned readings prior to the class and be prepared to discuss those readings during class.

The instructor welcomes meetings with students outside of class to discuss questions, as well as to gain more insight about the material presented in class. Students may e-mail, call, or ask during class for an appointment. Please be reminded, however, that the class will be taught during class time only. Material will not be presented again on a one-on-one basis at other times. Therefore, attendance at every class is expected. Excessive lateness or absence from class is disruptive to the class and your learning. It can not help you in grading process. **Students who miss class are responsible for obtaining notes and hand-outs from other students.** The instructor will not meet with you to retrieve copies of hand-outs from past lectures except in pre-arranged circumstances.

**Course Policies:**

**Email – The Official University Correspondence:**
**Verify your email address** by going to [www.my.umd.edu](http://www.my.umd.edu).

All enrolled students are provided access to the University’s email system and an email account. *All official University email communication will be sent to this email address* (or an alternate address if provided by the student). Email has been adopted as the primary means for sending official communications to students, so email must be checked on a regular basis. Academic advisors, faculty, and campus administrative offices use email to communicate important and time-sensitive notices.
Students are responsible for keeping their email address up to date or for redirecting or forwarding email to another address. Failure to check email, errors in forwarding email, and returned email (from “full mailbox” or “unknown user” errors for example), will not excuse a student from missing University announcement, messages, deadlines, etc. Email addresses can be quickly and easily updated at www.my.umd.edu or in-person at the Student Service Counter on the first floor of the Mitchell Building.

For technical support for University email: www.helpdesk.umd.edu or call 301-405-1400.

Absence Policy:
In accordance with University policy if you are absent for a single (1) lecture due to illness or some form of personal or family emergency, this absence will be considered “excused” and the instructor will accept a note from you attesting to the date of the illness/incident, along with an acknowledgement that the information is true. Whenever feasible, you should try to contact the instructor in advance.

Multiple or prolonged absences, and absences that prevent attendance at a major scheduled grading event (like an exam or test) will require written documentation from an appropriate health care provider/organization.

A link to pull information on the new policy covering absences from class can be found at http://www.president.umd.edu/policies/v100g.html

Late work and Missed Exams / Assignments:
Please refer to ‘Course Requirements’ on page 3.

Classroom etiquette
Excessive lateness or absence from class is disruptive to the class and your learning. It can not help you in grading process. Please be on time.

Please turn off your cell phone during class time as it can be disruptive to the class and your learning. Texting during class time is not allowed unless it is an emergency.

Please do not use laptop or ipad/note during class time, unless it is necessary to find information during in-class group exercises.

Course Evaluations
The University, the School of Public Health, and the Department of Epidemiology & Biostatistics are committed to the use of student course evaluations for improving the student experience, course and curriculum delivery, and faculty instruction. Your evaluations help instructors improve their courses; help deans and department chairs decide on merit pay for faculty, renewal of contracts, and support tenure and promotion decisions; and help current and future students decide on classes. The system (www.CourseEvalUM.umd.edu) will open Tuesday December 2nd and close on Sunday December 14 for course evaluations.

Copyright Protection for Class Materials
My lectures and course materials, including slides, tests, in –class exercise materials, and similar materials, are protected by copyright. In addition, persons who publicly distribute or display or help
others publicly distribute or display copies or modified copies of an instructor’s course materials may be considered in violation of the University Code of Student Conduct, Part 9(k). You may take notes and make copies of course materials for your own use. You may not and may not allow others to reproduce or distribute lecture notes and course materials publicly whether or not a fee is charged without my express written consent. Similarly, you own copyright in any papers you write for this course and in your exam essays.

**Grading Procedures:**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Grade Weights:</th>
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<tbody>
<tr>
<td>Leading class discussion</td>
<td>10%</td>
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<tr>
<td>Class participation</td>
<td>25%</td>
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<tr>
<td>Short paper</td>
<td>30%</td>
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<tr>
<td>Final exam</td>
<td>35%</td>
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**Grading:** Below is a guideline for grading. However, final grade may be assigned relatively based on the curve of the class.

- 98% +  A+
- 94% – 97%  A
- 90% – 93%  A−
- 88% – 89%  B+
- 84% – 87%  B
- 80% – 83%  B−
- 78% – 79%  C+
- 74% – 77%  C
- 70% – 73%  C−
- 68% – 69%  D+
- 64% – 67%  D
- 60% – 63%  D−
- < 60%  F
# Course Schedule Summary

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
<th>Assignments*</th>
</tr>
</thead>
<tbody>
<tr>
<td># 1</td>
<td>9/3</td>
<td>Introduction to Social and Determinants of Health</td>
<td></td>
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<tr>
<td># 2</td>
<td>9/10</td>
<td>The Prevention Paradox</td>
<td></td>
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<tr>
<td># 3</td>
<td>9/17</td>
<td>1st In-class Group Exercise: The prevention paradox</td>
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<tr>
<td># 4</td>
<td>9/24</td>
<td>Socioeconomic Status (SES)</td>
<td></td>
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<tr>
<td># 5</td>
<td>10/1</td>
<td>2nd In-class Group Exercise: Measurement of SES</td>
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<tr>
<td># 6</td>
<td>10/8</td>
<td>Income Inequality and Health</td>
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<tr>
<td># 7</td>
<td>10/15</td>
<td>Race and Racism</td>
<td>Short Paper Due</td>
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<tr>
<td># 8</td>
<td>10/22</td>
<td>Social Support, Social Networks, Social Cohesion and Health</td>
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<tr>
<td># 9</td>
<td>10/29</td>
<td>3rd In-class Group Exercise: Social Capital</td>
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<tr>
<td># 10</td>
<td>11/5</td>
<td>Neighborhoods and Health</td>
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<tr>
<td># 11</td>
<td>11/12</td>
<td>Affective States and Health; Biological Pathways Linking Social Conditions and Health</td>
<td></td>
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<tr>
<td># 12</td>
<td>11/19</td>
<td>Working Condition, Labor market, Employment Policies, and Health</td>
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<tr>
<td># 13</td>
<td>12/10</td>
<td>Experimental Psychosocial Interventions; Policies as Tools for Research and Translation in Social Epidemiology</td>
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<tr>
<td># 14</td>
<td>12/17</td>
<td>FINAL EXAM</td>
<td></td>
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</tbody>
</table>

*Each student is responsible to take turn and lead a discussion session based on readings.

## Required Session Outline

### Session 1  
**9/3**

**Topic: Introduction to Social and Determinants of Health**

Learning Objectives for Session: 3, 13

Readings:


### Session 2  
**9/10**

**Topic: The Prevention Paradox**

Learning Objectives for Session: 1, 2

Readings:

3. Okechukwu C, Davison K, and Emmons K. Chapter 10, Changing Health Behaviors in a Social
### Session 3  9/17

**Topic:** 1st In-Class Group Exercise: The prevention paradox

Learning Objectives for Session: 1, 2

Class will be assigned to groups. Through discussions, each group will come up with answers to the questions that will be distributed in class. Then, each group will present their answers in front of the class.

### Session 4  9/24

**Topic:** Socioeconomic Status (SES)

Learning Objectives for Session: 3, 4

Readings:

**Session 7**

**Topic: Race and Racism**

Learning Objectives for Session: 7

Readings:

**Session 8**

**Topic: Social Support, Social Networks, Social Cohesion and Health**

Learning Objectives for Session: 8, 9

Readings:

**Session 9**

**Topic: 3rd In-Class Group Exercise: Measurement of Social Capital**

Learning Objectives for Session: 8, 10

Class will be assigned to groups. Through discussions, each group will come up with answers to the questions that will be distributed in class. Then, each group will present their answers in front of the class.

**Session 10**

**Topic: Neighborhoods and health**

Learning Objectives for Session: 8, 10

Readings:

### Session 11
**Topic: Affective States and Health**

Learning Objectives for Session: 11

**Readings:**


### Session 12
**Topic: Work Environment and Health, demands/control model of job stress**

Learning Objectives for Session: 12

**Readings:**


### Session 13
**Topic: Experimental Psychosocial Interventions; Policies in Social Epidemiology**

Learning Objectives for Session: 14, 15

**Readings:**

1. Glass TA, Kress AM, Berkman LF. Chapter 11, Experimental Psychosocial Interventions. In:
Critical university policies:

Religious Observances:
The University System of Maryland policy provides that students should not be penalized because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. It is the student's responsibility to inform the instructor in advance of any intended absences for religious observance.

Special Accommodations / Disability Support Services:
If you have a documented disability and wish to discuss academic accommodations for test taking or other needs, you will need documentation from Disability Support Service (301-314-7682). If you are ill or encountering personal difficulties, please let the instructor know as soon as possible. You can also contact Learning Assistance Services (301-314-7693) and/or the Counseling Center (301-314-7651) for assistance.

Academic Integrity:
The University's code of academic integrity is designed to ensure that the principle of academic honesty is upheld. Any of the following acts, when committed by a student, constitutes academic dishonesty:

- CHEATING: intentionally using or attempting to use unauthorized materials, information, or study aids in an academic exercise.
- FABRICATION: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- FACILITATING ACADEMIC DISHONESTY: intentionally or knowingly helping or attempting to help another to violate any provision of this code.
- PLAGIARISM: intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

For more information see: [http://www.shc.umd.edu/code.html](http://www.shc.umd.edu/code.html).

The Honor Pledge is a statement undergraduate and graduate students should be asked to write by hand and sign on examinations, papers, or other academic assignments. The Pledge reads:
I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.

The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit http://www.shc.umd.edu.

Inclement Weather / University Closings:
In the event that the University is closed for an emergency or extended period of time, the instructor will communicate to students regarding schedule adjustments, including rescheduling of examinations and assignments due to inclement weather and campus emergencies. Official closures and delays are announced on the campus website (http://www.umd.edu) and snow phone line (301-405-SNOW), as well as local radio and TV stations.