



University of Maryland School of Public Health

EPIB 622 – Social Determinants of Health

Semester: Fall, 2015
Classroom and Time: SPH 0301
Thursdays 4:00pm- 6:45pm
Instructor: Natalie Slopen, ScD
Assistant Professor
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Email: nslopen@umd.edu
Office Hours: By appointment

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 discuss 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:

- ***Social Epidemiology*** (Lisa F. Berkman, Ichiro. Kawachi, M. Maria Glymour, eds). New York: Oxford University Press, 2014
- ***Rose's Strategy of Preventive Medicine*** (Geoffrey Rose). New York: Oxford University Press, 2008.
- Readings from various epidemiology journals available at Canvas for you to download

Course Communication: The instructor will use e-mail to communicate with students regarding class cancellation, room change, or other timely announcements.

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). Lectures 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.

Course Requirements & Major Graded Assignments:

1. Discussion Leader: Students are asked to take turns and serve as a discussion leader; students will sign up for date on the first day of class. Discussion leaders will find an additional 1-2 readings for the session, which should be the application of the topic to a *specific health issue and/or population sub-group* (e.g., sexual minorities, immigrant groups, African Americans, etc.) related to the focus of that day's class. The paper(s) must be e-mailed to the instructor to post to the CANVAS site at least 4 days before the assigned class session. Students may request help from the instructor *in advance of the due date* if they are having difficulty finding an article(s). Discussion leaders are *encouraged to be creative*, and to include relevant video clips, prepare discussion questions, and other activities to facilitate discussion (e.g., set up a debate, create an exercise, etc.). They are responsible for bringing copies of their discussion questions or any other materials that will be used for discussion.
2. Class participation: All students are expected to attend every class and actively participate in discussion and group activities. Students 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, the instructor may ask questions related to the readings to students.
3. Reflection Papers. Students are required to submit two brief reaction papers (1 page maximum, 1 inch margins, 12 point Times New Roman font, double spaced) on the readings for two classes. These reaction papers should be a critical evaluation or personal reaction to the reading, and may include questions for clarification, perspectives that you agreed or disagreed with based on your own life or work in public health practice, and importantly, issues for the class discussion (i.e., this should not simply be a summary of the readings). You may focus on 1 of the assigned readings, or provide a reaction to the entire set. Reaction papers should be submitted online in the designated folder no later than 8 pm the day before class. Reaction papers will be graded as complete/incomplete, with "incomplete" given for papers that are careless and/or fail to show engagement with the assigned readings.
4. 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 BEFORE CLASS ON 10/13**

This is due when assigned. Late paper will NOT be accepted without a reasonable and advance notice.
5. 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 with the exception of hospitalization during the exam period.

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. 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.

University Course Related Policies:

All University of Maryland-approved course policies are provided at the following website:

<http://www.ugst.umd.edu/courserelatedpolicies.html>

Policy descriptions, resources, and links to official policy documents are provided for:

Academic Integrity: What is cheating? What is plagiarism? What is the Honor Pledge?

Code of Student Conduct: What behavior is prohibited?

Sexual Misconduct: What to do in case of sexual harassment or sexual assault.

Discrimination: Procedures to prohibit discrimination, complaints about discrimination, harassment, and retaliation.

Accessibility: Information about disability support services (DSS) and accommodations.

Attendance, Absences, or Missed Assignments: The student must notify the instructor in a timely manner (typically first week of class). Read this prior to Schedule Adjustment date.

Student Rights Regarding Undergraduate Courses: What should I find in the course syllabus? Am I allowed to see my exams after they are graded?

Official UMD Communication: Use of email, communication with faculty, communication about cancelled class meetings, and weather-related or other urgent notifications.

Mid-Term Grades: Provided for 100 and 200 level courses, and all student athletes.

Complaints About Course Final Grades: Questions about course grades should first be addressed to the course instructor.

Copyright and Intellectual Property: Who owns the work that I produce in class?

Final Exams: Final exams are scheduled by the University.

Course Evaluations: The School of Public Health is committed to the use of student course evaluations for improving the student experience, course and curriculum delivery, and faculty instruction.

Campus Resources: ELMS, counseling, learning workshops, tutoring, writing help, questions about graduation, adding or dropping classes, withdrawing from the semester, etc.

Course Procedures and Policies:

Email – The Official University Correspondence:

Verify your email address by going to 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.

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. 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.

Inclement Weather / University Closings / Emergency Procedures:

In the event that the University has a delayed opening or 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.

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.

Grading Procedures:

<u>Assessment</u>	<u>Grade Weights:</u>
Leading class discussion	15%
Class participation	25%
Reaction papers (2 at 5% each)	10%
Short paper	25%
Final exam	25%

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

Course Schedule Summary			
Session	Date	Topic	Assignments*
# 1	9/1	Introduction to Social and Determinants of Health	
# 2	9/8	The Prevention Paradox	
# 3	9/15	1 st In-class Group Exercise: The prevention paradox	
# 4	9/22	Socioeconomic Status (SES)	
# 5	9/29	2 nd In-class Group Exercise: Measurement of SES	
# 6	10/6	Income Inequality and Health	
# 7	10/13	Race and Racism	Short Paper Due
# 8	10/20	Social Support, Social Networks, Social Cohesion and Health	
# 9	10/27	3 rd In-class Group Exercise: Social Capital	
# 10	11/3	Place and Health	
# 11	11/10	Childhood Experiences, Embodiment, and Health across the Life Course	
# 12	11/17	Working Condition, Labor market, Employment Policies, and Health	
# 13	12/1	Experimental Psychosocial Interventions; Policies as Tools for Research and Translation in Social Epidemiology	
# 14	TBA	FINAL EXAM	

*Each student will lead a discussion session based on readings.

Required Session Outline	
Session 1	9/1
Topic: Introduction to Social and Determinants of Health and Theoretical Approaches	
Learning Objectives for Session: 3, 13	
Required readings:	
<ol style="list-style-type: none"> 1. Berkman LF, Kawachi I. Chapter 1, A Historical Framework for Social Epidemiology. In: Berkman LF, Kawachi I, and Glymour MM (eds). <i>Social Epidemiology</i>. New York: Oxford University Press (2014), pp. 1-16. 2. Why you should know what happened in Freddie Gray's life — long before his death - The Washington Post, Janell Ross, December 19, 2015. 	
Recommended:	
<ol style="list-style-type: none"> 3. Braveman P, Egerter S, Williams DR (2011). The Social Determinants of Health: Coming of Age, <i>Annual Review of Public Health</i>. 4. Krieger N (2001). A glossary for social epidemiology. <i>J of Epidemiology & Community Health</i>. 55: 693-700. 5. Commission on Social Determinants of Health (CSDH). (2008). Final reports and additional documents from the knowledge networks. Read executive summary. Geneva: World Health Organization. http://www.who.int/social_determinants/thecommission/finalreport/en/ 	

Session 2	9/8
Topic: The Prevention Paradox	
Learning Objectives for Session: 1, 2	
Readings:	
<ol style="list-style-type: none"> 1. Rose G. Prevention for individuals and the "high-risk" strategy. From: Rose, G. <i>Rose's Strategy of Preventive Medicine</i>. New York: Oxford University Press, 2008. 2. Rose G. The population strategy of prevention. From: Rose G. <i>Rose's Strategy of Preventive Medicine</i>. New York: Oxford University Press, 2008. 3. Okechukwu C, Davison K, and Emmons K. Chapter 10, Changing Health Behaviors in a Social Context. In: Berkman LF, Kawachi I, and Glymour MM (eds). <i>Social Epidemiology</i>. New York: Oxford University Press (2014), pp. 365-395. 	
Session 3	9/15
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	9/22
Topic: Socioeconomic Status (SES)	
Learning Objectives for Session: 3, 4	
Readings:	
<ol style="list-style-type: none"> 1. Glymour MM, Avendano M, and Kawachi I. Chapter 2, Socioeconomic Status and Health. In: Berkman LF, Kawachi I, and Glymour MM (eds). <i>Social Epidemiology</i>. New York: Oxford University Press (2014), pp. 17-64. 2. Phelan JC, Link BG, Diez-Roux A, Kawachi I, and Levin, B. "Fundamental Causes" of Social Inequalities in Mortality: A Test of the Theory. <i>J Health Soc Behav</i>. 2004. 45; 265-285. 3. Braveman PA, Cubbin C, Egerter Su, Chideya S, Marchi KS Meltzler M, Posner S. Socioeconomic Status in Health Research. One size does not fit all. <i>JAMA</i>.;294: 2879-2888. 2005. 	
Session 5	9/29
Topic: 2nd In- Class Group Exercise: Measurement of SES and Poverty	
Learning Objectives for Session: 3, 4	
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 6	10/6
Topic: Income Inequality and Health	
Learning Objectives for Session: 5, 6	
Readings:	
<ol style="list-style-type: none"> 1. Kawachi I Subramanian SV. Chapter 4, Income Inequality. In: Berkman LF, Kawachi I, and Glymour MM (eds). <i>Social Epidemiology</i>. New York: Oxford University Press, 2014; pp. 126-152. 2. Subramanian SV and Kawachi I. Income inequality and health: What have we learned so far?. <i>Epidemiol Rev.</i> 26:78-91. 2004 3. Kondo N, Sembajwe G, Kawachi I, van Dam RB, Subramanian SV, Yamagata Z. Income inequality, mortality, and self-rated health: meta-analysis of multilevel studies. <i>BMJ</i> 2009; 339:b4471. 	
Session 7	10/13
Topic: Race and Racism	
Learning Objectives for Session: 7	
Required Readings/Viewing:	
<ol style="list-style-type: none"> 1. Krieger N. Chapter 3, Discrimination and Health Inequities. In: (2014), Berkman LF, Kawachi I, Glymour MM (eds). <i>Social Epidemiology</i>. New York: Oxford University Press pp. 63-125. 2. Williams, D. R., & Mohammed, S. A. (2013). Racism and Health I: Pathways and Scientific Evidence. <i>American Behavioral Scientist</i> , 57 (8), 1152-1173. 3. NYTs: Affluent and black, and still trapped by segregation. Published: 8/20/2016. 4. TEDxEmory: Allegories on race and racism; Camara Jones: https://www.youtube.com/watch?v=GNhcY6fTyBM 	
Recommended:	
<ol style="list-style-type: none"> 5. Jones CP. Levels of racism: a theoretical framework and a gardener's tale. <i>American Journal of Public Health</i>; 2000, 90(8): 1212-5. 6. Williams, D. R. and C. Collins (2001). "Racial residential segregation: a fundamental cause of racial disparities in health." <i>Public Health Rep</i> 116(5): 404-416. 	
Session 8	10/20
Topic: Social Support, Social Networks, Social Cohesion and Health	
Learning Objectives for Session: 8, 9	
Readings:	
<ol style="list-style-type: none"> 1. Kawachi I and Berkman LF. Chapter 8, Social capital social cohesion, and health. In: Berkman LF, Kawachi I, Glymour MM (eds). <i>Social Epidemiology</i>, New York: Oxford University Press 2014; pp. 290-319. 2. Berkman LF and Krishna A. Chapter 7, Social integration, social networks, social support and health. In: Berkman LF, Kawachi I, Glymour MM (eds). <i>Social Epidemiology</i>. New York: Oxford University Press, 2014; pp. 234-289. 3. Christakis, N. & Fowler, J. (2007). The spread of obesity in a large social network over 32 years. <i>New England Journal of Medicine</i>, 357(4), 370-379. 	

Session 9	10/27
Topic: 3rd In- Class Group Exercise: Measurement of Social Capital	
Learning Objectives for Session: 8, 10	
<p>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.</p>	
Session 10	11/3
Topic: Place and health	
Guest: Dr. Jennifer Moss, NCI	
Learning Objectives for Session: 8, 10	
Readings:	
<ol style="list-style-type: none"> 1. Kawachi I and Berkman. Chapter 1, Introduction, In: Kawachi I, Berkman LF (eds). <i>Neighborhoods and Health</i>. New York: Oxford University Press, 2003. 2. Macintyre S and Ellaway A. Chapter 2, Neighborhoods and Health: An Overview. In: Kawachi I, Berkman LF (eds). <i>Neighborhoods and Health</i>. New York: Oxford University Press, 2003. 3. Diez Roux AV, Mair C. Neighborhoods and health. <i>Annals of the New York Academy of Sciences</i> 2010;1186:125-145. 	
Recommended:	
<ol style="list-style-type: none"> 1. Winkleby M, Cubbin C, Ahn D. Effect of cross-level interaction between individual and neighborhood socioeconomic status on adult mortality rates. <i>Am J Public Health</i> 2006;96:2145-53. 2. 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;315:1750-1766. 	
Session 11	11/10
Topic: Childhood Experiences, “Embodiment”, and Health Across the Life Course	
Learning Objectives for Session: 11	
Required Reading:	
<ol style="list-style-type: none"> 1. Kuh, D., et al. Life course epidemiology. 2003, <i>Journal of Epidemiology and Community Health</i>, 57(10), 778-783. doi: 10.1136/jech.57.10.778 2. Shonkoff, J. P., et al. "Neuroscience, molecular biology, and the childhood roots of health disparities: building a new framework for health promotion and disease prevention." 2009, <i>JAMA</i> 301(21): 2252-2259. 3. Cohen S, et al. Psychological Stress and Disease, 2007, <i>JAMA</i> 298(14): 1685-7. 	
Recommended:	
<ol style="list-style-type: none"> 1. Slopen, N., et al. Interventions to Improve Cortisol Regulation in Children: A Systematic Review. 2014, <i>Pediatrics</i> 133(2): 312-326. 	
Session 12	11/17

Topic: Work Environment and Health, demands/control model of job stress	
Learning Objectives for Session: 12	
Readings:	
<ol style="list-style-type: none"> 1. Berkman LF, Kawachi I, and Theorell T. Chapter 5, Working Conditions and Health. In: Berkman LF, Kawachi I, Glymour MM (eds). <i>Social Epidemiology</i>, New York: Oxford University Press 2014; pp. 153-181. 2. Avendano M and Berkman LF. Chapter 6, Labor Markets, Employment Policies, and Health. In: Berkman LF, Kawachi I, Glymour MM (eds). <i>Social Epidemiology</i>, New York: Oxford University Press 2014; pp. 182-233. 3. Lee S, Colditz GA, Berkman LF, Kawachi I. Prospective study of job strain and coronary heart disease among US women. <i>Int J Epidemiol</i>. 31:1147-1153, 2002 	
Session 13	12/8
Topic: Experimental Psychosocial Interventions; Policies in Social Epidemiology	
Learning Objectives for Session: 14, 15	
Required readings:	
<ol style="list-style-type: none"> 1. Glass TA, Kress AM, Berkman LF. Chapter 11, Experimental Psychosocial Interventions. In: Berkman LF, Kawachi I, Glymour MM (eds). <i>Social Epidemiology</i>, New York: Oxford University Press 2014; pp. 396-451. 2. Glymour MM. Chapter 12, Policies as Tools for Research and Translation in Social Epidemiology. In: Berkman LF, Kawachi I, Glymour MM (eds). <i>Social Epidemiology</i>, New York: Oxford University Press 2014; pp. 452-477. 3. Thornton RLJ, Glover CM, Cené CW, Glik DC, Henderson JA, Williams DR. Evaluating Strategies For Reducing Health Disparities By Addressing The Social Determinants Of Health. <i>Health Affairs</i> 2016;35: pp. 1416-1423. 	
Recommended:	
<ol style="list-style-type: none"> 1. Hatzenbuehler M, O’Cleirigh C, Grasso C, Mayer K, Safren S, Bradford J. Effect of same-sex marriage laws on health care use and expenditures in sexual minority men: a quasi-natural experiment, <i>American Journal of Public Health</i>, 2012. 	
Session 14	TBA
Topic: FINAL EXAM	