

University of Maryland, College Park

Department of Epidemiology and Biostatistics

EPIB 622 – Social Determinants of Health

Instructor: Sunmin Lee, ScD
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 Semester: Fall, 2007
 Classroom/Time: Rm 0301/ Thursdays, 4:00 pm -6:45 pm

OFFICE HOURS
 By appointment

Required Textbook & Other Readings	<u>Required</u> <ul style="list-style-type: none"> • <i>Social Epidemiology</i> (Lisa F. Berkman and I. Kawachi, eds). New York: Oxford University Press, 2000 • <i>The Strategy of Preventive Medicine</i> (Rose G). New York: Oxford University Press, 1992. • Readings from various epidemiology journals available on reserve in Departmental Office or for download
Course Description	The objectives of this course is: (1) to introduce students to the major social variables (Socioeconomic status, gender, poverty, income distribution, race, social networks/support, social capital, neighborhood environment, psychological stress, and work environment) that affect public health; (2) to present methods to operationalize each construct; and (3) discusses the empirical research.
Course Objectives	<u>At the end of this course, students will be able to:</u> <ul style="list-style-type: none"> • Describe high-risk and population strategy and discuss the strengths and weaknesses of high-risk and population strategy • Design their own health intervention study using individual & population strategies • Describe various socioeconomic measures at individual vs. area level and absolute vs. relative, and discuss strengths and weaknesses of each measure • Apply various socioeconomic measures to their own study • Identify different measures of income inequality • Explain pathways between income inequality and health outcomes • Explain differences between SES and race in their effects on health outcomes • Differentiate social network, social support, and social capital, and describe how they may affect health • Describe four different types of social support • Describe effects of neighborhood on health by identifying various pathways • Explain mechanisms of stress and health • Describe various work stress measures and their strengths and weaknesses • Explain how fundamental causes affect health

**Course
Organization**

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. 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. Students are asked to take turns and present summary of key points of the readings and facilitate discussion.

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 the 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
Requirements:**

Course Requirements:

Student Assignments

1. Reaction papers: For each class, unless you are a presenter, you must write a reaction paper (*no more* than 2 pages, double spaced, with font size of 12 or larger). Rather than summarizing readings, write your reaction to them, discuss a particular idea or set of ideas that draw on the readings for that day, etc.
2. Class presentations and participations : You will be asked to present summary of readings in class and lead discussion after presentation. **You are expected to have read the assigned readings before the class session, to be prepared to comment on the assigned discussion questions, and to actively participate in class discussions.**
3. One short paper : Write a short paper on a question below (*no more* than 5 pages excluding references, *double-spaced*, with 1-inch margins, typed in font 12 *or larger*).
4. 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.

LATE WORK AND MAKE UP TESTS:

All work is due when assigned. **Only hard copies of assignments, reports and**

papers are accepted except where indicated. E-mail and FAX copies will not be accepted except where indicated. Any work not completed and handed in at the beginning of class on the due date will receive a reduction of one letter grade. Work not handed in by 5pm the following day will receive an additional letter grade reduction. Work will not be accepted beyond this point except in extreme circumstance approved by your instructor. You **must prearrange** with the instructor to miss a class deadline. There is no make-up exam unless they are prearranged.

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.

SPECIAL NEEDS:

If you follow religious observances, have a documented disability, or have some other important commitments for which you need special academic accommodations, please contact the instructor *in advance*. Accommodations must be prearranged. 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.

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.**

Course Policies:

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

	<p>of another as one's own in any academic exercise.</p> <p>For more information see: http://www.inform.umd.edu/CampusInfo/Departments/PRES/policies/iii100a.html 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.</p> <p>To further exhibit your commitment to academic integrity, remember to sign the Honor Pledge on all examinations and assignments: "I pledge on my honor that I have not given or received any unauthorized assistance on this examination (assignment)."</p>
Prerequisite	EPIB 610 Foundations of Epidemiology

C l a s s A s s i g n m e n t s -

Class One 8/30	<p>Introduction to Social and Determinants of Health</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Berkman LF, Kawachi I. Chapter 1, A Historical Framework for Social Epidemiology. In: Berkman LF and Kawachi I (eds). <i>Social Epidemiology</i>. New York: Oxford University Press (2000), pp. 3-12. 2. Glass TA, McAtee, MJ. Behavioral science at the crossroads in public health: Extending horizons, envisioning the future. <i>Soc Sci Med</i> 2006;62:1650-1671.
Class Two 9/6	<p>The Prevention Paradox</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Rose G. Prevention for individuals and the "high-risk" strategy. From: Rose, G. <i>The Strategy of Preventive Medicine</i>. New York: Oxford University Press, 1992. 2. Rose G. The population strategy of prevention. From: Rose G. <i>The Strategy of Preventive Medicine</i>. New York: Oxford University Press, 1992. 3. Emmons KM. Chapter 11, Health Behaviors in a Social Context. In: Berkman LF and Kawachi I (eds). <i>Social Epidemiology</i>. New York: Oxford University Press (2000), pp. 242-266.

Class Three 9/13	1st Class Seminar: The prevention paradox 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.
Class Four 9/20	Socioeconomic Status (SES) Readings: <ol style="list-style-type: none"> 1. Marmot M. Multilevel approaches to understanding social determinants. Chapter 15, <i>Social Epidemiology</i>, pp. 349-367. 2. Link BG and Phelan JC. Social Conditions as Fundamental Causes of Disease. <i>J Health Soc Behav</i> 1995. Extra Issue: 80-94. 3. 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.
Class Five 9/27	Socioeconomic Status Measurement Readings: <ol style="list-style-type: none"> 1. Lynch J and Kaplan G. Chapter 2, Socioeconomic Position. In: Berkman LF and Kawachi I (eds). <i>Social Epidemiology</i>. New York: Oxford University Press (2000), pp. 13-35. 2. 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. 3. Galobardes B, Shaw M, Lawlor DA, Lynch JW, Davey Smith G. Indicators of socioeconomic position (part 1). <i>J Epidemiol Comm Health</i>. 2006; 60: 7-12.
Class Six 10/4	Poverty and Health Readings: <ol style="list-style-type: none"> 1. Heymann SJ. Chapter 16, Health and Social Policy. In: Berkman LF and Kawachi I (eds). <i>Social Epidemiology</i>. New York: Oxford University Press, 2000; pp. 368-382. 2. Kawachi I, Subramanian SV, Almeida-Filho N. A glossary for health inequalities. <i>J Epidemiol Community Health</i> 2002;56:647-52. 3. Chen JT, Rebkopf DH, Waterman PD, Subramanian SV, Coull BA, Cohen B, Ostrem M, Krieger N. Mapping and measuring social disparities in premature mortality: the impact of census tract poverty within and across Boston neighborhoods. <i>J Urban Health</i> 2006; 83(6): 1063-84.
Class Seven 10/11	2nd Class Seminar: Measurement of SES and Poverty 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>Class Eight 10/18</p>	<p>Income Inequality and Health</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Kawachi I. Chapter 4, Income Inequality and Health. In: Berkman LF and Kawachi I (eds). <i>Social Epidemiology</i>. New York: Oxford University Press, 2000; pp. 76-94. 2. Subramanian SV and Kawachi I. Income inequality and health: What have we learned so far?. <i>Epidemiologic Reviews</i>. 26:78-91. 2004
<p>Class Nine 10/25</p> <p>PAPER DUE!</p>	<p>Race and Racism</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Krieger N. Chapter 3, Discrimination and Health. In: (2000), Berkman LF and Kawachi I (eds). <i>Social Epidemiology</i>. New York: Oxford University Press pp. 36-75. 2. Winker MA. Measuring race and ethnicity: Why and how?. <i>JAMA</i>. 292(13):1612-1614, 2004. 3. Kawachi I, Daniels N, and Dean ER. Health disparities by race and class: Why both matter. <i>Health Affairs</i>. 24(2):343-352, 2005.
<p>Class Ten 11/1</p>	<p>3rd Class Seminar: Race & Racism</p> <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>
<p>Class Eleven 11/8</p>	<p>Social Support, Social Networks, Social Cohesion and Health</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Kawachi I, Berkman LF. Chapter 8, Social cohesion, social capital, and health. In: Berkman LF, Kawachi I (eds). <i>Social Epidemiology</i>, New York: Oxford University Press 2000; pp. 174-190. 2. Berkman LF and Glass T. Chapter 7, Social integration, social networks, social support and health. In: Berkman LF and Kawachi I (eds). <i>Social Epidemiology</i>. New York: Oxford University Press, 2000; pp. 137-173. 3. Kim D, Subramanian SV, Gortmaker SL, Kawachi I. US state- and county-level social capital in relation to obesity and physical inactivity: a multilevel, multivariable analysis. <i>Soc Sci Med</i> 2006;63: 1045-59.

<p>Class Twelve 11/15</p>	<p>Neighborhoods and health</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. MacIntyre S and Ellaway A. Chapter 14, Ecological Approaches: Rediscovering the Role of the Physical and Social Environment. In: Berkman LF, Kawachi I (eds). <i>Social Epidemiology</i>, New York: Oxford University Press 2000; pp. 332-348. 2. Sampson RJ. The neighborhood context of well-being. <i>Perspectives in Biology and Medicine</i>. 46(3): S53-S64. 2003. 3. Kawachi I and Berkman. Chapter 1, Introduction, In: Kawachi I, Berkman LF (eds). <i>Neighborhoods and Health</i>. New York: Oxford University Press, 2003. 4. 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.
<p>Class Thirteen 11/29</p>	<p>Stress, Emotion and Health</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Kubzansky LD and Kawachi I. Chapter 10, Affective States and Health. In: Berkman LF and Kawachi I (eds). <i>Social Epidemiology</i>. New York: Oxford University Press, 2000; pp. 213-241. 2. Carney RM and Freedland KE. Chapter 9, Depression and Medical Illness. In: Berkman LF and Kawachi I (eds). <i>Social Epidemiology</i>. New York: Oxford University Press 2000; pp. 191-212. 3. Brunner EJ. Chapter 13, Toward a New Social Biology. In: Berkman LF and Kawachi I (eds). <i>Social Epidemiology</i>. New York: Oxford University Press 2000; pp. 306-331. 4. Lee S, Colditz GA, Berkman LF, Kawachi I. Prospective study of caregiving and coronary heart disease among US women. <i>Am J Prev Med</i>. 24(2):113-119, 2003. 5. Lee S, Colditz GA, Berkman LF, Kawachi I. Prospective study of caregiving to non-ill children and grandchildren and coronary heart disease among US women. <i>Am J Public Health</i>. 93(11):1939-1944, 2003
<p>Class Fourteen 12/6</p>	<p>Work Environment and Health, demands/control model of job stress</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Theorell T. Chapter 5, Working Conditions and Health. In: Berkman LF, Kawachi I (eds). <i>Social Epidemiology</i>, New York: Oxford University Press 2000; pp. 95-117. 2. Kasl SV and Jones BA. The Impact of Job Loss and Retirement on Health. In: Berkman LF, Kawachi I (eds). <i>Social Epidemiology</i>, New York: Oxford University Press 2000; pp. 118-136. 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 4. Lee S, Colditz GA, Berkman LF, Kawachi I. Prospective study of job insecurity and coronary heart disease among US women. <i>Ann Epidemiol</i> 14(1):24-30, 2004.

Final Exam 12/13	FINAL EXAM
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Evaluation	Grading
<u>Grade Weights:</u>	90-100 A
Reaction papers (10%)	80-89 B
Class presentation and participation (20%)	70-79 C
Short paper (30%)	60-69 D
Final exam (40%).	< 60 F