

Social Determinants of Health

[formerly Sociology of Public Health]

Spring 2023, Rutgers University-Newark

21:920:331

21:070:370

Professor: Jesse Liss, PhD

Email: jl2578@newark.rutgers.edu

Virtual office hours:

Monday & Wednesday at Noon

(See Canvas for Zoom link & schedule)

Course Description

What determines if you have “good” health versus “bad” health? This course emphasizes the behavior and social determinants of health, including applied practices in Newark and a spotlight on Adverse Childhood Experiences. The majority of course content focuses on public health research design within the domains of behavioral and social determinants of health. That is, we will develop skillsets necessary to design core components of a public health research study or experimental intervention: (1) problem statement, research question, and research approach; (2) literature review; (3) instrumentation; (4) sample and procedures; (5) data analysis.

Readings:

All course materials are on canvas and there **no** purchase required for this course.

Hybrid Course Structure

I have designed this course to be delivered in a hybrid format to create *equity* among traditional and non-traditional students. To meet that goal, I have designed hybrid course delivery as follows:

- **There are no attendance requirements for presential class sessions (in-person classes), and all students have the option to take the course entirely online (asynchronously).**
- **The schedule of presential classes is in Announcements on Canvas – and I will continuously update it throughout the semester.**
- The course is set up to take both presential and online, and students may seamlessly switch between these two modalities throughout the semester.
- In addition to presential class offerings, on times that we do not meet in person, I offer optional zoom meetings for additional assistance on assignments and course material discussions.
- Additionally, I am available for virtual office hours outside of those scheduled group zoom meetings, just send me an email to set that up.

Course Learning Outcomes:

1. (Understand & Apply) Students will be able to articulate the behavioral and social determinants of health framework and use them to pose sociological research questions on public health topics
2. (Apply) Students will be able to write core components of a conceptual research design in public health - a problem statement, research question, and research approach.
3. (Evaluate & Synthesize) Students will be able to demonstrate competencies in evaluating peer-reviewed public health literature and synthesizing studies into a coherent literature review that justifies the student's proposed research question and research methods
4. (Apply) Students will be able to develop the instrumentation section of a public health research proposal.
5. (Analyze) Students will be able to debate complexities of ethical issues in research procedures in public health studies.
6. (Apply) Students will be able to develop the sample and procedures section of a public health research proposal.
7. (Apply) students will be able to propose data analysis for the research methods section of a public health research proposal.

Student Evaluation and Grade Policy:

Five Written Assignments	50 percent of final grade
Five Discussion Boards	50 percent of final grade


Percentage Conversion to Letter Grade:

A (90% or above), B+ (85-89), B (80-84), C + (79-75), C (70-74), D (65-69), F (64 and below)

Final Grade Calculation

Student final grades are an average of ten assignments (five written assignments and five discussion board assignments). To view your grades, click *Grades* on the Canvas navigation panel (example below).

Assignment Four Assignments	Dec 18 by 11:59pm	75	100
Assignment One Assignments	Dec 18 by 11:59pm	100	100
Assignment Three Assignments	Dec 18 by 11:59pm	90	100
Assignment Two Assignments	Dec 18 by 11:59pm	100	100
Discussion Board Five Assignments		85	100
Discussion Board Four Assignments		90	100
Discussion Board One Assignments		100	100
Discussion Board Three Assignments		80	100
Discussion Board Two Assignments		100	100
Assignments		91.5%	915.00 / 1,000.00
Total		91.5%	915.00 / 1,000.00



In the example above, the student has a total average of 91.5%, which is converted to an A letter grade based on the letter grade conversion on page two.

Written Assignments

Assignment Rationale:

- There are five written assignments. The written assignments build to a public health research study design, which would also be an outline to a public health grant proposal. As such, by completing the assignments you will be developing research design and grant writing skills. Assignments must be completed in order as each assignment builds on the last.

Assignment Grade Policy:

- Each written assignment is worth ten percent of the final grade.
- You can find directions and grade rubrics for each assignment within each module.
- There are soft due dates listed below, these are target due dates
 - There is no grade point penalty for missing the soft due dates.
 - However, if you miss the soft due date, then do not expect a quick turnaround on the grading of your submitted assignment. That is, if you miss the soft date, then I will grade your assignment on my schedule.
- **The hard deadline for all written assignments is May 10 at 11:59 PM**
 - *Late assignments are unacceptable.* The reason for this is that the due date is already pushed back as far as possible to provide extra flexibility. My own grades are due to the university shortly after this due date. For this reason, I will not accept late work.
 - Extensions are only possible *with prior approval and documented medical or health excuse.*
- As you submit work throughout the semester, I aim to grade your assignment submissions within one week of your submission.
- **You may revise and resubmit each assignment as many times as you wish up until May 10 at 11:59 PM**

Discussion Boards

Discussion Board Rationale:

The discussion boards serve to prepare students to complete the written assignments. On the discussion board you will learn to apply, analyze and evaluate using concepts learned in class or asynchronously. Therefore, I recommend that you complete the discussion boards prior to the written assignments, as the discussion boards will help you better understand concepts in the assignments.

Discussion Board Grade Policy:

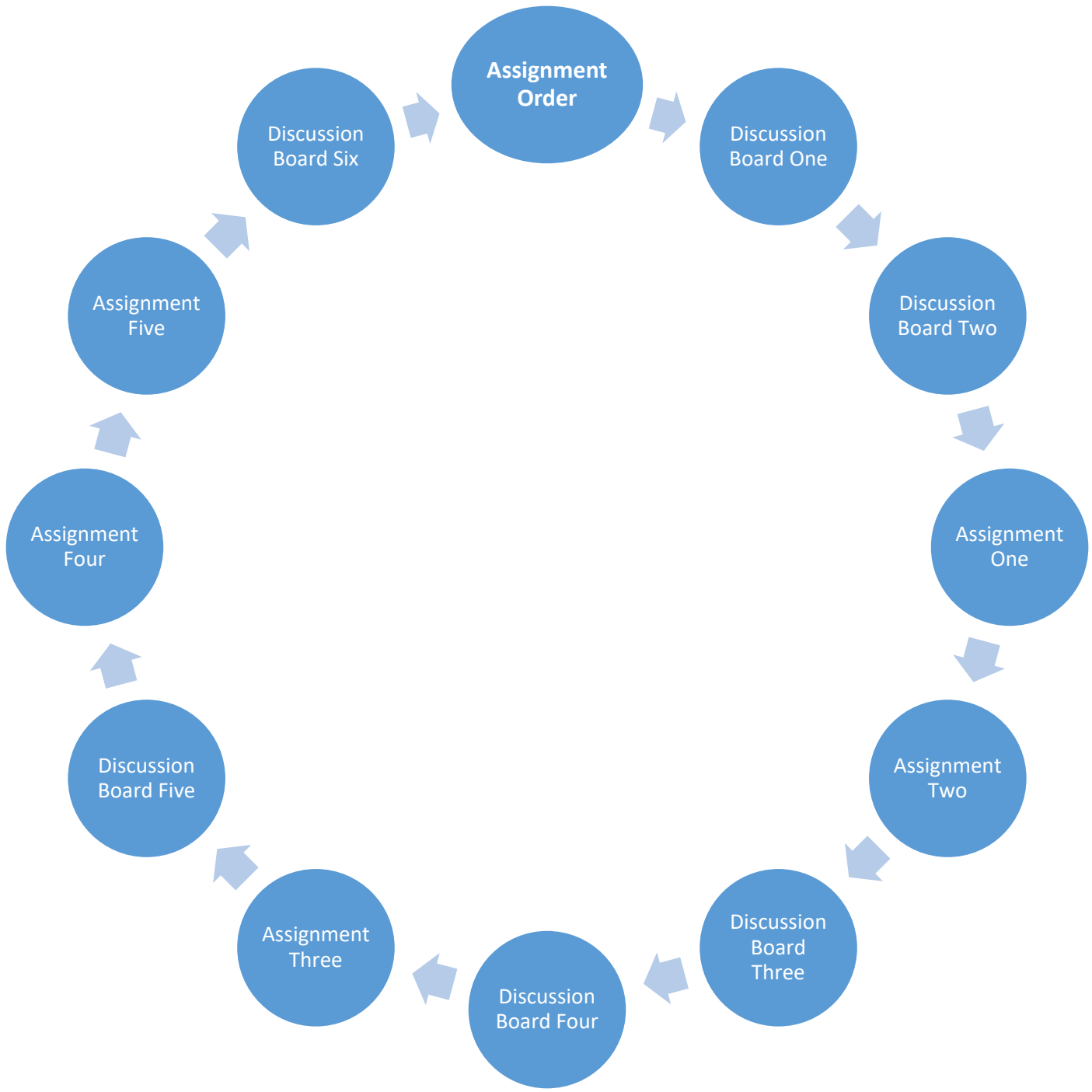
- Each discussion board (DB) is worth ten percent of the final grade.
- You can find directions and grade rubrics for each DB within each module.
- Five of the six DBs count towards the student's final grade.
- If you complete six DBs, then your lowest score will be dropped.
- There are soft due dates listed below, these are target due dates
 - There is no grade point penalty for missing the soft due dates.
 - However, if you miss the soft due date, then do not expect a quick turnaround on the grading of your submitted assignment. That is, if you miss the soft date, then I will grade your assignment on my schedule.
- **The hard deadline for all discussion boards assignments is May 10 at 11:59 PM**
 - *Late assignments are unacceptable.* The reason for this is that the due date is already pushed back as far as possible to provide extra flexibility. My own grades are due to the university shortly after this due date. For this reason, I will not accept late work.
 - Extensions are only possible *with prior approval and documented medical or health excuse.*
- As you submit work throughout the semester, I aim to grade your assignment submissions within one week of your submission.
- **You may revise and resubmit each assignment as many times as you wish up until May 10 at 11:59 PM**

Assignment	Soft Due Date
Assignment One	February 26
Assignment Two	March 5
Assignment Three	April 2
Assignment Four	April 30
Assignment Five	May 7
Discussion Board One	February 12
Discussion Board Two	February 19
Discussion Board Three	March 19
Discussion Board Four	March 26
Discussion Board Five	April 23
Discussion Board Six	May 10

Time Management Announcement

Map of Assignments by Difficulty

Hard Difficulty (up to 1.5 hours to completion)		Assignment Two	Assignment Three		
Medium Difficulty (about 1 hour to completion)	Assignment One	Discussion Board Two	Discussion Board Three	Assignment Four	Assignment Five
Easy Difficulty (between 30-45 minutes to completion)	Discussion Board One			Discussion Board Four	Discussion Boards Five & Six



Course Schedule*

*Schedule may change throughout the semester, I will give advance warning in these cases

Theory

Required Reading:

“Social Determinants of Health,” Healthy People 2030, US Department of Health & Human Services.

<https://health.gov/healthypeople/objectives-and-data/social-determinants-health>

Recommended Reading:

Chapter 2.9: “Behavioural Determinants of Health and Disease”

Roger Detels, et al. 2015. Oxford Textbook of Global Public Health. Vol. Sixth edition, OUP Oxford.

Harris, Nadine Burke. *The Deepest Well: Healing the Long-term Effects of Childhood Adversity*. Houghton Mifflin Harcourt, 2018.

Research Design

Required Reading:

“Guide to Assignment 1”

Located on Canvas

Literature Review

Required Reading:

“Guide to Assignment 2”

Located on Canvas

Instrumentation

Required Reading:

“Guide to Assignment 3”

Located on Canvas

Sample & Procedures

Required Reading:

“Guide to Assignment 4”

Located on Canvas

Data Analysis

Required Reading:

“Guide to Assignment 5”

Located on Canvas

Discussion Board Six

[Event: The Pandemic and the City](#)

Wednesday, April 12, 2023 (1:00-2:30 pm)

The Pandemic and the City: Art, Medicine, Migration

George Aumoithe, Harvard University

Denise Rodgers, Rutgers Biomedical and Health Sciences

Natalia Nakazawa, Our Stories of Migration Workshop, Brooklyn Museum

Academic Integrity:

As an academic community dedicated to the creation, dissemination, and application of knowledge, Rutgers University is committed to fostering an intellectual and ethical environment based on the principles of academic integrity. Academic integrity is essential to the success of the University’s educational and research missions, and violations of academic integrity constitute serious offenses against the entire academic community. The entire Academic Integrity Policy can be found here: <http://academicintegrity.rutgers.edu/> Your health and well-being matter, and Rutgers has put in place a number of resources that are intended to help students through the challenges that might emerge during these times. Information on many of these resources appears below. Please let me know immediately if you are experiencing circumstances that are negatively impacting your academic performance. I also strongly encourage you to contact your academic advisor.

Accommodation and Support Statement:

Rutgers University Newark (RU-N) is committed to the creation of an inclusive and safe learning environment for all students. RU-N has identified the following resources to further the mission of access and support:

- Absences: All students are responsible for timely notification of their instructor regarding any expected absences. The Division of Student Affairs can provide assistance for absences related to religious observance, emergency or unavoidable conflict (illness, personal or family emergency, etc.) Students should refer to the University’s Course Attendance policy (10.2.7), for complete expectations and responsibilities. The office can be contacted at: (973) 353-5063 or deanofstudents@newark.rutgers.edu.
- Disabilities: The Office of Disability Services (ODS) is responsible for the determination of appropriate accommodations for students who encounter barriers due to disability. Once a student has completed the ODS process (registration, initial appointment, and submitted documentation)

and reasonable accommodations are determined to be necessary and appropriate, a Letter of Accommodation (LOA) will be provided. The LOA must be given to each course instructor by the student and follow up with a discussion. This should be completed as early in the semester as possible as accommodations are not retroactive. More information can be found at ods.rutgers.edu. Contact ODS: (973) 353-5375 or ods@newark.rutgers.edu.

- **Temporary Conditions/Injuries:** The Division of Student Affairs can assist students who are experiencing a temporary condition of injury (broken or sprained limbs, concussions, or recovery from surgery). Students experiencing a temporary condition or injury should submit a request for assistance at: <https://temporaryconditions.rutgers.edu>.
- **Pregnancy:** The Office of Title IX and ADA Compliance is available to assist students with any concerns or potential accommodations related to pregnancy. Students may contact the office at (973) 353-1906 or TitleIX@newark.rutgers.edu.
- **Gender or Sex-Based Discrimination or Harassment:** The Office of Title IX and ADA Compliance can assist students experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking. Students can report an incident to the office at: (973) 353-1906 or TitleIX@newark.rutgers.edu. Incidents may also be reported by using the following link: tinyurl.com/RUNReportingForm. For more information, students should refer to the University's Student Policy Prohibiting Sexual Harassment, Sexual Violence, Page 5 of 5 Syllabus Guidelines, School of Arts and Sciences-Newark, Fall 2020, August 1, 2020 Relationship Violence, Stalking and Related Misconduct located at: <http://compliance.rutgers.edu/title-ix/about-title-ix/title-ix-policies/>.
- **Interpersonal Violence:** The Office for Violence Prevention and Victim Assistance can provide any student with confidential support. The office is a confidential resource and does not have a reporting obligation to report information to the University's Title IX Coordinator. Students can contact the office at: (973) 353-1918 or run.vpva@rutgers.edu. There is also a confidential, text-based line students can text for support: (973) 339-0734.
- **Crisis and Concerns:** The Campus Awareness Response and Education (CARE) Team works with students in crisis to develop a support plan to address personal situations that might impact academic performance. Students may contact the CARE Team at: tinyurl.com/RUNCARE or careteam@rutgers.edu.
- **Stress, Worry, or Concerns about Well-Being:** The Counseling Center has confidential therapists available to support students. To schedule an appointment: counseling@newark.rutgers.edu or (973) 353-5805. If a student is not quite ready to make an appointment with a therapist but is interested in self-help, check out TAO at Rutgers-Newark for an easy, web-based approach to self-care and support: <https://tinyurl.com/RUN-TAO>.
- **Emergencies:** Call 911 or contact Rutgers University Police Department (RUPD) at (973) 353-5111.

Learning Resources:

- Rutgers Learning Center (tutoring services) (973) 353-5608 <https://sasn.rutgers.edu/student-support/tutoring-academic-support/learning-center>
- Writing Center (tutoring and writing workshops) (973) 353-5847 nwc@rutgers.edu <https://sasn.rutgers.edu/student-support/tutoring-academic-support/writing-center>