UNIVERISTY OF CALIFORNIA, MERCED
PH 111
Social Epidemiology

Instructor: TBD
Email:
Office Phone:
Office:
Office hours:

TA:
Email:
Office:
Office hours:

Course Description:

Social epidemiology is the branch of epidemiology that explores how social forces affect human health and wellbeing. In particular it asks how social interactions, human activities, social conditions, social problems, and other social arrangements affect determinants of health and yield differential health outcomes. Social epidemiologists are concerned with determining the pathways through which social factors affect health, identifying disease-specific risk factors, and understanding health outcomes and risk factors are arrayed across different social conditions and social systems.

Prerequisites:

PH 01 or permission of instructor.

Course Goals and Outcomes

UC Merced Principles	Course Goals	Course Learning Outcome (CLO)	Assessment
Scientific Literacy	To provide an introduction to the field of social epidemiology, the major theories, concepts, and perspectives.	Describe how social and environmental factors affect health outcomes, including how risk factors are arrayed across different social conditions.	Term paper, exams, reading summaries, quizzes
Scientific Literacy Communication	To learn how health outcomes and risk factors are arrayed across different social conditions and social systems.	(a) Integrate different perspectives, research, and skills discussed in class to explain group differences in health and well-being. (b) In writing, clearly analyze these difference in health and well-being.	Term paper, exams, reading summaries
Scientific Literacy	To gain an understanding of health measures used by the World Health Organization and Center for Disease Control.	Identify measures and data sources for health statistics and health information at the local, national, and global level.	Exams, independent research project
Self and Society Communication	(a) To learn how health statistics in Merced County compare to national targets.	(a) Describe the way in which health statistics in Merced County compare to national targets. (b) Convey the results of their	Independent research project

	(b) To gain a first-hand experience developing a research project which analyzes the social determinants of health as operate in Merced County, particularly as they apply to vulnerable populations.	research through class participation and class assignments.	
Decision Making			
Scientific Literacy	To learn Public Health conventions for writing and presentations.	Apply (a) the American Journal of Public Health (AJPH) manuscript formatting and citation style, and (b) American Public Health Association (APHA) poster presentation guidelines.	All writing assignments

To support student success coherently across Public Health coursework, these CLOs help students to reach the Public Health *Program Learning Outcomes* 1 through 5:

1. Knowledge of the key substantive content regarding epidemiology, major health conditions, and health disparities.
2. Knowledge about key influences on health and disease related to differential status experienced by some population groups.
3. Ability to access, understand and synthesize empirical studies from the scientific literature on public health and disparities.
4. Ability to conduct and interpret findings from basic analysis of data on health or disparity issues.
5. Ability to communicate orally and in writing about concepts in epidemiology and health disparities.

Guiding Principles:
This course qualifies as a general education course in meeting the following UC Merced Guiding Principles for education:

- Scientific Literacy: Students will read and interpret theoretical and empirical studies from international and global health on social epidemiology and the social determinants of health.
- Decision Making: Students will understand the contribution of diverse and interlocking factors in determining the social determinants of the health of populations.
- Communication: Students will gain an understanding of the social determinants of health. They will convey their understanding through class writing assignments, class participation, and exams. They will also convey their understanding through an independent research project on the ways in which these forces operate in Merced County.
- Self and Society: Students will understand the role that social determinants of health play in promoting or damaging the health and wellbeing of a given population, and the challenges societies face in improving the health of vulnerable populations. They will convey their understanding through an independent research project on the ways in which these forces operate in Merced County.

Textbook and Readings:
You are expected to buy the following textbook: *Social Epidemiology*. L Berkman and I Kawachi. New York: Oxford University Press, 2000, pp. 382. ISBN-10: 0-19-508331-8.

You are expected to download the supplemental readings prior to class. Supplemental readings and other materials required for the course are listed by week.

Use the following article for help with definitions: Krieger, N. A glossary for social epidemiology. *J Epidemiol Community Health.* 2001;55:693-700.
http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1731785/pdf/v055p00693.pdf

Attendance:
Although attendance is not mandatory, attendance and final grades tend to be correlated. While I will go over concepts from the readings in class, my lectures will cover materials not in the readings. As a result, missing class may mean you miss information imparted in class that may appear in the exams. Missing class may also mean that you miss directions on how to complete class assignments. Moreover, assignments are to be turned in during class. Missed attendance during those sessions may equate to loss of points for that assignment.

Grading:

Your grade will be determined by the number of accumulated points you receive on assignments and exams throughout the semester. You will be assigned a letter grade based on the total number of points you accumulate divided by the total number of possible points you could have earned (400 points plus extra credit). Your letter grade will be assigned according to the following percentage scale:

97 - 100 = A+	87 – 89 = B+	77 – 79 = C+	67 – 69 = D+	0 – 59 = F
94 - 96 = A	84 – 86 = B	74 – 76 = C	64 – 66 = D	
90 – 93 = A-	80 – 83 = B-	70 – 73 = C-	60 – 63 = D-	

This fixed grading scale is used so that you know what you need to do in order to attain your desired grade. However, I reserve the right to lower the scale (I will not make it more stringent).

Your learning will be assessed in the following manner:

A. 6 weekly reading summaries (5 points each for a total of 30 points): Due where noted. You will complete a short paragraph (180 words) summarizing the main points of the readings. Instructions will be discussed week 2 and uploaded to UCMCROPS.

*B. 2 short in class Quizzes (20 points each for a total of 40 points***):** (1) Friday, September 20, 2013, (2) Friday, November 15, 2013

C. Midterm (100 points): Friday, October 11, 2013

D. Final Exam (100 points): Thursday, December 19, 2013

E. Research Project (100 points): You will complete a brief research project outlining how various social factors affect health outcomes, comparing health outcomes in Merced to state, national, and international outcomes and goals, and then discussing ongoing interventions or programs addressing this health condition in Merced. This project will require the following:

☐ *Topic selection write-up (10 points):* Due Monday, September 30, 2013. You will chose a topic from a preselected list and answer a series of questions about health statistics comparing Merced, other county, national, and international statistics where applicable. You will also submit a first draft of your research question at this time. Specific directions for this assignment will be uploaded to UCMCROPS.

☐ *Research Paper Source Listing and Source Evaluation (10 point*s): Due Monday, October 28, 2013. You will be required to locate the most recent literature review on your topic using pubmed (if a literature review exists). You will also be required to have located 4 more peer reviewed papers, as well as other sources for your research paper and answer a series of questions about each source. Specific directions for this assignment will be uploaded to UCMCROPS.

☐ *Table and Figure draft (10 point*s): Due Friday, November 8, 2013. You will be required to submit a draft of the table and figure for your research project. Specific directions for this assignment will be uploaded to UCMCROPS.

☐ *Poster (15 points).* Due Monday, November 25, 2013. You will summarize your research in a APHA style poster. Specific directions for this assignment will be uploaded to UCMCROPS.

☐ *Original Research Paper (55 points):* Wednesday, December 4, 2013. Your research should be written up in 1600-2000 word original research paper using American Journal of Public Health formatting directions. This paper should include 1 figure and 1 table formatted AJPH style. Specific directions for this assignment will be uploaded to UCMCROPS and discussed in class.

F. 2 Assessment (15 points each, 30 points total): Due (1) Friday, September 20, 2013, (2) Friday, November 15, 2013. You will complete 2 anonymous assessments of the instructor, the class structure, and your own study and work habits. Since these assessments are anonymous, the teacher will check off your name and you will initial a sign-in sheet once you turn in the survey and you will receive full points. If you do not ensure that there is a check by your name and that you have initialed by the check, you will not receive credit for completing the assessment. The assessment forms will be uploaded to UCMCROPS.

Extra Credit (16 points): Due before 12 noon, Thursday, November 28, 2013**.** You may complete one of the following for extra credit.

1. Research Study Pool: You may participate in 2 hour (research credits) of research experience during the semester through the SONA system (http://ucmerced.sona- systems.com/) for extra credit points. Be sure to create an account and select PSY-190-04 in order to get credit properly assigned to this course. The full two hours must be completed to receive this credit. Directions will be uploaded to UCMCROPS.

2. Future Speculation: Read *Beggars in Spain* by Nancy Kress *(*book 1, the original novella. If you buy *Beggars Trilogy* or other compilations which have the expanded story, show me the index and I will tell you where to read t*).* Chose a topic that we discussed in class and write a 600-800 word essay discussing how this social determinant could affect health with the advent of the types of technology and social changes discussed in the book. You will also be required to answer a set of specific questions about the book in order to ensure you read it (these questions will be uploaded to UCMCROPS). To receive credit the essay must be well written (i.e. I will not accept an outline or an incomplete or less than coherent essay). Specific directions will be uploaded to UCMCROPS.

Grade Appeals: You have the right to appeal any grade you feel was unfair. If you wish to appeal your grade, you must do so by submitting an email of appeal to the Professor within 72 hours from distribution of the grade.

The email of appeal should contain the following items: (1) reason for the dispute, (2) an attached word document containing an essay clearly articulating why the answer given fulfilled the criteria for the correct answer, complete with references to lectures and class readings, and (3) proposed course of action. Professor will review the appeal and respond. Please be aware that a review could result in the lowering *or* improvement of the grade. Furthermore, the appeal will not be processed unless all `components are included in the email.

Academic Honesty: University policy mandates that the highest level of academic integrity be maintained on this campus. The University's policy on academic honesty can be found at this web address: http://studentlife.ucmerced.edu/what-we-do/student-judicial-affairs/academicy-honesty-policy. Infringements include cheating on exams in any form, representing the work of others as your own, and plagiarizing/failing to properly acknowledge the intellectual property of others. This policy will be strongly adhered to in this course. Violation of academic integrity policies can result in an assignment of zero points to the work in question, assignment of a failing grade in the course, and/or a report to the Office of Judicial Affairs.

Student Accessibility: UCM provides individuals with disabilities reasonable accommodations to participate in educational programs, activities, and services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should contact the UCM Disability Services Center located in KL 109 (http://disability.ucmerced.edu/2.asp?uc=1&lvl2=7&contentid=6) to obtain assistance or coordination with this course. It is also helpful if you inform the Professor of your special needs

Class Policies: I will discuss class policies during lecture. Here is a list of some of the class policies. This list is not a comprehensive list and I reserve to right to implement new class policies as I see fit.

Email communication with instructor: Your first point of contact should be with the TA or coming to my office hours. Students are expected to communicate over email in a respectful and professional manner. Students are expected to communicate with the instructor and TA using their UC Merced email account which is provided by the University.

Conduct: Students are expected to show a high degree of respect towards instructors and fellow classmates. Students are expected to communicate with their instructors and fellow classmates in a respectful manner.

During discussions, disagreements and debates are expected to be conducted civilly with no raised voices or all cap messages. Students should not interrupt the instructor or other students. Students should separate disagreements over scientific methods, findings, and policy implications from personal attacks. No personal attacks are allowed during class discussions.

*Cell phones***:** Students are asked to turn off cell phone ringers while in class and to refrain from using their phone during class.

Texting/Email/Internet Surfing: You may only use a computer or tablet for referencing class readings that you have already downloaded, or for uses approved by disability services. You must download the readings prior to class, you may not download readings during class. If we see you using the web, facebook, emailing, or using technology for a non-approved usage, we will ask you to shut down the technology immediately for the rest of the duration of the class regardless of whether or not you are using it to take notes or access class readings.

Recording: You may not tape, film, take a photo, or make a video/oral recording of anyone or anything in class (including with a cell phone or note-taking pen) without my prior permission.

Course Schedule:
- ☐ Assigned readings should be read *prior* to the specified class meeting.
- ☐ This is not a contract. The instructor reserves the right to make any changes to the schedule at any time during the course as appropriate. Students will be informed of changes in advance via UCMCROPS.

<div align="center">

Week 1: Introduction

</div>

Friday, August 31

☐ Healthy People Framework. Pages 1-3.
  http://www.healthypeople.gov/2020/Consortium/HP2020Framework.pdf

☐ Center for Disease Control and Prevention. Social Determinants of Health Frequently Asked Questions
  http://www.cdc.gov/socialdeterminants/FAQ.html

<div align="center">

Week 2: Refresher

</div>

Monday, September 2: **No Class, Labor Day**

Wednesday, September 4

☐ Lecture: an introduction to basic concepts, vocabulary, and terms

☐ *Social Epidemiology.* Chapter 1 A Historical Framework for Social Epidemiology.

☐ Krieger, N. A glossary for social epidemiology. *J Epidemiol Community Health.* 2001;55:693-700.

Friday, September 6: **WEEKLY READING SUMMARY #1 DUE**

☐ The social determinants of health: Developing an evidence base for political action. Final Report to World Health Organization Commission on the Social Determinants of Health.
  http://www.who.int/social_determinants/resources/mekn_final_report_102007.pdf
  Read section 10.2 Sources of health data

☐ Health related quality of life. http://www.cdc.gov/hrqol/concept.htm

<div align="center">

Week 3: Socio-economic Position

</div>

Monday, September 9

☐ The Solid Facts. Second Edition.   data/assets/pdf_file/0005/98438/e81384.pdf
http://www.euro.who.int/
  Read Section 1 The Social Gradient.

☐ *Social Epidemiology*: Chapter 2 Socioeconomic Position

Wednesday, September 11

☐ "Crack baby" development issue not side-effect of drug, but poverty. By Susan FitzGerald. The Christian Science Monitor. http://www.csmonitor.com/The-Culture/Family/2013/0725/Crack-baby-development-issues-not-side-effect-of-drug-but-poverty

☐ Akil, L. and Anwar Ahmad, H. Effects of Socioeconomic Factors on Obesity Rates in Four Southern States and Colorado. Ethn Dis. 2011 Winter; 21(1): 58–62.
  http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3101796/

Friday, September 13: **WEEKLY READING SUMMARY #2 DUE**

☐ *Social Epidemiology*:
  Chapter 2 Socioeconomic Position. Measurement. Page 17-20

☐ The social determinants of health: Developing an evidence base for political action. Final Report to World Health Organization Commission on the Social Determinants of Health.
  http://www.who.int/social_determinants/resources/mekn_final_report_102007.pdf
  Read the following sections: 10.3.1 Education10.3.2 Occupation, 10.3.3 Income

☐MacArthur. Research Network on SES and Health. The MacArthur Scale of Subjective Social Status. http://www.macses.ucsf.edu/research/psychosocial/subjective.php

Week 4: Childhood and Maternal Health/ Life-Course Perspectives and Health
Monday, September 16
☐The Solid Facts. Second Edition.   data/assets/pdf_file/0005/98438/e81384.pdf
http://www.euro.who.int/
  Read Section 3 Early Life

☐Braveman, P. Barclay, C. Health Disparities Beginning in Childhood: A Life-Course Perspective. Vol. 124 No. Supplement 3 November 1, 2009 pp. S163 -S175 (doi: 10.1542/peds.2009-1100D). http://pediatrics.aappublications.org/content/124/Supplement_3/S163.full

☐The Marshmallow Test Revisited. University of Rochester. http://www.rochester.edu/news/show.php?id=4622
Read article, watch video

☐"Crack baby" development issue not side-effect of drug, but poverty. By Susan FitzGerald. The Christian Science Monitor. http://www.csmonitor.com/The-Culture/Family/2013/0725/Crack-baby-development-issues-not-side-effect-of-drug-but-povert**y**

Wednesday, September 18
☐Knowledge Network for Early Childhood Development. International perspectives on early child development. World Health Organization. (2007) http://www.who.int/social_determinants/resources/ecd.pdf
Read pages 19-28.

☐World Health Organization. Maternal Health. http://www.who.int/mediacentre/factsheets/fs348/en/index.html

MacDorman, M.F., and Mathews, M.S. NCHS Data Brief. Number 23, November 2009. Behind International Rankings of Infant Mortality: How the United States Compares with Europe. http://www.cdc.gov/nchs/data/databriefs/db23.pdf

☐World Health Organization. Stories of positive action from around the world. Ensuring Equity from the start. http://www.who.int/social_determinants/thecommission/finalreport/case_studies/en/index.html

☐Lecture: Completing your research project, how to use sources to select your topic

Friday, September 20: **WEEKLY READING SUMMARY #3 DUE**
☐Healthy people: Leading Health Indicators Maternal, Infant, and Child Health http://www.healthypeople.gov/2020/LHI/micHealth.aspx?tab=data
  (a) Read the following tabs on the page: 1. Overview and Impact, 2. Life Stages and Determinants, 3. Latest Data.
  (b) Follow the tabs for the leading health indicators to see what they are and how they are measured.

Week 5: *Social Exclusion/Discrimination*
Monday, September 23
☐The Solid Facts. Second Edition.   Health.
http://www.euro.who.int/
  Read Section 4 Social Exclusion.

☐*Social Epidemiology*. Chapter 3 Discrimination and

data/assets/pdf_file/0005/98438/e81384.pdf

Wednesday, September 25

☐ Mathieson, J. et al. Social Exclusion Meaning, measurement and experience and links to health inequalities A review of literature. WHO Social Exclusion Knowledge Network Background Paper 1. 2008 http://www.who.int/social_determinants/media/sekn_meaning_measurement_experience_2008.pdf
Read Chapter 8 . Social exclusion and health inequalities pages 60-67

☐ World Health Organization. Stories of positive action from around the world. Story. Political empowerment – inclusion and voice.
http://www.who.int/social_determinants/thecommission/finalreport/case_studies/en/index9.html

Friday, September 27: *1.* **ASSESSMENT DUE, 2. IN CLASS QUIZ #1**

☐ Chapter 3 Discrimination and Health, section: How Could Discrimination Harm Health
Chapter 3 Discrimination and Health, section: Measuring Discrimination to Estimate Its Effects on Population Health. Page 48-63.

☐ The social determinants of health: Developing an evidence base for political action. Final Report to World Health Organization Commission on the Social Determinants of Health.
http://www.who.int/social_determinants/resources/mekn_final_report_102007.pdf
Read 10.3.5 Ethnicity/ race/ caste/ tribe/ religion

Week 6: Gender, Sexual Orientation

Monday, September 30

☐ Final report of the Women and Gender Equity Knowledge Network – Unequal, unfair, ineffective and inefficient. Gender inequity in health: why it exists and how we can change it. (2007).
http://www.who.int/social_determinants/resources/csdh_media/wgekn_final_report_07.pdf
Read Gendered Structural Determinants. What do we know. Pages 11-21

☐ Final report of the Women and Gender Equity Knowledge Network – Unequal, unfair, ineffective and inefficient. Gender inequity in health: why it exists and how we can change it. (2007).
http://www.who.int/social_determinants/resources/csdh_media/wgekn_final_report_07.pdf
Read Differences in Exposure and Vulnerability. What Do We Know? Pages 42-51

☐ World Health Organization. Stories of positive action from around the world. Story. Ensuring gender equity for health.
http://www.who.int/social_determinants/thecommission/finalreport/case_studies/en/index8.html

Wednesday, October 2

☐ Health People 2020. Lesbian, Gay, Bisexual, and Transgender Health.
http://www.healthypeople.gov/2020/topicsobjectives2020/overview.aspx?topicid=25
Read the followings tabs: 1. Overview, 2. Objectives. Click the links on the objectives to read the objectives more in depth.

☐ Coker TR, Austin, SB, Schuster, MA. The Health and Health Care of Lesbian, Gay, and Bisexual Adolescents. Annu. Rev. Public Health 2010. 31:457–77
http://www.annualreviews.org/doi/pdf/10.1146/annurev.publhealth.012809.103636

☐ World Health Organization. Improving the health and well-being of lesbian, gay, bisexual and transgender persons Report by the Secretariat http://apps.who.int/gb/ebwha/pdf_files/EB133/B133_6-en.pdf

Friday, October 4: **PAPER TOPIC AND PRELIMINARY DATA ASSESSMENT DUE**

☐ Healthy people: Leading Health Indicators Reproductive and Sexual Health

http://www.healthypeople.gov/2020/LHI/reproductiveHealth.aspx

(a) Read the following tabs on the page: 1. Overview and Impact, 2. Life Stages and Determinants, 3. Latest Data.
(b) Follow the tabs for the leading health indicators to see what they are and how they are measured.

☐ UN. Millennium Development Goals. Gender Parity
   Index
   http://mdgs.un.org/unsd/mdg/Metadata.aspx?IndicatorId=9

☐ Miller, K. Developing a "Perfect" Sexual Identity Measure. National Center for Health Statistics. August 7,
   2012. http://www.cdc.gov/nchs/ppt/nchs2012/SS-37_MILLER.pdf

Week 7: Writing Up Public Health Research Practices
Monday, October 7
☐ Lecture: Evaluating published research –What kind of sources are out there and how do I evaluate them?
   What kind of evidence can I use for my research project?
☐ Lecture: Traditional sections of a peer reviewed research paper.
☐ Lecture: How to make figures and tables.
☐ Lecture: Manuscript components for your research project write up

Wednesday, October 9
☐ Lecture: How peer reviewed research manuscripts are formatted.
☐ Lecture: Citation formatting in AJPH style.
☐ Lecture: What are posters? Creating a poster presentation.
☐ AJPH directions for the formatting, citation style
   http://ajph.aphapublications.org/userimages/ContentEditor/1318438422261/Instructions_for_Authors.pdf.

Friday, October 11: **MIDTERM**

Week 8: Income Inequality
Monday, October14
Social Epidemiology. Chapter 4: Income Inequality

Wednesday, October 16
☐ Richard Wilkenson. TED Talk. How Income Inequality Harms Health.
   http://www.youtube.com/watch?v=cZ7LzE3u7Bw&feature=youtube_gdata_playe
   r

☐ Wilkenson, R.G., and Pickett, K.E. Income Inequality and Socioeconomic Gradients in Mortality. Am
   J Public Health. 2008 April; 98(4): 699–704. http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2376999/

Friday, October 18: **WEEKLY READING SUMMARY #4 DUE**
☐ *Social Epidemiology.*
   Read Chapter 4: section: Critique of Studies Linking Income Distribution to Health

☐ The social determinants of health: Developing an evidence base for political action. Final Report to World
   Health Organization Commission on the Social Determinants of Health.
   http://www.who.int/social_determinants/resources/mekn_final_report_102007.pdf
   Read 10.3.3 Income, page 81

☐ US Census. How the US Census measures poverty.
   http://www.census.gov/hhes/www/poverty/about/overview/measure.html

Monday, October 21

☐ The Solid Facts. Second Edition. _____ data/assets/pdf_file/0005/98438/e81384.pdf
http://www.euro.who.int/

Read Section 6 Unemployment.

☐ Employment Conditions Knowledge Network (EMCONET). Final Report, 20 September
2007. http://www.who.int/social_determinants/resources/articles/emconet_who_report.pdf
Read section 3.4.2. Power relations and 3.4.3. Labour regulations and industrial relations pages 48-51

☐ Employment Conditions Knowledge Network (EMCONET). Final Report, 20 September
2007. http://www.who.int/social_determinants/resources/articles/emconet_who_report.pdf
Read all sections of 3.5.3 Employment pg. 89-98

Wednesday, October 23

☐ *Social Epidemiology.* Chapter 6: Impact of Job Loss and Retirement on Health

Friday, October 25: **WEEKLY READING SUMMARY #5 DUE**

☐ World Health Organization. Stories of positive action from around the world. Story. Creating fair
employment and decent work.
http://www.who.int/social_determinants/thecommission/finalreport/case_studies/en/index2.html

☐ Photo gallery: employment conditions.
http://www.who.int/social_determinants/themes/employmentconditions/gallery_gianotti/en/index.htm
l

☐ US Dept. of Labor. How the Government Measures Unemployment. http://www.bls.gov/cps/cps_htgm.htm

Monday, October 28: **RESEARCH PAPER SOURCES AND EVALUATION DUE**

☐ The Solid Facts. Second Edition. _____ data/assets/pdf_file/0005/98438/e81384.pdf
http://www.euro.who.int/

Section 5 Work Environment.

☐ *Social Epidemiology.* Chapter5 Working Conditions and Health.

Wednesday, October 30

☐ Employment Conditions Knowledge Network (EMCONET). Final Report, 20 September
2007. http://www.who.int/social_determinants/resources/articles/emconet_who_report.pdf
Read all sections of 3.4.5 Working Conditions pages 77-83

☐ Employment Conditions Knowledge Network (EMCONET). Final Report, 20 September
2007. http://www.who.int/social_determinants/resources/articles/emconet_who_report.pdf
Read all sections of 3.5.4 Working Conditions pages 95-98

Friday, November 1

☐ *Social Epidemiology.* Chapter 5:: Working Conditions and Health
Read section: Measurement – How to Record the Psychosocial Work Environment Page 100-106

☐ Thomsen, C. et al. Indicators for Occupational Health Surveillance. MMRW. January 19, 2007 / 56(RR01);1-
7.
http://www.cdc.gov/mmwr/preview/mmwrhtml/rr5601a1.htm

Monday, November 4

☐ Guest Lecturer Christian Magallon

Wednesday, November 6
☐ In Class Video/Media Presentations

Friday, November 8: **DRAFT TABLE AND FIGURE**
DUE   data/assets/pdf_file/0005/98438/e81384.pdf
☐ The Solid Facts. Second Edition.
http://www.euro.who.int/
   Read Section 7 Social Support.

☐ *Social Epidemiology.* Chapter 7: Social Integration, Social Networks, Social Support, and Health

<h3 style="text-align:center">*Week 12:* Social Capital</h3>

Monday, November 11: **No Class Veterans Day**

Wednesday, November 13
☐ *Social Epidemiology.* Chapter 8: Social Cohesion, Social Capital, and Health.

Friday, November 15 **1. ASSESSMENT DUE, 2. IN CLASS QUIZ #1**

☐ MacArthur. Research Network on SES and Health. Social Capital.
   http://www.macses.ucsf.edu/research/socialenviron/capital.php

☐ *Social Epidemiology.* Chapter 8: Social Cohesion, Social Capital, and Health
   Review for discussion section: Definitional and Measurement Issues. Page 186

☐ Vyncke, V. Does neighbourhood social capital aid in levelling the social gradient in the health and well-being of children and adolescents? A literature review. BMC Public Health. 2013; 13: 65.
   http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3574053/

<h3 style="text-align:center">Week 13: Food</h3>

Monday, November 18
☐ The Solid Facts. Second Edition.   data/assets/pdf_file/0005/98438/e81384.pdf
http://www.euro.who.int/
   Read Section 9 Food.

☐ Healthy People 2020 Objectives: Nutrition and Weight Status
   http://www.healthypeople.gov/2020/topicsobjectives2020/overview.aspx?topicId=29
   Read Overview, National Snapshot, and Objective Tabs

☐ Ver Ploeg, M, et al. Access to Affordable and Nutritious Food—Measuring and Understanding Food Deserts and Their Consequences: Report to Congress. Publication No. (AP-036). USDA Economic Research Service. 160 pp, June 2009. http://www.ers.usda.gov/publications/ap-administrative-publication/ap-036.aspx#.Ug6_udKsiSo
   Read Section: Abstract, Contents, and Summary

☐ Ver Ploeg, M, et al. Access to Affordable and Nutritious Food—Measuring and Understanding Food Deserts and Their Consequences: Report to Congress. Publication No. (AP-036). USDA Economic Research Service. 160 pp, June 2009. http://www.ers.usda.gov/publications/ap-administrative-publication/ap-036.aspx#.Ug6_udKsiSo
   Read Section: Food Access and Its Relationship to Diet and Health Outcomes

Wednesday, November 20

☐ Basu S, Yoffe P, Hills N, Lustig RH (2013) The Relationship of Sugar to Population-Level Diabetes Prevalence: An Econometric Analysis of Repeated Cross-Sectional Data. PLoS ONE 8(2): e57873.

doi:10.1371/journal.pone.0057873
http://www.plosone.org/article/info%3Adoi%2F10.1371%2Fjournal.pone.005787
3

☐ UCSF. Quantity of Sugar in Food Supply Linked to Diabetes Rate.
http://www.ucsf.edu/news/2013/02/13591/quantity-sugar-food-supply-linked-diabetes-rates

☐ Clark, S.E. et al. Exporting obesity: US farm and trade policy and the transformation of the Mexican
consumer food environment. International Journal of Occupational and Environmental Health, Volume
18, Number 1, March 2012 , pp. 53-64(12).
http://www.ingentaconnect.com/content/maney/oeh/2012/00000018/00000001/art00007?token=00501d81c1
aaeb0044a187b76504c48663c25533a3e2f4273512d316a332b25757d5c4f6d4e227a4

Friday, November 22: **RESEARCH POSTER DUE**
☐ Healthy people: Leading Health Indicators Nutrition, Physical Activity, and
Obesity http://www.healthypeople.gov/2020/LHI/nutrition.aspx
  **(a) Read the following tabs on the page: 1. Overview and Impact, 2. Life Stages and Determinants,
    3. Latest Data.**
  (b) Follow the tabs for the leading health indicators to see what they are and how they are measured.

Week 14: Built and Physical Environment
Monday, November 25
☐ *Social Epidemiology.* Chapter 14: Ecological Approaches Rediscovering the Role of the Physical and Social
Environment.

Wednesday, November 27: **WEEKLY READING SUMMARY #6 DUE**
☐ Stansfeld, S.A. Matheson, M.P. Noise pollution: non-auditory effects on health. Br Med
Bull (2003) 68 (1): 243-257. http://bmb.oxfordjournals.org/content/68/1/243.full

☐ Sorensen, M. et al. Road Traffic Noise and Incident Myocardial Infarction: A Prospective Cohort
Study. PLoS One. 2012; 7(6):
e39283.http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3380019/?report=classic

☐ Healthy people: Leading Health Indicators Environmental Quality.
http://www.healthypeople.gov/2020/LHI/environmentalQuality.aspx?tab=overvie
w
  **(a) Read the following tabs on the page: 1. Overview and Impact, 2. Life Stages and Determinants,
    3. Latest Data.**
  (b) Follow the tabs for the leading health indicators to see what they are and how they are measured.

☐ Optional UCM Common Read: Garret Keizer. *The Unwanted Sound of Everything We Want.*

Friday, November 29: **No Class Thanksgiving Holiday**

Week 15: Access to Health Services
Monday, December 2
☐ Healthy People 2020 Objectives: Access to Health Services.
http://www.healthypeople.gov/2020/topicsobjectives2020/overview.aspx?topicId=1
  Read Overview, National Snapshot and Objective Tabs

☐ Cohen RA. Impact of type of insurance plan on access and utilization of health care services for adults aged
18–64 years with private health insurance: United States, 2007–2008. NCHS data brief, no 28. Hyattsville,

MD: National Center for Health Statistics. 2010. http://www.cdc.gov/nchs/data/databriefs/db28.pdf

☐ Bloom B, Cohen RA. Young adults seeking medical care: Do race and ethnicity matter? NCHS data brief, no 55. Hyattsville, MD: National Center for Health Statistics. 2011. http://www.cdc.gov/nchs/data/databriefs/db55.pdf

Wednesday, December 4: **RESEARCH PAPER DUE**

☐ Gilson, L, Doherty, J, Loewenson, R., Francis, V. CHALLENGING INEQUITY THROUGH HEALTH SYSTEMS Final Report Knowledge Network on Health Systems June 2007. http://www.who.int/social_determinants/resources/csdh_media/hskn_final_2007_en.pdf
Part 3: The health system as a social determinant of health and health equity, page 5-14

☐ Saksena, P, Xu, K, Evans, DB. DISCUSSION PAPER NO. 2, Geneva 2011, Impact of out-of-pocket payments for treatment of non-communicable diseases in developing countries: A review of literature. World Health Organization Department of Health Systems Financing (HSS/HSF/DP.E.11.2). http://www.who.int/health_financing/documents/dp_e_11_02-ncd_finburden.pdf

☐ Health financing for universal coverage. http://www.who.int/health_financing/countries/en/
Choose 2-3 different regions of the world and read up on the issues facing their health care system

Friday, December 6

☐ Healthy people: Leading Health Indicators Access to Health Services http://www.healthypeople.gov/2020/LHI/accessCare.aspx
(a) Read the following tabs on the page: 1. Overview and Impact, 2. Life Stages and Determinants, 3. Latest Data.
(b) Follow the tabs for the leading health indicators to see what they are and how they are measured.

☐ Healthy people: Leading Health Indicators Clinical Preventative Services http://www.healthypeople.gov/2020/LHI/clinicalPreventive.aspx
(a) Read the following tabs on the page: 1. Overview and Impact, 2. Life Stages and Determinants, 3. Latest Data.
(b) Follow the tabs for the leading health indicators to see what they are and how they are measured

Week 16: Social Policy

Monday, December 9

☐ *Social Epidemiology.* Chapter 16: Health and Social Policy

Wednesday, December 11

☐ World Conference on Social Determinants of Health. Case studies on social determinants of health.

http://www.who.int/sdhconference/resources/case_studies/en/

Pick 3 non-US case studies and read them.

Friday, December 13

☐ Lecture: linking social epidemiology to global health agendas

☐ Google the following: Rio +20, Millennium Development Goals, UN High Level Meeting on Non- communicable Diseases

Week 17: Final Exam

Thursday, December 19: **FINAL EXAM**