

Georgia Southern University

## Georgia Southern Commons

---

Jiann-Ping Hsu College of Public Health Syllabi

Jiann-Ping Hsu College of Public Health

---

Spring 2015

### EPID 7230A - Social Epidemiology and Health Equity

Claire Robb

*Georgia Southern University, Jiann-Ping Hsu College of Public Health*

Follow this and additional works at: <https://digitalcommons.georgiasouthern.edu/coph-syllabi>



Part of the [Public Health Commons](#)

---

#### Recommended Citation

Robb, Claire, "EPID 7230A - Social Epidemiology and Health Equity" (2015). *Jiann-Ping Hsu College of Public Health Syllabi*. 43.

<https://digitalcommons.georgiasouthern.edu/coph-syllabi/43>

This other is brought to you for free and open access by the Jiann-Ping Hsu College of Public Health at Georgia Southern Commons. It has been accepted for inclusion in Jiann-Ping Hsu College of Public Health Syllabi by an authorized administrator of Georgia Southern Commons. For more information, please contact [digitalcommons@georgiasouthern.edu](mailto:digitalcommons@georgiasouthern.edu).

**Georgia Southern University**  
**Jiann-Ping Hsu College of Public Health**

Social Epidemiology and Health Equity  
EPID 7230 (Section A) CRN 15197 Spring 2015  
Monday-Wednesday, 2:20-3:45 PM, Education Building 1125

<b><u>Instructor:</u></b>	Claire Robb, PhD, MPH
<b><u>Office:</u></b>	Hendricks Hall, Room 2034
<b><u>Phone:</u></b>	(912) 478-1249 (best to contact me by FOLIO email)
<b><u>E-Mail Address:</u></b>	<a href="mailto:clairerobb@georgiasouthern.edu">clairerobb@georgiasouthern.edu</a> (to set up an appointment)
<b><u>Office Hours:</u></b>	Face to Face: Monday & Wednesday, 10:00-12:30 Online: By appointment

Course Catalog available at:  
<http://students.georgiasouthern.edu/registrar/pdf/catalogs/GraduateCatalog/index.htm>  
under Jiann-Ping Hsu College of Public Health Programs

**Prerequisites:** N/A

**FOLIO address:** <http://my.georgiasouthern.edu>

**Catalog Description**

This course will focus on understanding the social determinants of health. The course will provide an analysis of major social variables that affect population health: poverty, social class, gender, race, family, community, work, behavioral risks, and coping resources. Readings and discussion center on understanding the theories, measurement and empirical evidence related to specific social conditions and experiences such as socioeconomic position, discrimination, social networks and support, work conditions, ecological level neighborhood and community social conditions, and social and economic policies. Biological and psychological mechanisms by which social conditions influence health will be discussed. Methods are introduced to operationalize each construct for the purposes of empirical application in epidemiologic research.

**Required Textbook:**

Berkman, L.F. & Kawachi, I.(Eds.), *Social Epidemiology, 2014*, Oxford University Press ISBN 978-0-19-939533 (Paperback)

Gladwell, M. *The Tipping Point: How Little Things Can Make a Big Difference*, 2002, New York: Little Brown & Co., ISBN 0-316-34662-4 (Paperback); Available At Amazon; Kindle Edition Is Only \$3.99

Journal articles and other articles of interest will be posted on FOLIO as the class progresses.

The documentary, *Unnatural Causes*, will be viewed in class.

### **Response times:**

Please use FOLIO email to contact me regarding questions, setting up an appointment, etc. I plan on checking Folio email each day by 12:00 PM. Emails received after that time will be seen the next day. During a normal work week (i.e., Monday 9:00 AM through Friday 5:00 PM) students can expect responses as follows:

- Email: within 48 hours
- Discussion posts: within 72 hours
- Assignment grades: within 72 hours of submission date.

Exceptions: I do not check FOLIO or GSU email over the weekends. If you send me an email after 12:00 PM Noon on Friday, please do not expect a response until the following Monday.

### **MPH Core Competencies in Epidemiology**

Upon graduation, a student with an MPH degree should be able to:

1. Describe a public health problem in terms of magnitude, person, and time in rural and urban settings.
2. Analyze data from epidemiologic investigations, studies, and surveillance, with special emphasis on the identification of health disparities and promotion of health equity.
3. Apply principles of causation to make judgments about causal inference from epidemiologic data.
4. Apply the principles and limitations of public health screening programs.
5. Explain the importance of epidemiology for informing scientific, ethical, economic and political discussion of health issues.
6. Apply basic ethical and legal principles pertaining to the collection, maintenance, use and dissemination of epidemiologic data.
7. Explain the basic terminology and definitions of epidemiology.
8. Identify the role of laboratory resources in epidemiologic activities.
9. Explain how determinants of health affect public health practice.
10. Communicate epidemiologic information to lay and professional audiences.
11. Identify the strengths and limitations of epidemiologic research findings.
12. Explain the different uses of basic study designs and selection of variables used in public health.

### **Performance-Based Objectives Linked to Course Activities (Note: Activities Described in Next Section)**

1. Students will demonstrate a basic understanding of the principles and terminology of social epidemiology. (Activity 1)
2. Students will demonstrate an understanding of how social epidemiology fits within the broader disciplines of epidemiology and public health. (Activity 2)

3. Students will demonstrate an appreciation of the multi-factorial nature of health and health care, as well as social determinants of health (Activity 3)
4. Students will demonstrate an awareness of the current theory and methods employed to both understand and address the central questions of social epidemiology. (Activity 4)
5. Students will demonstrate the ability to communicate the impact of health inequity on health and healthcare using the principles of social epidemiology to a lay audience. (Activity 5).

### **Assessment of Student Learning**

Activity 1: Use textbook and journal article assignments and course lectures to explain the basic terminology and definitions of social epidemiology including, but not limited to, social inequality, discrimination, embodiment, human rights, social justice, life course perspective, poverty, deprivation, social exclusion, race/ethnicity, and psychosocial epidemiology. Competence in basic terminology will be evaluated using two activities: (1) a self-administered quiz over terminology and theory and (2) a group class teaching activity.

Activity 2: Use course lectures, class discussions, the film series *Unnatural Causes* and class exercises to demonstrate understanding of how social epidemiology fits within the broader disciplines of epidemiology and public health. Competence in the understanding of how social epidemiology fits within the broader disciplines of epidemiology and public health will be evaluated using in-class group problem-solving activities and discussion posts.

Activity 3: Use course lectures, class discussions, and group problem-solving to demonstrate an appreciation of the multi-factorial nature of health and health care, as well as social determinants of health. Competence in the ability to appreciate the multi-factorial nature of health and healthcare will be evaluated using identification and summary of a journal article dealing with one of these factors.

Activity 4. Use course lectures, class discussions, and group problem-solving to demonstrate an awareness of the current theory and methods employed to both understand and address the central questions of social epidemiology. Competence in current theory and methods will be assessed using (1) a self-administered quiz over terminology and theory and (2) a group class teaching activity.

Activity 5. Use textbook and journal article assignments, course lectures, class discussions, group problem solving and sample film clips to develop the ability to communicate the impact of health inequity on health and healthcare using the principles of social epidemiology to a lay audience. Competence in communication will be assessed by the development and production of a 3-5 minute public service announcement to be posted online.

### **Course Structure**

In many ways, you will be helping to design this course. This course itself will be divided into

three sections; the content of these sessions will be determined primarily by your interest and passions. Active discussion will be promoted through use of panel discussions, group work and problem-solving.

1. Weeks 1-7 will deal with problems presented and ideas offered in the Documentary Film, *Unnatural Causes*.
2. Weeks 8-9, 11-12 groups will select a chapter or chapters to teach from the book, *Social Epidemiology*.
3. Weeks 13-16, groups will present an in-depth analysis of a social problem existing in the United States, analyze how this impacts the health of our nation, and offer up potential solutions. This can be done in one of two formats—a panel discussion or a debate. To accompany this, you will produce a three-five minute public service announcement to be posted about the topic of your choice.

Reading assignments for each class session will be announced in class. As your interests develop, this will inform the direction the class will take.

### **Online Learning Commitment Expectations**

I will be setting up some pages for you to post articles and presentations. It is your responsibility to stay abreast of these postings. It is also your responsibility to view and review your classmates' work. We cannot have active discussions if only half of the class is properly informed.

### **Netiquette**

Because online communication generally lacks visual cues common to face-to-face interactions, you are expected to follow these standards. Netiquette is a combination of Network Etiquette. Please abide by the following netiquette rules when communicating with your instructor and peers in this class.

- Be sensitive and reflective to what others are saying.
- Don't use all caps. It is the equivalent of screaming.
- Don't flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Don't use offensive language.
- Use clear subject lines.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.

### **Exam Format, Guidelines and Schedule**

There will be no formal exams in this course.

### **Assignments/Evaluations**

#### **Attendance and participation 10% of final grade**

A rubric will be provided for my expectations in this area, and yes, promptness counts.

### Journal article selection 20% of final grade

As we progress through the film, you will be asked to select journal articles that are related to the next week's topic. These articles are to be uploaded to FOLIO together with a one-page summary (single-spaced) stating why you selected the specific article, what findings are reported or what topics discussed, and what you see as the implications of the article for public health.

### Class teaching assignment 20% of final grade

Selection of chapters to feature will be made after the course begins. A rubric will be provided for that assignment. You will be able to use film clips, assign articles, do a panel discussion, and be creative.

### Final Project, Presentation, Public Service Announcement 30% of Final Grade

Groups will select a social determinant of health and/or healthcare that impacts the health status of Americans. The presentations will be done in class as a traditional conference symposium. It should last approximately 45 minutes with time afterwards for questions and discussion. PowerPoint, film clips, slide shows with commentary, and web resources may be included. The final project is the creation of a Public Service Announcement dealing with the social problem you identified. They should be approximately 5 minutes long. Details to follow. I am hoping that we can have a showing of them in some JPHCOPH venue.

### **Grading**

The following scale will be utilized in grading:

89.5% - 100%	A
79.5% - 89.4%	B
69.5% - 79.4%	C
59.5% - 69.4%	D
< 59.4%	F

Please Note: For group projects I will be using peer evaluations as well as my own assessment. That is to make sure each member of the group contributes to the best of his/her ability.

There are times when extraordinary circumstances occur (e.g., serious illness, death in the family, etc.). In such circumstances, please consult with the instructor within a reasonable amount of time. Extensions are not guaranteed and will be granted solely at the discretion of the instructor.

**NO EXTRA CREDIT PROJECTS WILL BE ASSIGNED!**

### **Academic Misconduct**

As a student registered at this University, it is expected that you will adhere to only the strictest standards of conduct. It is recommended that you review the latest edition of the *Student Conduct Code* book, as well as the latest *Undergraduate & Graduate Catalog* to familiarize yourself with the University's policies in this regard. Your continued enrollment in this course is an implied contract between you and the instructor on this issue; from this point forward, it is assumed that you will conduct yourself appropriately.

## **Plagiarism:**

"According to the Academic Dishonesty Policy of GSU, Plagiarism includes (but is not limited to):

- A. Directly quoting the words of others without using quotation marks or indented format to identify them.
- B. Using published or unpublished sources of information without identifying them.
- C. Paraphrasing material or ideas without identifying the source.
- D. Unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material.

If you are accused of plagiarism by a JPHCOPH, the following policy, as per the Judicial Affairs website (<http://students.georgiasouthern.edu/judicial/faculty.htm>) will be enforced:

### PROCEDURES FOR ADJUDICATING ACADEMIC DISHONESTY CASES

#### **First Offense - In Violation Plea**

1. If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is a first violation of academic dishonesty. The incident will be reported via the following website: <http://students.georgiasouthern.edu/judicial/faculty.htm>

2. If it is a first violation, the professor should talk with the student about the violation. **If the student accepts responsibility in writing and the professor decides to adjudicate the case, the following procedures will be followed:**

- a. The student will be placed on disciplinary probation for a minimum of one semester by the Office of Judicial Affairs.
- b. The student will be subject to any academic sanctions imposed by the professor (from receiving a 0 on the assignment to receiving a failing grade in the class).
- c. A copy of all the material involved in the case (Academic Dishonesty Report Form and the Request for Instructor to Adjudicate Form) and a brief statement from the professor concerning the facts of the case and the course syllabus should be mailed to the Office of Judicial Affairs for inclusion in the student's discipline record.

#### **First Offense - Not In Violation Plea (student does not admit the violation)**

If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is the first or second violation of academic dishonesty. The student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case. If the student is found responsible, the following penalty will normally be imposed:

- a. The student will be placed on Disciplinary Probation for a minimum of one semester by the Office of Judicial Affairs.
- b. The student will be subject to any academic sanctions imposed by the professor.

#### **Second Violation of Academic Dishonesty**

If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, and if it is determined this is the second violation, the student will be

charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case.

**If the student is found responsible, the following penalty will normally be imposed:**

- a. Suspension for a minimum of one semester or expulsion.
- b. The student will be subject to any academic sanctions imposed by the professor.

**NOT RESPONSIBLE FINDING**

When a student is found not responsible of academic dishonesty, the work in question (assignment, paper, test, etc.) would be forwarded to the Discipline Coordinator. It is the responsibility of the Discipline Coordinator to ensure that the work is evaluated by a faculty member other than the individual who brought the charge and, if necessary, submit a final grade to the Registrar. For the protection of the faculty member and the student, the work in question should not be referred back to the faculty member who charged the student with academic dishonesty.

In the case of a Discipline Coordinator bringing charges against a student, an administrator at the Dean's level will ensure that the student's work is evaluated in an appropriate manner.

**CONFIDENTIALITY**

In accordance with provisions of the Family Educational Rights and Privacy Act of 1974 and the Georgia Open Records Act, any information related to a violation of academic dishonesty or the outcome of a judicial hearing regarding academic dishonesty, is prohibited and must be treated as confidential by members of the faculty.”

**Academic Handbook**

Students are expected to abide by the Academic Handbook, located at <http://admissions.georgiasouthern.edu/pdf/orientation/documents/Eagle%20Eye/EagleEye.pdf>. Your failure to comply with any part of this Handbook may be a violation and thus, you may receive an F in the course and/or be referred for disciplinary action.

**University Calendar for the Semester**

The University Calendar is located with the semester schedule, and can be found at: <http://students.georgiasouthern.edu/registrar/resources/calendars>

**Portfolio Inclusion**

Samples of your work may be reproduced for search purposes and/or inclusion in the professor's teaching portfolio. You have the right to review anything selected for use, and subsequently ask for its removal.

**One Final Note**

The contents of this syllabus are as complete and accurate as possible. The instructor reserves the right to make any changes necessary to the syllabus and course material. The instructor will announce any such changes in class. It is the responsibility of the student to know what changes have been made in order to successfully complete the requirements of the course.