

Social and Behavioral Determinants of Health
PUHE-GE.2355.1.001. – Fall 2012
Department of Nutrition, Food Studies and Public Health
Wednesday 6:45 – 8:25

Professor: Danielle C. Ompad, Ph.D.
Classroom: Silver 509
Office Hours: Wednesdays 4:00PM – 6:00PM or by appointment
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Overview of the Course:

During this course, students will explore social, psychological, and cultural determinants of health behavior and consider their meaning for public health professionals in domestic and international community settings. The course addresses conditions and phenomena that affect people's understanding, acceptance, and use of health information and, therefore, the design, implementation, and evaluation of community health interventions. The purpose of this overview course is to provide an overview of the theories and principles that can be used to explain how social factors and human behaviors influence health. The course will focus on both social and behavioral determinants of health and will involve active engagement with the environment as we explore causes of and pathways to health and disease.

Social determinants of health (SDH) are social conditions, factors and systems that place people from different socio-demographic and socioeconomic groups (social class, gender, race/ethnicity, and place of birth) at differential risk of poor health and premature mortality.

Behavioral determinants of health are human behaviors that influence risk of acquiring disease and experiencing poor health.

Course Objectives:

This course will:

1. Familiarize students with views on key concepts that form a basis for literacy in the social and behavioral aspects of public health: culture, race/ethnicity, gender, poverty disparities, factors related to behavior change, community, and organizational climate.
2. Describe the key components of "core" theories and models of behavior and behavior change for individuals, groups, and communities
3. Describe ways in which health theories are used in public health research and practice.
4. Help develop empathy for and a collaborative stance toward populations with whom one will work in the field of public health.
5. Promote interest in further study of the social and behavioral determinants of health.

Course Format and Materials:

This course draws upon two types of reading material: (1) a textbook that focuses on summarizing social determinants of health and (2) scientific articles that are reviews, methods papers and examples of different kinds of research. It is essential that you come to class having completed the readings, ready to discuss them.

Classes will include lectures, discussions, and in-class exercises.

Classroom Etiquette

- It is expected that everyone will attend class and show up on time.
- Mobile device (e.g., smart phones, pagers, etc.) ringers will be turned off or placed on vibrate prior to class.
- It is expected that everyone will check their NYU email accounts and Blackboard regularly for course updates, new materials and announcements.

Required Readings

- Marmot M and Wilkinson RG (eds). Social Determinants of Health, 2nd edition. New York: Oxford University Press, 2006.
- Journal and other readings listed in this syllabus.

This class requires substantial reading. You may need to read some articles several times, outline the main points, and even look up additional references and background materials. Readings marked “optional” are not required but may be necessary to understand some assigned readings.

For help using Blackboard go to <http://www.nyu.edu/its/faq/blackboard>. Lecture slides will be posted on Blackboard, along with any readings not readily available through BobCat.

Evaluation:

Students will be evaluated as follows:

Participation (20 pts, 20% of final grade)

Participation includes in-class contributions. Criteria for evaluation of participation include: evidence that the student read and applied readings to what s/he says in class; evidence of critical thinking about the topic being discussed; and evidence of any new ideas or perspectives that the student contributes to oral and written discussions. Attendance is obviously necessary for participation.

Fishbone diagram (10 pts, 10% of final grade)

You will develop a fishbone diagram for the journal article you intend summarize. The fishbone diagram will be discussed in class. In brief, it is a method for thinking through the SDH of a particular health condition.

Summary of a journal article (20 pts, 20% of final grade)

A journal article summary is a 3 to 5 page piece that summarizes an original research article that we will be reading and discussing. Each paper should describe the purpose of the research, how it was conducted; where and on whom it was conducted, the methods used, the conclusions made and the limitations of the research. The purpose of this assignment is to introduce the student to the scholarly work published in the field of public health and to the art of consuming and critiquing original research reports. The piece must be in your own words. Do not simply copy the abstract, summary, or conclusions as presented in the article. Your summary should be 3 pages minimum, double spaced; summaries may not exceed 5 pages. Be sure to read the “Guide to Writing Journal Article Summaries” to assist you in this assignment; it will be discussed in class.

You may summarize one of the articles on the syllabus identified with an asterisk. You may not work in groups to complete the journal article summary. The purpose of this assignment is to learn how to read, comprehend and synthesize empirical examinations of the causes of health disparities. You must acquire this skill in order to complete the final paper and succeed in the program more generally.

The summary should be submitted through Blackboard on October 17 (no later than 4:55 PM EDT that day). It will be the student's responsibility to make sure the assignment is on time. Please label files with your last name, assignment, and the date (e.g., Ompad journal summary 15 Dec 2010). There are only a few valid excuses for not completing the assignment on time (death in the family, injury or serious illness, etc.) and these will be handled on a case-by-case basis. Summaries handed in late will be marked down a half grade for every day they are late. Thus, a B+ summary will become a B if it is turned in a day late, and then a B- after another day, and so on. Please note that when a final grade is borderline, as they often are, negative performance factors like lateness influence the final mark in the downward direction.

To help ensure the integrity of our learning community, this paper will be submitted to Turnitin. Turnitin will compare your submission to a database of prior submissions to Turnitin, current and archived Web pages, periodicals, journals, and publications. Additionally, your document will become part of the Turnitin database.

Library information session (5 pts, 5% of final grade)

During the course of your academic career, you will need to become an expert at searching online for appropriate references and managing the bibliographic information using a database format, such as Refworks or Endnote. Students will be required to attend at least one 45 minute information session offered at the Bobst library (or by library staff) on Refworks or Endnote, by November 28. To facilitate this, there will be no class held on October 31. Students will need to send the instructor an email, registration confirmation, or some other record of attendance. For info on scheduling of library courses, see <http://library.nyu.edu/forms/research/classes.html>

Group project (100 pts, 20% of final grade)

For this assignment you will work in groups of 5-7 (we will have 5 or 6 presentations over the course of the semester) to conduct an exercise designed to assess the physical and social context or environment of neighborhoods and their potential influences on health. In this assignment, you will travel in groups to different neighborhoods in New York City; you will observe the physical and social environment of each neighborhood, using an assessment form and taking field notes afterwards. You will then, as a group, complete a fishbone diagram of one of the top health problems that affect your focal neighborhood. The exercise, assessment form, and fishbone diagram process will be explained in more detail during class; all work related to this assignment will be presented in class, beginning in week 10.

Final paper (100 pts, 25% of final grade)

The assignment is to review and synthesize the research literature on a particular social determinant of a particular health condition. You may select any health problem or condition that interests you as long as you focus on any of the social/societal determinants of that problem or condition. Your research question must be approved by the instructor (see course schedule).

The final paper should be no less than 12 and no more than 15 pages of text, typed, double-spaced, in Arial 11-point type, with one-inch margins all around. Page limits do not include the fishbone diagram, bibliography, or table summarizing each article. Appendices, if necessary, should be kept to a minimum and are not included in the page limits.

For most questions, it is expected that a minimum at least 10 references will be included in the analysis (further references are likely to be necessary). Your paper should be appropriately and consistently referenced, using a standard numeric endnote citation style (e.g., American Journal of Public Health or New England Journal of Medicine). *DO NOT USE PARENTHETICAL REFERENCES* (e.g., Ompad DC, et al. 2006).

Your paper must not plagiarize. See: www.indiana.edu/~wts/wts/plagiarism.html. *This paper will be submitted to Turnitin.* See attached statement of academic integrity.

Final papers will be evaluated according to the following criteria:

1. Introduction: Definition of research question (i.e. description of research question, definition of the conditions and the social determinants being investigated, justification of why it is a problem) (20 points)
2. Methods and Results: Review and synthesis of literature/findings (i.e. description of search criteria and selection process, evaluation of article results, relevance of literature selected, presentation of results) (20 points)
3. Discussion: Discussion and analysis of findings (i.e. how well does the literature answer the research question, limitations) (30 points)
4. Fishbone diagram: Illustrate the social determinants of the health condition of interest using a fishbone diagram (10 points)
5. Table summarizing articles: List author, publication year, setting, population, results (10 pts).
6. Writing: Clarity, appropriate language, absence of jargon, organization of paper, grammar, spelling, etc. (10 points)

The final paper is due electronically Wednesday, December 19th by 11:59 PM EST. It will be the student's responsibility to make sure the assignment is on time. Please label files with your last name, assignment, and the date (e.g., Ompad final paper 15 Dec 2010).

Grading:

Class Participation	20%
Fishbone diagram	10%
Journal article summary	20%
Attending a library session	5%
Group presentation	20%
Final paper	25%

A "C" grade demonstrates substantial reading; a "B" grade demonstrates substantial reading and synthesis; and an "A" grade demonstrates extensive reading and exceptionally thoughtful synthesis and analysis.

Grading scale (out of 100 possible points)

NYU's grading scale					
A	=	93 – 100 (no A+)	C+	=	77 – 79
A-	=	90 – 92	C	=	73 – 76
B+	=	87 – 89	C-	=	70 – 72
B	=	83 – 86	D+	=	67 – 69
B-	=	80 – 82	D	=	60 – 66
		F	=		below 60

Course Policies

Please be sure to read NYU Steinhardt *Statement of Academic Integrity* and the University *Policy on Religious Holidays*. The former is appended to the syllabus. The both are available on Blackboard for your convenience.

Any student attending NYU who needs an accommodation due to a chronic, psychological, visual, mobility and/or learning disability, or is Deaf or Hard of Hearing should register with the Moses Center for Students with Disabilities at 212 998-4980, 240 Greene Street, www.nyu.edu/csd.

Class Schedule

Week #	Date	Topic	Assignment due
1	Sept 5	Class overview: Understanding social and behavioral determinants of health	
2	Sept 12	National and international agendas for social determinants; summarizing papers for a review	
3	Sept 19	Socioeconomic status and the fishbone diagram	
4	Sept 26	Race/ethnicity	
5	Oct 3	Gender, sex, and sexual orientation	Fishbone diagram for journal article
6	Oct 10	Culture, acculturation, and immigration	
7	Oct 17	Lifecourse perspectives and aging	Journal article summary due
8	Oct 24	Urbanicity, urbanization and the urban environment	
9	Oct 31	No class; attend library session	Final paper topic approval deadline
10	Nov 7	Politics and health	Group presentations
11	Nov 14	Social networks, social norms and social influence processes	Group presentations
12	Nov 21	Overview of health behavior theories	
13	Nov 28	Health behaviors and selected health outcomes	
14	Dec 5	Health care system and policy approaches	Final paper due

READINGS

Sept 5 Class overview: Understanding social and behavioral determinants of health *Required*

- Marmot & Wilkinson Chapter 1: Introduction
- 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/

Optional

- Marmot M and Wilkinson RG (eds). Social Determinants of Health: The Solid Facts, 2nd edition. Copenhagen: World Health Organization, 2003. <http://www.euro.who.int/document/e81384.pdf>
- Meyer, I. & Schwartz, S. Social issues as public health: promise and peril. Am J Public Health. 2000;90: 1189-1191.

Sept 12 National and international agendas for social determinants

Required

- Alma-Ata Declaration. WHO, 1978. http://www.who.int/publications/almaata_declaration_en.pdf
- Ottawa Charter for Health Promotion. WHO, 1986. http://www.euro.who.int/_data/assets/pdf_file/0004/129532/Ottawa_Charter.pdf
- Rio Political Declaration on Social Determinants of Health. WHO, 2011. http://www.who.int/sdhconference/declaration/Rio_political_declaration.pdf
- U.S. Department of Health and Human Services. Healthy People 2020: Social Determinants of Health. <http://www.healthypeople.gov/2020/topicsobjectives2020/overview.aspx?topicid=39>

Optional

- Centers for Disease Control and Prevention. Establishing a Holistic Framework to Reduce Inequities in HIV, Viral Hepatitis, STDs, and Tuberculosis in the United States. Atlanta (GA): U.S. Department of Health and Human Services, Centers for Disease Control and Prevention; October 2010. <http://www.cdc.gov/socialdeterminants/docs/SDH-White-Paper-2010.pdf>

Sept 19 Socioeconomic status

Required

- Marmot & Wilkinson Chapter 10: Poverty, social exclusion and minorities
- *El-Sayed AM, Galea S. Temporal changes in socioeconomic influences on health: maternal education and preterm birth. Am J Public Health. 2012 Sep;102(9):1715-21.
- House J. Understanding social factors and inequalities in health: 20th century progress and 21st century prospects. J Health Soc Behav. 2002;43(2):25-142.
- Link B, Phelan J. McKeown and the idea that social conditions are fundamental causes of disease. Am J Public Health. 2002;92: 730-2.

Optional

- Colgrove J. The McKeown Thesis: A historical controversy and its ongoing influence. Am J Public Health. 2002;92:725-729.
- Gillespie S, Kadiyala S, Greener R. Is poverty or wealth driving HIV transmission? AIDS. 2007;21 Suppl 7:S5-S16.

- McKeown T, Record RG, Turner RD. 1975. An interpretation of the decline of mortality in England and Wales during the twentieth century. *Pop Stud.* 1975;29(3):391-422.
- Ompad DC, Nandi V, Cerdá M, Crawford N, Galea S, Vlahov D. Beyond income: Material resources among drug users in economically-disadvantaged New York City neighborhoods. *Drug Alcohol Depend.* 2012;120(1-3):127-134.

Sept 26 Race/ethnicity

Required

- Marmot & Wilkinson Chapter 12: The social determination of ethnic/racial inequalities in health
- Des Jarlais DC, Bramson HA, Wong C, Gostnell K, Cepeda J, Arasteh K, Hagan H. Racial/Ethnic Disparities in HIV infection among people who inject drugs: An international systematic review and meta-analysis. *Addiction.* 2012 Jul 24. doi: 10.1111/j.1360-0443.2012.04027.x. [Epub ahead of print]
- Williams DR, Collins C. Racial residential segregation: a fundamental cause of racial disparities in health. *Public Health Reports.* 116(5):404-16, 2001 Sep-Oct.
- Williams DR, Neighbors HW, Jackson JS. Racial/ethnic discrimination and health: findings from community studies. *Am J Public Health.* 2008 Sep;98(9 Suppl):S29-37.

Optional

- *Borrell L, Jacobs Jr D, Williams D, Pletcher M, Houston T, Kiefe C. Self-reported racial discrimination and substance use in the coronary artery risk development in adults study. *Am J Epidemiol.* 2007 Nov 1;166(9):1068-79.
- Cooper J, Murphy E, Webb R, Hawton K, Bergen H, Waters K, Kapur N. Ethnic differences in self-harm, rates, characteristics and service provision: three-city cohort study. *Br J Psychiatry.* 2010 Sep;197(3):212-8.
- *Schuster MA, Elliott MN, Kanouse DE, Wallander JL, Tortolero SR, Ratner JA, Klein DJ, Cuccaro PM, Davies SL, Banspach SW. Racial and ethnic health disparities among fifth-graders in three cities. *N Engl J Med.* 2012 Aug 23;367(8):735-45.

Oct 3 Gender, sex, and sexual orientation

Required

- Marmot & Wilkinson Chapter 15: Social determinants, sexual behavior, and sexual health
- Bird CI, Rieker PP. Gender matters: an integrated model for understanding men's and women's health. *Soc Sci Med.* 1999;48: 745-755.
- Frye, V., Putnam, S. and O'Campo, P. (2008) Whither gender in urban health? *Health Place.* 2008 Sep;14(3):616-22.
- Zieler S, Krieger N. Reframing women's risk: Social inequalities and HIV infection. *Ann Rev Public Health.* 1997;18:401-436.
- Dehart DD. Breast health behavior among lesbians: the role of health beliefs, heterosexism, and homophobia. *Women Health.* 2008;48(4):409-27.

Optional

- Gorman BK, Read JG. Gender Disparities in Adult Health: An Examination of Three Measures of Morbidity. *J Health Soc Behav.* 2006;47(2):95-110.
- Halkitis PN. Obama, marriage equality, and the health of gay men. *Am J Public Health.* 2012 Sep;102(9):1628-9.

- *Mansdotter A, Lindholm L, Lundberg M, Winkvist A, and Ohman A. Parental share in public and domestic spheres: A population study on gender equality, death and sickness. *J Epidemiol Comm Health*. 2006;60:616-620.
- *Cummings, J. and Braboy Jackson, P. Race, Gender, and SES Disparities in Self-Assessed Health, 1974-2004. *Research on Aging*. 2008;30:137-167.

Oct 10 Culture, acculturation, and immigration

Required

- Afable-Munsuz A, Ponce NA, Rodriguez M, Perez-Stable EJ. Immigrant generation and physical activity among Mexican, Chinese & Filipino adults in the U.S. *Soc Sci Med*. 2010 Jun;70(12):1997-2005.
- Lara M, Gamboa C, Kahramanian MI, Morales LS, Bautista DE. Acculturation and Latino health in the United States: a review of the literature and its sociopolitical context. *Annu Rev Public Health*. 2005;26:367-97.
- Viruell-Fuentes EA, Miranda PY, Abdulrahim S. More than culture: Structural racism, intersectionality theory, and immigrant health. *Soc Sci Med*. 2012 Feb 9. [Epub ahead of print]

Optional

- *Malmusi D, Borrell C, Benach J. Migration-related health inequalities: showing the complex interactions between gender, social class and place of origin. *Soc Sci Med*. 2010 Nov;71(9):1610-9.

Oct 17 Lifecourse perspectives and aging

Required

- Marmot & Wilkinson Chapter 3: Early life
- Chapter 4: The lifecourse, the social gradient, and health
- Chapter 13: Social determinants of health in older age
- *Nazmi A, Oliveira IO, Horta BL, Gigante DP, Victora CG. Lifecourse socioeconomic trajectories and C-reactive protein levels in young adults: findings from a Brazilian birth cohort. *Soc Sci Med*. 2010 Apr;70(8):1229-36.

Optional

- Ben-Shlomo Y, Kuh D. A life course approach to chronic disease epidemiology: conceptual models, empirical challenges and interdisciplinary perspectives. *Int J Epidemiol*. 2002 Apr;31(2):285-93.

Oct 24 Urbanicity, urbanization and the urban environment

Required

- Marmot & Wilkinson Chapter 14: Neighbourhoods, housing and health
- Chen J. Internal migration and health: re-examining the healthy migrant phenomenon in China. *Soc Sci Med*. 2011 Apr;72(8):1294-301.
- *Silver D, Mijanovich T, Uyei J, Kapadia F, Weitzman BC. Lifting boats without closing gaps: child health outcomes in distressed US cities from 1992-2002. *Am J Public Health*. 2011 Feb;101(2):278-84.
- Vlahov D, Freudenberg N, Proietti F, Ompad D, Quinn A, Nandi V, Galea S. Urban as a determinant of health. *J Urban Health*. 2007;84(3 Suppl):i16-26.

- Wang B, Li X, Stanton B, Fang X. The influence of social stigma and discriminatory experience on psychological distress and quality of life among rural-to-urban migrants in China. *Soc Sci Med*. 2010 Jul;71(1):84-92.

Optional

- Black JL, Macinko J, Dixon LB, Fryer GE Jr. Neighborhoods and obesity in New York City. *Health Place*. 2010 May;16(3):489-99.
- Capon AG. Health impacts of urban development: key considerations. *N S W Public Health Bull*. 2007;18(9-10):155-6.
- Cohen D, Spear S, Scribner R, Kissinger P, Mason K, Wildgen J. Broken windows and the risk of gonorrhea. *Amn J Public Health*. 2000;90(2): 230-6.
- Harpham T. Urban health in developing countries: What do we know and where do we go? *Health Place*. 2009;15(1):107-16.

Oct 31 No class; attend library session

Nov 7 Politics, Markets, and Health

Required

- Marmot & Wilkinson Chapter 5: Health and labour market disadvantage: unemployment, non-employment, and job insecurity
- Gamble VN, Stone D. U.S. policy on health inequities: the interplay of politics and research. *J Health Polit Policy Law*. 2006 Feb;31(1):93-126.
- Navarro V, Leiyu Shi. The political context of social inequalities and health. *In Health and social justice: Politics, ideology, and inquiry in the distribution of disease*, Hofrichter R (ed.). Hoboken: Jossey-Bass, 2003. p. 195-216.
- McLeod CB, Hall PA, Siddiqi A, Hertzman C. How society shapes the health gradient: work-related health inequalities in a comparative perspective. *Annu Rev Public Health*. 2012 Apr;33:59-73.

Optional

- Levins R. Is capitalism a disease? The Crisis in U.S. Public Health. *In Health and social justice: Politics, ideology, and inquiry in the distribution of disease*, Hofrichter R (ed.). Hoboken: Jossey-Bass, 2003. p. 365-384.

Nov 14 Social networks, social norms and social influence processes

Required

- Marmot & Wilkinson Chapter 8: Social support and social cohesion
- *Adimora AA, Schoenbach VJ. Social context, sexual networks, and racial disparities in rates of sexually transmitted infections. *J Infect Dis*. 1005;191(Suppl 1):S115-22.
- Frye V, Latka M, Koblin B, Halkitis P, Putnam S, Galea S, Vlahov D. The urban environment and sexual risk behavior among men who have sex with men. *J Urban Health*. 2006 Mar;83(2):308-24.

Optional

- Pham-Kanter, G. Social comparisons and health: Can having richer friends and neighbors make you sick? *Soc Sci Med*. 2009;69: 335-344.

Nov 21 Overview of health behavior theories

Required

- National Cancer Institute: Health behavior theory at a glance. <http://www.cancer.gov/cancertopics/cancerlibrary/theory.pdf>
- Committee on Health and Behavior: Research, Practice and Policy, Board on Neuroscience and Behavioral Health, Institute of Medicine. Behavioral risk factors [Chapter 3] in Health and Behavior: The Interplay of Biological, Behavioral, and Societal Influences. Washington, DC: National Academies, 2001. http://books.nap.edu/openbook.php?record_id=9838&page=87
- Noar SM, Zimmerman RS. Health Behavior Theory and cumulative knowledge regarding health behaviors: are we moving in the right direction? Health Educ Res. 2005;20(3): 275-90

Optional

- Dishman RK, Vandenberg RJ, Motl RW, Nigg CR. Using constructs of the transtheoretical model to predict classes of change in regular physical activity: a multi-ethnic longitudinal cohort study. Ann Behav Med. 2010 Oct;40(2):150-63.
- Minkler M. Personal responsibility for health? A review of the arguments and the evidence at century's end. Health Educ Behav. 1999;26(1):121-40

Nov 28 Health behaviors and selected health outcomes

Required

- DiClemente R. et al. Efficacy of an HIV prevention intervention for African American adolescent girls: a randomized controlled trial. JAMA. 2004 Jul 14;292(2):171-9.
- Buffardi AL, Thomas KK, Holmes KK, Manhart LE. Moving Upstream: Ecosocial and Psychosocial Correlates of Sexually Transmitted Infections among Young Adults in the United States. Am J Public Health 2008;98(6):1128-1136.
- King W, Nu'Man J, Fuller T, Brown M, Smith S, Howell AV, Little S, Patrick P, Glover L. The diffusion of a community-level HIV intervention for women: Lessons learned and best practices. J Women Health. 2008;17(7):1055-66.

Optional

- None

Dec 5 Health care system and policy approaches

Required

- Benach J, Malmusi D, Yasui Y, Martínez JM. A new typology of policies to tackle health inequalities and scenarios of impact based on Rose's population approach. J Epidemiol Community Health. 2012 Aug 17. [Epub ahead of print]
- Mackenbach JP, Bakker MJ; European Network on Interventions and Policies to Reduce Inequalities in Health. Tackling socioeconomic inequalities in health: analysis of European experiences. Lancet. 2003 Oct 25;362(9393):1409-14.
- Starfield B. Politics, primary healthcare and health: was Virchow right? J Epidemiol Community Health. 2011 Aug;65(8):653-5.
- Whitehead M. A typology of actions to tackle social inequalities in health. J Epidemiol Community Health. 2007 Jun;61(6):473-8.

Optional

- None

Guide to Writing Journal Article Summaries

Read the Article

1. Make sure you have adequate time to read and truly digest the article. This often takes more time than one might think.
2. Skim the article first looking for the following important sections: the research question; previous research on the research question; the hypotheses tested; the methods used to test the hypotheses; the results of the analysis; the interpretation of the results; and limitations of the research.
3. Read it through once without taking notes or underlining.
4. Re-read it, this time take notes and/or underline, identifying the important sections in the margins or in your notes. Read the paper until you understand it.
5. Read a third or final time, this time in more depth and ask yourself whether you are convinced by the author's approach, methods, results and interpretation of the data. Decide what, if anything, the paper contributes to the knowledge base. Question the underlying assumptions that the research makes, if any. Imagine what the next step might be in the author's research agenda.

Writing the Article Summary

1. The purpose of the article summary is to give the reader a concise and structured summary of the research conducted. Using the notes that you took whilst reading, your summary should contain the following elements.
2. State the purpose of the research and why it is interesting or important. How does it advance knowledge, influence practice, etc.?
3. Summarize the previous research conducted on the topic (using the author's literature review) and state how this paper fills a gap.
4. State the hypotheses to be tested by the author(s).
5. Describe the methods used including study design, number of participants, major independent variables, the dependent variable or outcome, etc.
6. Did the research undergo an ethical review?
7. Summarize the results – what did they find?
8. Describe the interpretation of the results? What did the author(s) think the results meant? Did they offer support for the hypothesis? What are the implications of the findings, according to the author?
9. What limitations do the authors identify? Are there others that you can think of?
10. What are the next steps according to the authors? For bonus points, what are the next steps in your opinion?

STATEMENT ON ACADEMIC INTEGRITY*
“Your degree should represent genuine learning”

The relationship between students and faculty is the keystone of the educational experience in The Steinhardt School of Education at New York University. This relationship takes an honor code for granted. Mutual trust, respect and responsibility are foundational requirements. Thus, how you learn is as important as what you learn. A University education aims not only to produce high quality scholars, but also to cultivate honorable citizens.

Academic integrity is the guiding principle for all that you do, from taking exams, making oral presentations to writing term papers. It requires that you recognize and acknowledge information derived from others, and take credit only for ideas and work that are yours.

You violate the principle of academic integrity when you:

- *Cheat on an exam;*
- *Submit the same work for two different courses without prior permission from your professors;*
- *Receive help on a take-home examination that calls for independent work;*
- *Plagiarize*

Plagiarism, one of the gravest forms of academic dishonesty in university life, whether intended or not, is academic fraud. In a community of scholars, whose members are teaching, learning and discovering knowledge, plagiarism cannot be tolerated.

Plagiarism is failure to properly assign authorship to a paper, a document, an oral presentation, a musical score and/or other materials which are not your original work. You plagiarize when, without proper attribution, you do any of the following:

- *Copy verbatim from a book, an article or other media;*
- *Download documents from the Internet;*
- *Purchase documents;*
- *Report from other's oral work;*
- *Paraphrase or restate someone else's facts, analysis and/or conclusions;*
- *Copy directly from a classmate or allow a classmate to copy from you.*

Your professors are responsible for helping you to understand other people's ideas, to use resources and conscientiously acknowledge them, and to develop and clarify your own thinking. You should know what constitutes good and honest scholarship, style guide preferences, and formats for assignments for each of your courses. Consult your professors for help with problems related to fulfilling course assignments, including questions related to attribution of sources.

Through reading, writing and discussion, you will undoubtedly acquire ideas from others, and exchange ideas and opinions with others, including your classmates and professors. You will be expected, and often required, to build your own work on that of other people. In so doing, you are expected to credit those sources that have contributed to the development of your ideas.

Avoiding Academic Dishonesty

- Organize your time appropriately to avoid undue pressure, and acquire good study habits, including note taking.
- Learn proper forms of citation. Always check with your professors of record for their preferred style guides. Directly copied material must always be in quotes; paraphrased material must be acknowledged; even ideas and organization derived from your own previous work or another's work need to be acknowledged.
- Always proofread your finished work to be sure that quotation marks or footnotes or other references were not inadvertently omitted. Know the source of each citation.
- Do not submit the same work for more than one class without first obtaining the permission of both professors even if you believe that work you have already completed satisfies the requirements of another assignment.
- Save your notes and drafts of your papers as evidence of your original work.

Disciplinary Sanctions

When a professor suspects cheating, plagiarism, and/or other forms of academic dishonesty, appropriate disciplinary action is as follows:

- The Professor will meet with the student to discuss, and present evidence for the particular violation, giving the student opportunity to refute or deny the charge(s).
- If the Professor confirms that violation(s), he/she, in consultation with the Program Director and Department Chair may take any of the following actions:
 - Allow the student to redo the assignment
 - Lower the grade for the work in question
 - Assign a grade of F for the work in question
 - Assign a grade of F for the course
 - Recommend dismissal

Once an action(s) is taken, the Professor will inform the Program Director and Department Chair, and inform the student in writing, instructing the student to schedule an appointment with the Associate Dean for Student Services and Public Affairs, as a final step. Copies of the letter will be sent to the Department Chair for his/her confidential student file and the Associate Dean for Student Services and Public Affairs. The student has the right to appeal the action taken in accordance with the School's Student Complaint Procedure as outlined in *The Steinhardt School of Education Student Handbook*.

When dismissal is recommended, that recommendation will be forwarded to the Associate Dean for Student Services and Public Affairs, who will convene all parties involved. An appeal of the decision at this step is submitted in writing to the Vice Dean, including full documentation to support the appeal.

*The Steinhardt School of Education Statement on Academic Integrity is consistent with New York University Policy on Student Conduct, published in the NYU Student Guide.