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

- 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](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 19\textsuperscript{th} 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)**

<table>
<thead>
<tr>
<th>NYU’s grading scale</th>
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<tbody>
<tr>
<td>A = 93 – 100 (no A+)</td>
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<tr>
<td>A- = 90 – 92</td>
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<tr>
<td>B+ = 87 – 89</td>
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<tr>
<td>B = 83 – 86</td>
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<tr>
<td>B- = 80 – 82</td>
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<td>F = below 60</td>
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<tr>
<td>C+ = 77 – 79</td>
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<tr>
<td>C = 73 – 76</td>
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<tr>
<td>C- = 70 – 72</td>
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<tr>
<td>D+ = 67 – 69</td>
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<td>D = 60 – 66</td>
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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

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

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

Required
- Marmot & Wilkinson Chapter 1: Introduction

Optional

Sept 12 National and international agendas for social determinants

Required

Optional

Sept 19 Socioeconomic status

Required
- Marmot & Wilkinson Chapter 10: Poverty, social exclusion and minorities

Optional

Sept 26  Race/ethnicity
Required
• Marmot & Wilkinson  Chapter 12: The social determination of ethnic/racial inequalities in health

Optional

Oct 3  Gender, sex, and sexual orientation
Required
• Marmot & Wilkinson  Chapter 15: Social determinants, sexual behavior, and sexual health

Optional

Oct 10  Culture, acculturation, and immigration

Required

Optional

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

Optional

Oct 24  Urbanicity, urbanization and the urban environment

Required
• Marmot & Wilkinson Chapter 14: Neighbourhoods, housing and health

Optional

Oct 31 No class; attend library session

Nov 7 Politics, Markets, and Health
• Marmot & Wilkinson Chapter 5: Health and labour market disadvantage: unemployment, non-employment, and job insecurity

Optional

Nov 14 Social networks, social norms and social influence processes
• Marmot & Wilkinson Chapter 8: Social support and social cohesion

Optional
Nov 21 Overview of health behavior theories

**Required**

**Optional**

Nov 28 Health behaviors and selected health outcomes

**Required**

**Optional**
- None

Dec 5 Health care system and policy approaches

**Required**

**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 copies 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.