

Social Determinants of Health and Health Disparities

HED 365 #XXX Spring 2017

Time TBD Location TBD

Instructor: Julie Maslowsky, PhD
Office: BEL 508
Phone: 512-471-7190
E-mail: maslowsky@austin.utexas.edu Email is the preferred and most reliable way to contact me
Office Hours:

TA:
Office:
Email:
Office Hours:

Course website: <http://canvas.utexas.edu>

Required Course Texts: There are no required textbooks. Readings will be posted on Canvas or will be accessible online through the University of Texas library system.

Course Description: The purpose of this course is to introduce students to 1) the social determinants of health, 2) health disparities, and 3) strategies to address the social determinants of health and reduce health disparities.

Course Objectives: At the completion of this course, students will be able to:

1. Identify primary social determinants of health.
2. Reflect upon the social determinants of health in our society and how you will confront them in your career in health promotion.
3. Discuss the ways in which social determinants of health lead to differential health outcomes.
4. Define health disparities.
5. Discuss the extent and types of health disparities occurring in the US today.
6. Identify groups who experience differential health outcomes.
7. Identify and discuss strategies for altering the social determinants of health and reducing health disparities.

Use of Canvas: This class will use Canvas—a Web-based course management system with password-protected access at <http://canvas.utexas.edu>—to distribute course materials, to post due dates and other calendar information, to communicate and collaborate online, to post grades, to submit assignments, and to administer online surveys. You can find support in using Canvas at the ITS Help Desk (<http://www.utexas.edu/its/helpdesk/>) at 475-9400. Note ITS Help Desk is open roughly during business hours, so please plan accordingly and allow enough time to submit your help request.

Teaching Strategies The course will be taught via a combination of lecture, discussion, small group work, self-study, written assignments, and e-mail communications.

Means of Assessment

Exam 1	100 points
Exam 2	100
Reflections (6 reflections X 25 points)	150
In-Class Activities (10 activities X 10 points)	100
Research Paper Proposal	25
Research Paper	125
	600 points total

Grade Distribution

A	558 – 600 points	C	432 – 467
A-	540 – 557	C-	420 – 431
B+	528 – 539	D+	408 – 419
B	492 – 527	D	372 – 407
B-	480 – 491	D-	360 – 371
C+	468 – 479	F	< 360

Exams: There will be two non-cumulative exams over the course of the semester. This course will not have a final exam administered during finals week. The two exams will cover both lecture notes and the text. The format will be short answer, multiple choice, and short essay. Make-up exams will only be given for documented excused absences as outlined in University Academic Policies and Procedures.

In-Class Activities: Throughout the semester, we will complete 10 in-class activities, including articles, discussion questions, and case studies. In order to be prepared to complete these assignments, it is necessary to read all assigned material prior to class. Assignments will be passed out during class, and you will be expected to participate fully. All assignments will be due at the end of the class period, and you will receive 10 points for completing the assignment. In-class assignments will not be announced in advance. If you miss a class where an assignment is completed, you will receive a 0 on that assignment. Make-up assignments will only be given for documented excused absences, as outlined by the University.

Reflections: You will complete 6 reflection activities over the course of the semester. These reflections will involve completing an activity (reading, video, online game or task) outside of class and preparing a thoughtful reflection paper (2 page maximum) on your reactions to the material. The purpose of these reflections is to provide the opportunity to engage with the material and do some pre-thinking prior to class, which will allow for rich discussions and learning during class time.

Research Paper: For this paper you will choose a specific target population that is affected by the social determinants of health and experiences some of the health disparities we have covered in class. You will research the social determinants of health that are most influential in the target population you have chosen, describe the health disparities that most affect this population, and suggest an intervention to reduce the negative determinants of these health disparities. This will be a 8-10 page (double-spaced) paper.

Research Paper Proposal: A 1-2 page preliminary proposal for this paper will be due midway through the semester in order to provide the opportunity for the instructor and TA to give feedback on your topic. Further details about the proposal and research paper will be provided in class.

All papers must be submitted electronically through Canvas. Hard copies of papers will not be accepted. The research paper must be completed in order to pass the course. Any assignment turned in after the due date without a documented excuse will receive a 5-point deduction immediately, and an additional 5-point deduction for each additional 24 hours the assignment is late.

Extra Credit: I may provide opportunities to earn extra credit toward your final course grade throughout the semester. Any extra credit assignments must be turned in by the due date given; extra credit assignments will not be accepted after the due date. You must be present in class to receive credit for any extra credit assignments completed in class. Not completing the extra credit assignments will not count against you.

EXPECTATIONS:

1. Class Attendance and Participation: Class attendance is an important part of the learning process. Students are expected to attend all class sessions and complete all required reading prior to the class for which it is assigned. Students are expected to arrive on time. You are responsible for any and all material covered on any days you may be absent and will not be able to receive credit for any in-class assignments for those days. Extenuating circumstances will be handled on a case-by-case basis (i.e. death in the family, documented illness). On occasion, I will call on individuals to respond to questions, and there will be several in-class group activities. Students are expected and encouraged to actively and frequently participate in class discussion. Students are also expected to create a respectful environment that is conducive to learning by respecting each other and each other's opinions.

2. Technology and Devices: Cell phones must be turned off or set to silent during class time. Text messaging is not allowed. Students found to be texting during class will be asked to turn off their phones. Laptop computers and other electronic devices (i.e., smartphones, iPads, iPods, etc.) may be used for class-related purposes only. Any student found to be engaged in non-class-related activities on their electronic device will be asked to turn it off for the remainder of class.

3. Correspondence Rules: You are encouraged to communicate with the instructor and teaching assistants as frequently as you wish, either in-person or through telephone and e-mail. We want to see you in our offices and to hear from you via email. All email correspondence should reflect the professional nature of the professor/student relationship. This means that all emails to the instructor or to the TA should follow standard professional correspondence rules. Specifically, your emails should begin with a salutation (e.g. Dear Dr. Maslowsky). The content of your email should be in complete sentences, be grammatically correct, and follow appropriate sentence structure. Make sure to always include your name when you close your email (i.e. sincerely, thank you, etc.). **All emails must contain the course name, HED 365, in the subject line.** Failure to include the course name in the subject may result in not receiving a reply to your email.

Students can expect timely responses to emails, usually within 24 hours. In the rare instance when you do not receive a response within 24 hours, please do not email again until at least 48 hours have passed. Do not wait until the night before a due date to email the instructor or the TA with a question about an assignment or an exam. We can not guarantee that we will be able to respond with enough time for you to complete the assignment or prepare for the exam.

4. Course Feedback: During this course, I may ask you to provide feedback on your learning in informal as well as formal ways. It is very important to me to know your reaction to what we do in class, so I encourage you to respond to these feedback opportunities, ensuring that together we can create an environment effective for teaching and learning.

UNIVERSITY POLICIES

1. Use of E-Mail for Official Correspondence to Students: Email is recognized as an official mode of university correspondence; therefore, you are responsible for reading your email for university and course-related information and announcements. You are responsible to keep the University informed about changes to

your e-mail address. You should check your e-mail regularly to stay current with university-related communications, some of which may be time-critical.

2. Academic Integrity: A fundamental principle for any educational institution, academic integrity is highly valued and seriously regarded at UT Austin, as emphasized in the standards of conduct. You and other students are expected to "maintain absolute integrity and a high standard of individual honor in scholastic work" undertaken at the University. This is a very basic expectation that is further reinforced by the University's [Honor Code](#). At a minimum, you should complete any assignments, exams, and other scholastic endeavors with the utmost honesty, which requires you to a) acknowledge the contributions of other sources to your scholastic efforts b) complete your assignments independently unless expressly authorized to seek or obtain assistance in preparing them c) follow instructions for assignments and exams, and observe the standards of your academic discipline d) avoid engaging in any form of academic dishonesty on behalf of yourself or another student.

3. Scholastic Dishonesty: Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information please visit the Student Judicial Services Web site: <http://deanofstudents.utexas.edu/sjs>.

4. Academic Accommodations: The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Division of Diversity and Community Engagement, Services for Students with Disabilities, at 471-6259, 471-4641 TTY, <http://www.utexas.edu/diversity/ddce/ssd/>

5. Religious Holidays: By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

6. Behavior Concerns Advice Line (BCAL): If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

7. Emergency Evacuation Policy: Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation: Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building. If you require assistance to evacuate, inform me in writing during the first week of class. In the event of an evacuation, follow my instructions or those of class instructors. Do not re-enter a building unless you are given instructions by the Austin Fire Department, UT Austin Police Department, or Fire Prevention Services office.

8. Resources for Learning & Life at UT Austin: The University of Texas has numerous resources for students to provide assistance and support for your learning.

Undergraduate Writing Center (UWC): <http://www.uwc.utexas.edu/>

The Sanger Learning Center: <http://www.utexas.edu/ugs/slc>

Center for Strategic Advising & Career Counseling: <http://www.utexas.edu/ugs/csacc>

Counseling & Mental Health Center: <http://cmhc.utexas.edu/>

Student Emergency Services: <http://deanofstudents.utexas.edu/emergency/>

COURSE OUTLINE AND ASSIGNED READINGS

This is the planned course outline; however, it is subject to change throughout the semester.

I will announce any changes in class and via Canvas.

If you miss a class, it is your responsibility to find out if any course outline changes were made.

1/17 Introductions, Course Syllabus, Setting the Stage

1/19 What are social determinants of health? What are health disparities? Why are they important?

Chapter 1: Who are the Vulnerable? In: Aday, L. A. (2001). *At Risk in America: The Health and Health Care Needs of Vulnerable Populations in the United States* (2nd edition). San Francisco: Jossey-Bass.

Chapter 14: Unequal Afflictions. In: Farley, T., & Cohen, D. (2006). *Prescription for a Healthy Nation: A New Approach to Improving Our Lives by Fixing Our Everyday World*. Boston: Beacon Press.

UNIT 1: SOCIAL DETERMINANTS OF HEALTH AND RESULTING HEALTH DISPARITIES

1/24 Socioeconomic Status, Poverty, and Economic Inequality – History and Current Status

DUE: Reflection Paper 1 (Spent). Due 1/23 by 11:59pm

University of Wisconsin Institute for Research on Poverty:

What are poverty thresholds and poverty guidelines? <http://www.irp.wisc.edu/faqs/faq1.htm>

Who is Poor? <http://www.irp.wisc.edu/faqs/faq3.htm>

How many children are poor? <http://www.irp.wisc.edu/faqs/faq6.htm>

1/26 Socioeconomic Status, Poverty, and Economic Inequality- History and Current Status

Watch: Inequality for All. Available at the UT Fine Arts Library and also streaming on Netflix, Amazon, etc. Chaiken, J., Dungan, S., Kornbluth, J., Reich, R. B., Cvetko, S., Krauss, D., ... Reich, R. B. (2014). *Inequality for all*. Anchor Bay Entertainment.

Chapter 8: Poverty is F---ing Expensive. In: Tirado, L. (2014). *Hand to Mouth: Living in Bootstrap America* (Unabridged edition). New York: Penguin Audio.

Chapter 9: Being Poor isn't a crime—it just feels like it. In: Tirado, L. (2014). *Hand to Mouth: Living in Bootstrap America* (Unabridged edition). New York: Penguin Audio.

1/31 Socioeconomic Status, Poverty, and Economic Inequality- Effects on Health

Chapter 5: Class and Health, Explaining the Relationship. In: Cockerham, W. (2013). *Social Causes of Health and Disease* (2 edition). Cambridge ; Malden, MA: Polity.

2/2 Socioeconomic Status, Poverty, and Economic Inequality- Effects on Health

Phelan, J. C., Link, B. G., & Tehranifar, P. (2010). Social Conditions as Fundamental Causes of Health Inequalities Theory, Evidence, and Policy Implications. *Journal of Health and Social Behavior*, 51(1 suppl), S28–S40.

2/7 Educational Inequality- History and Current Status

DUE: Reflection Paper 2 (Education). Due 2/6 by 11:59pm

Beckles, GL, & Truman, BI (2013). Education and Income—United States, 2009 and 2011. In: Centers for Disease Control (2013). Health Disparities & Inequalities Report, 2013. *Morbidity and Mortality Weekly Report*, 62 (3).

Whither Opportunity? | Russell Sage Foundation. (n.d.). Retrieved July 8, 2015, from <https://www.russellsage.org/publications/whither-opportunity>

Chapter 3: The savage inequalities of public education in New York. In: Kozol, J. (1992). *Savage Inequalities: Children in America's Schools*. New York: Broadway Books.

http://www.nytimes.com/interactive/2014/05/04/magazine/tale-of-two-schools.html?_r=1

2/9 Educational Inequality- History and Current Status

Read one of the following (you will be assigned to a group in class):

U.S. Department of Education, Office for Civil Rights (2014). Civil Rights Data Collection: Teacher Equity.

U.S. Department of Education, Office for Civil Rights (2014). Civil Rights Data Collection: School Discipline.

U.S. Department of Education, Office for Civil Rights (2014). Civil Rights Data Collection: College and Career Readiness.

U.S. Department of Education, Office for Civil Rights (2014). Civil Rights Data Collection: Early Childhood Education.

2/14 Educational Inequality- Effects on Health

Freudenberg, N. & Ruglis, J. (2007). Reframing school dropout as a public health issue. *Preventing Chronic Disease*, 4, 1-11.

Meara, E. R., Richards, S., & Cutler, D. M. (2008). The Gap Gets Bigger: Changes In Mortality And Life Expectancy, By Education, 1981–2000. *Health Affairs*, 27(2), 350–360.

2/16 **EXAM 1**

2/21 Discrimination- History and Current Status

DUE: Reflection Paper 3 (Biases). Due 2/1 by 11:59pm

Williams, D. R., & Mohammed, S. A. (2013). Racism and Health I Pathways and Scientific Evidence. *American Behavioral Scientist*, 57(8), 1152–1173.

Jee-Lyn García, J., & Sharif, M. Z. (2015). Black Lives Matter: A Commentary on Racism and Public Health. *American Journal of Public Health*, 105(8), e27–e30.

2/23 Health Disparities by Race, Ethnicity, and Immigrant Status

Williams, D. R., & Jackson, P. B. (2005). Social Sources Of Racial Disparities In Health. *Health Affairs*, 24(2), 325–334.

Vega, W. A., Rodriguez, M. A., & Gruskin, E. (2009). Health Disparities in the Latino Population. *Epidemiologic Reviews*, 31(1), 99–112.

2/28 Health Disparities by Sex, Gender, and Sexual Identity

Population Reference Bureau (2007). Gender Disparities in Health and Mortality. Retrieved from <http://www.prb.org/Publications/Articles/2007/genderdisparities.aspx>

Coker TR, Austin SB, Schuster MA. The Health and Health Care of Lesbian, Gay, and Bisexual Adolescents. *Annu Rev Public Health*. 2010;31(1):457-477.

3/2 Geographic and Environmental

DUE: Reflection Paper 4 (County Health Rankings). Due 3/2 by 11:59pm

Chapter 7: Living Conditions and Neighborhood Disadvantage. In: Cockerham, W. (2013). *Social Causes of Health and Disease* (2 edition). Cambridge ; Malden, MA: Polity.

Chapter 20: A clean environment: The basis of public health. Schneider, M.J. (2013). *Introduction To Public Health* (4 edition). Burlington, Mass: Jones & Bartlett Learning.

3/7 Pathways from Social Structures to Health Disparities: Stress and Social Support

Chapter 8: Health and Social Capital. In: Cockerham, W. (2013). *Social Causes of Health and Disease* (2 edition). Cambridge ; Malden, MA: Polity.

Thoits, P. A. (2010). Stress and Health Major Findings and Policy Implications. *Journal of Health and Social Behavior*, 51(1 suppl), S41–S53.

3/9 Intersectionality/Co-Occurrence of Risk Factors

DUE: Research Paper Proposal, upload to Canvas by 11:59pm

Chapter 5: The intersection of race, gender, and SES: Health paradoxes. In: Schulz, A. J., & Mullings, L. (Eds.). (2005). *Gender, Race, Class and Health: Intersectional Approaches* (1 edition). San Francisco, CA: Jossey-Bass.

Forst, L., Friedman, L., Chin, B., & Madigan, D. (2015). Spatial Clustering of Occupational Injuries in Communities. *American Journal of Public Health, 105*(S3), S526–S533.

3/14 & 3/16 SPRING BREAK

3/21 Additional Determinants: Violence, Trauma, Health Care

Summary. In: Smedly, B., et al. (2003). *Unequal Treatment: Confronting Racial and Ethnic Disparities in Health Care*, Washington, DC: National Academies Press. pp 1-28.

Finkelhor D, Turner HA, Shattuck A, and Hamby SL. (2015). Prevalence of childhood exposure to violence, crime, and abuse: Results from the national survey of children's exposure to violence. *JAMA Pediatrics*.

3/23 Maternal and Infant Health, Early Childhood Health and Health Disparities

Chapter 18: Maternal and Child Health as a Social Problem. In: Schneider, M.-J. (2013). *Introduction To Public Health* (4 edition). Burlington, Mass: Jones & Bartlett Learning.

Suddath, C. (2015, January 27). Can the U.S. Ever Fix Its Messed-Up Maternity Leave System? Retrieved July 8, 2015, from <http://www.bloomberg.com/news/features/2015-01-28/maternity-leave-u-s-policies-still-fail-workers>

3/28 Adolescent Health and Health Disparities

Blum, R.W. & Qureshi, F. (2011). Fact Sheet: Morbidity and Mortality among Adolescents and Young Adults in the United States. Baltimore, MD.

Guilamo-Ramos, V., et al. (2011). Adolescent reproductive and sexual health disparities: The case of youth residing in the Bronx. New York, NY.

3/30 Adult and Elder Health and Health Disparities

Murray, L. R. (2003). Sick and Tired of Being Sick and Tired: Scientific Evidence, Methods, and Research Implications for Racial and Ethnic Disparities in Occupational Health. *American Journal of Public Health, 93*(2), 221–226.

Chapter 29: Public Health and the Aging Population. In: Schneider, M.J. (2013). *Introduction To Public Health* (4 edition). Burlington, Mass: Jones & Bartlett Learning.

4/4 International Health and Health Disparities

Chapter 2: Health determinants, measurements, and trends. In: Skolnik, R. (2011). *Global Health 101* (2 edition). Burlington, MA: Jones & Bartlett Learning.

Case 9: Improving the health of the poor in Mexico. In: Levine, R. (2007). *Case Studies in Global Health: Millions Saved* (1st edition). Sudbury, Mass: Jones & Bartlett Learning.

4/6 **EXAM 2**

UNIT 2: SOLUTIONS

4/11 Reducing Poverty 1

Haveman, R. et al., 2015. "The War on Poverty: Measurement, Trends, and Policy." *Journal of Policy Analysis and Management*.

4/13 Reducing Poverty 2

Pew Charitable Trusts: How the Safety Net Cuts Poverty Rates. (2013). Retrieved from <http://bit.ly/1wCPuxq>

Carefully review the charts here:

<https://public.tableau.com/views/SPMproject/Story1?:showVizHome=n>

McNicholas, C., Madden, T., Secura, G., & Peipert, J. F. (2014). The contraceptive CHOICE project round up: what we did and what we learned. *Clinical Obstetrics and Gynecology*, 57(4), 635–643.

4/18 Reducing Educational Disparities 1

Cummins, J. (1986). Empowering Minority Students: A Framework for Intervention. *Harvard Educational Review*, 56(1), 18–37.

Watch two videos of your choice here and be prepared to summarize them in class:

<http://www.pbslearningmedia.org/collection/american-graduate-collection/>

4/20 Reducing Educational Disparities 2

DUE: Reflection Paper 5 (Reducing educational disparities). Due 4/19 by 11:59pm

City Year Media Kit. <http://www.cityyear.org/media>

KIPP: Our Approach: <http://www.kipp.org/our-approach>

4/25 Reducing Discrimination

Buffie, W. C. (2011). Public Health Implications of Same-Sex Marriage. *American Journal of Public Health, 101*(6), 986–990.

Aboud, FE, & Levy, SR (2013). Chapter 12: Interventions to reduce prejudice and discrimination in children. In: Oskamp, S. *Reducing Prejudice and Discrimination*. Psychology Press.

Changeworks Consulting, Inc: Guidelines for Challenging Racism and Other Forms of Oppression

4/27 Age-Based Interventions (Early Childhood, Adolescence, Old Age)

Department of Health and Human Services. *The Maternal, Infant, and Early Childhood Home Visiting Program Partnering with Parents to Help Children Succeed*. Retrieved from: <http://mchb.hrsa.gov/programs/homevisiting/states/index.html>

Employment & Training Administration (ETA) - U.S. Department of Labor. (n.d.). Fact Sheet: YouthBuild, Retrieved from http://www.doleta.gov/Youth_services/YouthBuild.cfm

CDC: The State of Aging and Health in America 2013. Pages 1-26.

Watch:

<http://heckmanequation.org/content/resource/why-early-investment-matters>
<https://www.youtube.com/watch?v=uSNArjyfiM>

5/2 Place-Based Interventions

DUE: Reflection Paper 6 (Place-Based Interventions). Due 5/1 by 11:59pm

Watch three videos of your choice here and be prepare to discuss them in class:

<http://www.rwjf.org/en/library/features/culture-of-health-prize.html>

5/4 Improving Access to Health Care and Preventive Services

McGinnis, J. M., Williams-Russo, P., & Knickman, J. R. (2002). The Case For More Active Policy Attention To Health Promotion. *Health Affairs, 21*(2), 78–93.

Gostin LO, DeBartolo MC, & Hougendobler DA. (2015). King v Burwell: Subsidizing us health insurance for low- and middle-income individuals. *JAMA*. <http://doi.org/10.1001/jama.2015.8673>

Research Paper Due Monday, May 8 by 11:59pm.

Reflection Activity 1: Poverty

Activity: Play Spent online (<http://playspent.org/html/>)

Play the game at least twice.

1. The first time you play, make the choices you would like to make without worrying about money. How long does your budget last?
2. The subsequent times you play, make the choices you have to make in order to stretch your budget for the entire month. Take notes as you play regarding the choices you make, the sacrifices they involve, and how it makes you feel. Try to imagine yourself facing these choices in your real life. Play the game as many times as you have to in order to make it through the month without running out of money.

Reflection:

Describe the choices and sacrifices you had to make in Spent in order to stretch your budget through the month. How did your choices differ when you focused on stretching your budget for the month versus making your ideal choice without worrying about money? How did it make you feel to have to sacrifice some of your wants and needs? What surprised you? Which situation seemed the most unfair? How do you think that living within such a low budget each month affects people's health?

Reflection Activity 2: Education

Listen to part one of This American Life's two-part series on Harper High School in Chicago. Note that the episode is about 1 hour long, so be sure to allow time to listen to it.

<http://www.thisamericanlife.org/radio-archives/episode/487/harper-high-school-part-one>

Here is the link to part two, if you're interested (not required for this assignment):

<http://www.thisamericanlife.org/radio-archives/episode/487/harper-high-school-part-one>

List and discuss four challenges facing this school and its ability to provide a high-quality education to its students. Why might this school have a high dropout rate? We know that high-quality education is an important determinant of the future health and well-being of an individual. Reflect on the fact that many children who are most vulnerable to health problems in the future due to exposure to other risk factors are also attending highly challenged schools. What implications does this have for their probable future health?

Reflection Activity 3: Attitudes and Biases

Choose a test that interests you.

<https://implicit.harvard.edu/implicit/selectatest.html>

Before you take the test, reflect on whether you believe you have any biases toward one group or another. For example, if you choose the weight IAT, do you believe you carry any biases toward or against people of different weight statuses? Be honest with yourself. Write down your thoughts before you take the test.

Reflection:

Summarize the thoughts you recorded before taking the test.

What were your test results? Were you surprised by your results? Did they confirm or disagree with your pre-test assessment of yourself?

Can you imagine there are people who are more biased than you are? How might their biases come out in everyday life?

What is one way that implicit biases toward or against a certain group may affect that group's health?

Reflection Activity 4: County Health Rankings

Find the county where you grew up at www.countyhealthrankings.org.

Where does your county rank overall in the state where you grew up? In what areas does your county have relatively good health (higher ranking)? What factors do you think contribute to your county doing well in these areas? In what areas does your county have relatively poorer health (lower ranking)? What factors do you think contribute to your county doing poorly in these areas?

Compare your county to the #1-ranked county in your state (or, if your county is #1 in your state, compare to the #1-ranked county in an adjacent state). On what outcomes does your county do significantly worse than the #1-ranked county? On what demographic, social, and economic factors do the two counties differ most (click on “additional measures” under the name of your county to view demographic, social, and economic factors). How might those demographic, social, and economic factors be related to the relatively worse health outcomes your county experiences versus the #1-ranked county?

Compare your county to the lowest-ranked county in your state (or, if your county is lowest in your state, compare to the lowest-ranked county in an adjacent state). On what outcomes does your county do significantly better than the lowest-ranked county? On what demographic, social, and economic factors do the two counties differ most (click on “additional measures” under the name of your county to view demographic, social, and economic factors)? How might those demographic, social, and economic factors be related to the relatively better health outcomes your county experiences versus the lowest-ranked county?

Reflection Activity 5: Reducing Educational Disparities

Review the approaches used by KIPP and CityYear to reduce educational disparities:

City Year Media Kit. <http://www.cityyear.org/media>

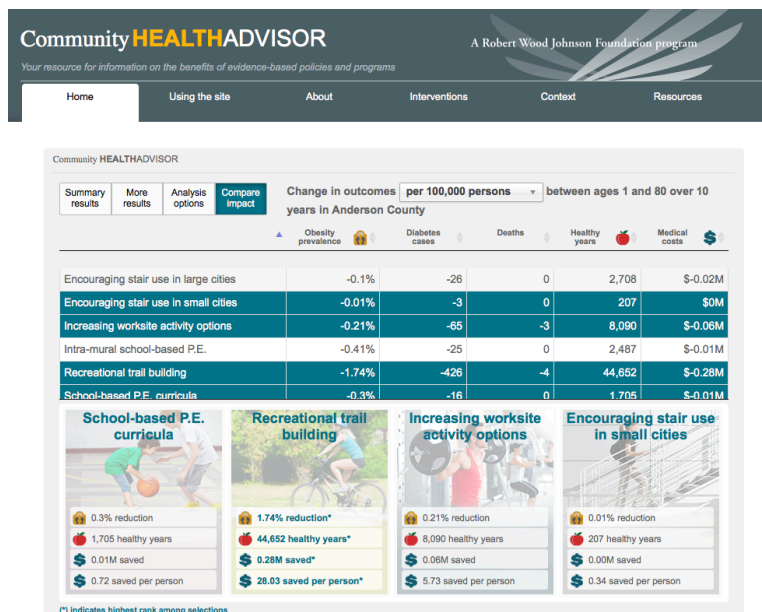
KIPP: Our Approach: <http://www.kipp.org/our-approach>

What are the key ingredients in each organization's approach to education? What are the social determinants that each organization addresses in its model? Why is addressing the social determinants important in order to achieve better educational outcomes? How might achieving better educational outcomes lead to better health for the participating children later in life?

Reflection Activity 6: Place-Based Interventions

What are the health effects of implementing community-level interventions to promote physical activity or reduce smoking?

1. Use the calculator at <http://www.communityhealthadvisor.org/>.
2. Enter the county and state of your choice.
3. Choose either smoking or physical activity, whichever interests you most.
4. Examine the effects of implementing the 7 physical activity interventions or the 6 smoking interventions (use the “compare impact” tab) on disease prevalence, deaths, healthy years of life, and medical costs. Are the programs equally effective in addressing each of these outcomes?
5. Choose the four interventions that you believe would have the largest impact on health. Click on each one to bring it down to the panels below the table. Align the interventions from left to right in the order of more to less effective (there is no right answer, this is your judgment). Note that you will have to think critically about which outcomes matter most. Diseases prevented? Deaths prevented? Health years added? Costs saved?
6. Paste a screenshot (like the one below) of your table and rank ordering into your reflection. In your reflection, discuss how you decided which of the interventions would be most effective. Which criteria did you use? Were you surprised by which interventions were more and less effective? Why or why not?



HED 365: Social Determinants of Health and Health Disparities

Research Paper Assignment Details

For this paper you will choose a specific target population that is affected by the social determinants of health and experiences some of the health disparities we have covered in class. You will research the social determinants of health that are most influential in the target population you have chosen, describe the health disparities that most affect this population, and suggest an intervention to reduce the negative determinants of these health disparities.

PROPOSAL (25 points), due 3/3 by 11:59pm: Upload to Canvas a 1-2 page proposal that describes your target population, at least two social determinants that are particularly influential in the health of this population, and two health disparities that affect this population. You must include at least 3 scientific references for the material covered in your proposal.

PAPER (125 points) due 5/8 by 11:59pm: Upload your paper to Canvas.

General guidelines: All information must be properly cited using at least 10 peer-reviewed or other scientific sources (e.g. government data). Paper should be 8-10 pages long (no longer or shorter), double-spaced, using Times New Roman size 12 font and 1-inch margins. Please include page numbers on your paper. The paper and references should be formatted in accordance with the American Psychological Association 6th Edition standards. A guide to APA formatting is available at <https://owl.english.purdue.edu/owl/resource/560/01/>

Your paper should include the following sections, each labeled with a Heading:

- **Background** (20 points; 1-2 pages): Provide a background on the target population. How is this population defined? How large is this population? Describe the social and demographic characteristics of this population (age, sex, gender, race/ethnicity, country of origin, and other relevant characteristics).
- **Health Outcomes and Disparities** (25 points; ~2 pages): Discuss 2 negative health outcomes that are disproportionately present in your target population. Compare the prevalence of each outcome in your target population to its prevalence in the general US population. What are the historical trends in each outcome (has it gotten better or worse in recent decades)?
- **Social Determinants** (25 points; ~2 pages): Provide a literature review of the 4 social determinants of health that are most closely associated with the occurrence of health disparities in this population in the outcomes discussed above. Describe how each social determinant is related to the health outcome. What is the mechanism?
- **Intervention** (25 points; ~2 pages): Discuss one existing intervention that has succeeded in reducing health disparities in this population. Describe the components of the intervention and the social determinants and health outcome it targets. Describe the outcomes that the intervention has produced. Then, propose one new intervention that could be applied in this population to reduce a different negative health outcome (not the one targeted by the existing intervention). Describe the components of the proposed intervention and the social determinants and health outcome it will target.
- **Conclusion** (10 points; 1/2- 1 page): Summarize your paper and make your final point of why it is crucial to reduce health disparities among the target population.
- **Overall Paper Quality** (20 points): References, grammar, formatting, and clarity.