

DEPARTMENT OF NUTRITION, FOOD STUDIES & PUBLIC HEALTH

E33.2355 SOCIAL AND BEHAVIORAL DETERMINANTS OF HEALTH

Fall 2008

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Office Hours: By appointment

Class: Wed 4:55-6:35 Silver Center, Room 701

Course Description

Consider the following assertions:

- Academy Award-winning actors outlive unsuccessful Oscar nominees by roughly four years.
- In a typical corporation the CEO will likely live longer and better than the vice president, the secretary will be healthier and happier than the receptionist, and so on.
- In the United States, African American men die, on average, nearly 10 years sooner than their white counterparts.

What are the explanations for these findings? What can you as a public health professional do about them? This course will help you to explore the way the social environment influences the health of populations. You will learn about the most recent findings in the area of *social epidemiology*, debate the causes and consequences of social inequalities in health, and gain experience in judging the sometimes conflicting evidence behind some of these claims.

Course Objectives

This course will help you to:

1. Define and describe social determinants of health and explain how they differ from other (e.g. biological) determinants of health.
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. Explain how these theories and models apply to designing health interventions based on social determinants.
5. Assess how these theories apply to specific public health problems that are influenced by social and societal determinants.

Readings

- Marmot, M. 2005. *The Status Syndrome. How Social Standing Affects Our Health and Longevity*. London: Times Books. (Marmot in syllabus) Available at bookstore or purchase online.
- Readings on Blackboard. All other readings, course handouts, announcements, and on-line discussion forums will be available through the NYU blackboard system. You will probably need to check the system at least once per week. For help using Blackboard, go to <http://www.nyu.edu/its/faq/blackboard>.

Note: 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 “background” are not required but may be necessary to understand some assigned readings. You will also be responsible for lecture notes posted on the blackboard site, which may have additional concepts, examples, or approaches to the topic discussed in the assigned materials. This means you will need to prepare significantly before class.

Evaluation (see attached description of each assignment)

- Active and thoughtful participation in class and on-line discussions 25%
- Leading on-line discussion on reading (on blackboard) 20%
- Attend library session on reference management strategies 5%
- Paper abstract 15%
- Term paper 35%

Grading: 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)

100=A+; 99-92=A; 91-90=A-; 89-88=B+; 87-82=B; 81-80=B-; 79-78=C+; 77-72=C; 71-70=C-, etc.

Assignments

1. Participation: Participation includes in-class contributions as well as written comments posted on blackboard (at least two comments per week) based on student-led discussion questions (see below). Criteria for evaluation of participation include: evidence that the student read and applied readings to what he/she says in class/writes on blackboard; 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. All students are expected to respond to at least two discussion questions per week.

2. Discussion questions: Each student will sign up to post 2 discussion questions based on **one** of the required readings. These questions will be posted on blackboard BY 6 PM ON THE FRIDAY BEFORE THAT READING IS DUE. The designated student will then facilitate on-line discussion of the questions among fellow students (e.g. clarify questions or confusions regarding the text, suggest places to go for more information, summarize discussion points). All students are expected to **respond to at least two discussion questions per week** (each response should be related to a different article).

3. Library info session: During the course of your academic career, you’ll 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, before the term paper abstract is due. To facilitate this, there will be no class held on September 24. For info on scheduling of library courses, see <http://library.nyu.edu/forms/research/classes.html>. Students will need to send the instructor an email, registration confirmation, or some other record of attendance. In addition, your term paper must use one of these software programs to organize references.

4. Term paper: 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 the social/societal determinants of that problem or condition. Your research question must be approved by the instructor (see course schedule). There are two parts to this assignment: the abstract and the final paper.

4.A. *Term paper abstract*: Submit a 2-3 page (double-spaced) abstract of the proposed paper that contains:

1. Background: What is the purpose of the paper? What question(s) are you trying to answer and why? What is the rationale for your review of the topic (quantify its social/political/public health importance);
2. Key terms: Define the terms you will be researching, i.e. define the social/behavioral factor of interest, describe the population group(s) affected, and define the health problem/condition and how it is measured in the literature.
3. Methods: Briefly describe your search strategy, i.e. define the terms, search engines to be used, criteria for selecting articles to be abstracted; and
4. Preliminary results: How many articles of what type/study design identified, preliminary assessment of the literature, and any necessary steps to revise/refine the current search strategy, population (e.g. in order to limit the scope of the project, I will write the final paper focusing solely on children below age 5), research question, social/behavioral factor, etc.

4.B. *Final paper*. The final paper should take up no more than 12-15 pages of text (+ bibliography and appendices), typed, double-spaced, in 11-point type or larger, with one-inch margins all around. For most questions, it is expected that a minimum at least 10 references will be included in the paper. Your paper should be appropriately and consistently referenced, using a standard citation style. (see www.columbia.edu/cu/cup/cgos/idx_basic.html). Your paper must not plagiarize. See: www.indiana.edu/~wts/wts/plagiarism.html. These issues will be discussed in class. See attached statement of academic integrity.

Final papers will be evaluated according to the following criteria:

- 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)
- Methods and Results: Review and synthesis of literature/findings (i.e. evaluation of article results, relevance of literature selected, presentation of results) (25 points)
- Discussion: Discussion and analysis of findings (i.e. how well does the literature answer the research question, limitations) (30 points)
- Writing (20 points) (i.e. clarity, appropriate language, absence of jargon, organization of paper, grammar, spelling)
- Use of Refworks or Endnote software (email the library file you used for your paper) (5 points).

Class Schedule: Social and Behavioral Determinants of Health

CLASS	DATE	TOPIC	ASSIGNMENTS
1	Sept 3	Class overview: Understanding social and behavioral determinants of health	Sign up for blackboard discussion questions
2	Sept10	Health and social inequalities	
3	Sept17	Theories of health behavior: individual, group, & community	
4	Sept 24	No formal class meeting. Attend Endnote and/or Refworks course at Bobst library	Attend library session on Endnote or Refworks
5	Oct 1	Models of health determinants-Life course approaches	
6	Oct 8	Income, poverty, and health	Identify paper topic
7	Oct 15	Race, racism, and health	
8	Oct 22	Social integration, networks, and the work environment	
9	Oct 29	Gender discrimination, and stigma	(note : Last week to attend library session)
10	Nov 5	Culture and acculturation	Turn in paper abstract
11	Nov 12	Social position, social cohesion & social capital	
12	Nov 19	Guest lecture: Magdalena Cerdá, PhD, New York Academy of Medicine. Neighborhoods, residential context, and health	
	Nov 26	Thanksgiving Holiday- no class	
13	Dec 3	Politics and globalization	
14	Dec 10	Health promotion, health systems, and social protection and course wrap-up	Final paper due

Reading schedule

September 3: Understanding social and behavioral determinants of health

Meyer, I. & Schwartz, S. (2000). Social issues as public health: promise and peril. *American Journal of Public Health*, 90: 1189-1191.

Marmot, Status Syndrome (Chapter 1)

September 10: Health and social inequalities

1. Mackenbach, J. & Howden-Chapman, P. New perspectives on socioeconomic inequalities in health. *Perspectives in Biology and Medicine*. 2003 46(3):428-44.

2. Colgrove, J. The McKeown Thesis: A historical controversy and its ongoing influence *American Journal of Public Health* 2002 92: 725-729 **AND** Link, B. &Phelan, J. McKeown and the Idea That Social Conditions Are Fundamental Causes of Disease *American Journal of Public Health* 2002 92: 730-2.

3. House, J. Understanding social factors and inequalities in health: 20th century progress and 21st century prospects. *Journal of Health and Social Behavior*. 2002 43(2):125-142. .
Background: Harper S, Lynch J, et al. An overview of methods for monitoring social disparities in cancer, 1992-2004. *Am J Epidemiol*. 2008 167(8):889-99.
Optional: Ruger JP, Kim HJ. Global health inequalities: an international comparison. *J Epidemiol Community Health*. 2006 Nov;60(11):928-36.

September 17: Theories of health behavior: individual, group, & community

4. Noar SM, Zimmerman RS. Health Behavior Theory and cumulative knowledge regarding health behaviors: are we moving in the right direction? *Health Educ Res*. 2005 Jun;20(3):275-90
 5. Minkler M. Personal responsibility for health? A review of the arguments and the evidence at century's end. *Health Educ Behav*. 1999 Feb;26(1):121-40
 6. National Cancer Institute: Health behavior theory at a glance. (Note: this article is required, but do not choose it for leading discussion)
Background: IOM Report on Health and Behavior, Chapter 3: Behavioral risk factors

October 1: Models of health determinants-Life course approaches

7. 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.
 8. Krieger N, Davey Smith G. "Bodies count," and body counts: social epidemiology and embodying inequality. *Epidemiol Rev*. 2004;26:92-103
 9. Cameron N, Demerath EW. Critical periods in human growth and their relationship to diseases of aging. *Am J Phys Anthropol*. 2002;Suppl 35:159-84.
Background: Kuh D, Ben-Shlomo Y, Lynch J, Hallqvist J, Power C. Glossary: Life course epidemiology. *J Epidemiol Community Health*. 2003 Oct;57(10):778-83
Optional: Halfon N, Hochstein M. Life course health development: an integrated framework for developing health, policy, and research. *Milbank Q*. 2002;80(3):433-79

October 8: Income, poverty, and health

10. Marmot , Status Syndrome Chapters 2 and 3
 11. Aber, et al. The effects of poverty on child health and development. *Annual Review of Public Health* 1997 18:463-83. .
 12. Gillespie S, Kadiyala S, Greener R. Is poverty or wealth driving HIV transmission? *AIDS*. 2007 Nov;21 Suppl 7:S5-S16.
Optional: Patel & Kleinman. Poverty and common mental disorders in developing countries. *Bulletin of the World Health Organization* 2003;81:609-615.

October 15: Race and Racism

13. Takeuchi, D. & Gage, S.L. (2003). What to do with race? Changing notions of race in the social sciences. *Culture, Medicine & Psychiatry*, 27,435-445.
 14. Williams DR, Neighbors HW, Jackson JS. Racial/ethnic discrimination and health: findings from community studies. *Am J Public Health*. 2003 93(2):200-8
 15. Pager, D. and Shepard, H. The Sociology of Discrimination: Racial Discrimination in Employment, Housing, Credit, and Consumer Markets. *Annu. Rev. Sociol* 2008. 34:181–209.
Optional: Agency for Healthcare research and Quality (AHRQ) National healthcare disparities report, 2006 (read overview) <http://www.ahrq.gov/qual/nhdr06/nhdr06report.pdf>

Background: Travassos C, Williams DR. The concept and measurement of race and their relationship to public health: a review focused on Brazil and the United States. *Cad Saúde Pública*. 2004 May-Jun;20(3):660-78.

October 22: Social integration, networks, and the work environment

16. Tsutsumi A, Kawakami N. A review of empirical studies on the model of effort-reward imbalance at work: reducing occupational stress by implementing a new theory. *Soc Sci Med*. 2004 59(11):2335-59.

17. Marmot, Status Syndrome, Chapters 4 and 5

18. Smith, K. & Christakis, N. Social Networks and Health. *Annu. Rev. Sociol.* 2008. 34:405–29.

19. Lachman & Weaver. The sense of control as a moderator of social class differences in health and well-being. *Journal of personality and social psychology* 1998: 74(3):763-73.

Optional: Virtanen, M. et al. Temporary employment and health: a review. *International Journal of Epidemiology* 2005 34:610-622.

Background: Berkman LF, Glass T, Brissette I, Seeman TE From social integration to health: Durkheim in the new millennium. *Soc Sci Med*. 2000 Sep;51(6):843-57.

October 29: Gender, discrimination, and stigma

20. Major & O'Brien. *Social Psychology of Stigma Annu Rev Psychol* 2005;56:393-421.

21. Castro, A. & Farmer, P. (2005). Understanding and addressing AIDS-related stigma: From anthropological theory to clinical practice in Haiti. *Am J Public Health*, 95, 53-59.

22. Gorman, K.; Read, J. 2006. Gender Disparities in Adult Health: An Examination of Three Measures of Morbidity *Journal of Health and Social Behavior*, 47(2): 95-110.

Optional: Gita Sen, Pirooska Östlin, Asha George. 2005. Unequal, unfair, ineffective and inefficient. Gender inequity in health: Why it exists and how we can change it.

http://www.who.int/social_determinants/resources/csdh_media/wgekn_final_report_07.pdf

Background: Phillips SP. Measuring the health effects of gender. *J Epidemiol Community Health*. 2008 Apr;62(4):368-71.

November 5: Culture and acculturation

23. Guarnaccia, P. J. & Rogler, L.H. (1999). Research on culture-bound syndromes: new directions.

American Journal of Psychiatry, 156(9), 1322-1327 AND Klitzman, R. (1999). Sorcery and science: responses to kuru and other epidemics. *Western Journal of Medicine*, 171 (3), 204-207.

24. Lara, M. et al. 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.

25. Ho, M. (2006). Perspectives on tuberculosis among traditional Chinese medical practitioners in New York City's Chinatown. *Culture, Medicine & Psychiatry*, 30, 105-122.

Background: Abraido-Lanza, A et al. (2006). Toward a theory-driven model of acculturation in public health research. *American Journal of Public Health*, 96, 1342-1346.

November 12: Social Position, social cohesion, and social capital

26. Marmot, Status Syndrome, chapters 6, 7

27. Davey-Smith, G. Learning to Live With Complexity: Ethnicity, Socioeconomic Position, and Health in Britain and the United States *Am J Public Health*. 2000;90:1694–1698.

28. Brabec et al. 2007. BMI, Income, and Social Capital in a Native Amazonian Society: Interaction Between Relative and Community Variables. *American Journal of Human Biology* 19:459–474.

Optional: Krieger N, Williams DR, Moss NE. Measuring social class in US public health research: concepts, methodologies, and guidelines. *Annu Rev Public Health*. 1997;18:341-78.

Background: Macinko, J. and B. Starfield. (2001). The utility of social capital in studies on health determinants. *Milbank Quarterly* 79 (3): 387-428.

November 19: Neighborhood and residential context

29. Samson, R. The neighborhood context of well-being. *Perspectives in Biology and Medicine* 46(3, supplement) 2003: S53–S64.

30. Buffardi et al. 2008. Moving Upstream: Ecosocial and Psychosocial Correlates of Sexually Transmitted Infections Among Young Adults in the United States. *American Journal of Public Health* 98(6): 1128-1136.

31. Black, J. Macinko, J. 2008. Neighborhoods and obesity. *Nutrition Reviews*(1):2-20

Optional: Flowerdew, et al. 2008. Neighbourhood effects on health: Does it matter where you draw the boundaries? *Social Science & Medicine* 66 : 1241-1255

December 3: Politics and globalization

32. Navarro V, Shi L. The political context of social inequalities and health. *Soc Sci Med*. 2001 Feb;52(3):481-91.

33. Mechanic D. Disadvantage, inequality, and social policy. *Health Aff (Millwood)*. 2002 Mar-Apr;21(2):48-59.

34. Heimer, C.2007. Old Inequalities, New Disease: HIV/AIDS in Sub-Saharan Africa. *Annual Review of Sociology* 33:551–77.

35. Marmot, chapter 8

Background: Huynen, et al, The health impacts of globalisation: a conceptual framework. *Globalization and Health* 2005, 1:14 (www.globalizationandhealth.com/content/1/1/14)

December 10: Health promotion, health systems, and social protection

36. Frohlich, K., Potvin, L. Transcending the Known in Public Health Practice: The Inequality Paradox: The Population Approach and Vulnerable Populations. *Am J Public Health* 2008 98: 216-221

37. Erikson, M & Cerak, R. 2008. The Diffusion and Impact of Clean Indoor Air Laws. *Annual Review of Public Health* 29:171–85.

38. Whitehead, M. A typology of actions to tackle social inequalities in health. *J. Epidemiol. Community Health* 2007;61;473-478.

39. 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. .

Background: World Health Organization. ACTION ON THE SOCIAL DETERMINANTS OF HEALTH: Commission on Social Determinants of Health. 2005.

Optional: Challenging inequity through health systems. Final Report. Knowledge Network on Health Systems June 2007. (Read parts 3 and 4).

DEPARTMENT OF NUTRITION, FOOD STUDIES & PUBLIC HEALTH

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.