

Bridging the Distance Between Us: A Practical, Multidisciplinary Introduction to the Social Determinants of Health (IDH 3035, U21)

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Class Meeting Time & Location: Fridays, 3-5:30pm, SASC 202

Office Hours: By Appointment

Course Description:

This two-semester course is designed for students with a general interest in social justice, as well as those pursuing careers in public health, public policy, public service, medicine, nursing, and other health professions. The course will begin by examining the foundations of public health, including policy, epidemiology, and a brief introduction to biostatistics. Attention will then shift to discussions of the various influences on public health, including social determinants (such as race and socioeconomic status) and the environment, with a particular focus on health disparities. Next, the class will examine the ways in which public health and health disparities are experienced, and how those experiences are expressed through literature, film, and music. The course will conclude by exploring ways to make public health happen, including sessions on research ethics, health communication strategies, advocacy, program implementation, and sustainability. Topical lectures on issues such as women's health, adolescent health, chronic and infectious diseases, global health, and disaster preparedness will be integrated throughout the course, and students will be required to complete a service learning project in the local community.

At the end of the course, students will be able to...

- Describe the foundational elements of public health
- Discuss the multidimensional social determinants of health
- Identify major local, national, and international challenges related to health disparities
- Describe the interdisciplinary stakeholders involved in the social determinants of health
- Apply team collaboration skills to address a health disparities problem

- Implement a local public health project to address health disparities from the perspective of a public health discipline

Required Text:

Students will have the option to pick one of the following novels:

Turtles All the Way Down by John Green (ISBN-10: 0525555366)

Salvage the Bones by Jesmyn Ward (ISBN-10: 1608196267)

Children of Blood and Bone by Tomi Adeyemi (ISBN-10: 1250170974)

(Students will also have required readings that will be posted online for each session.)

Grading & Assignments:

(Please note: assignment details subject to change.)

Class Participation..... 140 points; 20% of final grade

Students will learn the most in this course by integrating the concepts taught in each session with their own personal experiences, as well as by listening to the stories and perspectives of their classmates. Therefore, participating in class discussions and small group activities is critical to earning a high grade in this course. The exact format of these small group activities will vary from session to session and may include debating about class topics or answering questions about the readings. A total of 10 participation points will be available per session (excluding the session during Finals Week).

Students arriving 15 minutes late or leaving 15 minutes before class is dismissed will automatically lose half of that session's participation points (5 points). Students with an unexcused absence will automatically lose that session's participation points (10 points).

Song Reflection..... 100 points; 10% of final grade

Each student will select a song with health-related themes and compose a 2-3 page essay reflecting on the ways in which the song widened their perspective on the health topic or the lived experience of the song's author. Students will be required to provide specific examples from the song and analysis of the text. A grading rubric will be posted online two weeks prior to the oral presentations.

Each essay must be composed in 12-point Times New Roman font; pages must be double-spaced and utilize 1-inch margins. Students must cite references using the APA citation style. Essays must be submitted through TurnItIn; submissions must receive a

similarity score of less than 25%. Any plagiarism will not be tolerated and will result in FIU Academic Misconduct disciplinary procedures (see below).

Book Reflection..... 100 points; 20% of final grade

Each student will select one of the books listed in the syllabus and compose a 3-5 page essay reflecting on the ways in which the book widened their perspective on the health-related themes or the lived experience of the book's main characters. Students will be required to provide specific examples from the book and analysis of the text. A grading rubric will be posted online two weeks prior to the oral presentations.

Each essay must be composed in 12-point Times New Roman font; pages must be double-spaced and utilize 1-inch margins. Students must cite references using the APA citation style. Essays must be submitted through TurnItIn; submissions must receive a similarity score of less than 25%. Any plagiarism will not be tolerated and will result in FIU Academic Misconduct disciplinary procedures (see below).

This assignment satisfies the "Appreciation of the Creative Arts" Learning Outcome of the Honors College Portfolio (<http://honors.fiu.edu/current-students/portfolio/>).

Service Learning Project Reflection Essay..... 100 points; 20% of final grade

Each student will compose a 3-5 page essay reflecting on their lessons learned during the process of implementing their team's service learning project. The essay must include an assessment of the team's performance, as well as a summary of the individual's successes, failures, and desired areas for growth. What lessons were learned? How did the project change the student's perspective on the selected health topic? A grading rubric will be posted online two weeks prior to the due date.

Each essay must be composed in 12-point Times New Roman font; pages must be double-spaced and utilize 1-inch margins. Students must cite references using the APA citation style. Essays must be submitted through TurnItIn; submissions must receive a similarity score of less than 25%. Any plagiarism will not be tolerated and will result in FIU Academic Misconduct disciplinary procedures (see below).

Group Literature Review..... 100 points; 10% of final grade

Each group will be required to submit a literature review relevant to their selected service learning projects. In addition to the grade received for the literature review from the professor (worth 60% of the overall assignment grade), students will be evaluated by their peers on their contributions to their team (worth 40% of the overall assignment grade). Grading rubrics will be posted online two weeks prior to the due date.

Final Group Presentation..... 100 points; 20% of final grade

At the end of the semester, each group will present on the implementation process for their service learning projects. Groups will be required to include an overview of which goals were achieved, as well as their lessons learned and areas for improvement. In addition to the grade received for the group presentation from the professor (worth 60% of the overall assignment grade), students will be evaluated by their peers on their contributions to their team (worth 40% of the overall assignment grade). Grading rubrics will be posted online two weeks prior to the due date.

This assignment satisfies the "Leadership and Community Engagement" Learning Outcome of the Honors College Portfolio (<http://honors.fiu.edu/current-students/portfolio/>).

Grade Scale:

- A** 93-100
- A-** 90-92
- B+** 87-89
- B** 83-86
- B-** 80-82
- C+** 77-79
- C** 70-76
- D** 65-70
- F** <65

Percentages will be rounded up if the value is .5 or greater. For example, an 82.5% will be rounded up to an 83%. An 82.4% will be rounded down to an 82%.

Policy for Late Assignments:

For each day that an assignment is late, 10 points will be automatically deducted from your grade.

Attendance:

Students will learn the most through regular class attendance; therefore, student attendance is strongly encouraged. Students are allowed two unexcused absences. A third unexcused absence results in a letter grade deduction of the final grade (a student with three unexcused absences with an "A" will have the final grade as a "B"). Four unexcused absences or more is an automatic "F" for the class. To receive excused

absences, students will be asked to provide documentation (for example, a doctor's note for a sick day).

Expectations for Academic Conduct:

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and to honestly demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

Honors College Requirements

Registration in this course implies an acceptance of and compliance with the Honors College policies for students and the FIU Code of Academic Integrity.

Honors Citizenship Requirements

Beginning in Fall 2014, Honors College students are required to accumulate at least 20 citizenship points each academic year (Fall and Spring) by attending Honors College activities. Students attending only one semester (Fall or Spring) are required to accumulate 10 citizenship points. See: <http://honors.fiu.edu/current-students/citizenship/>

Student Portfolios

The Honors College will be using a portfolio method to assess students' learning outcomes. The portfolio allows for maximum flexibility in gauging student learning. Students decide (with instructor consultation) what "artifacts" or assignments to include for consideration in their portfolios to demonstrate successful achievement of each of five key student learning outcomes over the 4-year Honors experience. See: <http://honors.fiu.edu/current-students/portfolio/>

Honors Education in the ARTS (HEARTS)

The HEARTS program is designed to give Honors College students opportunities to "explore and appreciate different artistic and cultural traditions and modes of artistic expression. HEARTS will also serve as a clearinghouse (and curatorial framework) for our

students to experience the arts on campus and in the community by providing them with information about cultural activities and access to performances with free or discounted tickets. See: <http://honors.fiu.edu/current-students/hearts/>

Honors College Academic Misconduct Statement

In The Honors College, the term “honor” refers both to academic accomplishment and character. Students in Honors should therefore adhere to and be held to the highest standards of personal academic accountability. Academic dishonesty in any form, including plagiarism, is antithetical to the very definition of being an Honors student at FIU. Consequently, an Honors College student found responsible for academic misconduct will be dismissed from the College.

Procedures and Penalties

An Honors faculty member may bring charges of academic misconduct against an Honors student if the faculty member suspects plagiarism or other forms of academic misconduct. The faculty member will decide whether to pursue informal resolution, file formal resolution charges, or take no further action, and will follow the procedures outlined in the Honors College website (<http://honors.fiu.edu/honors-policies/>), and the Academic Misconduct Procedures, available at <http://integrity.fiu.edu/misconducts.html>.

Please refer to the following documents for additional information:

FIU Code of Academic Integrity – <http://integrity.fiu.edu/>

FIU Honors College Plagiarism Policy- <http://honors.fiu.edu/honors-policies/>

Religious Observances

Every effort will be made, where feasible and practical, to accommodate students whose religious practices coincide with class requirements or scheduling. Please make sure to notify your instructor at the beginning of the semester of which dates you will be absent or any anticipated problems with completing course work.

Policy for Assigning an “I” Incomplete Grade

An incomplete grade is a temporary symbol given for work not completed because of serious interruption not caused by the student’s own negligence. Please see FIU’s Policy for Assigning an Incomplete Grade.

Physical, Mental and Sensory Challenges

Every effort will be made, where feasible and practical, to accommodate students who are so challenged. Should you require accommodations, contact the [Disability Resource Center \(DRC\)](#), if you have not done so already.

Global Learning Outcomes (All sections):

Global Awareness: Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.

Course Learning Outcome: Students will demonstrate knowledge of the interrelated global dynamics (social-cultural, political, economic, etc.) that shape aesthetics, values, and authority in diverse cultural contexts.

Global Perspectives: Students will be able to develop a multi-perspective analysis of local, global, international, and intercultural problems.

Course Learning Outcome: Students will be able to analyze multiple global forces that shape their understanding of aesthetics, values, and authority—economic, political, sociological, technological, cultural, etc.

Global Engagement: Students will be able to demonstrate a willingness to engage in local, global, international, and intercultural problem solving.

Course Learning Outcome: Students will be able to develop solutions to local global, international, and/or intercultural problem related to aesthetics, values, and authority.

Course Schedule: Spring Semester

Because all of these topics represent current events that are rapidly evolving, required readings (at least one article per week) will be posted online at one week prior to each session. Required readings must be read before attending class. (Please note: topics and assigned readings subject to change.)

Friday, January 11, 2019
Session Topic: <ul style="list-style-type: none">• Course Overview & Syllabus Review• Ethical Requirements for Public Health• The Humanities & Public Health: What Does It Matter?
Skill Building: How to Read a Journal Article

Friday, January 18, 2019

Session Topic:

- Woman's Health in the U.S.
- Woman's Health Globally

Skill Building: Review of Journal Article

Required Readings: TBD

Friday, January 25, 2019

Session Topic:

- Child and Adolescent Health in the U.S.
- Child and Adolescent Health Globally

Skill Building: Conducting a Literature Review, Part 1

DUE: Oral Report to Class on Project Progress

Required Readings: TBD

Friday, February 1, 2019

Session Topic:

- National U.S. Health Policy
- Health Policy at the International Level

Skill Building: Conducting a Literature Review, Part 2

DUE: Song Reflection

Required Readings: TBD

Friday, February 8, 2019

Session Topic:

- Chronic Diseases in the U.S.
- Chronic Diseases Globally

Skill Building: Conducting a Literature Review, Part 3

Required Readings: TBD

Friday, February 15, 2019

Session Topic:

- Mental Health in the U.S.
- Mental Health Globally

DUE:

- Team Literature Reviews
- Oral Report to Class on Project Progress

Required Readings: TBD

Friday, February 22, 2019

Session Topic:

- Substance Use in the U.S.
- Substance Use Globally

Skill Building: Improving Your Writing Quality, Part 1

Required Readings: TBD

Friday, March 1, 2019

Session Topic:

- Infectious Disease in the U.S.
- Infectious Disease Globally

Skill Building: Improving Your Writing Quality, Part 2

Required Readings: TBD

Friday, March 8, 2019

Session Topic:

- Global Health Security

DUE:

- Oral Report to Class on Project Progress
- Book Reflection

Required Readings: TBD

Friday, March 15, 2019

NO CLASS: Spring Break

Friday, March 22, 2019

Session Topic:

- Natural Disasters & Health in the U.S.
- Natural Disasters & Health Globally

Skill Building: Improving Your Writing Quality, Part 3

Required Readings: TBD

Friday, March 29, 2019

Session Topic:

- Violence in the U.S.
- Global Violence

Required Readings: TBD

Friday, April 5, 2019

Session Topic:

- Indigenous Health in the U.S.
- Indigenous Health Globally

DUE:

- Oral Report to Class on Project Progress
- Reflection Papers

Required Readings: TBD

Friday, April 12, 2019

Session Topic:

- Immigrant Health in the U.S.
- Immigrant Health Globally

Required Reading: TBD

Friday, April 19, 2019

Session Topic:

- Health Needs of an Aging Population in the U.S.
- Health Needs of an Aging Population Globally

Required Reading: TBD

FINALS WEEK: April 22-27, 2019

Exact meeting time TBD.

Session Topic: Group Presentations

DUE: Final Group Project Presentation