

College of Public Health & Health Professions
PHC 6016 Section 054C
Social Epidemiology
Fall 2014
Thursday 8:30 – 11:30 am, 2 to 4th
HPNP G-307

Instructor Information

Assistant Professor Catherine Woodstock Striley, PhD, MSW, MPE
Department of Epidemiology
College of Public Health and Health Professions
College of Medicine
2004 Mowry Road, Room 4237
Clinical and Translational Research Building
P O Box 100231
Phone: 352-273-5359
Fax: 352-273-5365
Email Address cstriley@ufl.edu

Office Hours: By arrangement with instructor. Evening and Saturday hours are available.

Teaching Assistant

Hannah Crooke, MPH
Department of Epidemiology
Email: hcrooke@ufl.edu, hannah.crooke@gmail.com
Office Hours: Thursdays from 11:30-12:30 in the CTRB 4th Floor Student Room or by appointment

Course Overview or Purpose

Social epidemiology is a relatively new sub-field in epidemiology, which can be defined as “the branch of epidemiology that considers how social interactions and collective human activities affect health” (Oakes & Kaufman, 2006, p. 3). Social epidemiologists are concerned about investigating the social determinants of health (Marmot & Wilkinson, 2006) and consider population-level rather than individual-level factors and outcomes. Social processes including social networks, social support, social capital, social cohesion, and other ways of understanding ecological factors will be discussed. This course provides a broad exposure to the field of social epidemiology and allows students an opportunity for a targeted study of a particular problem from a social epidemiological framework. Designed as a third class in epidemiological methods, students should already be familiar with basic epidemiologic research methods before they enroll.

Course Objectives and/or Goals

Upon successful completion of the course, students should be able to

1. Discuss and evaluate the social determinants of health considered in the public health literature.
2. Describe at least two methods used in social epidemiology and the limitations of each.
3. Analyze the strengths and limitations of a variety of measurement strategies for the study of social processes.
4. Add to a meaningful scholarly debate on the need for community engaged and community-based participatory research methods in public health.
5. Describe approaches informed by social epidemiology, such as Health Impact Assessments, that have the potential to inform public policy and drive prevention programs and interventions.

Course Materials

All readings are cited under the topic and date for which they should be read. PDFs of each are available on the CANVAS page for this course. Be sure and choose Canvas, not Sakai, on the elearning.ufl.edu web page. There is no required Text.

Recommended for Additional Reading:

Social Epidemiology.

Edited by Lisa F. Berkman and Ichiro Kawachi.

New York: Oxford University Press, 2000.

ISBN: 9780195083316

Methods in Social Epidemiology

J. Michael Oakes and Jay S. Kaufman.

San Francisco: Jossey-Bass, 2006

ISBN 0-7879-7989-9.

Prerequisites: Principles of Epidemiology and Epidemiologic Methods I (or equivalent research methods coursework). Students with no prior instruction in epidemiology but with methodological coursework from another related discipline may be admitted with permission from the instructor.

Course Requirements/Evaluation/Grading

All readings are subject to change. Readings will be published on the Canvas e-Learning website before the class session when they will be needed.

Assign- ment #	Requirement	Date Due	% of Final Grade
1a	Literature presentation. Present 5 – 7 slides on literature on your selected public health problem. Present basic facts and some critical analysis on 3 articles. Copy the slides as handouts and bring them to class with your PowerPoint presentation.	Sept. 11	15%

1b	Through Canvas, you will download a grading sheet and grade the person(s) assigned to you through Canvas.	Sept. 11	5%
2	Prepare a description on the social epidemiological perspective on your choice of public health problems. Two type written pages maximum, font no smaller than size 11. Provide at least 5 citations.	Sept. 25	10%
3	Describe existing databases and existing discrete measures of variables important to investigating the public health problem chosen, from a social epidemiological approach. You might consider using a data base because you are conducting a secondary analysis, or because you are adding measures of population, community and neighborhood to data you have at the individual level to study the problem. You must specify exact variables from exact databases or risk loss of credit. (i.e., in the 2010 Monitoring the Future downloadable database, income coded as xxx and health status coded as excellent, good, fair, or poor. Two type written pages maximum, font no smaller than size 11. Provide at least 5 citations.	Oct. 16	10%
4	Discuss the global variance in the public health problem. Are there particular reasons to study the problem in particular places, for instance where exposure is earlier, or untreated prevalence higher, or where the incidence is especially high? Two type written pages maximum, font no smaller than size 11.	Oct. 23	10%
5	Explain who you might want to collaborate with you to do research on this problem. Consider people from different fields who are likely to have widely different expertise and divergent methods. Decide on two possible collaborators. Provide their names, information on their expertise and research, and what you would hope they would add to a research proposal. Two type written pages maximum, font no smaller than size 11.	Nov. 6	10%
6	Using an ecological or Syndemic approach, consider what other problems/epidemics may act synergistically with the problem you have chosen. In addition, carefully describe the potential relationships between the problems. 1. Co-occurring by chance; 2. Causing or predisposing to the other; 3. All being caused by something else; 4. Being part of the same problem. Two type written pages maximum, font no smaller than size 11.	Nov. 13	10%
7	Create a one-page flow log for a study that you could conduct on the chosen problem using a social epidemiological approach. The flow log should specify inclusion and exclusion criteria as well as every data collection point or intervention point in the study.	Nov. 20	10%
8a	Letter of Intent (LOI). Prepare a two-page letter of intent for the study diagrammed in the flow log. The elements required will be provided. You will then be able to revise it based on student feedback (8b) which will be provided using Canvas. You will be graded on your use	Dec. 4	15%

	of constructive peer feedback as well as on the assignment elements.		
8b	You will be randomly assigned a peer's LOI to critique through Canvas. You need to provide constructive, substantive feedback that they can use to improve their work. Comments must show thorough engagement with your peer's paper.	Dec. 4	5%

Percentage or points earned in class	93%-100%	90%-92%	87%-89%	83%-86%	80%-82%	77%-79%	73%-76%	70%-72%	67%-69%	63%-66%	60%-62%	Below 60%
Letter Grade equivalent	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

Topical Outline

Week Date	Topic(s)	Required Reading (Should be read for class the day listed)	Assignment Due
1 8/28	Introduction to Social Epidemiology	Shy CM. The Failure of academic epidemiology: Witness for the prosecution. <i>Am J Epi</i> 1997;145(6):479-84. Our cities, our health, our future: Acting on social determinants for health equity in Urban Settings. WHO Commission on Social Determinants of Health. 2008; pp. 1-57. <i>The following are a series of very short notes all responding to the same issue.</i> Zielhuis GA & Kiemeney L. Social Epidemiology? No way. <i>International Journal of Epidemiology</i> 2001;03:43-44. Krieger N. Commentary: Society, biology and the logic of social epidemiology. <i>Int J of Epi</i> 2001; 30:44-46. Macdonald KI. Commentary: Social epidemiology. A way? <i>Int J of Epi</i> 2001;30:46-47. McPherson K. Commentary: Epidemiology? Keep it broad and deep. <i>Int J of Epi</i> 2001;30:48. Kaufman JS. Commentary: Social Epidemiology? Way! <i>Int J of Epi</i> 2001;30:48-49. Siegrist J. Commentary: Social Epidemiology – A promising field. <i>Int J of Epi</i> 2001;30:50.	
2 9/4	Theories in Social	Krieger N. Theories for social epidemiology in the 21 st century: An ecosocial perspective. <i>Int J of Epi</i> 2001;30:668-77.	

	Epidemiology	Singer M. Syndemics and the Worlds They Made. In Singer M, Introduction to Syndemics: A Critical Systems Approach to Public and Community Health, Chapter,7 pp. 157- 76. Herrick AL, Lim SH, Plankey MW, Chmiel JS, Guadamuz TT, Kao U, Shoptaw S, Carrico A, Ostrow D, Stall R. Adversity and Syndemic Production Among Men Participating in the Multicenter AIDS Cohort Study: A Life-Course Approach. Am J Public Health: 2013; 103(1): 79-85. doi: 10.2105/AJPH.2012.300810	
3 9/11	Inequalities and Disparities in Health 1	Thomas SB, Quinn SC, Butler J, Fryer CS & Garza MA. Toward a fourth generation of disparities research to achieve health equity. Annu Rev Public Health 2011. 32:399-416. Wallerstein N, Yen IH & Syme L. Integration of social epidemiology and community-engaged interventions to improve health equity. Am J Public Health 2011;5(101)822-830. Rothman KJ, Adami HO & Trichopoulos D. Should the mission of epidemiology include the eradication of poverty? Lancet 1998;352: 810-13.	1a, 1b will be completed in class
4 9/18	Inequalities and Disparities in Health 2	Williams DR. Race, socioeconomic status, and health: The added effects of racism and discrimination. Annals of New York Academy of Sciences 1999;896:173-188. Krieger N, Chen JT, Waterman PD, Rehkopf DH & Subramanian SV. Painting a truer picture of US socioeconomic and racial/ethnic health inequalities: The public health disparities geocoding project. Am J Public Health 2005;95(2):312-323. Kochanek MA, Arias E, Anderson RN. How did cause of death contribute to racial differences in life expectancy in the United States in 2010? NCHS Data Brief 125. July 2013.	
5 9/25	Ecological Approaches	Oakes MJ, Forsyth A, & Schmitz KH. The effects of neighborhood density and street connectivity on walking behavior: The Twin Cities walking study. Epi Perspectives and Innovations 2007;4:16. Rajaratnam JK, ZB Zurke JG & O'Campo P. Maternal and child Health and neighborhood context: The selection and construction of area-level variables. Health & Place 2006;12:547-556. Macintyre S. Deprivation amplification revisited: Or, it is always true that poorer places have poorer access to resources for health diets and physical activity? Int J Behavioral Nutrition & Physical Activity 2007;4:32.	2
6 10/2	Determinants of Health	Fleming PJ, Lee JGL, Dworkin SL. "Real Men Don't": Constructions of masculinity and inadvertent harm in public health interventions. Am J of Public Health 2014; 104(6); 1029-1035. Gustafsson PE, San Sebastian M, Janlert U, Theorell T, Westerlund H, Hammarström A. Life-course accumulation of neighborhood disadvantage and allostatic load: Empirical integration of three social determinants of health frameworks. Am J of Public Health 2014; 104(5): 904-910. Smith PM, Smith BT, Mustard CA, Lu H, Glazier RH. Estimating the	

		direct and indirect pathways between education and diabetes incidence among Canadian men and women: A mediation analysis. <i>Annals of Epidemiology</i> 2013; 23:143-149.	
7 10/9	Measurement in Social Epidemiology	Raudenbush SW. The quantitative assessment of neighborhood social environments. In Kawachi I & Berkman LF. <i>Neighborhoods and Health</i> , pp. 112-131. New York: Oxford University Press, 2003. Harper S & Lynch J. Measuring health inequalities. In Oakes JM & Kaufman JS, eds. <i>Methods in Social Epidemiology</i> , New York: Jossey-Bass, 2006, Chp't 6, pp. 134- 168. Watt HC, Carson C, Lawlor DA, Patel R, Ebrahim S. Influence of life course socioeconomic position on older women's health behaviors: Findings from the British women's Heart and Health Study. <i>Am J Public Health</i> 2009; 99(2): 320-327.	
8 10/16	Methods and Approaches	Cohen D, Spear S, Scribner R, Kissinger P, Mason K & Wildgen J. "Broken Windows" and the risk of Gonorrhoea. <i>Am J Public Health</i> 2000; 90(2);230-36. Fowler JH, Christakis NA. Dynamic spread of happiness in a large social network: longitudinal analysis over 20 years in the Framingham Heart Study. <i>Br Med J</i> 2008;337:a2338. Berkman LF & Glass T. Social integration, social networks, social support, and health. In Berkman LF and Kawachi I, eds., <i>Social Epidemiology</i> , pp. 137-173. New York: Oxford University Press, 2000.	3
9 10/23	Multilevel Approaches	Sampson RJ. Raudenbush SW. Earls F. Neighborhoods and violent crime: A multilevel study of collective efficacy. <i>Science</i> 1997;277:918-924. Pickett KE & Pearl M. Multilevel analyses of neighborhood socioeconomic context and health outcomes: a critical review. <i>J Epi Comm Health</i> 2001;55:111-122.	4
10 10/30	International Determinants of Health	Marmot M. Epidemiology of socioeconomic status and health: Are determinants within countries the same as between countries? <i>Ann N Y Acad Sci</i> 1999;896:16-29. Labonte R & Schrecker T, Globalization and social determinants of health: Introduction and methodological background (part 3 of 3), <i>Globalization and Health</i> 2007;3:7. Behague DP, Victora CG, Barros FC. Consumer demand for caesarean sections in Brazil: informed decision making, patient choice, or social inequality? A population based birth cohort study linking ethnographic and epidemiological methods. <i>Br Med J</i> 2002; 324(7343): 942. PMID: PMC102326	

11 11/6	Prevention in Social Epidemiology	Hebert KA, Wendel AM, Kennedy SK, Dannenberg AL. Health Impact Assessment: A comparison of 45 local, national, and international guidelines. <i>Environmental Impact Assessment Review</i> . 2012;34:74-82. “Health Impact Assessment.” Available from: http://www.cdc.gov/healthyplaces/hia.htm Kansas Health Institute. Potential Health Effects of Casino Development in Southeast Kansas. Kansas Health Impact Assessment Project, October 2012. Available from: http://www.healthimpactproject.org/hia/us/southeast-kansas-casino	5
12 11/13	Interventions	Wallerstein N, Oetzel J, Duran B, Tafoya G, Belone L & Rae R. What Predicts Outcomes in CBPR? In Minkler & Wallerstein, <i>Community-Based Participatory Research for Health: From Process to Outcomes</i> . 2 nd Ed. Chpt 21, pp. 371-392. Kristensen TS. Intervention studies in Occupational Epidemiology. <i>Occup Environ Med</i> 2005;62:205–210.	6
13 11/20	Causality	Kaufman JS & Cooper RS. Seeking Causal Explanations in social epidemiology. <i>Am J of Epi</i> , 1999;150(2):113-20. Krieger N. Proximal, distal, and the politics of causation: What’s level got to do with it? <i>Am J Public Health</i> 2008;98:221-230.	7
14 12/4	Interdisciplinary and Transdisciplinary studies	Trostle JA & Sommerfeld J. Medical Anthropology and Epidemiology. <i>Annu Rev. Anthropol.</i> 1996. 25:253-274. Holmes JH, Lehman A, Hade E, Ferketich AK, Gehlert S, Rauscher GH, Abrams J & Bird CE. Challenges for multilevel health disparities research in a transdisciplinary environment. <i>Am J Prev Med</i> 2008; 35(2S):S182-S192. Kaplan GA. What’s wrong with social epidemiology, and how can we make it better? <i>Epi Reviews</i> 2004;26:124-135. Berkman LF. Seeing the forest and the trees: New visions in social epidemiology. <i>Am J Epi</i> 2004;160(1):1-2. Berkman LF. Social epidemiology: social determinants of health in the United States: Are we losing ground? <i>Annu Rev Public Health</i> 2009; 30:27-41.	8a, 8b (in class)
15		NO CLASS; ASSIGNMENTS DUE IN OFFICE	8a, 8b* See above.

Policy Related to Class Attendance and Make-up Work

This is an interactive class and students are expected to be present and to participate in all class sessions. Students who know they will need to miss a class session should discuss this with the instructor prior to the date of the class. Students with unexpected absences should discuss needed make-up work with the instructor as soon as they can. Students with an unexcused absence will have a 5% reduction in their final grade. Students who miss more than one class without explanation will not be re-admitted to the class.

Statement of University’s Honesty Policy
University of Florida Academic Honesty Statements

Students and faculty will adhere to the following policies for academic honesty and honor.

“I understand that the University of Florida expects its students to be honest in all their academic work. I agree and adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University.”

“All faculty, staff and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate.”

“We, the members of the University of Florida, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

For more information regarding UF’s policy on Academic Honesty, please visit http://gradcatalog.ufl.edu/content.php?catoid=4&navoid=907&hl=grades&returnto=search#Academic_Honesty
For details on how suspected honor code violations will be handled, please refer to <http://regulations.ufl.edu/wp-content/uploads/2012/09/4042.pdf>

Citations and Plagiarism

The two key purposes of citation are to: 1) give appropriate credit to the authors of information, research findings, and/or ideas (and avoid plagiarism), and 2) facilitate access by your readers to the sources you use in your research.

Quotations: When directly quoting an outside source, the borrowed text, regardless of the amount, must be surrounded by quotation marks or block quoted. Quoted text over two lines in length should be single-spaced and indented beyond the normal margins. Every quote must include a source—the author, title, volume, page numbers, etc.—whether an internal reference, footnote, or endnote is used in conjunction with a bibliography page.

Paraphrasing or Citing an Idea: When summarizing an outside source in your own words or citing another person’s ideas, quotation marks are not necessary, but the source must be included. This includes, but is not confined to, personal communications from other students, faculty members, experts in the field, summarized ideas from published or unpublished resource, and primary methods derived from published or unpublished sources. Use the general concept of “when in doubt – cite.”

Plagiarism is a serious violation of the academic honesty policy of the College. If a student plagiarizes others’ material or ideas, UF Policies on Honesty and honor code violations, noted above, will be followed.

Generally speaking, the three keys of acceptable citation practice are: 1) thoroughness, 2) accuracy, and 3) consistency. In other words, be sure to fully cite all sources used (thoroughness), be accurate in the citation information provided, and be consistent in the citation style you adopt. All references should include the following elements: 1) last names along with first and middle initials; 2) full title of reference; 3) name of journal or book; 4) publication city, publisher, volume, and date; and 5) page numbers referenced. When citing information from the Internet, include the WWW address at the end, with the “access date” (i.e., when you obtained the information), just as you would list the document number and date for all public documents. When citing ideas or words from an individual that are not published, you can write “personal communication” along with the person’s name and date of communication.

Class Demeanor Expected by the Professor

Students are expected to treat other students and the professor respectfully. This means listening and interacting with peers and the professor. Students using electronic devices for any purpose other than note taking or completing group assignments will be asked to put them away.

Statement Related to Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must first register with the Dean of Students Office (<http://www.dso.ufl.edu/>). The Dean of Students Office will provide documentation to you, which you then give to the instructor when requesting accommodation. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor and to seek confidential assistance at the UF Counseling & Wellness Center, 352-392-1575. Visit their web site for more information: <http://www.counseling.ufl.edu/>. They are located on campus at 3190 Radio Road and are open from 8 am to 5 pm Monday through Friday. You can also get emergency walk-in crisis stabilization at the Counseling and Wellness Center's (CERC) on-campus "Crisis and Emergency Response Center" in Peabody Hall.

The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services, including primary care, women's health care, immunizations, mental health care, and pharmacy services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 352-294-5700 or check out the web site at: www.health.ufl.edu/shcc.

Crisis intervention is always available 24/7 from Alachua County Crisis Center: (352) 264-6789. <http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

BUT – Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone, so do not be afraid to ask for assistance.