

University of Florida
College of Public Health & Health Professions Syllabus
HSC4930: Structural, Systemic, and Social Influences on the Public's Health (3 credits)
Semester: Spring 2023
Delivery Format: On-Campus/Canvas

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Preferred Course Communications (e.g., email, office phone): Direct email (brittneyndixon@ufl.edu) through Outlook email. This is the preferred method of communication, not the message function within Canvas. Emails received on weekdays (Monday-Thursday) can expect a response within 24 to 48 hours. If I have not responded within two days, please contact me again. Your message is important to me, but it may have been overlooked. Emails received during the weekend or after 5 pm on Friday will be answered by 2 pm on the following Monday.

Prerequisites

PHC4101 or instructor approval.

PURPOSE AND OUTCOME

Course Overview

This course is a 3-credit course that provides an introduction to and overview of the Social Determinants of Health (SDOH) and their impact on health, functioning, and quality of life across the life course. Students completing this course will explore social, economic, environmental, and political factors contributing to health and health disparities across various populations and communities. Topics to be discussed include health disparities, the life course perspective, intersectionality, racism, discrimination, socioeconomic status, housing, and residential segregation, access to healthcare, and social and environmental factors. The course will examine current efforts to address the Social Determinants of Health, advocacy, and efforts to effectively mobilize health-promoting pathways. Students will be challenged to reflect upon the determinants critically and propose innovative and grassroots strategies to improve health, reduce health disparities, and address the nonmedical determinants of health.

Relation to Bachelor of Public Health Foundational Domains

1. Examine and address population health challenges, including the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations.
2. Analyze the underlying science of human health and disease, including opportunities for promoting and protecting health across the life course.

3. Describe and address the socioeconomic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities.
4. Utilize the basic concepts of public-health specific communication, including technical and professional writing and the use of mass media and electronic technology.
5. Build foundational knowledge and skills in advocacy for protecting and promoting the public's health.

Course Objectives and/or Goals

By the end of this course, students will be able to:

1. Identify and critically examine the social determinants of health, populations most impacted by the determinants, the role the determinants play in understanding health disparities, and how the determinants can impact health across the life course
2. Analyze the historical underpinnings, systemic, and structural factors that influence and inform factors that contribute to health
3. Discuss how structural bias, social inequalities, and racism undermine health and create challenges to achieving health equity across social ecological levels
4. Utilize evidence-based research and social and behavioral science theories to develop upstream interventions to address the social determinants and their impact on marginalized populations
5. Cultivate advocacy skills and further develop oral and written communication skills to address critical public health issues
6. Design a grassroots advocacy organization that seeks to raise awareness of and address a particular social determinant of health

Instructional Methods

This course is offered in-person, utilizing blended learning techniques to deliver the course content and facilitate student learning.

1. Lectures: Will expand upon the week's content (posted in Canvas or delivered in-person)
2. Assigned readings and materials: Course readings, supplementary materials, and resources will be posted on the course Canvas page. Readings and resources may be supplemented during the course.
3. Assessments: A variety of assessments will be used to facilitate student learning, including quizzes, assignments, and active participation in class discussions and weekly in-class activities.

Blended Learning

What is blended learning, and why is it important?

A Blended Learning class uses a mixture of technology and face-to-face instruction to help you maximize your learning. Knowledge content that, as the instructor, I would have traditionally presented during a live class lecture is instead provided online before the live class takes place. This lets me focus my face-to-face teaching on course activities designed to help you strengthen higher order thinking skills such as critical thinking, problem-solving, and collaboration. Competency in these skills is critical for today's health professionals.

What is expected of you?

You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all out-of-class assignments. This preparation gives you the knowledge or

practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face sessions, you may struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in the live class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

DESCRIPTION OF COURSE CONTENT

Course Materials and Technology

There is no required textbook for this course. Course materials and readings will be posted within the weekly modules on the course Canvas site.

Required Book: While there is no textbook for the course, students are required to purchase the book by Mona Hanna-Attisha. (2018). *What the Eyes Don't See: A Story of Crisis, Resistance, and Hope in an American City* by Mona Hanna-Attisha. One World. ISBN-10: 0399590838 or 0399590854.

Additional readings may be provided in the weekly modules as identified by the instructor.

For technical support for this class, please contact the UF Help Desk at:

- helpdesk@ufl.edu
- (352) 392-HELP - select option 2
- <https://helpdesk.ufl.edu/>

Additional Academic Resources

[Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

[Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.

[Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.

[Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)

Online Students Complaints: [View the Distance Learning Student Complaint Process.](#)

ACADEMIC REQUIREMENTS AND GRADING

Assignments

Syllabus Quiz (0 Points, 0% of final grade): You will review the course syllabus and complete the syllabus quiz. *Please review the syllabus, course overview, and academic integrity materials before completing the quiz.* **NOTE:** While the quiz is ungraded, you must receive 100% to unlock the

course materials. You will NOT be able to access course materials without passing the quiz. Students are required to print a copy of the syllabus from Canvas.

Weekly Quizzes (40 points, 10% of final grade): There will be 12 quizzes covering the course lectures, readings, documentaries, films, or videos. The quizzes will be taken in class during the first few minutes. The questions will be multiple-choice but may also include true/false, matching short answer, and other similar formats. Quizzes will be 4 questions assessing your knowledge and applicability of the week's content. Quizzes are closed-book/closed notes. ***The two lowest quiz grades will be dropped, so a total of 10 quizzes will contribute to the final course grade.***

Book Club Reflection (50 points, 20% of final grade): As a class, we will read a book that discusses a critical public health issue and the social determinants of health. You will be reading this book throughout the semester, along with any other materials required for the course. Throughout the semester, we will engage in reflective dialogue and small group discussions regarding this book. In these discussions, you will reflect upon the book's message and content, challenge your thoughts and perceptions (and your peers' thoughts) about the book, and elucidate new meanings and ideas. Upon completing the book, you will be asked to write a 2-3 page, double-spaced reflection paper.

A Tale of Two Counties (50 points, 20% of final grade): You will identify and compare two Florida counties (using County Health Rankings & Roadmaps) and discuss the major drivers of differences in health outcomes and quality of life between individuals in these two counties.

Advocacy and Grassroots Organization Development and Presentation (140 points, 30% of final grade): You will be assigned to a team of 4-5 students for this project. As a team, you are tasked with creating and developing your own grassroots organization/movement centered around a critical public health issue. Your organization's key goals should focus on advocating for a specific population and addressing a key social determinant of health impacting individuals and communities experiencing the critical public health issue. Your team will work on completing this 5-part project throughout the semester.

Attendance, Participation, and Professionalism (120 points, 20% of final grade):

Attendance: Attendance is required and will be taken each week. As outlined in the course schedule, we will meet once each week (Tuesdays). Students are expected to attend each class session, arrive on time, and remain in class for the entire class period. If a student has a schedule conflict, they should communicate this to the instructor **prior** to that class session (at least 24 hours prior to the scheduled class).

Participation: Simply attending is not the same as actively participating. Students are expected to actively engage in course discussions, come to class prepared, and provide thought-provoking ideas and questions. Students are expected to participate in each class session and significantly contribute to class discussions and activities. You are responsible for reading and watching all assigned materials (i.e., lectures, videos, or any other forms of multimedia) prior to the class. Reading and watching the assigned material will help you prepare for the weekly quizzes and in-class activities and facilitate course discussions.

Professionalism: Professionalism and team-based collaboration are essential components of the learning experience of becoming a public health practitioner. Professionalism includes applying professional skills, accepting responsibility, completing tasks appropriately, exercising good judgment, and demonstrating polite behavior, among other attributes. It is expected that your participation in class meetings and all activities related to the class will be conducted in a

professional manner. All class sessions will be conducted in a respectable and professional environment. Comments and opinions of others can be questioned and debated, but everyone must be respected and entitled to their own opinion. Your professionalism, including attendance, participation, and attention, will be reflected in your grade.

Note: Each class is worth 10 points, for a total of 120 points (not counting workshop or presentation days).

Grading

Requirement	Due date	Points or % of final grade (% must sum to 100%)
Syllabus Quiz	Friday, 1/13 at 11:59 PM EST	(0%)
Tale of Two Counties	Friday, 2/10 at 11: 59 PM EST	(20%)
Book Club Reflection	Friday, 4/7 at 11:59 PM EST	(20%)
Quizzes	Ongoing, Due Weekly (in-class)	(10%)
Attendance, Participation, and Professionalism	Ongoing	(20%)
Grassroots Organization Development Proposal	Ongoing Note: Final Presentation due on 4/25	(30%)
TOTAL PERCENTAGE		100

Translating Course Percentages to Letter Grades

Letter Grade	A	A-	B+	B	B-	C+	C	D+	D	D-	E
Percentage Earned	93-100	90-92	87-89	83-86	80-82	77-79	70-76	67-79	63-66	60-62	< 60

Note: The Bachelor of Health Science and Bachelor of Public Health Programs do not use C-grades.

More information on UF grading policy may be found at:

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

Policy Related to Make up Exams or Other Work

Requirements: Students are responsible for all course material, including reading and watching the required course materials. Students should read your email and announcements in the course several times a week. Please note that announcements and emails sent out from the course site will go to your UFL email address (versus your Google, Yahoo, etc.); please check this mail at <http://webmail.ufl.edu> regularly. Students should also reference the calendar in the course to keep up with weekly requirements and deadlines.

Make-Ups: If you are unable to meet a deadline in this course for [approved reasons](#) and have given prior notification to the instructor when possible, you will be given adequate time to make up any coursework missed. All other missed, or late work will receive a grade of zero. Make-up exams will be provided only in cases of excused absences or conflict during final exams per University policy and MUST be discussed with the instructor in advance. Make-up exams will differ from the regularly scheduled exam/quiz.

Please note: Any requests for make-ups due to technical issues MUST be accompanied by the UF Computing help desk (<http://helpdesk.ufl.edu/>) correspondence. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

Quiz Policy: This course will be using LockDown Browser, a proctoring service for taking quizzes and exams. You are required to download Lockdown Browser for the in-class quizzes. This should be done before the first quiz (which is the 2nd week of classes). If you do not have LockDown Browser installed, you will not be permitted to take the quiz until after the browser is downloaded and set up. LockDown Browser ensures quiz and exam integrity and enables the administration of online exams. Instances of cheating or inappropriate behavior will be considered violations of the Student Honor Code and will result in disciplinary action and a zero on the quiz.

Policy Related to Required Class Attendance

Attendance Policy: Attendance is required. Per the University of Florida, students are responsible for satisfying all academic objectives as defined by the instructor. Acceptable reasons for absence include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, and professional conferences), military obligation, severe weather conditions, religious holidays, and participation in official University activities such as music performances, athletic competition, or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused. Remember that, when possible (i.e., extracurricular activities, official University activities, and religious holidays), prior notification of absence is required if the student plans to be given an extension on assignments.

Please note all faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy, see the Registrar's website for additional details:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

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

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Recording Within the Course:

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Policy Related to Guests Attending Class:

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student

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permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are **not** permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy:

<http://facstaff.php.ufl.edu/services/resourceguide/getstarted.htm>

Online Faculty Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The **Counseling and Wellness Center** 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- **U Matter We Care** website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- 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. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>

- 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>
- **University Police Department:** [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- **UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

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.

Diversity Statement

I consider this classroom to be a safe space and place where you will be treated with respect, and I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, abilities – and other visible and non-visible differences. All members of this class are expected to contribute to a respectful, welcoming, and inclusive learning environment for every class member.

Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu

Weekly Course Schedule

*Subject to Change

Note: See Canvas to access reading materials, lectures, and videos.

Dates	Topic(s)	Readings & Materials	Assignments
MODULE 1: HEALTH DISPARITIES, SOCIAL DETERMINANTS, AND KEY PERSPECTIVES			
Week 1: Jan 9 - Jan 13	Health Disparities	KFF: Disparities in Health and Health Care: 5 Key Questions and Answers	Syllabus Quiz due: Friday, 1/13, 11:59 PM EST

Dates	Topic(s)	Readings & Materials	Assignments
Week 2: Jan 16 - Jan 20	Intro to the Social Determinants of Health	See Canvas	Week 2 Quiz: in-class
Week 3: Jan 23 - Jan 27	Key Perspectives, Frameworks, and Terms	Jones et al.: Life Course Approaches to the Causes of Health Disparities	Week 3 Quiz: in-class Grassroots Organization Development - Part 1 due: Friday, 1/27 at 11:59 PM EST
MODULE 2: SOCIOECONOMIC FACTORS			
Week 4: Jan 30 - Feb 3	SES Part 1: Education and Income	Barr: Chp. 3 - The Relationship between Socioeconomic Status and Health	Week 4 Quiz: in-class
Week 5: Feb 6 - Feb 10	SES Part 2: Employment and Working Conditions	*Ratcliff: Chp. 7 - Occupational Health Godefroy and Lewis: What explains the socioeconomic status-health gradient? Evidence from workplace COVID-19 infections	Week 5 Quiz: in-class A Tale of Two Counties due: Friday, 2/10 at 11:59 PM EST
MODULE 3: ADDRESSING THE SOCIAL DETERMINANTS OF HEALTH			
Week 6: Feb 13 - Feb 17	Political Determinants of Health	Dawes: Chp.3 - The Political Determinants of Health Model	Week 6 Quiz: in-class
Week 7: Feb 20 - Feb 24	Advocacy, Grassroots, and Social Movements	McKenzie: Chp. 5 - Community Organizing/Building	Week 7 Quiz: in-class Grassroots Organization Development - Part 2 due: Friday, 2/24 at 11:59 PM EST
MODULE 4: NEIGHBORHOODS AND HEALTHCARE			
Week 8: Feb 27 - Mar 3	Housing and Residential Segregation	Ortiz & Johannes: Building the case for housing policy: Understanding public beliefs about housing affordability as a key social determinant of health	Week 8 Quiz: in-class
Week 9: Mar 6 - Mar 10	Healthcare Access and Health Literacy	Douthit et al.: Exposing some important barriers to healthcare access in the rural USA Coughlin et al.: Health Literacy, Social Determinants of Health, and Disease Prevention and Control	Week 9 Quiz: in-class Grassroots Organization Development - Part 3 due: Friday, 3/10 at 11:59 PM EST
Week 10: Mar 13 - Mar 17	SPRING BREAK!!!!		
MODULE 5: BUILT AND SOCIAL ENVIRONMENT			

Dates	Topic(s)	Readings & Materials	Assignments
Week 11: Mar 20 - Mar 24	Built Environment: Nutrition and Food Insecurity	*Carrillo: Two communities, one county: how social determinants impact food security Allen: We're the forgotten side of town: Food deserts in East Gainesville	Week 11 Quiz: in-class
Week 12: Mar 27 - Mar 31	Built Environment: Neighborhood Crime and Violence	*Rivara et al.,: The Effects of Violence on Health Lanfeer: Collective efficacy and the built environment	Week 12 Quiz: in-class Grassroots Organization Development - Part 4 due: Friday, 3/31 at 11:59 PM EST
Week 13: Apr 3 - Apr 7	Environmental Conditions and Environmental Justice	Ratcliff: Chp 4: Environmental Health APHA: Environmental Justice for All	Week 13 Quiz: in-class Book Club Reflection Paper due: Friday, 4/7 at 11:59 PM EST
Week 14: Apr 10 - Apr 14	Social and Community Context: Social Support, Social Networks, and Social Cohesion	Barr: Chp. 4 - Understanding How Low Social Status Leads to Poor Health Gullet et al.,: Neighborhood social cohesion and serious psychological distress among Asian, Black, Hispanic/Latinx, and White adults in the United States: a cross-sectional study	Week 14 Quiz: in-class
Week 15: Apr 17 - Apr 21	Workshop Day	No readings this week!	Work on Advocacy and Grassroots Organization Presentation
Week 16: Apr 24 - Apr 26	Presentations!!!!		Grassroots Organization Development - Part 5 due: Presentations due Tuesday, 4/25 in class