GRAD 700R: Health Equity and the Social Determinants of Health
Spring 2023
Laney Graduate School
Emory University

COURSE OVERVIEW

This 3-credit hour graduate course offers a broad look at various Social Determinants of Health and Health Equity (SDOH-HE) and includes training in tools that can be used to intervene and help to correct the various SDOHs. Because each profession brings unique bodies of knowledge and tools, the class focuses on providing the students with interprofessional understanding and collaborative experiences to better understand the SDOH-HE, as well as providing experiential tools to address the various issues contributing to bias, inequities and lack of opportunity that lead to the social conditions underlying the SDOH-HE.

This course is developed as an interprofessional offering between the following Emory schools: Medicine, Nursing, Law and Public Health. Additionally, the Emory Center for Ethics and the Ethics and Engaged Professionalism Program are key collaborators in this course. Students enrolling in the course can be from any of Emory's nine schools (graduate or undergraduate). With approval from the instructor(s), the course is open to students from other institutions as well as community leaders/members with an interest in the subject.

COURSE DESCRIPTION

The course uses an interprofessional health education model to build the capacity of future health care providers and public health professionals to work collaboratively on the SDOHs and advocate for health equity and action. The course aims to:

1. Deepen learner perspectives on the SDOHs through experiential learning opportunities.
2. Use case studies and real-life experiences to create opportunities for interdisciplinary collaboration in the management of health conditions, especially when complicated by specific social determinants.
3. Provide training in engaged professionalism and leadership.
4. Develop health professionals' advocacy, communication, teambuilding and leadership skills.

The course will emphasize the following aspects of interprofessional health education proposed by the Interprofessional Education Committee (IPEC- WHO 2010). *Interprofessional education*: "When students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes." (WHO 2010); *Interprofessional collaborative practice*: "When multiple health workers from different professional backgrounds work together with patients, families, [careers], and communities to deliver the highest quality of care." (WHO 2010); *Interprofessional teamwork*: The levels of cooperation, coordination and collaboration characterizing the relationships between professions in delivering patient-centered care. ([https://apps.who.int/iris/bitstream/handle/10665/70185/WHO_HRH_HPN_10.3_eng.pdf?sequence=1&isAllowed=y (Links to an external site.)](https://apps.who.int/iris/bitstream/handle/10665/70185/WHO_HRH_HPN_10.3_eng.pdf?sequence=1&isAllowed=y))

COURSE INSTRUCTORS

Tracey Robertson-Bell, DNP, NNP-BC
Nell Hodgson Woodruff School of Nursing

Joan Wilson, JM, MAS, FACHE
Assoc. Director, Global Collaborating Center for Reproductive Health

Stacey Schmidt, MD
Co-Director, Urban Health Initiative, Emory University School of Medicine

William Sexson, MD, MA-B, HEC-C, FAAP
Emory University School of Medicine, Emory Center for Ethics.

Plus Guest Lecturers TBD

PARTICIPATING SCHOOLS / CENTERS

Emory Center for Ethics, Emory Urban Health Initiative; Rollins School of Public Health, School of Nursing, School of Medicine, School of Law.

CREDIT HOURS

Three Credit Hours.

PRE-REQUISITES

None. Present, past, or anticipated future participation in a professional school is recommended.

LOCATION AND TIME

Mondays, 1:00-4:00pm, Center for Ethics, Rm 102. In the event we are unable to meet in person due to current pandemic protocols, we will meet virtually via Zoom.

- Some sessions will occur on Saturday or during a different weekday due to session formats as well as due to scheduling community gathering times and because of the scheduling of the Georgia legislative session.

COURSE LEARNING OBJECTIVES

By the end of the semester learners will be able to:

- Understand the various Social Determinants of Health and Health Equity (SDOH-HE) and how these relate to stigma, bias, personal safety, food security, poverty, gender, race/ethnicity, geography (rural/urban), level of education, and ability to access services. Students will also understand how climate change and sustainability are related to the SDOH-HE and how they disproportionately affect people in low-resource communities.

- Be aware of how structural injustice, including the mechanisms of oppression and discrimination impacts health and access to health equity.
- Engage relevant stakeholders, including the legislative system, community partners and community members, in dialogue to understand the influence of SDOHs.
- Foster interdisciplinary collaboration in the management of health conditions complicated by specific social issues.
- Collaborate effectively with a variety of health professionals and communities to identify health equity concerns and potential solutions.
- Identify strategies to effectively advocate for public health policies, programs and resources that address social determinants of health and health disparities.
- Contrast different leadership styles, characterize own leadership style, and apply leadership practices that support collaborative practice and team effectiveness.
- Explore how implicit bias influences one's ability to effectively collaborate and lead.
- Demonstrate standards and concepts of professionalism necessary to participate in social justice solutions to societal issues.

COURSE EXPECTATIONS

Learners will be engaged in learning material and methods through experiential and activity-based work in the classroom that fosters discussion, debate and critical thinking. Class notes and/or power point presentations will be posted on Canvas *after* each class session when relevant. Thus, it is essential that participants complete the required readings / pre-work prior to class and come prepared to fully engage in the material during class. ***Students who regularly miss class, who are consistently disengaged during class or who are not engaging in the team project may be asked to withdraw***.

GRADING BASIS

Students can choose to receive letter or pass/fail grades. Course leaders will need to know which grading option each student has selected so that they can accurately report grades back to LGS.

CLASS PARTICIPATION

Class participation is a required portion of the final grade. Attendance is part of class participation and will be recorded on sign-in sheets. Students are expected to attend every class (with notification to instructor beforehand for an excused absence). Students are expected to come to class prepared to discuss the day's readings. One unexcused absence is permitted; additional absences may affect the student's grade.

GROUP PRESENTATION

This is a significant portion of the final grade. The oral presentation will be on a SDOH, or discussion of the practicum experience. Students will select their social determinant from a list during the first class, and there will be 3-5 students presenting together.

COURSE PRE-REQUISITIES

Enrollment in this class is OPEN AND ENCOURAGED from ANY of Emory's professional schools in the College, as well as learners from other Universities. Enrollment is also open to community leaders and current (active) professionals. In order to best organize the class, permission from the course coordinator or course director is required for students outside of Emory.

READINGS

There is no official textbook for this class, however required readings will be accessible electronically through Canvas. See below for a partial list of readings, videos and podcasts.

OUT OF CLASS EXPERIENCES

Additional out of class activities may be recommended to enrich the learning experience, for example field trips, conferences, special guest lectures, or volunteer excursions. While these are recommended, they are not required. Off-campus activities scheduled as a part of the class such as visits to the Georgia State Capitol or for the Poverty Simulation **ARE** required.

ASSIGNMENTS

Assignment details and evaluation rubrics will be made available on Canvas. Upload all assignments to Canvas by the indicated deadlines. Unless otherwise indicated, do not email them to the instructor.

ATTENDANCE AND ENGAGEMENT

The student-centered nature of this course requires that students come to class prepared, having completed the readings, videos, or other pre-class materials, and prepared to engage in and facilitate discussions and learning activities. The quality of the class depends on the engaged and prepared attendance of each class member. In-class engagement, including attendance, constitutes 15% of the final grade. Grading criteria for attendance and engagement are as follows:

GRADING BASIS OF THE CLASS

1. Class Attendance and Engagement (25% total)
    1. Practicum / Experiential component (10%)
    2. Core Didactic Sessions (15%)
2. Communication with the Public (10% total)
    1. Op-Ed (5%)
    2. Elevator Pitch (5%)
3. Completion of Experiential / Practicum Activities (35%)
4. Capstone Project (30%) - **Team Score**
    1. One SDOH-HE focus per team, with four deliverables (3-5 people depending on class size). Learners will work in interprofessional teams to identify and analyze specific issues with health implications based on their didactic and practicum experience.

- **Deliverables:**
    1. Op-ed
    2. Elevator Pitch
    3. Feasibility Study
    4. Presentation
2. As part of their project, teams will consider whether the issue is amenable to legislation, and/or to community engaged intervention.
3. The presentation will address role of Stigma, Bias and Discrimination in the professional as well as the public.
4. The presentation will address the role climate change and/or sustainability plays in the topic of their project
5. The final presentation will address how interdisciplinary professionals work to produce identifiable solutions.

ACADMENIC HONOR CODE

Emory University requires that All material submitted by a student in fulfilling his or her academic course of study must be the original work of the student.

COVID RELATED MODIFICATIONS BEING EVALUATED FOR VIRTUAL CLASSES OR PRACTICUM EXPERIENCES

Because of the potential need for virtual versus formal in-class participation, we are evaluating the impact of these mandates for early 2023. The didactic portion of the class can be shifted to a virtual (Zoom or other) format. We are discussing the best means for assuring appropriate student interaction with the various class leader(s) on a real-time basis. The use of breakout rooms and within-class quiz-lets are options under consideration.

The training in the practicum / experiential portions of the class has didactic components which can be handled in the same fashion as the didactic portion of the course, other portions of the practicum experiences (e.g., visiting the Capitol, interaction with legislators, community garden visitation, etc.) may require some modifications depending on the status of the COVID 19 immunization and guidelines on interaction from both University and State public health directives.

BIBLILIOGRAPHY: SELECTED READING, VIDEO AND PODCASTS BY TOPIC
READING RESOURCE LIST
HEALTH EQUITY AND THE SOCIAL DETERMINANTS OF HEALTH

1. **Introduction to SDOH**
   a. Food Insecurity: https://www.ted.com/playlists/760/how_we_can_feed_the_future
   b. Poverty and wellbeing
      https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0195734
   c. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5589198/
   d. Youtube video introduction to Social Determinants
      https://www.youtube.com/watch?v=8PH4JYfF4Ns
   e. The political determinants of health
   f. "A New Way of Talking About The Social Determinants of Health." Robert Wood
      Johnson Foundation. 2010. (Chapters 2 & 3) with Sample Fact Sheets
   g. Mental Health in Georgia." Mental Health America of Georgia
   h. "A New Way of Talking About the Social Determinants of Health." Robert Wood
      Johnson Foundation. 2010. (Chapters 2 & 3)
   i. You tube video introduction to Social Determinants
   j. "A New Way of Talking About The Social Determinants of Health." Robert Wood
      Johnson Foundation. 2010. (Chapters 2 & 3)

2. **Bias, Stigma and Discrimination**
   a. Harvard Implicit Bias Test: https://implicit.harvard.edu/implicit/takeatest.html
            i. Reliability and validity of the test: http://www.hcdi.net/reliability-and-
      validity-of-implicit-association-test/
   b. Racial inequity and COVID https://www.racialequitytools.org/fundamentals/resource-
      lists/resources-addressing-covid-19-with-racial-equity-lens
   c. https://preprint.press.jhu.edu/jhcpu/sites/default/files/02_warren.pdf
   d. Racial Trauma: https://www.youtube.com/watch?v=1eSFeB_rVXI
   e. Macroaggressions:
         i.https://hbr.org/2020/07/when-and-how-to-respond-to-microaggressions
        ii.https://ready.web.unc.edu/section-1-foundations/module-4-implicit-bias-
      microaggressions/
   f. https://www.acpjournals.org/doi/abs/10.7326/0003-4819-136-2-200201150-00008

3. **Poverty**
   a.
      https://www.ted.com/talks/rutger_bregman_poverty_isn_t_a_lack_of_character_it_s_a_lac
      k_of_cash?language=en
   b. https://www.ted.com/playlists/67/the_quest_to_end_poverty
   c. https://www.apa.org/pi/ses/resources/publications/poverty-and-inequality.pdf
   d. Garden Therapy and Dementia : https://www.researchgate.net/project/Garden-Therapy-
      and-Dementia

e.   A Mindfulness Without Borders project https://mindfulnesswithoutborders.org/

4.   Homelessness
a.   https://www.ted.com/playlists/564/the_issue_of_homelessness
b.
https://www.tandfonline.com/doi/full/10.1080/10530789.2016.1237699?casa_token=guWf
YNjlajEAAAAA%3AOG1NU_T-Ip-Ukpn6K3YgLXVU634dZhrFtcoNQ-AuDl-
d8XFkSgvZzfxAsGUF-s9zqPGpxz_wcFM

5.   Community Advocacy
a.   https://qualitysafety.bmj.com/content/25/7/509.short
b.   Emory Safety Manual (as prepared by the Urban Health Initiative)
c.   https://sustainablefoodcenter.org/latest/gardening/strengthening-communities-through-
community-
gardens#:~:text=They%20empower%20us%20to%20organize,ourselves%20and%20for%2
0our%20communities.&text=Community%20gardens%20teach%20us%20through,to%20t
ake%20on%20leadership%20roles.
d.   Sustainability of Community Gardens: https://socialinnovation.usc.edu/wp-
content/uploads/2017/09/PPD546Week15_Team_2_Urban_Community_Gardening.pdf
e.   Community schools as a hub for advocacy in rural communities:
https://www.ruralhealthinfo.org/toolkits/sdoh/2/education/community-schools

6.   Legislative Advocacy
a.   Read: The political determinants of health
b.   Advocacy versus lobbying: https://www.ncoa.org/public-policy-action/advocacy-
toolkit/advocacy-basics/nonprofit-advocacy-rules-regulations/
c.   Grassroots Advocacy: https://gcdd.org/public-policy/becoming-a-grassroots-
advocate.html
d.   Legislative versus Executive branch advocacy:
    i.https://autisticadvocacy.org/wp-content/uploads/2019/05/PADSA-federal-level-
advocacy.pdf
e.   Capitol Scavenger Hunt
f.   Gerrymandering and voter suppression
    i. https://www.wiscontext.org/packing-cracking-and-art-gerrymandering-around-
milwaukee
    ii. HTTP://www.washingtonmonthly.com/features/2006/0611.morris.html

ii.https://en.wikipedia.org/wiki/Gerrymandering#:~:text=%22Cracking%22%20involves
%20spreading%20voters%20of,bloc%20in%20any%20particular%20district.&text=%22
Packing%22%20is%20to%20concentrate%20as,their%20influence%20in%20other%20d
istric.
    iv. Wasted Vote Effect: https://en.wikipedia.org/wiki/Wasted_vote
g.   Policy:
    i. https://www.cdc.gov/policy/polaris/policyprocess/index.html
    Ii. The analytical framework:
https://www.cdc.gov/policy/analysis/process/analysis.html
    iii. Policy Implementation
https://www.cdc.gov/policy/polaris/policyprocess/policy_implementation.html
    iv. An Introduction to Health in ALL Policies
    v. Explore the Health in All Policies Resource Center including the "How to Use"
section

> vi. "Fast Facts on Georgia's Coverage Gap." Georgia Budget and Policy Institute. Jan 1, 2018.
>
> h. The Future of the Public's Health: Vision, Values and Strategies in "Public Health Law and Ethics," by LO Gostin (p.50-59).
>
> i. Supreme Court Decisions
>   i. Jacobson v Mass. 197 U.S. II (1905)

7. Interprofessional Education
a. https://ovidsp-dc2-ovid-com.proxy.library.emory.edu/sp-4.07.0b/ovidweb.cgi?WebLinkFrameset=1&S=GDIAFPEFGHEBPOIOJPAKHFHGAHNOAA00&returnUrl=ovidweb.cgi%3f%26Full%2bText%3dL%257cS.sh.35.36%257c0%257c00001888-202007000-00024%26S%3dGDIAFPEFGHEBPOIOJPAKHFHGAHNOAA00&fromjumpstart=0&directlink=https%3a%2f%2fovidsp.dc2.ovid.com%2fovftpdfs%2fFPEBJPHGHFIOGH00%2ffs047%2fovft%2flive%2fgv024%2f00001888%2f00001888-202007000-00024.pdf&filename=Coproducing+Health+Professions+Education%3a++A+Prerequisite+to+Coproducing+Health+Care+Services%3f.&pdf_key=FPEBJPHGHFIOGH00&pdf_index=/fs047/ovft/live/gv024/00001888/00001888-202007000-00024

8. Ethics and Social Justice
a. Beachaump and Childress: Principles of Biomedical Ethics (7th ED) Chapter on Justice
b. Mokdad, AH et al "Actual Causes of Death in the United States. In Public Health Law and Ethics, by L Gostin (p.24)
c. LO Gostin, Meeting the Survival Needs of the World's Least Healthy People: A Proposed Model for global Health Governance." In Public Health Law and Ethics, by LO Gostin (p.276)
d. The tragedy of the commons: taking more than your share: Barrett Hardin
   https://www.econlib.org/library/Enc/TragedyoftheCommons.html

9. Writing an Op-Ed
a. https://www.theopedproject.org/oped-basics
b. https://www.the-learning-agency.com/insights/write-an-op-ed

10. Professionalism and Community Engagement
a. https://www.inc.com/springboard/how-to-include-community-service-in-a-professional-life.html
b. https://www.nationalservice.gov/resources/member-and-volunteer-development/sbv
c. Aguirre, A. (2000). Women and Minority Faculty in the Academic Workplace. ASHE-ERIC Higher Education Report, Vol. 27, No. 6 San Francisco: Jossey-Bass.

11. Health Literacy
a. https://www.cdc.gov/healthliteracy/learn/index.html
b. https://www.healthypeople.gov/2020/topics-objectives/topic/social-determinants-health/interventions-resources/health-literacy

12. Systemic Discrimination
a. https://journals.sagepub.com/doi/abs/10.1509/jppm.24.1.163.63893
b. https://www.r2hub.org/library/overt-and-covert-racism

13. Adverse Childhood Experiences
a. https://www.cdc.gov/violenceprevention/aces/index.html

b. https://www.icmec.org/wp-content/uploads/2015/10/ACE-and-Illicit-Drug-Use-Pediatrics-2003.pdf
c. https://jamanetwork.com/journals/jama/fullarticle/194504

14. Health Equity
a. https://www.kff.org/racial-equity-and-health-policy/issue-brief/beyond-health-care-the-role-of-social-determinants-in-promoting-health-and-health-equity/
b. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1732430/pdf/v057p00254.pdf
c. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3222512/
d. Braverman P, et al, Health Disparities and Health Equity: The Issue is Justice. Am J Public Health. 2011 December; 101(Suppl 1): S149–S155.

15. Health Care Funding
a. https://www.nlm.nih.gov/nichsr/edu/healthecon/02_he_01.html
b. https://onlinelibrary.wiley.com/doi/full/10.1111/ijsa.12244
      i. Module 1
      Ii. Module 2 --Health Care Expenses
c. https://en.wikipedia.org/wiki/Health_care_finance_in_the_United_States

16. Vulnerability Theory
a. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3087441
b. https://digitalcommons.law.yale.edu/yjlf/vol20/iss1/2/
c. Fineman MA. The Vulnerable Subject: Anchoring Equality in the Human Condition. The Yale Journal of Law and Feminism (2008)

17. Climate Change and Sustainability
a. https://www.commonwealthfund.org/publications/explainer/2022/apr/how-us-health-care-system-contributes-climate-change,
b. Salas, R. The Growing Link Between Climate Change and Health, NEJM Catalyst Innovations in Care Delivery. NEJM Catalyst Innovations in Care Delivery. March 2022; Vol. 3 No. 3. 10.1056/CAT.22.005
c. Salas, R, et al, Adding a Climate Lens to Health Policy in the United States. Health Affairs. Vol. 39, No. 12. December 2020. Available: https://www.healthaffairs.org/doi/10.1377/hlthaff.2020.01352
d. Ragavan, M, et al, Climate Change as a Social Determinant of Health. *Pediatrics* (2020) 145 (5): e20193169. Available: https://publications.aap.org/pediatrics/article/145/5/e20193169/36824/Climate-Change-as-a-Social-Determinant-of-Health?autologincheck=redirected
e. Climate Change, Global Food Insecurity, and the U.S. Food System, USDA. Available: https://www.usda.gov/oce/energy-and-environment/food-security