

SSCI 340, Community Health Scan

Syllabus

Units: 4

Term—Day—Time: Fall, 2018, TTh 3:00 – 4:50 p.m.

Location: AHF 145D

Instructor: Darren Ruddell, Ph.D. GISP

Office: AHF B57F

Office Hours: Tuesdays, 12:00 – 1:00 p.m. and
Wednesdays, 11:00 a.m. – 12 p.m. PT, and by
appointment via email.

Contact Info: druddell@usc.edu, 213-740-0521

Instructor: TBD

Office:

Office Hours:

Contact Info:

Library Help: Andy Rutkowski

Office: VKC 36B

Office Hours: Tuesdays, 10:00 a.m.-12:00 p.m. and
Thursdays, 4:30-5:30 p.m. PT

Contact Info: arutkows@usc.edu, 213-740-6390,
<http://bit.ly/andyhangout>

IT Help: Richard Tsung

Office: AHF 145D

Office Hours: By appointment

Contact Info: ctsung@usc.edu, 213-821-4415 (office)

Course Description

This course has been created for pre-health students, but is relevant to all who want to better understand health and the evolving ideas about what drives health outcomes. Health care in America is in the news constantly: its costs, accessibility, quality, costs (again), even its contribution to a long and healthy life, are daily points of discussion. Medical care is thought to be synonymous with a society's state of health. But, is this true? This course will investigate. There is evidence that it is not as it is often represented. This course will explore the newer line of thinking that implicates some very basic aspects of a society that have profound effects on a person's life expectancy and on when in a person's life they develop chronic diseases (like diabetes, hypertension, heart disease, cancer, dementia, among other problems).

This course is meant to be a collaborative and exploratory experience. The class size is purposefully small, enabling the students to interact and learn about each other, forming connections that will lead to beneficial and productive group projects. Most of the world's problems require collaboration to effectively address them. This is, therefore, also a 'lab' for exploring those processes and relationships.

This course will also provide you with the skills to collect and analyze data to understand a community's health and identity by applying spatial analysis techniques to map and assess health indicators of the community. As the culminating experience of this class, you will work in teams to study health indicators in a local community, and then you will develop and propose a plan to help the people in that community.

Learning Objectives

Students who excel in SSCI 340 will be able to:

- Explain the concepts and provide the definitions of health, health care, and medical care.
- Discuss the concepts of and differences between individual and community health.
- Use geospatial technologies to map, analyze, and present health-related information in an accessible and attractive way.
- Conceptualize and use a research process based on the scientific method to reveal and then address a community health need.
- Define the similarities of, and differences between, health disparities, health inequalities, and health inequities.
- Detail what health determinants are, and discuss the emerging field of the socioeconomic determinants of health.

Prerequisite(s): None

Co-Requisite (s): None

Concurrent Enrollment: None
Recommended Preparation: None

Course Notes

This course aims to engage students in the dynamic processes of, and the evolving development of, the importance of the socioeconomic determinants of health. Student learning experiences are achieved through a combination of lectures, assignments, readings, and field experience.

No make-up dates will be offered for missed graded classroom experiences, so mark the appropriate dates on your calendars. If there is legitimate conflict, speak with a course instructor as soon as possible so we can make alternative arrangements.

Technological Proficiency and Hardware/Software Required

Students will be introduced to geospatial technologies by utilizing Esri services and products. This course will use ArcGIS Online (AGOL) and ArcGIS Pro to develop GIS mapping skills.

The modeling software and geospatial data required for course assignments will be accessed using computing resources provided by the Spatial Sciences Institute.

Required Readings

Davidson, A. 2014. *Social Determinants of Health, A Comparative Approach*. Toronto, ON, Canada, Oxford University Press.

Kurland, K. S. & Gorr, W. L. 2014. *GIS Tutorial for Health, 5th Edition*. Redlands, CA, Esri Press.

Jacobs, J. 1961. *The Death and Life of Great American Cities*. New York, NY, Vintage Books.

Description and Assessment of Assignments

Your grade in this class will be determined on the basis of several different assessments:

Writing Assignments (20%): Students will complete five short writing assignments that reflect on course concepts and experiences.

GIS Assignments (30%): Each student will complete six GIS assignments that will provide you with an introduction into the use of geospatial technologies and how the use of these provide valuable insight into health systems. The GIS assignments will utilize Esri's ArcGIS computing platform.

Community Scan Maps (15%): Students will create and present community maps using primary and secondary data to better understand the study area and to help develop a

proposed intervention for the site. Students will include the community map(s) in the group presentation and final written proposal paper.

Group Project Paper (15%): The Group Project Paper serves as the final component of the proposed community health intervention. Students will work together to craft the written report that articulates the motivation, goals, background, data, methods, results, and recommendations of the community health intervention. The report should be formatted using 12-point font, with 1-inch margins, and single-spaced text.

Group Presentation of Proposed Intervention (20%): The capstone assignment for this course is the Group Presentation of Proposed Intervention. Students are expected to apply course concepts on the social determinants of health, GIS mapping, with primary and secondary data on the community study site and propose an intervention to help promote community health as it relates to human and ecological services.

Grading Breakdown

Assessment	Number	Points Each	Total Points
Writing Assignments	5	4	20
GIS Assignments	6	5	30
Community Scan Maps	1	15	15
Group Project Paper	1	15	15
Group Presentation of Proposed Community Health Intervention	1	20	20
Total	14	-	100

Assignment Submission Policy

Assignments will be submitted for grading via Blackboard by the due dates specified in the Course Schedule below.

Additional Policies

Students are expected to attend and participate in every class session and to complete and upload all assignments before the deadlines detailed in the Course Schedule. Late work will be assessed a penalty of 10% per day and zero grades will be assigned for work that is more than seven days late. More than one unexcused absence from class will result in a reduction of your grade.

Course Schedule: A Weekly Breakdown

	Topic	Readings and Assignments	Deliverables/Due Dates
Week 1	Introduction to Course and Field Trip to Study Site	Reading: Davidson: Intro, Ch. 1; Jacobs Part I Video: Intro to Public Health	No deliverables.

8/21 & 8/23	Introduction to community health and the flow of the course followed by field trip to community study site.	Assigned: Writing Assignment 1	
Week 2 8/28 & 8/30	Introduction to Health; Introduction to GIS Introduction to health and its determinants; introduction to GIS and community mapping.	Reading: Syme 2005; Marmot 2005; the Japanese Study; the Whitehall I Study; Davidson Ch. 2 Assigned: GIS Assignment 1	Submit Writing Assignment 1 to Blackboard by 3pm on 8/30.
Week 3 9/4 & 9/6	Models of Health and Disease and History of the Social Determinants of Health The three models of health. Social determinants of health. Reflect on GIS applications.	Reading: Davidson Ch. 3; Jacobs Part II Assigned: Writing Assignment 2; GIS Assignment 2	Submit GIS Assignment 1 to Blackboard by 3pm on 9/6.
Week 4 9/11 & 9/13	History of Social Determinants Continued Discuss health, the built environment, and spatial analysis. Review GIS work.	Reading: Solid Facts 2003 WHO; Closing the Gap in a Generation, Executive Summary and Ch. 4 2008 WHO Assigned: GIS Assignment 3	Submit Writing Assignment 2 and GIS Assignment 2 to Blackboard by 3pm on 9/13.
Week 5 9/18 & 9/20	Commission on Social Determinants of Health 2008 WHO; What is Evidence? Introduce Collector for ArcGIS Social determinants, global concerns. Evidence and social determinants. Introduction to Collector for ArcGIS.	Reading: RWJF Commission to Build a Healthier America; Marmot and Bell 2011 Assigned: Writing Assignment 3; GIS Assignment 4	Submit GIS Assignment 3 to Blackboard by 3pm on 9/20.
Week 6 9/25 & 9/27	Social Determinants in the US; GIS Data Collection on Campus American treatment of the social determinants. Social determinants and the community study-site. On-campus data collection using Collector for ArcGIS.	Reading: Davidson Ch. 5, Ch.9, and Ch. 10 Assigned: GIS Assignment 5	Submit Writing Assignment 3 and GIS Assignment 4 to Blackboard by 3pm on 9/27.
Week 7 10/2 & 10/4	Field Trip to Study Site for Primary Data Collection Students collect primary data on research systems in the study site.	Reading: Bornstein 2016 Assigned: GIS Assignment 6	Submit GIS Assignment 5 to Blackboard by 3pm on 10/4.
Week 8 10/9 & 10/11	Data Processing; Social Determinants: Housing, Food and Social Capital Download, organize, and analyze data collected in the field. Discuss housing, food, and social capital as social determinants.	Reading: Davidson Ch. 4; Hertzman and Boyce 2009 Assigned: Draft Map 1	Submit GIS Assignment 6 to Blackboard by 3pm on 10/11.
Week 9 10/16 & 10/18	Present and Review Draft Map 1; Early Childhood and the Social Determinants Students present Draft Map 1 for peer and instructor feedback; discuss and advance group health intervention proposal.	Reading: TBD Assigned: Writing Assignment 4; Draft Map 2	Submit Draft Map 1 to Blackboard by 3pm on 10/18.

Week 10 10/23 & 10/25	Social Determinants of Health and Final Group Project Group discussion to advance health intervention proposal.	Assigned: Group Rehearsal Presentation	Submit Writing Assignment 4 to Blackboard by 3pm on 10/25.
Week 11 10/30 & 11/1	Draft Map 2 Presentation and Review Students present Draft Map 2 and receive peer and instructor feedback.		Submit Draft Map 2 to Blackboard by 3pm on 11/1.
Week 12 11/6 & 11/8	Group Presentation Rehearsal of Health Intervention Proposal Presentation to class with audience and instructor feedback.	Assigned: Writing Assignment 5; Final Project Presentation	No deliverables.
Week 13 11/13 & 11/15	Group Work Session Revise and refine group presentation and proposed health intervention.	Assigned: Final Project Paper	Submit Writing Assignment 5 to Blackboard by 3pm on 11/15.
Week 14 11/20 & 11/22*	Group Work Session and Thanksgiving Holiday Finalize group presentation and deliver mock presentation for feedback; no class Thursday, 11/22.		No deliverables.
Week 15 11/27 & 11/29	Final Presentation of Proposed Health Intervention Students deliver final presentation of proposed health intervention to audience of health professionals.		Final Presentation; upload slides to Blackboard by 3pm on 11/29.
Week 16 12/11	Finals Exam Submit Group Project Paper.		Submit Group Project Paper to Blackboard by 3pm on 12/11.

Statement on Academic Conduct and Support Systems

Academic Conduct

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

Support Systems

Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

engemannshc.usc.edu/counseling

National Suicide Prevention Lifeline – 1 (800) 273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. www.suicidepreventionlifeline.org

Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. engemannshc.usc.edu/rsvp

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: sarc.usc.edu

Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class. equity.usc.edu

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. studentaffairs.usc.edu/bias-assessment-response-support

The Office of Disability Services and Programs

Provides certification for students with disabilities and helps arrange relevant accommodations. dsp.usc.edu

Student Support and Advocacy – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. studentaffairs.usc.edu/ssa

Diversity at USC

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. diversity.usc.edu

USC Emergency Information

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. emergency.usc.edu

USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime.

Provides overall safety to USC community. dps.usc.edu

Academic Accommodations

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP and it should be delivered to me early in the semester. DSP is located in STU 301 and is open from 8:30am to 5:00pm, Monday through Friday (213-740-0776; study@usc.edu).