



GLHLTH 3XXK

## Social Determinants of Health: China and the World

Fall 2015 (first session)

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Dates / contact hours: 7 week course; 300 contact minutes per week; prefer 3 sessions of 100 minutes  
Academic Credit: 1 course  
Areas of Knowledge: CZ, SS (or as recommended by faculty committee)  
Modes of Inquiry: CCI, STS (or as recommended by faculty committee)  
Course format: lecture, in-class discussions, case studies, group/team projects, at least 1 field trip

### Instructor's Information

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Sara Hayes LeGrand, Ph.D.  
Assistant Research Professor  
Duke Global Health Institute  
Box 90392  
Duke University  
Durham NC 27708  
[sara.legrand@duke.edu](mailto:sara.legrand@duke.edu)

### Prerequisite(s), if applicable

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No prerequisites

### Course Description

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This course will examine the social determinants of health and health inequities from a global perspective, with a particular focus on China. We will examine both proximal and distal determinants of health including factors such as living and working conditions, behavior and biology, psychosocial issues, health care systems, socioeconomic position, and socioeconomic and political context. We will examine how these factors create inequities in infectious and non-communicable disease outcomes in low, middle, and high-income countries. Materials and case studies will highlight China and how health determinants have changed over the past 3-4 decades. The course consists of lectures, intensive small group discussion, case analyses, experiential exercises, and team competitions. This course is designed for undergraduate students.

*(This course is a blend of GLHLTH 305 (Global Health: Social Determinants) and a more geographically focused version such as GLHLTH 340 (Social Determinants of U.S. Health Disparities). Basic concepts and a global perspective will be combined with in-depth attention to health determinants in China during a period of rapid social and economic change. A new course number may be appropriate.)*

### Course Goals / Objectives

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- Demonstrate understanding of social determinants of health concepts, including intermediary and structural determinants.
- Apply knowledge of social determinants to analyze current global health news.
- Critically analyze global health case studies and apply social determinants of health knowledge to create potential strategies for intervention.
- Demonstrate the ability to synthesize and apply knowledge by analyzing the social determinants of health that affect specific disease outcomes.
- Engage in self-directed research and learning on the social determinants of global health.

Course goals and objectives will be aligned with specific course assignments based on consultation with Duke CIT staff. All objectives will be clearly communicated to students and rubrics for evaluating course work will be provided.

### Required Text(s)/Resources

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There is no required textbook. Course readings will be available on the course SAKAI site. The readings will include current research papers as well as papers from international organizations. Students are expected to read the papers before class and be prepared for class discussion. Issues of copyright and access to bibliographic materials will be coordinated with the Duke and DKU library staff.

We will also have a course website, accessible with a Duke NetID and password. The website is where students will access Global Health News articles and post their article reflections.

### Recommended Text(s)/Resources

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Other materials may be provided, as determined by the instructor.

### Additional Materials (optional)

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Capacity for doing simple video editing to create short video presentations.

### Course Requirements / Key Evidences

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Students will be expected to demonstrate understanding of social determinants of health concepts, including intermediary and structural determinants. Knowledge will be assessed through quizzes and tests.

Students will be asked to apply knowledge of social determinants to analyze current global health news. Students will be expected to analyze global health case studies critically and to apply social determinants of health knowledge to create potential strategies for intervention through small team-based group work. Students will be required to demonstrate the ability to synthesize and apply knowledge by analyzing the social determinants of health that affect specific disease outcomes through team projects. Team projects will require students to engage in self-directed research and learning on the social determinants of global health.

### Technology Considerations, if applicable

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Lectures will be delivered using presentation slides projected during class. Other multimedia content such as videos will also be used to supplement lectures. Student quizzes will be delivered and graded via SAKAI. Lecture slides and assignments will also be posted on the course SAKAI site. Students will develop two videos over the course of the semester, which will require basic video editing software. Students will need to bring laptops to each class.

### Assessment Information / Grading Procedures

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The course is intended for undergraduate students who have an interest in understanding how inequality affects global health. Students need to complete all of the following coursework successfully to receive a passing grade for this course:

#### Detailed Components of Course

<b>Individual Assignments and Assessments</b>	<b>Point Value</b>
Global Health News Posts	(2 posts per week, 1 point each) <b>14 POINTS</b>
Pop Quizzes	3 quizzes (2 points each) <b>6 POINTS</b>
Test 1	<b>15 POINTS</b>
Test 2 (Cumulative)	<b>20 POINTS</b>
Self/Team/Instructor Evaluation ( <u>individual</u> performance in team activities/assignments)	<b>10 POINTS</b>
<b>Team Assignments</b>	<b>Point Value</b>

Determinant Detectives Team Activity	<b>10 POINTS</b>
Project 2- topic not yet defined	<b>10 POINTS</b>
Determinants of Lung Cancer in China (Shanghai? Beijing?)	<b>15 POINTS</b>

\*While we will discuss assignments and tests in detail as the semester proceeds, please note, you begin this course with 0 points and you earn them as we proceed.

**Global Health News Posts:** Throughout the course you should read articles (the full version) from the Global Health News section of our website and upload posts about them. Each post should contain a brief summary of the article and then a concise and thoughtful analysis of its significance, strengths/weaknesses, and course relevance/implications (~250-350 words total). You can earn 1 point per article for up to 14 articles, but you will only get credit for two posts during any given week (Sunday-Saturday). Examples of sample full credit posts will be provided to students during the first day of class in order to establish the expectations for these assignments.

**Quizzes:** Quizzes are designed to assess your level of preparation for class. There will be three unannounced quizzes at the beginning of class, each worth 2 points. **\*Note-** if you are late for class and miss the quiz, you will not have an opportunity to make it up.

**Testing:** Testing provides feedback about your: 1) mastery of basic conceptual and factual information; 2) ability to apply and synthesize this information; 3) areas of misunderstanding requiring review. We will have two 45-minute tests during the semester. We will grade the tests in class and use them as the basis of discussion so that everyone is prepared for subsequent parts of the course. Note: Honest grading is part of my expectations under the DKU academic honesty standard.

**Team Activities and Competitions:** The class will be subdivided into teams on the first day of class. Your team will work together on case study discussions and activities/competitions. You will be asked to sit with your team during each class.

### **Diversity and Intercultural Learning (see Principles of DKU Liberal Arts Education)**

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Readings and cases will be drawn from thinkers and situations spanning the globe. Team assignments will involve the deliberate creation of intercultural and interdisciplinary teams by the instructors. Attention in readings and class time will be devoted to the challenges and principles of team-building in these contexts. Grades for the students' team assignments and classroom participation will reflect their effort and ability to work successfully in an intercultural setting. Guidance on group work and class participation will be provided for students not accustomed to open discussion style of pedagogy.

## Course Policies and Guidelines

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- **COURSE POLICIES AND GUIDELINES:**

Instructors' expectations for all assignments and activities will be made as explicitly as possible, given the likelihood of a wide range of background conventions and habits among the students. The Duke Kunshan University Community Standard will be discussed and adhered to.

- **ACADEMIC INTEGRITY:**

Each student is bound by the academic honesty standard of Duke Kunshan University. Its Community Standard states: "Duke Kunshan University is a community composed of individuals of diverse cultures and backgrounds. We are dedicated to scholarship, leadership, and service and to the principles of honesty, fairness, respect, and accountability. Members of this community commit to reflect upon and uphold these principles in all academic and non-academic endeavors, and to protect and promote a culture of integrity." Violations of the DKU academic honesty standard will not be tolerated. Cheating, lying, falsification, or plagiarism in any practice will be considered as an inexcusable behavior and will result in zero points for the activity.

- **CLASS ATTENDANCE:**

Students are responsible for all the information presented in class. Class attendance and participation are important components of the learning experience. All students are expected to participate during class time.

- **POLICY ON MAKE-UP WORK/EXAMS:**

Students are allowed to make up work only if missed as a result of illness or other unanticipated circumstances warranting a medical excuse, consistent with DKU policy. You must notify the instructor in advance if you will miss an exam or project deadline. Project extensions requested for medical reasons must be negotiated at the time of illness.

**The use of mobile phones, tablets, and laptops is not permitted during the class, except when approved by the instructor.**

## Tentative Course Outline or Schedule

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The topics presented here are open to revision. One basic aim is to have multiple graded assignments starting very early in the 7-week period so that students get an idea of what is expected of them and the instructor gets an idea of what students' writing and spoken English strengths and weaknesses might be. The instructor intends to coordinate with the EFL instructors and perhaps help design exercises for EFL that could support the learning outcomes of this course (oral presentation skills, reading articles for overall content, writing summaries, proper citations, etc.).

1. Introduction to the Determinants of Health and Health Inequities
2. The Health Gradient
3. First Quiz. Determinant Detectives Video Screening (#1)
4. Overview of Global Health Inequities

5. Intermediary Determinants of Health: Material Circumstances. Give students sample exam questions and discuss expectations (What is an “ideal” answer? How will you be graded?)
6. Intermediary Determinants of Health: Behavioral, Biological, and Psychosocial Factors
7. Intermediary Determinants of Health: Health Systems Factors
8. Test 1
9. Field trip- Health System (OPTION 2: Schedule field trip for Friday and use this class time for an additional lecture or discussion and/or a discussion of expectations for the Project Presentations)
10. Structural Determinants of Health/Socioeconomic Position: Social Class, Race/Ethnicity
11. Structural Determinants of Health/Socioeconomic Position: Gender
12. Second Quiz. Structural Determinants of Health/Socioeconomic Position: Education, Occupation, Income
13. Project presentations (#2 below)
14. Project presentations (#2 below)
15. Structural Determinants of Health/Socioeconomic & Political Context: Governance & Macroeconomic Policies
16. Third Quiz. Structural Determinants of Health/Socioeconomic & Political Context: Social and Public Policies
17. Structural Determinants of Health/Socioeconomic & Political Context: Culture and Societal Values
18. Test 2
19. Final video work (#3)
20. Final video work (#3)
21. Presentation of final video (#3)

## Bibliography

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**This is a partial bibliography. Selected readings will be assigned from the following:**

Berkman, L. F., Kawachi, I., & Glymour, M. (Eds.). (2014). *Social Epidemiology* (2<sup>nd</sup> edition.). Oxford: Oxford University Press.

Marmot, M., & Wilkinson, R. G. (Eds.). (2005). *Social Determinants of Health* (2<sup>nd</sup> edition.). Oxford ; New York: Oxford University Press.

Sutherland, D., & Hsu, J. Y. J. (2013). *HIV/AIDS in China - The Economic and Social Determinants* (1<sup>st</sup> edition.). Routledge.

### **Social Determinants of Health Discussion Paper Series, WHO**

A conceptual framework for action on the social determinants of health.

[http://www.who.int/social\\_determinants/publications/9789241500852/en/](http://www.who.int/social_determinants/publications/9789241500852/en/)

Action on the social determinants of health: Learning from previous experiences.

[http://www.who.int/social\\_determinants/publications/9789241500876/en/](http://www.who.int/social_determinants/publications/9789241500876/en/)

Addressing social determinants of health through intersectoral actions: Five public policy cases from Mexico.

[http://www.who.int/social\\_determinants/publications/9789241505314/en/](http://www.who.int/social_determinants/publications/9789241505314/en/)

**Case studies on social determinants of health commissioned by WHO Regional Offices for the World Conference on Social Determinants of Health (examples):**

Intersectoral actions in response to cholera in Zimbabwe: From emergency response to institution building.

[http://www.who.int/sdhconference/resources/draft\\_background\\_paper23\\_zimbabwe.pdf?ua=1](http://www.who.int/sdhconference/resources/draft_background_paper23_zimbabwe.pdf?ua=1)

India's country experience in addressing social exclusion in maternal and child health.

[http://www.who.int/sdhconference/resources/draft\\_background\\_paper8\\_india.pdf?ua=1](http://www.who.int/sdhconference/resources/draft_background_paper8_india.pdf?ua=1)

Gender-based violence in Vietnam: Strengthening the response by measuring and acting on the social determinants of health.

[http://www.who.int/sdhconference/resources/draft\\_background\\_paper4c\\_viet\\_nam.pdf?ua=1](http://www.who.int/sdhconference/resources/draft_background_paper4c_viet_nam.pdf?ua=1)

(Version for DKU Ad Hoc Committee)