

<b>COURSE TITLE:</b>	Social Determinants of Mental Health
<b>COURSE NUMBER AND SECTION:</b>	PSY 835 – A
<b>CREDIT HOURS:</b>	3 Credit Hours
<b>COURSE SECTION SCHEDULE:</b>	Spring 2017; Wed, 1pm-4pm, Rm. 16-100
<b>PREREQUISITES:</b>	PSY 659
<b>CO-REQUISITES:</b>	None
<b>INSTRUCTOR NAME:</b>	Steve N. Du Bois, Ph.D.
<b>OFFICE HOURS:</b>	Wednesday, 10am-12pm; and, by appointment
<b>CONTACT INFORMATION:</b>	<a href="mailto:Sdubois2@adler.edu">Sdubois2@adler.edu</a> ; 312.662.4355

<b>COURSE DESCRIPTION:</b>	<p>“Do we not always find the diseases of the populace traceable to defects in society?” – Rudolf Virchow, German physician, anthropologist, activist</p> <p><b>Social determinants of mental health:</b> The complex, integrated, and overlapping social structures and economic systems that are responsible for most health inequities. These social structures and economic systems include the social environment, physical environment, health services, and structural and societal factors. Social determinants of health are shaped by the distribution of money, power, and resources throughout local communities, nations, and the world. -World Health Organization, 2008</p> <p>This is an advanced course for understanding human behavior in social context. It will provide an understanding of the ways in which contemporary social forces, including globalization, impact health and wellbeing. Additionally, the course will highlight how social and cultural values, legislation, public policy, and institutional practices, shape the environments that impact health outcomes. It will highlight the complementary roles of structural and clinical interventions in the promotion of health and wellbeing, and in narrowing inequities. It will also provide practitioners with concrete ideas about how to act on the social determinants in ways that promote the health of the most vulnerable and marginalized populations.</p>
<b>PSYD PROGRAM COMPETENCIES</b>	<p>3.1.a. Demonstrate an understanding of clinical phenomena within social and cultural contexts.</p> <p>3.1.b. Demonstrate professional behavior in a culturally sensitive manner, as appropriate to</p>

	<p>the needs of the client, that improves client outcomes and avoids harm.</p> <p>3.1.c. Demonstrate an ability to communicate effectively across cultures.</p> <p>3.2.a. Demonstrate an understanding and monitoring of their own cultural identity in relation to work with others with awareness and sensitivity to specific populations and problems.</p> <p>3.2.b. Demonstrate an ongoing interest in learning about people different than themselves and a willingness and ability to seek out culturally specific knowledge as needed.</p> <p>5.1.a. Demonstrate knowledge of how larger societal systems impact mental health.</p> <p>5.1.b. Demonstrate understanding of their role as a clinical psychologist within the specific social contexts of their clients</p> <p>5.1.c. Demonstrate understanding of how social interest influences all aspects of their work.</p> <p>5.2.b. Integrate the role of social context in supervision, management, consultation, collaboration with other disciplines.</p>
<p><b>COURSE LEARNING OBJECTIVES:</b></p>	<p>Upon completion of this course, the student should be able to do the following:</p> <ol style="list-style-type: none"> <li>1. Students will understand the complex social, economic, environmental, and political factors that affect the prevalence, recognition and societal response to health and illness.</li> <li>2. Students will be exposed to the concept of population health- and a model for integrating a social determinants framework in their conceptualization of health and well-being.</li> <li>3. Students will be exposed to theoretical models designed to understand Intersectionality in order to recognize resulting health disparities and develop culturally relevant interventions.</li> <li>4. Students will be exposed to skills that can be utilized to affect change at the societal level with a particular emphasis on policy design and analysis.</li> <li>5. Students will have an opportunity to explore the application of socially responsible practice in addressing population health and health disparities.</li> </ol>

<b>TEXTBOOKS AND MATERIALS</b>	
<b>REQUIRED TEXTBOOK (S)</b>	No Textbook is required. The <b>optional</b> textbook is: Compton, M. T., & Shim, R. S. (2015). The Social Determinants of Mental Health. <i>FOCUS</i> .

<p><b>REQUIRED READINGS</b></p>	<p><b><u>Week 1: Course Introduction; Introduction to Social Determinants Model</u></b></p> <p>CDC description of SDH:  <a href="http://www.cdc.gov/nchhstp/socialdeterminants/definitions.html">http://www.cdc.gov/nchhstp/socialdeterminants/definitions.html</a></p> <p>Healthypeople.gov description of SDH:  <a href="http://www.healthypeople.gov/2020/topics-objectives/topic/social-determinants-health">http://www.healthypeople.gov/2020/topics-objectives/topic/social-determinants-health</a></p> <p><b><u>Week 2: Social Determinants Model (Cont.); Population Health</u></b></p> <p>Kindig, D., &amp; Stoddart, G. (2003). What is population health? <i>American Journal of Public Health</i>, 93(3), 380-383.  <a href="http://search.proquest.com.ezproxy.adler.edu/docview/215096549/fulltextPDF/CB57BAE7A9EE4B75PQ/12?accountid=26166">http://search.proquest.com.ezproxy.adler.edu/docview/215096549/fulltextPDF/CB57BAE7A9EE4B75PQ/12?accountid=26166</a></p> <p>WHO publication on SDMH:  <a href="http://apps.who.int/iris/bitstream/10665/43943/1/9789241563703_eng.pdf">http://apps.who.int/iris/bitstream/10665/43943/1/9789241563703_eng.pdf</a></p> <p>Robert Wood Johnson Foundation publication on SDH:  <a href="http://www.rwjf.org/content/dam/files/rwjf-web-files/Research/2010/faqsocialdeterminants20101029.pdf">http://www.rwjf.org/content/dam/files/rwjf-web-files/Research/2010/faqsocialdeterminants20101029.pdf</a></p> <p><b><u>Week 3: Adverse Life Experiences</u></b></p> <p>Scholte, W., Verduin, F., Kamperman, A. M., Rutayisire, T., Zwinderman, A. H., &amp; Stronks, K. (2011). The effect on mental health of a large scale psychosocial intervention for survivors of mass violence: a quasi-experimental study in Rwanda.  <a href="http://web.b.ebscohost.com.ezproxy.adler.edu/ehost/pdfviewer/pdfviewer?vid=3&amp;sid=2382001d-d232-4840-96b6-c3d371759180%40sessionmgr106&amp;hid=118">http://web.b.ebscohost.com.ezproxy.adler.edu/ehost/pdfviewer/pdfviewer?vid=3&amp;sid=2382001d-d232-4840-96b6-c3d371759180%40sessionmgr106&amp;hid=118</a></p> <p>Shonkoff, J. P., Garner, A. S., Siegel, B. S., Dobbins, M. I., Earls, M. F., McGuinn, L., ... &amp; Wood, D. L. (2012). The lifelong effects of early childhood adversity and toxic stress. <i>Pediatrics</i>, 129(1), e232-e246.  <a href="http://pediatrics.aappublications.org/content/pediatrics/129/1/e232.full.pdf">http://pediatrics.aappublications.org/content/pediatrics/129/1/e232.full.pdf</a></p> <p>Yehuda, R., Engel, S., Brand, S., et al. (2005). Transgenerational Effects of PTSD in Babies of Mothers</p>
---------------------------------	--

Exposed to the World Trade Center Attacks During Pregnancy. *The Journal of Clinical Endocrinology & Metabolism*, 90(7), 4115-4118.

<http://press.endocrine.org/doi/pdf/10.1210/jc.2005-0550>

#### **Week 4: SES & Economic Inequality**

Melchior, M., Moffitt, T. E., Milne, B. J., Poulton, R., & Caspi, A. (2007). Why do children from socioeconomically disadvantaged families suffer from poor health when they reach adulthood? A life-course study. *American Journal of Epidemiology*, 166(8), 966-974.

<http://aje.oxfordjournals.org.ezproxy.adler.edu/content/166/8/966.full.pdf+html>

Jenkins, R., Bhugra, D., Bebbington, P., Brugha, T., Farrell, M., Coid, J., & Meltzer, H. (2008). Debt, income and mental disorder in the general population. *Psychological medicine*, 38(10), 1485-1493.

[http://ovidsp.tx.ovid.com.ezproxy.adler.edu/sp-3.22.1b/ovidweb.cgi?WebLinkFrameset=1&S=OGHKFPAOBIDDPPMPNCHKOFMCHPMOAA00&returnUrl=ovidweb.cgi%3f%26TOC%3dS.sh.62.63.66.69%257c13%257c50%26FORMAT%3dtoc%26FIELDS%3dTOC%26S%3dOGHKFPAOBIDDPPMPNCHKOFMCHPMOAA00&directlink=http%3a%2f%2fovidsp.tx.ovid.com%2fovftpdfs%2fFPDDNCMCOFMPBI00%2ffs046%2fovft%2flive%2fgv023%2f00006826%2f00006826-200810000-00013.pdf&filename=Debt%2c+income+and+mental+disorder+in+the+general+population.&PDFIdLinkField=%2ffs046%2fovft%2flive%2fgv023%2f00006826%2f00006826-200810000-00013&link\\_from=S.sh.62.63.66.69%7c13&pdf\\_key=B&pdf\\_index=S.sh.62.63.66.69&D=ovft](http://ovidsp.tx.ovid.com.ezproxy.adler.edu/sp-3.22.1b/ovidweb.cgi?WebLinkFrameset=1&S=OGHKFPAOBIDDPPMPNCHKOFMCHPMOAA00&returnUrl=ovidweb.cgi%3f%26TOC%3dS.sh.62.63.66.69%257c13%257c50%26FORMAT%3dtoc%26FIELDS%3dTOC%26S%3dOGHKFPAOBIDDPPMPNCHKOFMCHPMOAA00&directlink=http%3a%2f%2fovidsp.tx.ovid.com%2fovftpdfs%2fFPDDNCMCOFMPBI00%2ffs046%2fovft%2flive%2fgv023%2f00006826%2f00006826-200810000-00013.pdf&filename=Debt%2c+income+and+mental+disorder+in+the+general+population.&PDFIdLinkField=%2ffs046%2fovft%2flive%2fgv023%2f00006826%2f00006826-200810000-00013&link_from=S.sh.62.63.66.69%7c13&pdf_key=B&pdf_index=S.sh.62.63.66.69&D=ovft)

Santiago, C. D., Wadsworth, M. E., & Stump, J. (2011). Socioeconomic status, neighborhood disadvantage, and poverty-related stress: Prospective effects on psychological syndromes among diverse low-income families. *Journal of Economic Psychology*, 32(2), 218-230.

[http://ac.els-cdn.com/S0167487009001093/1-s2.0-S0167487009001093-main.pdf?\\_tid=30139ae2-91a2-11e6-bf4b-00000aacb360&acdnat=1476403826\\_518e101696d5b67ed460e67967f99ee](http://ac.els-cdn.com/S0167487009001093/1-s2.0-S0167487009001093-main.pdf?_tid=30139ae2-91a2-11e6-bf4b-00000aacb360&acdnat=1476403826_518e101696d5b67ed460e67967f99ee)

#### **Week 5: Education and Housing**

Webster-Stratton, C., Jamila Reid, M., & Stoolmiller, M. (2008). Preventing conduct problems and improving school readiness: evaluation of the incredible years teacher and child training programs in high-risk schools. *Journal of child psychology and psychiatry*, 49(5), 471-488.  
[http://ovidsp.tx.ovid.com.ezproxy.adler.edu/sp-3.22.1b/ovidweb.cgi?WebLinkFrameset=1&S=IICGFPAFBLD DLOJFNCHKOADCELPA00&returnUrl=ovidweb.cgi%3f%26Full%2bText%3dL%257cS.sh.21.41%257c0%257c00016150-200805000-00002%26S%3dIICGFPAFBLDDLOJFNCHKOADCELPA00&directlink=http%3a%2f%2fovidsp.tx.ovid.com%2fovftpd fs%2fFPDDNCDCOAJFBL00%2ffs046%2fovft%2flive%2fgv023%2f00016150%2f00016150-200805000-00002.pdf&filename=Preventing+conduct+problems+and+improving+school+readiness%3a+evaluation+of+the+Incredible+Years+Teacher+and+Child+Training+Programs+in+high-risk+schools.&pdf\\_key=FPDDNCDCOAJFBL00&pdf\\_index=fs046/ovft/live/gv023/00016150/00016150-200805000-00002&D=psya](http://ovidsp.tx.ovid.com.ezproxy.adler.edu/sp-3.22.1b/ovidweb.cgi?WebLinkFrameset=1&S=IICGFPAFBLD DLOJFNCHKOADCELPA00&returnUrl=ovidweb.cgi%3f%26Full%2bText%3dL%257cS.sh.21.41%257c0%257c00016150-200805000-00002%26S%3dIICGFPAFBLDDLOJFNCHKOADCELPA00&directlink=http%3a%2f%2fovidsp.tx.ovid.com%2fovftpd fs%2fFPDDNCDCOAJFBL00%2ffs046%2fovft%2flive%2fgv023%2f00016150%2f00016150-200805000-00002.pdf&filename=Preventing+conduct+problems+and+improving+school+readiness%3a+evaluation+of+the+Incredible+Years+Teacher+and+Child+Training+Programs+in+high-risk+schools.&pdf_key=FPDDNCDCOAJFBL00&pdf_index=fs046/ovft/live/gv023/00016150/00016150-200805000-00002&D=psya)

Evans, G. W., Wells, N. M., & Moch, A. (2003). Housing and mental health: A review of the evidence and a methodological and conceptual critique. *Journal of social issues*, 59(3), 475-500.  
<http://content.ebscohost.com/ContentServer.asp?T=P&P=AN&K=10236185&S=R&D=a9h&EbscoContent=dGJyMNHX8kSeqLc4zdnyOLCmr06ep65Sr664SbWWxWXS&ContentCustomer=dGJyMPGrk6zp69OuePfgeyx44Dt6fIA>

### **Week 6: Features of the Built Environment**

Messer, L. C., Maxson, P., & Miranda, M. L. (2013). The Urban built environment and associations with women's psychosocial health. *Journal of Urban Health*, 90(5), 857-871.  
[https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3795199/pdf/11524\\_2012\\_Article\\_9743.pdf](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3795199/pdf/11524_2012_Article_9743.pdf)

Sullivan, W. C., & Chang, C. Y. (2011). Mental health and the built environment. In *Making Healthy Places* (pp. 106-116). Island Press/Center for Resource Economics.  
<https://adler.illiad.oclc.org/illiad/illiad.dll?Action=10&Form=75&Value=44839>

### **Week 7: Food Insecurity**

Stuff, J. E., Casey, P. H., Szeto, K. L., Gossett, J. M., Robbins, J. M., Simpson, P. M., ... & Bogle, M. L. (2004). Household food insecurity is associated with adult health status. *The Journal of nutrition*, 134(9), 2330-2335.

<http://jn.nutrition.org/content/134/9/2330.full.pdf+html>

Melchior, M., Caspi, A., Howard, L. M., Ambler, A. P., Bolton, H., Mountain, N., & Moffitt, T. E. (2009). Mental health context of food insecurity: a representative cohort of families with young children. *Pediatrics*, 124(4), e564-e572.

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4231784/pdf/nihms636476.pdf>

Jernigan, V. B. B., Salvatore, A. L., Styne, D. M., & Winkleby, M. (2012). Addressing food insecurity in a Native American reservation using community-based participatory research. *Health education research*, 27(4), 645-655.

<http://her.oxfordjournals.org.ezproxy.adler.edu/content/27/4/645.full.pdf+html>

### **Week 8: Healthcare Disparities**

McKirnan, D. J., Du Bois, S. N., Alvy, L. M., & Jones, K. (2013). Health Care Access and Health Behaviors Among Men Who Have Sex With Men The Cost of Health Disparities. *Health Education & Behavior*, 40(1), 32-41.

<http://heb.sagepub.com.ezproxy.adler.edu/content/40/1/32.full.pdf+html>

Braveman, P. A., Kumanyika, S., Fielding, J., LaVeist, T., Borrell, L. N., Manderscheid, R., & Troutman, A. (2011). Health disparities and health equity: the issue is justice. *American Journal of Public Health*, 101(S1), S149-S155.

<http://content.ebscohost.com/ContentServer.asp?T=P&P=AN&K=74980850&S=R&D=a9h&EbscoContent=dGJyMNHX8kSeqLc4zdnyOLCmr06ep65Sr6u4S7aWxWXS&ContentCustomer=dGJyMPGrk6zp69OuePfgeyx44Dt6fIA>

### **Week 9: Unemployment**

Bambra, C. (2010). Yesterday once more? Unemployment and health in the 21st century. *Journal of epidemiology and community health*, 64(3), 213-215.

<https://adler.illiad.oclc.org/illiad/illiad.dll?Action=10&Form=75&Value=44838>

Uutela, A. (2010). Economic crisis and mental health. *Current opinion in psychiatry*, 23(2), 127-130.  
[http://ovidsp.tx.ovid.com.ezproxy.adler.edu/sp-3.22.1b/ovidweb.cgi?WebLinkFrameset=1&S=MHGJFPBFPMDDLOPLNCHKCBDCPAIFAA00&returnUrl=ovidweb.cgi%3f%26Full%2bText%3dL%257cS.sh.21.41%257c0%257c00001504-201003000-00009%26S%3dMHGJFPBFPMDDLOPLNCHKCBDCPAIFA A00&directlink=http%3a%2f%2fovidsp.tx.ovid.com%2fovftpd fs%2fFPDDNDCCBPLPM00%2ffs047%2fovft%2flive%2fgv024%2f00001504%2f00001504-201003000-00009.pdf&filename=Economic+crisis+and+mental+health.&df\\_key=FPDDNDCCBPLPM00&pdf\\_index=/fs047/ovft/live/gv024/00001504/00001504-201003000-00009&D=psya](http://ovidsp.tx.ovid.com.ezproxy.adler.edu/sp-3.22.1b/ovidweb.cgi?WebLinkFrameset=1&S=MHGJFPBFPMDDLOPLNCHKCBDCPAIFAA00&returnUrl=ovidweb.cgi%3f%26Full%2bText%3dL%257cS.sh.21.41%257c0%257c00001504-201003000-00009%26S%3dMHGJFPBFPMDDLOPLNCHKCBDCPAIFA A00&directlink=http%3a%2f%2fovidsp.tx.ovid.com%2fovftpd fs%2fFPDDNDCCBPLPM00%2ffs047%2fovft%2flive%2fgv024%2f00001504%2f00001504-201003000-00009.pdf&filename=Economic+crisis+and+mental+health.&df_key=FPDDNDCCBPLPM00&pdf_index=/fs047/ovft/live/gv024/00001504/00001504-201003000-00009&D=psya)

Backhans, M. C., & Hemmingsson, T. (2011). Unemployment and mental health—who is (not) affected?. *The European Journal of Public Health*, ckr059.  
<http://eurpub.oxfordjournals.org.ezproxy.adler.edu/content/eurpub/22/3/429.full.pdf>

### **Week 10: Sexism**

Hosseinpour, A. R., Williams, J. S., Amin, A., De Carvalho, I. A., Beard, J., Boerma, T. & Chatterji, S. (2012). Social determinants of self-reported health in women and men: understanding the role of gender in population health.  
<http://web.b.ebscohost.com.ezproxy.adler.edu/ehost/detail/detail?vid=3&sid=ad2cadbb-7d88-45dc-930a-b374b7e79e77%40sessionmgr106&hid=118&bdata=JnNpdGU9ZWlhvc3QtbG12ZSZZY29wZT1zaXRl#db=a9h&AN=79917385>

Case, K. A., Hensley, R., & Anderson, A. (2014). Reflecting on heterosexual and male privilege: Interventions to raise awareness. *Journal of Social Issues*, 70(4), 722-740.  
<http://content.ebscohost.com/ContentServer.asp?T=P&P=AN&K=102184717&S=R&D=a9h&EbscoContent=dGJyMNHX8kSeqLc4zdnyOLCmr06prds6q4TK6WxWXS&ContentCustomer=dGJyMPGrk6zp69OuePfgeyx44Dt6fIA>

### **Week 11: Heteronormativity, Homophobia**

Hatzenbuehler, M. L., McLaughlin, K. A., Keyes, K. M., & Hasin, D. S. (2010). The impact of institutional discrimination on psychiatric disorders in lesbian, gay, and bisexual



	<p>populations: A prospective study. <i>American Journal of Public Health</i>, 100(3), 452-459.  <a href="http://web.b.ebscohost.com.ezproxy.adler.edu/ehost/detail/detail?vid=3&amp;sid=550e6563-f02f-4d90-ae69-b2cf683fbf62%40sessionmgr104&amp;hid=118&amp;bdata=JnNpdGU9ZWhvc3QtbGl2ZSdzY29wZT1zaXRl#AN=48474643&amp;db=hc">http://web.b.ebscohost.com.ezproxy.adler.edu/ehost/detail/detail?vid=3&amp;sid=550e6563-f02f-4d90-ae69-b2cf683fbf62%40sessionmgr104&amp;hid=118&amp;bdata=JnNpdGU9ZWhvc3QtbGl2ZSdzY29wZT1zaXRl#AN=48474643&amp;db=hc</a>  <a href="http://web.b.ebscohost.com.ezproxy.adler.edu/ehost/detail/detail?vid=3&amp;sid=d703bcd-f7cc-45ed-b5de-698245ad6343%40sessionmgr105&amp;hid=118&amp;bdata=JnNpdGU9ZWhvc3QtbGl2ZSdzY29wZT1zaXRl#AN=56450130&amp;db=si">http://web.b.ebscohost.com.ezproxy.adler.edu/ehost/detail/detail?vid=3&amp;sid=d703bcd-f7cc-45ed-b5de-698245ad6343%40sessionmgr105&amp;hid=118&amp;bdata=JnNpdGU9ZWhvc3QtbGl2ZSdzY29wZT1zaXRl#AN=56450130&amp;db=si</a></p> <p><b><u>Week 12: Immigration and Globalization</u></b></p> <p>Steel, Z., Momartin, S., Silove, D., Coello, M., Aroche, J., &amp; Tay, K. W. (2011). Two year psychosocial and mental health outcomes for refugees subjected to restrictive or supportive immigration policies. <i>Social Science &amp; Medicine</i>, 72(7), 1149-1156.  <a href="http://ac.els-cdn.com/S0277953611000931/1-s2.0-S0277953611000931-main.pdf?_tid=3309f6c8-91a3-11e6-a9d4-00000aab0f02&amp;acdnat=1476404260_9b54a9303017268e0715f1fd6efd1e11">http://ac.els-cdn.com/S0277953611000931/1-s2.0-S0277953611000931-main.pdf?_tid=3309f6c8-91a3-11e6-a9d4-00000aab0f02&amp;acdnat=1476404260_9b54a9303017268e0715f1fd6efd1e11</a></p> <p>Delva, J., Horner, P., Sanders, L., Martinez, R., Lopez, W. D., &amp; Doering-White, J. (2013). Mental health problems of children of undocumented parents in the United States: A hidden crisis. <i>Journal of Community Positive Practices</i>, 13(3), 25-35.  <a href="http://www.jppc.ro/reviste/JCPP%20Nr.%203%202013/articole/art02.pdf">http://www.jppc.ro/reviste/JCPP%20Nr.%203%202013/articole/art02.pdf</a></p> <p><b><u>Week 13: APA Presentations</u></b></p> <p>No required reading. We will present our Grant Proposals to each other on this day.</p>
<b>REQUIRED RESOURCES &amp; SUPPLIES</b>	None

<b>INSTRUCTIONAL METHODS:</b>	<p>I believe that everyone is, simultaneously, a teacher and learner. Therefore, I design my courses so that everyone has the opportunity to both teach and learn.</p> <p>As the official course instructor, I will come to class weekly with formal lecture slides/notes, or an informal but organized set of points to make regarding the readings. I also will integrate material from other domains of Psychology, and other disciplines, into our classroom discussions.</p> <p>As the official course students, you will be expected to read all class material, and come to class prepared to discuss it thoughtfully. Further, each of you will lead a classroom discussion. This will facilitate you deeply engaging with one topic throughout the semester; and hopefully build your self-confidence as you master one domain of knowledge.</p>
<b>DELIVERY METHOD:</b>	<p>On campus</p>
<b>ATTENDANCE</b>	<p>Students are responsible for maintaining regular and punctual attendance for each class session. Students who expect to miss or arrive late for class must notify the instructor in advance. Students who miss more than 2 unexcused class sessions or an accumulated 5 hours of class time due to late arrival are subject to failing the class.</p> <p>This is especially important given we are in the field of Clinical Psychology, where punctuality and consistent attendance are indicators of professionalism and respect.</p>
<b>GRADING AND EVALUATION:</b>	<ol style="list-style-type: none"> <li>1. The following is the PsyD Program grade scale: <ul style="list-style-type: none"> <li>95%-100% = A</li> <li>90%-94% = A-</li> <li>85%-89% = B+</li> <li>80%-84% = B</li> <li>77%-79% = B-</li> <li>70%-76% = C</li> <li>60%-69% = D</li> <li>Below 60%= F</li> </ul> </li> <li>2. In order to pass successfully each PsyD course students are required to meet the minimal level of achievement, which is a grade of B. In courses or seminars where letter grades are not used, the minimal level of achievement to pass is a grade of “Credit” (CR).</li> <li>3. Students who receive a grade of B- or below in a required course must retake the course and pass it with a grade of at least B. If the course is an elective, the</li> </ol>

	<p>student has the option to retake the course and achieve a grade of at least B or elect a different elective and pass it with a grade of at least B. Students who receive a grade of No Credit (NC) are required to retake the course or seminar.</p> <ol style="list-style-type: none"> <li>4. None of the courses with a grade of B- or below, or NC will meet the requirements for the completion of the PsyD degree.</li> <li>5. Students can appeal their grade by following the Grade Appeal Policy.</li> <li>6. Students who receive a grade of B- or below, or NC are referred to the Student Development Committee.</li> </ol>
<p><b>ASSIGNMENTS:</b></p>	<p>Final grades in this course will be given based on a maximum total of 300 points, which is composed of the following:</p> <ol style="list-style-type: none"> <li>1. <b>Participation</b> (0 points): It is expected that as graduate students all students will actively participate in class. As this is a general expectation of graduate school, no credit will be given for class participation. However, at the discretion of the instructor, up to 5% of the grade of the course can be deducted if a student does not actively participate in class and does not contribute to class discussion with original comments (the student's own opinions and thoughts).</li> <li>2. <b>Weekly Quizzes</b> (11 topics x 5 points each = 55): Research indicates that weekly assessment of course material promotes engagement in class (Haigh, 2007). Therefore we will start each class with a 5-question quiz that assesses your understanding of the week's reading assignments. We will grade these in-class, as research indicates this also promotes learning (Barringer, 2008).</li> <li>3. <b>Culture Presentation</b> (30 points): We will not study culture explicitly, i.e., via a dedicated week of reading articles about culture and health. However, culture is critically important to mental health. Therefore, apropos of this class, each of you will give an informal presentation on a personal, cultural identity. Such presentations relate to increases in knowledge of norms from other cultures; and, decreases in prejudices toward those cultures (Simsek &amp; Nuss, 2010). A separate document details the expectations for this assignment. The presentation</li> </ol>

	<p>will last approximately 15 minutes; will be informal; and, it is expected this will be primarily verbal, not visual, in nature. Two students will present weekly.</p> <p>4. <b>Discussion Lead</b> (50 points): Each student will be responsible for leading Discussion on a particular article/topic. You are expected to create a Power Point presentation or some other formalized system of notes on the topic that week; and then, using those notes, to lead a Discussion on that topic. You also are expected to provide an additional learning resource, e.g. a TED talk video, a news article, etc. that relates to the topic.</p> <p>5. <b>Written Grant Proposal</b> (135 points): A separate document details the expectations for this assignment. Briefly, you will write a short grant proposal (approx 8-10 pages) that includes an explication of a phenomenon (aka, the statement of the problem), a literature review on theory and empiricism related to the phenomenon, proposed goals/objectives of your grant, and methods/analysis used to meet this goals/objectives.</p> <p>6. <b>APA-style Presentation of Grant Proposal</b> (30 points): You will give an APA-like Poster Presentation of your Grant Proposal, in class.</p> <p>Notes on Grading:</p> <ol style="list-style-type: none"> <li>1. I will round up final grades if the decimal point is .5 or higher. If the decimal is anything lower than .5, I will round the final grade down (e.g., .49 is rounded down). No exceptions will be made to this rule.</li> <li>2. At no point will I alter any grade. So, at the end of the semester, if you are one point below the cutoff for an A, there is nothing I will do to raise your grade artificially.</li> <li>3. You can calculate your grade any time by dividing the total # of points you've earned, by the total # of points possibly earned.</li> <li>4. I will use the grading scale and rules of the PsyD Program Grade Policy (above).</li> </ol>
--	--

<b>COURSE POLICIES</b>	<p><b><u>Late Assignment Policy:</u></b> Late assignments will not be accepted unless the students has contacted the instructor and has an acceptable reason (which is at the instructor's discretion and may require additional documentation). Notify me ASAP if for some reason you need to change the date of your presentation or anticipate a conflict!</p>
------------------------	---

**Empathy & Respect:**

Please remember that some of the topics being covered are sensitive, especially given that some of us may have personal experience with these topics. Because of the nature of the class content and its potential personal relevance, please be mindful of word choice; and, try to be as kind and respectful as possible in our discussions.

Related, as Clinical Psychologists, we pay attention to our clients. We attend to them. In classroom settings, we do the same, except with our instructors, or whomever is speaking at the time. Generally, I expect you to attend to me or the current speaker, as you would if you were providing them with therapy or assessment. Therefore, behaviors such as holding side conversations, scribbling, biting your fingernails – are considered disrespectful. Engaging in these will result in a reduced participation grade.

**Computers/Electronic Devices:**

Consistent with the above policy regarding attending behaviors, I do not allow students to use a computer or other electronic device during class. I do encourage you to take notes by hand. This is consistent with a clinical encounter you have with someone. This encounter would not include you taking notes on, or looking at, a computer while the person is talking to you. However, you may jot down notes by hand as they speak.

**Note:** I am happy to accommodate your use of computers/electronic devices in class, if it is consistent with your academic/personal needs. Speak to me personally if this is the case.

**ADDITIONAL COURSE EXPECTATIONS:**

1. Students who wish to meet individually with the Professor to discuss issues related to the course may do so during office hours, or schedule a meeting at another time.
2. There will be no make-up work or extra credit assignments.
3. See Computers/Electronic Devices policy above for information related to use of mobile phones and computers in class.

<b>INSTITUTIONAL AND PROGRAM POLICIES:</b>	<b><u>Catalog &amp; Student Handbook:</u></b> <a href="http://www.adler.edu/page/campuses/chicago/student-services/catalog-handbook">http://www.adler.edu/page/campuses/chicago/student-services/catalog-handbook</a>
<b>ACADEMIC HONESTY</b>	Adler University seeks to establish a climate of honesty and integrity. Any work submitted by a student must represent original work produced by that student. Any source used by a student <i>must</i> be documented through required scholarly references and citations, and the extent to which any sources have been used must be apparent to the reader. The University further considers resubmission of work done partially or entirely by another, as well as resubmission of work done by a student in a previous course or for a different professor, to be academic dishonesty. It is the student's responsibility to seek clarification from the course instructor about how much help may be received in completing an assignment, examination, or project and what sources may be used. Students found guilty of academic dishonesty or plagiarism shall be subject to disciplinary action, up to and including dismissal from the school. <b><u>Student Handbook:</u></b> <a href="http://www.adler.edu/page/campuses/chicago/student-services/catalog-handbook">http://www.adler.edu/page/campuses/chicago/student-services/catalog-handbook</a>
<b>STUDENTS WITH DISABILITIES (ADA Compliance)</b>	It is the policy of Adler University to offer reasonable accommodations to students with qualified disabilities, in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973 and the B.C. Human Rights Code. <b>If a student with a disability wishes to receive accommodations in order to participate in the courses, programs, or activities offered by the University, the student may request accommodations by contacting the Associate Vice President of Student Affairs, Mr. Greg MacVarish (gmacvarish@adler.edu).</b> The use of these services is voluntary and confidential. Students must request accommodation prior to the implementation of needed accommodation. Accommodations cannot be applied retroactively. <b><u>Catalog &amp; Student Handbook:</u></b> <a href="http://www.adler.edu/page/campuses/chicago/student-services/catalog-handbook">http://www.adler.edu/page/campuses/chicago/student-services/catalog-handbook</a>
<b>SEXUAL HARASSMENT AND SEXUAL VIOLENCE POLICY: Disclosure and Mandated Reporting</b>	The Adler University Sexual Harassment and Sexual Violence Policy is available at [ <a href="http://adler.edu/title9">adler.edu/title9</a> ]. <b>This policy addresses how information about sexual violence/sexual misconduct that is shared with any Adler University faculty and staff must be reported to the Title IX Coordinator, Ms. Susan Yasecko (syasecko@adler.edu).</b>

**TOPICAL OUTLINE:**

<b>Date</b>	<b>CLASS TOPICS &amp; COURSE OBJECTIVES</b>	<b>READINGS &amp; ASSIGNMENTS</b>
Week 1: Jan 4	Course Overview; Introduction	<p>CDC description of SDH:  <a href="http://www.cdc.gov/nchhstp/socialdeterminants/definitions.html">http://www.cdc.gov/nchhstp/socialdeterminants/definitions.html</a></p> <p>Healthypeople.gov description of SDH:  <a href="http://www.healthypeople.gov/2020/topics-objectives/topic/social-determinants-health">http://www.healthypeople.gov/2020/topics-objectives/topic/social-determinants-health</a></p>
Week 2: Jan 11	Social Determinants Model; Population Health	<p>Kindig, D., &amp; Stoddart, G. (2003). What is population health? <i>American Journal of Public Health</i>, 93(3), 380-383.  <a href="http://search.proquest.com.ezproxy.adler.edu/docview/215096549/fulltextPDF/CB57BAE7A9EE4B75PQ/12?accountid=26166">http://search.proquest.com.ezproxy.adler.edu/docview/215096549/fulltextPDF/CB57BAE7A9EE4B75PQ/12?accountid=26166</a></p> <p>WHO publication on SDMH:  <a href="http://apps.who.int/iris/bitstream/10665/43943/1/9789241563703_eng.pdf">http://apps.who.int/iris/bitstream/10665/43943/1/9789241563703_eng.pdf</a></p> <p>Robert Wood Johnson Foundation publication on SDH:  <a href="http://www.rwjf.org/content/dam/files/rwjf-web-files/Research/2010/fagsocialdeterminants20101029.pdf">http://www.rwjf.org/content/dam/files/rwjf-web-files/Research/2010/fagsocialdeterminants20101029.pdf</a></p>

Week 3: Jan 18	Adverse Life Experiences	<p>Scholte, W., Verduin, F., Kamperman, A. M., Rutayisire, T., Zwinderman, A. H., &amp; Stronks, K. (2011). The effect on mental health of a large scale psychosocial intervention for survivors of mass violence: a quasi-experimental study in Rwanda.</p> <p>Shonkoff, J. P., Garner, A. S., Siegel, B. S., Dobbins, M. I., Earls, M. F., McGuinn, L., ... &amp; Wood, D. L. (2012). The lifelong effects of early childhood adversity and toxic stress. <i>Pediatrics</i>, <i>129</i>(1), e232-e246.</p> <p>Yehuda, R., Engel, S., Brand, S., et al. (2005). Transgenerational Effects of PTSD in Babies of Mothers Exposed to the World Trade Center Attacks During Pregnancy. <i>The Journal of Clinical Endocrinology &amp; Metabolism</i>, <i>90</i>(7), 4115-4118.</p> <p>Compton &amp; Shin, 2015, Chapter 3</p>
----------------	--------------------------	--



<p>Week 4: Jan 25</p>	<p><b>Guest Lecturer: Frances Brady: <i>Using Online Tools for Grant Writing</i></b></p> <p>SES &amp; Economic Inequality</p>	<p>Grant-writing resources</p> <p>Melchior, M., Moffitt, T. E., Milne, B. J., Poulton, R., &amp; Caspi, A. (2007). Why do children from socioeconomically disadvantaged families suffer from poor health when they reach adulthood? A life-course study. <i>American Journal of Epidemiology</i>, 166(8), 966-974.</p> <p>Jenkins, R., Bhugra, D., Bebbington, P., Brugha, T., Farrell, M., Coid, J., &amp; Meltzer, H. (2008). Debt, income and mental disorder in the general population. <i>Psychological medicine</i>, 38(10), 1485-1493.</p> <p>Santiago, C. D., Wadsworth, M. E., &amp; Stump, J. (2011). Socioeconomic status, neighborhood disadvantage, and poverty-related stress: Prospective effects on psychological syndromes among diverse low-income families. <i>Journal of Economic Psychology</i>, 32(2), 218-230.</p> <p>Compton &amp; Shin, 2015, Chapter 6</p>
-----------------------	---	--

Week 5: Feb 1	<p><b>Guest Lecturer: Cathleen Bridgeman, Ph.D: Real World Grant Writing</b></p> <p>Education and Housing</p>	<p>Webster-Stratton, C., Jamila Reid, M., &amp; Stoolmiller, M. (2008). Preventing conduct problems and improving school readiness: evaluation of the incredible years teacher and child training programs in high-risk schools. <i>Journal of child psychology and psychiatry</i>, 49(5), 471-488.</p> <p>Evans, G. W., Wells, N. M., &amp; Moch, A. (2003). Housing and mental health: A review of the evidence and a methodological and conceptual critique. <i>Journal of social issues</i>, 59(3), 475-500.</p> <p>Compton &amp; Shin, 2015, Chapters 4, 8</p>
Week 6: Feb 8	Features of the Built Environment	<p>Messer, L. C., Maxson, P., &amp; Miranda, M. L. (2013). The Urban built environment and associations with women's psychosocial health. <i>Journal of Urban Health</i>, 90(5), 857-871.</p> <p>Sullivan, W. C., &amp; Chang, C. Y. (2011). Mental health and the built environment. In <i>Making Healthy Places</i> (pp. 106-116). Island Press/Center for Resource Economics.</p> <p>Compton &amp; Shin, 2015, Chapter 9</p>

Week 7: Feb 15	Food Insecurity	<p>Stuff, J. E., Casey, P. H., Szeto, K. L., Gossett, J. M., Robbins, J. M., Simpson, P. M., ... &amp; Bogle, M. L. (2004). Household food insecurity is associated with adult health status. <i>The Journal of nutrition</i>, 134(9), 2330-2335.</p> <p>Melchior, M., Caspi, A., Howard, L. M., Ambler, A. P., Bolton, H., Mountain, N., &amp; Moffitt, T. E. (2009). Mental health context of food insecurity: a representative cohort of families with young children. <i>Pediatrics</i>, 124(4), e564-e572.</p> <p>Jernigan, V. B. B., Salvatore, A. L., Styne, D. M., &amp; Winkleby, M. (2012). Addressing food insecurity in a Native American reservation using community-based participatory research. <i>Health education research</i>, 27(4), 645-655.</p> <p>Compton &amp; Shin, 2015, Chapter 7</p>
Week 8: Feb 22	Healthcare Disparities	<p>McKirnan, D. J., Du Bois, S. N., Alvy, L. M., &amp; Jones, K. (2013). Health Care Access and Health Behaviors Among Men Who Have Sex With Men The Cost of Health Disparities. <i>Health Education &amp; Behavior</i>, 40(1), 32-41.</p> <p>Braveman, P. A., Kumanyika, S., Fielding, J., LaVeist, T., Borrell, L. N., Manderscheid, R., &amp; Troutman, A. (2011). Health disparities and health equity: the issue is justice. <i>American Journal of Public Health</i>, 101(S1), S149-S155.</p> <p>Compton &amp; Shin, 2015, Chapter 10</p>

Week 9: Mar 1	Unemployment	<p>Bambra, C. (2010). Yesterday once more? Unemployment and health in the 21st century. <i>Journal of epidemiology and community health</i>, 64(3), 213-215.</p> <p>Uutela, A. (2010). Economic crisis and mental health. <i>Current opinion in psychiatry</i>, 23(2), 127-130.</p> <p>Backhans, M. C., &amp; Hemmingsson, T. (2011). Unemployment and mental health—who is (not) affected?. <i>The European Journal of Public Health</i>, ckr059.</p> <p>Compton &amp; Shin, 2015, Chapter 5</p>
Week 10: Mar 8	Sexism	<p>Hosseinpoor, A. R., Williams, J. S., Amin, A., De Carvalho, I. A., Beard, J., Boerma, T. &amp; Chatterji, S. (2012). Social determinants of self-reported health in women and men: understanding the role of gender in population health.</p> <p>Case, K. A., Hensley, R., &amp; Anderson, A. (2014). Reflecting on heterosexual and male privilege: Interventions to raise awareness. <i>Journal of Social Issues</i>, 70(4), 722-740.</p>
Week 11: Mar 15	Heteronormativity, Homophobia	<p>Hatzenbuehler, M. L., McLaughlin, K. A., Keyes, K. M., &amp; Hasin, D. S. (2010). The impact of institutional discrimination on psychiatric disorders in lesbian, gay, and bisexual populations: A prospective study. <i>American Journal of Public Health</i>, 100(3), 452-459.</p> <p>Mustanski, B. S., Garofalo, R., &amp; Emerson, E. M. (2010). Mental health disorders, psychological distress, and suicidality in a diverse sample of lesbian, gay, bisexual, and transgender youths. <i>American journal of public health</i>, 100(12), 2426-2432.</p>
Week 12: Mar 22	No Class, re: Mission Possible 2017	Attend a Mission Possible event; write associated questions/answers for credit
Week 13: Mar 29	APA Presentations	N/A

Week 14: April 5	Course closing; feedback; paper due date	
------------------	---	--