Syllabus N280G SUMMER 2021

University of Rhode Island College of Nursing
NUR280G Social Determinants of Health
Summer 2021

Instructor:
Catherine May, MSN, APRN, FNP -C, University of Rhode Island College of Nursing
Email: cmmay@uri.edu / Tel: 401-308-8450 Virtual Office: Brightspace platform
Please use BRIGHTSPACE message system for all class communication

Virtual Office Hours: Weekly on Mondays 1:00 pm – 4:00 pm by telephone.
Please contact instructor directly via BRIGHTSPACE if you would like to set up a specific or alternative time for student/faculty communication.

Class Days/Time: Each class week will run from 12.01 AM Monday to 11.59 PM Sunday. N280G is fully asynchronous.

Assignments will be due as follows:
DISCUSSION PROJECT: is a cumulative 4 part assignment

- DISCUSSION POSTINGS are due by 11.59 PM on Thursday of each week that each section is assigned. You must post your discussion prior to reading your classmates work.

- READING classmates discussions are due 11.59 PM on Sunday of each week that discussions are assigned. Your Brightspace activity log will be reviewed to assure that you are reading classmate’s work. You will be expected to cite classmates’ observation in your subsequent discussions.

QUIZZES are due to be completed by 11.59 PM on Sunday of each week they are assigned. NOTE: You will have TWO hours to complete each quiz once you have opened this on-line.- You are not able to pause and return to quizzes in order to extend this two hour time. Please budget quiz time accordingly.

Classroom: Online

Prerequisites: No prerequisites

General Education Grand Challenge; C3 Diversity & Inclusion (full) and A2
COURSE DESCRIPTION:
An introduction to social determinants of health and social justice from a public health perspective. Strategies to address health inequities will be included.

COURSE GOALS:
- Develop general understanding of ethics from a public health perspective
- Analyze social justice components of the social determinants of health.
- Identify social factors influencing the population’s health status.
- Demonstrate awareness and sensitivity to diversity in communities.
- Communicate social justice strategies to reduce health disparities.

STUDENT LEARNING OUTCOMES:
1. Identify ethical issues related to health and illness.
2. Use a social justice model to address social determinants of health.
3. Describe social factors that influence population health and health care.
4. Differentiate social versus behavioral determinants of health.
5. Evaluate evidence for social determinants of health.

REQUIRED READINGS: Available on BRIGHTSPACE and through links.

REQUIRED FILMS available at source links below:

- Unnatural Causes: In Sickness and Wealth
  - Episode 1 - In Sickness and Wealth
  - Episode 2 - When the Bough Breaks
  - Episode 5: Not Just a Paycheck
  - Episode 7: Place Matters

- GEN SILENT
  - https://www.youtube.com/watch?v=fV3O8qz6Y5g

Then enter your URI ID and Password, then login. Go to Unnatural Causes: In Sickness and Wealth.

OR

Go to URI libraries, articles and databases; Type in Kanopy; enter your URI ID and Password, then login. Go to Unnatural Causes: In Sickness and Wealth.
TECHNOLOGICAL REQUIREMENTS:

Computer access to the internet is required in order to successfully navigate this course. Firefox is the recommended browser for BRIGHTSPACE compatibility and can be downloaded free from the following link, Firefox. You will require additional plug-ins (Adobe Reader, Adobe Flash, Real Player, Quicktime). These are all free downloads. Internet Explorer for Windows version 6 or higher is also an option. Be sure to turn off pop up blocker.

To complete your class presentation, you will need a slide show program. Power point is preferred; open office or key note would also work. You will also require a computer microphone for recording.

BRIGHSPACE HELP- Use the navigation tools for help on your toolbar- For IT assistance call the Help Desk at 401-874-4357.

Remember use Firefox as your browser, since there have been compatibility issues with Internet Explorer and Safari. Firefox works on both PC and Mac platforms.

Minimal Technical Skills:

You will need to be proficient creating word documents and power point programs.

CLASSROOM PROTOCOL

For this online course, Brightspace is our “virtual classroom.” Please refer to the link on our course homepage (START HERE) for information on course set up and expectations.

In an online learning environment, “attendance” is measured by your PRESENCE on the site as well as your CONTRIBUTIONS to the site. The importance of regular log-ins and active participation cannot be overstated. I will gauge your participation by regular, on-time Discussion postings and responses, as well as contributions to peer review. If you’ve never taken an online course before, “hanging out” on Brightspace will take some getting used to, and it will be easy to forget about the course from time-to-time. It is, therefore, my strong suggestion that you strive for a daily online “attendance” in order to maximize your chances of successfully completing the course. Please refer to: Schedule of Readings, Assignments, Discussions, and Quizzes below for details on how and when you will be expected to contribute.

Class communication will utilize the message/email function on BRIGHTSPACE

Instructors will usually respond to messages within 48 hours.

ONLINE LEARNING:

As stated above the best way to begin this course is to view the START HERE and read the syllabus. URI has many resources for students taking online courses. This webpage from
the Office of Online Learning has a great deal of information to assist you. Click on the link that follows: All about Online Learning

https://web.uri.edu/online/introduction-to-course-design/

Consider the syllabus as your Guide Map to NUR 280G on BRIGHTSPACE.

This summer session course is divided into 10 weeks. The weekly class module (Class 1 – Class 10) on BRIGHTSPACE contain power point, assigned readings, videos, links to other important content on the internet, quiz and Discussion activities.

Content Considerations

During this course, we will be covering information that may be familiar to you, or perhaps an eye-opening introduction, and for some it may be an uncomfortable experience. If you or people you care about happen to fall into the category of people who are more oppressed than others, and statistically have more negative health outcomes because of this, know that these statistics can be upsetting. If you find any of this content upsetting, know that that is a common reaction to this type of information. You are not alone in this experience. Please give yourself time to sit with this discomfort and reflect upon it so you can complete the assignments and proceed through this class with greater understanding. Regardless of who identifies with this information, one can feel despair when learning about such stark inequalities in our society. Operating within a social justice framework, increases one’s awareness and understanding of inequalities. The goal is to activate learners to think more inclusively and dynamically, in hopes of alleviating the effects of oppression, increasing equity and wellbeing for everyone.

The work in this course is intensive and may be different than what you have experienced in more traditional, face-to-face courses. For example, you will likely be required to be self-motivated and accountable so as to stay on track and participate actively and productively. To ensure your success in this course, please visit the Online Learning website (http://web.uri.edu/learningonline/) to access resources on study skill strategies, time management tips, and participation guidelines targeted at online and blended students.

ASSIGNMENTS AND GRADING POLICY:

EVALUATION METHODS:

Quizzes 40%
Discussion assignments 40%
Final Exam 20%

Specific Instructions, Guidelines, and Rubrics must be followed in completing assignments.

Weekly assignment grades will be posted on BRIGHTSPACE within 1 week of weekly due dates.
DESCRIPTION OF ASSIGNMENTS:

Quizzes (40%)

Due to be completed by SUNDAY of the week assigned at 11:59 PM.

There will be 4 quizzes that will be taken on BRIGHTSPACE over the course of the semester. They will consist of 10 multiple choice questions. Questions will be primarily from material in your weekly class module. There is a two hour time limit on these quizzes. They can only be submitted once, so be sure to save your work as you go along. Although these are are “open book” quizzes. You must Complete all weekly module assignments (ppt, readings, films, youtube/ted talk links and activities) PRIOR to starting the QUIZ. All quiz submission are to be your own- without receiving or offering assistance.

Reflective DISCUSSIONS PROJECT Assignment (40%)

This is a 4 part, cumulative assignment over the course of the semester, each assignment will come with detailed structured instructions. Each section is worth 10% of your grade.

1: Complete the overview of SDOH and post an introduction to classmates

2: Offer a structured reflective observation of one chosen topic in SDOH.

3. Craft a structured conceptualization of your chosen topic using knowledge gained from class materials.

4. Connect strategies for addressing SDOH and offer an upstream response to your topic.

- See Discussion RUBRIC. All assignments are posted in BRIGHTSPACE. Complete the readings, and any other materials which may include videos or websites prior to starting DISCUSSION.

- These assignments encourage reflection, self-growth and awareness. Evaluation will be based on thoroughness of response, referenced and cited examples from the lecture material, thoughtfulness and clarity of expression.

- Basic university standards of academic writing, spelling and grammar are expected.

DISCUSSION PROJECT POST: Due to be completed Thursday of the week assigned by 11.59 PM

General Information on Discussions: You will access the DISCUSSIONS via the menu on the left of the BRIGHTSPACE site. Your role in the DISCUSSION will be to post your discussion ONLINE and then read classmates work regarding the topic by the assigned date. You will be asked to post your “Discussion ” by 11.59 PM Thursday of the week the
topic is assigned, and then read your classmates work by 11.59 Sunday of the week assigned.

The DISCUSSION PROJECT is a way to evaluate your level of understanding of the subject and your ability and confidence to discuss the subject with your classmates. Faculty will take part in discussions by reading posts on an ongoing basis. We will comment on some of the thought-provoking ideas presented by students, and offer probing questions to add to the depth of discussions.

The DISCUSSION is not a place to discuss personal issues. If you have a concern regarding the course work, please message instructor via Brightspace messaging so this can be addressed.

**FINAL EXAM (20%)**

In the FINAL EXAM you will be tested on cumulative knowledge. The final exam is meant to reflect the core content of social determinants of health, social justice and challenging the dominant paradigm about the causes of poor health outcomes. It will contain 25 multiple choice questions. You will have three hours to complete the exam. The course Final Exam will take place on a designated date/time TBD during Finals week of the semester.

**DISCUSSONS RUBRIC:**

<table>
<thead>
<tr>
<th>Discussion Topic Post</th>
<th>Excellent 5-4 pts</th>
<th>Acceptable 3-2 pts</th>
<th>Unacceptable 1 pt.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Contribution</td>
<td>Discussion of topic</td>
<td>Short post (1-2</td>
</tr>
<tr>
<td></td>
<td>thoughtful, logical, and organized. Content and personal reflection evident. Brings new thoughts to discussion. Information cited as required. Reference for cited material included at end of post. Free of grammar or spelling errors. Submitted before deadline allowing others to respond.</td>
<td>appropriate but thoughts not fully developed. Somewhat meaningful connection between content and personal reflection on topic. Some errors in citations and references. Some grammar and spelling errors. Post submitted before deadline.</td>
<td>sentences). Lacks structure, insight or depth. Does not express personal opinion or understanding of subject. Citations and references omitted. Written in informal language with poor spelling and grammar.</td>
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**TAKE NOTE: WEEKLY ASSIGNMENTS NOT SUBMITTED BY DEADLINE WILL RECEIVE A GRADE OF ZERO**
If you anticipate or encounter an issue that will not allow for on-time submission, you must contact instructor via BRIGHTSPACE to advise prior to due dates.

Please back up your work on a word document, flash drive, email to self, and/or store in a cloud. It is a good idea to have a back-up plan in case of computer problems, e.g., a friend’s computer, the library, etc.

GRADING SCALE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
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<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
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<tr>
<td>D</td>
<td>60-66</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
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</table>

**University Policies and Requirements**

1. All students must review STUDENT POLICIES AND REQUIREMENTS. All students must comply with each of these policies.

2. Standards of Behavior and Professional Conduct: University Rules and Regulations

   Life in the academic community must be one of integrity, honesty, acceptance of responsibility, and a willingness to clearly and accurately represent oneself, one’s work and activities. Failure to meet these standards must be treated as a failure to accept responsibility as a student and make one subject to separation from the community. Students must comply with all rules and regulations as written in
All students are responsible for reading and adhering to these policies and procedures.

3. **Academic Integrity and Honesty**

Students are expected to be honest in all academic work.

A student’s name on any written work, quiz or exam shall be regarded as assurance that the work is the result of the student’s own independent thought and study.

Work should be stated in the student’s own words, properly attributed to its source.

Students have an obligation to know how to quote, paraphrase, summarize, cite and reference the work of others with integrity.

The following are examples of academic dishonesty.
- Using material, directly or paraphrasing, from published sources (print or electronic) **without appropriate citation**
- Claiming disproportionate credit for work not done independently
- Unauthorized possession or access to exams
- Unauthorized communication during exams
- Unauthorized use of another’s work or preparing work for another student
- Taking an exam for another student
- Altering or attempting to alter grades
- The use of notes or electronic devices to gain an unauthorized advantage during exams
- Fabricating or falsifying facts, data or references
- Facilitating or aiding another’s academic dishonesty
- Submitting the same paper for more than one course without prior approval from the instructors

Students who engage in academic dishonesty will be reported through the Student Conduct process as outlined in the student handbook.

4. **Academic Enhancement Center**

The work in this course is complex and intensive. To do the best you can, it’s a good idea to visit the Academic Enhancement Center (AEC) in Roosevelt Hall. The AEC offers a comfortable environment in which to study alone or together, with or without a tutor. AEC tutors can assist with test taking skills, answer questions, clarify concepts, check understanding, and help you to study. You can make an appointment or walk during office hours -- Monday through Thursday from 9 am. to 9 pm, Friday from 9 am to 1 pm, and Sunday from 4 pm. to 8 pm. For a complete schedule - including when tutors are available specifically for this class - go to [www.uri.edu/aec](http://www.uri.edu/aec) or call (401) 874-2367 or visit fourth floor of Roosevelt Hall.

5. **Accommodations for Special Needs**

"Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 require the University of Rhode Island to provide academic adjustments or accommodations for students with documented disabilities. The student with a disability shall be responsible for self-identification to the Disability Services for Students in the Office of Student Life by providing appropriate documentation of disability, requesting accommodation in a timely manner, and following accommodations requested." It is the student’s responsibility to make arrangements for any special needs and the instructor’s responsibility to accommodate them with help from the Office of Disability Services for
Students. Any student with a documented disability is encouraged to contact faculty as early in the semester as possible so that reasonable accommodations can be arranged. As part of this process, please contact Disability Services for Students Office at 330 Memorial Union, 401-874-2098. http://web.uri.edu/disability/aboutdss/

6. The Writing Center

The Writing Center is for all writers, all disciplines, at all levels, and all stages of writing. If an instructor suggests that you go to the Writing Center, it is not a punishment, and does not mean that you are a terrible writer. It means the instructor wants you to receive more individualized attention to your writing than s/he is able to provide, given the constraints of the class. It will only improve your grade. If possible, call ahead for an appointment (874-4690). Drop-in tutorials are often available. You may make repeat appointments, requesting the same tutor each time if you wish. http://events.uri.edu/group/writing_center

7. Religious Holidays

University of Rhode Island allows students, on an individual basis, the opportunity to observe their traditional religious holidays. Students desiring to observe a holiday of special importance must provide written notification to each instructor prior to scheduled observance.

COVID-19 Statement SUMMER 2022:

COVID Precautions Statement: The University is committed to delivering its educational mission while protecting the health and safety of our community. As members of the URI community, students are required to comply with standards of conduct and take precautions to keep themselves and others safe. • Universal indoor masking is required of all community members, on all campuses and in university vehicles, regardless of vaccination status. • We strongly recommend surgical or higher grade masks in all indoor campus spaces. Masks should be properly worn, well-fitting, and high quality. • Students who do not comply with the indoor masking requirement will be asked to leave class and will be reported through the Student Conduct process. • Students who are experiencing symptoms should NOT go to class/work until they have received a negative test; or if they test positive, after they have completed the required isolation period. Those who test positive for COVID-19 should follow updated isolation guidelines from the Rhode Island Department of Health and CDC. Please visit the Health Services website for the most up-to-date symptomatic testing schedule. If you are unable to attend class or complete assignments please notify me at 401-308-8450 or at cmmay@uri.edu

TIMELY COMMUNICATION IS KEY.

We will work together to ensure that course instruction and work is completed for the semester.
**Anti-Bias Statement:** We respect the rights and dignity of each individual and group. We reject prejudice and intolerance, and we work to understand differences. We believe that equity and inclusion are critical components for campus community members to thrive. If you are a target or a witness of a bias incident, you are encouraged to submit a report to the URI Bias Response Team at www.uri.edu/brt. There you will also find people and resources to help.

**Disability, Access, and Inclusion Services for Students:** Your access in this course is important. Please send me your Disability, Access, and Inclusion (DAI) accommodation letter early in the semester so that we have adequate time to discuss and arrange your approved academic accommodations. If you have not yet established services through DAI, please contact them to engage in a confidential conversation about the process for requesting reasonable accommodations in the classroom. DAI can be reached by calling: 401-874-2098, visiting: web.uri.edu/disability, or emailing: dai@etal.uri.edu. We are available to meet with students enrolled in Kingston as well as Providence courses.
# NUR280G SUMMER 2022 Social Determinants of Health: Class Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Readings/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WEEK 1</strong> 5/23</td>
<td>Introduction to SDOH: course content and requirements</td>
<td>PRIOR TO BEGINNING WEEK ONE: Review START HERE TAB, Review course syllabus. Note due dates and rubrics for Assignments and grading. Explore the following: Online Learning tips here: <a href="https://brightspace.uri.edu/d2l/home">https://brightspace.uri.edu/d2l/home</a></td>
</tr>
<tr>
<td><strong>WEEK 2</strong> 5/30</td>
<td>Ethics and Upstream Thinking</td>
<td>Complete all learning, lecture and materials: Class 1: Principles of SDOH Assignments: 1: COMPLETE - START HERE tabs, Class Structure-Syllabus and rubrics 2: QUIZ: PRINCIPLES of SDOH Complete: Online all learning lectures and materials for Class 2 Assignments: 1: QUIZ: Ethics, Upstream Thinking and SDOH 2: DISCUSSION PROJECT Part #1: Post Introduction to class and classmates</td>
</tr>
</tbody>
</table>
1: DISCUSSION PROJECT POST Part#2: Post Topic Choice and structured reflection.

Complete the following: Online lecture and materials for Class 5: Gender Inequality, Sexual Health and SDOH

Assignment: 1: QUIZ: Gender and Sexual Health in SDOH

Complete Online Lectures/activities and learning for Class 6: Structural Racism as SDOH

Assignment: 1: DISCUSSION PROJECT Part #3: Post a Structured conceptualization of your chosen topic using knowledge gained from class materials.

Complete the following: Online Learning, lecture and materials for Class 7: Vulnerable Populations

Assignment: 1: QUIZ: Vulnerable Populations and SDOH

Complete the following: Online learning lecture and materials for Class 8: Strategies for addressing SDOH

Assignment: 1: QUIZ HiAP Strategies in SDOH

Course Review, Final Exam Study Guide and IDEA Evaluations

Final Assignment: 1#: DISCUSSION PROJECT Part #4: Connect strategies for addressing SDOH. Post an upstream response to your SDOH topic.

Final Exam: Date and Time TBD
10
7/25/27/30/2
2

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