

Course Title: *Long Term Effects of Child Inequality & Adversity*

Course Number: *HBSP0602J030*

Course Pre- and Co-requisite(s): *PHCO 0502J (Principles & Methods of Epidemiology), PHCO 0504J (Introduction to Biostatistics)*

Course Location: *Zoom (synchronous). Details for joining are below and on the class Canvas site.*

Zoom link:
<https://rutgers.zoom.us/j/97939596156?pwd=MVBJeitxMEVFdUEzTnVPRFZIRG1aQT09>

Zoom passcode: 007532

Course Date & Time: *Mondays 1800-2000, Spring 2023*

Course Instructor: *Mark McGovern, PhD, Assistant Professor, Health Behavior, Society and Policy, Piscataway, mark.mcgovern@rutgers.edu*

Office Hours: *By Appointment*

Course Assistant: *None*

Course Website: *CANVAS*

Required Course Text: *None*

Readings: *Weekly readings will be provided (see below).*

Additional Resources: *Weekly readings will be supplemented with other resources, including videos and podcasts that will be made available on the course website.*

Course Description: *This module will introduce students to a life course perspective on population health and aging. Building on an overview of the data and literature on inequalities in infant and child health, this course will examine how the long-run influence of these disparities at both the individual and group levels can be traced from early life. Disparities considered will include health differences by race, location and socioeconomic status, amongst others. An interdisciplinary perspective will be adopted for understanding the lasting impact of childhood experiences, incorporating frameworks from epidemiology, psychology, sociology, and economics. The bi-directional relationship between health and wealth over the life cycle will be explored along with intergenerational transmission of disadvantage, and while the course will primarily focus on the United States, these relationships will also be explored in other contexts. Throughout, emphasis will be placed on evaluating the long-run implications of public health interventions and policies in light of these life cycle effects.*

Selected Concentration Competencies Addressed:

Each Concentration identifies competencies for each degree offered. The competencies addressed in this course for the MPH in Population Aging include:

- 1 Use theories of aging in the analysis and evaluation of current health care issues

- 2 Analyze interventions and policies to improve older adult outcomes and population aging outcomes
- 3 Explain the obstacles to, and facilitators of, improved older adult outcomes and population aging outcomes
- 4 Analyze the effects of inequality at birth and adverse childhood experiences on population aging outcomes
- 5 Compare the experience of aging in the United States with the experience of aging outside the United States

Please visit the Concentration webpages on the School of Public Health's website at sph.rutgers.edu for additional competencies addressed by this course for other degrees and concentrations.

Course Objectives: By the completion of this course, students will be able to:

- A Describe the magnitude of the relationship between adult outcomes and childhood experiences in different contexts
- B Critically evaluate evidence assessing the causal effect of early life characteristics across the life cycle
- C Identify the different theoretical frameworks used to consider the life course approach across disciplines
- D Apply the life course perspective to the evaluation of public health policy

Course Requirements and Grading:

There are four elements to the assessment for this course: A paper presentation, a mid-term examination, a group project (each of which are worth 30 points), and class participation (worth 10 points). Paper presentations will take place throughout the semester. Each student will be assigned one reading related to a topic relevant for the course, and will be asked to present a brief summary and critical discussion of the paper for these in class. The examination will take place before midterm and will assess student's progress on the first half of the course. A group project, based on a major topic in life course research, will be assigned for the second half of the semester. Students will be divided into groups at the beginning of the course and will be guided through preparation of the project as the semester progresses. The grade for class participation will be assessed based on contributions (comments and questions) during students' presentations of assigned papers, as well as contributions to the class CANVAS site where students will be asked to post comments and questions on assigned readings. Detailed information about what is expected from course assessments will be provided to students at the beginning of the semester.

1. Paper Presentation	30 pts.
2. Midterm examination	30 pts.
3. Group Project	30 pts.
4. Class Participation	<u>10 pts.</u>
Total:	100 pts.

Online 30s:

Online 30 assignments will accompany lectures and will involve interacting with a research paper or media relevant to the course. Further details will be given in class.

Guest speakers:

Details of guest speakers will be given in class.

Course Schedule:

(Preliminary)

Course Week (1-15)	Date	Class Topic	Online 30	Assignments/ Assessments
1	1/23	Course introduction	Course introduction	
2	1/30	Population-level data on health inequalities, demographics and public policy	Identify a paper of interest to present during the semester	
3	2/6	Long-term care Guest Lecture: Dr Hyunjee Kim	For this week's online 30, review the video on the subject of long-term care	
4	2/13	Developmental origins of adult health and disease	Post a question or comment on the class Canvas site on this week's presentation papers	Paper presentations
5	2/20	Social determinants and early life outcomes	Post a question or comment on the class Canvas site on this week's presentation papers	Paper presentations

6	2/27	Early life health and economic outcomes	Post a question or comment on the class Canvas site on this week's presentation papers	Paper presentations
7	3/6	Midterm exam	Midterm exam	Midterm exam
Spring Break				
8	3/20	Impacts of early childhood education	Post a question or comment on the class Canvas site on this week's presentation papers	Paper presentations
9	3/27	The life course in low and middle income countries	Post a question or comment on the class Canvas site on this week's presentation papers	Paper presentations
10	4/3	Addressing US maternal mortality: a life course perspective Guest Lecture: Dr Slawa Rokicki	Watch Dr. Rachel Hardeman's presentation: "Disparities and Social Determinants of Maternal Mortality" https://videocast.nih.gov/summary.asp?live=31715&bhcp=1 ****NOTE****: Start video at 1:10:22 and end at 1:28:45.	
11	4/10	Intergenerational effects of public policy	Post a question or comment on the class Canvas site on this week's presentation papers	Paper presentations

12	4/17	Evidence and policy	Post a question or comment on the class Canvas site on this week's presentation papers	Paper presentations
13	4/24	Inequality across the life course	Post a question or comment on the class Canvas site on this week's presentation papers	Paper presentations
14	5/1	Social mobility and health	Post questions and comments on assigned reading/video to class CANVAS site	
15	5/8	Final Lecture: Group presentations	Final class review	Group project due

Competency	Course Objectives(s)	Lessons	Assessment(s)
1. Use theories of aging in the analysis and evaluation of current health care issues	A, C, D	1, 4, 5, 6, 7, 11, 14, 15	Midterm, Group Project
2. Analyze interventions and policies to improve older adult outcomes and population aging outcomes	B, D	2, 3, 6, 7, 11, 13	Group Project
3. Explain the obstacles to, and facilitators of, improved older adult outcomes and population aging outcomes	A, C	1, 8, 9, 10, 14, 15	Paper Presentations
4. Analyze the effects of inequality at birth and adverse childhood experiences on	A, B, C, D	1, 2, 3, 6, 8, 9, 10, 13, 15	Paper Presentations, Midterm, Group Project

population aging outcomes			
5. Compare the experience of aging in the United States with the experience of aging outside the United States	A	1, 3, 12, 14, 15	Paper Presentations

- *School-wide uniform grading scale:*

Grading Policy: 94 – 100 A
 90 – <94 A-
 87 – <90 B+
 84 – <87 B
 80 – <84 B-
 77 – <80 C+
 70 – <77 C
 <70 F

Reading list

There is no required textbook for this class, instead readings will be provided on the class Canvas site.

Learning Management System: Canvas will be used extensively throughout the semester for course syllabus, assignments, announcements, communication and/or other course-related activities. It is the student's responsibility to familiarize themselves with Canvas and check it regularly. If you have difficulties accessing Canvas, please inform the instructor and Canvas Support (help@canvas.rutgers.edu). Canvas is accessible at canvas.rutgers.edu.

School of Public Health Honor Code: The School of Public Health Honor Code is found in the School Catalog (sph.rutgers.edu/academics/catalog.html). Each student bears a fundamental responsibility for maintaining academic integrity and intellectual honesty in his or her graduate work. For example, all students are expected to observe the generally accepted principles of scholarly work, to submit their own rather than another's work, to refrain from falsifying data, and to refrain from receiving and/or giving aid on examinations or other assigned work requiring independent effort. In submitting written material, the writer takes full responsibility for the work as a whole and implies that, except as properly noted by use of quotation marks, footnotes, etc., both the ideas and the works used are his or her own. In addition to maintaining personal academic integrity, each student is expected to contribute to the academic integrity of the School community by not facilitating inappropriate use of her/his own work by others and by reporting acts of academic dishonesty by others to an appropriate school authority. It should be clearly understood that plagiarism, cheating, or other forms of academic dishonesty will not be tolerated and can lead to sanctions up to and including separation from the Rutgers School of Public Health.

Students with Disabilities: Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student must apply for Services by first completing a Registration Form with the Rutgers Office of Disability Services (ODS) at ods.rutgers.edu. The student will also be required to participate in an ODS intake interview and provide documentation. If reasonable accommodations are granted, ODS will provide

you with a Letter of Accommodations which should be shared with your instructors as early in your courses as possible.

Commitment to Safe Learning Environment: The Rutgers School of Public Health is committed to helping create a safe learning environment for all students and for the School as a whole. Free expression in an academic community is essential to the mission of providing the highest caliber of education possible. The School encourages civil discourse, reasoned thought, sustained discussion, and constructive engagement. Provocative ideas respectfully presented are an expected result. An enlightened academic community, however, connects freedom with responsibility. The School encourages all students to disclose any situations where you may feel unsafe, discriminated against, or harassed. Harassment or discrimination of any kind will be not tolerated and violations may lead to disciplinary actions.

Reporting Discrimination or Harassment: If you experience any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, know that help and support are available. You may report such incidents to the [RBHS Title IX Office](#) or to the School of Public Health's [Office of Student Affairs](#). Rutgers University has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. If you experience any other form of discrimination or harassment, including racial, ethnic, religious, political, or academic, please report any such incidents to the School's [Office of Student Affairs](#). The School strongly encourages all students to report any incidents of discrimination or harassment to the School. Please be aware that all Rutgers employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers as listed in Appendix A to [Policy 10.3.12](#)) are required to report information about such discrimination and harassment to the School and potentially the University. For example, if you tell a faculty or staff member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty or staff member must share that information with the [RBHS Title IX Coordinator](#). If you wish to speak to a confidential employee who does not have this reporting responsibility, you can find a list of resources in Appendix A to University [Policy 10.3.12](#). For more information about your options at Rutgers, please visit [Rutgers Violence Prevention and Victim Assistance](#).

Graduate Student Computer Policy: Students are required to possess a personal laptop, no older than approximately two years, that must meet minimum requirements which may be found online at: sph.rutgers.edu/student-life/computer-support.html

Policy Concerning Use of Recording Devices and Other Electronic Communications Systems: When personally owned communication/recording devices are used by students to record lectures and/or classroom lessons, such use must be authorized by the faculty member or instructor who must give either oral or written permission prior to the start of the semester and identify restrictions, if any, on the use of mobile communications or recording devices.

Policy Concerning Use of Turnitin: Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com (directly or via learning management system, i.e. Canvas) for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site. Students who do not agree should contact the course instructor immediately.

Withdrawal/Refund Schedule: Students who stop attending their course(s) without submitting a completed [Add/Drop Course](#) form will receive a failing grade. Furthermore, students dropping to zero credits for the semester are considered withdrawn and must submit a completed [Leave of Absence](#) form from the School of Public Health's Office of Student Affairs. The School of Public Health refunds tuition only. Administrative and technology fees are non-refundable. You may find the Withdrawal/Refund

Schedule on the School of Public Health website at:
sph.rutgers.edu/academics/academic-calendar.html

Overview of School Policies: Academic and non-academic policies and procedures, such as Auditing a Course, Retaking Courses, Grade Grievance and others that cover registration, courses and grading, academic standing and progress, student rights and responsibilities, graduation and more may be found under [Policies](#) on the School of Public Health website. Below are select specific policies; however, students are responsible for keeping informed about academic and non-academic policies and procedures beyond those noted on this syllabus.

Special Circumstances During COVID-19: This is an online course, however if you are visiting campus please consult the university's [COVID-19 website](#).

Student Well-Being: The School of Public Health recognizes that students may experience challenges or be negatively impacted due to the COVID-19 pandemic, mental and emotional health toll from systemic racism, altered personal and professional obligations, and other crises existing at the moment in our local, national, and global communities. Students are encouraged to discuss these challenges and circumstances with their instructor, if they feel they may need additional support or temporary accommodations at the beginning or during this course. The course instructor may consider making reasonable temporary adjustments depending on the student's situation. If additional support is needed, students may reach out to the Office of Student Affairs (studentaffairs@sph.rutgers.edu) or any of the appropriate referral resources listed on the [SPH Student Connect](#) Canvas page.