Instructor: Fred Zimmerman, PhD  
Email: fredzimmerman@ucla.edu  
Office: CHS 31-236B  
Office hours: Tuesdays & Thursdays 10:00-11:50pm or by appointment. Please contact Dr. Zimmerman by email to set up a Zoom appointment, even if it’s during regular office hours.

NOTE: The first week will be synchronous, meaning that all students must log in by Zoom by 10am on both Tuesday and Thursday. Weeks 2-9 will be asynchronous, meaning that video content will be posted online for students to review on their own. There will be no real-time class meetings for weeks 2-9. Week 10 will be student presentations, and will again be synchronous.

Students will be invited to a 1-hour rap session on a Thursday from 10:-11:00, randomly during weeks 2-7. This will just be a general check-in.

Course Description  
It is now widely recognized that health outcomes depend far more on health behaviors and the social and physical environments than on medical care. This course introduces students to the underlying causes of health, wellness, and illness. Theories and evidence supporting multiple underlying determinants of health in populations are presented. Through these perspectives, students will increase their understanding of the interplay of social, economic, behavioral, environmental, and other factors that influence the health of populations, and sub-groups. The course clarifies how an understanding of determinants of health can influence public policy, planning, and research to promote a healthier society with greater health equity.

Resources  
There is no required textbook. The syllabus includes a large number of textual, video and audio resources, from which students themselves will select a smaller number to discuss in depth.

Lectures and Self-Assessments  
Each week of the quarter presents the determinants of health from a different perspective. Usually, but not always, this perspective is that of a particular determinant, such as economic inequality, medical care, or climate change. For most weeks, video lectures will be posted online. Students are expected to view each lecture and then complete a self-assessment afterward, which will be graded pass/fail. All students who complete the entire self-assessment will receive a passing grade on these assignments. In light of the Covid-19 disruption, there is no other regular, weekly reading assigned.

Resource Reviews
Each student is required to submit 2 resource reviews in the course of the quarter: one in weeks 1-5 and a second in weeks 6-10. Students will choose a resource (that is, a reading, a video, a song, etc) from the list on the syllabus or any other resource. These reviews will be approximately 700 words long and will process the information in one (or more) of the resources in a creative way.

**Final Project**

Students have two options for a final project.

- Submit a white paper on population health describing a determinant of health for senior leadership in a health system. The white must briefly describe the determinant of health and describe its history in a particular region or community. It must then describe in a deep and/or innovative way the role of this determinant of health outcomes in the community or region. The white paper must present the history and causal pathways in a level of depth and detail that are not likely to be understood by senior medical leadership. Then a business case must be advanced—not described in any detail, but simply raised as a possibility.

- Submit a detailed plan for a communication piece designed to educate non-experts about the determinants of population health. The communication piece will take the form of a podcast, short video, data visualization or other creative product. Note that the final project only describes this communication piece—students are not expected to actually produce it (although extra credit if you do!). The project will be graded on the basis of its expected ability to convey surprising and unexpected insight about the determinants of health in a way that is compelling and memorable.

**Assessments**

<table>
<thead>
<tr>
<th>Percent of Final Grade</th>
<th>Due Dates</th>
<th>Grading Scheme</th>
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<tbody>
<tr>
<td>First Resource Review</td>
<td>10% rolling</td>
<td>0-100</td>
</tr>
<tr>
<td>Second Resource Review</td>
<td>10% rolling</td>
<td>0-100</td>
</tr>
<tr>
<td>Final-Project idea</td>
<td>5% 4/12/20</td>
<td>P/F</td>
</tr>
<tr>
<td>Final Project draft</td>
<td>5% 5/17/20</td>
<td>0-100</td>
</tr>
<tr>
<td>Final Project</td>
<td>10% 6/1/20</td>
<td>0-100</td>
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<tr>
<td>Comprehension checks</td>
<td>50% Twice weekly</td>
<td>P/F</td>
</tr>
<tr>
<td>Attendance in final two sessions</td>
<td>10% 6/2; 6/4</td>
<td>P/F</td>
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Note that by design, a majority (65%) of your grade is Pass/Fail. A passing grade will be assigned a score of 100, which means that if you do the work, you are well on the way to a good grade. This is designed to take grading pressure off students in a time of unusual stress and disruption. If you are unable to complete assignments at any point in the quarter for any reason associated with Covid-19, please get in touch with me and I will make accommodations. The

**Guidance on Assignments**

Guidance on assignments will be posted on the course website. This guidance may be modified during the course of the quarter to accommodate enrollment, timelines, and other constraints.
The Regrettable and the Lamentable
Students experiencing or considering an unfortunate event or adverse circumstance of any sort are encouraged to be in touch directly with Dr. Zimmerman. Anna Lim, the Department’s SAO, is also a useful resource.

Course Schedule
*Please note that because of the uncertainties associated with Covid-19, this schedule may change.*

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Tuesday</td>
<td>March 31</td>
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<td>1</td>
<td>Thursday</td>
<td>April 2</td>
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<td>2</td>
<td>Tuesday</td>
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<td>Thursday</td>
<td>April 9</td>
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<td>3</td>
<td>Tuesday</td>
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<td>3</td>
<td>Thursday</td>
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<td>Tuesday</td>
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<tr>
<td>4</td>
<td>Thursday</td>
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<td>5</td>
<td>Tuesday</td>
<td>April 28</td>
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<td>5</td>
<td>Thursday</td>
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<td>6</td>
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<td>10</td>
<td>Thursday</td>
<td>June 4</td>
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Learning Objectives for the Course by Session
By the end of this quarter, students should be able to:

**Introduction**
- Describe some of the changing context of population health throughout the millennia;
- Describe the changing context of population health over the 20th Century;

**Tracking Population Health**
- List several sources of data about individual health at the local, state, national and international levels;
- List several summary measures of population health at the local, state, national and international levels;

**Causal Reasoning for Population Health**
• Differentiate between the determinants of individual health and the determinants of population health;
• Distinguish between causes and forces;
• Explain the metaphor of upstream health determinants;
• Apply the distinctions of the upstream metaphor to health risks today;
• Identify forcing factors in population health;

Models of the Determinants of Health
• Identify several prominent models of the determinants of health;
• Organize various determinants of individual and population health into one of the major models of health;
• Memorize the approximate contribution of different determinants to health;

Stress
• Describe the effects of stress on human health;

Structure and Agency
• Explain the distinction between structure and agency;
• Provide some examples of how structure influences health outcomes;

One World and One Health
• Identify the connections between ecosystem health and human health;
• List at least 2 ways in which human health is intertwined with animal health;
• List at least 1 way in which human health is intertwined with the health of the ecosystem;

Climate Change
• Identify some of the current and expected effects of climate change on human health;

Built Environment
• Explain the concept of collective decisions;
• Identify several aspects of the built environment that affect health;
• Explain how the built environment affects human health;

Structural Racism
• Differentiate between race and racism as determinants of health;
• Explain the distinctions between structural racism, institutional racism, and interpersonal racism;
• Identify some of the historical processes of structural racism in the US context;

Inequality
• Differentiate among several types of social and economic inequality;
• Discuss the effects of economic inequality on health;

Money Flows through the Body Toward Power
• Define capitalism, socialism, democratic socialism and communism;
• Provide examples of how market capitalism can promote health;
• Provide examples of how market capitalism can harm health;
• Analyze the conditions in which market capitalism is likeliest to promote health;

International Health and Medical Care
• Describe the state of population health in a selection of diverse countries around the world;
• Briefly describe medical care delivery systems in diverse countries around the world;

**US Medical Care**
• Describe the contributions of medical care to population health in the U.S.;

**Children and the Lifecourse**
• Sketch the typical trajectory of health over the lifecourse;
• Demonstrate how the typical trajectory is altered by positive and negative early life events;

**Economic and Social Policy**
• Distinguish the effects of various economic and social policies on population health;

**Public Health**
• Interpret the existing evidence on the impact of public health on population health outcomes.

**Gender**
Why is there nothing on the syllabus about gender, gender presentation or sexual orientation, all of which are important determinants of health? Two reasons. First, issues of gender are woven through many of the other topics. Students who are tapped to lead sessions are welcome to choose readings from this list—or any other readings—that have a primary focus on gender issues. Second, there is a separate class dedicated entirely to this topic, HPM 284 Social Policy and Health: The Case of Gender.

**Resources by Session**

*Video resources in sepia*

*Web sources in blue*

*Songs in green*

1. **Introduction**
   a. 7-Up

2. **Tracking Health**
e. County Health Rankings: www.Countyhealthrankings.org
f. America’s Health Rankings https://www.americashealthrankings.org/
g. Healthy People leading health indicators: http://www.healthypeople.gov/2020/Leading-Health-Indicators

3. Causal Reasoning for Population Health

4. Models of Determinants of Health
5. **Stress**

6. **Structure, Agency & Health Behaviors**
j. Nicholas Kristof on the William Julius Wilson hypothesis of social decay. https://www.youtube.com/watch?v=6mBsNtw02P4

l. Interview with Nicholas Kristof and Sheryl WuDunn about their book *Tightrope: Americans Reaching for Hope*. https://www.youtube.com/watch?v=Z-x1209sUug

m. *Johnny Cash*, *16 Tons*

7. **Climate Change**

   e. *Radiohead*, *Idioteque*

8. **OneHealth: Our Relationships to the Natural World**

9. **Built Environment**
   e. *Joni Mitchell*, *Big Yellow Taxi.*
10. **Structural Racism**
   j. **Public Enemy**, Fight the Power

11. **Inequality & Health**
   f. **TED Talk by Richard Wilkinson**: *Inequality Harms Society.*
http://www.ted.com/talks/richard_wilkinson.html

12. Money Flows Through the Body Toward Power


13. International Health & Medical Care

b. Hans Rosling, Child Mortality: https://www.ted.com/talks/hans_rosling_the_good_news_of_the_decade_we_re_winning_the_war_against_child_mortality


14. US Medical Care


o. Zimmerman FJ. The Optimal Quantity of Medical Spending. Mimeo. Under review.
15. Children & the Lifecourse

16. Economic & Social Policy
   g. Siddiqi, Arjumand, and Clyde Hertzman. 2007. "Towards an epidemiological understanding of the effects of long-term institutional changes on population
health: a case study of Canada versus the USA." *Social science & medicine* 64 (3):589-603.


17. Public Health


18. [Tues, June 2] Presentations

19. [Thurs, June 4] Presentations