

Class 5 - Socioeconomic Status

A decorative graphic consisting of several horizontal lines of varying lengths and colors (teal, light blue, white) extending from the right side of the slide towards the center.

Agenda

- SES – what is it?
- Income
- Education
- Employment
- Life course considerations
- UTEC coming next week
- Informal HIA preference poll

SES

- Money
 - Knowledge
 - Prestige
 - Power
 - Networks
-
- Position (relational)
 - Status (amount)

Fundamental Cause Theory

Reactions?

Income

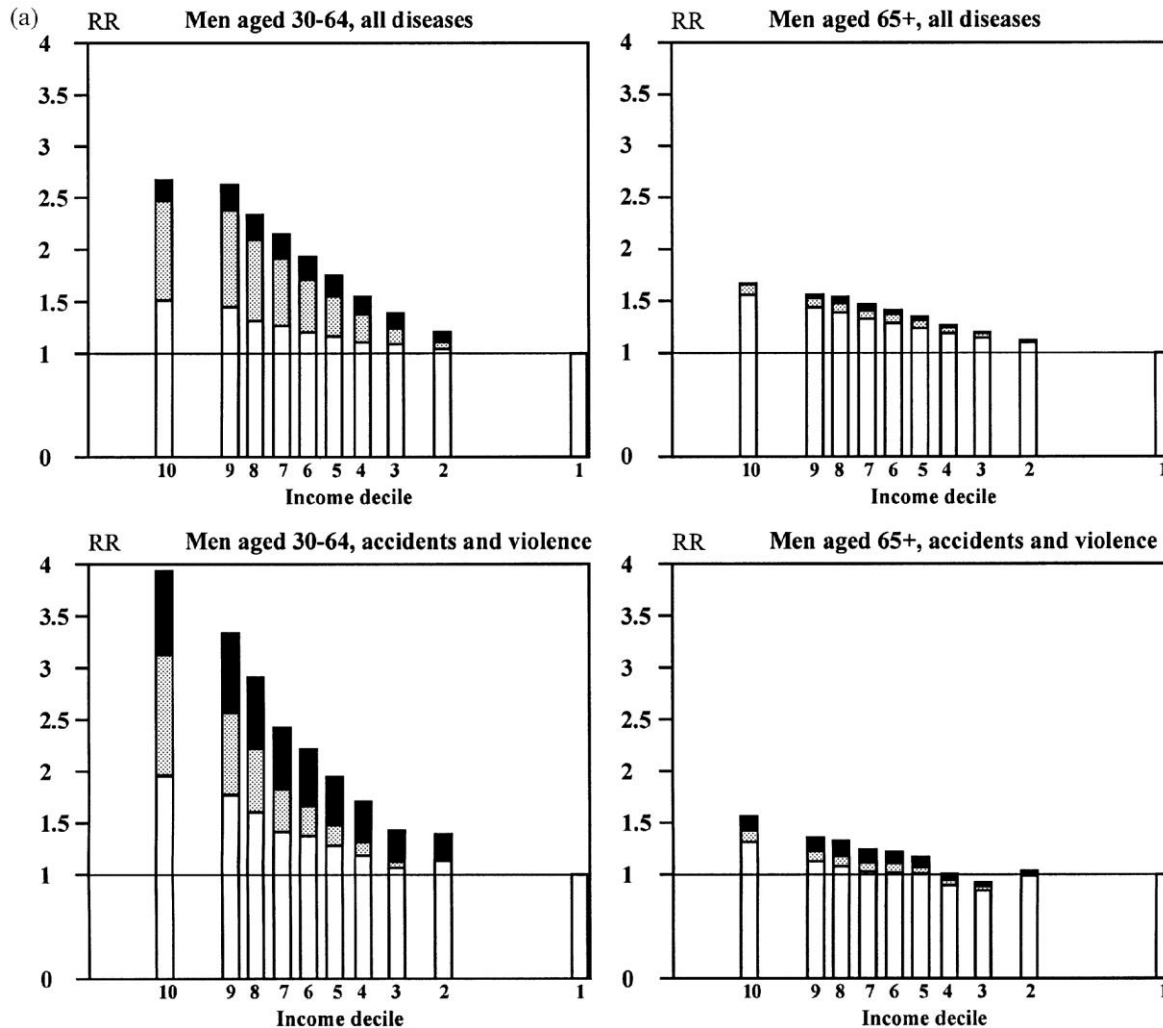
Household or individual
Point in time or average
Wealth

- Material resources
- Control
- Participation
- Relative social standing
- Network

Income

- Natural experiments (EITC) – birth outcomes and child development
- Conditional cash transfers –child health, diarrheal disease and malnutrition.
 - Increased risk of obesity and unhealthy behaviors
- Experiments –mixed
 - Casino studies - drug use, better mental health
*BMI modified by household SES. Death from accidents increased

Mortality Rate by Income Decile



Attenuation of the relative rates after adjustment for social class and education is shown by the dark grey sections, and further adjustment for own economic activity by the light grey sections.

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Pekka Martikainen et al. Income differences in mortality: a register based follow-up study of three million men and women. *Int. J. Epidemiol.* 2001;30:1397-1405

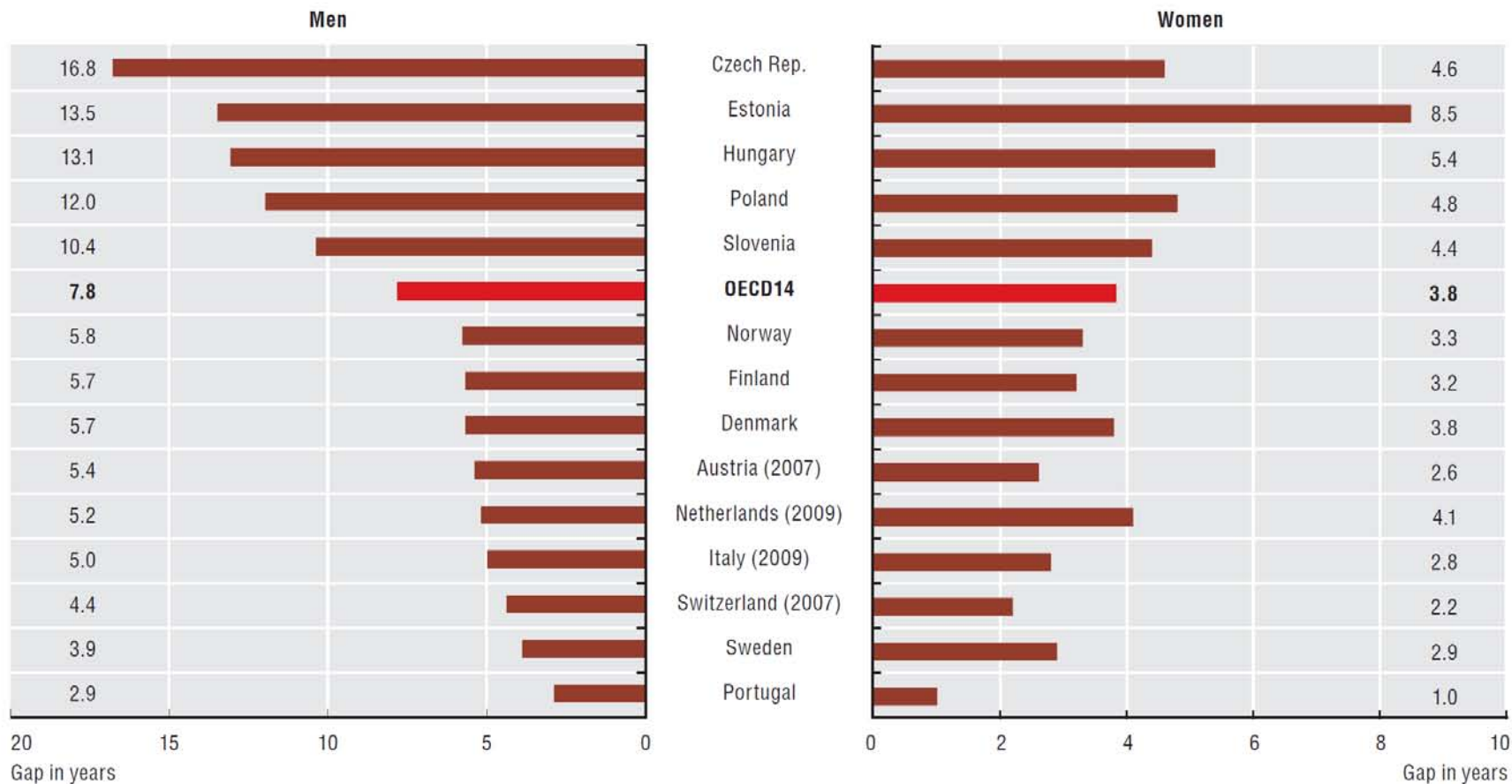
Education

Years of school

Quality of schooling

- Health information
- Cognitive/emotional skills
- Literacy
- Numeracy
- Credentials
- Networks
- Income

1.2.2. Gap in life expectancy at age 30 by sex and education level, 2010 (or nearest year)



Note: The figures show the gap in the expected years of life remaining at age 30 between adults with the highest level (“tertiary education”) and the lowest level (“below upper secondary education”) of education.

Source: Eurostat database complemented with national data for Austria, Netherlands and Switzerland.

Figure 1 from Muennig, P., Schweinhart, L., Montie, J., & Neidell, M. (2009). "Effects of a Prekindergarten Educational Intervention on Adult Health: 37-Year Follow-Up Results of a Randomized Controlled Trial." *American Journal of Public Health*, 99(8), 1431-1437 removed due to copyright restrictions.

Perry Preschool

- \$13 return for \$1 spent
- Criminal involvement
- Health insurance
- Health behaviors
- Mortality, self-rated health, stopping work
($p < .05$)

Abecedarian

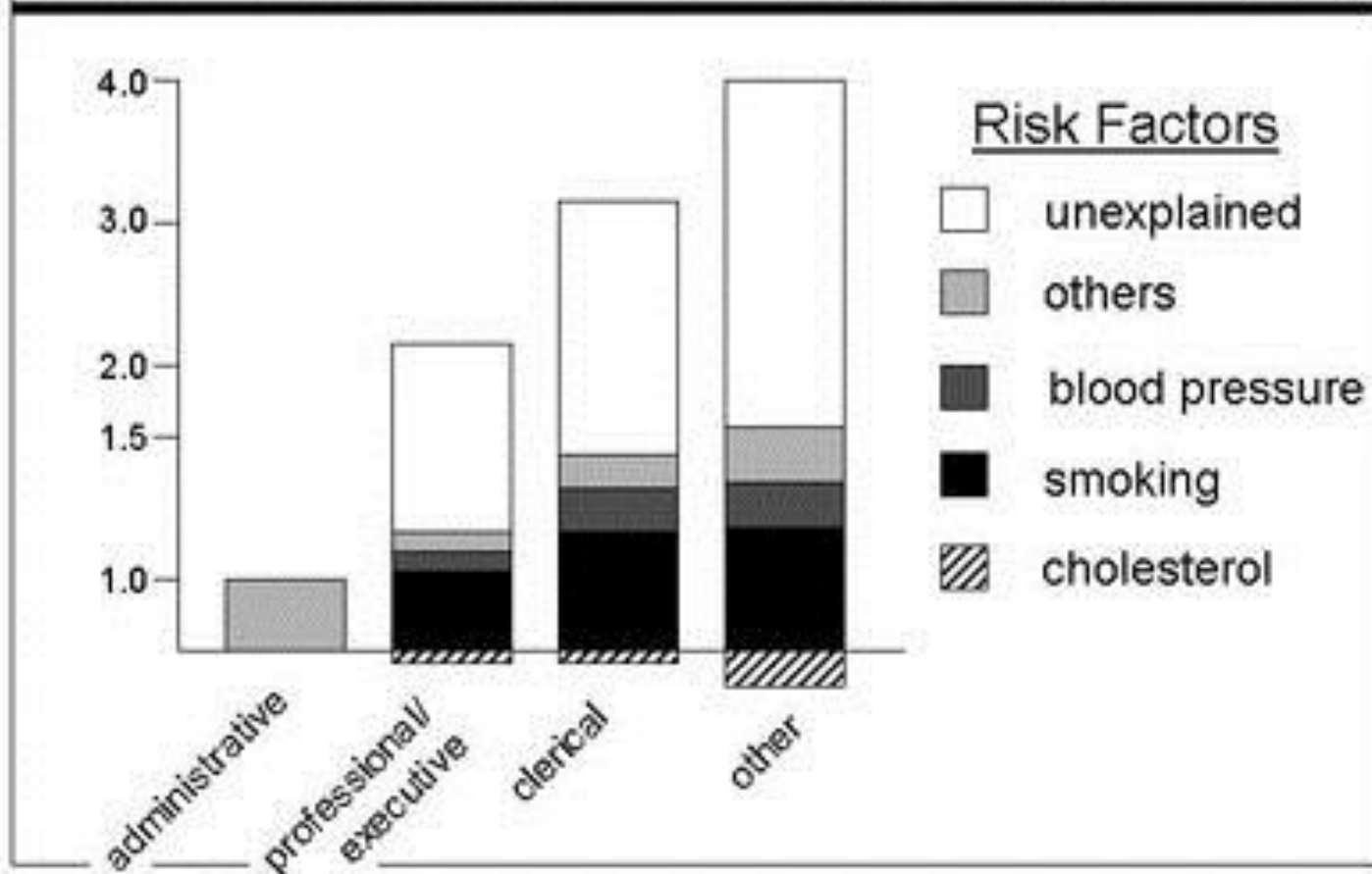
- 1970s
- Childcare infancy – age 5, factorial design with extra services through grade 2
- Pregnancy
- Depression
- Drug use
- Health problems | hospitalizations
- Index of 11 health problems

Employment

- Employment status
- Occupation
- Job security

- Job strain
- Occupational hazards
- Economic deprivation
- Latent functions (time structure, social contact, purpose, mental stimulation)
- Networks

CHD Mortality – UK Whitehall Study



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Marmot, M. G., Rose, G., Shipley, M., & Hamilton, P. J. (1978). Employment grade and coronary heart disease in British civil servants. *Journal of epidemiology and community health*, 32(4), 244-249.

Demands (D) Often. Sometimes. Seldom. Never/almost never

- D1. Do you have to work very fast?
- D2. Do you have to work very intensively?
- D3. Does your work demand too much effort?
- D4. Do you have enough time to do everything?
- D5. Does your work often involve conflicting demands?

Control (C) Often. Sometimes. Seldom. Never/almost never

- C1. Do you have the possibility of learning new things through your work?
- C2. Does your work demand a high level of skill or expertise?
- C3. Does your job require you to take the initiative?
- C4. Do you have to do the same thing over and over again?
- C5. Do you have a choice in deciding HOW you do your work?
- C6. Do you have a choice in deciding WHAT you do at work?

Support (A) Strongly agree. Mildly agree. Mildly disagree. Strongly disagree

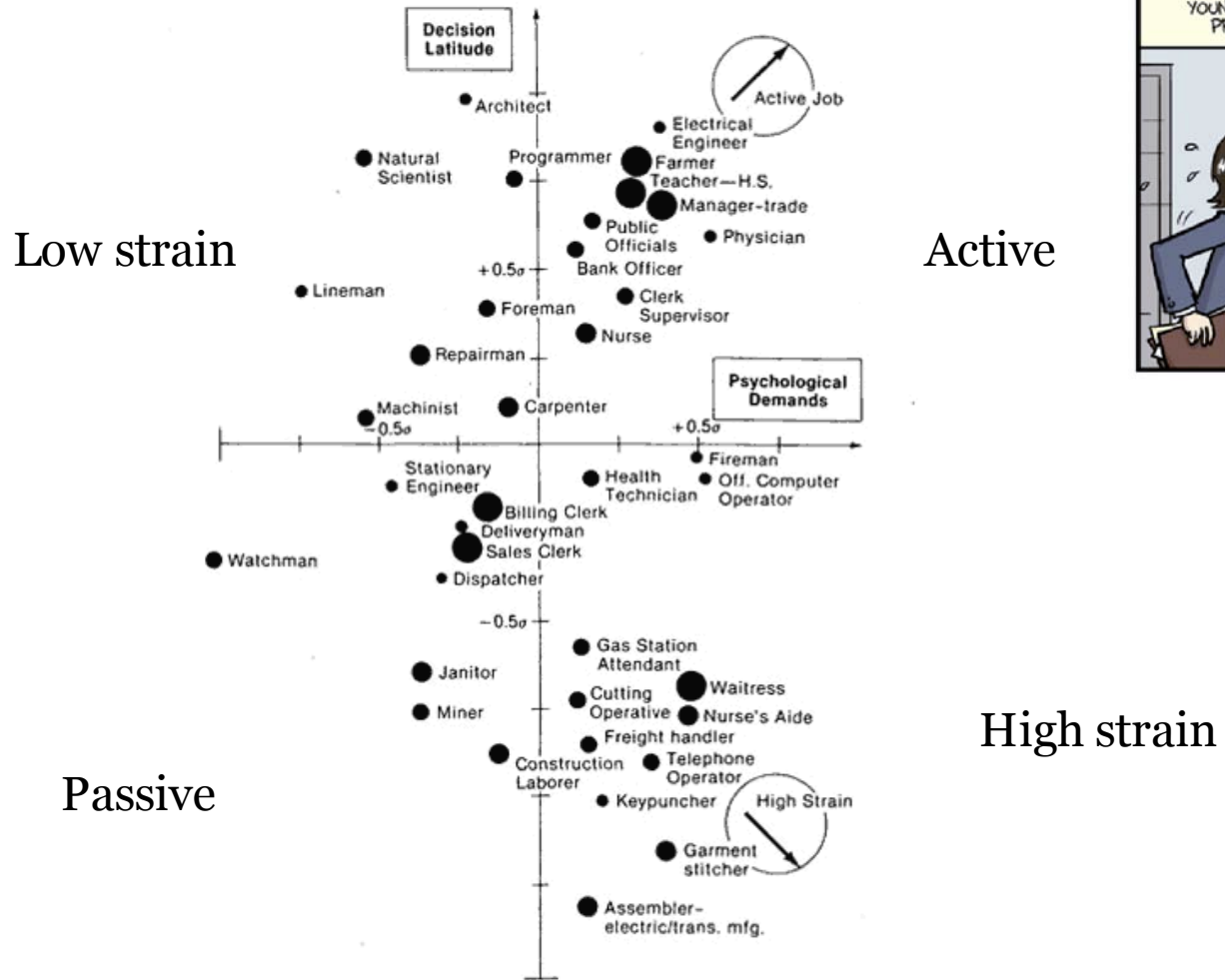
- A1. There is a calm and pleasant atmosphere where I work.
- A2. We get on well with each other where I work.
- A3. My co-workers support me.
- A4. The others understand if I have a bad day.
- A5. I get on well with my supervisors.
- A6. I enjoy working with my co-workers.

Courtesy of Revista de Saude Publica. CC BY-NC.

Alves, M. G. D. M., Chor, D., Faerstein, E., Lopes, C. D. S., & Werneck, G. L. (2004). Short version of the " job stress scale": a Portuguese-language adaptation. *Revista de Saúde Pública*, 38(2), 164-171.

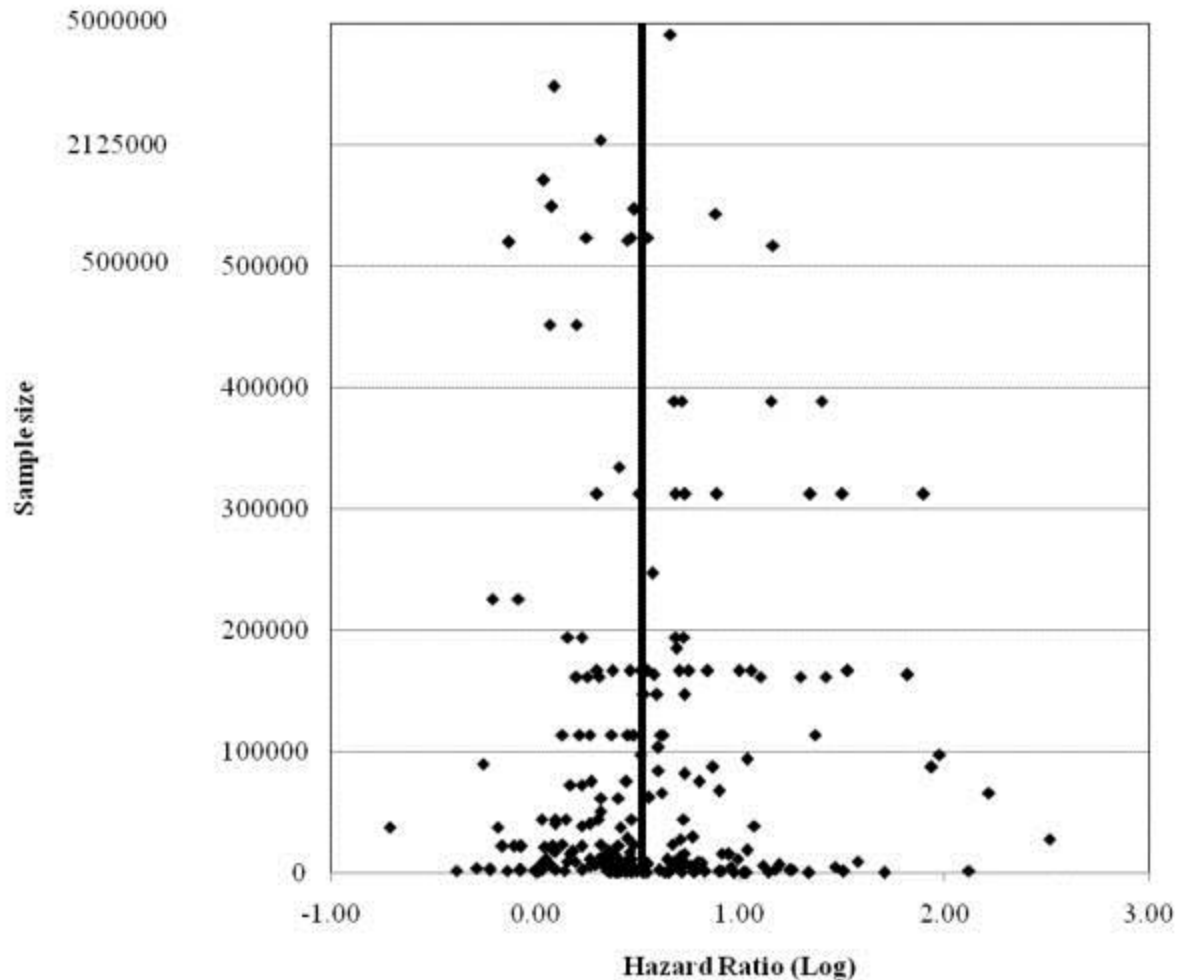


FIGURE 2-2
The occupational distribution of psychological demands and decision latitude
(U.S. males and females, N = 4,495)



SOURCE: Data from Quality of Employment Surveys 1969, 1972, 1977. Figure reprinted from Karasek 1989a; used with permission of Baywood Publishing Co.

Losing life and livelihood: a systematic review and meta-analysis of unemployment and all-cause mortality



Pooled hazard = 1.63

Courtesy of Elsevier, Inc., <http://www.sciencedirect.com>. Used with permission.

Roelfs, D. J., Shor, E., Davidson, K. W., & Schwartz, J. E. (2011). Losing life and livelihood: a systematic review and meta-analysis of unemployment and all-cause mortality. *Social science & medicine*, 72(6), 840-854.

Life course models

Chain of risk

Cumulative risk

Critical period
(latency)

Mobility effects

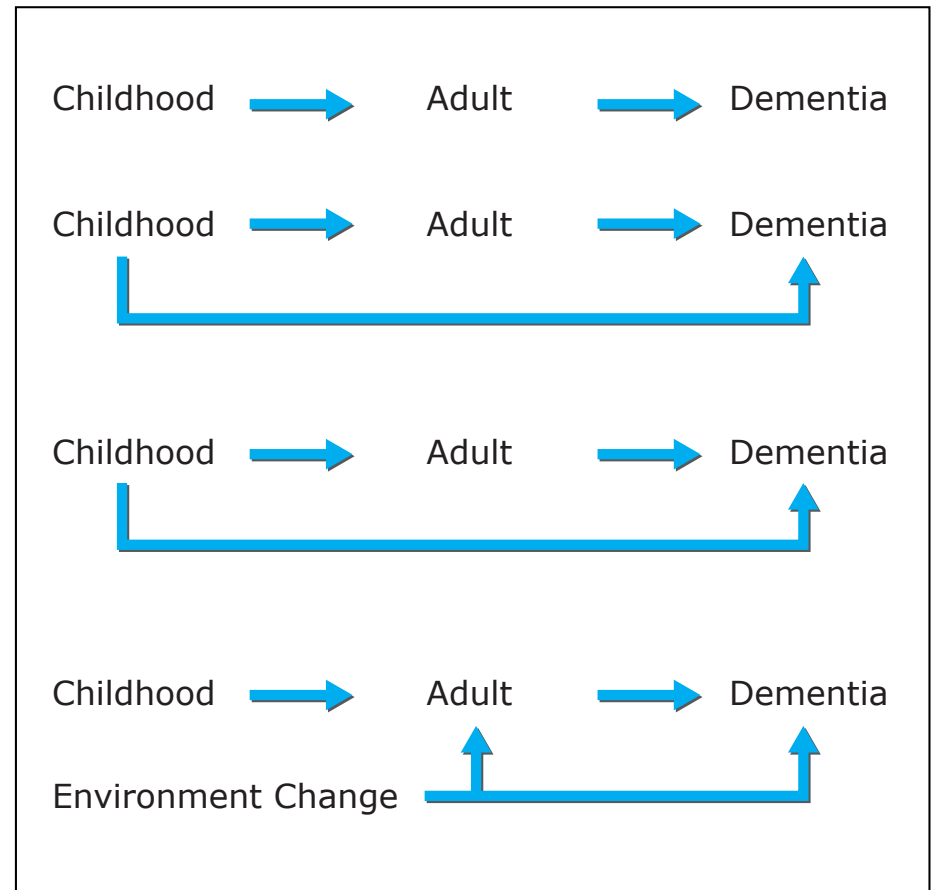


Image by MIT OpenCourseWare.

Liu, S., Jones, R. N., & Glymour, M. M. (2010). Implications of lifecourse epidemiology for research on determinants of adult disease. *Public health reviews*, 32(2), 489.

Text, image removed due to copyright restrictions. Please see Daniel, Caitlin. "[A Hidden Cost to Giving Kids Their Vegetables.](#)" *The New York Times*, February 16, 2016.

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