Section 001: without community engaged learning (CEL)
Section 002: with CEL

This course is approved for Diversity Certificate (Dept of Sociology) and the Asian Studies major/minor.

Instructor: Dr. Akiko Kamimura, Ph.D., M.S.W., M.A.
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- I prefer to only be contacted through Canvas email.
Office Hours: By appointment

Course description

This course provides an overview of key concepts and principles of global health. Although the content of this course covers all continents, the main focus of the geographical area is Asia. Asian countries that will be covered include, but not limited to, Japan, India, China, Korea, Taiwan, other South Asian countries (e.g. Pakistan, Bangladesh), and South East Asian Countries (e.g. Thailand, Malaysia, Vietnam). The factors that account for global health issues are explored by an interdisciplinary approach. Throughout the course, the student is expected to focus on why the inequality of health and well-being exists in the globe, how the health and well-being of people in other countries impacts the lives of people elsewhere, and how to make a difference in shaping the world in the future.

Objectives

At the end of the course, the student will be able to:

- Understand global health issues, concepts and principles;
- Identify the factors that affect health and well-being in the world, particularly in Asia;
- Discuss the impact of global social environment on health; and
- Develop the awareness of diversity in health and well-being across individuals, communities, and nations.
Teaching and learning methods

Teaching strategies include lecture and discussion. Students are expected to read course materials prior to the class, raise questions, and come prepared to discuss the issues on topics of the day.

Grading & assignments

Assignments:

All assignments are to be completed on Canvas. No late assignments/paper will be accepted. There won’t be any make-ups or bonus points.

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<thead>
<tr>
<th>4674-001 Undergraduate students without CEL</th>
<th>4674-002 Undergraduate students with CEL</th>
<th>6674-001 Graduate students without CEL</th>
<th>6674-002 Graduate students with CEL</th>
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<tbody>
<tr>
<td>Weekly assignments: 75% Presentation: 10% Class participation and attendance: 15%</td>
<td>Assignments: 25% Presentation: 10% Class participation and attendance: 15% CEL: 50%</td>
<td>Presentations: 60% Final paper: 25% Class participation and attendance: 15%</td>
<td>Presentation: 15% Final paper: 25% Class participation and attendance: 15% CEL: 45%</td>
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4674-001 Weekly assignments (5 points* 15; total 75 points)
Single-spaced (Times New Roman, 12 pts) or text entry on Canvas 2-4 questions/week, 1-3 paragraphs per question Due: 8 am every Tuesday for the topic(s) of the previous week

4674-002 Assignments (5 points*5: total 25 points)
Single-spaced (Times New Roman, 12 pts) or text entry on Canvas 3-5 questions/assignment, 2-4 paragraphs per question

4674-001& 002 presentation on minority health (10 points)

6674-001 presentations #s 1-3 (15 points*3: total 45 points)
Pick 1 country and 3 topics

6674-001 presentation #4 & 6674-002 presentation on your paper (15 points)
Graduate student paper Format
   Maximum 15 pages
   Double-spaced (Times New Roman, 12 pts)
   One inch margin
4674-002 CEL
Services 20 points (2-3 hours/week)
Presentation 10 points
Reflections and meetings 20 points

6674-002 CEL
Services 20 points (2-3 hours/week)
Presentation 10 points
Reflections and meetings 15 points

Grading Scale:
100-9 100-92.5 points: A
92-89.5 points A-
89-86.5 points B+
86-82.5 points B
82-79.5 points B-
79-76.5 points C+
76-72.5 points C
72-69.5 points C-
69-66.5 points D+
66-62.5 points D
62-59.5 points D-
59 and below E

Readings
There is no formal textbook for this course. All reading materials are available on Canvas or on the web.

Faculty and student responsibilities
All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, beginning with verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee.
The student must understand and be familiar with the University of Utah Student Code [http://www.admin.utah.edu/ppmanual/8/8-10.html]. The failure to comply with the student code, including academic misconduct, may result in the serious consequence such as failure in the course, and/or expulsion from the university.

**Americans with Disabilities Act (ADA) Statement:** The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services (CDS), 162 Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.

**Class and Reading Schedule**

*This outline is tentative and subject to change at any time.*

**Week 1: An Introduction to Global Health**
- **M Aug 20:** Introduction to the course
- **W Aug 22:** Guest speaker Ms. Yen Nguyen (YWCA) “Community engagement: global perspective”
- **F Aug 24:** Introduction to global health


**Week 2: Infectious diseases**
- **M Aug 27:** Overview
- **W Aug 29:** Guest speaker Dr. Leslie Frances (Philosophy/Law) “Global Ethics and infectious diseases”
- **F Aug 31:** Guest speaker Dr. Scott Benson (Public Health) “Infectious diseases in Asia”


**Week 3: Socioeconomic context**
- **M Sep 3:** No class (Labor Day)
- **W Sep 5:** Socioeconomic Risk Factors & Social Determinants of Health
- **F Sep 7:** Guest speaker Ms. Haruna Tsutsui (Public Health, University of Tsukuba in Japan) “Informal care givers in Japan”

**Week 4: Food**
M Sep 10: Nutrition
W Sep 12: Guest speaker Dr. Blake Waters (Public Health) “Food safety in Asia”
F Sep 14: 6674-001 presentation #1


**Week 5: Non-communicable conditions & injury**
M Sep 17: Non-communicable diseases
W Sep 19: Guest speaker Dr. Yuan-Chin Amy Lee (Public Health) “Cancer in Asia”
F Sep 21: Injury


**Week 6: Obesity, Tobacco & Alcohol**
M Sep 24: Guest speaker Dr. Caren Frost (Social Work) “Health in Mongolia”
W Sep 26: Obesity
F Sep 28: Tobacco & alcohol

**Week 7: Health & Environments**
M Oct 1: Environmental Health
W Oct 3: Climate change and health
F Oct 5: #6674-001 presentation #2


**[Fall Break]**

**Week 8: Population changes and long-term care**
M Oct 15: Guest speaker Dr. Fran Wilby (Social Work) “Aging in Japan”
W Oct 17: Global aging
F Oct 19: Guest speaker Dr. Kim (Social Work, Semyung University, Korea) “Aging in Korea” (This lecture may be on Oct 17.)


**Week 9: Mental Health**
M Oct 22: overview of mental illness
W Oct 24: Guest speaker Dr. Geoffrey Tabin (Orthopedic) “The cataract project in Himalaya”
F Oct 26: community mental health

**Week 10: Health system**
M Oct 29: paying for health, universal health insurance
W Oct 31: Guest speaker Dr. Xiaoling Huang (Family and Preventive Medicine) “Health System in China”
F Nov 2: 6674-001 presentation #3


**Week 11: Child and Maternal Health**
M Nov 5: maternal health, cause of child death
W Nov 7: Guest speaker Dr. Ty Dickerson (Pediatrics) “Health beliefs in Tibet”
F Nov 9: Guest speaker Dr. Bernhard Fassl (Pediatrics) “Child health projects in Nepal”


**Week 12: Human Rights & Bioethics**
M Nov 12: International human rights
W Nov 14: Research ethics in global health
F Nov 16: TBA

WHO: 25 Questions & Answers on Health & Human Rights
**Week 13: Domestic Violence**
M Nov 19: Domestic violence
W Nov 21: Suicide
F Nov 23: No class (Thanksgiving)


**Week 14: Health of Immigrants and Minorities**
M Nov 26: Overview of immigrant and minority health in the U.S.
W Nov 28: Undergraduate student presentations
F Nov 30: Undergraduate student presentations


**Week 15: Graduate student presentations & CEL presentations**
M Dec 3: Graduate student presentations
W Dec 5: Graduate student presentations
F Dec7: CEL presentations

**Guest speaker to be scheduled**
Dr. Vijay Kandula (Family And Preventive Medicine) “Health and Human Rights in India”
Ms. Dianna Goodman, RN (MICU/CCU) “Children of Peace International in Vietnam”
Assignment/paper due- Tuesday 8am

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List of community partners and projects for CEL (as of Aug 14, 2012)

Maliehe Free Clinic (free clinic for the uninsured, about half of the patients are undocumented immigrants)
3111/4674/6674: needs assessment for breast health
6674: follow-up interviews with women who have experienced intimate partner violence

YWCA (providing services to victims of domestic violence and women)
3111: survey of Spanish speaking women who stay at the shelter of YWCA
4674: helping various activities for women

Fourth Street Pharmacy (Pharmacy for homeless people)
4674

Asian Association of Utah (providing resettlement services to refugees)
3111: program evaluation
4674: after school programs
About CEL option (Section 002)

*No student is required to participate in a service placement that creates a religious, political and/or moral conflict for the student.

Services:
- 2-3 hours/ week
- At the beginning of the semester, the student will discuss service learning placement with the instructor to choose an organization that fit both the organization’s needs and the student’s interest.
- There will be an orientation session so the student can prepare for CEL. The topics will include introduction to CEL, introduction of community partners, expectations to and from students, what the student would do at a community organization, how to solve/ deal with problems if the student experiences them.
- The student will sign risk management and liability form and submit to the instructor before the student starts services.
- Service interactions in the community will respond to the needs of community partners.
- Service content will be decided based on community partners’ needs.
- Community partners will be involved in the evaluation of the service. (The instructor will visit the community organizations to discuss student performance with community partners.)

Reflections:
Face-to-face: The students will occasionally meet for 15 minutes before or after class.
Online: The students are expected to post reflections every week and participate in discussion on Canvas:
- Reflection will be guided by the instructor. Specific questions to start discussion will be posted each week.

CEL presentation:
The student will present what she or he learned from CEL. Community partners will be invited.

August 23, 2012