

*****This is a preliminary syllabus. A final syllabus will be posted prior to the beginning of Fall 2013 classes.*****

Sociology4674/6674

3 credit hours

Global Health

Fall 2013

Time: MW 11:50am –1:10pm

Location: BEH S 104

Section 001: without community engaged learning (CEL)

Section 002: with CEL

This course is approved for International Requirement, 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

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

4674-001 Undergraduate students without CEL	4674-002 Undergraduate students with CEL	6674-001 Graduate students without CEL	6674-002 Graduate students with CEL
Weekly assignments: 75% (5 points*15) Presentation: 10 % Class participation and attendance: 15%	Paper: 25 % (paper topic 3 points; draft 10 points; final version 12 points) Class attendance and participation: 15 % CEL: 60% Community services 20 % (2-3 hours/week, 13 weeks) Reflections, CITI training, & meetings 20 % CEL presentations 20 % (10 points*2)	Presentations: 60 % (15 points*4) Final paper: 25% Class participation and attendance: 15%	Presentation: 15% Final paper: 25% Class participation and attendance: 15% CEL: 45 % Services 20 % (2-3 hours/week, 13 weeks) Presentation 10 % Reflections and meetings 15 %
Total 100 points	Total 100 points	Total 100 points	Total 100 points

Class attendance/participation:

15 points for all sections

One point deduction per one missed class. The first two missed activities will not affect total points. A make-up will be considered only if the student submits a note from a hospital or other PROFESSIONAL individual or organization (up to twice per semester). A make-up will include additional reading materials and a brief paper. A make-up must be completed within 2 weeks after the class activity. (Students need to submit a note from professional individual/organization before they start a make-up process.) No texting in class – A student texting in class is not considered attended/participated in the class. Class disruptions will be a subject of point deduction from your participation grade.

4674-001: Undergraduate students without CEL

Weekly assignments: 75% (5 points*15) due 8 am every Wednesday

All assignments are to be completed on Canvas. **No late assignments will be accepted.** There won't be any make-up or bonus points. Single-spaced (Times New Roman, 12 pts) or text entry on Canvas. Due 8 am every Tuesday, except the last assignment. The student can see any course materials and own class notes but should not collaborate with or seek help from other people. If the student uses materials outside of the course, the source should be properly cited. Assignments will be based on lectures and reading materials. Please ask an alternative question for a missed lecture in advance.

Presentation: 10 % Nov 27 (Wed)

Depending on the number of students, two students may give a presentation together – TBD in the first week of the semester.

4674-002: Undergraduate students with CEL

Paper: 25 % (paper topic 3 points due Sep 25 Wednesday 8am; draft 10 points due Nov 6 Wednesday 8am; final version 12 points due Dec 13 Friday 8am)

A paper is to be submitted on Canvas. **No late paper will be accepted.** There won't be any make-up or bonus points.

Paper topic: The student will choose one country where some patients/clients of his/her CEL site come from. Compare health issues in their own country and in the US.

Format

Approximately seven pages

Double-spaced (Times New Roman, 12 pts)

One inch margin

Title and your name on the first page

Page numbers

References at the end of paper (not included in paper count)

CEL: 60%

Community services 20 % (2-3 hours/week, 13 weeks)

Reflections (due 8 am every Wednesday), *CITI training* (due Sep 18 Wednesday 8am), & *meetings* 20 %

CEL presentations 20 % (10 points*2)

Presentation 1 Oct 2 (W): 1) Introduction of the community organization, 2) Needs of the Community organization and its patients/clients, 3) CEL services that have been offered, 4) How CEL services and course work related each other (maybe a group presentation)

Presentation 2 Dec 11 (W): Based on a final paper

6674-001: Graduate students without CEL

Presentations: 60 % (15 points*4)

Presentation #1: Sep 18 (W) infectious diseases (pick one country except China)

Presentation #2: Oct 7 (M) chronic diseases (pick one country except Korea, Japan)

Presentation #3: Nov 13 (W) maternal and child health (pick one country except, Nepal, India, Tibet)

Presentation #4: Dec 9 (M) based on final paper

Final paper: 25% paper topic due Sep 25 Wednesday 8am; draft due Nov 6 Wednesday 8am; final version due Dec 13 Friday 8am

Format

Maximum 12 pages
Double-spaced (Times New Roman, 12 pts)
One inch margin
Title and your name on the first page
Page numbers
References at the end of paper (not included in paper count)

6674-002: Graduate students with CEL

Presentation: 15% Dec 9 (M) based on final paper

Final paper: 25% paper topic due Sep 25 Wednesday 8am; draft due Nov 6 Wednesday 8am;
final version due Dec 13 Friday 8am

Format

Maximum 12 pages
Double-spaced (Times New Roman, 12 pts)
One inch margin
Title and your name on the first page
Page numbers
References at the end of paper (not included in paper count)

CEL: 45 %

Services 20 % (2-3 hours/week, 13 weeks)

Presentation 10 % Dec 11 (W)

Reflections (due 8 am every Wednesday) and *meetings* 15 %

Grading Scale:

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: Introduction

Aug 26 (W): Introduction to the course

Aug 28 (W): Introduction to global health

Ezzati M, Lopez AD, et al. (2002). Selected Major Risk Factors and Global and Regional Burden of Disease. *Lancet*, 1 360: 1347-1360.

Week 2: Socioeconomic context

Sep 2 (M) no class- Labor Day

Sep 4 (W) Socioeconomic context

Marmot, M. (2006) Health in an unequal world. *Lancet*, 368: 2081-2090.

Friel, S., & Marmot, M. G. (2011). *Action on the Social Determinants of Health and Health*

Week 3: Chronic diseases

Sep 9 (M) Dr. Jaehee Yi (Social Work) "Cancer survivorship in Korea"

Lim, Jung-won, & Yi, Jaehee. (2009). The effects of religiosity, spirituality, and social support on quality of life: a comparison between Korean American and Korean breast and gynecologic cancer survivors. *Oncology Nursing Forum*, 36(6), 699-708.

Sep 11 (W) Chronic diseases

Popkin, B. M. (2006). Global nutrition dynamics: the world is shifting rapidly toward a diet linked with noncommunicable diseases. *American Journal of Clinical Nutrition*, 84(2), 289-298.

Florentino, R. F. The burden of obesity in Asia: Challenges in assessment, prevention and management. *Asia Pacific J Clin Nur*, 2002. 11 (suppl): S676-S680

Week 4: Infectious diseases

Sep 16 (M) overview

Morens, D.M., G.K. Folkers, and A.S. Fauci, The challenge of emerging and re-emerging infectious diseases. *Nature*, 2004. 430(6996): p. 242-249

Sep 18 (W) **graduate student presentations on infectious diseases (6674-001 #1)**

Week 5: Guest lectures

Sep 23 (M) Dr. Mia Hashibe (Public Health) “Cancer in Asia”

Shin, Hai-Rim, Clem Carlos, Marie, & Varghese, Cherian. (2012). Cancer Control in the Asia Pacific Region: Current Status and Concerns. *Japanese Journal of Clinical Oncology*, 42(10), 867-881.

Sep 25 (W) Dr. Shuping Wang (Public Health) “HIV/AIDS in China”

Xiao, Yanni, Tang, Sanyi, Zhou, Yicang, Smith, Robert J., Wu, Jianhong, & Wang, Ning. (2013). Predicting the HIV/AIDS epidemic and measuring the effect of mobility in mainland China. *Journal of Theoretical Biology*, 317, 271-285.

Week 6: Mongolia & review

Sep 30 (M) Dr. Caren Frost (Social Work) “Health in Mongolia”

Hayashi, R., Frost, C. J., Yamashita, E., Khuajin, U., & Nyamsuren, B. (2009). Child welfare needs in Mongolia A collaborative exploration among three universities. *International Social Work*, 52(1), 84-+

Oct 2 (W) **CEL presentations (4467-002 #1)**

Week 7: Environmental health

Oct 7 (M) **graduate student presentations on chronic diseases (6674-001 #2)**

Oct 9 (W) Dr. Blake Waters (Salt Lake Valley Health Department) “Food safety in Asia”

Pattanayak, S. K., Poulos, C., Yang, J. C., & Patli, S. (2010). How valuable are environmental health interventions? Evaluation of water and sanitation programmes in India. *Bulletin of the World Health Organization*, 88(7), 535-542.

[Fall Break]

Week 8: Japan

Oct 21 (M) health system, maternal and child health, health promotion

Nakamura, Y. (2010). Maternal and Child Health Handbook in Japan. *JMAJ* 53(4): 259–265.

Ikeda, N. (2011). What has made the population of Japan healthy? *Lancet* 378: 1094–105.

Oct 23 (W) Dr. Fran Wilby (Social Work) “Aging in Japan”

Tamiya, N., Noguchi, H., Nishi, A., Reich, M. R., Ikegami, N., Hashimoto, H., Campbell, J. C. (2011). Population ageing and wellbeing: lessons from Japan's long-term care insurance policy, *Lancet*, 378(9797), 1183-1192.

Week 9: Maternal & Child Health (1) overview & Tibet

Oct 28 (M) overview

Green, A., Gerein, N., Mirzoev, T., Bird, P., Pearson, S., Anh, L. V., Soors, W. (2011). Health policy processes in maternal health: A comparison of Vietnam, India and China. *Health Policy*, 100(2-3), 167-173.

Oct 30 (W) Dr. Ty Dickerson (Pediatrics) “Maternal and child health in Tibet”

Dickerson, T., Crookston, B., Simonsen, S. E., Sheng, X. M., Samen, A., & Nkoy, F. (2010). Pregnancy and Village Outreach Tibet A Descriptive Report of a Community- and Home-Based Maternal-Newborn Outreach Program in Rural Tibet. *Journal of Perinatal & Neonatal Nursing*, 24(2), 113-125.

Week 10: Tobacco & Alcohol, injury & violence

Nov 4 (M) Tobacco & Alcohol

Siahpush, M., Borland, R., Yong, H. H., Kin, F., & Sirirassamee, B. (2008). Socio-economic variations in tobacco consumption, intention to quit and self-efficacy to quit among male smokers in Thailand and Malaysia: results from the International Tobacco Control-South-East Asia (ITC-SEA) survey. *Addiction*, 103(3): 502-508.

Sharma, H. K., Tripathi, B. M., & Pelto, P. (2010). J. The Evolution of Alcohol Use in India. *AIDS and Behavior*, 14: 8-17

Nov 6 (W) injury & violence

Garg, N., & Hyder, A. (2006). Road traffic injuries in India: A review of the literature. *Scandinavian Journal of Public Health*, 34(1): 100-109.

Chibber, K. S., & Krishnan, S. (2011). Confronting Intimate Partner Violence: A Global Health Priority. *Mount Sinai Journal of Medicine*, 78(3): 449-457.

Week 11: Maternal & Child Health (2) Nepal, India, & graduate student presentations

Nov 11 (M) Dr. Bernhard Fassl (Pediatrics) “Maternal and child health in Nepal and India”

Christian, P., Katz, J., Wu, L., Kimbrough-Pradhan, E., Khatry, SK., LeClerq, SC., & West Jr, KP. (2008). Risk factors for pregnancy-related mortality: A prospective study in rural Nepal. *Public Health*, 122: 161-172

Nov 13 (W) **graduate student presentations on maternal and child health (6674-001 #3)**

Week 12: Refugees

Nov 18 (M) Dr. Sarah Al-Obaydi (Sociology) “Refugees in Utah”

Utah’s Refugees (2003) by the Office of the Mayor

Nov 20 (W) Dr. Rosey Hunter (University Neighborhood Partner/ Social Work) “Refugees in Thailand”

Lopes Cardozo, Barbara, Talley, Leisel, Burton, Ann, & Crawford, Carol. (2004). Karenni refugees living in Thai-Burmese border camps: traumatic experiences, mental health outcomes, and social functioning. *Social Science & Medicine* (1982), 58(12), 2637-2644.

Week 13: Cataract & 4674-001 presentations

Nov 25 (M) Dr. Geoffrey Tabin (Ophthalmology) “The cataract project in Himalaya”

Tabin, G., Chen, M., & Espandar, L. (2008). Cataract surgery for the developing world. *Current Opinion in Ophthalmology*, 19(1), 55-59.

Nov 27 (W) **undergraduate student presentations (4674-001)**

Week 14 Bioethics

Dec 2 (M) Dr. Leslie Francis (Law/Philosophy) “Bioethics in Asia”

Smith, C. B., Battin, M. P., Francis, L. P., & Jacobson, J. A. (2007). Should rapid tests for HIV infection now be mandatory during pregnancy? Global differences in scarcity and a dilemma of technological advance. *Developing World Bioethics*, 7(2), 86-103.

Francis, L. P., Battin, M. P., Jacobson, J. A., Smith, C. B., & Botkin, J. (2005). How infectious diseases got left out - And what this omission might have meant for bioethics. *Bioethics*, 19(4), 307-322.

Dec 4 (W) Global health research and ethics

Week 15: Student presentations

Dec 9 (M): **graduate student presentations on final paper (6674-001 #4 & 6674-002)**

Dec 11 (W): **CEL presentations (4674-002 & 6674-002)**

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 for 13 weeks (from Week 2 to Week 14)
- 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:

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 presentations:

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

List of community partners for CEL

Maliheh Free Clinic (free clinic for the uninsured, about half of the patients are undocumented) – *mainly for undergraduate students*

YWCA (providing services to victims of domestic violence and women) – *undergraduate students only*

Polizzi Free Clinic (free mental health clinic for the uninsured) – *graduate students only*

August 13, 2013