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.
Office: 314 BEH S
Phone: 801-581-7858
E-mail: akiko.kamimura@soc.utah.edu
- 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.

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

**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

**Week 2: Socioeconomic context**
Sep 2 (M) no class- Labor Day
Sep 4 (W) Socioeconomic context
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”
Sep 11 (W) Chronic diseases

**Week 4: Infectious diseases**  
Sep 16 (M) overview  
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”  
Sep 25 (W) Dr. Shuping Wang (Public Health) “HIV/AIDS in China”  

**Week 6: Mongolia & review**  
Sep 30 (M) Dr. Caren Frost (Social Work) “Health in Mongolia”  
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”  

[Fall Break]

**Week 8: Japan**  
Oct 21 (M) health system, maternal and child health, health promotion  
Oct 23 (W) Dr. Fran Wilby (Social Work) “Aging in Japan”  

**Week 9: Maternal & Child Health (1) overview & Tibet**
Oct 28 (M) overview

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

**Week 10: Tobacco & Alcohol, injury & violence**

Nov 4 (M) Tobacco & Alcohol

Nov 6 (W) injury & violence

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

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

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”

**Week 13: Cataract & 4674-001 presentations**

Nov 25 (M) Dr. Geoffrey Tabin (Ophthalmology) “The cataract project in Himalaya”
Nov 27 (W) undergraduate student presentations (4674-001)

Week 14 Bioethics
Dec 2 (M) Dr. Leslie Francis (Law/Philosophy) “Bioethics in Asia”
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*