



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

Sociology 3671 (section 001/002) 3 credit hours

Sociology of Health

Spring 2013

Time: 10:45am-12:05pm

Location: JFB 102

Section 001: without community engaged learning (CEL)

Section 002: with CEL

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:

Health and illness are not simply biological phenomena but are influenced by social, political, economic and cultural background. This course examines social contexts of health, illness and health care and is designed to provide a broad overview of the field of sociology of health. It is also explored how the social categories of gender, race, ethnicity, and social class affect both illness and health care system. Topics include history of

medicine, bioethics, health care professions, social determinants of health and illness, community health, individual health behaviors and health care organizations.

Objectives:

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

- Become familiar with some of the key works in the sociology of health
- Gain good understanding of social contexts of health, illness and health care
- Describe health policy and community implications of sociology of health
- Understand current social theories and knowledge about health-related perceptions, behaviors of individuals, and health care organizations
- Think critically about social arrangements related to health, illness and health care organizations

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:

Section 001

Weekly assignments (5 points*15) 75 points

Presentation 10 points

Class attendance and participation 15 points

Total 100 points

Section 002

Class attendance and participation 15 points

Community services 20 points (2-3 hours/week)

Reflections and meetings 20 points

CEL presentations 20 points (10 points*2)

Paper 25 points (paper topic 3 points; draft 10 points; final version 12 points)

Grading Scale:

100-93 points: A

92-90 points A-

89-87 points B+
86-83 points B
82-80 points B-
79-77 points C+
76-73 points C
72-70 points C-
69-67 points D+
66-63 points D
62-60 points D-
59 and below F

Class attendance/participation:

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.)

Assignments (001):

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.

Presentation (001):

Pick one or more theories and specific population/organization. Analyze the population/organization using the theories of your choice.

Paper (002):

A paper is to be completed 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 or more theories and examine specific health related issues at a CEL site using the theories of your choice.

Format

12-15 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 presentations (002):

#1: 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

#2: Based on a paper

Assignment/paper due- Tuesday 8am

	001	002
Jan 15	Assignment #1	
Jan 22	Assignment #2	
Jan 29	Assignment #3	Paper topic
Feb 5	Assignment #4	
Feb 12	Assignment #5 Presentation topic	
Feb 19	Assignment #6	
Feb 26	Assignment #7	
Mar 5	Assignment #8	
Mar 19	Assignment #9	Paper draft
Mar 26	Assignment #10	
Apr 2	Assignment #11	
Apr 9	Assignment #12	
Apr 16	Assignment #13	
Apr 23	Assignment #14	
Apr 26 Friday	Assignment #15	Paper final version

Readings:

All reading materials are available on Canvas.

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 Schedule:

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

WEEK 1: Introduction

Jan 8 (Tue) Introduction to the course

Jan 10 (Thu) Guest speaker Ms. Yen Nguyen (YWCA) “Community engaged learning”
History of Medicine

WEEK 2: Definition of Health and Illnesses

Jan 15 (Tue) Defining health

Jan 17 (Thu) Biomedical model, lay model

WEEK 3: Social Cause of Disease

Jan 22 (Tue) Social class, age, gender

Jan 24 (Thu) Race and ethnicity

WEEK 4: Community and Health 1

Jan 29 (Tue) The concept of community

Jan 31 (Thu) Neighborhood disadvantages

WEEK 5: Community and Health 2

Feb 5 (Tue) Guest speaker Dr. Marilyn Luptak (Social Work) “Geriatric health and family care”

Feb 7 (Thu) Social support, Community organizations

WEEK 6: Individual Health and Theories 1

Feb 12 (Tue) The Health Belief Model, the Theory of Reasoned Action & The Theory of Planned Behavior

Feb 14 (Thu) Guest speaker Dr. Jessica Greenwood (Family and Preventive Medicine) “Refugee health”

WEEK 7: Individual Health and Theories 2

Feb 19 (Tue) The Transtheoretical Model & Stages of Change

Feb 21 (Thu) **CEL presentations (002 students) #1**

WEEK 8: Experiencing Illness

Feb 26 (Tue) Guest speaker Dr. Jane Dyer (Nursing) “Midwifery: career and practice”

Feb 28 (Thu) The sick role, sickness as deviance, stigma and illness

WEEK 9: Health Care Professions

Mar 5 (Tue) Physician

Mar 7 (Thu) Nurse & other professions

WEEK 10: Health Care Organizations 1

Mar 19 (Tue) structure

Mar 21 (Thu) change

WEEK 11: Health Care Organizations 2

Mar 26 (Tue) quality and safety

Mar 28 (Thu) doctor-patient communication

WEEK 12: Disability and Mental Health

Apr 2 (Tue) Guest speaker Dr. Wu Xu (Utah Department of Health) “Utah Department of Health: roles for state and community and career”

Apr 4 (Thu) Disability and mental health

WEEK 13: Bioethics

Apr 9 (Tue) bioethics

Apr 11 (Thu) Guest speaker Dr. Maija Holsti (Pediatrics) “Pediatric emergency medicine”

WEEK 14: Presentations & Conference

Apr 16 (Tue) **001 student presentations**

Apr 18 (Thu) Asia Center Conference “Constructing Health in Japan” location TBA

WEEK 15: CEL Presentations #2

Apr 23 (Tue) **CEL presentations (002 students) #2**

Guest speakers to be scheduled:

Dr. Les Lenert (Biomedical Informatics) “Contribution of biomedical informatics to community health”

Ms. Ha Trinh (Sociology) “Ethnic Disparities in Prenatal Care Utilization in Vietnam”

(There may be some other guest speakers.)

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:

Online: The students are expected to post reflections every week and participate in discussion on Canvas. The discussion will be closed at the end of a week (Sunday morning) every week.

- 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.

List of community partners and projects for CEL

Maliheh Free Clinic (free clinic for the uninsured, about half of the patients are undocumented immigrants)

Project: "Body image, diet and physical activities"

YWCA (providing services to victims of domestic violence and women)

Project: "Health and well-being of women who stay at a shelter"

Updated: October 23, 2012

