

**Sociology 3671 (section 001/002) 3 credit hours**  
**Sociology of Health**  
**Spring 2014**  
**Time: 10:45am-12:05pm**  
**Location: BEH S 114**



**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, CITI training, 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:**

100-92.5 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

**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 missed class. (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.

**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 Wednesday, 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 another question for a missed lecture in advance.

**Presentation (001):**

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

**Paper (002):**

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 or more theories and examine specific health related issues at a CEL site using the theories of your choice.

Format

5-7 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- Wednesday 8am (except for the last assignment/final paper)**

	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 25 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.**

Jan 7 (Tue) Introduction to the course

Jan 9 (Thu) Community engaged learning & History of Medicine

Cutler, D., & Miller, G. (2005). *The role of public health improvements in health advances: The twentieth-century United States. Demography, 42(1), 1-22.*

Jan 14 (Tue) Defining health and social risk factors

Muennig, P., Fiscella, K., Tancredi, D., & Franks, P. (2010). *The Relative Health Burden of Selected Social and Behavioral Risk Factors in the United States: Implications for Policy. American Journal of Public Health, 100(9), 1758-1764.*

Jan 16 (Thu) Social construction of illness

Conrad, P., & Barker, K. K. (2010). *The Social Construction of Illness: Key Insights and Policy Implications. Journal of Health and Social Behavior, 51, S67-S79.*

Jan 21 (Tue) Social class

Elo, I. T. (2009). *Social Class Differentials in Health and Mortality: Patterns and Explanations in Comparative Perspective Annual Review of Sociology (Vol. 35, pp. 553-572).* Palo Alto: Annual Reviews.

Jan 23 (Thu) Race and ethnicity, age, gender

Read, J. G., & Gorman, B. K. (2006). Gender inequalities in US adult health: The interplay of race and ethnicity. *Social Science & Medicine*, 62(5), 1045-1065.

Jan 28(Tue) Health care providers (1) Medical dominance, medical education, patient-doctor relationship

Sales, C. S., & Schlaff, A. L. (2010). Reforming medical education: A review and synthesis of five critiques of medical practice. *Social Science & Medicine*, 70(11), 1665-1668.

Jan 30 (Thu) Dr. Maija Holsti (Pediatrics) “Emergency pediatric medicine”

Feb 4 (Tue) Dr. Kathy Franchek-Roa (Pediatrics) “Teaching how to deal with patients who have experienced intimate partner violence to medical students and residents”

Feb 6 (Thu) Health care providers (2) Nursing, pharmacy, osteopathy, alternative health care providers

Kamimura, A., Schneider, K., Lee, C. S., Crawford, S. D., & Friese, C. R. (2012). Practice Environments of Nurses in Ambulatory Oncology Settings A Thematic Analysis. *Cancer Nursing*, 35(1), E1-E7.

Feb 11 (Tue) Dr. Marilyn Luptak (Social Work) “Geriatric health and family care”

Feb 13 (Thu) The concept of community, neighborhood disadvantages

Weden, M. A., Carpiano, R. A., & Robert, S. A. (2008). Subjective and objective neighborhood characteristics and adult health. *Social Science & Medicine*, 66(6), 1256-1270.

Feb 18 (Tue) Ms. Nadia Miniclier (Physician Assistant Program) “Physician Assistant: Career and Practice”

Feb 20 (Thu) **Section 002 CEL presentations #1** & Projects with the Maliheh Free Clinic

Feb 25 (Tue) Dr. Jane Dyer (Nursing) “Midwifery: Career and Practice”

Feb 27 (Thu) Dr. Jessica Greenwood (Family and Preventive Medicine) “Refugee health”

Mar 4 (Tue) Drs. Taha Al-Shaikhly & Sarah Al-Obaydi (Sociology) “International medical graduates”

Mar 6 (Thu) Dr. Allan Ainsworth (Founder of Fourth Street Clinic) “Homeless and Fourth Street Clinic”

[Spring Break]

Mar 18 (Tue) Social networks

Smith, K. P., & Christakis, N. A. (2008). Social networks and health *Annual Review of Sociology* (Vol. 34, pp. 405-429). Palo Alto: Annual Reviews.

Mar 20 (Thu) Health Belief Model and other theories

Becker, M. H. (1993). A MEDICAL SOCIOLOGIST LOOKS AT HEALTH PROMOTION. *Journal of Health and Social Behavior*, 34(1), 1-6.

Mar 25 (Tue) The sick role, sickness as deviance, stigma and illness

Perry, B. L. (2011). The Labeling Paradox: Stigma, the Sick Role, and Social Networks in

Mental Illness. *Journal of Health and Social Behavior*, 52(4), 460-477.

Mar 27 (Thu) Dr. Quynh Nguyen (Health Promotion and Education) “Adolescent health”

Apr 1 (Tue) Dr. Barry Nangle (Utah Department of Health) “Utah Department of Health”

Apr 3 (Thu) Health care settings (hospital, nursing homes, hospices, home care)

Kamimura, A., Banaszak-Holl, J., Berta, W., Baum, J. A. C., Weigelt, C., & Mitchell, W. (2007). Do corporate chains affect quality of care in nursing homes? The role of corporate standardization. *Health Care Management Review*, 32(2), 168-178.

Apr 8 (Tue) Health insurance, health care cost

Light, D. W. (2011). Historical and comparative reflections on the US national health insurance reforms. *Social Science & Medicine*, 72(2), 129-132.

Apr 10 (Thu) Ms. Fahina Tavake-Pasi (Public Health) “Tongan and obesity in Utah”

Apr 15 (Tue) Section 001 presentations

Apr 17 (Thu) Section 001 presentations

Apr 22 (Tue) Section 002 CEL presentations #2

## 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 at least 13 weeks
- 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)

*Updated: October 14, 2013*