

Sociology4674/6674-001/002
3 credit hours

Global Health

Fall 2014

Time: MW 2-2:50pm

Location: BEH S 104



Section 001: without community engaged learning (CEL)

Section 002: with CEL

This is a Hybrid course, which uses a mixture of online, face-to-face, and technology enhanced instruction.

This course is approved for International Requirement, Diversity Certificate (Dept of Sociology), and the Asian Studies major/minor. Upon permission, this course is also for the Latin American 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. This course will also cover other areas such as Latin America and Middle East. 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 (exams, quizzes, reflections) are to be completed on Canvas. **No late submission 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
Class participation and attendance: 25 points Weekly quiz: 15 points (1 point*15) Take home exams: 60(15 points*4) <small>Latin American Studies students will write a paper on Latin America instead of the fourth exam.</small>	Class participation and attendance: 25 points Community services: 20 points (2-3 hours/week, 13 weeks) Reflections: 30 points (2points*2) CITI training: 5 points CEL presentations: 20 points (10 points*2) <small>Latin American Studies students will write a paper on Latin America instead of presentations.</small>	Class participation and attendance: 25points Take home exams: 50points (25points*2) Proposal: 25 points	Class participation and attendance: 25 points Community services: 20 points (2-3 hours/week, 13 weeks) CEL presentation: 10 points Reflections: 15 points (1 point*15) CITI training: 5 points Proposal: 25 points
Total 100 points	Total 100 points	Total 100 points	Total 100 points

Class attendance/participation:

25 points for all sections

Two point deduction per one missed class. The first two missed classes 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 quiz: 15 points (1 point*15) due 8 am every Wednesday

All quizzes are to be completed on Canvas. **No late submission 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. The student can see any course materials and own class notes but should not collaborate with or seek help from other people.

Take home exams: 60 (15 points*4) due 8am Sep 24, Oct 29, Nov 26, Dec 17

All exams are to be completed on Canvas. **No late submission 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. 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. Exams will be based on lectures and reading and other course materials. Questions will be available two weeks before each due date. [Latin American Studies students will write a paper on Latin America instead of the fourth exam.](#)

4674-002: Undergraduate students with CEL

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

Reflections: 30 points (2points*15) due 8 am every Wednesday

All reflections are to be completed on Canvas. **No late submission will be accepted.** There won't be any make-up or bonus points.

CITI training: 5 points

CEL presentations: 20 points (10 points*2) [Latin American Studies students will write a paper on Latin America instead of presentations.](#)

6674-001: Graduate students without CEL

Take home exams: 50points (25points*2) due 8am Oct 29, Dec 17

All exams are to be completed on Canvas. **No late submission 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. 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. Exams will be based on lectures and reading and other course materials. Questions will be available two weeks before each due date.

Proposal (research or health promotion program): 25 points due 8am Dec 17 (draft due 8am Oct 8)

Approximately 8 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

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

Reflections: 15 points (1 point*15) due 8 am every Wednesday

All reflections are to be completed on Canvas. **No late submission will be accepted.** There won't be any make-up or bonus points.

CITI training: 5 points

CEL presentations: 10 point

Proposal (research or health promotion program related to CEL): 25 points due 8am Dec 17 (draft due 8 am Oct 8)

Approximately 8 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)

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.**

***There will be about 15 guest speakers. The list of guest speakers, topics and reading materials will be finalized in July or August.**

Week 1: Introduction

Introduction to the course

Introduction to global health

Week 2: Socioeconomic context

Week 3: Infectious & non-communicable diseases

Week 4: Environmental health

Week 5: Health system

Week 6: Asia (1)(e.g. China, Mongolia, India, Korea)

Week 7: Latin America (e.g. Peru), CEL presentations

[Fall Break]

Week 8: Asia (2) Japan

Week 9: Maternal & Child Health (1) overview

Week 10: Tobacco & Alcohol, injury, violence

Week 11: Maternal & Child Health (2) Asia (e.g. Tibet, Nepal, India)

Week 12: Refugees, Cataract (Himalaya)

Week 13: Mental health

Week 14 Middle East (e.g. Iraq)

Week 15: Bioethics, CEL presentations

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, patients are from more than 50 countries, about half of the patients are undocumented) – *for undergraduate and graduate students*

Fall 2014 projects: Health promotion classes (health literacy and women's health), evaluation of health promotion programs.

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

Fall 2014 project: Developing patient education materials

March 31, 2014