

Sociology 3671 (section 001/002) 3 credit hours

Sociology of Health

Fall 2014

Time: MW 11:50 AM-01:10 PM

Location: ARCH 228

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

Class attendance and participation 25 points

Total 100 points

Section 002

Class attendance and participation 25 points
Community services 20 points (2-3 hours/week)
Reflections 30 points (15*2points)
CITI training 5 points
CEL presentations 20 points (10 points*2)

Total 100 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 (001 & 002):

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 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. 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 (up to twice). After the first two times, it is required to submit a note from a hospital or other PROFESSIONAL individual or organization.

CEL presentations (002):

#1 group presentation: 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 individual presentation: 1) What learned from CEL, 2) Proposal of a health promotion program (pick one ethnic/immigrant group from CEL experience without overlapping with other students) or of a health administration plan (e.g. fund raising, information management, volunteer recruitment)

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.**

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

Week 1

Aug 25 (M) Introduction to the course

Aug 27 (W) Community engaged learning & History of Medicine

Kamimura, A., Christensen, N., Tabler, J., Ashby, J. & Olson, L. (2013). Patients utilizing a free clinic: Physical and mental health, health literacy, and social support. *Journal of Community Health, 38*(4), 716-723.

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

Week 2

Sep 1 (M) Labor Day – no class

Sep 3 (W) 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.

Week 3

Sep 8 (M) 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.

Sep 10 (W) 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.

Week 4

Sep 15 (M) 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.

Sep 17 (W) 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.

Week 5

Child health and pediatric medicine

Sep 22 (M)

Sep 24 (W)

Week 6

Sep 29 (M) 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.

Oct 1 (W) Geriatric health and family care

Week 7

Oct 6 (M) 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.

Oct 8 (W) **Section 002 CEL presentations #1** & Projects with the Maliheh Free Clinic

Kamimura, A., Christensen, N., Prevedel, J.A., Tabler, J., Hamilton, B.J., Ashby, J., & Reel, J. (2013). Quality of life among free clinic patients associated with somatic symptoms, depression, and perceived neighborhood environment. *Journal of Community Health*. DOI: 10.1007/s10900-013-9790-x.

[Fall break]

Week 8

Oct 20 (M) Nursing

Oct 22 (W) Physician Assistants

Week 9

Oct 27 (M) International medical graduates

Oct 29 (W) Homeless health

Week 10

Nov 3 (M) 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.

Nov 5 (W) 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.

Week 11

Nov 10 (M) 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.

Nov 12 (W) 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.

Week 12

Nov 17 (M) Utah Department of Health

Nov 19 (W) Adolescent health

Week 13

Nov 24 (M) 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.](#)

Nov 26 (W) Tongan and obesity in Utah

Week 14

Nov 1 (M) Refugee health

Nov 3 (W) Mental health

Week 15

Nov 8 (M) Disability

Nov 10 (W) CEL presentation #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.
- 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 8am every Wednesday.

- 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 (primary care free clinic for the uninsured, patients are from more than 50 countries)

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

Updated: March 30, 2014