

**Sociology 3671-002**  
**3 credit hours**  
**Sociology of Health**  
**Fall 2019**  
**Time: M&W 10:45-11:35 AM**  
**Location: GC 2760**

**With Community Engaged Learning (CEL) option**

**Instructor: Dr. Akiko Kamimura, Ph.D., M.S.W., M.A.**

**Office: 324 BEH S**

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• **I prefer to only be contacted through Canvas email.**

**Office Hours: By appointment (The link to a sign-up sheet will be posted on Canvas)**

**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:**

Class attendance/participation	21
Community services	20
Reflections 15*3	45
Class exercise 28*0.5	14
<b>Total</b>	<b>100</b>

**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

**Text books:**

Author: Gregory L. Weiss & Lynne E. Lonquist

Title: The Sociology of Health, Healing, and Illness

Edition: 9th

Publisher: Routledge

Additional reading materials will be posted on Canvas.

**The 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, 162 Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.

**The Academic Misconduct statement:**

Per University of Utah regulations (Policy # 6-400). "A student who engages in academic misconduct," as defined in Part I.B. and including, but not limited to, cheating, falsification, or plagiarism, "may be subject to academic sanctions including but not limited to a grade reduction, failing grade, probation, suspension or dismissal from the program or the University, or revocation of the student's degree or certificate. Sanctions may also include community service, a written reprimand, and/or a written statement of misconduct that can be put into an appropriate record maintained for purposes of the profession or discipline for which the student is preparing." Please refer to the Student Code for full elaboration of student academic and behavioral misconduct policies (<http://regulations.utah.edu/academics/6-400.php>).

**Addressing Sexual Misconduct:**

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

**Safety statement**

The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit [safeu.utah.edu](http://safeu.utah.edu).

**Class schedule (\*This schedule is tentative and subject to change at any time.)**

Week	Date	Topic	Reading (Additional reading materials will be posted on Canvas)
1	8/19 M	Introduction	
	8/21 W	Introduction Community Health	Weiss & Lonnquist Ch 1 Kamimura, A., Ashby, J., Myers, K., Nourian, M., & Christensen, N. (2014). Satisfaction with healthcare services among free clinic patients. <i>Journal of Community Health</i> . DOI: 10.1007/s10900-014-9897-8.
2	8/26 M	Social construction	Conrad, P., & Barker, K. K. (2010). The Social Construction of Illness: Key Insights and Policy Implications. <i>Journal of Health and Social Behavior</i> , 51, S67-S79.
	8/28 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. Sabanayagam, C., & Shankar, A. (2012). Income Is a Stronger Predictor of Mortality than Education in a National Sample of US Adults. <i>Journal of Health Population and Nutrition</i> , 30(1), 82-86.
3	9/2- no class - Labor Day 9/4 W	History of medicine, Defining health and social risk factors	Weiss & Lonnquist Ch 2 Cutler, D., & Miller, G. (2005). The role of public health improvements in health advances: The twentieth-century United States. <i>Demography</i> , 42(1), 1-22. 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. <i>American Journal of Public Health</i> , 100(9), 1758-1764.
4	9/9 M 9/11 W	Gender, age, race, ethnicity	Elo, I. T., Beltran-Sanchez, H., & Macinko, J. (2014). The Contribution of Health Care and Other Interventions to Black-White Disparities in Life Expectancy, 1980-2007. <i>Population Research and Policy Review</i> , 33(1), 97-126. doi: 10.1007/s11113-013-9309-2
5	9/16 M	Immigrant health	Acevedo-Garcia, D., & Almeida, J. (2012). Special Issue introduction: Place, migration and health Introduction. <i>Social Science &amp; Medicine</i> , 75(12), 2055-2059.
	9/18 W	International medical graduates	Traverso, G., & McMahon, G. T. (2012). Residency Training and International Medical Graduates Coming to America No More. <i>Journal of the American Medical Association</i> , 308(21), 2193-2194. Cohen, J. J. (2006). The role and contributions of IMGs: a U.S. perspective. <i>Academic Medicine</i> , 81(12 Suppl), S17-21
6	9/23 M 9/25 W	Physicians	Weiss & Lonnquist Ch 8, Ch 9, Ch 12 & Ch 13 Timmermans, S & Oh, H. (2010). The Continued Social Transformation of the Medical Profession. <i>Journal of Health and Social Behavior</i> , 51(S) S94-S106. Sales, C. S., & Schlaff, A. L. (2010). Reforming medical education: A review and synthesis of five critiques of medical practice. <i>Social Science &amp; Medicine</i> , 70(11), 1665-1668.
7	9/30 M	Neighborhood, community	Weden, M. A., Carpiano, R. A., & Robert, S. A. (2008). Subjective and objective neighborhood characteristics and adult health. <i>Social Science &amp; Medicine</i> , 66(6), 1256-1270.
	10/2 W	Nurses, physician assistants, pharmacists, midwives, osteopaths,	Weiss & Lonnquist Ch 10 & Ch 11 Shannon, S. C., & Teitelbaum, H. S. (2009). The status and future of osteopathic medical education in the United States. <i>Academic medicine</i> , 84(6), 707-711. doi: 10.1097/ACM.0b013e3181a43be8 Hooker, R. S., Cawley, J. F., & Leinweber, W. (2010). Career Flexibility Of Physician Assistants And The Potential For More Primary Care. <i>Health Affairs</i> , 29(5), 880-886. doi: 10.1377/hlthaff.2009.0884

		alternative medicine, chiropractors (1)	
8	10/14 M	Nurses, physician assistants, pharmacists, midwives, osteopaths, alternative medicine, chiropractors (2)	
	10/16 W	Dr. Kathy Franchek-Roa (pediatrics): ACE & IPV	Moore, K. A., & Ramirez, A. N. (2016). Adverse Childhood Experience and Adolescent Well-being: Do Protective Factors Matter? Child Indicators Research, 9(2), 299-316. doi: 10.1007/s12187-015-9324-4 Hamberger, L. K. (2007). Preparing the next generation of physicians: medical school and residency-based intimate partner violence curriculum and evaluation. Trauma, violence & abuse, 8(2), 214-225. doi: 10.1177/1524838007301163
9	10/21 M	Healthcare settings	Weiss & Lonnquist Ch 15
	10/23 W	The sick role	Weiss & Lonnquist Ch 7 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.
10	10/28 M	Dr. Maija Holsti (pediatrics) Pediatric emergency medicine	Allen, C. H., Anders, J., Ishimine, P., Roskind, C., Shook, J., & Group, P. (2016). Essentials of Pediatric Emergency Medicine Fellowship Part 7 Careers in PEM. Pediatric Emergency Care, 32(11), 807-811.
	10/30 W	Health and illness behavior	Weiss & Lonnquist Ch 6 Kamimura, A., Nourian, M. M., Jess, A., Chernenko, A., Assasnik, N., & Ashby, J. Perceived benefits and barriers and self-efficacy affecting the attendance of health education programs among uninsured primary care patients. Evaluation and Program Planning, 59, 55-61.
11	11/4 M	Social stress and health	Weiss & Lonnquist Ch 5 Lantz PM, House JS, Mero RP, et al. Stress, life events, and socioeconomic disparities in health: results from the Americans' Changing Lives Study. J Health Soc Behav. 2005;46(3):274-288. Maghout JS, Janisse J, Schwartz K, et al. Demographic and lifestyle factors associated with perceived stress in the primary care setting: a MetroNet study. Fam Pract. 2011;28(2):156-162.
	11/6 W	Dr. Virginia Valentin (Physician Assistant Studies):	Ryan, S. (2016). Is Professionalism Important in Physician Assistant Education? Internet Journal of Allied Health Sciences and Practice, 14(2), 14. Jones, P. E. (2007). Physician assistant education in the United States. Academic Medicine, 82(9), 882-887. doi: 10.1097/ACM.0b013e31812f7c0c <a href="https://journals.lww.com/academicmedicine/Fulltext/2007/09000/Physician_Assistant_Education_in_the_United_States.14.aspx">https://journals.lww.com/academicmedicine/Fulltext/2007/09000/Physician_Assistant_Education_in_the_United_States.14.aspx</a>

		Physician assistant education	
12	11/11 M	Ms. Jackie Rodabaugh (Spice Kitchen Incubator)	Benson, O. G., & Taccolini, A. P. (2019). "Work Is Worship" in Refugee Policy: Diminution, Deindividualization, and Valuation in Policy Implementation. <i>Social Service Review</i> , 93(1), 26-54.
	11/13 W	Social networks	Smith, K. P., & Christakis, N. A. (2008). Social networks and health <i>Annual Review of Sociology</i> (Vol. 34, pp. 405-429). Palo Alto: Annual Reviews. Tamers, S. L., Okechukwu, C., Allen, J., Yang, M., Stoddard, A., Tucker-Seeley, R., & Sorensen, G. (2013). Are social relationships a healthy influence on obesogenic behaviors among racially/ethnically diverse and socio-economically disadvantaged residents? <i>Preventive Medicine</i> , 56(1), 70-74. doi: 10.1016/j.ypmed.2012.11.012
13	11/18 M	Dr. Sara Simonsen (Nursing) Midwifery & child maternal health	Prelip, M., Flores, R., Kinsler, J., Stevenson, A. M., Simonsen, S. E., & Sharif, M. (2012). Evaluation of a Statewide Public Health Nursing Training in Utah. <i>Public Health Nursing</i> , 29(1), 52-61. doi: 10.1111/j.1525-1446.2011.00973.x
	11/20 W	Rural health	Hartley, D. (2004). Rural health disparities, population health, and rural culture. <i>American Journal of Public Health</i> , 94(10), 1675-1678.
14	11/25 M	Health care reform and health policy	Weiss & Lonnquist Ch 14 Hall, M. A., & Lord, R. (2014). Obamacare: What the Affordable Care Act means for patients and physicians. <i>BMJ</i> , 349, g5376. Fried, B., Pintor, J. K., Graven, P., & Blewett, L. A. (2014). Implementing federal health reform in the States: Who is included and excluded and what are their characteristics? <i>Health Services Research</i> , 49(Suppl 2), 2062-2085. Kamimura, A., Tabler, J., Chernenko, A., Aguliera, G., Nourian, M. M., Prudencio, L., & Ashby, J. (2015). Why uninsured free clinic patients don't apply for Affordable Care Act health insurance in a non-expanding Medicaid state. <i>Journal of Community Health</i> . DOI: 10.1007/s10900-015-0076-3.
	11/27 W	Dr. Caren Frost (Social Work): Refugee health	Pace, M., Al-Obaydi, S., Nourian, M. M., & Kamimura, A. (2015). Health services for refugees in the United States: Policies and recommendations. <i>Public Policy and Administration Research</i> , 5, 8, 63-68.
15	12/2 M	Comparative health care systems	Weiss & Lonnquist Ch 17 Schoen, C., Osborn, R., Squires, D., & Doty, M. M. (2013). Access, Affordability, And Insurance Complexity Are Often Worse In The United States Compared To Ten Other Countries. <i>Health Affairs</i> , 32(12), 2205-2215. Ikeda, N. (2011). What has made the population of Japan healthy? <i>Lancet</i> 378: 1094-105.
	12/4 W	Dr. Troy Andersen (Social Work): Aging and health <i>Tentative date</i>	Garrett, N., & Martini, E. M. (2007). The boomers are coming: A total cost of care model of the impact of population aging on the cost of chronic conditions in the United States. <i>Disease Management</i> , 10(2), 51-60. doi: 10.1089/dis.2006.630



**Class attendance/participation:**

*One point deduction per one missed class.* The first two missed classes will not affect total points. Two more missed classes will not affect total points if the student submits a note from a hospital or other PROFESSIONAL individual or organization.

*No texting/emailing in class* – A student texting/emailing in class is not considered attended/participated in the class.

*Class disruptions* will be a subject of point deduction from your participation grade.

**In class exercise (28 exercises, 0.5 point each):**

Pick up a handout at the beginning of class and submit it at the end of class. To make up class exercise, please review all materials of the class which you missed and come to my office hours (up to five exercises).

**Community services:**

\*No student is required to participate in a service placement that creates a religious, political and/or moral conflict for the student.

Community organization:

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

- 3 hours/ week for 12 weeks (Week 3 to Week 15)
- There will be an orientation session at the clinic. (Week 1)
- The student will sign contract and liability forms 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.

Fall 2019 services

- Collect surveys to gather information for the clinic.
- The number of surveys that you collected is a primary component of grade on services since it is the only objective measure of your performance.

**Reflections:**

All reflections are to be completed on Canvas.

***No late submission will be accepted.***

***There won't be any make-up or bonus points.***

Approximately 3 paragraphs/ a reflection based on your experiences at the Maliheh Free Clinic and thoughts from classes.

If the students are asked to write "approximately one paragraph", the approximate amount of "one paragraph" refers to 1/3 of a letter size paper (single spaced, Times New Roman 12 points).

*Last updated: August 1, 2019*