

Sociology 3671-001

3 credit hours

Sociology of Health

Fall 2020

Type: Hybrid

Time: M&W 10:45-11:35 AM

Location: SFEBB 160 (for in person classes)

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

Office: 324 BEH S

Phone: 801-585-5496

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

Office Hours: By appointment (Because my office is too small to practice social distancing, I will meet you via ZOOM, ConexED or Skype for Business. Please indicate which method works best for you when you make an 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:

This is a Hybrid course, which uses a mixture of online, face-to-face, and technology enhanced instruction. You will need reliable computer access. 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 exercise - 3 points*20 lectures	60
Reflections on guest lectures 3 points*8 guest lectures	24
Case analysis assignment 8 points*2 assignments	16
Total	100

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: William C. Cockerham
Title: Medical Sociology
Edition: 14th
Publisher: Routledge
Year of publication: 2017

Additional reading materials will be posted on Canvas.

Canvas student guide

<https://community.canvaslms.com/t5/Student-Guide/tkb-p/student>

Please consult this guide or the U's helpdesk (801-581-4000, ext 1; or helpdesk@utah.edu) if you encounter tech-related difficulties.

Class attendance

You are strongly encouraged in-class attendance. But you may elect not to attend class in-person with no penalty and do not need to seek an official accommodation to participate online, rather than in-person.

Class exercise

(20 exercises, 3 points each – 60 points in total): Due at 11:59 pm on Monday in the next week of the class

In-class: Pick up a handout at the beginning of class and submit it at the end of class. If you were unable to attend the class, review a recorded class and submit the exercise on Canvas.

IVC class: Work on the exercise during class and submit it on Canvas.

Pre-recorded online class: Review a recorded class and submit the exercise on Canvas.

No late submission will be accepted unless you have an official accommodation or submit the evidence (e.g. a note from a health care facility) to verify your situation.

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

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).

Reflections on guest lectures

(3 points*8 guest lectures – 24 points in total): Due at 11:59 pm on Monday in the next week of the class

All guest lectures will be offered online – IVC or online (pre-recorded). All reflections will be submitted on Canvas.

No late submission will be accepted unless you have an official accommodation or submit the evidence (e.g. a note from a health care facility) to verify your situation.

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

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).

Case analysis assignments

(8 points*2 assignments – 16 points in total): Assignment 1 due Oct 5 M at 11:59 pm. Assignment 2 due Nov 30 M at 11:59 pm.

Questions will be posted on Canvas two weeks before the due.

No late submission will be accepted unless you have an official accommodation or submit the evidence (e.g. a note from a health care facility) to verify your situation.

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

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).

Assignments will be based on lectures and reading materials.

*The student can see any course materials and own class notes but **should not collaborate with or seek help from other people.***

The purpose of the assignments is to assess levels of understanding of lectures and course materials. If your answer is solely based on materials outside of lectures and course materials, it may be concluded that you do not understand lectures/course materials. Thus, it is not necessary to use materials outside of the course. But if you still want to use materials outside of the course, the source should be properly cited.

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

The content of all in person will be recorded and available for those who were unable to attend.

All IVC lectures will be recorded and available for those who were unable to attend.

Week	Date	Format	Topic	Reading (Additional reading materials will be posted on Canvas)
1	8/24 M	In person	Introduction	
	8/26 W	In person	Introduction Community Health	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	8/31 M	In person	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.
	9/2 W	In person	Social class	Cockerham pp. 57-70, 74-76. Elo, I. T. (2009). Social Class Differentials in Health and Mortality: Patterns and Explanations in Comparative Perspective <i>Annual Review of Sociology</i> (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	9/7	no class - Labor Day		
	9/9 W	In person	History of medicine, Defining health and social risk factors	Cockerham pp. 10-11. 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	9/14 M	In person	Gender, age, race, ethnicity	Cockerham pp. 84-112 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
	9/16 W	In person	Continued - Gender, age, race, ethnicity	
5	9/21 M	In person	Immigrant health	Acevedo-Garcia, D., & Almeida, J. (2012). Special Issue introduction: Place, migration and health Introduction. <i>Social Science & Medicine</i> , 75(12), 2055-2059.
	9/23 W	In person	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. Kamimura, A., Samhoury, M., Huynh, T., Myers, K., Prudencio, L., Eckhardt, J., & Al-Obaydi, S. (2016). Physician migration: Experience of international medical graduates in the US. <i>Journal of International Migration and Integration</i> . DOI: 10.1007/s12134-016-0486-9.
6	9/28 M	IVC (live)	Physicians	Cockerham pp. 219-241, 249-288. 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 & Medicine</i> , 70(11), 1665-1668.

				Irby, DM & Hamstra, SJ. (2016). Parting the Clouds: Three Professionalism Frameworks in Medical Education. <i>Academic Medicine</i> , 91(12), 1606-1611.
	9/30 W	IVC (live)	Continued - physicians	
7	10/5 M	Online- pre recorded	Neighborhood, community	Cockerham pp. 71-73. Weden, M. A., Carpiano, R. A., & Robert, S. A. (2008). Subjective and objective neighborhood characteristics and adult health. <i>Social Science & Medicine</i> , 66(6), 1256-1270. Sharkey, P., & Faber, J. W. (2014). Where, When, Why, and For Whom Do Residential Contexts Matter? Moving Away from the Dichotomous Understanding of Neighborhood Effects. In K. S. Cook & D. S. Massey (Eds.), <i>Annual Review of Sociology</i> , Vol 40 (Vol. 40, pp. 559-579). Palo Alto: Annual Reviews. Lippert, A. M. (2016). Stuck in Unhealthy Places: How Entering, Exiting, and Remaining in Poor and Nonpoor Neighborhoods Is Associated with Obesity during the Transition to Adulthood. <i>Journal of Health and Social Behavior</i> , 57(1), 1-21. doi:10.1177/0022146515627682
	10/7 W	Online- pre recorded	Nurses, physician assistants, pharmacists, midwives, osteopaths, alternative medicine, chiropractors (1)	Cockerham pp. 292-327. McClain, EK. (2018). Osteopathic Medical Education: Answering the Call. <i>JOURNAL OF THE AMERICAN OSTEOPATHIC ASSOCIATION</i> , 118(4), 216-218. 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
8	10/12 M	IVC (live)	Dr. Virginia Valentin (Physician Assistant Studies): Physician assistant education	Ryan, S. (2016). Is Professionalism Important in Physician Assistant Education? <i>Internet Journal of Allied Health Sciences and Practice</i> , 14(2), 14. Jones, P. E. (2007). Physician assistant education in the United States. <i>Academic Medicine</i> , 82(9), 882-887. doi: 10.1097/ACM.0b013e31812f7c0c https://journals.lww.com/academicmedicine/Fulltext/2007/09000/Physician_Assistant_Education_in_the_United_States.14.aspx
	10/14 W	IVC (live)	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
9	10/19 M	IVC (live)	Dr. Troy Andersen (Social Work): Aging and health	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
	10/21 W	IVC (live)	Nurses, physician assistants, pharmacists, midwives,	

			osteopaths, alternative medicine, chiropractors (2)	
10	10/26 M	IVC (live)	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
	10/28 W	IVC (live)	The sick role	Cockerham pp. 189-214. 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.
11	11/2 M	IVC (live)	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. Social Service Review, 93(1), 26-54.
	11/4 W	IVC (live)	Rural health	Hartley, D. (2004). Rural health disparities, population health, and rural culture. American Journal of Public Health, 94(10), 1675-1678. Peters, DJ. (2020). Community Susceptibility and Resiliency to COVID-19 Across the Rural-Urban Continuum in the United States. JOURNAL OF RURAL HEALTH. DOI: 10.1111/jrh.12477
12	11/9 M	IVC (live)	Dr. Maija Holsti (pediatrics) Emergency pediatric 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.
	11/11 W	In person	Health and illness behavior	Cockerham pp. 168-183. 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.
13	11/16 M	In person	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. 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? Preventive Medicine, 56(1), 70-74. doi: 10.1016/j.ypmed.2012.11.012
	11/18 W	In person	Social stress and health	Cockerham pp. 123-144 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.
14	11/23 M	In person	Infectious diseases & global health	Morens, D.M., G.K. Folkers, and A.S. Fauci, The challenge of emerging and re-emerging infectious diseases. Nature, 2004. 430(6996): p. 242-249 Kamimura, A., Armenta, B. A., Nourian, M. M, Wright, L., Rathi, N., Chernenko, A. (2016). Perceived concern about the new strain of the influenza and obtaining the vaccine in China, Japan and South Korea. Journal of Infection and Public Health. DOI: 10.1016/j.jiph.2016.06.004.

	11/25 W	Online- pre recorded	Dr. Quynh Nguyen (epidemiology - U of Mary land) adolescent health	Schmidt N, Kehm R, Nguyen QC, Osypuk TL. (2020). Do changes in neighborhood social context mediate the effects of the Moving to Opportunity experiment on adolescent mental health? <i>Health and Place</i> , 63 (102331). https://www.sciencedirect.com/science/article/abs/pii/S1353829219312559 Cesare N, Nguyen QC, Grant C, Nsoesie EO. Social media captures demographic and regional physical inactivities (2019). <i>BMJ Open Sport & Exercise Medicine</i> . DOI: 10.1136/bmjsem-2019-000567. https://bmjopensem.bmj.com/content/5/1/e000567.info
15	Nov 30 M	Online- pre recorded	Dr. Sherry Meng Refugee Health	Rees, S. & Fisher, J. (2020). COVID-19 and the Mental Health of People From Refugee Backgrounds. <i>INTERNATIONAL JOURNAL OF HEALTH SERVICES</i> . Article Number: 0020731420942475. Kamimura, A., Weaver, Sin, K., Pye, M, & Panahi, S. (2020). Immigration stress among refugees resettled in the United States. <i>International Journal of Social Psychiatry</i> . https://doi.org/10.1177/0020764020939611
	Dec 2 W	Online- pre recorded	Health care reform and health policy	Cockerham pp. 359-384. Himmelstein, D. U., Woolhandler, S., & Fauke, C. (2019). U.S. Health Care in the Trump Era: A Data Update. <i>International Journal of Health Services</i> , 49(3), 402-411. 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.

In person classes

Face coverings are required in all in-person classes: Based on CDC guidelines, the university requires everyone to wear face coverings in shared public spaces on campus, including our classroom. As a reminder, when I wear a face covering, I am protecting you. When you wear a face covering, you are protecting me and all of your classmates. If you forget your face covering, I will ask you to leave class to retrieve it. If you repeatedly fail to wear a face covering in class, I will refer you to the Dean of Students for a possible violation of the Student Code. Note that some students may qualify for accommodations through the Americans with Disabilities Act (ADA). If you think you meet these criteria and desire an exception to the face covering policy, contact the Center for Disability and Access (CDA). Accommodations should be obtained prior to the first day of class so that I am notified by CDA of any students who are not required to wear a face covering.

The University is also asking all students to stay home if you are feeling sick. Please prioritize your own health and the health and safety of your family and loved ones over coming to class.

Please also remember to practice appropriate personal hygiene to reduce transmission of the virus, including washing your hands and using hand sanitizer, which will be available in the Union at “sanitizing stations”.

Please sit in assigned seats to facilitate contact tracking.

Per University guidelines, the class content will be recorded via ZOOM for students who must miss class due to illness or other COVID-related complications. Your participation in class discussions will be recorded. These recordings will be made available only to students enrolled in the class, to assist those who cannot attend the live session. All recordings will become unavailable to students in the class 30 days after recorded.

IVC (synchronous – live)

Some of the classes will be taught via IVC (Interactive Video Conferencing). IVC classes will meet on **ZOOM**. A reliable, high-speed internet connection will be needed to participate in this class. If you anticipate any problems in this regard, please notify the instructor as soon as possible. Please consult this guide or the U's helpdesk (801-581-4000, ext 1; or helpdesk@utah.edu) if you encounter tech-related difficulties. A guide for joining a zoom meeting is available <https://support.zoom.us/hc/en-us/articles/201362193-How-Do-I-Join-A-Meeting->

The link for accessing the Zoom meeting will be posted on Canvas.

Per University guidelines, we will be recording the zoom lectures for students who must miss class due to illness or other COVID-related complications. Your participation in IVC class discussions will be recorded. These recordings will be made available only to students enrolled in the class, to assist those who cannot attend the live session. All recordings will become unavailable to students in the class 30 days after recorded.

Video expectations: Please turn on video. If you prefer to participate via audio only, please discuss the option with the instructor.

The instructor has the ability to track analytics.

Please use chat to let the instructor know you want to speak or ask questions.

Please mute audio unless you have a permission from the instructor.

Online (asynchronous – pre-recorded)

There will be a couple of weeks in which course lectures are recorded and provided asynchronously via a link posted on Canvas. All recordings will become unavailable to students in the class 30 days after recorded.

Institutional policies and resources

Students must self-report if you test positive for COVID-19 via <https://coronavirus.utah.edu/>

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.

Wellness Statement:

Your personal health and wellness are essential to your success as a student. Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive in this course and at the University of Utah. Please speak with the instructor or TA before issues become problems. And, for helpful resources, contact the Center for Student wellness at www.wellness.utah.edu or 801-581-7776.

Veterans Support Center:

The Veterans Support Center is a "one stop shop" for student veterans to find services, support, advocacy, and camaraderie. They are located in the Park Building Room 201. You can visit their website for more information about their services and support at <http://veteranscenter.utah.edu>.

LGBT Resource Center:

The University of Utah has an LGBT Resource Center on campus. They are located in Room 409 of the Olpin Union Building. Hours: M-F 8-5pm. You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: <http://lgbt.utah.edu>.

Learners of English as an Additional/Second Language:

If you are an English language learner, please be aware of several resources on campus that will support you with your language and writing development. These resources include: the Writing Center (<http://writingcenter.utah.edu>); the Writing Program (<http://writingprogram.utah.edu>); the English Language Institute (<http://continue.utah.edu/eli>).

U Heads Up App:

Download the app on your smartphone at <http://alert.utah.edu/headsup> to access the following resources.

- **Emergency Response Guide:** Provides instructions on how to handle any type of emergency, such as earthquake, utility failure, fire, active shooter, etc. Flip charts with this information are also available around campus.
- **See Something, Say Something:** Report unsafe or hazardous conditions on campus if you see a life threatening or emergency situation, please call 911!
- **Safety Escorts:** For students who are on campus at night or past business hours and would like an escort to your care, please call 801-585-2677. You can call 24/7 and a security officer will be sent to walk with you or give you a ride to your desired on-campus location.

Last updated: August 13, 2020