

Sociology 3769 (section 001) 3 credit hours
Disparities in Health
Spring 2021
Time: MW 8:05-9:25 am
Location: CANVAS (IVC)

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 (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:

This course examines links between disparities in health and social and individual factors including socio demographic status, health indicators, and health literacy. Cultural competency, advocacy, social justice, health policy and provider education to reduce health disparities will be discussed. Guest speakers will be invited for in-depth understandings of specific populations (e.g. Native Americans, Muslims, Latino(a)/Hispanic, Pacific Islanders, homeless individuals) and health disparities. This course meets the Diversity (DV) requirement. Throughout the semester, this course will address the following learning outcomes: Inquiry & Analysis, Critical Thinking, and Intercultural Knowledge & Competence.

Objectives:

At the end of the course, the student will be able to:

- Become familiar with some of the key works in health disparities
- Identify the dimensions of health disparity
- Gain good understanding of social contexts of health disparities
- Describe health policy and community implications to reduce health disparities
- 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:

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| Class exercise - 3 points*15 lectures | 45 |
| Reflections on guest lectures 3 points*10 guest lectures | 30 |
| Assignment #1 | 10 |
| Assignment #2 | 15 |
| 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:

No text book.
 All 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 & participation

You are strongly encouraged live attendance (for IVC classes). However, all classes will be recorded and available to the students who were unable to attend live. Students who missed an IVC class must watch a recording and submit class exercise on the missed class by 11:59 on Tuesday in the next week of the class. Specific instructions will be posted on CANVAS.

Class exercise

(15 exercises, 3 points each – 45 points in total): Due at 11:59 pm on Tuesday in the next week of the class

IVC class: If you attend live, you will submit class exercise via Chat of ZOOM during the class. If you do not attend live and will watch a recording later, you will submit the exercise on Canvas (Due Tuesday at 11:59 pm in the next week of the class).

Pre-recorded online class: Review a recorded class and submit the exercise on Canvas (Due Tuesday at 11:59 pm in the next week of the class).

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*10 guest lectures – 30 points in total): Due at 11:59 pm on Tuesday 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).

Assignments

Assignment 1 (10 points) due March 2 Tue at 11:59 pm.

Assignment 2 (15 points) due April 27 Tue at 11:59 pm.

Questions will be posted on Canvas approximately 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.)

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 | 1/20 W | IVC (live) | Introduction | |
| 2 | 1/25 M | IVC (live) | Definition of health disparities | Horton, S. (2006). The double burden on safety net providers: Placing health disparities in the context of the privatization of health care in the US. <i>Social Science & Medicine</i> , 63(10), 2702-2714. Koh, H. K., Oppenheimer, S. C., Massin-Short, S. B., Emmons, K. M., Geller, A. C., & Viswanath, K. (2010). Translating Research Evidence Into Practice to Reduce Health Disparities: A Social Determinants Approach. <i>American Journal of Public Health</i> , 100, S72-S80. |
| | 1/27 W | IVC (live) | Socioeconomic status | Burgard, S. A., & Chen, P. V. (2014). Challenges of health measurement in studies of health disparities. <i>Social Science & Medicine</i> , 106, 143-150. Kamimura, A., Christensen, N., Prevedel, JA., Tabler, J., Hamilton, BJ., Ashby, J., & Reel, J. (2014). Quality of life among free clinic patients associated with somatic symptoms, depression, and perceived neighborhood environment. <i>Journal of Community Health</i> , 39(3), 524-530. |
| 3 | 2/1 M | IVC (live) | Race/ ethnicity (1) | Coll, P. R., & Gerteis, J. (2019). Race as an Open Field: Exploring Identity beyond Fixed Choices. <i>Sociology of Race and Ethnicity</i> , 5(1), 55-69. doi:10.1177/2332649217748425 Baer, R. D., Arteaga, E., Dyer, K., Eden, A., Gross, R., Helmy, H., . . . Reeser, D. (2013). Concepts of race and ethnicity among health researchers: patterns and implications. <i>Ethnicity & Health</i> , 18(2), 211-225. doi: 10.1080/13557858.2012.713091 Phelan, J. C., & Link, B. G. (2015). Is Racism a Fundamental Cause of Inequalities in Health? In K. S. Cook & D. S. Massey (Eds.), <i>Annual Review of Sociology</i> , Vol 41 (Vol. 41, pp. 311-330). Palo Alto: Annual Reviews. |
| | 2/3 W | IVC (live) | Race/ ethnicity (2) | Haas, Steven A., and Leah Rohlfen. 2010. "Life Course Determinants of Racial and Ethnic Disparities in Functional Health Trajectories." <i>Social Science & Medicine</i> 70(2):240–50 Gold, J. A. W., Rossen, L. M., Ahmad, F. B., Sutton, P., Li, Z. Y., Salvatore, P. P., . . . Jackson, B. R. (2020). Race, Ethnicity, and Age Trends in Persons Who Died from COVID-19-United States, May-August 2020. <i>Mmwr-Morbidity and Mortality Weekly Report</i> , 69(42), 1517-1521. doi:10.15585/mmwr.mm6942e1 |
| 4 | 2/8 M | IVC (live) | Health indicators (1) | Factor, R., Kawachi, I., & Williams, D. R. (2011). Understanding high-risk behavior among non-dominant minorities: A social resistance framework. <i>Social Science & Medicine</i> , 73(9), 1292-1301. Gordon-Larsen, P., Nelson, M. C., Page, P., & Popkin, B. M. (2006). Inequality in the built environment underlies key health disparities in physical activity and obesity. <i>Pediatrics</i> , 117(2), 417-424. Cockerham, W. C. (2005). Health lifestyle theory and the convergence of agency and structure. <i>Journal of Health and Social Behavior</i> , 46(1), 51-67. doi:10.1177/002214650504600105 |
| | 2/10 W | IVC (live) | Populations at risk | Dowd, J. B., Zajacova, A., & Aiello, A. (2009). Early origins of health disparities: Burden of infection, health, and socioeconomic status in US children. <i>Social Science & Medicine</i> , 68(4), 699-707. |
| 5 | 2/15 M | No class | HOLIDAY | |
| | 2/17 W | IVC (live) | Immigrants (1) | Jasso, G. (2009). Ethnicity and the immigration of highly skilled workers to the United States. <i>International Journal of Manpower</i> , 30(1-2), 26-42. doi: 10.1108/01437720910948375 Beechinor, L. A. V., & Fitzpatrick, J. J. (2008). Demands of immigration among nurses from Canada and the Philippines. <i>International Journal of Nursing Practice</i> , 14(2), 178-187. doi: 10.1111/j.1440-172X.2008.00680.x Brown, T. H. (2018). Racial Stratification, Immigration, and Health Inequality: A Life Course-Intersectional Approach. <i>Social Forces</i> , 96(4), 1507-1540. doi: 10.1093/sf/soy013 |
| 6 | 2/22 M | IVC (live) | Immigrants (2) | Read, J. G., & Emerson, M. O. (2005). Racial context, black immigration and the US black/white health disparity. <i>Social Forces</i> , 84(1), 181-199. doi:10.1353/sof.2005.0120 Diaz, C. J. and M. Nino (2019). "Familism and the Hispanic Health Advantage: The Role of Immigrant Status." <i>Journal of Health and Social Behavior</i> 60(3): 274-290. Philbin, Morgan M., Morgan Flake, Mark L. Hatzembuehler, and Jennifer S. Hirsch. 2018. "State-Level Immigration and Immigrant-Focused Policies as Drivers of Latino Health Disparities in the United States." <i>Social Science and Medicine</i> 199:29–38. |

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| | | | | Tegegne, M. A. (2018). Linguistic Integration and Immigrant Health: The Longitudinal Effects of Interethnic Social Capital. <i>Journal of Health and Social Behavior</i> , 59(2), 215-230. doi:10.1177/0022146518757198 |
| | 2/24 W | IVC (live) | Dr. Robin Marcus, PhD (Physical Therapy & Athletic Training) The Wellness Bus | Marcus, R. L., Bannon, B. L., Delaney, R. K., & Fagerlin, A. (2019). The Wellness Bus: Closing the Gap in Type 2 Diabetes Prevention and Promoting Population Health. <i>Diabetes</i> , 68, 2. doi:10.2337/db19-57-LB https://diabetes-diabetesjournals-org.ezproxy.lib.utah.edu/content/68/Supplement_1/57-LB |
| 7 | 3/1 M | IVC (live) | Dr. Maija Holsti (pediatrics): Health of Native Americans | Henley, T., & Boshier, M. (2016). The future of Indian Health Services for native Americans in the United States: an analysis of policy options and recommendations. <i>Health Economics Policy and Law</i> , 11(4), 397-414. doi: 10.1017/s1744133116000141 Rutman, S., Phillips, L., & Sparck, A. (2016). Health Care Access and Use by Urban American Indians and Alaska Natives: Findings from the National Health Interview Survey (2006-09). <i>Journal of Health Care for the Poor and Underserved</i> , 27(3), 1521-1536. |
| | 3/3 W | Online (pre-recorded) | Refugees | Worabo, H. J., Hsueh, K. H., Yakimo, R., Worabo, E., Burgess, P. A., & Farberman, S. M. (2016). Understanding Refugees' Perceptions of Health Care in the United States. <i>Jnp-Journal for Nurse Practitioners</i> , 12(7), 487-494. doi:10.1016/j.nurpra.2016.04.014 Clarke, S. K., Kumar, G. S., Sutton, J., Atem, J., Banerji, A., Brindamour, M., . . . Zaaeed, N. Potential Impact of COVID-19 on Recently Resettled Refugee Populations in the United States and Canada: Perspectives of Refugee Healthcare Providers. <i>Journal of Immigrant and Minority Health</i> , 6. doi:10.1007/s10903-020-01104-4 |
| 8 | 3/8 M | Online (pre-recorded) | Dr. Jennifer Edwards, MD (ICU, Intermountain Healthcare) – tentative date | Kanter, G. P., Segal, A. G., & Groeneveld, P. W. (2020). Income Disparities In Access To Critical Care Services. <i>Health Affairs</i> , 39(8), 1362-1367. doi:10.1377/hlthaff.2020.00581 Poulson, M., Neufeld, M., Geary, A., Kenzik, K., Sanchez, S. E., Dechert, T., & Kimball, S. Intersectional Disparities Among Hispanic Groups in COVID-19 Outcomes. <i>Journal of Immigrant and Minority Health</i> , 7. doi:10.1007/s10903-020-01111-5 |
| | 3/10 W | Online (pre-recorded) | Dr. Jeff Rose, PhD (Health & Kinesiology) homelessness across the urban-wildland interface | Rose, J., & Wilson, J. (2019). Assembling Homelessness: A Posthumanist Political Ecology Approach to Urban Nature, Wildlife, and Actor-Networks. <i>Leisure Sciences</i> , 41(5), 402-422. doi:10.1080/01490400.2019.1627964 Rose, J. (2017). Cleansing public nature: landscapes of homelessness, health, and displacement. <i>Journal of Political Ecology</i> , 24, 11-23. |
| 9 | 3/15 M | IVC (live) | Mr. Jake Fitiseanu, MPH (Ethnic Studies) Pacific Islanders | Moy, K. L., Sallis, J. F., Trinidad, D. R., Ice, C. L., & McEligot, A. J. (2012). Health Behaviors of Native Hawaiian and Pacific Islander Adults in California. <i>Asia-Pacific Journal of Public Health</i> , 24(6), 961-969. doi:10.1177/1010539511408068 |
| | 3/17 W | IVC (live) | Health literacy (1) | Paasche-Orlow, M. K., & Wolf, M. S. (2010). Promoting Health Literacy Research to Reduce Health Disparities. <i>Journal of Health Communication</i> , 15, 34-41. Kamimura, A., Christensen, N., Tabler, J., Ashby, J., & Olson, L. M. (2013). Patients Utilizing a Free Clinic: Physical and Mental Health, Health Literacy, and Social Support. <i>Journal of Community Health</i> , 38(4), 716-723. |
| 10 | 3/22 M | IVC (live) | Ms. Jessie Mandle, MPH (Utah Children) youths and children | Currie, J. (2009). Policy interventions to address child health disparities: moving beyond health insurance. <i>Pediatrics</i> , 124 Suppl 3, S246-254. |
| | 3/24 W | IVC (live) | Health literacy (2) | Sentell, T., Vamos, S., & Okan, O. (2020). Interdisciplinary Perspectives on Health Literacy Research Around the World: More Important Than Ever in a Time of COVID-19. <i>International journal of environmental research and public health</i> , 17(9), 13. doi:10.3390/ijerph17093010 Paakkari, L., & Okan, O. (2020). COVID-19: health literacy is an underestimated problem. <i>Lancet Public Health</i> , 5(5), E249-E250. doi:10.1016/s2468-2667(20)30086-4 |
| 11 | 3/29 M | IVC (live) | Ms. Courtney Bullard (Health Policy Project) health policy and Middle Easterners in the US | Alkaid Albqoor, M., Chen, J. L., Weiss, S., Waters, C., & Choi, J. (2020). Self-rated health of Middle Eastern immigrants in the US: a national study. <i>Public Health</i> , 180, 64-73. doi:https://doi.org/10.1016/j.puhe.2019.10.019 |
| | 3/31 W | IVC (live) | Culture, health beliefs and health | Singer, M. K. (2012). Applying the concept of culture to reduce health disparities through health behavior research. <i>Preventive Medicine</i> , 55(5), 356-361. Viruell-Fuentes, Edna A., Patricia T. Miranda, and Sawsan Abdulrahim. 2012. "More Than Culture: Structural Racism, Intersectionality Theory, and Immigrant Health." <i>Social Science and Medicine</i> 75: 2099–2106. |
| 12 | 4/5 M | No class | NON-INSTRUCTION DAY | |

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| | 4/7 W | IVC (live) | Dr. Megan Reynolds, PhD (Sociology) political predictors of health | Peter Meunnig, Megan M. Reynolds, David S. Fink, Zafar Zafari, Boshen Jiao & Arline T. Geronimus (2018). "America's Declining Well-Being, Health, and Life Expectancy: Not Just a White Problem". American Journal of Public Health. Vol. 108, 1626– 1631. |
| 13 | 4/12 M | IVC (live) | Dr. Soheila Amirsoleimani, PhD ((World Languages and Cultures) Muslims in the US | Inhorn, M. C., & Serour, G. I. (2011). Islam, medicine, and Arab-Muslim refugee health in America after 9/11. Lancet, 378(9794), 935-943. Kamimura, A., Pye, M., Sin, K., Nourian, M. M., Assasnik, N., Stoddard, M., & Frost, C. (2018). Health and Well-being of Women Migrating from Predominantly Muslim Countries to the United States. Journal of Health Care for the Poor and Underserved, 29, 337-348. |
| | 4/14 W | IVC (live) | Dr. Robert Welsh, PhD (Psychiatry) Health information among minorities | Mesch, G., Mano, R., & Tsamir, J. (2012). Minority status and health information search: A test of the social diversification hypothesis. Social Science & Medicine, 75(5), 854-858. doi:10.1016/j.socscimed.2012.03.024 Beaunoyer, E., Dupere, S., & Guitton, M. J. (2020). COVID-19 and digital inequalities: Reciprocal impacts and mitigation strategies. Computers in Human Behavior, 111, 9. doi:10.1016/j.chb.2020.106424 |
| 14 | 4/19 M | IVC (live) | Provider prejudice and bias | Gaskin, D. J., Spencer, C. S., Richard, P., Anderson, G. F., Powe, N. R., & LaVeist, T. A. (2008). Do hospitals provide lower-quality quality care to minorities than to whites? Health Affairs, 27(2), 518-527. Spencer, K. L., & Grace, M. (2016). Social Foundations of Health Care Inequality and Treatment Bias. In K. S. Cook & D. S. Massey (Eds.), Annual Review of Sociology, Vol 42 (Vol. 42, pp. 101-120). Palo Alto: Annual Reviews. |
| | 4/21 W | IVC (live) | Cultural competency and provider education | White-Means, S., Dong, Z. Y., Hufstader, M., & Brown, L. T. (2009). Cultural Competency, Race, and Skin Tone Bias Among Pharmacy, Nursing, and Medical Students Implications for Addressing Health Disparities. Medical Care Research and Review, 66(4), 436-455. Timmermans, S & Oh, H. (2010). The Continued Social Transformation of the Medical Profession. Journal of Health and Social Behavior 51(S) S94–S106. |
| 15 | 4/26 M | IVC (live) | Social justice and health policy & Access to health care Advocacy | Braveman, P. A., Kumanyika, S., Fielding, J., LaVeist, T., Borrell, L. N., Manderscheid, R., & Troutman, A. (2011). Health Disparities and Health Equity: The Issue Is Justice. American Journal of Public Health, 101, S149-S155. Lurie, N., & Dubowitz, T. (2007). Health disparities and access to health. Jama-Journal of the American Medical Association, 297(10), 1118-1121 Israel, B. A., Coombe, C. M., Cheezum, R. R., Schulz, A. J., McGranaghan, R. J., Lichtenstein, R., . . . Burris, A. (2010). Community-Based Participatory Research: A Capacity-Building Approach for Policy Advocacy Aimed at Eliminating Health Disparities. American Journal of Public Health, 100(11), 2094-2102. |

IVC (synchronous – live)

The majority 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. These recordings will be made available only to students enrolled in the class, to assist those who cannot attend the live session.

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.

To support students who may have technology access challenges, the Marriott Library, UIT, and TLT are expanding the number of laptops and hotspots available for checkout; see: <https://lib.utah.edu/coronavirus/checkout-equipment.php>

Online (asynchronous – pre-recorded)

There will be a couple of weeks in which course lectures are pre-recorded and provided asynchronously via a link posted on Canvas.

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: January 6, 2021