

**Sociology 3671-002**  
**3 credit hours**  
**Sociology of Health**  
**Fall 2021**  
**Type: Hybrid & CEL**  
**Time: M&W 10:45-11:35 AM**  
**Location: SW 134 (for in-person classes)**

**Section 002 includes Community Engaged Learning (CEL) component.**

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

**Office: 324 BEH S**

**Phone: 801-585-5496**

**E-mail: akiko.kamimura@utah.edu**

- **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 - 2 points*20 lectures	40
Reflections on guest lectures 3 points*8 guest lectures	24
Community project	16
Reflections of community projects – 2 points*10 reflections	20
<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: 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**

For in person and IVC sessions, attendance is a necessary component of the course for class exercise and discussion.

### **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-person 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 via ZOOM chat.

*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**

Some of the guest lectures will be offered via IVC (ZOOM) or online (pre-recorded). All reflections will be submitted on Canvas. Recordings of IVC/online guest lectures will be available on Canvas. In person guest lectures may not be recorded. Please contact the instructor if there is no recording and you need alternative sources to work on a reflection.

*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).*

### **Community project**

**(16 points)**

*\*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)

Due to the clinic's policy, students must be fully vaccinated against COVID-19.

- 3 hours/ week for 10 weeks
- There will be an orientation session at the clinic.
- 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 2021 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 on the community project**

**(2 points\*10 reflections – 20 points in total): Due at 11:59 pm on Monday in the next week of the community service**

All reflections are to be completed 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).*

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

Week	Date	Format	Topic	Reading (Additional reading materials will be posted on Canvas)
1	8/23 M	In person	Introduction	
	8/25 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	8/30 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.
	9/1 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 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	9/6	no class - Labor Day		
	9/8 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	9/13 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
	9/15 W	In person	Continued - Gender, age, race, ethnicity	
5	9/20 M	In person	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.
	9/23 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., Samhour, 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	9/27 M	In person	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 &amp; 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.

	9/29 W	In person	Continued - physicians	
7	10/4 M	In person	<b>Dr. Maija Holsti (pediatrics) Emergency pediatric medicine</b>	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. <i>Pediatric Emergency Care</i> , 32(11), 807-811.
	10/6 W	In person	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 &amp; 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
	10/11 M	No class - fall break		
	10/13 W	No class - fall break		
8	10/18 M	In person	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
	10/20 W	IVC (live)	Nurses, physician assistants, pharmacists, midwives, osteopaths, alternative medicine, chiropractors (2)	
9	10/25 M	In person	<b>Dr. Kathy Franchek-Roa (pediatrics): ACE &amp; IPV</b>	Moore, K. A., & Ramirez, A. N. (2016). Adverse Childhood Experience and Adolescent Well-being: Do Protective Factors Matter? <i>Child Indicators Research</i> , 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. <i>Trauma, violence &amp; abuse</i> , 8(2), 214-225. doi: 10.1177/1524838007301163
	10/27 W	IVC (live)	<b>Troy Andersen (Social Work):</b>	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

			<b>Aging and health</b>	Batsis, J. A., Daniel, K., Eckstrom, E., Goldlist, K., Kusz, H., Lane, D., . . . Friedman, S. M. (2021). Promoting Healthy Aging During COVID-19. <i>Journal of the American Geriatrics Society</i> , 69(3), 572-580. doi:10.1111/jgs.17035
10	11/1 M	In person	The sick role	Cockerham pp. 189-214. Perry, B. L. (2011). The Labeling Paradox: Stigma, the Sick Role, and Social Networks in Mental Illness. <i>Journal of Health and Social Behavior</i> , 52(4), 460-477.
	11/3 W	In person	Rural health	Hartley, D. (2004). Rural health disparities, population health, and rural culture. <i>American Journal of Public Health</i> , 94(10), 1675-1678. Peters, DJ. (2020). Community Susceptibility and Resiliency to COVID-19 Across the Rural-Urban Continuum in the United States. <i>JOURNAL OF RURAL HEALTH</i> . DOI: 10.1111/jrh.12477
11	11/8 M	IVC (live)	<b>Dr. Susan Sample (Medical Ethics &amp; Humanities) Medical discourses</b>	Arnold, B. L., Lloyd, L. S., & von Gunten, C. F. (2016). Physicians' Reflections on Death and Dying on Completion of a Palliative Medicine Fellowship. <i>Journal of pain and symptom management</i> , 51(3), 633-639.
	11/10 W	In person	Health and illness behavior	Cockerham pp. 168-183. Kamimura, A., Nourian, M. M., Jess, A., Chermenko, A., Assasnik, N., & Ashby, J. Perceived benefits and barriers and self-efficacy affecting the attendance of health education programs among uninsured primary care patients. <i>Evaluation and Program Planning</i> , 59, 55-61.
12	11/15 M	In person	<b>Dr. Virginia Valentin (Physician Assistant Studies): Physician assistant education</b>	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 <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>
	11/17 W	In person	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	11/22 M	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. <i>J Health Soc Behav</i> . 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. <i>Fam Pract</i> . 2011;28(2):156-162.
	11/24 W	Online pre-recorded	<b>Dr. Sherry Meng Refugee Health</b>	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> . <a href="https://doi.org/10.1177/0020764020939611">https://doi.org/10.1177/0020764020939611</a>
14	11/29 M	Online pre-recorded	<b>Dr. Quynh Nguyen (epidemiology – U of Maryland)</b>	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). <a href="https://www.sciencedirect.com/science/article/abs/pii/S1353829219312559">https://www.sciencedirect.com/science/article/abs/pii/S1353829219312559</a> Cesare N, Nguyen QC, Grant C, Nsoesie EO. Social media captures demographic and

			<b>adolescent health</b>	regional physical inactivities (2019). <i>BMJ Open Sport &amp; Exercise Medicine</i> . DOI: 10.1136/bmjsem-2019-000567. <a href="https://bmjopensem.bmj.com/content/5/1/e000567.info">https://bmjopensem.bmj.com/content/5/1/e000567.info</a>
	12/1 W	IVC (live)	<b>Ms. Jackie Rodabaugh (Spice Kitchen Incubator)</b>	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.
15	12/6 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. <i>Nature</i> , 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. <i>Journal of Infection and Public Health</i> . DOI: 10.1016/j.jiph.2016.06.004.
	12/8 W	In person	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

According to the CDC, wearing a mask remains an effective means of preventing infection for both unvaccinated and vaccinated people. Regardless of what someone chooses (mask or no mask), the university seeks to foster a sense of community and asks everyone on campus to be respectful of individual decisions on mask wearing.

## 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->

IVC classes/ guest lectures will be 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.

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 guest lectures which will be offered via online (pre-recorded). A link to a pre-recorded lecture will be posted on Canvas.

## Institutional policies and resources

### Public Health and Safety Guidance:

*University leadership has urged all faculty, students, and staff to **model the vaccination, testing, and masking behaviors** we want to see in our campus community.*

*These include:*

- *Vaccination*
- *Masking indoors*
- *If unvaccinated, getting weekly asymptomatic coronavirus testing*

### Vaccination

- **Get a COVID-19 vaccination** if you have not already done so. Vaccination is proving highly effective in preventing severe COVID-19 symptoms, hospitalization and death from coronavirus. Vaccination is the single best way to stop this COVID resurgence in its tracks.
- *Many in the campus community already have gotten vaccinated:*

- More than 80% of U. employees
- Over 70% of U. students
- Visit <http://mychart.med.utah.edu/>, <https://alert.utah.edu/covid/vaccine/>, or <http://vaccines.gov/> to schedule your vaccination.

### **Masking**

- While masks are no longer required outside of Health Sciences facilities, UTA buses and campus shuttles, **CDC guidelines now call for everyone to wear face masks indoors.**
  - Check the CDC website periodically for masking updates—  
<https://www.cdc.gov/coronavirus/2019-ncov/vaccines/fully-vaccinated-guidance.html>
  - Treat masks like seasonal clothing (i.e. during community surges in COVID transmission, masks are strongly encouraged indoors and in close groups outside).

### **Testing**

- **If you are not yet vaccinated, get weekly asymptomatic coronavirus tests.** This is a helpful way to protect yourself and those around you because asymptomatic individuals can unknowingly spread the coronavirus to others.
  - Asymptomatic testing centers are open and convenient:
    - Online scheduling
    - Saliva test (no nasal swabs)
    - Free to all students returning to campus (required for students in University housing)
    - Results often within 24 hours
    - Visit [alert.utah.edu/covid/testing](https://alert.utah.edu/covid/testing)
- **Remember: Students must self-report if they test positive for COVID-19** via this website: <https://coronavirus.utah.edu/>.

### **Student Mental Health Resources**

- *Rates of burnout, anxiety, depression, isolation, and loneliness have noticeably increased during the pandemic. If you need help, reach out for campus mental health resources, including counseling, trainings and other support.*
- *Consider participating in a Mental Health First Aid or other wellness-themed training provided by our Center for Student Wellness and sharing these opportunities with your peers, teaching assistants and department colleagues.*

### **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 & Access (<https://disability.utah.edu/>), 162 Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability & Access.

### **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).

**Emergency Preparedness Information CSBS EMERGENCY PREPAREDNESS SYLLABUS PAGES** <https://uofu.app.box.com/s/ebev5m2bornu831lnvyfx2jir0vzm0s>

**R-1 statement:**

As the only institution in the state classified in the highest research category (R1), at the University of Utah you will have access to state-of-the-art research facilities and be able to be part of the knowledge creation process. You will have the opportunity to do research of your own with faculty who are leading experts in their field, engaging in programs that match your research interests. Further, you will interact with and often take classes with graduate students that provide an advanced understanding of the knowledge in your field.

**University 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).

**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](http://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 14, 2021*