

Sociology 3769 (section 002) 3 credit hours
Disparities in Health
Spring 2022
Time: MW 9:40-10:30 am
Type: Hybrid
Location: TBA

Community Engaged Learning section

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

Office: 324 BEH S

Phone: 801-585-5496

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

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

Office Hours: By appointment (I will meet you via ZOOM)

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:

Class exercise/reflections on guest lectures – 2 points*27 lectures	54
Reflections of community projects – 2 points*12 reflections	24
Community project	22
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

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

Class exercise/reflection on guest lectures

(27 classes, 2 points each – 54 points in total): Due at 11:59 pm on Tuesday in the next week of the class

In-person class/guest lecture: 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.

IVC or online guest lecture: Submit a reflection on Canvas after the guest lecture.

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

(22 points)

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

**Students will provide community services 3 hours/week for 12 weeks.*

Community organizations (pick one of the organizations below):

Hope Clinic <http://www.utahhopeclinic.org/> (Volunteer work from 1 pm to 4 pm on Tuesday or Wednesday)

Spice Kitchen Incubator/ International Rescue Committee <https://spicekitchenincubator.org/> (Volunteer work for Spice to Go from 3:30 to 6:30 pm on Thursday)

INN Between <https://tibhospice.org/>

Reflections on the community project

(2 points*12 reflections – 24 points in total): Due at 11:59 pm on Tuesday 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).

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	1/10 M	In person	Introduction	
	1/12 W	In person	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.
2	1/17 M	No class	Holiday	
	1/19 W	In person	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	1/24 M	In person	Race/ ethnicity (1)	Croll, 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.
	1/26 W	In person	Race/ ethnicity (2)	Haas, Steven A., and Leah Rohlfson. 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	1/31 M	In person	Health indicators	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
	2/2 W	In person	Populations at risk (1)	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	2/7 M	In person	Populations at risk (2)	
	2/9 W	In person	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	2/14 M	In person	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. Hatzenbuehler, 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.

				Teegne, 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
	2/16 W	In person	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.
7	2/21 M	No Class	Holiday	
	2/23 W	In person	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
8	2/28 M	In person	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.
	3/2 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
	3/7 M	No class	Spring break	
	3/9 W	No class	Spring break	
9	3/14 M	In person	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., . . . Zaaed, 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
	3/16 W	In person	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.
10	3/21 M	In person	Dr. Amy Locke (Family Medicine) Wellness Bus	https://diabetesjournals.org/diabetes/article/68/Supplement_1/57-LB/58513/57-LB-The-Wellness-Bus-Closing-the-Gap-in-Type-2
	3/23 W	In person	Dr. Amanda Bakian (psychiatry) air pollution interact and psychiatric conditions	Bakian, A. V., Huber, R. S., Coon, H., Gray, D., Wilson, P., McMahon, W. M., & Renshaw, P. F. (2015). Acute air pollution exposure and risk of suicide completion. <i>American journal of epidemiology</i> , 181(5), 295-303. https://doi.org/10.1093/aje/kwu341
11	3/28 M	In person	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? <i>Health Affairs</i> , 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.), <i>Annual Review of Sociology</i> , Vol 42 (Vol. 42, pp. 101-120). Palo Alto: Annual Reviews
	3/30 W	In person	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. <i>Medical Care Research and Review</i> , 66(4), 436-455.

				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.
12	4/4 M	In person	Dr. Paloma Cariello, MD (infectious diseases) power of diversity in medicine	Roberts, L. W. (2020). Belonging, Respectful Inclusion, and Diversity in Medical Education. <i>Academic Medicine</i> , 95(5), 661-664. doi:10.1097/acm.00000000000003215
	4/6 W	In person	Access to health care	Lurie, N., & Dubowitz, T. (2007). Health disparities and access to health. <i>Jama-Journal of the American Medical Association</i> , 297(10), 1118-1121
13	4/11 M	In person	Dr. Alessandro Rigolon (City & Metropolitan Planning) public health impacts of urban green space on marginalized communities	Rigolon, A., Fernandez, M., Harris, B., & Stewart, W. (2019). An Ecological Model of Environmental Justice for Recreation. <i>Leisure Sciences</i> , 1-22. doi:10.1080/01490400.2019.1655686
	4/13 W	In person	Advocacy	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. <i>American Journal of Public Health</i> , 100(11), 2094-2102.
14	4/18 M	In person or online	Ms. Sumiko Anderson (social work) Generational trauma in the Black/African-American community	Ortega-Williams, A., & Harden, T. (2021). Anti-Black Racism and Historical Trauma: Pushing the Positive Youth Development Paradigm. <i>Youth & Society</i> . https://doi.org/10.1177/0044118X211007883
	4/20 M	IVC	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. <i>Lancet</i> , 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. <i>Journal of Health Care for the Poor and Underserved</i> , 29, 337-348.
15	4/25 M	In person	Social justice and health policy	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. <i>American Journal of Public Health</i> , 101, S149-S155.

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 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

Class Modalities

- *Parts of this class will be delivered online or digitally. Attendance requirements, assignment submission format and, and exam modalities will be clearly stated in the syllabus and on Canvas. Changes to these requirements are up to the discretion of the instructor.*

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*
- *Quarantining after exposure*

Vaccination

- **Get a COVID-19 vaccination and the booster shot recommended for pairing with your vaccine** 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.
 - *University of Utah students are required (as of August 27, 2021) to complete acycle of COVID-19 vaccination and booster shot with an approved vaccine, or complete an exemption form. The university provides three convenient vaccination options:*
 - *Attend one of the regularly scheduled vaccine events at the Student Union on campus.*
 - *Schedule an appointment with Student Health here.*
 - *Visit <http://mychart.med.utah.edu/>, <https://alert.utah.edu/covid/vaccine/>, or <http://vaccines.gov/> to schedule your vaccination.*

Masking

- **While masks are not required outside of Health Sciences facilities, on UTA buses or 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>.*
 - *With high transmission rates in Salt Lake County, the CDC recommends: “Everyone should wear a mask in public indoor settings.”*
 - *Treat masks like seasonal clothing (i.e., during community surges in COVID transmission, they should be worn indoors and in close groups outside).*
 - *In cases of classroom exposure, masks should be worn for the quarantine period (see details below).*

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

- **Remember: Students, faculty and staff 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/ebev5m2bornu831lvyfxx2jir0vzm0s>

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.

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 5, 2022