

Sociology 3671-002
3 credit hours
Medical Sociology
Fall 2022
Type: Hybrid
Time: M&W 9:40-10:30 AM
Location: BEH S 113

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: via ZOOM/ in person by appointment

CEL TA: Fatima Nehaal Faizi (Contact her via a Canvas message)

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/reflections on a guest lecture – 1.5 points*28 lectures	42
CEL project	20
CEL reflections (6 points*3)	18
CEL report	20
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: 15th
Publisher: Routledge
Year of publication: 2022

Author: David M. Donahue, Star Plaxton-Moore, Chris Nayve, Tania D. Mitchell
Title: The Student Companion to Community-Engaged Learning: What You Need to Know for Transformative Learning and Real Social Change
Publisher: Stylus Publishing
Year of publication: 2018

Additional reading materials will be posted on Canvas.

Optional book:

Author: Margaret Greenhall

Title: Report Writing Skills Training Course. How to Write a Report and Executive Summary, and Plan, Design and Present Your Report. an Easy Format for Writing
Publisher: Universe of Learning Ltd
Year of publication: 2010

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.

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Class attendance

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

Class exercise/ reflections on guest lectures

(28 exercises/reflections on guest lectures, 1.5 points each – 42 points in total): Due at 11:59 pm on Monday in the next week of the class (except Labor Day)

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/online class: Some of the lectures may be offered via IVC (ZOOM) 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).

CEL project

(20 points) – Must be completed by December 8

Students will pick one community organization from the list and develop a project. A project may be an individual or group project. A project will be done in-person or remotely, depending on the nature of a project. 12-15 hours/student/semester. Community partners will give a presentation so students know about the organization and can specify a project. Students must finalize a project by September 26 Monday.

List of community organizations (subject to change)

- Maliheh Free Clinic <https://malihehfreeclinic.org/>
- Hope Clinic <http://www.utahhopeclinic.org/>
- THE INN Between <https://tibhospice.org/>
- International Rescue Committee (IRC) <https://www.rescue.org/united-states/salt-lake-city-ut>
- Spice Kitchen Incubator <https://spicekitchenincubator.org/>
- Redwood Health Center Refugee Program
<https://uofuhealth.utah.edu/community/progress-in-action/profile-anna-gallegos.php>

Examples of projects

In-person projects

[with IRC] Helping big events in the fall - Students can get involved in the collection and distribution of gifts for these events. Additionally, for these events we could use funding to purchase materials for our clients such as winter clothing.

[with Hope Clinic] Assisting Spanish speaking patients

[with Maliheh Free Clinic] Helping patients in the waiting room

Remote projects

[with THE INN Between] Developing a life stills workbook

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.

CEL reflections

(18 points in total – 3 reflections – 6 points/each) – Due Oct 3 M, Nov 14 M, Dec 12 M

Specific reflection questions will be posted 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.

CEL report

(20 points) – Due Dec 12 M

10-12 pages double-spaced (font size 12, 1-inch margin) not including a time log and a reference list. A CEL report includes literature review, project description, plan and development, implementation, the integration of theory and practice, and a time log.

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.

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	8/22 M	In person	Introduction	
	8/24 W	In person	Social construction	Cockerham pp. 1-14 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.
2	8/29 M	In person	Community organization presentation – International Rescue Committee	Donahue Introduction & Ch. 1
	8/31 W	In person	Social class	Cockerham pp. Ch 4 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	9/5	no class – Labor Day		
	9/7 W	In person	Community organization presentation – Redwood Health Center Refugee Program	Donahue Ch. 2
4	9/12 M	In person	Community organization presentation – THE INN Between	Donahue Ch. 3
	9/14 W	In person	Community organization presentation – Maliheh Free Clinic	Donahue Ch. 4
5	9/19 M	In person	History of medicine, Defining health and social risk factors	Cockerham pp. 15-19. 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.
	9/21 W	In person	Gender, age, race, ethnicity	Cockerham pp. Ch 5, Ch 6

				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
6	9/26 M	In person	Continued - Gender, age, race, ethnicity	
	9/28 W	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.
7	10/3 M	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.
	10/5 W	In person	Physicians	Cockerham Ch 11, Ch 12 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.
	10/10 M	No class - fall break		
	10/12 W	No class - fall break		
8	10/17 M	In person	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. <i>Pediatric Emergency Care</i> , 32(11), 807-811.
	10/19 W	In person	Continued - physicians	
9	10/24 M	In person	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? <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 & abuse</i> , 8(2), 214-225. doi: 10.1177/1524838007301163
	10/26 W	In person	Neighborhood, community	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.), Annual Review of Sociology, 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. Journal of Health and Social Behavior, 57(1), 1-21. doi:10.1177/0022146515627682
10	10/31 M	In person	Nurses, physician assistants, pharmacists, midwives, osteopaths, alternative medicine, chiropractors (1)	Cockerham Ch 13 McClain, EK. (2018). Osteopathic Medical Education: Answering the Call. JOURNAL OF THE AMERICAN OSTEOPATHIC ASSOCIATION, 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. Health Affairs, 29(5), 880-886. doi: 10.1377/hlthaff.2009.0884
	11/2 W	In person	Nurses, physician assistants, pharmacists, midwives, osteopaths, alternative medicine, chiropractors (2)	
11	11/7 M	In person	Dr. Susan Sample (Medical Ethics & Humanities) Medical discourses	Arnold, B. L., Lloyd, L. S., & von Gunten, C. F. (2016). Physicians' Reflections on Death and Dying on Completion of a Palliative Medicine Fellowship. Journal of pain and symptom management, 51(3), 633-639.
	11/9 W	In person	The sick role	Cockerham Ch 9 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.
12	11/14 M	In person	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
	11/16 W	In person	Health and illness behavior	Cockerham Ch 8 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	11/21 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
	11/23 W	Online pre-recorded	Dr. Sherry Meng Refugee Health	Rees, S. & Fisher, J. (2020). COVID-19 and the Mental Health of People From Refugee Backgrounds. INTERNATIONAL JOURNAL OF HEALTH SERVICES. 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
14	11/28 M	Online pre-recorded	Dr. Quynh Nguyen (epidemiology – U of Maryland) 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
	11/30 W	In person	Social stress and health	Cockerham Ch 7 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.
15	12/5 M	In person	Infectious diseases & global health	Cockerham Ch 2, Ch 3 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.
	12/7 W	In person	Health care reform and health policy	Cockerham Ch 16 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 Fall 2022 Instructional Guidelines, “Masking remains required in Utah Health facilities. In non-University of Utah Health facilities, indoor masking recommendations are based on current conditions and health department recommendations.”

Based on the Fall 2022 Instructional Guidelines, the recordings of lectures will be available for students who were unable to attend in-person class due to health or other legitimate reasons (e.g. formal accommodations through the Center for Disability & Access).

IVC (synchronous - live)

Some of the classes may 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 may be a couple of 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

Fall 2022 Instructional Guidelines:

[https://coronavirus.utah.edu/wp-content/uploads/sites/2/2022/08/Fall-2022-Instructional-Guidelines.final .pdf](https://coronavirus.utah.edu/wp-content/uploads/sites/2/2022/08/Fall-2022-Instructional-Guidelines.final.pdf)

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/ebev5m2bornu831lnvyfxx2jir0vzm0s>

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: August 10, 2022

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