



HONOR 2455
Social Determinants of Health
Fall 2021
Tuesday & Thursday 12:25 - 1:45pm
MHC 1206

Dr. Melissa Watt

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Associate Professor, Honors College

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Office Hours: Immediately before or after class, or by appointment

COURSE DESCRIPTION:

The United States spends more money per capita on health care than any country in the world, but it has some of the worst health outcomes among high income countries. What explains this? And why do we see large disparities in health within the US population, especially considering categories of income and race/ethnicity? The World Health Organization defines social determinants of health as “the conditions in which people are born, grow, live, work and age”. These conditions shape health exposures and health behaviors, and ultimately determine health outcomes. Embedded and historical systems of social hierarchy and social positioning in the United States drive social determinants of health, and result in vast disparities in health and well-being. This course is designed to provide you with an introduction to and appreciation of the role of social determinants of health, including:

- How social hierarchy is created and maintained through historical and current social, political and economic structures
- Theoretical perspectives on social determinants of health, including the multiple pathways that explain health disparities
- An understanding of the social determinants of health (from Healthy People 2030) that interact and compound to produce health outcomes
- Empirical research on social determinants of health across various health outcomes
- Evidence-based approaches to address health disparities via social determinants of health

In addition, this course is intended to develop your self reflection and critical thinking skills so that you can be agents of change to understand and address health disparities in your future studies and careers.

COURSE FORMAT:

This seminar-style course consists of “mini lectures,” combined with discussion and in-class activities. Readings and assignments prior to class will prepare you to engage thoughtfully and authentically in class discussion.

READINGS:

Students are required to purchase one book. Please purchase the physical, hard cover copy, so that we can be consistent with page numbers. The book is available via Amazon for \$18.75.

Isabel Wilkerson (2020) *Caste: The origins of our discontent*. ISBN: 0593230256.

All other readings will be available on Canvas prior to class.

GRADING:

Attendance and Participation	15%
Case Study Presentation	15%
Assignments	20%
Portfolio: Overall	5%
Portfolio: News articles	15%
Portfolio: Community engagement	15%
Portfolio: Outside lectures	15%

OVERVIEW OF GRADED CONTENT:

Attendance and participation

The quality of this class will be largely dependent on your participation, and I encourage you to open yourself up to engage authentically in class. You are expected to attend all classes. Attendance will be taken at all classes. If you are unable to attend class due to an illness or emergency, please email me in advance. Participation will be assessed by looking at not just quantity, but also quality. If you are an extroverted or highly engaged student, I encourage you to step back to give others a space to speak. If you are an introverted student, I encourage you to find ways to comfortably engage. I am always happy to speak to you individually about the quality of your participation, and strategize how you might improve your contributions to class.

Case study presentation (Group)

I will put you in groups of 2-3 students. Your group will be responsible for creating a case study presentation in Part 3 of class. Note that presentations will require outside research, so the team should plan time for sufficient preparation. You must email a copy of the presentation, along with your notes, to me by 8pm on the day before your presentation date. Instructions will be posted on Canvas.

Assignments

Throughout the course, you will be given ~10 assignments. You should plan to spend approximately 1 hour per assignment. Assignments will typically ask you to reflect on readings and to apply that reflection and/or engage with other students in the class. The assignment deadlines are outlined on the course overview below, and can be linked to on the Canvas page for that class. Assignments are always due at 11am, so that I have an opportunity to review them before class. Assignments will be graded 0-10. To earn a 10, assignments should show a high level of critical thinking. All assignments will be equally weighted to contribute to your grade.

Portfolio

As an on-going project throughout the course, you'll be asked to make a portfolio on Google Sites that makes connections between your course content and what is happening in the broader world. You'll do the portfolio in lieu of exams and a final paper, and so I expect that you'll substantial work into it over the course of the semester. It will be due the last week of class, but I will provide you with substantive feedback on your portfolio at the mid-way point of the semester. The portfolio will have three required sections. They are summarized here, and I will post additional details on Canvas. There is no singular template for the portfolio – I look forward to you bringing your design and communication skills to bear, with photos, links, etc.

1. News articles

If you remain tuned into the news this semester, you'll see multiple connections between the course content and what is happening in the world around us. I'd like you to get in the habit of reading the NY Times, which is one of our country's major newspapers and a great source of reporting on health issues. As a UU student, you have access to unlimited free articles on NYT. (<https://attheu.utah.edu/announcements/access-the-new-york-times-online/>) Over the course of the semester, I would like you to identify three articles that you feel connect to the course content. In your portfolio, you will summarize the article and make connections to course content and at least one outside source.

2. Community engagement and reflection

In order to provide context to what you're learning in class, I feel it is important to engage in the community around you. I would like to you to log a minimum of 8 hours of community engaged work throughout the semester that gives you direct exposure to the social determinants of health. This exposure can come from short-term volunteer experience (I will share opportunities) and/or through more sustained volunteer commitments. I would like you to keep a log of your hours and activities and also keep a journal of your experience and reflections, including linkage to course content.

3. Outside lectures

There are a myriad of opportunities to attend outside lectures that are relevant to understanding the social determinants of health. Throughout the semester, I'll post zoom-based lectures that are available to attend. My preference is that you attend "live" but if that's not possible, then there are also recorded lectures available. After attending the lecture, you'll post a reflection in your portfolio that summarizes the talk and makes connection to course content and at least one outside source. You must attend a minimum of three outside lectures during the course.

COURSE POLICIES

Inclusive and Supportive Learning Environment

I would like to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.). The diversity that students bring to this class is a resource, strength and benefit. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you. In addition, if something was said in class (by me or a fellow student) that made you feel uncomfortable, please talk to me about it. While our intention may not be to cause discomfort or offense, the impact of what happens throughout the course is not to be ignored and is something that I consider to be very important and deserving of attention. I greatly benefit from student feedback, so please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

Mental Health

College is a challenging time. On top of that, we are all impacted by events happening in the world around us, and we may experience challenges in our personal or family lives. I also recognize that this course may trigger emotions based on your personal experience and/or family history. I fully expect that you'll have times during the semester that are simply tough for you, and that personal stressors and mental health problems can interfere with your academic performance. In the appendix, you'll find resources related to wellness and safety. In addition, please know that I am personally available to talk through personal challenges and how we can make reasonable accommodations for you to succeed and flourish in this class.

Staying engaged in the classroom

When you attend class, I hope you will be fully engaged. I typically don't allow laptops in class, in order to liberate you from "virtual" temptations, and to enhance memory and comprehension of the material. I am going to try my very best to make the class engaging - through discussions, polls, break out groups and activities. If you have other ideas – or things that have worked in other classes – please send them my way.

Email Policy

Please send me emails via the email function on Canvas. I will respond to e-mails as promptly as possible. Please ensure that emails are professional and clear. If a more nuanced response is required, I will likely ask you to set up a time for a phone or Zoom call.

Canvas

My goal is to have everything clearly accessible to you on Canvas. I will review the way I have laid out the Canvas class on the first day, but please don't hesitate to reach out to me (or crowdsource with your classmates) if there is something you can't find.

Poll Everywhere

When I taught online last semester, I used Poll Everywhere as a way to do "quizzes", facilitate initial brainstorming, and make the virtual classroom interactive. If I decide to bring Poll Everywhere into the classroom, I will give you instructions to sign up in advance.

UNIVERSITY POLICIES

At the end of this document, I include an appendix of University policies. This appendix includes a comprehensive list of resources available across campus. Please do not hesitate to contact me if I can provide assistance on any of these issues, or connect you to appropriate resources on campus.

COURSE SCHEDULE

Below is a tentative schedule for the semester. Readings and assignments will be continuously reviewed and updated throughout the course of the semester, so be sure to refer to Canvas for the most current schedule.

			Topic	Preparation before class
1	Tu	Aug 24	Introduction to course & getting to know one another	Assignment 1: Introduce yourself Watch film clip "Health in America" (4 min)
Section 1: How social hierarchies create health disparities				
2	Th	Aug 26	What is health equity?	Braveman (2018) What is health equity <i>Behavioral science and policy</i> .
3	Tu	Aug 31	Discussion of <i>Caste</i> (Part 1)	Wilkerson (2020) <i>Caste</i> , Part One (Pg xv-35) Assignment 2: Post on discussion board, respond to at least 2 other students
4	Th	Sep 2	What are social determinants of health?	Braveman et al (2011) Social determinants of health: Coming of age. <i>Annual Review of Public Health</i> .
5	Tu	Sep 7	Discussion of <i>Caste</i> (Part 2)	Wilkerson (2020) <i>Caste</i> , Part Two (Pg 39-96) Assignment 3: Post on discussion board, respond to at least 2 other students
6	Th	Sep 9	Models of social determinants of health I	NO READING FOR TODAY (read <i>Caste</i> for next class) Assignment 4: Thoughts on community engagement
7	Tu	Sep 14	Discussion of <i>Caste</i> (Part 3)	Wilkerson (2020) <i>Caste</i> , Part Four (Pg 167-260) Assignment 5: Post on discussion board, respond to at least 2 other students
8	Th	Sep 16	Models of social determinants of health II	Video on WHO conceptual framework for social determinants of health
9	Tu	Sep 21	Discussion of <i>Caste</i> (Part 4)	Wilkerson (2020) <i>Caste</i> , Part Five (Pg 263-308) Assignment 6: Post on discussion board, respond to at least 2 other students
Section 2: Social determinants of health: Utah perspectives				
10	Th	Sep 23	Social determinants in Utah <i>Guest lecture</i> Ms. Laura Summers, MPP	Diversity in Utah data book Assignment 7: Discussion post

			Senior Health Care Analyst Kem C. Gardner Policy Institute	
11	Tu	Sep 28	NO CLASS	Make progress on your portfolios.
12	Th	Sep 30	Health care access and quality for LGBTQ populations in Utah <i>Guest lecture</i> Mr. Peter Best, MPH, CHES Program Manager Utah AIDS Education and Training Center	Excerpts from the National Academies of Medicine report "The health of lesbian, gay, bisexual and transgender people" (2011) Sabin et al (2015) Health care providers' implicit and explicit attitudes toward lesbian women and gay men. <i>American Journal of Public Health</i> . Assignment 8: Discussion post
13	Tu	Oct 5	Housing and homelessness in Salt Lake City <i>Guest lecture</i> Dr. Deborah Thorpe, PhD, APRN Founding member, <i>The INN Between</i>	Comprehensive report on homelessness: State of Utah 2017 Watch video on "The Inn Between"
14	Th	Oct 7	Health care utilization and access: perspectives from the UU Emergency Department <i>Guest lecture</i> Dr. Jeff Robison, MD Associate Prof, Pediatric Emergency Medicine	Wallace et al (2020) Implementing a social determinants screening and referral infrastructure during routine emergency department visits in Utah. <i>Prevention of Chronic Disease</i> . Garg et al (2016) Avoiding the unintended consequences of screening for social determinants of health. <i>JAMA</i> Assignment 9: Discussion post
Mid-semester Portfolio review				
<i>FALL BREAK – Enjoy!!</i>				
Section 3: Health issues and case studies				
15	Tu	Oct 19	COVID-19	Bowleg (2020) We're not all in this together: on COVID-19, intersectionality, and structural inequality. <i>American Journal of Public Health</i> Additional Reading/video TBD
16	Th	Oct 21	COVID vaccination	Abdul-Mutakabbir et al (2021) Three tired approach to address barriers to COVID-19 vaccine delivery in the Black community. <i>Lancet Global Health</i> . NYT article (2021) They spurned the vaccine. Now they want you to know they regret it. Viswanath et al (2021) Individual and social determinants of COVID-19 vaccine uptake.

				CASE STUDY, GROUP #1
17	Tu	Oct 26	Violence	APHA statement (2018) Violence is a public health issue CASE STUDY, GROUP #2
18	Th	Oct 28	Maternal health <i>Guest lecture</i> Dr. Michelle Debbink, MD, PhD Assistant Prof, Obstetrics & Gynecology	Ted Talk by Elizabeth Howell " How we can improve maternal healthcare – before, during and after pregnancy " Roeder (2019) America is failing its black mothers. <i>Harvard Public Health</i>
19	Tu	Nov 2	Maternal mortality	NYT article (2021) One state's approach to maternal deaths: free nurse visits after birth NYT article (2021) Why black women are rejecting hospitals in search of better births Petersen (2019) Racial/ethnic disparities in pregnancy-related deaths in the US, 2007-2016 CASE STUDY, GROUP #3
20	Th	Nov 4	HIV <i>Guest lecture</i> Ahmer Afroz, MPH, CHES Executive Director, Utah AIDS Foundation	Sullivan et al (2021) Epidemiology of HIV in the USA: epidemic burden, inequities, contexts and responses. <i>The Lancet</i> . Purcell (2021) Forty years of HIV: The intersection of laws, stigma, and sexual behavior and identity
21	Tu	Nov 9	Mental health	Francis (2018) Child poverty, toxic stress, and social determinants of health: Screening and care coordination. <i>Online Journal of Issues in Nursing</i> CASE STUDY, GROUP #4
22	Th	Nov 11	Cancer <i>Guest lecture</i> Dr. Gita Suneja, MD Associate Prof, Radiation Oncology	Alcaraz et al (2020) Understanding and addressing social determinants to advance cancer health equity in the US. <i>CA: A Cancer Journal for Clinicians</i>
23	Tu	Nov 16	Colorectal cancer	Talk by Dr. Rachel Issaka: Addressing disparities in colorectal cancer outcomes: The mandate for equity Muselwhite et al (2021) Colorectal cancer: In the pursuit of health equity CASE STUDY, GROUP #5

24	Th	Nov 18	Diabetes	<p>Martinez-Cardoso (2020) Moving diabetes upstream: the social determinants of diabetes management and control among immigrants in the US. <i>Current Diabetes Reports</i></p> <p>CASE STUDY, GROUP #6</p>
THANKSGIVING BREAK – Enjoy!!				
Section 4: Intervening on the Social determinants of health				
25	Tu	Nov 30	Interventions to address SDOH: Moving upstream	<p>Williams et al (2008) Moving upstream: How interventions that address the social determinants of health can improve health and reduce disparities. <i>Journal of Public Health and Management Practice</i>.</p> <p>TED Talk by Dr. Rishi Manchanda: What makes up sick? Look upstream.</p>
26	Th	Dec 2	Anti-racism to address health disparities	<p>Legha et al (2020) Getting our keens off black people's necks: An anit-racist approach to medical care. <i>Health Affairs Blog</i></p> <p>TED Talk by Dr. David Williams How racism makes us sick</p>
27	Tu	Dec 7	Semester wrap up Communicating about social determinants of health	<p>Braveman and Gottlieb (2014) The social determinants of health: It's time to consider the causes of the causes. <i>Public Health Reports</i>.</p> <p>Assignment 10: Opportunities to expand community engagement</p>
Final portfolio due on December 10				

APPENDIX 1: UNIVERSITY OF UTAH POLICIES

COVID-19 Campus Guidelines

You can remain current with the University's policies on COVID-19 here:

<https://coronavirus.utah.edu/> As of August 1, there are no requirements for proof of COVID-19 vaccination for students and faculty, and no requirements for masks and face coverings on UU campus. However, I would like us each to consider how we can best protect ourselves, our colleagues, and our broader community from COVID-19.

Vaccinations: I strongly encourage everyone to get vaccinated if they have not done so already. This is the single most powerful way that you can protect yourself, your friends/families and to keep the virus from mutating. [Free vaccinations](#) are available on campus.

Masking: CDC guidelines (updated July 27) recommend masking in indoor public spaces (regardless of vaccination status) because breakthrough infections are possible and do occur. **Given this guidance, the Honors College requests that all faculty and students wear masks while indoor in classrooms until further change in COVID infection rates.** In setting our own community standards, the Honors College will continue to monitor epidemiological data on [COVID cases from the Utah Department of Health](#) and [CDC's evidence-based guidance for COVID-19](#).

Drop/Withdrawal Policies

Students may drop a course within the first two weeks of a given semester without any penalties.

Students may officially withdraw (W) from a class or all classes after the drop deadline through the midpoint of a course. A "W" grade is recorded on the transcript and appropriate tuition/fees are assessed. The grade "W" is not used in calculating the student's GPA.

For deadlines to withdraw from full-term, first, and second session classes, see the U's [Academic Calendar](#).

Plagiarism & Cheating

It is assumed that all work submitted to your instructor is your own work. When you have used ideas of others, you must properly indicate that you have done so.

Plagiarism and cheating are serious offenses and may be punished by failure on an individual assignment, and/or failure in the course. Academic misconduct, according to the University of Utah Student Code,

"...Includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information...It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct."

For details on plagiarism and other important course conduct issues, see the U's [Code of Student Rights and Responsibilities](#).

Course Material Copyright

The Content is made available only for your personal, noncommercial educational and scholarly use. You may not use the Content for any other purpose, or distribute, post or make the Content available to others, unless you obtain any required permission from the copyright holder. Some Content may be provided via streaming or other means that restrict copying; you may not circumvent those restrictions. You may not alter or remove any copyright or other proprietary notices included in the Content.

Please see the [Code of Student Rights and Responsibilities](#), Section III.A.5 regarding use and distribution of class Content and materials.

<https://regulations.utah.edu/academics/6-400.php>

Section III.A.5. prohibits the following:

Sale or distribution of information representing the work product of a faculty member to a commercial entity for financial gain without the express written permission of the faculty member responsible for the course. (“Work product” means original works of authorship that have been fixed in a tangible medium and any works based upon and derived from the original work of authorship.)

Safety at the U

The University of Utah values the safety of all campus community members. 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.

To report suspicious activity or to request a courtesy escort, contact:

Campus Police & Department of Public Safety

801-585-COPS (801-585-2677)

dps.utah.edu

1735 E. S. Campus Dr.

Salt Lake City, UT 84112

Wellness at the U

Your personal health and wellness are essential to your success as a student. Personal concerns like stress, anxiety, relationship difficulties, depression, or cross-cultural differences can interfere with a student’s ability to succeed and thrive in this course and at the University of Utah.

Please feel welcome to reach out to your instructor or TA's to handle issues regarding your coursework.

For helpful resources to manage your personal wellness and counseling options, contact:

Center for Student Wellness

801-581-7776

wellness.utah.edu

2100 Eccles Student Life Center

1836 Student Life Way

Salt Lake City, UT 84112

Women's Resource Center

801-581-8030

womenscenter.utah.edu

411 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

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 university officials:

Title IX Coordinator & Office of Equal Opportunity and Affirmative Action

801-581-8365

oeo.utah.edu

135 Park Building

201 Presidents' Cir.

Salt Lake City, UT 84112

Office of the Dean of Students

801-581-7066

deanofstudents.utah.edu

270 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

To file a police report, contact:

Campus Police & Department of Public Safety

801-585-COPS (801-585-2677)

dps.utah.edu

1735 E. S. Campus Dr.

Salt Lake City, UT 84112

If you do not feel comfortable reporting to authorities, the U's Victim-Survivor Advocates provide free, confidential and trauma-informed support services to students, faculty, and staff who have experienced interpersonal violence.

To privately explore options and resources available to you with an advocate, contact:

Center for Student Wellness

801-581-7776

wellness.utah.edu

328 Student Services Building

201 S. 1460 E.

Salt Lake City, UT 84112

American with Disabilities Act (ADA)

The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities.

All written information in this course can be made available in an alternative format with prior notification to the Center for Disability & Access (CDA). CDA will work with you and the instructor to make arrangements for accommodations. Prior notice is appreciated. To read the full accommodations policy for the University of Utah, please see Section Q of the [Instruction & Evaluation regulations](#).

If you will need accommodations in this class, or for more information about what support they provide, contact:

Center for Disability & Access

801-581-5020

disability.utah.edu

162 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

Diverse Student Support

Your success at the University of Utah is important to all of us here! If you feel like you need extra support in academics, overcoming personal difficulties, or finding community, the U is here for you.

Student Support Services (TRIO)

TRIO federal programs are targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities.

Student Support Services (SSS) is a TRIO program for current or incoming undergraduate university students who are seeking their first bachelor's degree and need academic assistance and other services to be successful at the University of Utah.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Student Support Services (TRIO)

801-581-7188

trio.utah.edu

Room 2075

1901 E. S. Campus Dr.

Salt Lake City, UT 84112

American Indian Students

The AIRC works to increase American Indian student visibility and success on campus by advocating for and providing student centered programs and tools to enhance academic success, cultural events to promote personal well-being, and a supportive “home-away-from-home” space for students to grow and develop leadership skills.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

American Indian Resource Center

801-581-7019

diversity.utah.edu/centers/airc

Fort Douglas Building 622

1925 De Trobriand St.

Salt Lake City, UT 84113

Black Students

Using a pan-African lens, the Black Cultural Center seeks to counteract persistent campus-wide and global anti-blackness. The Black Cultural Center works to holistically enrich, educate, and advocate for students, faculty, and staff through Black centered programming, culturally affirming educational initiatives, and retention strategies.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Black Cultural Center

801-213-1441

diversity.utah.edu/centers/bcc

Fort Douglas Building 603

95 Fort Douglas Blvd.

Salt Lake City, UT 84113

Students with Children

Our mission is to support and coordinate information, program development and services that enhance family resources as well as the availability, affordability and quality of child care for University students, faculty and staff.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Center for Childcare & Family Resources

801-585-5897

childcare.utah.edu

408 Union Building
200 S. Central Campus Dr.
Salt Lake City, UT 84112

Students with Disabilities

The Center for Disability Services is dedicated to serving students with disabilities by providing the opportunity for success and equal access at the University of Utah. They also strive to create an inclusive, safe, and respectful environment.

For more information about what support they provide and links to other resources, view their website or contact:

Center for Disability Services

801-581-5020

disability.utah.edu

162 Union Building
200 S. Central Campus Dr.
Salt Lake City, UT 84112

Student of Ethnic Descent

The Center for Ethnic Student Affairs offers several programs dedicated to the success of students with varied cultural and ethnic backgrounds. Their mission is to create an inclusive, safe campus community that values the experiences of all students.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Center for Ethnic Student Affairs

801-581-8151

diversity.utah.edu/centers/cesa/

235 Union Building
200 S. Central Campus Dr.
Salt Lake City, UT 84112

English as a Second/Additional Language (ESL) Students

If you are an English language learner, there are several resources on campus available to help you develop your English writing and language skills. Feel free to contact:

Writing Center

801-587-9122

writingcenter.utah.edu

2701 Marriott Library
295 S 1500 E
Salt Lake City, UT 84112

English for Academic Success (EAS) Program

801-581-8047

linguistics.utah.edu/eas-program

2300 LNCO
255 S. Central Campus Dr.
Salt Lake City, UT 84112

English Language Institute
801-581-4600
continue.utah.edu/eli
540 Arapeen Dr.
Salt Lake City, UT 84108

Undocumented Students

Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles that prevent you from engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center.

Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families.

For more information about what support they provide and links to other resources, view their website or contact:

Dream Center
801-213-3697
dream.utah.edu
1120 Annex (Wing B)
1901 E. S. Campus Dr.
Salt Lake City, UT 84112

LGBTQ+ Students

The LGBTQ+ Resource Center acts in accountability with the campus community by identifying the needs of people with a queer range of [a]gender and [a]sexual experiences and responding with university-wide services.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

LGBTQ+ Resource Center
801-587-7973
lgbt.utah.edu
409 Union Building
200 S. Central Campus Dr.
Salt Lake City, UT 84112

Veteran & Military Students

The mission of the Veterans Support Center is to improve and enhance the individual and academic success of veterans, service members, and their family members who attend the university; to help them receive the benefits they earned; and to serve as a liaison between the student veteran community and the university.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Veterans Support Center
801-587-7722
veteranscenter.utah.edu
418 Union Building
200 S. Central Campus Dr.
Salt Lake City, UT 84112

Women

The Women's Resource Center (WRC) at the University of Utah serves as the central resource for educational and support services for women. Honoring the complexities of women's identities, the WRC facilitates choices and changes through programs, counseling, and training grounded in a commitment to advance social justice and equality.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Women's Resource Center
801-581-8030
womenscenter.utah.edu
411 Union Building
200 S. Central Campus Dr.
Salt Lake City, UT 84112

Inclusivity at the U

The Office for Inclusive Excellence is here to engage, support, and advance an environment fostering the values of respect, diversity, equity, inclusivity, and academic excellence for students in our increasingly global campus community. They also handle reports of bias in the classroom as outlined below:

Bias or hate incidents consist of speech, conduct, or some other form of expression or action that is motivated wholly or in part by prejudice or bias whose impact discriminates, demeans, embarrasses, assigns stereotypes, harasses, or excludes individuals because of their race, color, ethnicity, national origin, language, sex, size, gender identity or expression, sexual orientation, disability, age, or religion.

For more information about what support they provide and links to other resources, or to report a bias incident, view their website or contact:

Office for Inclusive Excellence
801-581-4600
inclusive-excellence.utah.edu
170 Annex (Wing D)

VERSION 1 (August 16, 2021)

1901 E. S. Campus Dr.
Salt Lake City, UT 84112

Other Student Groups at the U

To learn more about some of the other resource groups available at the U, check out:

getinvolved.utah.edu/

studentsuccess.utah.edu/resources/student-support