

HEALTH PROFESSIONS LEAP 1100-03
Fall Semester 2017
Dr. Carolan Ownby

**COMMUNITY AS IDEA AND EXPERIENCE:
MARGINALIZED COMMUNITIES AND THE HEALTHCARE SYSTEM**

...There is a fundamental difference of perception between Indians and white Americans. They understand things differently and accept truth and facts differently. –Donald Fixico

The facts may be correct, but the truth they embody is always a lie to someone else. – Rian Malan

This LEAP sequence of classes will explore the theme of Community: how it is defined theoretically and how it operates in reality. Our emphasis in Health Professions LEAP will be on studying how individuals who work in, train for, or encounter the medical care delivery system in America have perceived and attempted to bridge gaps between dominant and marginalized communities. Reading autobiographies and biographies of such individuals, students will examine ways in which the writers and subjects of these texts acted as explorers and “translators”: building, interrogating, or rejecting relationships between the American mainstream and their communities of origin. The first book will frame our conversation by looking at the difference between physician and patient. The last book we read will serve as a bridge between this semester and the next, where we will focus on issues of bioethics. A significant part of the class will be individual service in marginalized communities.

REQUIRED READING (in the order we’ll read them)

Kalanithi, Paul. *When Breath Becomes Air*. New York: Random House, 2016.

Fadiman, Anne. *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures*. New York: Farrar, Straus and Giroux, 1997.

McIntosh, Peggy. “White Privilege: Unpacking the Invisible Knapsack” (On Canvas)

Skloot, Rebecca. *The Immortal Life of Henrietta Lacks*. New York: Broadway Books, 2010.

WHERE TO REACH ME:

Office: 156 Sill Center
Office Hours: Tuesday/Thursday, 9:30-10:30; and by appointment
Office telephone: 581-3447
Sill Center telephone: 581-3811
E-mail: c.ownby@leap.utah.edu

PEER ADVISOR

Gillian Stucki
804) 539-5997
gillianstucki@yahoo.com

LIBRARY INSTRUCTOR

TBA

REQUIREMENTS. The student's grade will be earned as follows:

10	CRs [Critical Responses]
	Picture quiz CR
	Convocation CR
	Poverty Workshop
	Service Plan
	Response to Dr. Patchell's talk
	Library Assignment #1
	Library Assignment #2
	Library Assignment #3
	Library Assignment #4
	Library Assignment #5
25	Team presentation on research
	1 Problem statement
	2 Progress report
	4 Outline of presentation
	4 Bibliography [4 individual annotations in MLA format]
10	Team Presentation
	4 Grading Your Team & Grading Other Teams
15	Midterm
15	Midterm
25	Community Service
10	Reflection Session on Community Service
<hr/>	
100	TOTAL

Extra credit: 3 extra credit CRs maximum, which you can select from the following list:

[Note: you must use three different categories]

1. Attend one LEAP activity [picnic, etc.]
2. Participating in an approved activity of the Colleges of Health, Nursing, Pharmacy, or Medicine
3. Watch and write a review of one film on race approved by Dr. O [list on Canvas]
4. Attend one lecture, film, exhibition, etc., on campus, approved by Dr. O
5. Attend a Service House Dialogue
6. Take one of the "Project Implicit" tests on Canvas, and write a one-page response
7. Watch Lori Arviso Alvord's Keynote Address to the U of U School of Medicine, 2013. Respond.

GRADING : I do not grade on a curve. Your grade will be based on the total number of points you have earned by the end of the quarter.

94% and above	A
90-93%	A-
87-89%	B+
84-86%	B
80-83%	B-
77-79%	C+
74-76%	C
70-73%	C-
67-69%	D+
64-66%	D
60-63%	D-
Below 60%	E

CLASSROOM POLICY AND STRATEGY: Assigned work will be due in class on the due date, or posted on Canvas. If you email or post an assignment, your **time stamp must be 8:35 AM or earlier [the beginning of class]**. Any assignment may be turned in early. **Late assignments [other than CR s which cannot be turned in late] will only receive partial credit unless prior arrangements are made. Unless you make prior arrangements, an assignment left in my box is not on time, even if it is there on the assigned day.**

CRs [Critical Responses] are short exercises intended to aid and assess your understanding of covered material. They may be given 1, .5, or 0 points credit [or potentially 1% of your final grade]. They may be assigned to be turned in later, or assigned at the beginning of class to be done in class, or formulated as a result of group activity during class. Because they contribute to class discussion and reward class attendance, **CRs cannot be made up for any reason.** [This is why we have extra credit possibilities]

LEAP classes have large reading loads. Reading assignments will be about 50 pages for each class period, although if you spread the reading out by doing a little every day it becomes much easier. The class depends on discussion rather than lecture, which means you must come prepared to discuss by doing the reading.

If you make a serious commitment to doing five things, you can succeed in this class. First, you cannot fulfill the requirements for the class unless you attend regularly. Secondly, be on time. Excessive tardiness is bad etiquette in a university class. Third, come to class ready to participate. I am not a T.V. and you are not a sponge. A class such as this depends on your contribution to discussion. You can't contribute without doing the reading on schedule or before. Fourth, be willing to ask questions when necessary. There is no such thing as a "dumb question." Finally, refer to this syllabus regularly. The syllabus is your friend.

The above paragraph means that you are an active participant in class. For me, that precludes your multitasking. Online games, shopping, and Facebook are not appropriate activities during a college class. **Accordingly, please turn cell phones off. Please do not text during class. Please do not use your laptop during class except when I specifically ask you to look something up. I will consider your use of cell phones, texting and laptops as an invitation to call on you more often.**

COMMUNITY SERVICE: A significant part of your grade for this class is your involvement in community service. This kind of service is also useful when you apply to the College of Nursing, College of Health, etc. Your service needs to tie in to our curriculum, so you need to be volunteering with health care for marginalized populations in some way. I recommend that you volunteer at **Maliheh Free Clinic or Neighborhood House**. You may, however, propose your own community service partner, **as long as you can demonstrate a connection with health care for marginalized populations.**

UNIVERSITY POLICY: ACCOMMODATION FOR STUDENTS WITH DISABILITIES: Read the following statement and, if it applies to you, please visit the University's Center for Disability Services: *"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 this class, reasonable prior notice needs to be given to the instructor and to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD) to make arrangements for Accommodations. "All Printed information for this course can be made available in alternative format with prior notification to the Center for Disability Services."*

PLAGIARISM: The University defines plagiarism as "the intentional unacknowledged use or incorporation of any other person's work in, or as a basis for, one's own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one's own, without attribution, any other individual's words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression." The University's punishment for plagiarism is an automatic "no credit" in the course. Further disciplinary action may be taken. **If you plagiarize a paper for my class [in part or in whole] you will get zero credit for that paper.**

GILLIAN'S MISSION STATEMENT:

As your Peer Advisor for the 2017-2018 academic year, I promise to strive every day, inside and outside of classroom, to help you smoothly make your transition to The University of Utah and maximize your college experience. In the classroom, I will encourage academic success, friendship, self confidence, respect and open mindedness to help insure a learning environment that truly allows students to excel and grow.

THE PROFESSOR'S RESPONSIBILITY:

- I will treat you with dignity and respect.
- I will be ready to start the class on time.
- I will end the class on time or within three minutes of the scheduled ending time.
- I will follow the syllabus as closely as possible. If the dynamics of the class make changes necessary I will discuss those changes with the class before making them.
- I will be prepared to make class time valuable to those who attend.
- I will check my email regularly and answer email questions within 24 hours.
- I will be available during my scheduled office hours.

THE STUDENT'S RESPONSIBILITY:

- You will treat the professor and the other students with dignity and respect [no talking when I, the PA, or one of your peers is talking].
- You will arrive for class on time.
- You will bring the text we are reading to class.
- You will stay to the end of class both mentally and physically. You will not spend the last five minutes of class packing up.
- You will not text or answer phone calls during class.
- You will not use laptops during class for anything except taking notes.
- You will not sleep during class.
- You will not do homework for classes or read newspapers during class.

Essential Learning Objectives addressed by this course (these have been adopted by the Utah State Board of Regents as important objectives to be fulfilled by general education classes):

Acquiring Intellectual and practical skills, including:

- Critical and creative thinking
- Information literacy
- Teamwork and problem solving

Acquiring personal and social responsibility, through:

- Civic knowledge and engagement

CLASS SCHEDULE

Please note that the reading listed for any particular day should be done BEFORE you come to class on that day. Assignments are subject to change with prior notice.

Week I

Aug	21	Eclipse day. No class! Watch eclipse at library plaza http://www.trumba.com/calendars/uu-marriott-library?eventid=124352649
	23	Introduction to the Class, Syllabus, LEAP, Peer Advisor Pre-team selection
	25	Introduction to final project Teams choose population to study Service partners discussed

Week II

- 28 Service partners continued; team meetings to work on contract
DUE: a **typed, signed copy** of team contract to your PA
- 30 Film: “*Unnatural Causes*”
- Sept 1 Film continued: “*Unnatural Causes*”

Week III

- 4 NO SCHOOL: LABOR DAY
- 6 **Glenn Bailey Poverty Workshop BEH S 110**
LEAP Convocation, 4-6pm Union Ballroom
- 8 Narrative and Counter-Narrative
Empathy
Kalanithi 1-50

Week IV

- 11 *Kalanithi 51-102*
- 13 *Kalanithi 102-150*
- 15 LIBRARY VISIT #1 **Marriott Room 1110**
DUE: Service Plan

Week V

- 18 *Kalanithi 150-225*
- 20 Team meetings in classroom to generate problem statement for team presentation; **must be posted on Canvas by 10 pm, September 23 [Saturday]. You must be in class to earn points**
- 22 *Fadiman, Note on Hmong Orthography (305-306), Preface, and Chapters 1-4*
DUE: Annotation #1

Week VI

- 25 *Fadiman, Chapters 5-6*
- 27 *Fadiman, Chapters 7-9*
- 29 LIBRARY VISIT #2 **Marriott Room 1110**
- 30 Legacy of Lowell Service Day (extra credit)
<http://bennioncenter.org/about/events/legacy-lowell.php>

Week VII

- Oct 2 *Fadiman, Chapters 10-14*
- 4 *Fadiman, Chapters 15-16*
- 6 *Fadiman, Chapters 17-19*
DUE: Annotation #2

Week VIII FALL BREAK OCT 8-15**Week IX**

- 16 **In-class Midterm Exam**
- 18 *McIntosh, Peggy. “White Privilege: Unpacking the Invisible Knapsack”;*
Skloot, Chapters 1-4
- 20 LIBRARY VISIT #3 **Marriott Room 1110**

Week X

- 23 Team meetings in class to generate progress report on team presentation; **must be posted on Canvas by 10 pm, Oct 28 [Saturday]. You must be in class to earn points.**
- 25 *Skloot, Chapters 5-11*
- 27 *Skloot, Chapters 12-17*
DUE: Annotation #3

Week XI

30 *Skloot, Chapters 18-22*
Nov 1 *Skloot, Chapters 23-28*
3 LIBRARY VISIT #4 **Marriott Room 1110**
DUE: Annotation #4

Week XII

6 **Dr. Beverly Patchell**, guest speaker
DUE: response 10 pm
8 *Skloot, Chapters 29-33*
10 Team meetings in class to generate outline; **must be posted on Canvas by 10 pm, Nov 11 [Saturday]. You must be present to earn points for outline.**

Week XIII

13 *Skloot, Chapters 34-Afterword*
15 No formal class. Free work day for you. **By now, your team needs to have scheduled a team meeting with the librarian to make sure that you're ready to go.**
DUE: Midterm #2, on Canvas by 10pm
17 Presentation

Week XIV

20 Presentation
22 Presentation
24 **NO SCHOOL: THANKSGIVING BREAK**

Week XV

27 Presentation
29 Presentation
Dec 1 Presentation
DUE: All extra-credit CRs, and corrections to Canvas grades

Week XVI

4 Presentation
6 Reflection Session
DUE: All service hours with signatures in class
DUE: Final Service Reflection Essay on Canvas by 10pm
8 Reading Day