



UGS 2270-001 & UGS 2275-001

Families and Health - BlockU

Fall 2018 & Spring 2019

Fall: T R from 10:45-12:05 in Gardner Commons 3680

Spring: Wed from 2 to 5. Location TBA.

Instructor:

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Course Description

Health is usually considered an individual-level experience or outcome, but one's health cannot be uncoupled from the family. Not only do families provide each of us with genetic material that determines health risks and outcomes, families also share a culture, environment, and lifestyle that influence health and wellness. Using an interdisciplinary approach, this course will explore how families can promote health and well-being, how they help manage chronic illnesses, and how these family-based strategies vary across developmental life stages. Students in this course will work in groups on one of several community-based projects focused on real world issues related to families and health.

This two-semester learning community course is part of the BlockU program at the University of Utah. <http://blocku.utah.edu>. Upon completion of UGS 2270/2275, you will satisfy two semesters of the **social & behavioral science** (BF) "intellectual exploration" general education requirements. You will choose two additional BlockU courses to take each semester, which will fulfill two **science** (SF or AS), one **humanities** (HF), and one **fine arts** (FF) general education courses. By successfully completing the 6 BlockU general education courses and earning a minimum of 30 credit hours by the end of your first year, you will be granted approval for meeting all (8) of your lower-division general education requirements, which are needed for all bachelor degree, regardless of major (i.e., your second FF & HF course requirement will be waived upon completion of the BlockU program).



Note: This syllabus is meant to serve as an outline and guide for our course. Please note that we may modify it with reasonable notice to you. Any changes will be announced in class and posted on Canvas under Announcements.

Learning Outcomes

After completing UGS 2270 and 2275, the two core courses of the “Families & Health” BlockU program, students will be able to:

1. Define “family” and how it contributes to health
2. Understand the multiple dimensions and determinants of human “health”
3. Develop a broad background in the terminology, research, theory, and methods commonly used in the social sciences to study “families and health”
4. Integrate a social science perspective with other disciplines including humanities, natural/life sciences, nutrition, and fine arts
5. Apply classroom learning to a community-based setting or real-world research question
6. Utilize resources and programs at the U to support your success as an undergraduate student
7. Demonstrate “Intellectual & Practical” and “Personal & Social Responsibility” skills, as outlined by general education criteria (see below)
8. Exhibit personal growth and development in the 4 principles of the University of Utah “learning framework” (see below)

Intellectual and Practical Skills (gen ed learning outcome)

Creative Thinking – Students will apply theories and concepts learned in lecture to the analysis of books, media, and movies (both fiction and non-fiction). Students are encouraged to use non-traditional formats such as video, song, concept mapping, or other visual arts for these assignments.

Problem Solving – We will use case studies (as illustrated through books, movies, articles), allowing student to discuss the actions taken by family members and propose alternate solutions to specific family-based health issues. They will first define the issues and potential strategies, evaluate potential solutions, and discuss which one is best for self and family and why.

Oral Communication – Students will do several presentations: some will be formal with visual materials (i.e., Powerpoint, Adobe Spark). Others will be more extemporaneous.

Teamwork – Students will work in groups to develop and implement a capstone project. Students will reflect on their own and their team members’ contributions to the team’s overall functioning.

Intellectual Connections – students will make connections across their learning and across various disciplines. Reflection assignments, integrative learning demonstrations, and the portfolio will prompt students to make connections to their coursework, and to community based issues.

Personal & Social Responsibility (gen ed learning outcome)

Foundations and Skills for Lifelong Learning – The course will provide students with support and instruction related to university resources, effective study skills, and personal growth issues such as independence & accountability. This will help ensure your success as a student at the U.

Ethical Reasoning - Students will engage in classroom discussions of interpersonal dilemmas including the rights of family vs. individual in cases of impaired mental or physical capacity. Students will be asked to discuss any potential ethical issues and solutions related to each of these cases.

Civic Engagement – Students will create and implement a community-based project as a way to improve and/or learn more about family health and wellness in our community.

Self-Assessment – Students will reflect on their own learning and present it in a portfolio

University of Utah Learning Framework

The University of Utah is committed to providing every undergraduate student a well-rounded educational experience that emphasizes four general principles: *Knowledge & Skills*, *Community*, *Transformation*, and *Impact*.

1. Block U students will develop **Knowledge and Skills** related to theories, concepts, research practices, and policies in the study of “families & health.”
2. All students will be part of a **Community** where they form supportive relationships with others affiliated with the Block U.
3. By explicitly talking about and developing personal autonomy and self-direction (e.g., exploring and selecting a major, transitioning from high school to college, developing effective organizational and study skills), students will experience a **Transformation** that puts them on the path for success as an undergraduate student overall.
4. Through the development and execution of a capstone project, students will demonstrate their ability to make an **Impact** by applying their personal interests and learning to a real-world setting and topic.

Teaching & Learning Methods

This course is taught in a way that is highly interactive, integrative, and applied. It will include a variety of teaching and learning methods, including lectures, small group discussions, written reflections, experiential activities, and a team-based capstone project. Students will be asked to apply what they learn to their own lives, to other students' families and experiences, and to families portrayed in books and media. A number of course assignments and classroom discussions will encourage students to integrate what they learn in their science, humanities, and fine arts courses with the material and topics presented in this course.

Required Readings

1. *When Breath Becomes Air* by Paul Kalanithi (this will be read during FALL semester)
2. *The Sprit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures* by Anne Fadiman (this will be read in SPRING semester).
3. Additional readings and videos will be posted on Canvas and are noted on the course schedule.

Grading

According to the allocation of points assigned to each required assignment, a weighted average of all assignment grades will be calculated to determine your semester course letter grade. Letter grades will then be awarded based on the following point distributions:

| | | |
|---------------------------|--------------------------|---------------------------|
| B + (89-87 points) | A (100-93 points) | A - (90-92 points) |
| C + (79-77 points) | B (86-83 points) | B - (80-82 points) |
| D + (69-67 points) | C (76-73 points) | C - (70-72 points) |
| | D (66-63 points) | D - (60-62 points) |
| | E (< 60 points) | |

Course letter grades will be assigned and calculated each semester.

Grades from fall semester are independent of grades for spring semester (UGS 2270 and 2275).

Performance in your Block-U elective courses will not affect the grading in this course, and vice versa

The instructor is committed to providing the most fair and transparent grading procedures and outcomes as possible. To this end,

- ❖ Instructor will provide detailed grading rubrics and assignment instructions at least 7 days prior to an assignment due date.
- ❖ Instructor will grade assignments and provide feedback within 7 days of submission.
- ❖ It is the student's responsibility to report and discuss grade discrepancies with instructor.
- ❖ Instructor will entertain grade change requests, but such discussions should occur outside of class time and at least 24 hours after the assignment was handed back. (i.e., take a day to reflect on comments provided and review your work prior to speaking with instructor)
- ❖ No late assignments or make-up exams will be accepted, without documentation of excused absence. Please speak with instructor ASAP if you miss or anticipate needing to miss class.

Policies, Guidelines, & Resources for Student Success

Classroom Behavior & Expectations:

- ❖ ***Attendance and Participation.*** I expect regular attendance and participation at all class meetings. In the event of absence, students should consult with peers and online class resources to fill in any material and notes they have missed. Except in the rare cases of sudden illness or emergency (with documentation), students are expected to arrange with the instructors to submit assignments *in advance* of the absence.
- ❖ ***Electronic Devices in Class.*** Use of laptop computers or other electronic devices can be distracting, and the instructor may ask you to refrain from using them, especially if they are being used for activities not relevant to the course material. Texting, using social media, internet surfing, doing work for other classes are inappropriate during our class time.
- ❖ ***Canvas and U-Mail.*** I will post course resources and announcements on the course website (Canvas) and will make announcements to the full class via university assigned emails. Students have access to these resources through their unid. Students are responsible for regularly checking these. You are responsible for submitting assignments on-time, with correct naming convention and file extension, and using the software type and version required by Canvas. Technical support is provided via classhelp@utah.edu or 801-581-6112.
- ❖ ***Be Respectful.*** Participation in the University of Utah community obligates each member to follow a code of civilized behavior in and out of the classroom. In order to maintain a positive, civil environment for learning, students are expected to meet the goals described in the University of Utah's Student Code, which states "*the mission of the University of Utah is to educate the individual and to discover, refine and disseminate knowledge. The University supports the intellectual, personal, social and ethical development of members of the University community. These goals can best be achieved in an open and supportive environment that encourages reasoned discourse, honesty, and respect for the rights of all individuals. Students at the University of Utah are encouraged to exercise personal responsibility and self-discipline and engage in the rigors of discovery and scholarship.*"
- ❖ ***Keep an Open Mind.*** Some of the readings, lectures, films, or presentations in this course may include material that conflicts with the core beliefs of some students. Please review the syllabus carefully to see if the course is one that you are committed to taking.
- ❖ ***Don't Cheat.*** It is assumed that all work submitted to 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, failure in the course, and/or expulsion from the university. 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 detailed definitions and possible sanctions please see: <http://www.admin.utah.edu/ppmanual/8/8-10.html>.

Student Wellness:

Central to this course is a broad concept of health and wellness. I believe that 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 instructors before issues become problems. For additional resources, contact the course-assigned SSA or the Center for Student Wellness at www.wellness.utah.edu or 801-581-7776.

Americans with Disabilities Act:

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 Center for Disability Services, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.

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).

LGBT Resource Center:

The U of Utah has an LGBT Resource Center on campus. They are located in Room 409 in 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/>. Please also let us know if there is any additional support you need in this class.

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://writing-program.utah.edu/>); the English Language Institute (<http://continue.utah.edu/eli/>). Please let us know if there is any additional support you would like to discuss for this class.

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.

Course Schedule – FALL 2018

| | Date | Tuesday Class | Thursday Class |
|----|-------------|---|---|
| 1 | Aug 21, 23 | The Course <u>Read:</u> Syllabus <u>Skim/Reference:</u> Disrupting Ourselves | The People <u>In-Class:</u> Hello, My Name Is... Nice to Meet You! |
| 2 | Aug 28, 30 | Families & Health - <i>What is health?</i> <u>Read:</u> 7 domains of health & wellness **Quiz 1 (online), by 1045am | Families & Health - <i>What is family?</i> <u>Read:</u> Implications of Changing Family Forms |
| 3 | Sept 4, 6 | Families & Health <u>Read:</u> It's a Family Affair | Families & Health <u>Bring:</u> Photo/memory of YOUR family <u>Guest:</u> Jasmine Harris, Adobe Spark |
| 4 | Sep 11, 13 | Life Course <u>Read:</u> Life Course Theory <u>Guest:</u> Bobbi Davis, CSBS advising **Quiz 2 (online), by 1045am | Life Course <u>Read:</u> Age Structuring & Rhythms of Life <u>In-Class:</u> Your life in weeks |
| 5 | Sep 18, 20 | Life Course Stereotypes & realities of age <u>Read:</u> <i>When Breath Becomes Air</i> (whole book) | Life Course Off-time events in life <u>Read:</u> <i>When Breath Becomes Air</i> (whole book) |
| 6 | Sep 25, 27 | Skills for Student Success <i>Library Tour (meet at library)</i> ** Analysis/Application Essay, by 1045 ** Library assignment #1, by end of class | Skills for Student Success <i>Credibility of health information</i> ** Library assignment #2, by end of class |
| 7 | Oct 2, 4 | Skills for Student Success <i>Searching, endnote, ref styles</i> ** Library assignment #3, by end of class | Skills for Student Success <i>Reading & summarizing research</i> ** Library assignment #4, by end of class |
| 8 | Oct 9, 11 | Fall Break – NO CLASS | Fall Break – NO CLASS |
| 9 | Oct 16, 18 | Social Determinants of Health <u>Read:</u> Social Conditions as Fundamental Causes of Health Inequalities; Ecology of Human Development | Skills for Student Success <i>Careers ... what do I want to do?</i> <u>Guest:</u> Career & Professional Development Center ** Annotated Bibliography |
| 10 | Oct 23, 25 | Health Behaviors, Social Determinants of Health, & Policy/Intervention <u>Skim/Reference:</u> Health in US, 2016 Report | * Planning for 2 nd semester |
| 11 | Oct 30, 1 | Skills for Student Success <i>Planning, Drafting, Revising</i> <u>Guest:</u> Writing Center **Quiz 3 (online), by 1045am | Relationships & Health <u>Readings:</u> Social Capital; Social relationships & health behaviors |

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|----|------------------------|--|---|
| 12 | Nov 6, 8 | Relationships & Health <u>Read:</u> Attachment Theory Parenthood, Childlessness, Well-Being ** Literature Review Essay, by 1045am | Relationships & Health <u>Read:</u> 2 nd Shift <u>In-Class:</u> Cost of unpaid work |
| 13 | Nov 13, 15 | Relationships & Health <u>Read:</u> Caregiving in the US **Quiz 4 (online), by 1045am | <i>What have you learned so far?</i> ** Test |
| 14 | Nov 20, 22 | Family Traditions & Health <u>Read:</u> Food & Family NO CLASS - Online discussion activity | Thanksgiving - NO CLASS |
| 15 | Nov 27, 29 | Real Life Families & Health <u>Case #1:</u> Suing parents <u>Case #2:</u> To vaccinate or not | <u>Case #3:</u> Sex, Dementia, & Husband on Trial <u>Case #4:</u> What's the Right Age to Die? |
| 16 | Dec 4, 6 | Integrative Learning <i>Answer Garden & Mind Mapping</i> | The End..... For Now * Planning for 2 nd semester |
| 17 | Dec 11 1030 to 1230 | Final Exam ** Concept map w/ video reflection or oral exam | |

Fall 2018 Assignments

- Quizzes & Exam** will be used to evaluate learning and comprehension of course concepts. There will be four quizzes throughout the term: Quiz 1 (covers week 1) Quiz 2 (covers weeks 2 & 3), Quiz 3 (covers weeks 5-10), and Quiz 4 (covers week 11-13). Quizzes will be multiple choice. They will be taken online on your own time, but will be timed (**each worth 2-5% of your grade**). There will be one Exam in the course that will cover all the material discussed during the semester (**worth 10% of your grade**). The test will be taken in-class and will include multiple choice plus some short answer and essay questions. Quizzes 1-4 will provide study/review for the test. Students are welcome to bring in one sheet of notes to use while taking the test. **25% of grade**
- Class Attendance, Participation & Engagement** will be assessed via random attendance checks and graded in-class activities. Students are expected to come to class regularly, be prepared to discuss the day's topics, and be engaged in the day's activities. This will require that you have done the assigned readings before class and that you disengage from your electronic devices so you can focus on the in-class activity. **15% of grade.**
- Library Skills.** Learning how to find, read, and write about credible sources is an essential skill for all college students, regardless of major. The BlockU assigned librarian will be working closely with us this semester to help us learn and develop these skills. There will be four in-class workshops (**each worth 1-2% of your grade**), plus an annotated bibliography assignment (**10% of your grade**). This final assignment will include a formal reference list of at least 12 credible sources, plus summaries/annotations of at least 6 sources that are related to a specific "families & health" topic. **15% of grade.**
- Writing Assignments.** Developing your writing skills is another critical skill for undergraduate student success. There will be two writing assignments this semester.
 - Analysis/Application Essay. Read the memoir of Paul Kalanithi called *When Breath Becomes Air*. Write a 4 to 5-page (double spaced) essay where you reflect on an aspect of the author's life and situation, and then discuss and apply specific terminology learned in our class (and, as relevant, your affiliated BlockU courses) to show how this person's life and death affected his own life course as well as his family's life course and health. Your essay needs to be well organized with a clear introduction and conclusion. No outside research is required for this paper, but you should appropriately refer to, give credit, and discuss the specific concepts and theories you apply in the essay. **10% of grade.**
 - Lit Review Essay. Using the sources you found and read in the "library skills" workshops, you will write a paper that integrates and synthesizes a minimum of 6 credible sources into a single, well-organized essay. Your essay should be between 4 and 5 double spaced pages of text + a formal reference list. Your essay should have a clear introduction, conclusion, thesis statement, and adopt a consistent/formal in-text citation and post-paper reference style. Chicago Style or APA are recommend style guides, and were provided to you during the library skills workshops. **10% of grade**
- Peer Facilitator.** Prior to classroom discussion of a reading, you will create notes outlining the most important themes and concepts of your assigned article; these will be posted to a discussion board the night before class (so your peers can review them if they were not able to read the whole article). You are encouraged to use creative formatting, rather than standard text, for your notes sheet (i.e., glideshow from Adobe Spark). In addition, you will provide the instructor with 3 quiz questions (multiple choice) + 2 discussion questions/topics that will be used to guide our discussion in the classroom. **10% of grade.**
- Integrative Learning Mind Map & Presentation.** As a "final exam" for the course, students will create a "mind map" to visually represent their learning and/or personal growth over the semester. A mind map can be created using software programs online or handdrawn. Examples will be provided. A mind map will show the most significant connections between and among courses and other first-year experiences. Every students' mind map will be unique; there is no one right solution, format, or approach expected. The student will then create a 3-5 minute video presentation describing their most significant learning this semester – OR- sign-up for a 15-minute oral exam with the instructor where you will informally present your mind map and discuss your most significant learning this semester. **15% of grade.**

Tentative Course Schedule – SPRING 2019

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|----|-----|---|
| 1 | Jan | Welcome Back <u>Read:</u> Syllabus <u>In-Class:</u> Teamwork & Spaghetti |
| 2 | Jan | Real Life Families & Health <u>Film:</u> Still Alice <u>Guest:</u> Genetic Counselor |
| 3 | Jan | Capstone Project - In-Class Work Day |
| 4 | Jan | Family Health History <u>Read:</u> Ethics of 23 & Me Project Proposal |
| 5 | Feb | Nature versus. Nurture <u>Read:</u> Mixed Up Brothers of Bogota Family Conversations Project |
| 6 | Feb | Families & Health Care <u>Guest:</u> Physician <u>Guest:</u> Health care administrator |
| 7 | Feb | Cultural Competence in Health Care Delivery <u>Read:</u> Spirit Catches You and You Fall Down |
| 8 | Feb | Capstone Project - In-Class Work Day Analysis & Application Essay |
| 9 | Mar | Capstone Project- In-Class Work Day |
| 10 | Mar | Capstone Project - In-Class Work Day |
| 11 | Mar | Spring Break – No Class |
| 12 | Mar | Capstone Project - In-Class Work Day |
| 13 | Apr | Integrative Learning <u>Guest:</u> Pathbrite e-portfolio demo |
| 14 | Apr | Capstone Project - In-Class Work Day |
| 15 | Apr | Capstone Project - Practice Poster Presentation Elevator Speech + Draft Poster |
| 16 | Apr | The End. <u>Guests:</u> Resources and opportunities |
| | | Block U Symposium [Mandatory Attendance] Poster Presentation Teamwork Essay/Ballot e-Portfolio |

Tentative Assignments - Spring 2019

1. **Family Conversations-** Students will plan and execute a conversation about aging and end-of-life preferences with a family member (www.theconversationsproject.org). The project will also require students to complete a “family health history.” Based on these conversations, you will write an essay reflecting on your familial health risks and how this knowledge may structure your lifestyle and life course overall. **15% of grade**
2. **Analysis/Application Essay.** Read the nonfiction book called *The Spirit Catches You and You Fall Down*. Write a 4 to 5-page (double spaced) essay where you reflect on an aspect of the book and apply specific terminology learned in any of your Block U courses. Your essay needs to be well organized with a clear introduction and conclusion. No outside research is required for this paper, but you should appropriately refer to and give credit to the specific concepts and theories learned in your Block U courses. **10% of grade.**
3. **Class Attendance, Participation & Engagement** will be assessed via random attendance checks and graded in-class activities. Students are expected to come to class regularly, be prepared to discuss the day’s topics, and be engaged in the day’s activities. This will require that you have done the assigned readings before class, that you disengage from your electronic devices so you can focus on the in-class activity. **10% of grade.**
4. **Capstone Project.** Groups of students will work together to design and execute a project that meets the needs of a community partner and/or addresses a research questions related to the topics we have discussed in the “Families & Health” Block U. Communication and teamwork is critical to working with other students and community partners. This project is broken down into several building blocks, as described below:
 - Project Proposal. Progress Report. Elevator Speech. Poster Draft. Final Poster Presentation. All team members will be assigned the same grade on these assignments. **40% of grade.**
 - Teamwork & Collaboration. You will be given the opportunity to evaluate their own and their team members’ contributions and collaboration to the team project. **10% of grade.**
5. **e-Portfolio.** Each student will use a software program called Pathbrite to create an e-portfolio that curates and summarize their learning in the “Families & Health” BlockU program. The portfolio will creatively link and display the students’ most significant assignments and accomplishments from the year. The portfolio must include a reflection essay (1 single space page) where students reflect on and evaluate their own learning and performance for the year + a minimum of 5 artifacts that represent their most significant accomplishments and learning as a first year student at the University of Utah. **15% of grade.**