

**UUHSC 2500**  
**Health Professions Seminar -LEAP**  
**Fall 2022**  
**2 credit hours**  
**Tuesdays 2:00 – 4:00**  
**AEB (Emery Building on Presidents Circle) room 340**  
***This class is limited to those students who have been admitted to the Health Science LEAP Program.***

**Course Instructors:** Nora Wood & Erica Rojas

**Email:** [n.wood@leap.utah.edu](mailto:n.wood@leap.utah.edu)  
[erica.rojas@hsc.utah.edu](mailto:erica.rojas@hsc.utah.edu)

**Office:** Dr. Wood ---Sill Center Room 148

**Office Hours:** Mondays and Wednesdays 11:00 – 1:00 and by appointment

**Office:** Erica Rojas—Building 279 (27 S. Mario Capecchi Drive, Rm. 108)

**Office Hours:** By appointment only, please email me.

**Community Engaged Learning TA:**

#### **Indigenous Land Acknowledgement**

We acknowledge that this land, which named for the Ute Tribe, is the traditional and ancestral homeland of the Shoshone, Paiute, Goshute, and Ute Tribes. The University of Utah recognizes and respects the enduring relationship that exists between many Indigenous peoples and their traditional homelands. We respect the sovereign relationship between tribes, states, and the federal government, and we affirm the University of Utah's commitment to a partnership with Native Nations and Urban Indian communities through research, education, and community outreach activities.

<https://attheu.utah.edu/facultystaff/indigenous-land-acknowledgement/>

#### **Course Overview**

The purpose of this class is four-fold.

**First**, this course is designated as **Community Engaged Learning (CEL)** which means students will have first-hand experience working with community partners and the healthcare challenges faced by the people these organizations serve. These experiences are meant to grow students' professional networks, enhance their resumes, and most importantly, serve as a catalyst for their continued community service.

**Second**, students will be exposed to various healthcare professions through in-class lectures by experts in medicine (MDs and PAs), nursing, pharmacy, physical therapy, athletic training, and dentistry. Students will be encouraged to ask these professionals questions about the specifics of their careers as well as the steps necessary to pursue that particular health care profession. The experts will also focus on ways their profession has served underrepresented communities.

**Third**, students will learn about the emerging field of “narrative medicine.” Narrative medicine is defined as medicine practiced with the narrative competence to recognize, absorb, interpret, and be moved by the stories of illness.....A medicine practiced with narrative competence will more ably recognize patients and diseases, convey knowledge and regard, join humbly with colleagues, and accompany patients and their families through the ordeals of illness. These capacities will lead to more humane, more ethical, and perhaps more effective care.” (Rita Charon in the preface to *Narrative Medicine: Honoring the Stories of Illness.*)

Students will learn the skills of narrative medicine by interviewing each other, interviewing a person who has a medical story to tell, transcribing that story, and then reporting to the class about that experience.

**Fourth**, each student will be paired with a second-year medical school student in a mentor/mentee relationship. These medical school students share many of the same backgrounds as Health Science LEAP students. The goal of this relationship is to highlight the assets underrepresented, low-income, and/or first-generation college students can bring to various healthcare professions and to mitigate and eliminate the barriers that currently impede their acceptance into graduate programs for healthcare professionals.

### **Expected Learning Outcomes**

**By the end of this course students should:**

*Community Engaged Learning Objectives:*

*By working with a community partner, students will:*

1. have an increased awareness of the healthcare disparities that exist in our community.
2. establish a more complete understanding of the social determinants of health. This means students will learn how life circumstances impact the health of vulnerable and underserved populations.
3. become more aware of the conditions in the places where people live, learn, work, and play and how those conditions can have a substantial impact on an individual’s physical and mental well-being.
4. propose strategies for eliminating or reducing the harmful social determinants affecting the health of vulnerable and underserved populations.
5. recognize the role they, as future healthcare providers, can play in eliminating the healthcare disparities experienced by many in our community.

### Health Science LEAP Learning Objectives

*Students will:*

1. become aware of the variety of healthcare professions.
2. have a better understanding of the application and admission process involved in the various healthcare professions.
3. establish relationships with various healthcare providers who might serve as future mentors.
4. establish a lasting relationship with their medical school mentor.
5. learn and be prepared to utilize narrative medicine in order to become more effective health care providers.

### **Course Text –**

Cress, Christine M. et.al. *Learning Through Serving: A Student Guidebook for Service-Learning and Civic Engagement across Academic Disciplines and Cultural Communities*. Sterling, Virginia. Stylus. 2013. Second Edition. ISBN 13-978-1-57922-990-0

### **Instruction Methods**

This course will include in-person lectures from the professors and invited guests, group discussions and activities, group presentations, and site visits to your community partner.

### **Class Policies**

Attendance and participation in class are required. Even though this class is structured differently than most university classes, it is absolutely necessary that you attend class. We only meet once a week and important information is provided each class period.

If something out of your control comes up and you need to miss class, we need to know in advance.

Due Dates – Due dates will be strictly enforced. Only in extreme circumstances will extensions be given.

Attendance is also required for work with your community partner. You are expected to contribute at least **20 volunteer hours** to your community partner.

Laptops and cellphones---Cellphones should be securely tucked away and NOT checked during class. If we find you checking your phone, we will confiscate it for the remainder of the class.

While laptops are an excellent way of taking notes, they also facilitate unwanted “multi-tasking” such as surfing the net, checking Facebook, or emailing friends. Should this become a problem, WE WILL BAN laptops from class.

Plagiarism –Cutting and pasting text from online sources without proper citation is the most common form of plagiarism in college. In this class, such cutting and pasting will result in a failing grade for the assignment. The writing you submit for an assignment must be your work.

You may consult other works, preferably from the library rather than the Internet, to inform yourself and spur your thinking, but, if you borrow any language from other works, you **MUST** enclose it in quotation marks and indicate its source.

### **Course Requirements**

A list of possible community partners will be posted in CANVAS. Remember, you can also choose your own community partner, but make sure you clear your choice with either Erica or Dr. Wood.

Once you have selected which community partner you want to work with, it will be your responsibility to reach out to that partner, set up an appointment to meet and determine how you will be trained and what your responsibilities will be. (Hopefully, there will be 4 or 5 of you to a group.)

- A. You are expected to complete at least **20 hours** of service with your community partner.
- B. Any training that is required can count towards your 20 hours.
- C. You will be on the honor system for reporting your hours. However, we will send a very brief questionnaire to your community partner wherein they will evaluate your contribution to their community.
- D. Each student will read, understand and sign a Memorandum of Understand (MOU) that states what is expected of them as they work with their community partner. Failure to meet the terms of the MOU will result in a deduction of points.
- E. The successful completion of your work with a community partner is worth **100 points**.
- F. There are **three specific writing assignments**. Instructions and due dates can be found in CANVAS = **80 points**
- G. Each student will conduct an interview, using the narrative medicine skills learned in class. This interview should be with a person who is currently experiencing a medical issue. Instructions on various ways to present this interview can be found in CANVAS. **100 points**
- H. Group Project on CEL Work – Students who have chosen to work with the same community partner will also work together on a final presentation. Each group will conduct research on a specific topic relating to the community they are serving and will develop a 15-to-20-minute presentation to present to the class. **50 points**

**Class Participation:** Class participation is a vital component of community engaged learning. Each week, discussion questions have been posted in this syllabus. Please read the assigned reading before coming to class and come prepared to answer and discuss the posted question/questions. **30 points possible**

Assignment	Points
Successful Completion of Volunteer Hours	100
Helping Fixing Serving	20
15 Questions and MOU	20
Final Reflection- You and Your Community Partner	40
Narrative Medicine – Presentation of Your Personal Interview	100
Group Project	50
Attendance	30
Meeting with your TA Twice 2 x 10	20
<b>TOTAL</b>	<b>380</b>

### Grading

94%	100%	357	380	A
90%	93%	340	356	A-
88%	89%	334	339	B+
83%	87%	314	333	B
80%	82%	302	313	B-
78%	79%	296	301	C+
73%	77%	276	295	C
70%	72%	264	275	C-
68%	69%	258	263	D+
63%	67%	238	257	D
60%	62%	226	237	D-
0%	59%	0	225	F

**TOTAL POINTS POSSIBLE = 380**

**Tuesday, August 23<sup>th</sup>**-- Introduction to the class and explanation of all requirements.  
Getting to know each other activity

**THURSDAY, AUGUST 25<sup>TH</sup> – We will begin the semester with a very special volunteer opportunity with Healthy Start West Valley and the University of Utah Health. Please see the flyer in CANVAS.**

**Tuesday, August 30<sup>th</sup>** --Discussion with our partners from Health, Equity, Diversity and Inclusion. They include:

Dr. Jose Rodriguez, Associate Vice President of Health Equity Diversity, and Inclusion

Guillermo Cuevas, Programs Manager for HEDI  
Abdulkhaliq Barbaar, Director of HEDI

Finish getting to know each other activity  
Erica will introduce us to various community partners

**Tuesday, September 6<sup>th</sup>** – Getting to know each other quiz –

Eat pizza and watch the Pulitzer Prize winning play *W;t*

**Tuesday, September 13<sup>th</sup>** -- Discussion with Dr. Jessica Tidswell – Associate Professor  
Department of Physical Therapy and Athletic Training, Licensed Athletic Trainer, Board Certified  
Sports Physical Therapist, and Certified Strength and Conditioning Specialist

Confirm community partner selections – Discuss the MOU and 15 Questions

**Monday, September 19<sup>th</sup> – Mentor/Mentee picnic 5:00 at the Sill Center. At this event you will meet your second year medical student mentor.**

**Tuesday, September 20<sup>th</sup>** – Discussion with Maranda Martinez, Admissions Coordinator for the  
University of Utah School of Medicine

Come prepared to discuss Chapter Two in *Learning Through Service*  
Be prepared to answer the question “What are some of the basic responsibilities and rights you should enjoy as a student-learner when working with your community partner? What are some of the basic responsibilities and rights of the community partner with whom you are working?”

**Tuesday, September 27<sup>th</sup>** Discussion with Darin Ryugin – Assistant Professor and Physician  
Assistant

Come prepared to discuss Chapters Three and Four in *Learning Through Service*  
Be prepared to answer the questions, “Why is it important for students to develop the Seven Cs in a community-based learning environment? And, when working with a group, what do you think are the best ways to address the free-rider problem, if it comes up?”

Also, come prepared to discuss Rachel Naomi Remen’s “Helping, Fixing or Serving?”

**Tuesday, October 4<sup>th</sup>** – Visit to the Eccles Health Science Library with activities provided by the librarians Dona Baluchi, Nena Schvaneveldt, and Brandon Patterson. The Eccles Health Science Library is across from the College of Nursing on the upper campus.

**Reflection Due – Your personal experience with Helping, Fixing, or Serving**

**Tuesday, October 11- NO CLASS – FALL BREAK – GOOD TIME TO WORK WITH COMMUNITY PARTNER**

**15 Questions about Your Community Partner and Your MOU – Due No Later Than Saturday, October 15<sup>th</sup>**

**Tuesday, October 18<sup>th</sup>** – Dr. Farhadouski will present on the School of Dentistry.

Come prepared to discuss Chapters Five and Six in *Learning Through Service*. Be prepared to answer the questions, “How can stereotypes and implicit bias hinder our understanding of our community partners?”

**Tuesday, October 25<sup>th</sup>** – Introduction to Narrative Medicine

**Tuesday, November 1<sup>st</sup>** – Continued discussion of Narrative Medicine

**Tuesday, November 8<sup>th</sup>** – A discussion with Kamryn Shepherd, Pre-Pharmacy Academic Advisor

A chance to practice interviewing skills with a partner

**Thursday, November 10<sup>th</sup> Mentor/Mentee Dinner – Time and place to be announced**

**Tuesday, November 15<sup>th</sup>** – A discussion with Sonja Jensen, Director of Student Services College of Nursing and Marissa Smith, Pre-Nursing Advisor for the College of Nursing

**We will begin group presentations the second half of class.**

**Tuesday, November 23<sup>rd</sup>** – Group Presentations

**Tuesday, November 29<sup>th</sup>** – Group Presentations

**Tuesday, December 6<sup>th</sup>** – Group Presentations

## **University Policies**

- 1. *The 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.

*“Given the nature of this course, attendance is required and adjustments cannot be granted to allow non-attendance. However, if you need to seek an ADA accommodation to request an exception to this attendance policy due to a disability, please contact the Center for Disability and Access (CDA). CDA will work with us to determine what, if any, ADA accommodations are reasonable and appropriate*

- 2. *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](https://safeu.utah.edu).
- 3. *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).
- 4. *COVID-19 Spring 2022 Statement***  
The COVID-19 guidelines for the University of Utah are adapted often due to the ever-changing status of the pandemic. For the most up-to-date information regarding the campus guidelines, visit <https://coronavirus.utah.edu>.
- 5. *Undocumented Student Support Statement.*** 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 to 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. To learn more, please contact the Dream Center at 801.213.3697 or visit [dream.utah.edu](http://dream.utah.edu).

6. **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.
7. Other important information to consider including:
  - a. Student Code: <http://regulations.utah.edu/academics/6-400.php>
  - b. Accommodation Policy (see Section Q):  
<http://regulations.utah.edu/academics/6-100.php>
8. **Student Mental Health Resources**
  - *Rates of burnout, anxiety, depression, isolation, and loneliness have noticeably increased during the pandemic. If you need help, reach out for [campus mental health resources](#), including counseling, trainings and other support.*
  - *Consider participating in a [Mental Health First Aid](#) or other [wellness-themed](#) training provided by our Center for Student Wellness and sharing these opportunities with your peers, teaching assistants and department colleagues*
9. **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](http://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](http://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](http://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](http://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](http://disability.utah.edu)

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

***Students across Intersectional Identities and Experiences***

The Center for Equity and Student Belonging (CESB) creates community and advocates for academic success and belonging for students across inter-sectional identities and experiences among our African, African American, Black, Native, Indigenous, American Indian, Asian, Asian American, Latinx, Chicax, Pacific Islander, Multiracial, LGBTQ+, Neurodiverse and Disabled students of color.

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 Equity and Student Belonging (CESB)**

801-581-8151

[diversity.utah.edu/centers/CESB/](http://diversity.utah.edu/centers/CESB/)

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](http://writingcenter.utah.edu)

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

#### **English Language Institute**

801-581-4600

[continue.utah.edu/eli](http://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](http://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](http://lgbt.utah.edu) (Links to an external site.)

409 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

### ***Veterans & 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](http://veteranscenter.utah.edu) (Links to an external site.)

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](http://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](http://inclusive-excellence.utah.edu) (Links to an external site.)

170 Annex (Wing D)

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/](http://getinvolved.utah.edu/)

[studentsuccess.utah.edu/resources/student-support](http://studentsuccess.utah.edu/resources/student-support)