

LEAP 1100 – Health Professions LEAP
Health Inequities in the United States
Fall 2024 Syllabus for LEAP 1100, Section 002 & 002
MWF, Gardner Commons (GC) 5620

This course fulfills one BF (social science) requirement, the DV (diversity) requirement, and 3 credit hours toward graduation.

Instructor

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Librarians

Donna Baluchi

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Peer Advisors

- Section 001: =Samantha Watrin, swatrin@asuu.utah.edu
- Section 002: Lucy Wheat, u1470428@utah.edu

Course Description

LEAP 1140 focuses on health inequities among communities in America, and how social factors, along with individual behaviors, significantly affect the health of a community. The goals of the course are to help students develop a critical understanding of health inequities and the multiple, complex factors affecting the health of Americans, and to support students' adaptation to the University environment by actively participating in a learning community with other first-year students who may select a major in the College of Health, Nursing or Medicine.

Learning Objectives:

The Learning Objectives for this course are that students will be able to:

- understand the concept of, and reasons for health inequities in the United States
- locate and use effectively the Health Sciences and Marriott Libraries;
- work effectively with a team of students in order to complete a research project;
- analyze and critique the complex factors that shape the health of communities in the United States.

LEAP-wide learning community objectives are:

- Critical Thinking: The Association of American Colleges and Universities (AACU) defines critical thinking as “a habit of mind characterized by the comprehensive

exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.”

- Information Literacy: The AACU defines Information Literacy as “[T]he ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.”
- Teamwork: The AACU defines Teamwork as “behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on the team, and the quantity and quality of contributions they make to team discussions).”

Required texts:

The following two texts are required reading and are available on reserve or to check-out in the Marriott library. They are also available to buy at the Campus Store or at various online retailers, like Amazon.

(1) Skloot, R. (2011). *The immortal life of Henrietta Lacks*. Crown. ISBN: 978-1-4000-5218-9

- There are 4 print copies on reserve on the 3rd floor of the Marriott library. Three of these can be checked out for 3 days with your student ID. One copy is available for in-library use only.
- There are up to an additional 9 copies available for check-out between the Marriott and the Eccles Health Sciences libraries.

(2) Alvord, L. A., and Van Pelt, E. C. (2000). *The scalpel and the silver bear: The first Navajo woman surgeon combines western medicine and traditional healing*. Bantam Books. ISBN: 978-0-553-37800-9.

- There are 5 print copies on reserve on the 3rd floor of the Marriott library. These copies can be checked out for 3 days with your student ID.
- There may be 9 copies available for check-out at Marriott or Health Science Library.

Required Materials for Class:

- Notebook with paper for your notes & for reflection assignments
- Pen(s) for notes & reflection assignments

Course Requirements

Individual Work

Reading Quizzes & Reflections (9 x 10 pts)	90 pts
Quiz on Health Inequities	10 pts
Exams (2 x 20 pts)	40 pts
Final Essay Assignment	20 pts
Participation and Engagement	10 pts

200 points

Random Points for last-minute assgnmts	10 pts
Library Class & Assignments (5 x 4 pts)	20 pts

Attendance (more than 4 absences & grade drops by 1/2)

Teamwork/Team Project **100 points**

Team Assignments (5 x 10 pts)	50 pts
PowerPoint Slides	10 pts
Practice presentation with PA	05 pts
Team Presentation	30 pts
Student Eval. of Team Presentations	05 pts

Total Points Available 300 points

Grading

I do not grade on a curve. Grades are assigned based on the percentage of points you earn during the semester.

Percentages	Letter Grade
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

Description of Course Requirements

- Reading Reflections & Quizzes: There are nine reading reflections and quizzes scheduled throughout the semester.
 - Reflections: Each one is worth 10 pts. I will give you one broad, general question and expect a handwritten answer of about one page. Your answer is to reflect an understanding and thoughtful analysis of the reading. You are to post a picture of your hand-written answer on Canvas.

- Reading Quizzes: Each one is worth 10 pts. Quizzes will be a mix of short answer and multiple choice questions.
- Exams: There are two exams scheduled. The first one is on The Immortal Life of Henrietta Lacks, and the second one is on the Scalpel & the Silver Bear. Each exam is worth 20 points. The format of the exam will be a mix of multiple choice, short answer, and essay.
- Library Class & Assignments: There are five in-person library classes, with five corresponding library assignments, which will be held throughout the semester. These classes will be held in our regular classroom. **To earn full points, you must attend the in-person library class and complete the written assignment.**
- The Team Project: In the research project, you will work on a team to investigate a particular health inequity in the United States. The goal of the team's research is to uncover and understand some of the reasons for this disparity and what is being done (or not being done) about it. At the end of the semester the team will be presenting their research to the class in a 10-minute presentation.
 - To help you prepare and complete the research needed for the team presentation, there will be five team assignments leading up to the team presentation. These assignments will be handed out in class and posted on Canvas.
- Final Essay Assignment: To be determined. It will be an essay on healthcare or reflection essay on your team's research.
- Participation and Engagement: To earn full points please be attentive and participate in class discussions & in-class activities. Generally, you will earn full points for this "assignment category," unless during class you are frequently looking at, or using your phone when not asked to do, working on homework for another class, reading or working or playing on your laptop when not asked to do so, and sleeping.
- Attendance: Attendance is an extremely important component of this class because of the focus on discussion and building friendships with your classmates. Therefore, the peer advisor will take roll every class period. **Each absence past 4 (explained or unexplained) will result in a one-step deduction from your overall semester grade.** In other words, five absences will turn an A into an A-, an A- into a B+, etc. Six absences will turn an A into a B+, a B into a C+, and so on. The only exception is if you have an official excuse due to a long-term illness, family emergency, or a university-sanctioned event, such as an athletics competition.

Late Assignment Policy:

Late assignments will NOT be accepted UNLESS you have been given permission by Professor Larsen to do so. Please speak to me before the assignment is due if you think you will have difficulty completing the assignment on-time.

Extra Credit:

You may earn up to 5 extra credit points by attending campus events related to LEAP, the health professions, or health and wellness. Some of these events will be announced by your peer advisor but not all of them. There are other events on campus that may meet the extra credit requirement as given above. Ask me before you go. Also, you may earn up to one point of extra credit by meeting with your peer advisor for help with a class assignment.

To earn the extra credit point for attending an event, you must attend the event (obviously), and **then send your peer advisor an email that includes a short, about 100-word, review it.**

The review is to be what you thought of the event. This review is not to be an academic essay. For example, it could include what you learned or what you expected to learn but didn't, if snacks were provided and if they were good, if you could understand the speaker or if what was discussed relates to this class or something you are learning in another class, etc. The peer advisor or I will post the point on Canvas.

University-wide Policies and Resources

Academic Misconduct:

In this class, students are required to follow basic standards of academic conduct and integrity. Since violations of academic conduct and integrity erode community confidence and undermine the pursuit of knowledge at the University, academic misconduct is to be avoided.

Academic misconduct includes: (1) cheating; (2) misrepresenting one's work; (3) plagiarism; and (4) fabrication (Policy 6-400[1] the Student Code). Definitions for each of these acts of misconduct have been taken directly from the University of Utah's Student Code and are posted below.

An act of misconduct on an assignment will result in zero points for that assignment. If misconduct by a student occurs more than once during the semester, the professor reserves the right to fail that student for the course. In addition, all writing assignments will be submitted on Canvas and checked by a plagiarism software entitled, "Turnitin.com."

Definitions for Acts of Academic Misconduct

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

- a. "Cheating" involves the unauthorized possession or use of information, materials, notes, study aids, or other devices in any academic exercise, or the unauthorized communication with another person during such an exercise. Common examples of cheating include, but are not limited to, copying from another student's examination, submitting work for an in-class exam that has been prepared in advance, violating rules governing the administration of exams, having another

person take an exam, altering one's work after the work has been returned and before resubmitting it, or violating any rules relating to academic conduct of a course or program.

- b. Misrepresenting one's work includes, but is not limited to, representing material prepared by another as one's own work, or submitting the same work in more than one course without prior permission of both faculty members.
- c. "Plagiarism" means 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.
- d. "Fabrication" or "falsification" includes reporting experiments or measurements or statistical analyses never performed; manipulating or altering data or other manifestations of research to achieve a desired result; falsifying or misrepresenting background information, credentials or other academically relevant information; or selective reporting, including the deliberate suppression of conflicting or unwanted data. It does not include honest error or honest differences in interpretations or judgments of data and/or results.

See Policy 6-400 of the Code of Student Rights and Responsibilities ("Student Code").
Online at: <https://regulations.utah.edu/academics/6-400.php>

Laptops and Cellphones:

Cellphones are **not to be out** during class unless I explicitly allow their use for an in-class activity. While laptops are useful for team research, they also facilitate unwanted "multi-tasking" such as surfing the net, checking Facebook, or emailing friends. If I see that this kind of behavior is becoming a problem in the class, I will ban laptops in the class, except on teamwork days.

University ADA Statement:

The University of Utah seeks to provide equal access to its programs and 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 the Center for Disability Services, 162 Olpin Union Building, 801-581-5020 (V/TDD) to make arrangement for accommodations. This information is available in alternative format with prior notification.

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).

Wellness Services:

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness at www.wellness.utah.edu or 801-581-7776.

Campus Safety:

The University of Utah values the safety of all campus community members. To report suspicious activity or request an 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 information visit safeu.utah.edu.

COURSE Schedule

Note¹: *The schedule may change with prior notice*

Note²: **Readings listed for each day should be completed prior to class on that day.**

Date	Topic of Class & Readings
Week 1: Introductions to Course: Policies, Topic & Schedule	
M Aug 19	Introduction to course
W Aug 21	Introductions to course & meaning of the concept: “health inequities”
F Aug 23	Health in the United States Reading: <ul style="list-style-type: none"> pdf on Canvas: “Why are so many Americans dying?” by David Wallace-Wells, (2023, Oct. 18) <i>the New York Times</i> https://www.nytimes.com/2023/10/18/opinion/beyond-deaths-of-despair.html
Week 2: Concept of Health Inequities/Disparities & Social Determinants of Health	
M Aug 26	Healthcare in the USA <ul style="list-style-type: none"> Reflection #1 on reading and/or video Reading: “How does U.S. Life Expectancy Compare” Video: Critical Care: American vs. the World (56 minutes) on Canvas
W Aug 28	Discussion of Health Care in the USA <ul style="list-style-type: none"> In Class Assignment

Date	Topic of Class & Readings
F Aug 30	Socioeconomic status & health Reading: “Preface” and Introduction chapter from <i>Health Disparities in the United States</i> 3 rd ed. by D. A. Barr. (2019) Video: “Social Determinants of Health”
Week 3 – Reasons for Health Inequities in the United States: Discrimination & Racism	
M Sept 2	Labor Day – No Class
W Sept 4	Racial disparities in healthcare Reflection #2 <u>Reading & Video:</u> <ul style="list-style-type: none"> • “The Unicorn” by Ofole Mgbako, M.D. (2019) • Interview of Dr. Ushe Blackstock, Video on Canvas
F Sept 6	Quiz on Health Inequities/Inequalities (15 pts)
Week 4 – The Immortal Life of Henrietta Lacks: Inequities in Treatment	
M Sept 9	Who was Henrietta Lacks? Reflection #3 Reading: <ul style="list-style-type: none"> • Prologue through Ch. 5 of the Immortal Life
W Sept 11	Henrietta’s cancer treatment Reading: <ul style="list-style-type: none"> • Ch. 6 through Ch. 10 of the Immortal Life
F Sept 13	The Significance of Henrietta’s Cells & Beginning of Mass Production Reading Quiz Reading: <ul style="list-style-type: none"> • Ch. 11 through Ch. 14
Week 5 – The Immortal Life of Henrietta Lacks: Inequities in Education/Class	
M Sept 16	Deplorable Treatment of Southam Patients & Treatment of Henrietta’s Children Reflection #4 Reading: <ul style="list-style-type: none"> • Ch. 15 through Ch. 20
W Sept 18	Discuss significance of the Spleen Case Reading: <ul style="list-style-type: none"> • Ch. 21 through Ch. 25

Date	Topic of Class & Readings
F Sept 20	Zakariyya & Keenan Kester Cofield Reading quiz Reading: <ul style="list-style-type: none"> • Ch. 26 through Ch. 28
Week 6 – The Immortal Life of Henrietta Lacks	
M Sept 23	Deborah & Zakariyya visit a lab & the Horror of Elsie’s Story Reflection #5 Reading: <ul style="list-style-type: none"> • Ch. 29 through Ch. 33
W Sept 25	The Significance of Henrietta’s Story: Who owns a person’s cells once they are removed from the body? Reading: Ch. 34 through Ch. 38
F Sept 27	Exam in class
Week 7 – The Scalpel and the Silver Bear	
M Sept 30	Introduction to the Navajo – History & Demographics
W Oct 2	Who is Lori Alvord? Reading: Introduction through Ch. 3 of The Scalpel & the Silver Bear
F Oct 4	What is the meaning of the “Walking in Beauty” way of life? Reflection #6 Reading: Ch. 4 through 5 of The Scalpel & the Silver Bear
Week 8 Fall Break (Oct 6 – Oct 13)	
Week 9 – The Scalpel and the Silver Bear	
M Oct 14	Learning to be a better Surgeon <ul style="list-style-type: none"> • Reading Quiz Reading: Ch. 6 through Ch. 11 of The Scalpel & the Silver Bear
W Oct 16	Final Discussion of the Scalpel & the Silver Bear <ul style="list-style-type: none"> • the “The Eight Questions Reading: Ch. 12 through Ch. 14 of the Scalpel & the Silver Bear

Date	Topic of Class & Readings
F Oct 18	Exam in class
Week 10 – Team Project	
M Oct 21	Introduce Team Project Overview of the Team Project
W Oct 23	Meet your team, introduce team roles, team contract Introduce Team Assignment #1, due Monday by 11:59 pm
F Oct 25	Library Class #1
Week 11 – Team Project	
M Oct 28	Complete team assignment #1 in class
W Oct 30	Introduce Team Assignment #2, due by Monday at 11:59 pm
F Nov 1	Library Class #2
Week 12 – Team Project	
M Nov 4	<ul style="list-style-type: none"> • Work on Team assignment #2 in class • Review previous team assignment
W Nov 6	Introduce Team Assignment #3, due on Monday by 11:59 pm
F Nov 8	Library Class #3
Week 13 – Team Project	
M Nov 11	Complete team Assignment #3 <ul style="list-style-type: none"> • Review previous team assignment
W Nov 13	Introduce Team Assignment #4 & Team Assignment #5
F Nov 15	Library Class #4
Week 14 – Team Project	
M Nov 18	Team Assignment #4 due <ul style="list-style-type: none"> • Team’s draft presentation slides to be completed • <i>Set date for each team’s presentations if not done so already</i>

Date	Topic of Class & Readings
W Nov 20	Work on Team Assignment #5 (PowerPoint Slides) Library Class #5 – in-class workshop to finalize research
F Nov 22	Library Class #5 – in-class workshop to finalize research In class -- prepare for team presentations • Team’s Research and Presentation Slides are finalized
Week 15 – Team Presentations	
M Nov 25	Team Presentations
W Nov 27	Team Presentations
F Nov 29	Thanksgiving Break – NO CLASS
Week 16 – Team Presentation & Game	
M Dec 2	Team Presentations
W Dec 4	Team Presentations Last day of class
Finals: Monday, Dec 9 – Friday, Dec 13	
	Individual Essay on Healthcare/Team Project Due by 11:59 pm (15 pts)