



LEAP 1140 Health Inequities
Fall 2024

Requirements fulfilled by this course:

- General Education: BF social sciences exploration.
- University requirement: Diversity.
- Prerequisites: none. Credits toward graduation: 3 hours out of 122 needed for graduation

Instructor: Rachel Borup, Ph.D. (she/her)

Email: r.borup@utah.edu

Office Hours: Wednesdays 2-3 and by appointment

Office Location: Sill Center 150

Classroom: GC 3660

Peer Advisors:

10:45AM-11:35AM, 1140-004, Cayman Hook, she/her

11:50AM-12:40PM, 1140-005, Claire Nielsen, she/her

12:55-1:45PM, 1140-006 Mia Nguyen, she/her

Instructional Librarian: Shane Wallace, he/him, shane.wallace@utah.edu, he/him

Student Success Coach: Lisa Lewis, she/her, lisa.lewis@utah.edu

Required Books

Available through the Campus Bookstore at

<https://www.campusstore.utah.edu/utah/CourseMaterials>:

- Fadiman, Anne. *The Spirit Catches You and You Fall Down: A Hmong Child Her American Doctors, and the Collision of Two Cultures.*
- Skloot, Rebecca. *The Immortal Life of Henrietta Lacks*
- Nutt, Amy Ellis. *Becoming Nicole: The Transformation of an American Family*

Course Description:

This course examines the human dimensions of healthcare and how cultural, racial, and gender differences in our society contribute to health disparities for certain communities including refugees, people of color, women, and sexual and gender minorities. As a discussion-based social sciences seminar, this class requires students to apply critical thinking and reflection to the readings and films and engage in teamwork in discussing and analyzing the human values at stake. Every student's active participation is essential. We engage with challenging problems that don't have easy answers. Students will gain skills in independent research, information literacy, collaboration, oral and written communication, critical thinking, and cultural competence.

Course Outcomes:

By the end of this course, you will be able to do many things, including the following:

General Education Learning Outcomes:

- Engage in critical thinking about complex and challenging problems facing society today.
- Communicate more effectively through reading, writing, and oral expression.
- Conduct independent academic research, using information literacy to find and evaluate sources, appropriately using and attributing sources to contribute to the body of knowledge.
- Practice teamwork by collaborating with others toward a common goal, negotiate tasks within a group, develop a plan of action and a timeline, hold others and oneself accountable to the plan.

LEAP Learning Community Objectives:

- Make intellectual connections among disciplines, experiences, and perspectives.
- Enhance ability to self-assess and reflect on one's own opinions, assumptions, and habits of mind.
- Gain self-awareness in relation to the larger world.
- Broaden and deepen your connection and sense of belonging to the campus and community.

Health Professions and Diversity Learning Objectives:

- Increase understanding of diverse communities in the U.S.
- Improve cultural competency for working in a diverse health care setting.
- Understand the broader context of inequality from which health care disparities arise.
- Practice empathy toward people different from oneself.
- Productively and civilly engage with others' points of view.

Teaching and Learning Methods

This class is a **discussion-based seminar**, as opposed to a lecture class. You are expected to have read the material in advance of class and participate in discussion every day.

Grading Categories:

Participation and Attendance (10%): Attend and participate in all class activities. You can have up to 2 unexcused absences before your grade is negatively affected. After 2 unexcused absences your grade will be negatively affected.

Short Assignments (10%): These include in-class writings, Canvas discussion posts and responses to classmates' posts, preparing discussion questions for guest speakers, and other short writing assignments.

Unit Assignments (30%): 3 assignments, each worth 10%, due at the end of each of the three units.

Quizzes (20%): Weekly quizzes on readings, lectures, and videos are intended to aid and assess your understanding of the course material. Quizzes are given on Fridays. Quizzes cannot be made up. Your lowest quiz score will be dropped.

Team Research Project (30%): Small teams conduct research on the health disparities experienced by a particular community. This project involves a combination of individual- and teamwork, instruction on library resources, writing an annotated bibliography and a researched argument, participating in team review, presenting your research to your classmates and writing a Reflection essay.

COURSE OVERVIEW

For detailed information on what is happening each day and what assignments are due when, please refer to the Modules on Canvas.

Unit 1: Cultural Differences and Health Disparities

Module 1--Week of 8/19

Required Reading: *The Spirit Catches You and You Fall Down, Preface and Chapters 1-4*

Topics:

- Introduction to the course
- Get to know each other
- What is LEAP?
- What are health disparities?

Module 2—Week of 8/26

Required Reading: *The Spirit Catches You, Chapters 5-9*

Watch: The Farewell

Topics:

- Autonomy vs. Beneficence
- Cultural conflicts
- Language barriers

Module 3—Week of 9/2–Labor Day

Required Reading: *The Spirit Catches You, Chapters 10-16*

Watch: Interview on Implicit Bias

Take: Implicit Bias Test

Topics:

- Non-compliance
- Paternalism

Module 4—Week of 9/9

Required Reading: *The Spirit Catches You*, Chapters 17-19 and “Lia Lee Dies,” and “Hospital’s New Policy Welcomes Role of Hmong Shaman”

Tour: Eccles Health Sciences Library with Donna Baluchi

Topics:

- Patients’ explanatory models
- Cultural competence
- Integrating traditional practices in a modern hospital

Unit 2: Health Disparities and Race

Module 5—Week of 9/16

Required Reading: *The Immortal Life of Henrietta Lacks*, Chapters 1-17

Tour: Marriott Library with Shane Wallace

Topics:

- Historical roots of health disparities for African Americans
- Informed consent
- The Tuskegee syphilis study

Module 6—Week of 9/23

Required Reading: *The Immortal Life of Henrietta Lacks*, Chapters 18-28

Topics:

- Ethics of research involving human subjects
- The rights of tissue donors

Module 7—Week of 9/30

Required Reading: *The Immortal Life of Henrietta Lacks*, Chapters 29-Afterword
“Henrietta Lacks and Her Remarkable Cells Will Finally See Some Payback”

Information Literacy Instruction #2 with Librarian Shane Wallace

Topics:

- Reparations for past injustices
- Memorializing the past

Fall Break—10/7-10/11

Unit 3: Health Disparities and Gender

Module 8—Week of 10/14

Required Reading: *Becoming Nicole*, Chapters 1-13

Information Literacy Instruction #3 with Librarian Shane Wallace

Topics:

- Double consciousness

- Pronouns

Module 9—Week of 10/21

Required Reading: *Becoming Nicole, Chapters 14-18*

Information Literacy Instruction #4 with Librarian Shane Wallace

Topics:

- Gender as a spectrum
- Nature vs. nurture

Module 10—Week of 10/28

Required Reading: *Becoming Nicole, Chapters 19-36*

Watch: Interviews with Nicole Maines, clip of Supergirl and excerpt of Bad Dream

Information Literacy Instruction #5 with Librarian Shane Wallace

Topics:

- Bathroom access laws
- Gender confirmation surgery
- Separate but equal

Module 11—Week of 11/4

Required Reading: *Becoming Nicole, Chapters 37-Epilogue*

Topics:

- Allyship

Unit 4: Team Research Project

Module 12—Week of 11/11

Annotated Bibliography

Module 13—Week of 11/18

Detailed Outline

Module 14—Week of 11/25–Thanksgiving

Team Presentations

Module 15—Week of 12/2

Team Presentations

Reflection Essay