

**LEAP 1100 – Humanities Seminar for Health Professions Majors**  
**“Non-Dominant Communities in the U.S. and the Healthcare System”**

Fall 2020 Syllabus for LEAP 1100, Section 10  
T/TH 12:25 pm – 1:45 pm, Gardner Commons (GC) 2660

*Requirements fulfilled by this course:* Humanities Exploration (one of two required), Diversity, and 3 credit hours towards graduation.

**Instructor**

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**Librarians**

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**Peer Advisor**

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**Course Description and Overview**

In the first semester of Health Professions LEAP, we will study how individuals who work in or who have had encounters with the medical care delivery system in America have perceived and attempted to bridge gaps between dominant and non-dominant 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 communities of origin – African-American, Latino/a, Asian-American, American Indian, and others – and the American mainstream. These readings prepare students for next semester’s more exclusive focus on ethics in health care delivery and how both dominant and non-dominant communities address and experience these concerns. Also, directly relevant to students’ career interests is the semester research project, in which groups of students investigate the health concerns of particular non-dominant populations and the cultural/historical backgrounds to these concerns.

**LEAP Program General Education Learning Outcomes**

The LEAP program is dedicated to providing students with a learning experience that will help them succeed in their academic endeavors. The program focuses on the following three learning outcomes:

- **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).”

### **Health Professions LEAP 1100 Course Learning Objectives**

1. To develop a critical understanding of processes of and beliefs about community-building in American society, specifically in the healthcare setting.
  - a. By reading about these issues from the perspective of various individuals from diverse backgrounds living in America and placing those experiences within the larger American, historical and global context.
  - b. By considering one’s own role as a member of the American community.
  - c. By working together through class discussion, group work and one-on-one conversation.
2. To adapt to the University environment by actively participating in a learning community of first-year students entering the university with the intention of selecting a major in the College of Health.
3. To learn how to succeed in university classes through networking with fellow students, with faculty members, and with Peer Advisors connected to the LEAP Program.
4. To discover ways to link ideas among classes and across disciplines, rather than seeing them as separate, unrelated entities.
5. To acquire the knowledge of the Health Sciences & Marriott library and its technologies.
  - a. By participating in a sequence of library classes designed for first-year students.
  - b. By utilizing the databases to search for appropriate sources for specific assignments, especially the Research Project assignment.
6. To develop written and oral communication skills.
  - a. By integrating library resources into a research project.
  - b. By understanding what constitutes intellectual property.
7. To develop critical thinking skills.
  - a. By reading with an open mind to weigh and evaluate ideas.
  - b. By actively participating in discussions with the entire class and in small groups.
8. To learn to work effectively in teams.
  - a. By completing a team research project
  - b. By planning and executing an effective team presentation based on critical reading and research

### **Required Texts**

The following required texts (listed below in the order in which they will be read) are available at the University Bookstore.

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.

Alvord, Lori Arviso, and Elizabeth Cohen Van Pelt. *The Scalpel and the Silver Bear: The First Navajo Woman Surgeon Combines Western Medicine and Traditional Healing*. New York: Bantam, 2000.

Skloot, Rebecca. *The Immortal Life of Henrietta Lacks*. New York: Broadway Books, 2011.

### **Course Assignments**

#### **Individual Assignments 160 points**

Online Syllabus quiz	5 pts
Online Tech Survey	5 pts
Discussion/Homework Assign [7 x 12 pts]	84 pts
Exams [2 x 20 pts]	40 pts
Final Reflective Essay on health care	20 pts
Short Activities related to lectures online	06 pts

#### **Team Project 140 points**

Library Assignments [4 x 5 pts]	20 pts
Team Meeting with Librarians	5 pts
Team Assignment – 1	15 pts
• Recording of team meeting	5 pts
Team Assignment – 2	15 pts
• Recording of team meeting	5 pts
Team Assignment – 3	15 pts
• Recording of team meeting	5 pts
Team Assignment – 4	15 pts
• Recording of team meeting	5 pts
Team Presentations	30 pts
Evaluations of Team Presentations	5 pts

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**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.

<b>Percentages</b>	<b>Letter Grade</b>
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 Assignments**

- **Syllabus Quiz:** I will be posting an online quiz on the syllabus during the first week of class. You may take the quiz repeatedly until you earn the full 5 points.
- **Online Tech Survey:** I will be posting on Canvas during the second week of class an online survey on technology. Each student that completes it will earn 5 points. The survey is a way for me to better understand what technologies each of you have access to at your place of residence when class is online or when students are required to work with team members online.
- **Exams:** There will be 2 exams – one on the social determinants of health and the book, *The Spirit Catches You and You Fall Down*, and one on *The Immortal Life of Henrietta Lacks*. The exams will be timed and online during the periods of time shown on the syllabus. You can take the exam wherever you have access to a computer. However, the exam is to be taken by an individual student, not pairs or teams of students. The format of the exam will be two essay questions and ten short answer and/or multiple-choice questions. Completing the homework assignments and reviewing the discussion questions for each of the readings will help you prepare for these exams. A study guide will be posted a two class periods before the exam.
- **Homework Assignments:** There are 7 homework assignments scheduled. Each is worth 12 points. In these homework assignments you will be asked to answer questions and reflect on the readings and/or the film. When the class is online, the homework assignment may be revised to be an online discussion.
- **Short Activities Related to Online Lectures:** There are 2 of these types of assignments scheduled, each is worth 3 points. These will be short assignments or tasks that I ask you to complete after watching my recorded lecture on Thursday, October 1 and Thursday, October 8. The task will be assigned in the video lecture. This assignment provides an extra incentive for you to watch and reflect on the recorded lectures.
- **Library Assignments:** There are four library classes, which will be held throughout the semester, as noted on the syllabus schedule. In addition, there is one library assignment, which is for the team, of which you are a member, to meet with the librarians to discuss the team's research for the team project. Each library class and the team meeting with the librarians are worth 5 points. You earn the points if you attend the class or watch the librarians' video online, and complete the assignment that went with it, as provided by the librarians. Each library class is organized to help you become a better researcher and consumer of materials available through the Marriott and Health Sciences libraries.
- **Team Assignments:** There will be four team assignments and a team presentation as part of the team research project. Each of the team assignments are worth 15 points. These assignments will be handed out, or posted on Canvas, on the date noted on the syllabus

schedule. The due dates for team assignments are also noted on the syllabus schedule. The team presentation of about 30 minutes will be online and is worth 30 points. In addition, because much of your team work will be outside of the classroom, I require that teams post a recording of one team meeting for each of the team assignments. The team will be more effective and cohesive, and the turned-in assignments will be much better, if the team meets regularly outside of class time via Zoom or using some other meeting software. The Team presentations will take place during the last two weeks of class. This means that the class will be meeting online during the week of Thanksgiving. **Please plan on meeting online during class time on the Tuesday before Thanksgiving.**

- Reflection Assignment on the Healthcare System: This will be a four to five-page paper reflecting on your own experience with the health care system and comparing your experiences with those of the population you studied in your team research project.

### **Extra Credit**

Over the course of the semester, a student may earn up to 5 extra credit points by attending campus online events announced by your peer advisor in class or on Canvas. You may also earn an extra credit point by meeting with the peer advisor outside of class time for help on an assignment related to this class, or for assistance with an issue affecting your life at the University of Utah. In order to earn an extra credit point for attending an event, you must attend the event and then send a paragraph of at least 100 words reviewing the event, [what you learned and what you found interesting or not] to the peer advisor. She will award the point on Canvas if the review is appropriate. All extra credit emails must be to the Peer Advisor by the end of the last week of class.

### **Specific Course Policies**

#### 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 online 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 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 except for taking notes/or accessing Zoom.
- You will not sleep during class.
- You will not do homework for classes or read newspapers during class.

### Attendance and Participation:

I strongly encourage in-class attendance. Attendance and participation are an extremely important component of this class because of the focus on in-class discussion and on building friendships with your classmates as fellow majors in the health professions. However, because of the risk of COVID-19 infection I am not requiring in-class attendance this semester. Those students who elect to participate online may do so but please let me know in advance if you choose to do so on an ad-hoc basis or for a set period of time, so that I can make sure that online resources are current and adequate for your success in this course.

The peer advisor will likely be taking attendance at every class period not because attendance is a component of your grade but so that I am aware of those students who may be falling behind or who are accessing course materials online. I believe this will allow me to more effectively communicate with those students who need extra encouragement.

### Expectations for Online Periods of this Class:

At a minimum this class will be online during the weeks of Sept 28 – Oct 2nd, Oct 5 – 9<sup>th</sup> and Nov 23 – Dec 2<sup>th</sup>. This class will be meeting online on the Tuesday before Thanksgiving.

During the weeks of Sept. 28 – Oct 2 and Oct 5 – 9, the class will meet online via Zoom during the regularly scheduled class time on Tuesdays. On Thursdays the class **will be “asynchronous,”** which means we will **not** be meeting online at the regularly scheduled time period but instead I will have a videotaped lecture for you to watch to take the place of class.

During the weeks of Nov. 23 – Nov. 29, and Nov 30 – Dec 3 the class will meet online on **Tuesdays and on Thursday (Dec 3) at the regularly scheduled class time.**

Each of you has access to Zoom through Canvas. I will post an announcement and send each student an email with the Zoom link and password for the synchronous classes. Students are expected to attend class online on the days when class is synchronous.

If I change the plan on how classes will be held online, I will post an “Announcement” on Canvas, make an announcement in class if we are meeting in class, and also use Canvas to email every one of you.

### 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 use of cellphones for in-class activities. If I find you checking your phone during class, I will confiscate it. 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.

## **University Requirements & Services**

### **Face coverings (Masks)**

Based on CDC guidelines, the University requires everyone to wear face coverings in shared public spaces on campus, including our classroom. As a reminder, when I wear a face covering, I am protecting you. When you wear a face covering, you are protecting me and all of your classmates. If you forget your face covering, I will ask you to leave class to retrieve it, or I will require you to wear one of the extra face coverings I bring to class, if you want to attend the class. If you repeatedly fail to wear a face covering in class, I will refer you to the Dean of Students for a possible violation of the Student Code.

Note that some students may qualify for accommodations through the Americans with Disabilities Act (ADA). If you think you meet these criteria and desire an exception to the face covering policy, contact the Center for Disability and Access (CDA). Accommodations should be obtained prior to the first day of class so that I am notified by CDA of any students who are not required to wear a face covering.

### **Self-Reporting Requirements**

The University of Utah requires that all students, faculty, and staff self-report if they test positive for COVID-19 via this website: <https://coronavirus.utah.edu/>

### **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](http://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](http://safeu.utah.edu).

**COURSE Schedule**

Note<sup>1</sup>: *The schedule may change with prior notice*

Note<sup>2</sup>: *Readings listed for each day should be completed **prior** to class on that day.*

Date	Topic of Class & Readings	Work Assigned & Due Dates
<b>Week 1 – Introduction to Course and the Concept of “Health Disparities”</b>		
T Aug 25	Introduction to course Activity – Get to know one another	
Th Aug 27	Review syllabus Begin film: “Place Matters,” <i>Unnatural Causes</i> <ul style="list-style-type: none"> <li>• introduce concepts related to “health disparities”</li> </ul>	<ul style="list-style-type: none"> <li>• Assign online quiz that covers details of the syllabus, due by Monday, Aug 31 at 11:59 pm</li> <li>• Homework assignment #1 posted on Canvas, due by 11:59 pm, Thur, Sept 3</li> </ul>
<b>Week 2 – Health Disparities in America – Key Terminology</b>		
T Sept 1	<ul style="list-style-type: none"> <li>• Finish film: “Place Matters,” Continue discussion of concepts</li> </ul> Reading: <ul style="list-style-type: none"> <li>• “The Need to Promote Health Equity,” edited by A. Baciu, Y. Negussie, A. Geller et al. (pdf on Canvas)</li> </ul>	<ul style="list-style-type: none"> <li>• Assign and post online survey about technology</li> </ul>
Th Sept 3	Social Determinants of Health **Zoom activity in class – bring laptops  Reading: <ul style="list-style-type: none"> <li>• “COVID-19 Targets Communities of Color” (pdf on Canvas)</li> </ul>	<ul style="list-style-type: none"> <li>• HW #1 due by 11:59 pm</li> <li>• Homework Assignment #2 posted on Canvas and due by Thur Sept 10 at 11:59 pm</li> </ul>

Date	Topic of Class & Readings	Work Assigned & Due Dates
<b>Week 3 – Health Disparities - Social Determinants - Language/Cultural Barriers</b>		
<b>T Sept 8</b>	Introduce <i>The Spirit Catches You and You Fall Down</i>  Reading: <ul style="list-style-type: none"> <li>• The Spirit Catches You, Preface, &amp; Ch. 2 – Ch. 5</li> </ul>	
<b>Th Sept 10</b>	<i>The Spirit Catches You and You Fall Down</i>  Reading: <ul style="list-style-type: none"> <li>• The Spirit Catches You, Ch. 7, Ch. 9 &amp; Ch. 11 [skip chapters 6, 8 &amp; 10]</li> </ul>	<ul style="list-style-type: none"> <li>• HW #2 due by 11:59 pm</li> <li>• Homework Assignment #3 posted online, due by Thur, Sept 17 at 11:59 pm on Canvas</li> </ul>
<b>Week 4 – Health Disparities: Language/Cultural Barriers</b>		
<b>T Sept 15</b>	<i>The Spirit Catches You and You Fall Down</i>  Reading: <ul style="list-style-type: none"> <li>• The Spirit Catches You, Ch. 13 &amp; Ch. 15 [skip chapters 12 &amp; 14]</li> </ul>	
<b>Th Sept 17</b>	<i>The Spirit Catches You and You Fall Down</i>  Reading: <ul style="list-style-type: none"> <li>• The Spirit Catches You, Ch. 17, 19 &amp; Afterword [skip chapter 16 &amp; 18]</li> </ul>	<ul style="list-style-type: none"> <li>• HW #3 due by 11:59 pm</li> </ul>
<b>FRI - MON</b>	Exam on <i>The Spirit Catches You and You Fall Down</i> & terminology for “Health Disparities”	<b>Exam Online, available from Friday at 8:00am to Monday at 11:59 pm</b>
<b>Week 5 – Health Disparities: Historical Trauma/Cultural Barriers</b>		
<b>T Sept 22</b>	Introduce <i>The Scalpel and the Silver Bear</i>  Reading: <ul style="list-style-type: none"> <li>• <i>The Scalpel</i>, “Introduction,” Ch. 1 – Ch. 3</li> </ul>	<ul style="list-style-type: none"> <li>• Homework Assignment #4 posted on Canvas, due <b>Tuesday, Sept 29</b> by 11:59 pm.</li> </ul>

Date	Topic of Class & Readings	Work Assigned & Due Dates
Th Sept 24	Health issues, historical trauma  Reading: <ul style="list-style-type: none"> <li>• <i>The Scalpel</i>, Chs. 4 – 6</li> </ul>	
<b>Week 6 – CLASS ONLINE – Health Disparities: Historical Trauma</b>		
T Sept 29	The Scalpel and the Silver Bear <ul style="list-style-type: none"> <li>• Class meets via Zoom</li> </ul> Reading: <ul style="list-style-type: none"> <li>• <i>The Scalpel</i>, Chs. 7- 10</li> <li>• <i>WSJ</i> articles</li> </ul>	<ul style="list-style-type: none"> <li>• HW #4 due by 11:59 pm</li> <li>• Homework Assignment #5 posted, due by Tue, Oct 6 at 11:59 pm</li> </ul>
Th Oct 1	End Scalpel and the Silver <ul style="list-style-type: none"> <li>* lecture videotaped and posted online</li> </ul> Reading: <ul style="list-style-type: none"> <li>• <i>The Scalpel</i>, Chs.11–14</li> </ul>	<ul style="list-style-type: none"> <li>• Activity online related to lecture video</li> </ul>
<b>Week 7 – CLASS ONLINE Health Disparities: Racism, Discrimination</b>		
T Oct 6	Introduce <i>The Immortal Life of Henrietta Lacks</i> <ul style="list-style-type: none"> <li>• Class meets via Zoom</li> </ul> Reading: <ul style="list-style-type: none"> <li>• Immortal Life of HeLA, Prologue – Ch. 10</li> </ul>	<ul style="list-style-type: none"> <li>• HW #5 due by 11:59 pm</li> <li>• Homework Assignment #6 posted, due Tue, Oct 13 by 11:59 pm on Canvas</li> </ul>
Th Oct 8	Lecture includes a TedTalk – “How Racism Makes Us Sick” by David Williams <ul style="list-style-type: none"> <li>* lecture videotaped and posted online</li> </ul> Reading: <ul style="list-style-type: none"> <li>• Immortal Life of HeLA, Ch. 11 – 18</li> </ul>	<ul style="list-style-type: none"> <li>• Activity online related to lecture video</li> </ul>
<b>Week 8 – Health Disparities – Racism</b>		
T Oct 13	<i>The Immortal Life of Henrietta Lacks</i>  Reading: <ul style="list-style-type: none"> <li>• Immortal Life of HeLA, Ch.17 – Ch. 31</li> </ul>	<ul style="list-style-type: none"> <li>• HW #6 due by 11:59 pm</li> <li>• Homework Assignment #7 posted, due by 11:59 pm on <u>Thur., Oct 15</u></li> <li>• Study guide for exam posted online</li> </ul>

Date	Topic of Class & Readings	Work Assigned & Due Dates
Th Oct 15	Who should profit from HeLa cells?  Reading: <ul style="list-style-type: none"> <li>• The Immortal Life of HeLa, Ch. 32 – 38</li> <li>• “Researchers Using HeLa Cells Give Back” (pdf on Canvas)</li> </ul>	<ul style="list-style-type: none"> <li>• HW #7 due by 11:59 pm</li> </ul>
FRI - MON	<b>EXAM Online</b> on <i>The Immortal Life of Henrietta Lacks</i>	<ul style="list-style-type: none"> <li>• <b>Exam Online, opens on Friday at 8:00 am and closes at 11:59 pm on Monday, Oct 19</b></li> </ul>
<b>Week 9 – Team Project</b>		
T Oct 20	Introduce Team Project <ul style="list-style-type: none"> <li>• Students organized into teams</li> <li>• Introduce team assignment #1</li> </ul>	<ul style="list-style-type: none"> <li>• Team Assignment #1 posted, due on Tuesday, Oct 27 by 11:59 pm</li> </ul>
Th Oct 22	<b>Library Class #1 (50 min)</b> Team work in class (30 min)	<ul style="list-style-type: none"> <li>• Library Assignment #1 posted, due date <u>TBD by librarians.</u></li> <li>• “Team meeting with librarians assignment” posted on Canvas, teams are to meet with the librarians before Thur, Nov 19 at 11:59 pm</li> </ul>
<b>Week 10 – Team Project</b>		
T Oct 27	Team work	<ul style="list-style-type: none"> <li>• Team assignment #1 due by 11:59 pm.</li> <li>• Team Assignment #2 posted online, due Tue, Nov 3, by 11:59 pm</li> </ul>
Th Oct 29	Introduce Team Assignment #2 in class (30 min) <b>Library Class #2 (50 min)</b>	<ul style="list-style-type: none"> <li>• Library Assignment #2 posted, due <u>TBD by librarians.</u></li> </ul>
<b>Week 11 – Team Project</b>		
T Nov 3	Team work	<ul style="list-style-type: none"> <li>• Team Assignment #2 due by 11:59 pm</li> <li>• Team Assignment #3 posted online, due Tue, Nov 10 by 11:59 pm</li> </ul>
Th Nov 5	Introduce Team Assignment #3 in class (30 min) <b>Library Class #3 (50 min)</b>	<ul style="list-style-type: none"> <li>• Library Assignment #3 posted, due <u>TBD by librarians</u></li> </ul>
<b>Week 12 – Team Project</b>		
T Nov 10	Team work	<ul style="list-style-type: none"> <li>• Team Assignment #3 due by 11:59 pm</li> <li>• Team Assignment #4 posted online, due Tues, Nov 17 by 11:59 pm.</li> </ul>

<b>Date</b>	<b>Topic of Class &amp; Readings</b>	<b>Work Assigned &amp; Due Dates</b>
<b>Th Nov 12</b>	Introduce Team Assignment #4 (30 min) <b>Library Class #4 (50 min)</b>	<ul style="list-style-type: none"> <li>Library Assignment #4 posted, due <u>TBD</u> by librarians</li> </ul>
<b>Week 13 – Team Project</b>		
<b>T Nov 17</b>	Team work	<ul style="list-style-type: none"> <li>Team Assignment #4 due by 11:59 pm</li> </ul>
<b>Th Nov 19</b>	Teams Practice Mock Presentation using Zoom with PA and Professor	<b>Due date:</b> Team meeting with librarians is to be completed before Thursday, Nov 19 at 11:59 pm
<b>Week 14 – <u>CLASS ONLINE</u> – Team Presentations</b> <b>** (Note that having class online this week is unique to this class)</b>		
<b>T Nov 24</b>	Two Team Presentations ONLINE during regularly scheduled class time <ul style="list-style-type: none"> <li>Class meets via Zoom</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation assignment posted for team presentations, due by 11:59 pm on Tue, Nov 24</li> </ul>
<b>Th Nov 26</b>	<b>NO CLASS – Thanksgiving Break</b>	
<b>Week 15 – <u>CLASS ONLINE</u> – Team Presentations</b>		
<b>T Dec 1</b>	Two Team Presentations ONLINE during regularly scheduled class time <ul style="list-style-type: none"> <li>Class meets via Zoom</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation assignments posted for team presentations, due by 11:59 pm on Tue, Dec 1</li> </ul>
<b>Th Dec 3</b>	One Team Presentation ONLINE during regularly scheduled class time <ul style="list-style-type: none"> <li>Class meets via Zoom</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation assignment posted for team presentation, due by 11:59 pm on Thur. Dec. 3</li> </ul>
<b>F Dec 4</b>	Reading Day (no classes)	
<b>Final Exam Period (Mon, Dec. 7 – Fri, Dec 11)</b>		
<b>Tue, Dec 8</b>	<ul style="list-style-type: none"> <li>Reflection Essay on Experiences with health care system due on Canvas by 11:59 pm</li> </ul>	