

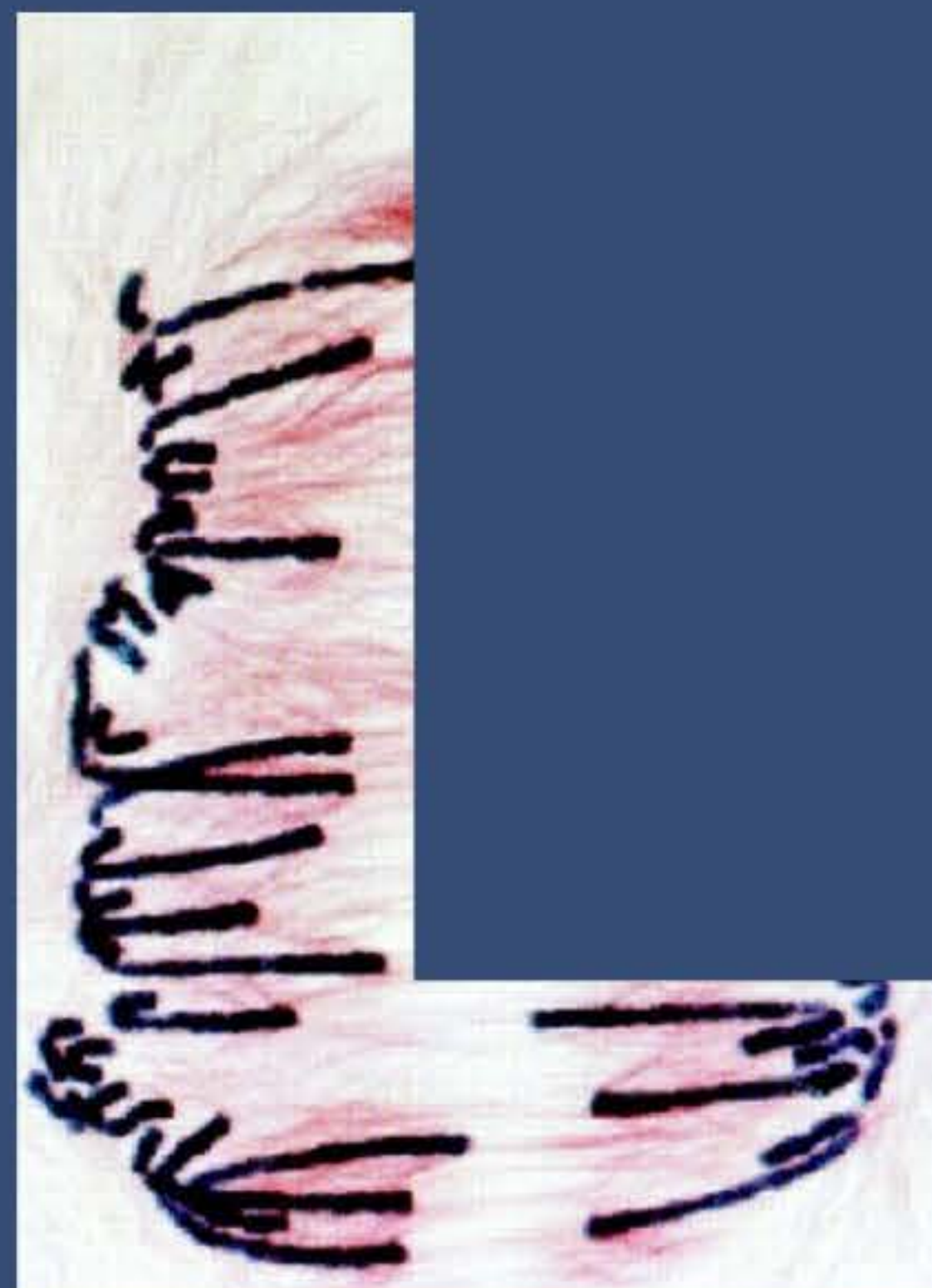


BEGINNING



F

A summary of
the findings
and outcomes
of the Honors
College
Praxis Lab:
The
Beginning of
Life



IFE

TABLE OF CONTENTS

COURSE OVERVIEW

ANSWERING THE QUESTION:
WHAT WAS THIS PRAXIS LAB ALL ABOUT?

SEMESTER ONE

STUDENT BIOGRAPHIES

PROFESSOR BIOGRAPHIES

GUEST SPEAKER BIOGRAPHIES

WEEK-BY-WEEK CURRICULUM
BREAKDOWN

CHOOSING A PROJECT

SEMESTER TWO

ADVERTISING CAMPAIGN

ASC FACEBOOK PAGE

EXPERIENCE CONTEST

SEX SAVVY QUIZ

TABLING AT EVENTS

PANEL PRESENTATION

PROJECT SUSTAINABILITY

PRAXIS LAB SUMMIT



PRAXIS LAB OVERVIEW

"The Beginning of Life" was a 2017-2018 University of Utah Honors College Praxis Lab that examined the scientific and cultural roots of human hopes and fears, from before conception through the early days of life, as well as the profound decisions that we make on behalf of potential, unborn, and newborn children.

During the first semester, we examined both historical and contemporary sources, exploring each phase of life's beginning from a variety of perspectives, consulting perinatologists, embryologists, ethicists, religious thinkers, and our own experience. By considering how social norms, scientific knowledge, and life history all intersected, we developed a complex and historically sensitive perspective on this critical period.

In the second semester, we intervened in the real world, developing a multifaceted strategy to help improve contraception education and access on the University of Utah campus, with the goal of empowering all members of our community to make the best-informed reproductive choices for themselves.



SEMESTER ONE

STUDENT BIOGRAPHIES

4

PROFESSOR BIOGRAPHIES

7

**GUEST SPEAKER
BIOGRAPHIES**

8

**WEEK-BY-WEEK
BREAKDOWN**

12

CHOOSING A PROJECT

15

MEET OUR STUDENT TEAM



Taylor Blackley

I am an Honors College student and am currently finishing my second year at the U. My major, in Writing & Rhetoric Studies, and minor, in Music Performance, illustrate my creative drive and passion for the arts. I am also deeply interested in current social issues related to sexuality, reproductive health, and women's rights, so learning about scientific and historical backgrounds and how they shape our various cultural perspectives on the "Beginning of Life" was an exciting opportunity. I hope to eventually do something that satisfies my creative nature and inspires those who come in contact with my work. After having completed this course, I am extremely grateful to our professors for sharing their wisdom and guidance, all our guest speakers for contributing their unique perspectives, and the Honors College for sponsoring the Praxis Labs. Working with such lovely colleagues on a project that actually made an impact on the community will be one of my proudest achievements of my undergraduate experience. Exploring the ambiguities and intricacies of "The Beginning of Life" has opened my eyes to a range of diverse viewpoints, biological processes, medical progress, and changing cultural perspectives. Looking forward, I hope to bring the knowledge I gained into society as an ambassador for reproductive health education and empowerment.



Chloe Keith

I am a junior pre-nursing student and proud College of Nursing employee. My ambitions for the future include becoming an RN before age 21 and working with underserved patient populations, particularly women and children with limited access to healthcare and resources. This course gave our group the chance to view the complexities of early human development through the lenses of ethical, biological, socioeconomic, and technological disciplines. Exploring the impact that the first few critical stages of life can have on an individual's well being has informed my desire to help my patients once I begin my nursing practice.



Claire Larsen

I am a University of Utah Honors College student, expecting to graduate in the Spring of 2020 with my Bachelors of Science in Nursing. I have always had a deep interest in reproductive health, and how it merges with political science, in our society today. Not only has the Beginning of Life Praxis Lab heightened these interests, but it has also allowed me to get involved firsthand in the community here, at the University of Utah. I plan to stay involved in these areas of interest by pursuing a Doctorate in Nursing Practice, specializing in Women's Health and Midwifery.

I enrolled in The Beginning of Life Honors Praxis Lab for a couple of reasons. The first being my interest in women's health, and knowing that the topics surrounding the beginning of life were all ones that I was very passionate about, and wanted to learn more on. Secondly, I knew that all Honors Praxis Labs provided students with the unique opportunity of applying what you learn in the first semester, to a real societal issue in the second semester. Although the question of "when does life begin?" was never answered, as I naively thought it would be when enrolling in this course, I have gained a perspective as to why it is such a hard question to answer, through learning about a wide variety of concepts that surround the beginning of life. I am so grateful that this course has really made me appreciate and have a much better understanding of the intricacies of pregnancy and reproductive health, as it has only made me even more excited about pursuing my future career in women's health and midwifery.



Sophia Perez

I am a sophomore majoring in biology with a cell and molecular emphasis with a minor in chemistry. I have been interested in science since I was a little girl and I wanted to find a way to help people. This is when I choose the path of going into medicine. After finishing my undergraduate, I hope to attend medical school. My end career goal is to be a surgeon. In this class, I have learned a lot about women's health. This information gave me the ability to open the discussion surrounding the beginning of life with the people around me. Since taking this class, I noticed myself be more open with educating others about contraception. I hope I can continue to help educate my community about contraception and to potentially educate my future patients on contraception.

MEET OUR STUDENT TEAM



Camrey Tuttle

I am a Honors Nursing major here at the University of Utah, planning on Graduating Fall of 2019. I have long been dedicated to becoming a person who is able to help people in their worst moments, and have shaped my educational career around this goal. After obtaining my Bachelor's of Nursing, I intend to continue to get my Doctorate degree in Nursing. With this gained education, I will be able to go back to my small hometown. My ultimate goal is to give more and quality medical options to those people in my community. I chose to become a part of the Beginning of Life Praxis lab because I wanted to gain a better understanding around some of the issues that surround the beginning of life. As a part of this lab, I have gained a greater passion for caring for those people in need of healthcare, particularly in the reproductive process. I feel like the chance to work with professors and peers in this class made me more aware of different perspectives and issues. What I will take away most from this experience is the feeling that I am truly able to make a difference.



Marianne Mercer

I have always enjoyed the sciences and learning about how life is possible. This is what has driven me to graduate with a degree in Biology. I am currently a senior and will be graduating in the spring of 2018. In addition to learning about life, I have always hoped that I would be able to help improve the quality of life of those around me; I plan to accomplish this by continuing my education and going to dental school. I want to be a pediatric dentist, so I can help children develop good hygiene habits that will keep them healthy throughout their life. I enrolled in this praxis lab because of the opportunity it presented to both learn about life and improve my community. I was so grateful to have a space each week where I felt comfortable expressing my opinion on controversial topics, and where I was able to develop these opinions further through group discussions. Over the year, I learned about how difficult pregnancy can be, not just on the woman's health, but also on the entire family's emotions. I am more aware now than ever that although this is an integral part of life, it isn't something to be taken lightly. We all should be able to plan our pregnancies so that we are prepared for these wonderful but trying times, and that is why fighting for contraception access and knowledge is so important. I am grateful that through this praxis lab I have not only been able to learn about the beginning of life but also start changes that will hopefully improve the lives of my undergraduate peers.



Hazel Staten

I am a University of Utah honors student majoring in Psychology and in Human Development and Family studies. I am finishing my third year at the university and expect to graduate in the spring of 2019. I am interested in developmental psychology and in the psychology of relationships and sexuality. I hope to pursue a career that empowers women and families and focuses on these realms of the human experience. I feel proud to have been a part of the creation of the Allied Students for Contraception and to have played a role in the university's conversation about the importance of reproductive health. Participating in this praxis lab has provided me with the successful experience of working with peers with diverse beliefs towards a common goal and has proven to me that individuals truly have the power to make a sustainable difference when we work together as a team.



Keeley Vandenburg

I am a sophomore Honors student, and I plan on graduating with a bachelor's degree in Nursing and a minor in Pediatric Clinical Research. My ultimate goal is to continue my education with a Doctoral degree in Nursing. I have always had a deep curiosity in how science intersected with society, and I feel so grateful to have been able to explore this in our Praxis Lab. My classmates and I have tackled a topic that no one wants to discuss, and I hope our project inspires our community to have these hard conversations. I enrolled in this Praxis Lab because not many undergraduate students are given the opportunity to study a topic so deeply, and then work together to create a lasting project. I found the topics covered to be difficult, and I often left class with a headache. This was my favorite part of the Praxis experience. The beginning of life is often taboo topic, but my classmates, professors, and I had these headache triggering conversations. I learned that any problem can be tackled if people can come to the table open to having tough conversations. I am proud to have worked with my fellow students and professors to create ASC.

MEET OUR STUDENT TEAM



Emilia Roberts

I am a sophomore studying Nursing here at the University of Utah. I have always been drawn to nursing because of the unique, personal and very influential role it plays in the healthcare system. After graduating with my BSN in Fall of 2019, I plan to continue my education to become a Women's Health Nurse Practitioner and Midwife. This Praxis Lab furthered my desire to serve women and children as they beginning their lives together. I am thankful to the Honors Program for giving me this opportunity to further connect to this topic I feel so passionately about.



Emily Packham

I have always enjoyed the sciences and learning about how life is possible. This is what has driven me to graduate with a degree in Biology. I am currently a senior and will be graduating in the spring of 2018. In addition to learning about life, I have always hoped that I would be able to help improve the quality of life of those around me; I plan to accomplish this by continuing my education and going to dental school. I want to be a pediatric dentist, so I can help children develop good hygiene habits that will keep them healthy throughout their life. I enrolled in this praxis lab because of the opportunity it presented to both learn about life and improve my community. I was so grateful to have a space each week where I felt comfortable expressing my opinion on controversial topics, and where I was able to develop these opinions further through group discussions. Over the year, I learned about how difficult pregnancy can be, not just on the woman's health, but also on the entire family's emotions. I am more aware now than ever that although this is an integral part of life, it isn't something to be taken lightly. We all should be able to plan our pregnancies so that we are prepared for these wonderful but trying times, and that is why fighting for contraception access and knowledge is so important. I am grateful that through this praxis lab I have not only been able to learn about the beginning of life but also start changes that will hopefully improve the lives of my undergraduate peers.



Brooke Rose

I am a senior honors undergraduate majoring in the interdisciplinary study of Health, Society, and Policy with a minor in Sociology. I am particularly interested in how sociological factors influence health because improving the well-being and conditions of individuals leads to better health outcomes. As a future osteopathic physician, I plan to serve patients by caring for their health care needs as well as participating in community partnerships to improve the circumstances affecting the way they live, work, and get health care. I am very grateful to have had the opportunity to participate in this Praxis Lab. It has been an invaluable experience exploring culturally sensitive issues surrounding the beginning of life within a diverse group of individuals. I love how despite the emotionally charged polar views and beliefs we may have, everyone coexisted harmoniously. Also, I love that we were all unified in the common goal to provide better contraception access to our community. I plan to stay involved with ASC: Allied Students for Contraception and the Campus Contraceptive Initiative in our efforts to address the need for better access to contraception.



Sofia Ortega

I am a student who enjoys learning, has a passion to serve others, and who has a desire to become a nurse. I want to serve both the patient and family with quality knowledge, respect, compassion and love. I am studying for an Honors Bachelor of Science in Nursing and plan to graduate Fall of 2019. I am determined to not only obtain a Bachelor's Degree, but to continue my education in PhD or Doctorate of Nursing Practice (DNP) program. I want to serve my future patients with all the knowledge I can obtain so that I may better contribute in improving their quality of life. I enrolled in the The Beginning of Life Praxis Lab to expand my knowledge about the ethical questions concerning life and to better understand other people's perspectives in knowing when it began. When we chose the topic of contraception I knew that it would be great project to help our University community. I thoroughly enjoyed all of the topics we learned and as well as the impact of our project. I recommend a Praxis Lab to all of the members in the Honors college and thank all of our sponsors who made it possible.

MEET OUR PROFESSORS



I am a historian of biology and medicine, interested in the ways that 20th-century biological research has interacted with practical medical and agricultural approaches to life. I have a B.S. in biology and a Ph.D. in the history of science and technology. Before arriving at the University of Utah, I was at King's College London, where I studied the history of parasitology. In addition to teaching in the Honors College, I also teach medical humanities, where I focus on such topics as the history and ethical implications of manipulating the human gene pool and the changing ways that human diseases have been understood over time and in different sociocultural contexts.

It's been a pleasure to help lead this very fine group of students in their exploration of the beginning of human life and the practical course of action that they chose. In a realm where opinions are often polarized and decisions contentious, these students showed themselves capable of nuanced and careful reasoning. Despite their variety of backgrounds and experiences, they were able to identify common ground and develop a mission that unified them. Their work demonstrates that sharing open-minded and intelligent inquiry may enable people who hold divergent opinions to work together on initiatives that are valuable to all of us. I feel fortunate to have played a role in such an important process, as well as witnessing the way that each of these students took on the individual challenges of the project and exceeded expectations.



Rachel Mason Dentinger, PhD.
Associate Instructor and Scholar-In-Residence



I always have been interested in the beginning of life and consider myself as a reproductive biologist at heart. I am a Professor Emerita in the Department of Obstetrics and Gynecology where I have had an academic appointment for the past 34 years. My undergraduate degree was in Molecular, Cellular and Developmental Biology from the University of Colorado, where I also attended Medical School. My medical training in obstetrics and gynecology and fellowship in reproductive endocrinology were completed at the Brigham and Women's Hospital, Harvard Medical School. My clinical and research interests include contraception and family planning, advanced reproductive technology (in-vitro fertilization), and menopause. I taught Ethics in Reproductive Medicine for undergraduates, as well as teaching reproductive medicine to medical students, residents and physicians. I was honored to be awarded the Linda K Amos Award for Distinguished Service to Women by the University of Utah, and the Jarcho Distinguished Teaching Award by the University of Utah School of Medicine. In 2013 I was awarded the Calvin and Jeneal Hatch Prize in Teaching by the University of Utah. My undergraduate teaching has been focused on Health Numeracy and Ethics in Reproductive Medicine and previously co-taught a Praxis Lab: The Uneasy Intersection of Law and Medicine.

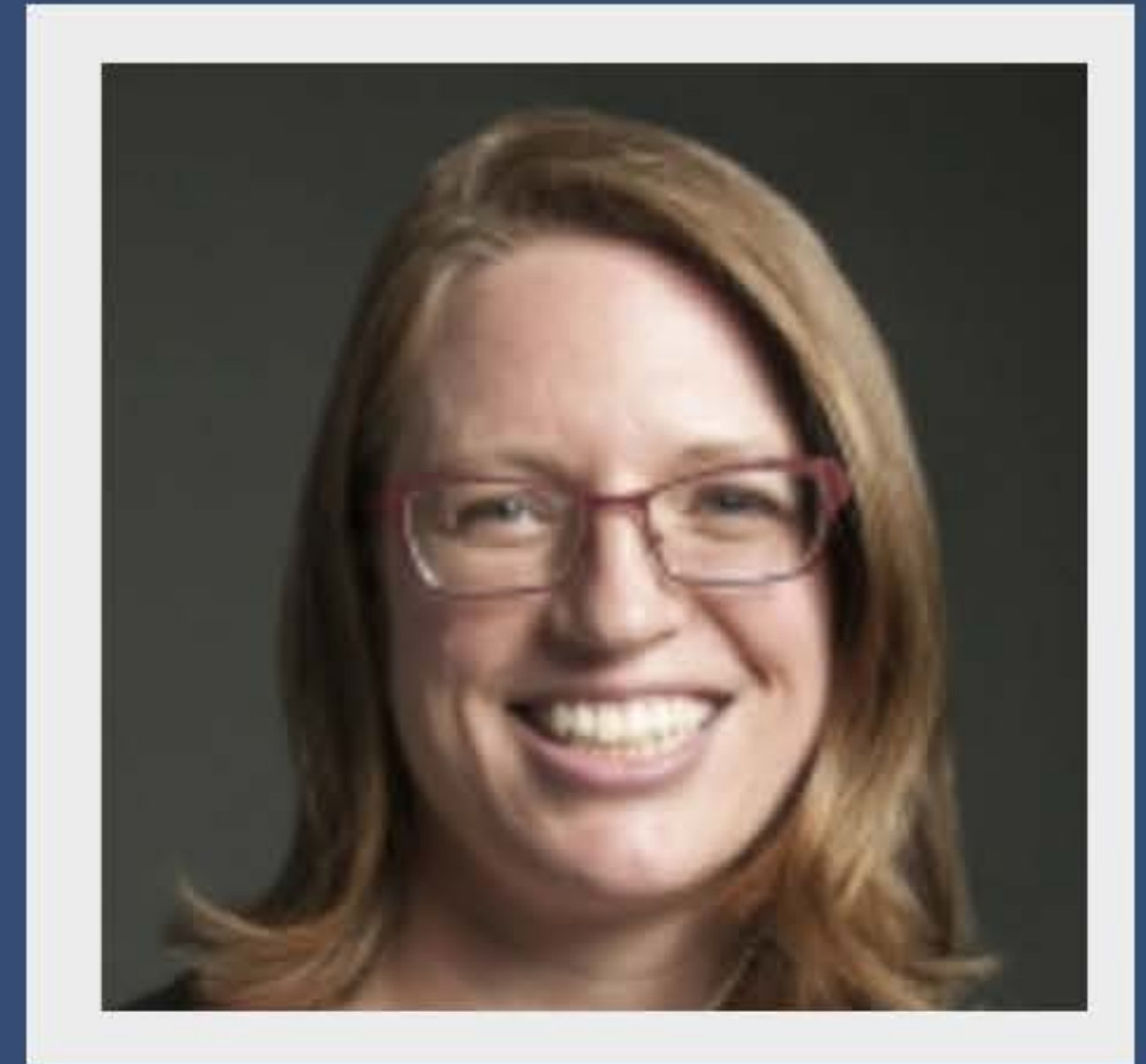


Kirtly Parker Jones, MD
Professor Emerita, Department of Obstetrics and Gynecology

MEET OUR GUEST SPEAKERS

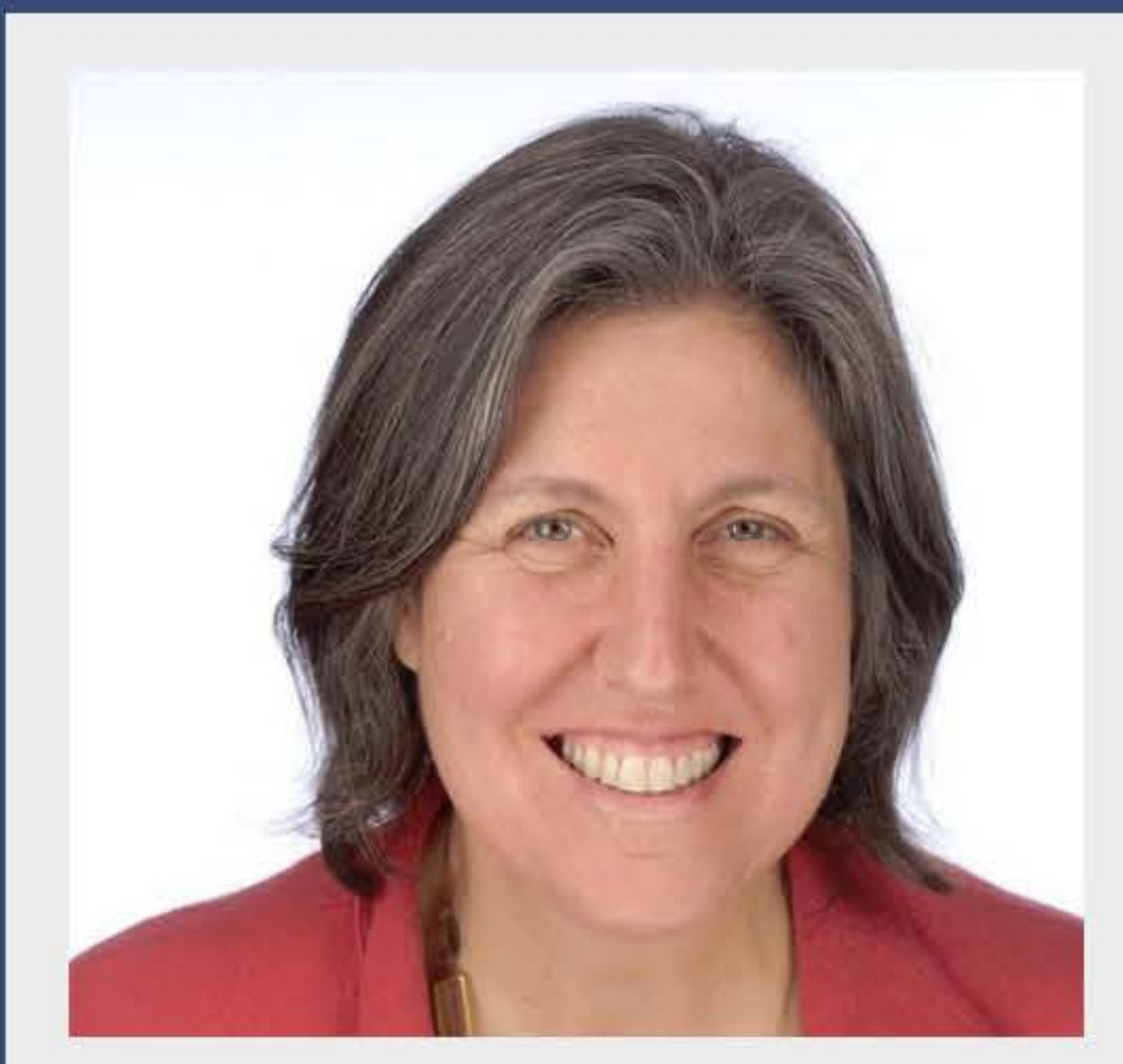
OUR IN-CLASS LECTURERS WERE KIND ENOUGH TO EXTEND HOURS OF THEIR TIME AND CONDENSE YEARS OF THEIR RESEARCH AND EXPERIENCE TO BROADEN OUR UNDERSTANDING OF THE BEGINNING OF LIFE. THEIR CONTRIBUTION TO OUR GROUP HAS BEEN INVALUABLE IN HELPING US UNDERSTAND THE CONTRACEPTIVE ISSUE AT HAND, AND WE WISH TO THANK THEM FOR THEIR TIME AND SUPPORT.

Holly Bullock is from North Carolina. She pursued a master's degree in Public Health, focusing on International Health, and spent an extended practicum with the US Peace Corps in Swaziland. She received her MD from East Carolina University, completed her residency in Obstetrics and Gynecology at the University of Hawaii, and is a Fellow in Family Planning at the University of Utah. As a Fellow, she is developing additional expertise in contraception provision for medically complex patients and abortion care. Her research involves addressing barriers to vasectomy for low-income men.



**Holly Bullock, MA,
MD, MPH**

PHYSICIAN, UNIVERSITY OF UTAH HOSPITAL
OBSTETRICS AND GYNECOLOGY



Annabel Sheinberg

DIRECTOR OF EDUCATION, PLANNED
PARENTHOOD ASSOCIATION OF UTAH

Anabel Sheinberg is the Vice President for Learning and Partnerships at Planned Parenthood Association of Utah. She is an educator, trainer, facilitator, and youth and community development professional. She received her Master's Degree in management and youth and child development and policy at the Heller School of Social Policy and Management at Brandeis University. She is an experienced practitioner and manager of community based prevention programs and she is deeply committed to equality, education and access for underserved youth.



Erica B. Johnstone, M.D., M.H.S.

PHYSICIAN, DIVISION OF REPRODUCTIVE ENDOCRINOLOGY AND INFERTILITY

Erica B. Johnstone, M.D., M.H.S., is a gynecologist and reproductive endocrinologist in the Division of Reproductive Endocrinology and Infertility. Dr. Johnstone clinical interests include reproductive endocrine disorders and all types of infertility, and she also works with hormonal disorders in children and adolescents. Her research interests include polycystic ovary syndrome and ovarian aging. Dr. Johnstone received her bachelor's degree from Yale University, and earned her medical degree and completed her residency in Obstetrics and Gynecology at Duke University. She joined the University of Utah Department of Obstetrics and Gynecology in 2010. She enjoys running, biking, and hiking with her husband and 2 young children.

Kali Roy is a certified and licensed genetic counselor in the perinatal genetics and maternal fetal medicine department at the University of Utah. Kali is a faculty member and co-director for the Perinatal Genetics course (HGEN 6300) in the University of Utah Graduate Program in Genetic Counseling (UUGPGC). She also serves as a prenatal rotation supervisor for the program. Kali graduated from the University of Utah Graduate Program in Genetic Counseling in 2015. Kali previously earned a Master's Degree in Genetics and Genomics from the University of Connecticut and was a former laboratory scientist before becoming a genetic counselor. Kali is an active member of the National Society for Genetic Counselors as well as the Association for Utah Genetic Counselors. She is also active in serving her community through various community service endeavors.



Kali L. Roy, CGC

CERTIFIED GENETIC COUNSELOR, UNIVERSITY OF UTAH DEPARTMENT OF MATERNAL AND FETAL MEDICINE



Maureen L. Condic, PhD.

ASSOCIATE PROFESSOR, UNIVERSITY OF UTAH SCHOOL OF MEDICINE DEPT. OF PEDIATRICS, ASSOCIATE PROFESSOR OF NEUROBIOLOGY AND ANATOMY

Dr. Condic is an Associate Professor of Neurobiology and Anatomy at the University of Utah School of Medicine, with an adjunct appointment in the department of Pediatrics. She received her undergraduate degree from the University of Chicago, her doctorate from the University of California at Berkeley and postdoctoral training at the University of Minnesota.

Since her appointment at the University of Utah in 1997, Dr. Condic's primary research focus has been the development and regeneration of the nervous system. In 1999, she was awarded the Basil O'Connor Young Investigator Award for her studies of peripheral nervous system development. In 2002, she was named a McKnight Neuroscience of Brain Disorders Investigator, in recognition of her research in the field of spinal cord repair and regeneration. Her current research involves the control of human stem cell potency and differentiation. In addition to her scientific research, Dr. Condic teaches both graduate and medical students. Her teaching focuses primarily on embryonic development, and she has taught Human Embryology in the University of Utah School of Medicine's curriculum for 20 years. Dr. Condic has a strong commitment to public education and science literacy. She has published and presented seminars nationally and internationally on science policy and bioethics.



Brett Einerson, MD, MPH, FACOG

PROFESSOR, UNIVERSITY OF UTAH SCHOOL OF MEDICINE

Brett Einerson is a Fellow and Instructor in Maternal-Fetal Medicine at the University of Utah. He is the beaming father of two young children, and husband to a full-time adoption therapist. A native Minnesotan, he grew up in the rural lake-country and is still often accused of having a "Canadian accent." After college in St. Paul, he ventured with his new spouse to Winston-Salem, North Carolina for medical school at Wake Forest University. Before leaving The South, he studied health care policy, epidemiology, and college basketball for a year at the University of North Carolina in Chapel Hill. He then lived and worked in Chicago for four years, completing Obstetrics and Gynecology Residency at Northwestern University and Cook County Medical Center. Since 2015 he has lived in Salt Lake City... and intends to stay for a while. Next year he will be joining the University of Utah Division of Maternal-Fetal Medicine as a full-time faculty member. He is a health systems researcher and a high risk obstetrician. His research engages the fields of maternal and fetal health, patient safety and quality improvement, and economics. The newspaper, a good strong coffee, and a baseball game make him very happy.

John A. Lippitt, Ph.D., teaches courses on early care and education policy and practice, as well as child and family policy more broadly, at multiple universities. He was the founding Executive Director of Thrive in 5, a strategic initiative to ensure that every child in Boston enters school ready for sustained success. Previously, while at the Massachusetts Department of Public Health, Dr. Lippitt directed a project that enhanced identification of and services for substance exposed newborns, their mothers and families. At The Heller School at Brandeis University, he led a demonstration project promoting referrals from child welfare to IDEA Part C, Early Intervention, and worked with Jack Shonkoff and his National Scientific Council on the Developing Child. His Ph.D. is in Early Childhood Policy from the Heller School at Brandeis. He also holds Masters' degrees in Elementary Education and the Management of Human Services, along with his Bachelor's degree from the Massachusetts Institute of Technology.



John A. Lippitt, PhD

ADJUNCT PROFESSOR, UNIVERSITY OF MASSACHUSETTS



Margaret P. Battin, PhD

PROFESSOR OF PHILOSOPHY & ADJUNCT PROFESSOR, SCHOOL OF MEDICINE

Margaret Pabst Battin (nicknamed Peggy) is Distinguished Professor of Philosophy and Adjunct Professor of Internal Medicine, Division of Medical Ethics, at the University of Utah. She holds an M.F.A. in fiction-writing and a Ph.D. in philosophy from the University of California at Irvine. The author of prize-winning short stories and recipient of the University of Utah's Distinguished Research Award, she has authored, co-authored, edited, or co-edited some twenty books. She has also been engaged in research on active euthanasia and assisted suicide in the Netherlands. She has also published Ethical Issues in Suicide, trade-titled The Death Debate, as well as several co-edited or co-authored collections on related topics. In 1997 she received the University of Utah's Distinguished Research award, and in 2000, she received the Rosenblatt Prize, the University of Utah's most prestigious award. She was named Distinguished Honors Professor in 2002-03. She is the lead author of two multiauthored projects, *Drugs and Justice: Seeking a Consistent, Coherent, Comprehensive View* and *The Patient as Victim and Vector: Ethics and Infectious Disease*. She has been named one of the "Mothers of Bioethics."



Jessica N. Sanders, MSPH, PhD

ADJUNCT ASSISTANT PROFESSOR, U OF U FAMILY & PREVENTIVE MEDICINE,
RESEARCH ASSISTANT PROFESSOR, U OF U OBSTETRICS & GYNECOLOGY

Jessica Sanders is the Family Planning Research Director and Research Assistant Professor at the University of Utah. She received her PhD in Public Health from the University of Utah with an emphasis in Women's Health. Her research spans the spectrum of fertility and reproductive health and policy. She is involved with the HER Salt Lake Contraceptive Initiative and Family Planning Elevated, both projects are aimed at expanding access to comprehensive contraceptive care throughout Utah and the Intermountain West. She is working to evaluate the impact of expanded contraceptive access on women's lives and broader societal outcomes. Dr. Sanders approaches contraceptive access through a public health lens, advocating for the full range of reproductive health options through interdisciplinary academic and clinical research to ensure an evidenced-based and person-centered approach to education, policy and clinical care.

Grace Mason is a first year student at the University of Utah Honors College studying Political Science and Health, Society and Policy. She is a Student Research Assistant with the Family Planning Division of the OBGYN Research Network where she analyzes data from current studies and promotes results through media marketing. Grace was previously a member of Planned Parenthood's Teen Council where she volunteered +200 hours teaching sex education, healthy relationships, contraceptive care, and much more as a peer educator. Teen Council empowered Grace with accurate sexual and reproductive knowledge and she intends to promote healthy sexual and reproductive healthcare through her personal research expanding contraceptive access on college campuses.



Grace Mason

RESEARCH ASSISTANT, HER SALT LAKE
INITIATIVE, PLANNED PARENTHOOD
TEEN COUNCIL MEMBER



Kyl Myers, PhD.

RESEARCH ASSOCIATE, FAMILY PLANNING
DIVISION, DEPARTMENT OF OBSTETRICS
AND GYNECOLOGY, UNIVERSITY OF UTAH
SCHOOL OF MEDICINE

Dr. Kyl Myers is the Director of Community Education and Partnerships for the Family Planning Division at the University of Utah School of Medicine. She has a Bachelor's degree in Gender Studies and a PhD in Sociology and specializes in sexual and reproductive health research, education and advocacy. Dr. Myers managed the HER Salt Lake Contraceptive Initiative which provided free birth control to over 7,400 individuals in Salt Lake County and she now oversees the statewide contraceptive initiative, Family Planning Elevated. Kyl works closely with legislators and health care providers all across Utah, to improve access to contraception and abortion care for underserved populations.



Week-By-Week Curriculum Breakdown

The content below condenses nearly a semester of literary exploration of the ethical, scientific, and practical issues proximal to the beginning of life. We were fortunate enough to glean insight from myriad interdisciplinary guest speakers, whose biographies can be found on page [X].

WEEKS 1 - 3

WHAT IS HUMAN LIFE AND WHERE DOES IT BEGIN? - BEGINNING OF LIFE - EGGS, SPERM, AND CONTRACEPTION

19

19%

- Week one was when we all introduced ourselves. We went over our syllabus and what was required of us.
- The cultural and religious concepts of the beginning of life were discussed in our second class meeting. The class was required to read *Whose View of Life?* We had former praxis lab student, Yen Johnson, speak about how it was like to be in a praxis lab. She gave us advice on how to make the most out of our class.

- On week 3, we were required to read *Chapter 10 of The Pill in Practice and Efficacy and Safety of an Injectable Combination Hormonal Contraceptive for Men*. In class, we discussed the way eggs and sperm are affected by environmental and social settings. Contraception for both females and males were brought up in class. Along with the cultural, religious and scientific perspectives on contraceptives. We had guest speaker Jessica Sanders speak with us about contraception.

- During week four, we were required to read *Chapter 10 from Maienschein and CRISPR Fixes Embryo Error- Nature*. We analyzed the cultural and scientific aspect of fertilization and early development. This includes genetic manipulation, genetic parenthood, donor gametes, surrogacy, emergency contraception and abortifacient. Erica Johnstone lectured us on fertilization and reproductive technologies.

- On week 5 we examined *Broken Eggs; Pins and Needles; and Knight, X Utero*. These were pieces that portrayed how different women felt about miscarriage and infertility. This week a short essay was due about anything around the term beginning of life. We had no guest lectures come in on week 5.

WEEKS 4 - 5

FERTILIZATION AND REPRODUCTIVE TECHNOLOGIES - MISCARRIAGE AND INFERTILITY

31

31%

WEEKS 6 - 7

FIRST TRIMESTER - SECOND TRIMESTER

44

44%

- On week 6, we read *When "Personhood" Begins in the Embryo: Avoiding a Syllabus of Errors* and *When Does Human Life Begin*. The class debated on an embryo's status and rights. Personhood was discussed in class, which segued into a discourse on how the definitions of human life can impact legislature. Maureen Condic was kind enough to deliver a lecture on a range of perspectives on when a human life begins.

- Our next topic during the semester was the "Second Trimester". We focused most of our conversation around genetic testing of the fetus and the potential issues that humanity could face as science progresses in this field. We wondered if more parents would chose an abortion if they were pregnant with a child who likely faced a more difficult future due to a disorder. We also discussed how many emotions can surround learning about the genetic status of a fetus. Some individuals want to know ahead of time to be able to prepare for the baby while other individuals wait until birth because they do not want to knowledge of a genetic disorder to affect how they feel about their child. We then heard from Kali Roy, a perinatal genetic counselor. She taught us about the process parents go through if they are concerned about potential disorders their child might have. We are grateful for the insight she provided into an area within the medical field we did not know much about.



Week-By-Week Curriculum Breakdown

The content below condenses nearly a semester of literary exploration of the ethical, scientific, and practical issues proximal to the beginning of life. We were fortunate enough to glean insight from myriad interdisciplinary guest speakers, whose biographies can be found on page [X].

FALL BREAK

PREPARING FOR ORAL PRESENTATIONS

56

56%

- Following fall break, each team member presented a 10 minute oral presentation on any topic that fit within the scope of the course. We each had to find our own topic, research it and then present our findings in an engaging and informative way to the class. This was a way for us to generate ideas for what issues we might want to address when implementing our community project. Some ideas we presented included opioid abuse while pregnant, postpartum depression, language development in the first years of life, intersex births, and vaccinations. With these

we generated ideas to start community support groups, providing aid for the SUPRAD clinic to help addicted mothers, or to provide in home visits for struggling parents. Ultimately these did not end up being the direction we chose, but the oral presentations highlighted the many areas of need in our community surrounding the topics of pregnancy and the beginning of life.

- For this week we explored pregnancy from the maternal perspective. Dr. Brett Einerson visited us and highlighted the different areas of the maternal/fetal conflict. What does the mother give up for her children even before they are born? We learned about the health risks women face because of pregnancy, along with decisions pregnant women are expected to make because of societal standards. For example, drinking alcohol during pregnancy is extremely taboo, but research has shown that when done in small amounts the fetus remains unaffected. Even though the fetus may be safe, some women are still judged for the way they choose to lead their life during pregnancy. This is just one example of the many topics we covered during this meeting. We are thankful to Dr. Einerson for his insight and stories he shared surrounding this topic.

WEEK 10

PREGNANCY: MATERNAL PERSPECTIVE

63

63%

WEEK 11

DELIVERY AND BIRTH

69

69%

- We next discussed delivery and the options mothers have when choosing where and how to give birth. We talked about how women can give birth vaginally or through caesarian section, at home or in a clinic or hospital, with the assistance of a midwife or an OBGYN... the options go on and on. We spent a lot of time uncovering the benefits to having a home birth because it is not discussed often in modern American culture, but it is a lot more common in other countries. Our professor, Dr. Rachel Mason Dentinger, dedicated part of our meeting to sharing her experiences during both of her home deliveries. Mary Gibson, a CNM, visited and provided further insight into the home birth process and what midwives do differently than doctors. Lastly, Dr. Ginger Smoak, a medieval historian, informed us about medieval birthing. It is interesting to note that midwives back then were instructed on how to perform by males and the churches not by past females with experience. We all were so excited to have two guest speakers this week and learn not only about issues surrounding birth today but also throughout history.



Week-By-Week Curriculum Breakdown

The content below condenses nearly a semester of literary exploration of the ethical, scientific, and practical issues proximal to the beginning of life. We were fortunate enough to glean insight from myriad interdisciplinary guest speakers, whose biographies can be found on page [X].

WEEK 12

DEATH AT THE BEGINNING OF LIFE

75

75%

- This week we explored “Death at the Beginning of Life” with topics such as stillbirth, premature births, the NICU and euthanasia in the foreground of our discussion. Our class agreed that this topic was among the most difficult to tackle because of its inherent sadness. Darkness aside, we talked about how parents can approach these circumstances and the options they have. Often times parents have to choose whether to administer treatment to their newborn if their chance of survival is slim. Some among us wondered if it is even ethical to put such a fragile baby through this pain if

they had no say, while others wondered if it was ethical not to permit that small chance of survival. Dr. Margaret Batton of the University’s Department of Philosophy and Division of Medical Ethics and Humanities visited to share her knowledge of these subjects. Rather than persuading us to share her beliefs, she informed us of the elements Ethicists must take into account when considering this fetal mortality. This lent us a better understanding of the intricacies of handling death near the time of birth.

- We ended the discussion/lecture section of the year by talking about the first years of life. We discussed topics like breastfeeding, early childhood trauma and the development of personality. Along with this we talked about maternal fetal bonding and how it comes naturally for some women, yet so arduously for others. We expanded on the influence this bond can have on breastfeeding and postpartum depression. We also revisited the question of when personhood begins. Is it at the same time as when life begins, or later? Many weeks later these questions remained unanswered, but our class was in consensus that a respectful difference in opinions was more than okay. Dr. John Lippitt also joined us this week via Skype to talk about these topics given his PhD in child policy. He taught us how policies are passed and how we can make a difference over a period of time. Unfortunately, after talking to him we knew that it would be incredibly difficult for our project to make a difference at a legislative level given the scope of the class. One semester was not enough to change state policies, but it was enough time to make a difference on a smaller scale, like at our university.

WEEK 13

FIRST YEARS OF LIFE

81

81%

WEEK 15

GROUP PRESENTATIONS

94

94%

- The next time we met, we presented group projects. These were the result of dividing into three groups and gathering research on different topics, with opioid use during pregnancy being one example. We then presented the information to the rest of the class along with suggestions on how these smaller projects could be made into our final Praxis Lab project. These projects allowed us to explore the areas we might want to address next semester, so after presenting we weighed opinions of what topic we would select for further

exploration. After presenting there was much back-and-forth about what to choose, but it became clear that our group of students was excited about the prospect of teaching our community more about contraception.

WEEK 16

PRAXIS PROJECT SELECTION AND DEVELOPMENT

100

100%

- Our last week of the semester was spent brainstorming for our contraception project. Because we had chosen contraception, our professors brought in planned parenthood's Director of Education, Annabel Sheinberg and three of her former/current teen council members. The four of them showed us how they approach contraception in clinics, in council meetings and in day to day life. They showed us that it did not have to be a formal conversation, but rather making it funny and personal is easier and less awkward. One of the former teen council members who visited us was Grace Mason,

a freshman in the Honors College at the U. She would become a great ally to us in the months ahead. This week's discussion not only solidified our decision to make our project about contraception, but it also allowed us to brainstorm some of the ways we could make a difference on our campus. We resolved to make a student group and create a single web page that students could visit to access many relevant and accurate resources pertaining to contraception.

CHOOSING A PROJECT



Choosing a topic for The Beginning of Life Praxis Lab was arguably one of the hardest parts of the entire lab, as it offered many compelling ideas to be the potential focal point of an impactful, relevant and sustainable project. With the help of our wonderful professors, we decided to tackle this task by having everyone fill out a few sticky notes with reasonable project ideas. We then drew a timeline on the board, with the two ends beginning before conception, and ending with 2 years of age. As one can imagine, we were able to easily fill up the entire timeline with a wide variety of really great project topics.

The next step in deciding on a specific topic for the lab was to begin the process of narrowing down all of our ideas. Since these ideas were very specific, this process involved reading over each sticky note, and categorizing them into more broad, or "umbrella" topics. To ensure that everyone's voice was being heard, we then voted on each individual project idea, on a scale from 1-5 of how well we liked the idea, how relevant we thought it was, and how impactful and sustainable we thought it could be. After that, we created a scoring system simply by adding up each number within the group of broad topics, and gave that group a total score. The highest scoring broad idea or theme turned out to be the topic of contraception.

Once we decided on our theme, we needed to specify what aspect of contraception we were going to focus in on, since it is such a broad topic. For the reasons of impactfulness, sustainability, and reasonability, we all came to the agreement of focusing on the education side of contraception, with an emphasis in access, for everyone on the University of Utah campus, as we believed that education on contraception was highly lacking in a lot of students. Not only was it reasonable to reach this population, but it was also very impactful, as we knew that one of the main reasons students, both male and female, do not finish their degree is because of an unplanned pregnancy. This fact, as well as the idea that every child should be cared for and wanted were largely the driving forces of this project, and were very invaluable.



PRAXIS PROJECT

OUR MISSION STATEMENT:

Empowering the University of Utah community to make the best-informed choice for themselves as it relates to contraception through education and access.

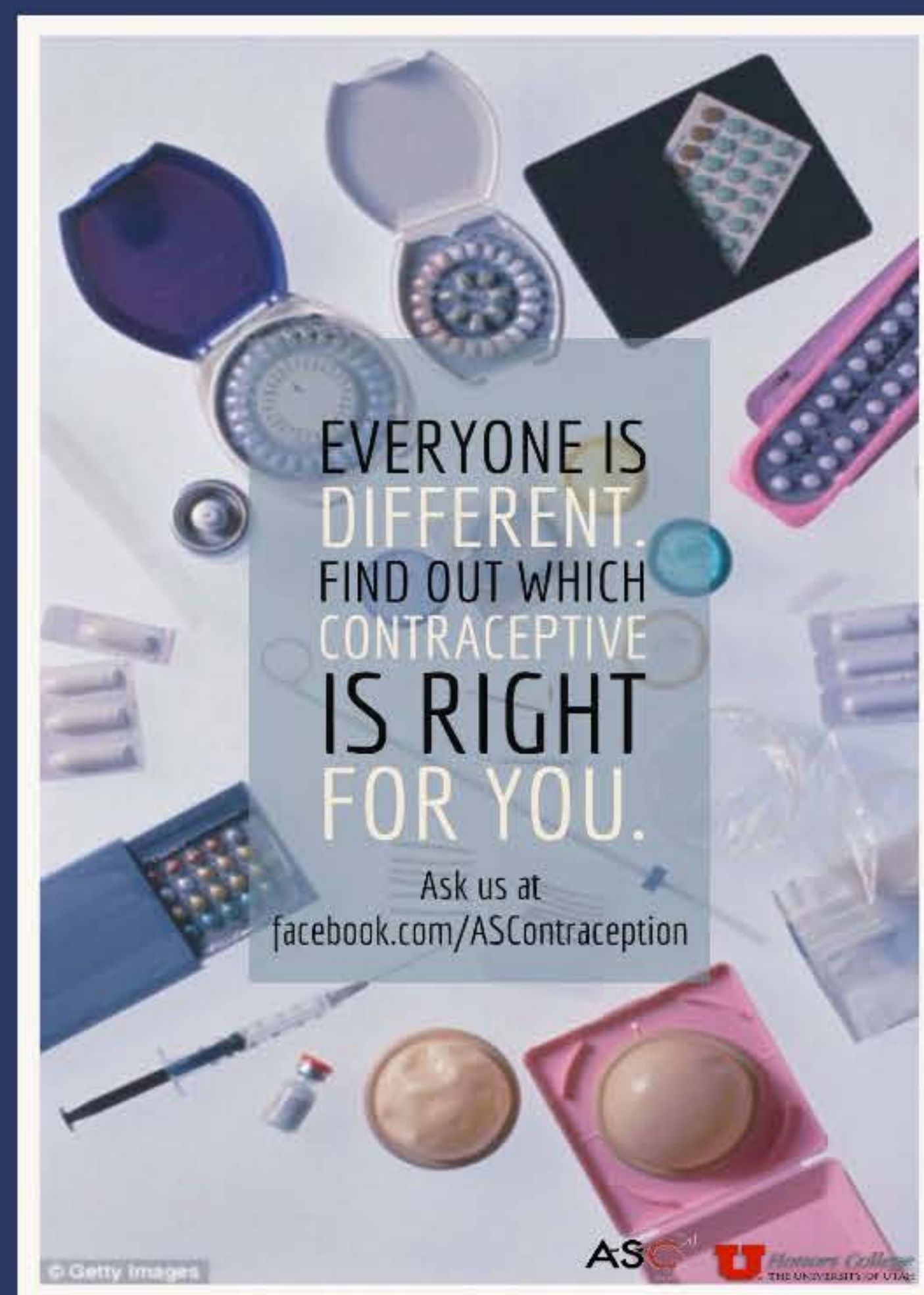
As our project developed, our goal became to target our audience in a multifaceted way. We wanted everyone to feel comfortable expanding and accessing the resources in their reproductive health toolbox. As a natural extension of this goal, the Allied Students for Contraception was born.



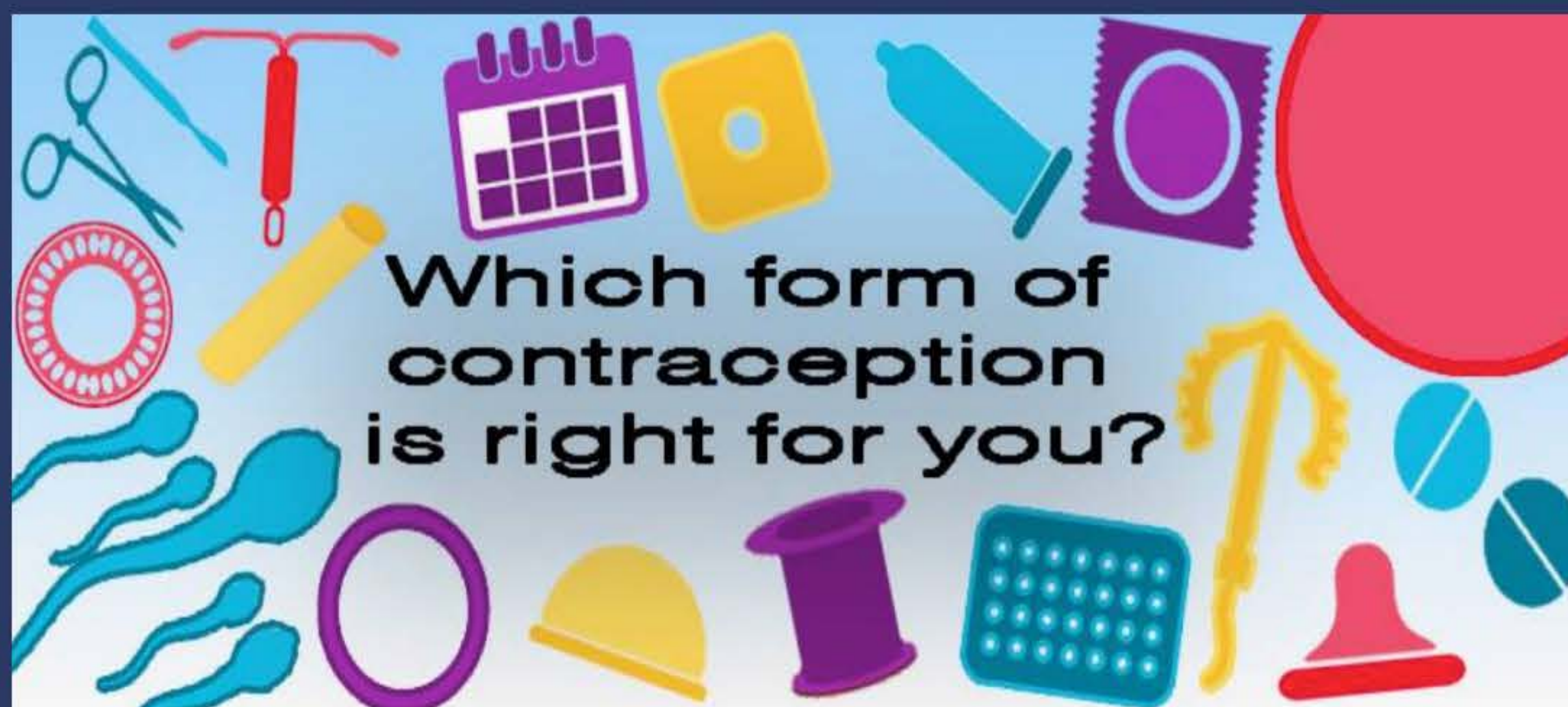
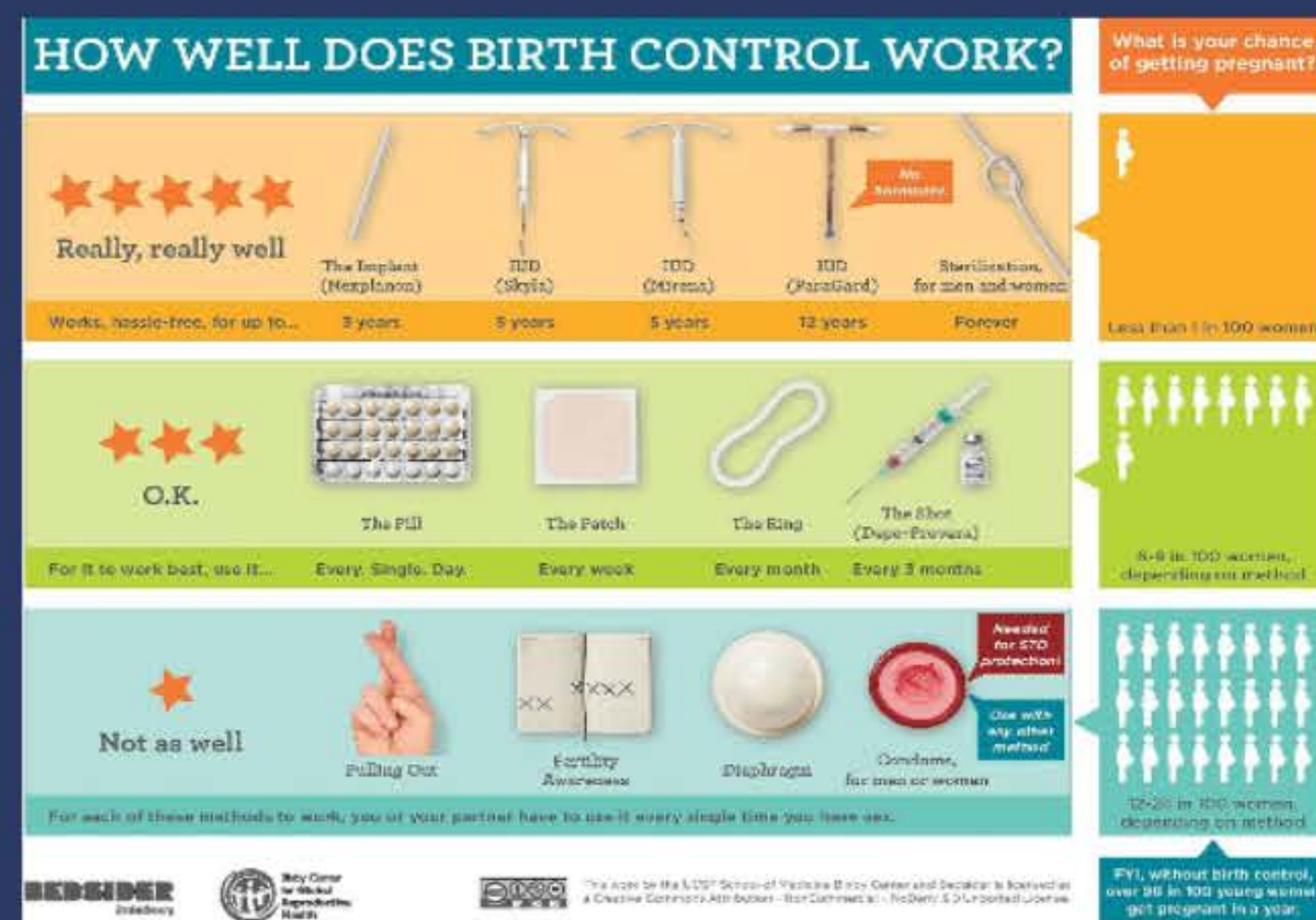
SEMESTER TWO

AD CAMPAIGN	18
FACEBOOK PAGE	19
TABLING AT EVENTS	20
EXPERIENCE CONTEST	20
SEX SAVVY QUIZ	21
PANEL PRESENTATION	22
PROJECT SUSTAINABILITY	23
PRAXIS SUMMIT	24
GIVING THANKS	25

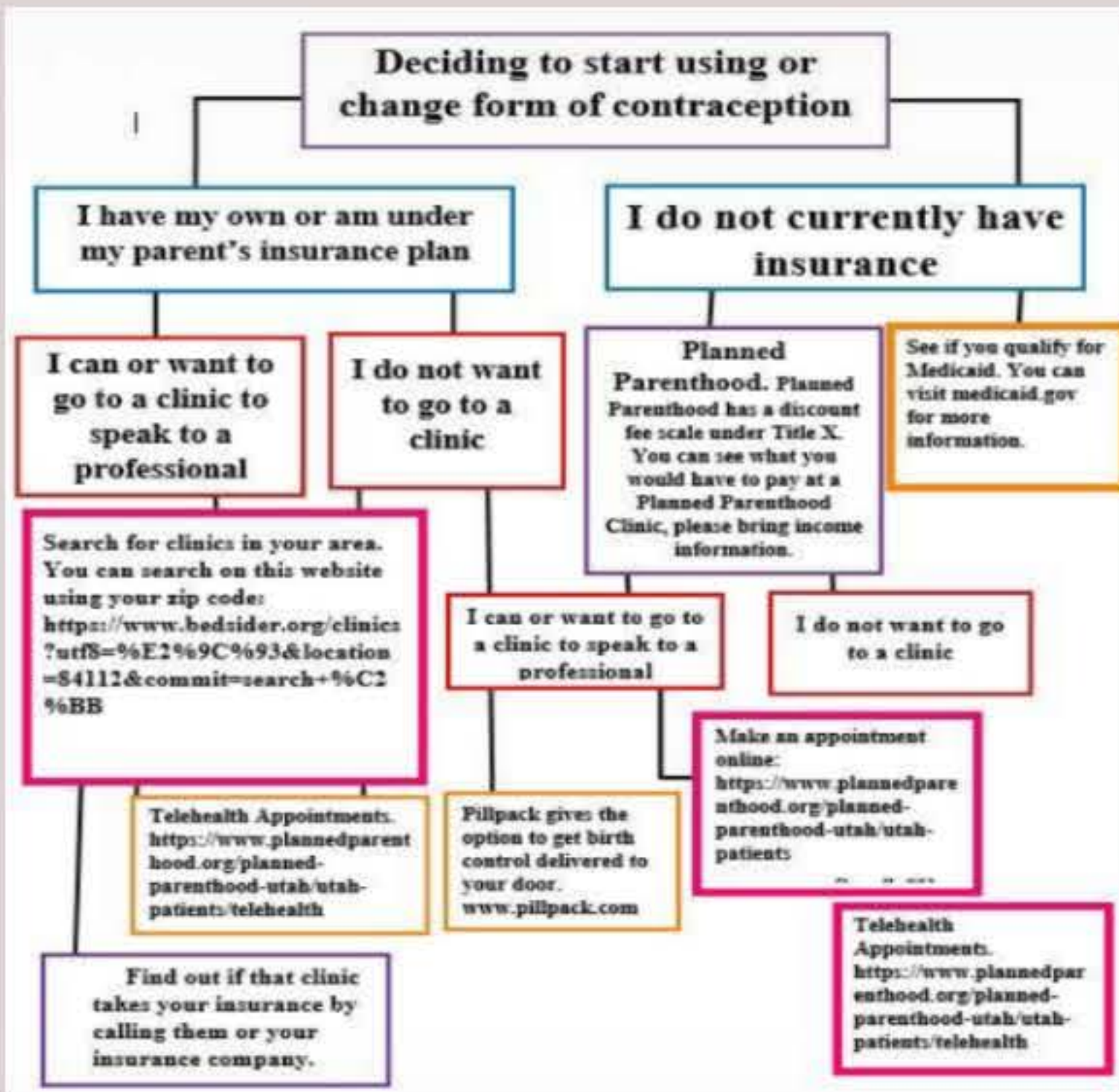
ADVERTISING CAMPAIGN: SPREADING THE MESSAGE ACROSS CAMPUS



These advertisements appeared all over campus. The photo seen on the left was installed in each of the 13 shuttles that transport members of our U of U community between the buildings on campus, the neighboring hospitals, and research park. The image on the right was posted on A-frame boards at high-traffic locations like the library to expose as many individuals as possible to the content we promote through our Facebook page.



ASC FACEBOOK PAGE: AN ACCESSIBLE AND INTERACTIVE RESOURCE HUB



Finding Contraception

ASC: Allied Students for Contraception
March 16 · 🌐

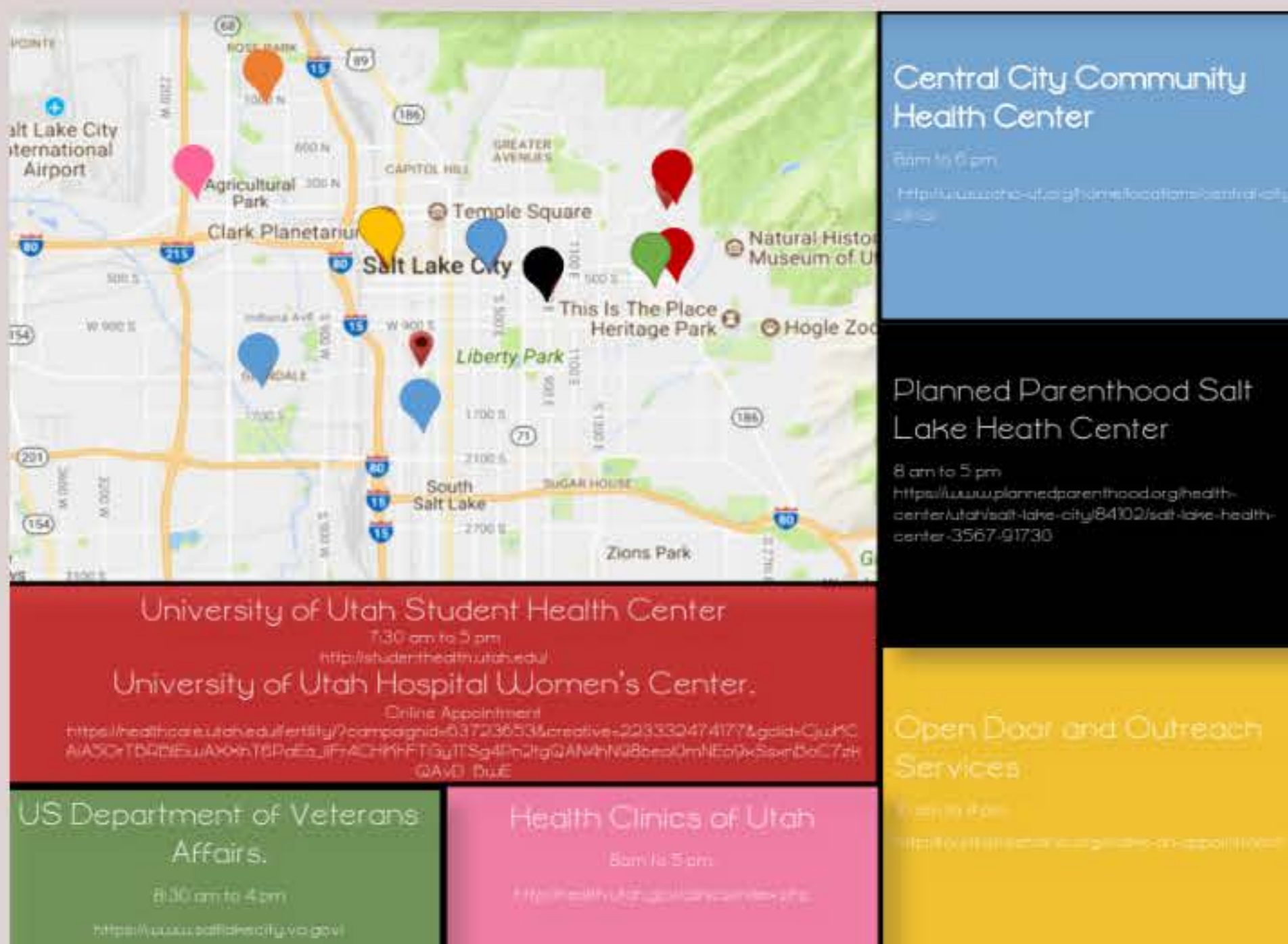
Many forms of birth control contain hormones. Check out the difference between the combined hormonal and progestin-only methods.



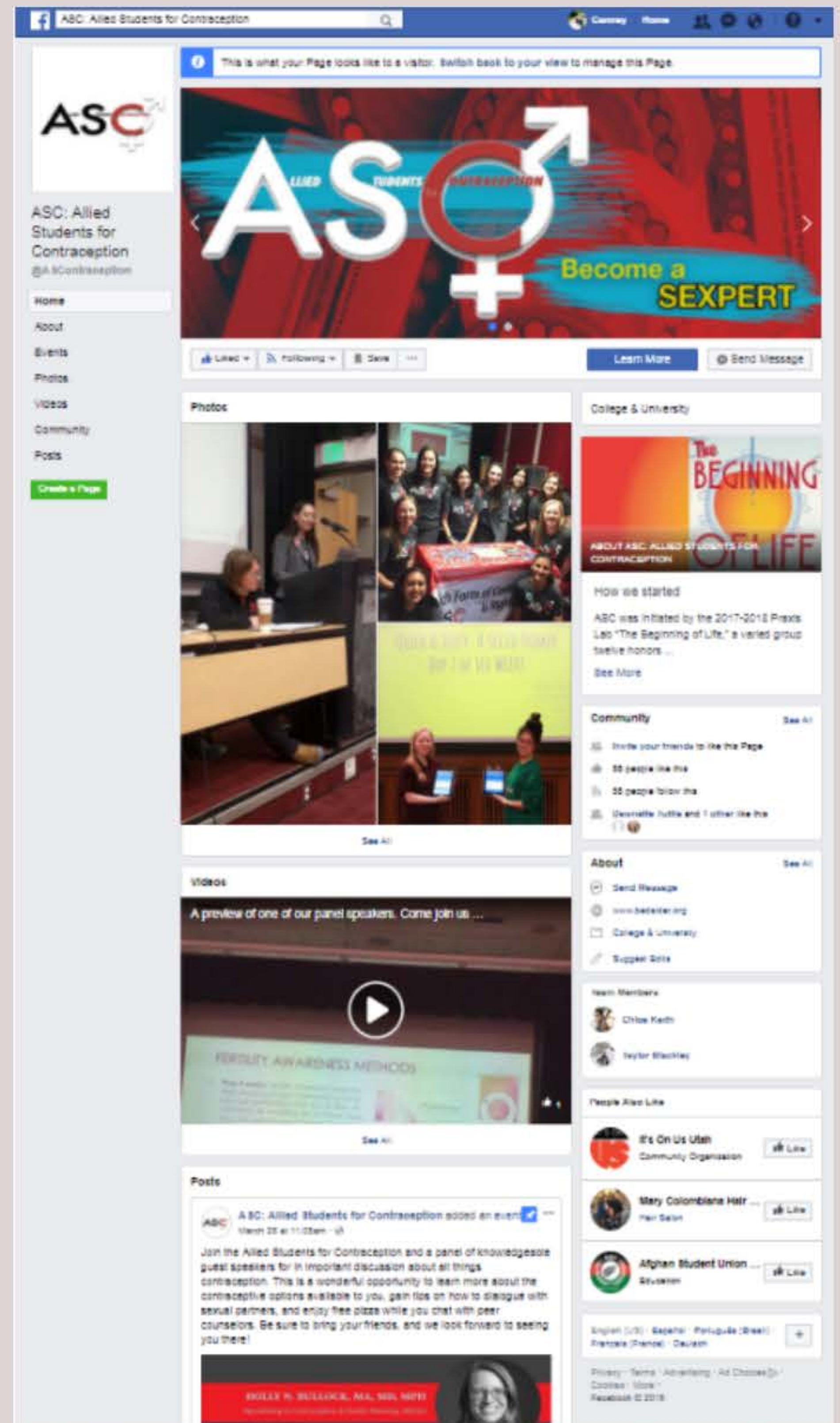
Combined hormonal versus progestin-only birth control
- Bedsider

Hormonal birth control methods are kinda like two happy families.

BEDSIDER.ORG



A large part of our advertisement campaign was the creation of a Facebook page titled "ASC: Allied Students for Contraception". The main goal of this Facebook page was to help make a single place to find different links that led to good contraception education. Some of our links were news articles, Bedsider, Planned Parenthood, and other reliable websites. Members of our Praxis lab also created images to put on the website, including some fun slogans/advertisements, a map, and diagrams to help navigate the medical community in regards to how to pay for contraception. Through these links, students looking at our page were able to become more informed on types of contraception, how to get the method they want, and other contraception related topics. On our posters that went around campus a particular focus was made to direct people to this page.



Visit us at www.facebook.com/ascontraception

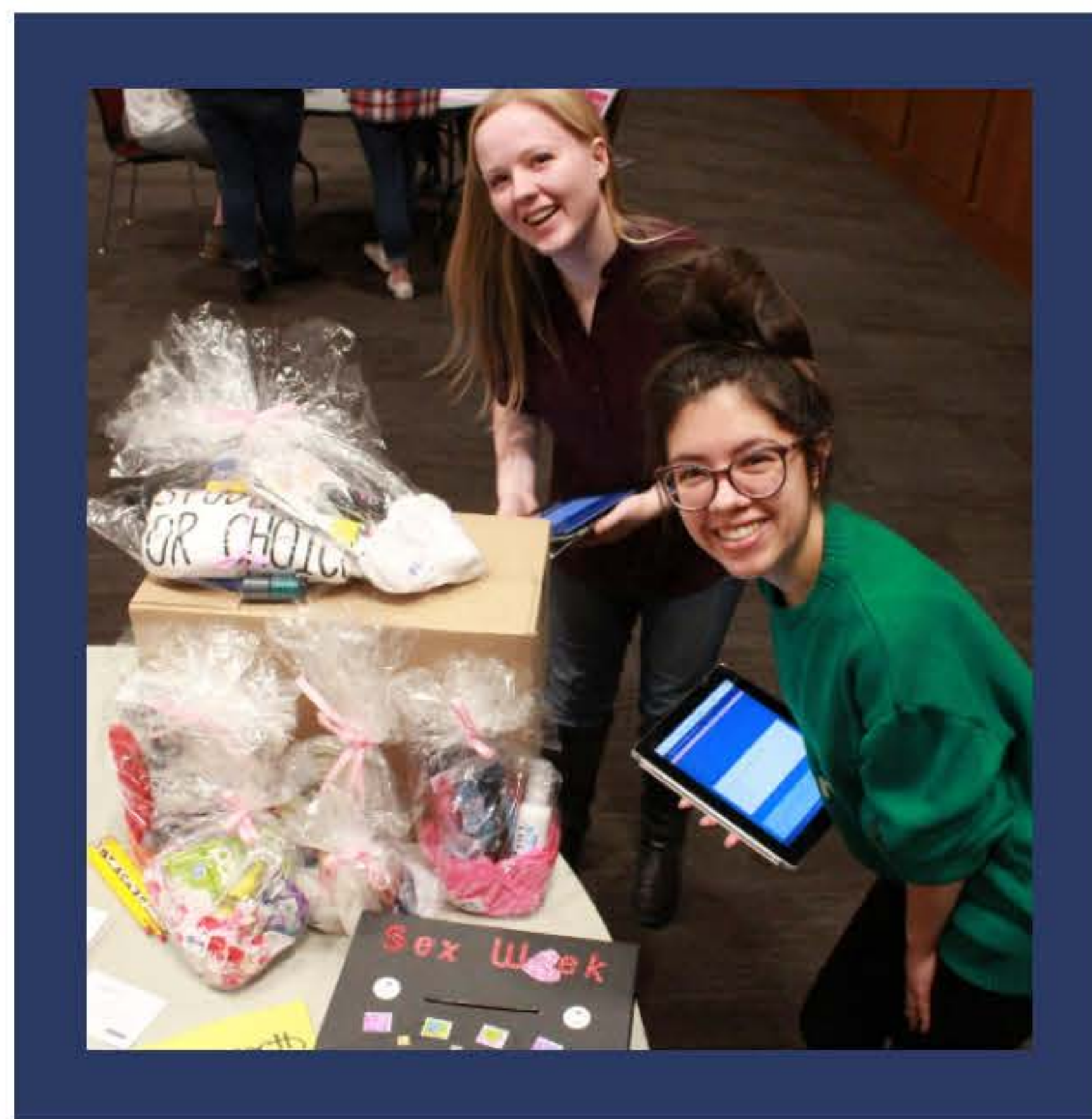
TABLING AT EVENTS

As a group, we understood the importance of getting the name and message of our organization out there on campus. In order to maximize the contact we could have with individuals who could benefit from increased knowledge about and access to contraception, we made it our goal to find ways to go to them. Among other measures, this took the form of tabling at events in multiple common spaces around campus.

Several of our members took the time and initiative to be present at free STI screening clinics with our "Are you smart enough to have sex" quiz and our ASC-themed swag at the ready. As we found out from the results of the quiz detailed on the following page, our peers on campus could definitely stand to brush up on their knowledge about sex and reproductive health.

Every year, the campus group Students for Choice hosts Sex Week, filled with myriad events to educate and engage members of the community in a discussion about sex and related topics. This organization allowed us to table at some of these events. We also tabled as a class in two locations in the library simultaneously, wherein we also invited passerby to take the quiz. This step in our project was critical, since it allowed us to pilot the type of survey we hope to develop in the future in partnership with the Campus Contraception Initiative.

We used every one-on-one interaction as a chance to boost our Facebook page, encouraging participants to follow the link found on the sticker they received for completing the quiz. Tabling was also a great tool for team bonding, spreading the word about ASC, and developing the framework for future projects that will help the University of Utah.



CONTRACEPTION EXPERIENCE CONTEST

The only way I can afford birth control is because I am part of the Her study. If I did not qualify for this study, a three month supply of birth control would be over \$50, which is simply out of reach for me as a college student. I am so grateful to have access to a Planned Parenthood clinic and to have birth control available to me.



There are so many young women who do not have access to these services. I think making birth control available to college students at a low cost would benefit a huge amount of people. As students, we are here to gain an education, and should not have to worry about not being able to afford basic healthcare.

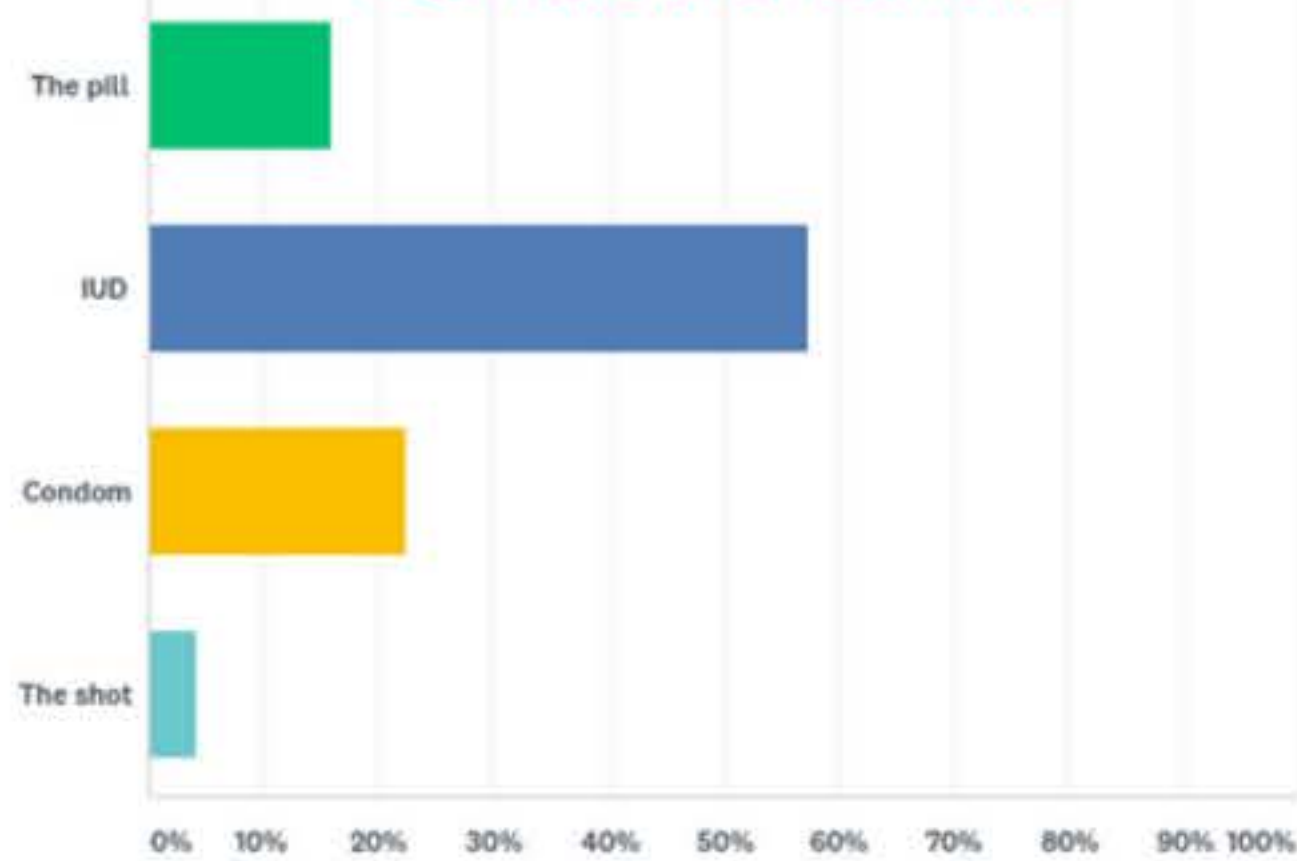
THE WINNING SUBMISSION

In order to hear the experiences the students on our campus were encountering with contraception, we created a contraception experience contest. We asked students to send us the good, the bad, the funny and everything in between that they had been feeling about contraception. We reached out to students through their professors, social media, and by word of mouth. Although some students initially felt uncomfortable at the idea of sharing their feelings, the responses that we did receive helped us to understand our community even better. In the end, it is clear that our students have an interest in contraception and that access to low cost contraception would benefit many in our community.

THE "ARE YOU SMART ENOUGH TO HAVE SEX?" QUIZ

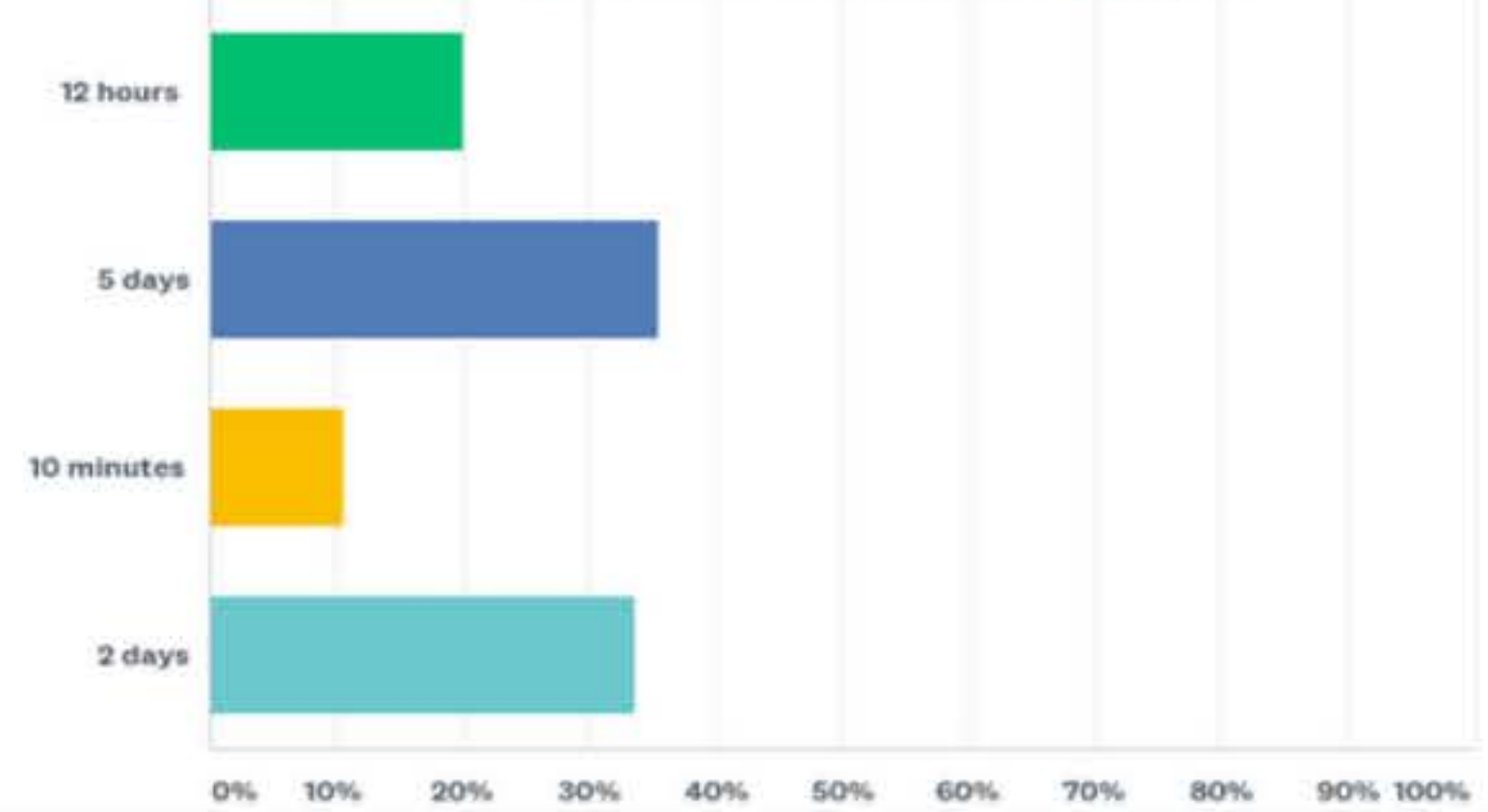
Q1 Of the following, which is the most effective form of birth control?

Correct answer: IUD



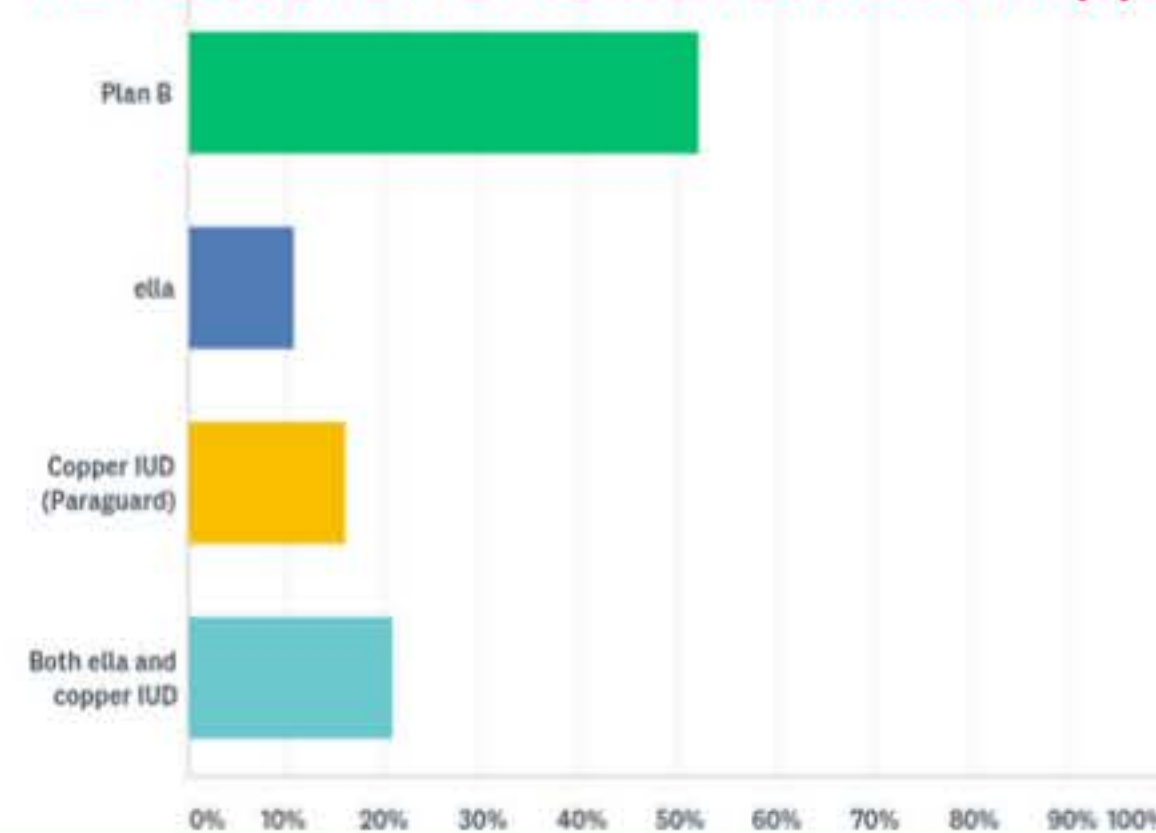
Q2 How long can sperm live in the female reproductive tract?

Correct answer: 5 days



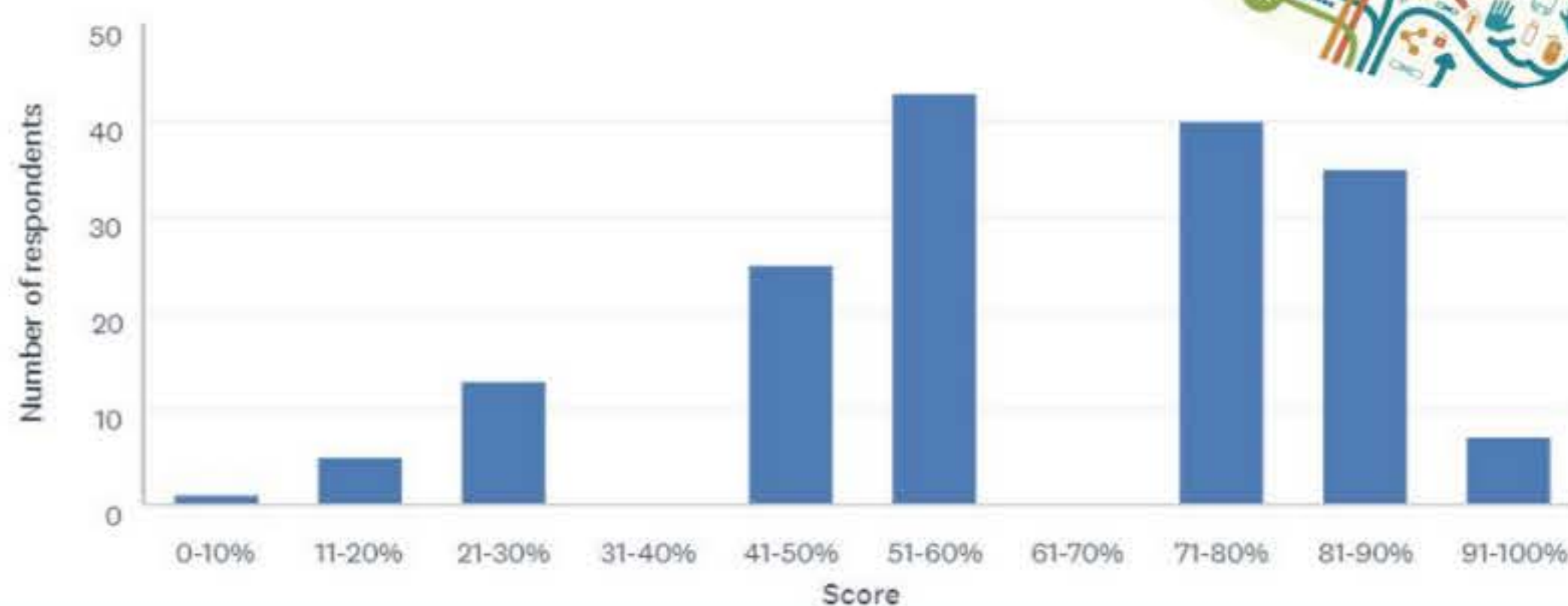
Q3 Which emergency contraceptive(s) can be effective up to 5 days after intercourse?

Correct answer: Both ella and copper IUD



Quiz Summary

AVERAGE SCORE
62% • 4.4/7 PTS



OUR SURPRISING RESULTS

Our quiz demonstrated to us that the University of Utah community has a lot to learn about contraception. This strengthened our resolve to increase education and access.

PANEL PRESENTATION

We hosted a panel discussion on April 4, 2018, to help educate the campus community about contraception methods, access, communicating with partners and parents, and reproductive life planning. Jessica Sanders, MSPH, PhD, gave a thorough overview of contraception methods. Kyl Myers, PhD, spoke about how to access contraception, including how to navigate insurance, what to do if not covered by insurance, and how some forms of contraception can now be obtained by a prescription from a pharmacist. She also informed the audience about the Campus Contraception Initiative and how people can get involved. Grace Mason, an undergraduate student research assistant in the Family Planning Division, gave a great talk titled, "Talking Sex with Grace." In a very personable, funny way, Grace educated her peers on how to talk with partners, parents, and friends about sexual health and contraception. Holly Bullock, MD, finished up the speaker portion by giving an introduction to reproductive life planning. Most people set goals for their education, and they have a plan to help them get there. Dr. Bullock indicated that the reproductive aspects of life also can have goals and a plan needs to be made for that to be achieved. After the speakers presented questions from the audience were submitted anonymously and then answered by the panelists. There was a good turn-out for the event and audience members left much more informed about reproductive life planning and what tools are available to them to meet their reproductive goals.

**Let's Talk About...
CONTRACEPTION**

UNION THEATRE | WEDNESDAY APRIL 4TH | 4:00 PM

THE ALLIED STUDENTS FOR CONTRACEPTION PRESENTS

A PANEL DISCUSSION WITH GUEST SPEAKERS

TOPICS INCLUDE: CONTRACEPTION METHODS • CONTRACEPTION ACCESS • HOW TO TALK TO YOUR PARTNER • HOW TO MAKE A REPRODUCTIVE LIFE PLAN

HOLLY N. BULLOCK, MA, MD, MPH
Specializing in Contraception & Family Planning, OB/Gyn

KYL MYERS Ph.D.
Sociologist at the University of Utah studying gender & sexuality, & access to family planning services for underserved populations.

JESSICA N. SANDERS, MSPH, PhD
Family & Preventive Medicine - Adjunct Assistant Professor, Obstetrics/Gynecology - Research Assistant Professor

GRACE MASON
Research Assistant at HER Salt Lake Contraceptive Initiative

FREE PIZZA
Peer counselors will be available to answer all your contraception questions

U of U **ASO**



PROJECT SUSTAINABILITY

HOW WE PLAN TO MAKE OUR EFFORTS LAST

One of the hardest parts of doing a project like a Praxis Lab is making sure it will last. We want our hard work to continue on past our given time slot of only one semester. The Campus Contraceptive Initiative (CCI) was started by a partnership between the University of Utah Division of Family Planning group, the Women's enrollment initiative, the Student Health Center, Students for Choice, and various other members. Like us, they saw the need for contraception education and access on campus. We have collaborated with CCI to ensure ASC does not stop after this semester, and our mission is fulfilled.



Future projects include a campus-wide survey, peer education, and a free clinic on campus to provide contraception. A survey was developed by our lab in collaboration with CCI, and will be going to the Institutional Review Board to get approved. After this, the plan is to send out the survey to the whole university. A similar survey was sent out over five years ago, and the hope is to compare the results and use them as evidence to illustrate the need for contraception education and access on campus. ASC and CCI members continue to collaborate to bring a free clinic and more peer education to campus. As a class, we have put in many hours of hard work to accomplish our project in one semester. We feel confident in the sustainability of our project, and that its mission of contraception education and access on our campus will be long-lasting.

Spring '18	Taking pilot survey data to administration – Kathy Anderson and Ruth Watkins Meeting (ZOE + GRACE)	Submitting edited Praxis survey for IRB approval (PRAXIS)	Brainstorm proposal for Spring '19 Free Clinic Study for pharmaceutical funding (KYL + JESS)	Gaining administration support with subtle plugs (MAYA + CLAUDIA + KIRSTIN)
Summer '18	Creating proposals for a semester long free contraceptive clinic at the University of Utah during Spring '19	Contacting pharmaceutical companies who would be willing to donate methods for Spring '19 Clinic	Wait on IRB approval for UofU Sexual and Reproductive Health Survey (PRAXIS)	TBA
Fall '18	Send out IRB Survey to University: CSBS, Humanities, Health, Honors Student organizations More the merrier!	We can extrapolate HER Data and use IRB results to show current need for clinic	Publish IRB SRH Survey and utilize results to show need for clinic	TBA
Spring '19	LAUNCH FREE CLINIC	Meet with admin and show half semester results	TBA	
Summer '19	Analyze results from free clinic and discuss the future of free contraceptive access on campus with admin	TBA		

The table on the left is a timeline for the extension of our Praxis Project with the continued guidance and energy of the Campus Contraception Initiative.

PRAXIS LAB SUMMIT

The Honors College's Praxis Lab Summit was a wonderful opportunity to share our year-long progress with other members of the Honors College, as well as learn more about what other labs have been working on. We presented our developments alongside the "Drugs and Us" and "Worlds Apart: Accessing Utah's Urban Rural Divide" groups. In order to engage our audience, we decided to integrate some of the questions from our "Are you smart enough to have sex?" quiz into the presentation. This transformed quiet spectators in the room before us into engaged participants. Using their cell phones, viewers could anonymously submit their best guesses to the questions live on the presentation screen. Once we gave the audience a small taste of our quiz, our group illuminated the other efforts we made over two semesters to grasp issues around the beginning of life, as well as what steps we will take to advance our project in the future. Interfacing directly with members of the Honors community felt like the perfect ending to two whole semesters of ongoing critical thinking and community-engaged learning.





**FROM THE ALLIED
STUDENTS FOR
CONTRACEPTION:**

**THANK YOU TO OUR
COLLABORATORS,
MENTORS, FRIENDS,
AND ALLIES.**

**YOUR CONTRIBUTIONS
HAVE BEEN
INSTRUMENTAL TO OUR
LEARNING AND
SUCCESS.**



Honors College
THE UNIVERSITY OF UTAH