Promoting Healthy Communities
School for New Learning

HC383
*This course fulfills the Liberal Arts in Action requirement

Fall 2018

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Location: Loop Campus, TBA

Hours: Tuesday, 5:45-9:00 p.m.

Course dates: September 11-November 20

Course Description:
How can we make our communities safer, cleaner, healthier places to live? We can design and offer programs in our communities that inspire and educate people to eat better, become more active and to fight for access to the care they need for themselves and their families. We can do that.

This quarter, we will be working with an organization called Universidad Popular, a community organization that works to promote adult literacy and health in Chicago’s Little Village neighborhood, a primarily Mexican community. Their building at 2801 S. Hamlin is teeming with English classes for their Spanish speaking neighbors as well as Zumba and Yoga. Promotores (community health workers) get information out about prevention, health management and how to get access to health care with limited resources. We’re going to help them to evaluate their program by talking to participants about what they see as the health benefits.

This course directs students to analyze an engaging topic from multiple perspectives in the liberal arts. Students strengthen their problem-solving skills by drawing upon the ideas and methods of three different liberal arts disciplines. The leaning activities clarify how the liberal arts can be put into action to solve problems. The course strengthens students’ development of critical thinking and academic writing across the curriculum. Students also will learn about resources that will be useful for their academic success at DePaul.

Learning outcomes and competences
This course consists of multiple sections with distinctive learning outcomes. Students enroll in specific sections to develop respective learning outcomes as follows:

Liberal Arts in Action (Section 705)
This section satisfies the Liberal Arts in Action requirement of the Liberal Learning core curriculum of the School for New Learning’s professional studies majors. Students who successfully complete this section will be able to compare typical questions, methods of inquiry and kinds of evidence in the liberal arts.

- Identify, compare and contrast the questions, methods of inquiry and kinds of evidence that characterize three liberal arts approaches to knowing;
- Compare and contrast the uses of writing in each of these approaches.
Power and Justice (H4) (Section 701)
Income inequality has a more powerful effect on health and even life expectancy than the lack of health insurance. This class will discuss both health and income inequality between groups in the U.S.
- Analyze power relations among racial, social, cultural, or economic groups in the United States.
- Describe the unequal power relations between at least two racial, social, cultural, or economic groups in the U.S.
- Discuss the historical, sociological, or economic dynamics under which these groups came to be in conflict.

Planning community change (H1I) (Sections 702)
Various approaches to health promotion and community change will be discussed. We’ll compare these approaches and use them to evaluate our own work with an organization called Universidad Popular.
- Understand change methodology, plan change within a community and assess its likely impact.
- Define “community” and identifies a community that embodies these characteristics.
- Identify a problem that affects the community chosen.
- Describe one or more theories of change methodology and develops a plan to address the problem using these principles.
- Assess the anticipated consequences of implementing the plan.

Science of health promotion (S3X) (Sections 703)
There is ongoing study of nutrition and the cultural effects on people’s good choices. Health promotion programs need to use the most recent science and cultural approaches to nutrition in order to be effective.
- Use scientific knowledge to develop effective health promotion programs
- Understand the basic science of nutrition

Health promotion in the workplace (FX) (Sections 704)
Organizations, as well as communities, design health promotion programming to improve the well-being of employees. Students will promotion such efforts in their workplace.
- Understand the elements and value of an effective health promotion program in the workplace.
- Use multiple perspectives to choose effective methodologies for health promotion.

Learning strategies and resources
In order to prepare yourself for classroom discussion it is important that you read the assigned work before each class. The class will engage in active debate regarding the policy issues raised and you will be graded, in part, upon your participation.

There is no textbook required for this class. All readings, course documents and assignments will be posted on our D2L site. However, there is a $15 lab fee to cover the cost of educational software about nutrition. This fee will be paid in cash at the lab.

To login to D2L.depaul.edu type in the user name and password that you use for Campus Connect. You will post assignments to Dropbox and email other classmates from the Classlist. Student training opportunities and materials are now posted at https://offices.depaul.edu/is/services/technology-training/topics/Pages/d2l.aspx

Learning Deliverables (graded evidences of learning)
1. Weekly reading assignments: come each week having read the assignment for the week;
2. Reaction papers: Four 1 page essays that respond to our readings and ongoing conversation
3. Promoting Health: Some weeks you will receive an assignment that will contribute to our class project to evaluate the benefits of yoga. There are a total of four assignments.
4. Final essay for each section will synthesize ideas from your reaction papers. These assignments can be found on the D2L site under General Information.

Assessment of Student Learning
30% Class attendance and participation (3 points per class session; lack of attendance will result in 0 points for that session even with excuse)
20% Reaction Papers
20% Community project assignments
30% Final essay (10% first draft sent to Writing Center; 20% final draft)

A = 95 to 100
A- = 91 to 94
B+ = 88 to 90
B = 85 to 87
B- = 81 to 84
C+ = 77 to 80
C = 73 to 76
C- = 69 to 72

Incomplete (IN) Grade: A temporary grade indicating that, following a request by the student, the instructor has given his or her permission for the student to receive an incomplete grade. In order to receive an IN grade, the student must have (a) a satisfactory record in the work already completed for the course, (b) encountered unusual or unforeseeable circumstances which prevent him/her from completing the course requirements by the end of the term, and (c) applied to the instructor for permission to receive an IN, using the college form. Please see the Grades, Incomplete (IN) and Research (R) Expiration Policy for additional information.

Course Schedule

September 11  Introduction
Tonight’s class will start with the course overview and requirements.

All over the world, people are working in their communities to improve the health of their families and their neighbors. We’ll learn about the importance of those efforts and the value of the arts, science and social science in promoting health.

Assignment for September 18:
2) Readings about Universidad Popular
Due TBA: Promoting Health #1: Get to know the Little Village community. Join me for a walking tour; or visit the community on your own. Here’s a link to the Time Out walking tour: http://www.timeout.com/chicago/things-to-do/pink-ine-pulaski
Submit a picture and post to Discussions

September 18  Getting to know Little Village
Tonight we will be learning what we can about the work of Universidad Popular from Olivia Ramirez, Health Literacy Initiative Coordinator.

Assignments for September 25:
Reaction Paper #1: Describe an experience that you’ve had at work or in the community with a health promotion program. Explain an idea that you take from the reading that relates to this experience. Post to Dropbox; you’ll see the rubric there or under General Information.

September 25  Collaborating with UNIVERSIDAD POPULAR
Tonight we MAY be meeting at Universidad Popular 2801 So. Hamlin. We'll talk to those learning English and participating in the health literacy initiative.

**Assignment for October 2:**
Readings:
1) Rans, Susan. (2005) *Hidden Treasures: Building Community Connections by Engaging the Gifts of:* (pp. 1-19 only)
2) U.S. Office of Disease Prevention and Health Promotion (2010) *National Action Plan to Improve Health Literacy* (pp. 1-17 and 35-38 only)

**Reaction Paper #2:** Discuss something you learned about the work of Universidad Popular to promote health. Explain one idea from the readings that relates to this experience. Post to Dropbox; you’ll see the rubric there or under General Information.

**October 2**

**Promoting health awareness**
Tonight we'll discuss our goals for our own communities and use the methods of health promotion to brainstorm creative ideas for spreading awareness about wellness

**Assignments for October 9:**
Reading: National Council of La Raza (2005) *Critical Disparities in Latino Mental Health*

**Reaction Paper #3:** Provide one example from the readings of health inequality in the Latino population; and compare this idea to your personal experience. Post to Dropbox; you’ll see the rubric there or under General Information.

**October 9**

**Inequality in health**
Tonight we will concentrate on disparities in the health of people by income, race and ethnicity; and analyze the social and economic forces that create and preserve these disparities

**Assignments for October 16:**
2) Track your food intake 1-7 days
3) **Promoting Health #2** You and a partner have been assigned a study on the benefits of health promotion that you will read; each will write a one page summary of the study. Submit to the Dropbox; you’ll see the rubric there or under General Information.

**October 16**

**The science of nutrition**
Tonight we will learn about the most recent research and how it affects the healthy choices we make as well as the information that is important to distribute to our communities. Lab fee due.

**Assignments for October 23:**
Readings: Larsen, B. et. al. (2015) *Physical Activity in Latino Men and Women: Facilitators, Barriers and Interventions* (p. 4-7 and p. 24-27 only)

**Promoting Health #3** You have been assigned a section of our report to Universidad Popular to draft. Please submit to the Dropbox; you’ll see the rubric there or under General Information.

**October 23**

**Designing programs to improve health**
Tonight we will consider what we’ve learned about Latino health and health promotion to set goals for a program to improve health in your community

**Assignments for October 30:**
**Promoting Health #4** Prepare, practice and time a brief report of your section of our report to Universidad Popular. Submit to Dropbox.
October 30  Designing information that promotes health
Tonight we will prepare our presentation of our findings to Universidad Popular about the benefits of their health promotion program using creative methods.

Assignments for Nov 6:
Reaction Paper #4: Describe one idea for health promotion in your community. Explain one idea from any of the course readings that relate to this idea.

November 6  Providing information that promotes health
Tonight we may be back in Little Village, presenting our resource guide to Universidad Popular at 2801 S. Hamlin

Assignment for November 13:
First draft of final assignment(s) submitted to Writing Center (Dropbox for S3X)

November 13  Promoting health in your own community
Tonight we’ll consider your own goals for promoting health in your community

Assignment for next week:
Final draft of final essay(s) to Dropbox

Final assignments due: November 20 (submit in Dropbox on D2L, no class meeting)

Course Policies
Students are strongly advised to review the university deadlines for withdrawal without tuition refund and the implications for financial aid and grades. This course includes and adheres to the college and university policies described in the links below:
Academic Integrity Policy (UGRAD)
Incomplete (IN) and Research (R) Grades Expiration Policy
Course Withdrawal Timelines and Grade/Fee Consequences
Accommodations Based on the Impact of a Disability
Protection of Human Research Participants

Other Resources for Students
University Center for Writing-based Learning
SNL Writing Guide
Dean of Students Office

Instructor: Dr. Susan C. Reed is available by appointment, 312 362 5082, Daley 1525, sreed@depaul.edu
Susan Reed is a member of the SNL Resident Faculty and earned her Ph.D. from Northwestern University. She has taught urban policy for many years and has several publications in the area of mental health and long-term care. Susan works with an organization that advocates for long-term care reform called Health and Medicine Policy Research Group; and is active in her own community organization. In recent years, Susan has also published on the experiences of adult students who engage in community-based learning.