Promoting Healthy Communities
School for New Learning

Fall 2016

Faculty: Susan C. Reed, Ph.D.
School for New Learning
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Location: Loop Campus, Lewis 1403

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

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. Laflin 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 yoga classes by talking to participants about what they see as the health benefits. In the process we’re going to learn how to promote health in this and our own communities; how to rely on science to make sure that we’re distributing accurate information; and how to account for the social determinants of health that result in disparities by income, race and national origin.

About the Instructor

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.

Academic Integrity Policy

This course will be conducted in accordance with the University’s guidelines on academic integrity that may be found in the Student Handbook and on the DePaul Academic Integrity website http://academicintegrity.depaul.edu/. I routinely submit papers to TurnItIn and will let you know if you are relying too much on the words of your authors. If you are confused about plagiarism or unsure about citation, you can find guidance on the “Resources” page of the Academic Integrity website and on “Help with Citing Sources and Avoiding Plagiarism” on the Writing Guide for SNL students http://snl.depaul.edu/writing/index.html.

Writing Assistance
For help with organizing your ideas, grammar, citing sources, avoiding plagiarism, sample SNL assignments and much more, see the Writing Guide for SNL Students at http://snl.depaul.edu/writing/index.html For on campus and online tutoring, see DePaul University Writing Centers at http://condor.depaul.edu/~writing

**Competences:**

**H 4**  Can analyze power relations among racial, social, cultural, or economic groups in the United States.

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. **Outcome:** Students will be able to analyze how income inequality between groups affects health.

**H-1-I**  Can understand change methodology, plan change within a community and assess its likely impact.

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. **Outcome:** Students will be able to distinguish between several methods for planning change in a community and use one method to plan a project that would promote health.

**S-3-X** Can use scientific knowledge to develop effective health promotion programs

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. **Outcome:** Students will learn the basic science of nutrition and how science helps to design effective health promotion programs.

**F-X**  Understands the elements and value of an effective health promotion program in the workplace.

Students will either address the competence offered by the instructor or propose their own to relate the issues discussed in this class to their own professional goals. **Outcome:** Students will develop skills and knowledge in their professional area.

**Expectations**

Attendance and participation are essential. In the event of an absence it is imperative that you (1) let me know ahead of time, and (2) contact a classmate ahead of time to be your "tutor" for the missed session. Always consult our D2L site for handouts and assignments.

**Reading Assignments**

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** that 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

**Assignments**

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 assignment for each competence will synthesize ideas from your reaction papers to address your competence(s). These assignments can be found on the D2L site under General Information.

Evaluation

30% Class attendance and participation
20% Reaction Papers
20% Community project assignments
30% Final competence 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

Unfinished work or work requiring revision will be given an Incomplete (IN) grade. In order to qualify for the IN, students must have regularly attended class, and must have completed three-fourths of assignments. In order for a student to have an incomplete (IN) grade granted in this course, there must be a significant extenuating circumstance evidenced by the student (e.g., medical and/or significant personal issues) and most of the work for the class must be complete. The student will need to initiate and file an SNL Incomplete grade contract before the final session of the course to receive an incomplete grade. Students who receive an IN grade have two quarters to complete all assignments before the IN grade automatically converts to an F grade.

Students are strongly advised to review the university deadlines for withdrawal without tuition refund and the implications for financial aid and grades.

September 7 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.

Assignments for September 14:
Promoting Health #1: Get to know the Little Village community. We’ll discuss the possibility of a walking tour together; 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-line-pulaski Submit short paragraph about what you saw to Dropbox

September 14 Getting to know Little Village
Tonight we will be learning what we can about Little Village from statistics as well as our own experiences and impressions.

Assignments for September 21:
**Reading:** McKenzie, J., Pinger, R. and Kotecki, J. (2008) Community Organizing/Building and Health Promotion Programming in An Introduction to Community Health

**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.

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**September 21**  **Collaborating with UNIVERSIDAD POPULAR**  
Tonight we will be meeting with Olivia Ramirez at Universidad Popular 2801 So. Laflin. She’ll explain their goals and the project that they’d like our help with. With her, we’ll develop a protocol for interviewing yoga participants.

**Assignment for September 28:**
**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.

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**September 28**  **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 5:**
**Reading:** Shattell, M. et. al. (2009) Depression in Latinas residing in emerging Latino immigrant communities in the U.S.

**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.

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**October 5**  **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 12:**
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 yoga 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.

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**October 12**  **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 19:**
**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 to draft of our report to Universidad Popular. Submit to the Dropbox; you’ll see the rubric there or under General Information.

October 19  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 26:
Promoting Health #4 Prepare, practice and time a brief report of your section of our report to Universidad Popular. Submit to Dropbox.

October 26  Designing information that promotes health
Tonight we will complete the design and publication of our resource guide and prepare to present it to Universidad Popular

Assignments for Nov 2:
Reaction Paper #4: Describe one idea for health promotion in your community. Explain something from the course readings that relate to this idea.

November 2  Providing information that promotes health
Tonight we will be back in Little Village, presenting our resource guide to Universidad Popular at 2801 S. Laflin

Assignment for November 9:
First draft of final assignment(s) submitted to Writing Center (Dropbox for S3X)

November 9  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 16 (submit in Dropbox on D2L, no class meeting)

DePaul’s Incomplete Policy

Undergraduate and graduate students have two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to "F" grades. In the case of the Law School incompletes must be completed by the end of the semester following the one in which the incomplete was assigned. Ordinarily no incomplete grade may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee. This policy applies to undergraduate, graduate and professional programs. NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four week grace period before final degree certification.

Protection of Human Research Participants

[For courses with a student research component only.] This course may involve research activities intended solely for classroom learning outcomes. Collecting data from human beings for such activities do not require institutional review if there is no intent to generalize, publish, or otherwise disseminate the findings. However, students must still abide by federally-mandated guidelines for the protection of human beings who may be the sources of such data.
These include, but are not limited to, keeping persons’ identifiable characteristics confidential and taking care to minimize or entirely remove the possibility of mental, social, financial, or physical harm. If findings from your research activities may be disseminated beyond classroom discussion, your activities carry risk of harm to the participants, or the identities of the participants are ascertainable, students must obtain approval from the SNL Local Review Board and DePaul Institutional Review Board. Please consult with the course instructor and visit the website of the Office of Research Protections at DePaul University (http://research.depaul.edu) for additional information and guidance.

For Students Who Need Accommodations Based on the Impact of a Disability

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussions will remain confidential.

To ensure that you receive the most appropriate accommodation based on your needs, contact the instructor as early as possible in the quarter, preferably within the first week of class, and make sure you have contacted:
- PLuS Program (for LD, AD/HD) at 773-325-4239 in the Schmidt Academic Center, room 220 or;
- The Office for Students with Disabilities (for all other disabilities) at 773-325-7290, DePaul University Student Center, room 307.

The Writing Center

You should consider visiting the Writing Center to discuss your assignments for this course or any others. Writing tutors are available on Saturdays at the Suburban Campuses, where they coordinate the Suburban Campus Writing Groups. You may also schedule appointments (30 or 50 minutes) on an as-needed or weekly basis at the Lincoln Park and Loop campuses, scheduling up to 3 hours worth of appointments per week. Online services include Feedback-by-Email and IM conferencing (with or without a webcam). All writing center services are free.

Writing Center tutors are specially selected and trained graduate and undergraduate students who can help you at almost any stage of your writing. They will not do your work for you, but they can help you focus and develop your ideas, review your drafts, and polish your writing. They can answer questions about grammar, mechanics, different kinds of writing styles, and documentation formats. They also can answer questions and provide feedback online, through IM/webcam chats and email. Obviously, the tutors won’t necessarily be familiar with every class or subject, but they are able to provide valuable help from the perspective of an interested and careful reader as well as a serious and experienced student-writer.

Schedule your appointments with enough time to think about and use the feedback you’ll receive. Bring your assignment handout and other relevant materials to your appointments.

Quick Links & Locations:

- For more information about the Suburban Campus Writing Groups, email Tom McNamara at tmcnamar@depaul.edu or view our schedule at http://condor.depaul.edu/~writing/html/sched/suburbs.html
- To schedule an appointment at the Lincoln Park or Loop campuses, please visit http://condor.depaul.edu/~writing/html/sched/WCOnline.html
- To schedule Real-time conversations with IM and/or webcam: http://condor.depaul.edu/~writing/html/sched/im.htm
➢ To request Feedback by Email:  http://condor.depaul.edu/~writing/html/sched/email.html

➢ Loop Campus Office:  1620 Lewis Center, 312.362.6726

➢ Lincoln Park Office: 250 McGaw, 773.325.4272

➢ For more information about the Suburban Campus Writing Groups, visit  
  http://www.depaul.edu/writing/ or email Tom McNamara at tmcnamar@depaul.edu