

Note: I usually make minor changes to the syllabus before the first night of class to improve readings and experiences. So, you'll get a new copy that night. Please join us! It's a lot of fun and we do meaningful work for the community.

HC 383 Promoting Healthy Communities

School for New Learning

Fall 2009

Faculty: Susan C. Reed, Ph.D.
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Location: Loop Campus

Hours: Tuesdays, 6:00-9:00 p.m.

Course Description:

How can we make our communities safer, cleaner, healthier places to live? This course will explore a variety of methods that organizations in Chicago use including the identification of community assets that can mobilize to improve health. Students will read about and analyze the reasons that health inequality is linked to income, race, national origin and age; and learn experientially by developing our own project with an organization in Humboldt Park called the Community of Wellness that was launched as a community wide effort to promote a healthier community.

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. 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 an even 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 community change will be discussed such as community organizing, health promotion and community building through asset based development. We'll compare these approaches and use them to evaluate our own work with an organization called the Community of Wellness. 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 in Humboldt Park.

H-2-H Can work with community partners to implement a community-based learning project.

Community-based learning is a unique methodology in which a student collaborates with a community organization to address an issue of concern to the community. In this course, students will utilize this methodology in their work with the Community of Wellness and reflect upon the learning process, its benefit to both partners and the issue that is being addressed. Outcome: Students will build the skill of working in partnership with a community organization.

F-X (written by student with assistance of faculty; course must relate to focus area)

Students will either address one of two competences 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 Blackboard for handouts and 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.

Required Text : Most readings have been placed on ereserve at the DePaul library. This means that you can read online or print out articles that I've assigned. From the library web page at www.lib.depaul.edu click on Information for Undergraduates; Under Doing Research, choose Reserve Readings. Then click the tab to search by Instructor. Choose my name and click on our class. Type **hc383** as the password.

We will also be using Blackboard this quarter where all course documents and assignments will be posted. To login to Blackboard go to www.oll.depaul.edu and type in the user name and password that you use for Campus connect. It should also be possible to email other classmates from there.

Assignments

1. Weekly reading assignments; come each week prepared to discuss some aspect of the reading that surprised, angered or interested you. You will be assigned to lead a discussion based on your competence. See the course document *Leading Class Discussion* on Blackboard for your assignment.
2. Most weeks you will receive an assignment that will contribute to the final report that we're writing for the Community of Wellness on promoting active lifestyles in the Latino community; then you'll write a section of that report with a team of students.
3. At the end of the quarter you'll write a short essay that answers a question related to your competence(s), described below. You'll find a detailed assignment with grading rubric on the Blackboard site.

H-1-I Students registered for this competence will become the experts on designing community change. Besides leading class discussion with a panel of other student experts, you will be asked to complete an essay in which you discuss the steps for planning community change.

H4 Students registered for this competence will become the experts on health inequality, what it is and why it exists. Besides leading class discussion with a panel of other student experts, you will be asked to write a short essay on the question, What are the social and economic reasons for differences in health and access to health care?

H-2-H Students registered for this competence will become experts on our values and assumptions about community residents and poverty. Besides leading class discussion with a panel of other student experts, you will be asked to submit a series of reflections on what you learned about the community and your own perspective.

F Students registered for this competence will become experts on health education and its role in the larger health care system. Besides leading class discussion with a panel of other student experts, you will be asked to write a short essay on one of two questions: Either, What are the principles of best practice in the field of health education? OR What is the essential failing of the current health care system? OR we can design a topic that is more related to your focus area.

Evaluation

- 20% Class attendance and participation
- 10% Discussion Board participation
- 10% Leadership of class discussion
- 30% Promoting Active Lifestyles Project
- 30% Competence assignment

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

September 15 Introduction

Course overview and requirements. Issues and trends in the delivery and distribution of health care in cities. An introduction to Humboldt Park.

Assignments for next week:

1) Visit reserve and read:

-Greater Humboldt Park Community of Wellness, *A Call to Action: Regarding HIV/AIDS among Illinois' Latino Communities*

The Chicago Reporter, *Positive* p.8-23

Greater Humboldt Park Community of Wellness, *Values, Principles and Protocols Guiding Research in Greater Humboldt Park.*

2) Check "Leading Class Discussion" to see if you are leading this discussion; if so, please post your summary of the main ideas of your reading on Blackboard (click on Discussion Board, then *Promoting Health in Humboldt Park*); your prewriting assignment for your essay is due in two weeks (September 30).

Special Opportunity: Saturday, September 19, 10-1: Tour of the Humboldt Park community with lunch

One of your assignments for this quarter is to visit Humboldt Park at least once outside of class. See the list of other opportunities on Blackboard but consider fulfilling the assignment by attending this tour of the community led by long-time resident, Marisol Morales. This tour will open the doors of organizations that you might otherwise know about and introduce you to the best of the community.

September 22 Promoting Health in Humboldt Park

Panel Discussion: Are HIV and AIDS a serious problem for residents in Humboldt Park? What can be done to prevent it? What is the role of social factors? What do we know about the Community of Wellness coalition? What role might we play in their project?

Special Guest: Juana Ballesteros, Executive Director, Greater Humboldt Park Community of Wellness

Assignments for next week:

1) Visit reserve and read:

-Sered, Susan and Rushika Fernandopulle 2005, Medicaid, Welfare Reform and Low-wage work in the new economy in *Uninsured in America*

-Cohn, Jonathon, 2007, Denver, in *Sick: The untold story of America's health care crisis—and the people who pay the price.*

-Steelfisher, Gillian, 2004, *Addressing Unequal Treatment: Disparities in health care*

2) Check “Leading Class Discussion” to see if you are leading this discussion; if so, please post your summary of the main ideas of your reading on Blackboard (click on Discussion Board, then *Health Inequality*); your prewriting assignment for your essay is due in two weeks (October 13).

September 29 Meet in Humboldt Park Tonight.

Join me at Erie Family Health Center, 2750 West North Avenue. We’re meeting with David Velez of the Center and Juan Calderone from Vida Sida. We’ll learn about the issues facing members of the community, hear their stories and talk to those fighting in different ways to save lives.

October 6 Health Inequality

Panel Discussion: Are different groups in the US healthier than others? If so, why? What are the personal causes? What are the systemic causes? What is the impact of health inequality on real people’s lives? What kind of change would we like to see to promote health and reduce health inequality in Humboldt Park?

Promoting HIV/AIDS Awareness: Outline the HIV Resource Guide that we’ll create for the community.

Due: Service Learning Journal #1

Assignments for next week:

-Following the guidelines on the assignment sheet, collect information about HIV/AIDS services in the Humboldt Park area. Post that information with details on the Blackboard site under *Promoting HIV/AIDS Awareness #1: Collecting Data*

October 13 Movie: Unnatural Causes

An excellent documentary about how your community shapes your health.

Promoting HIV/AIDS Awareness: Please come prepared to report on your success or challenges in collecting information about HIV/AIDS in Humboldt Park. Pick and which team you’d like to work with.

Due: Service Learning Journal #2

Assignments for next week:

1) Visit reserve and read:

- McKenzie, James and Robert Pinger, 2002, Community Organizing/Building and Health Promotion Programming in *An Introduction to Community Health*.
- The Community Toolkit
- Martin Luther King, Jr. *Letter from the Birmingham Jail*

2) Check “Leading Class Discussion” to see if you are leading this discussion; if so, please post your summary of the main ideas of your reading on Blackboard (click on Discussion

Board, then *Planning Community Change*); your prewriting assignment for your essay is due in two weeks (October 27).

3) On Discussion Board, start brainstorming ideas for your team's assignment under *Promoting HIV/AIDS Awareness: Brainstorming*. Check out other team's discussion and offer any resources you might have to share.

October 20 Planning Community Change

Panel Discussion: What methods of community change have been most successful in the past? What steps are taken in each of these methods to promote change? Which method would be most successful in promoting health and reducing inequality in Humboldt Park?

Promoting HIV/AIDS Awareness: Begin planning completion of your team's assignment: Make sure each team mate has an assignment for this week.

Assignments for next week:

1) Visit reserve and read:

- Loeb, Paul Rogat, 1999, *Making Our Lives Count*
- Eby, John W, 1998, *Why Service Learning is Bad*
- Luna, Elaine, *Nurse Curanderas: Las Que Curan at the heart of Hispanic Culture*

2) Check "Leading Class Discussion" to see if you are leading this discussion; if so, please post your summary of the main ideas of your reading on Blackboard (click on Discussion Board, then *Civic Engagement*)

3) One team member should submit your team's plan for completion of your assignment; who will be doing what this week? Post on Blackboard under *Promoting HIV/AIDS Awareness #3: Team Plan*. Each team member should report on what they will be accomplishing this week and what they have accomplished.

October 27 Civic Engagement

Panel Discussion: What are my personal goals regarding civic engagement? What are the benefits? What are the challenges? Is there a conflict between my personal goals for civic engagement and my professional goals? Is there a conflict between my goals and the community's goals?

Promoting HIV/AIDS Awareness: What problems did you encounter this week accomplishing your team's goals? What can be done this week to achieve them?

Due: Service Learning Journal #3

Assignments for next week:

1) Visit reserve and read:

- Jacobs, Lawrence and James A. Marone, 2005, Prosperity in the Age of Global Markets in *Healthy, Wealthy and Fair: Health Care and the Good Society*
- SICKO, DVD, Michael Moore
- TBA: Up to date analysis of the state of national health care reform

2) Check “Leading Class Discussion” to see if you are leading this discussion; if so, please post your summary of the main ideas of your reading on Blackboard (click on Discussion Board, then *The Role of Organizations in Reducing Inequality*); your prewriting assignment for your essay is due in two weeks (November 10).

3) Complete your assignment for your team project and post on Blackboard under *Promoting HIV/AIDS Awareness #4: Report to Team*. Each team member should report what they have accomplished for the final presentation.

November 3 The Role of the Organizations we work for in Reducing Inequality

Panel Discussion: What is the role of the organizations that we work for in reducing inequality? What is the role of government? What is the role of business? What is the conflict between government and business in the promotion of health and the reduction of inequality?

Promoting HIV/AIDS Awareness: Each of the three teams will make a presentation.

Assignments for next week:

1) One team member should submit your team’s final work on Blackboard under *Promoting HIV/AIDS Awareness #5: Final project*. Each team member should report what they have accomplished for the final presentation.

2) Revise first draft of one competence essay

November 10 HIV/AIDS Awareness in Humboldt Park

Tonight we will be meeting again in Humboldt Park to present our work to the Community of Wellness, HIV/AIDS Task Force. Exact location TBA

Assignment for next week:

1) Revise first draft of second competence essay

November 17 What have we learned? Writing the competence essay

Bring three copies of your competence essay draft. We’ll be working on these together in class.

The future health of Chicago communities. Come prepared to discuss your answer to the questions posed by your competence essay assignment(s); how can we use what we learned this quarter to promote the health of our communities?

Due: Service Learning Journal #4

Assignment for next week:

1) Revise essays for final submission

Final drafts of essays/journals due: November 24 (submit to me as an email attachment, no class meeting)

Extra Info

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.

Chronic Illness Initiative

The Chronic Illness Initiative (CII) provides access to higher education for students disabled by chronic illnesses that unpredictably increase and decrease in severity such as chronic fatigue syndrome, rheumatoid arthritis, lupus or illnesses requiring frequent hospitalizations. At SNL, staff and faculty are compassionate and committed to helping CII students achieve their educational goals. Contact CII at CII@depaul.edu.