

Clemson University
College of Health, Education and Human Development
Department of Youth, Families and Community
Institute on Family and Neighborhood Life
Fall 2015-Fall 2016
Fall 2015 Syllabus

HEHD 3990-001 Building Healthy Communities in the Dominican Republic
Creative Inquiry/Critical Thinking (CT²)/Service Learning Seminar
Thursdays 3:00 – 4:30 PM, 402 Edwards Hall; Bi-weekly meetings

“One of the marvelous things about community is that it enables us to welcome and help people in a way we couldn't as individuals. When we pool our strength and share the work and responsibility, we can welcome many people, even those in deep distress, and perhaps help them find self-confidence and inner healing.”

— Jean Vanier.



BUILDING HEALTHY COMMUNITIES FOR EVERYONE

Syllabus for HEHD 3990-001

- Requirements
- Readings
- Resources
- Grading



Professor:

Dr. Arelis Moore Peralta E-mail: ared@clermson.edu; www.clemson.edu/yfcs
Office: 2078 Barre Hall Office hours: By appointment
Phone: 864-656-0719

Themes: Healthy Communities, Social Determinants of Health, International Health, Community Health Assessment, Community Health Improvement Plan, Translational Research, Latin-America and the Caribbean, United States

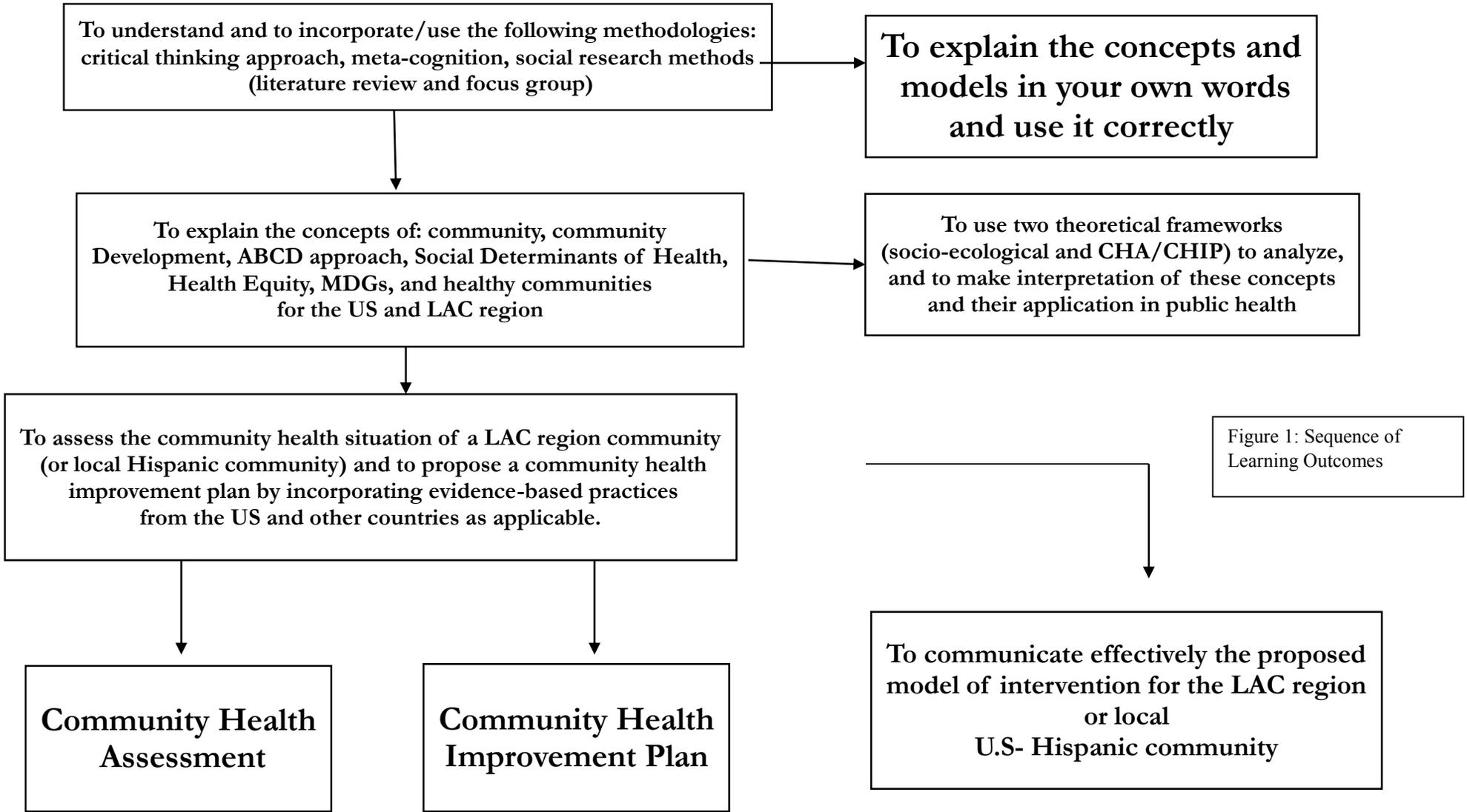
Description: 3 credits per period; 9 credits in total; Prerequisites: Consent of instructor

Title: Building Healthy Communities: traveling to the Dominican Republic.

Course description:

The purpose of this creative inquiry and study abroad is to expand students' knowledge on the various determinants of communities' health and well-being by examining the socio-cultural context in human development and family life in Latin-America and the Caribbean (LAC), with the purpose of recommending appropriate courses of action for improvement; under the healthy communities' and socio-ecological frameworks. This creative inquiry project engages Clemson students, in partnership with Iberoamerican University (UNIBE) students, in a reflective critical thinking learning process and incorporates service learning opportunities in order to study the health situation of Las Malvinas II, a low-resourced and low-income setting bordering the highly polluted Ozama River in the city of Santo Domingo. Furthermore, this course will increase students' cultural competence by translating applicable evidence-based health practices from the US to a LAC country.

Through this CI project, CU is responsive to a holistic approach to public health research that recognizes the importance of social, political and economic systems to health behaviors and outcomes. It includes a participatory model of research, in which community leaders will be engaged in the research process through a partnership with two academic institutions (UNIBE and CU) and two non-profits organizations. Students will design CBPR strategies aiming at combining knowledge with action and achieving social change to improve health outcomes. This learning and critical thinking experience could be developed in-campus with or without the study abroad component. Meaning that some students could undertake the study while in-campus without traveling (i.e., by selecting a local community highly populated by Hispanic immigrant families). The course will be led by the Institute on Family and Neighborhood Life (IFNL) with an interdisciplinary and interdepartmental focus. Meaning that we will encourage the participation of students and invited faculty from other departments.



Arelis Moore, PhD
FCS HEHD 3990 – 001: Building Healthy
Communities: Study abroad in the DR.

Course objectives:

- 1) Participate in a collaborative, interdisciplinary, and cross-cultural learning experience that incorporates creative inquiry, critical thinking, and service learning opportunities, to study the health situation of a selected low-resourced community in Santo Domingo, Dominican Republic.
- 2) To identify and categorize relevant social determinants that influence the health and well-being of families and communities, based in a socio-ecological framework to propose interventions framed in a holistic and global health approach.
- 3) To culturally and linguistically adapt CDC protocols and instruments to complete a Community Health Assessment (CHA) and Community Health Improvement Plan (CHIP) to be translated through community-based participatory research.
- 4) To develop expertise in an interdisciplinary and cross-cultural approach to promote healthy communities.
- 5) To increase cultural competence by translating applicable social research methods and evidence-based practices from the United States to a LAC country.

Learning Outcomes:

1. To increase students' understanding of public health issues affecting developing countries from a cross-cultural and global perspective,
2. To increase students' skills in the application of social research methods (i.e., semi-structured interviews with key informants, focus groups, and GIS survey and data analysis) to characterize the health situation of an under-resourced community.
3. To increase students' utilization of translational research to adapt conceptual frameworks (Bronfenbrenner's socio-ecological model, 1979 and the Community Health Assessment and Improvement Model by CDC) in conducting a Community Health Assessment (CHA) in a developing country,
4. To foster students critical thinking skills by proposing alternative solutions through a Community Health Improvement Plan (CHIP),
5. To nurture students' multi-disciplinary team work skills by collaborating with their CU classmates, as well as binational, with students from DR partner university (UNIBE)

Critical Thinking:

Critical thinking is the art of analyzing and evaluating thinking with a view to improving it. This course focuses on critical thinking (CT) and pursues to build solidly on student learning outcomes appropriate to the public health and social research disciplines, on a logical, cohesive learning process.

Study abroad would include:

- (a) Characterizing the health situation of a low-resourced community in the DR, based in selected health and wellbeing indicators. For this end, students will work in collaboration with UNIBE (DR's partner university) students who have been involved in a community development project in Las Malvinas II.
- (b) Conducting in-depth interviews and two focus group with representatives from the community, as well as governmental and non-governmental organizations to complete the CHA and CHIP, and an

Assets Map. To collect and/or analyzed relevant data for both the evaluation and the improvement plan.

- (c) Proposing a course of action or interventions, based on the findings, to improve health and well-being in the community through the Community Health Improvement Plan Model.

Duration:

Fall 2015, creative inquiry seminar (meetings every other Thursday; up to 3 credits). Spring 2016 semester (3 credits in total) with the study abroad embedded in the spring break. In fall 2016, project reports' completion.

Grades:

Cultural and linguistic adaptation of protocols and instruments: 40%

In-depth interviews and focus group questionnaires development: 20%

Final report/presentation of new protocol and instruments for CHA and CHIP: 15%

Meta-cognition report: 5%

Attendance to seminar sessions: 20% (16%, 2 points per session; 4% contributions to class discussion and collaborative work)

Grading System:

90-100 (A); 80-89 (B); 70-79 (C); 60-69 (D); 0-59 (F).

Policies:

Assignments: Assignments not submitted as indicated, will receive 0%. Please note that any form of plagiarism is considered academic dishonesty. Assignment that has been turn in for credit for another course will not be accepted.

Attendance policy:

Students should attend the meetings organized by the professor (indicated and/or to be arranged).

Excused absences should not exceed 25% of the total number of meetings. Additional absences: 2 points will be deducted from the final course grade for each unexcused absence. Excused absences are those for which students present: 1) a medical excuse (to be given to the instructor the day they return to class), signed by a physician, and indicating that a medical condition has prevented them from attending class; or 2) certification that they are representing Clemson in a university-sponsored event. If for any reason the instructor is late to class (or meetings), the students must wait fifteen minutes before leaving. Students are expected to check their e-mail daily in case announcements concerning the course are sent out.

The academic resources of Clemson University are provided for the intellectual growth and development of students. Class attendance is critical to the educational process; therefore, students should attend scheduled courses regularly if they are to attain their academic goals. In the event of an emergency, the student should make direct contact with the course instructor, preferably before a class or an exam takes place. Students should speak with their course instructors regarding any scheduled absence as soon as possible and develop a plan for any make-up work. It is the student's responsibility

to secure documentation of emergencies, if required. A student with an excessive number of absences may be withdrawn at the discretion of the course instructor.

Course instructors must implement fair grading procedures and provide an opportunity to make up missed assignments and examinations that does not unfairly penalize the student when an excused absence is accepted. Such make-up work shall be at the same level of difficulty with the missed assignment or examination. Course instructors shall hold all students with excused absences to the same standard for making up missed assignments and examinations. While course instructors should seek to make reasonable accommodations for a student involved in University-sponsored activities, students should understand that not every course can accommodate absences and that absences do not lessen the need to meet all course objectives. Absence from class is detrimental to the learning process, so course instructors may use reasonable academic penalties which reflect the importance of work missed because of unexcused absences. Course instructors who penalize students for unexcused absences must specify attendance requirements as related to grading in the course syllabus and must keep accurate attendance records. Course instructors are obligated to honor exceptions to the university attendance policy for students covered by the Americans with Disabilities Act, as verified through paperwork issued by Student Disability Services.

Notification of Absence:

Blackboard (<http://bb.clemson.edu>) allows students to quickly notify instructors of an absence from class, whether anticipated or unanticipated. The Notification of Absence module, available in Blackboard on the student's tab, is designed to allow students to notify instructors of an absence in the following categories: court attendance, death of family member, illness, illness of family member, injury, military duty, religious observance, scheduled surgery, university function, unscheduled hospitalization, other anticipated absence, or other unanticipated absence. The notification form requires a brief explanation, dates and times. Based on the dates and times indicated, instructors are automatically selected, but students may decide which instructors will receive the notification. Instructors are notified by email. This does not serve as an "excuse" from class, and students are encouraged to discuss the absence with their instructors, as the instructor is the only person who can excuse an absence. If a student is unable to report the absence by computer, he/she may call the Dean of Students Office for assistance.

Faculty members should feel free to call the Dean of Students for help in considering the validity and sufficiency of the documentation provided by students. The Dean of Students Office also assists students in identifying appropriate methods of documenting absences and assists families in using the electronic Notification of Absence system when students are unable to do so themselves.

Disclaimer:

Materials and videos have been carefully selected, but some may contain language and images that some viewers could find very graphic. Students should feel free to discuss their opinions with the professor.

Academic Integrity:

"As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a "high seminary of learning." Fundamental to this vision is a mutual

commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.”

When, in the opinion of a course instructor, there is evidence that a student has committed an act of academic dishonesty, that person must make a formal written charge of academic dishonesty, including a description of the misconduct, to the Associate Dean of Undergraduate Studies. The reporting person may, at his/her discretion, inform each involved student privately of the nature of the alleged charge. In cases of plagiarism (I.B.2.) instructors may use, as an option, the Plagiarism Resolution Form available from the Office of Undergraduate Studies.

Instructors suspecting a violation of the academic integrity policy should not assign a grade penalty until the process is complete. For suspected academic dishonesty outside the course setting, please consult with the Associate Dean of Undergraduate Studies.

Instructors should include a class policy on submission of work that has been turned in for credit for a previous course.

Please call 656-3022 with any questions about academic integrity.

Copyright Statement:

Materials in some of the courses are copyrighted. They are intended for use only by students registered and enrolled in a particular course and only for instructional activities associated with and for the duration of the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the Teach Act. Students should be reminded to refer to the Use of Copyrighted Materials and “Fair Use Guidelines” policy on the Clemson University website for additional information: <http://www.clemson.edu/library/reference/qr/patents.html>.

Accommodations for Students with Disabilities:

Students with disabilities requesting accommodations should make an appointment with Dr. Margaret Camp (656-6848), Director of Disability Services, to discuss specific needs within the first month of classes. Students should present a Faculty Accommodation Letter from Student Disability Services when they meet with instructors. Accommodations are not retroactive and new Faculty Accommodation Letters must be presented each semester.

Clemson University Title IX (Sexual Harassment) statement:

Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran’s status, genetic information or protected activity (e.g., opposition to prohibited discrimination or participation in any complaint process, etc.) in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. This policy is located at <http://www.clemson.edu/campus-life/campus-services/access/title-ix/>. Mr. Jerry Knighton is the Clemson University Title IX Coordinator. He also is the Director of Access and Equity. His office is located at 111 Holtzendorff Hall, 864.656.3181 (voice) or 864.565.0899 (TDD).

Use of Blackboard:

Students will create a record of their Critical Thinking activities. Products will include: Meta-cognition report, protocols and instruments under adaptation process, PowerPoint presentations, etc.

Schedule:

Communication with the professors is very important. Please check your email for assignments and pertinent information, and make appointments with the professors to discuss your progress in the class. The professor will indicate additional meetings.

Fall 2015 Seminar Sessions' dates: 3:00 – 4:30 PM

1. August 27
2. September 10
3. September 24
4. October 8
5. October 22
6. November 5
7. November 19
8. December 3

Note: First two weeks- creative thinking pretest group; url, username, and password will be provided by the instructor. The students will then take the test as an out of class assignment during the first one or two weeks of class.

Spring Semester 2016:

First Class: Thursday, January 14th, 3:00 – 4:30 PM (402 Edwards Hall)

Spring Break: June 12 - 19: trip to the Dominican Republic. Field study of local community for students not completing the study abroad.

CONTENTS

Session 1 (August 27):

- 1) **Critical Thinking and Meta-cognition.** Critical Thinking entails effective communication and problem solving abilities. Analysis and evaluation are recognized as crucial skills for all students to master. These skills are required in learning any significant body of content. As cultivated critical thinkers students are expected to:
 - Raise vital questions and problems, formulating them clearly and precisely;
 - Gather and assess relevant information, using abstract ideas to interpret it effectively;
 - Come to well-reasoned conclusions and solutions, testing them against relevant criteria and standards;

- Think open-mindedly within alternative systems of thought, recognizing and assessing, as need be, their assumptions, implications, and practical consequences; and
- Communicate effectively with others in figuring out solutions to complex problems

Meta-cognition is defined as "cognition about cognition", or "knowing about knowing". It comes from the root word "**meta**", meaning beyond. It can take many forms; it includes knowledge about when and how to use particular strategies for learning or for problem solving. There are generally two components of metacognition: knowledge about cognition, and regulation of cognition.

Suggested readings: Critical Thinking

- Paul, R. & Elder, L. (2014). *The Mini Guide to Critical Thinking Concepts and Tools*. 7th edition. The Foundation for Critical Thinking. ISBN 978-0-9857544-0-2.
- Nosich, G. M. (2005). *Learning to think things through: A guide to critical thinking across the curriculum*. Upper Saddle River, N.J: Pearson/Prentice Hall.

2) The Dominican Republic:

The Dominican Republic is a Caribbean nation that shares the island of Hispaniola with Haiti to the west. It has Spanish colonial history going back 500 years. The Dominican Republic has long been viewed primarily as an exporter of sugar, coffee, and tobacco, but in recent years the service sector has overtaken agriculture as the economy's largest employer, due to growth in telecommunications, tourism, and free trade zones. The country suffers from marked income inequality; the poorest half of the population receives less than one-fifth of GDP, while the richest 10% enjoys nearly 40% of GDP. High unemployment and underemployment remains an important long-term challenge.

Students will be expected to:

- Evaluate the advantages of the critical thinking process over other traditional methods of learning.
- Explain which modifications to their own learning styles are needed to incorporate critical thinking in students' learning process
- Analyze the relevance and implications of this project to the Dominican Republic population.

Practicum

- To arrange working groups
- To familiarize with CDC protocols and instruments for CHA and CHIP
- To assign duties per groups
- To agree on working calendar (deadlines)
- California CT2 test completed

Session 2 (September 10):

Conceptualizing Community, Community Development, and Assets-based Community Development

“Community” is a concept with a messy history. It emerges in classical sociology as a product of the ideological conflict between tradition and modernity (or between conservatism and liberalism) that took place in the 19th century. In the context created by the democratic political revolutions of France

and North America and the process of industrialization, the concept of community was a way of praising the past in order to blame the present. Rather than an objective, analytic concept --what community “is”-- , it became a normative concept --what it “should be” . .

1) *What is community?*

- Colin, B. & Newby, H. (1971). Theories of Community. In B. Colin & H. Newby (Eds.), Community studies (pp. 21-53). New York: Praeger.
- See Diaz’s review of definitions and commonalities in definitions of community at <http://uregina.ca/~sauchyn/socialcohesion/definitions%20of%20community.htm>

2) *What is Community Development?*

- Gilchrist, A. & Taylor, M. (2011). The short guide to community development. Portland, OR: The Policy Press. Chapter 2: What is Community Development? pp. 9-25.
- Review definitions of community development at <http://uregina.ca/~sauchyn/socialcohesion/definitions%20of%20community%20development.htm>

3) *What is ABCD?*

- International Association for Community Development. (Nov. 2009). What Are Asset-Based Approaches to Community Development? Online Report.
- Kretzmann, J. P. & McKnight, J. (1993). *Building communities from the inside out: path toward finding and mobilizing a community's assets*. Chicago, IL: Acta Publications.
 - Releasing Individual capacities. Pp. 1-28

Practicum

- To review groups proposal for protocols and instruments adaptation
- To discuss adaptation strategy and arrive to group consensus

Session 3 (September 24):

Geographic Information System (GIS) for Community Development: The Power of Mapping.

A geographic information system (GIS) lets us visualize, question, analyze, and interpret data to understand relationships, patterns, and trends. GIS is the go-to technology for making better decisions about location. Common examples include allocation of resources, route/corridor selection, evacuation planning, conservation, natural resource extraction, etc. Making correct decisions about location is critical to the success of an organization or program.

This is going to be an interactive section. Students must have their laptops with them. Patricia Carbajales, Research Associate and Cyberinfrastructure Technical Integration at Clemson University, will be facilitating this interactive GIS session. Students will begin the process of developing an application to collect data in Las Malvinas II, Santo Domingo.

Practicum

- To present English version of protocol and instruments for discussion
- To begin working in translation to Spanish of adapted materials
- To begin working in creation of Assets mapping tool
- To begin working in interview and focus group guides

Session 4 (October 8):

Community Building, Building Healthy Communities: The Healthy Communities Initiative in the United States and the LAC region.

The Healthy Communities movement seeks to achieve radical, measurable improvement in health status and long-term quality of life. We are going to review this framework including the theory and methods that support this movement.

What is the Healthy Communities Movement?

- Schuck, A. M., & Rosenbaum, D. P. (2006). Promoting safe and healthy neighborhoods: What research tells us about intervention. In K. Fulbright-Anderson, & P. Auspos (Eds.). *Community change: Theories, practice, and evidence*, (pp. 61-140). Washington, DC: The Aspen Institute.
- Norris, T., & Pittman, M. (2000). The healthy communities movement and the coalition for healthier cities and communities. *Public Health Reports*, 115, 118-124.

Students will be expected to:

- Determine the relevance of the healthy communities initiatives to improve the health and well-being of families and communities
- Evaluate approaches to healthy communities used in the United States
- Compare and contrast approaches used in the US with efforts used in the LAC region to improve the health and well-being of families and communities.

Practicum

- To present final English version of protocol and instruments
- To present available version of Spanish adapted materials
- To present available version of Assets mapping tool
- To present available version interview and focus group guides

Session 5 (October 22):

1) Social Determinants of Health: Risk and Protective Factors.

The social determinants of health are the circumstances in which people are born, grow up, live, work and age, and the systems put in place to deal with illness. These circumstances are in turn shaped by a wider set of forces: economics, social policies, and politics (WHO, 2012). The link between social determinants of health, including social, economic, and environmental conditions, and health outcomes is widely recognized in the public health literature. Moreover, it is increasingly understood that inequitable distribution of these conditions across various populations is a significant contributor to persistent and pervasive health disparities.

What are Social Determinants of Health and Health Equity?

- Social Determinants of Health. Online report at http://www.who.int/social_determinants/B_132_14-en.pdf?ua=1
- Closing the gap in a generation. Health equity through action on the social determinants of health. Online report of the Commission on SDH at http://whqlibdoc.who.int/publications/2008/9789241563703_eng_contents.pdf: Executive Summary and Part I: A Global Approach To Health Equity

Students will be expected to:

- Determine the relevance of the social determinants of health approach.
- Analyze data on social determinants of health indicators for the United States and the LAC region.
- Compare and Contrast SDH indicators between the United States and the LAC region.

2) The Ecological Framework (Bronfenbrenner, 1979), Appendix A

Bronfenbrenner Ecological Systems theory, also called development in context or human ecology theory, identifies five environmental systems with which an individual interacts. This theory provides the framework to study the relationships with individuals' contexts within communities and the wider society. Ecological systems theory was developed by Urie Bronfenbrenner.

What is the Ecological framework?

- Bronfenbrenner, U. (1994). Ecological models of human development. In international Encyclopedia of Education, vol. 3, 2nd. Ed. Oxford: Elsevier. Reprinted in: Gauvain, M. & Cole, M. (Eds.), Readings on the development of children, 2nd Ed. (1993, pp. 37-43). NY: Freeman.
- The Ecological Perspectives of Development. Online document at <http://faculty.weber.edu/tlday/human.development/ecological.htm>

Students will be expected to:

- To recognize the salient characteristics of Bronfenbrenner's socio-ecological model (1979) to explain mechanism and dynamics of social determinants of health in the occurrence of a particular public health issue.
- To categorize selected social determinants of a selected public health issue from the LAC region based in the socio-ecological model as a framework

Practicum

- To present final version of Spanish adapted protocol and instruments
- To present final version of Assets mapping tool
- To present available version interview and focus group guides

Session 6 (November 5):

Community Health Assessment (CHA) and Community Health Improvement Plan (CHIP).

A Community health assessment (CHA) should be part of an ongoing broader community health improvement process. A community health improvement process uses CHA data to identify priority issues, develop and implement strategies for action, and establish accountability to ensure measurable health improvement, which are often outlined in the form of a community health improvement plan

(CHIP). A community health improvement process looks outside of the performance of an individual organization serving a specific segment of a community to the way in which the activities of many organizations contribute to community health improvement.

Community Health Assessment and Group Evaluation (CHANGE) is a data-collection tool and planning resource for community members who want to make their community a healthier one. The Healthy Communities Program (www.cdc.gov/HealthyCommunitiesProgram) within the Division of Adult and Community Health, at the National Center for Chronic Disease Prevention and Health Promotion of the Centers for Disease Control and Prevention (CDC) developed the CHANGE tool. The CDC's Healthy Communities Program designed the CHANGE tool for all communities interested in creating social and built environments that support healthy living.

What are CHA and CHIP?

- Community Health Assessment and Group Evaluation (CHANGE): Building a Foundation of Knowledge to Prioritize Community Health Needs—An Action Guide . CDC Online report at <http://www.cdc.gov/nccdphp/dch/programs/healthycommunitiesprogram/tools/change/pdf/changeactionguide.pdf>;
 - http://www.cdc.gov/nccdphp/dch/programs/healthycommunitiesprogram/tools/pdf/action_step_3.pdf
 - http://www.cdc.gov/nccdphp/dch/programs/healthycommunitiesprogram/tools/pdf/action_step_8.pdf

Students will be expected to:

- Identify community health assessment and improvement plan approaches that have been used in the LAC region
- Analyze the applicability of the CHA and CHIP tools to LAC countries

Practicum

- To present final version interview and focus group guides
- To present proposal of data collection APP for GIS

Session 7 (November 19):

1) Qualitative Research Methods: The Focus Group.

A focus group could be defined as a group of interacting individuals having some common interest or characteristics, brought together by a moderator, who uses the group and its interaction as a way to gain information about a specific or focused issue. A focus group is typically 7-10 people who are unfamiliar with each other. These participants are selected because they have certain characteristics in common that relate to the topic of the focus group. The moderator or interviewer creates a permissive and nurturing environment that encourages different perceptions and points of view, without pressuring participants to vote, plan or reach consensus (Krueger, 1988). The group discussion is conducted several times with similar types of participants to identify trends and patterns in perceptions. Careful and systematic analysis of the discussions provide clues and insights as to how a product, service, or opportunity is perceived by the group.

Students will be expected to:

- 1) Develop guidelines for a focus group to identify community needs, assets, and priorities for the CHA and CHIP.
- 2) Analyze data to communicate how groups of people think or feel about a particular topic.
- 3) Produce insights for developing strategies for the CHA and CHIP.

Practicum

- Final group presentation of CHA and CHIP protocol
- Group presentation of data collection APP for GIS
- California CT2 test completed

Session 8 (December 3):

Final Presentations and spring 2016 seminar planning session

Practicum

- Final group presentation of focus group guide
- Final group presentation of interview questionnaire
- Final group presentation of Assets mapping tool
- Proposal draft for seminar working sessions in spring 2016

Calendar, fall semester 2015

Dates	Session	Topics	Assignments
08/27	1	Critical Thinking The Dominican Republic	<ul style="list-style-type: none"> • To arrange working groups • To familiarize with CDC protocols and instruments for CHA and CHIP • To assign duties per groups • To agree on working calendar (deadlines) • California CT2 test completed
09/10	2	1) Conceptualizing Community 2) Community Development 3) Asset/Strengths/Capacity-based Approaches.	<ul style="list-style-type: none"> • To review groups proposal for protocols and instruments adaptation (All groups) • To discuss adaptation strategy and arrive to group consensus
09/24	3	Geographic Information System (GIS) for Community Development: The Power of Mapping.	<ul style="list-style-type: none"> • To present English version of protocol and instruments for discussion (All Groups) • To begin working in translation to Spanish of adapted materials (All groups) • To begin working in creation of Assets mapping tool (Group 1) • To begin working in interview (Group 2) • To begin working in focus group guides (Group 3)
10/08	4	Community Building, Building Healthy Communities: The Healthy Communities Initiative in the United States and the LAC region.	<ul style="list-style-type: none"> • To present final English version of protocol and instruments (All groups) • To present available version of Spanish adapted materials (All groups) • To present available version of Assets mapping tool (Group 1) • To present available version interview guide (Group 2) • To present available version of focus group guide (Group 3)
10/22	5	1) Social Determinants of Health: Risk and Protective Factors. 2) Socio-ecological framework (Bronfenbrenner, 1979), Appendix A	<ul style="list-style-type: none"> • To present final version of Spanish adapted protocol and instruments (All Groups) • To present final version of Assets mapping tool (Group 1) • To present available version interview guide (Group 2) • To present available version of focus group guide (Group 3)
11/05	6	Community Health Assessment (CHA) and Community Health Improvement Plan (CHIP)	<ul style="list-style-type: none"> • To present final version interview guide (Group 2) • To present final version of focus group guide (Group 3) • To present proposal of data collection APP for GIS (All groups)

Dates	Session	Topics	Assignments
11/19	7	Qualitative Research Methods: The Focus Group	<ul style="list-style-type: none"> • Group final presentation of CHA and CHIP protocol and instruments (All groups) • To present final version of data collection APP for GIS • California CT2 test completed
12/03	8	Final Presentations	<ul style="list-style-type: none"> • Final group presentation of focus group guide • Final group presentation of interview questionnaire • Final group presentation of Assets mapping tool • Proposal draft for seminar working sessions in spring 2016

Appendix A

Clemson University
School of Health and Human Development
Institute on Family and Neighborhood Life

Classification of Social Determinants of Health based on Socio-Ecological Framework.

The diagram below is a visual of Bronfenbrenner's Ecological Systems Theory. It shows how the systems all interact with each other.

Microsystem: includes, but is not limited to, a person's friendships, family, activities, and teachers

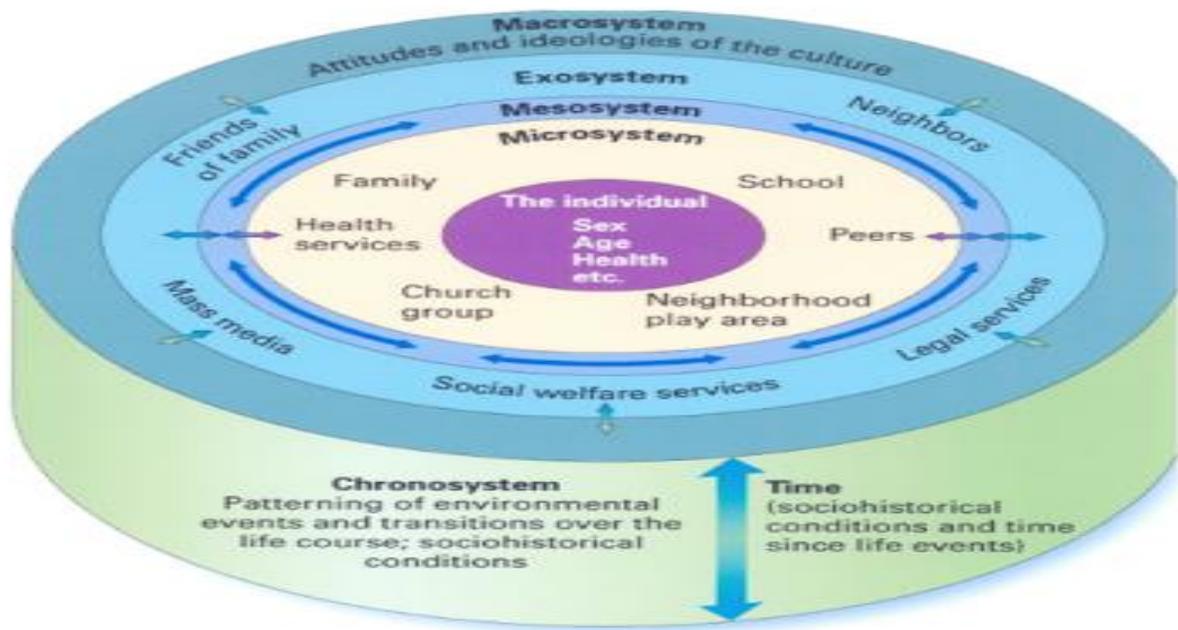
Mesosystem: connections within the microsystem. (Student's teacher communicating with the parents)

Exosystem: people and social settings that a person may not directly interact with (if a father gets laid off, this will affect the student)

Macrosystem: values, morals, and traditions in a culture

Chronosystem: events and transitions that occur over time (a student's physical development throughout their life)

("Urie Bronfenbrenner," 2008)



Source: <http://www.news.cornell.edu/stories/sept05/bronfenbrenner.ssl.html>