HEHD 3990-001-004; FCS 8920-001 Building Healthier Communities in the Dominican Republic
Creative Inquiry/Critical Thinking (CT²)/Service Learning Seminar

Thursdays 3:30 – 5:30 PM, WFIC Room 323; Bi-weekly meetings
https://connect.clemson.edu/hehd3990bhc/ for virtual class sessions

“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.

Syllabus for HEHD 3990-001

· Requirements
· Readings
· Resources
· Grading
Themes: Healthy Communities, Community Building, Social Determinants of Health, International/Global Health, Socio-Ecological Framework, Community Health Assessment, Community Health Improvement Plan, Translational Research, Latin-America and the Caribbean, Dominican Republic, United States

Description: 3 credits

Title: Building Healthier Communities in 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 a selected community, at a particular Latin-America and the Caribbean (LAC) country through a Community Health Assessment. This assessment will be used to recommending appropriate courses of action for improvement; under the healthy communities’ and socio-ecological frameworks in a Community Health Improvement Plan. Clemson students will collaborate with Iberoamerican University (UNIBE) students, in a reflective critical thinking learning process, that 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 multi-disciplinary and cross-cultural 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. The following figure portrays our sequence of learning outcomes.
To understand and to incorporate/use the following methodologies: critical thinking approach, meta-cognition, social research methods (literature review and focus group)

To explain the concepts and models in your own words and use it correctly

To explain the concepts of: community, community Development, ABCD approach, Social Determinants of Health, Health Equity, MDGs, and healthy communities for the US and LAC region

To use two theoretical frameworks (socio-ecological and CHA/CHIP) to analyze, and to make interpretation of these concepts and their application in public health

To assess the community health situation of a DR community (or local Hispanic community) and to propose a community health improvement plan by incorporating evidence-based practices from the US and other countries as applicable.

Community Health Assessment

Community Health Improvement Plan

To communicate effectively the proposed model of intervention to the target community

Dr. Arelis Moore, PhD
FCS HEHD 3990 – 001; FCS 892-001: 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 healthier 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 from different majors and masters, 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.
## Fall 2016 course objectives/expected outcomes

<table>
<thead>
<tr>
<th>Tasks/Outcomes</th>
<th>Deadline</th>
<th>Responsible</th>
<th>Research Team Leader</th>
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</thead>
<tbody>
<tr>
<td>To complete analysis of CHANGE Excel Tools for the five sectors-All research groups</td>
<td>By September 15th</td>
<td>All research teams</td>
<td>Varies</td>
</tr>
<tr>
<td>To review focus groups and interviews’ transcriptions and translations.</td>
<td>By August 30th</td>
<td>Luis, Eliset, and Samuel</td>
<td>Luis Garcia</td>
</tr>
<tr>
<td>To elaborate a first draft of the CHA</td>
<td>By September 29</td>
<td>Tyrese, Fatema, Emily, Hafez, and Michelle</td>
<td>Tyrese Bryant</td>
</tr>
<tr>
<td>To elaborate a first draft of the CHIP</td>
<td>By September 29</td>
<td>Chloe, Stephanie, Jiji, Sarah B., and Katherine</td>
<td>Katherine Brown</td>
</tr>
<tr>
<td>To finalize a user-friendly and interacting website for the project</td>
<td>By September 29</td>
<td>Chelsee, Andrew, Sarah B. and Sarah S.</td>
<td>Sarah Burton</td>
</tr>
<tr>
<td>First draft of the GIS Comprehensive Data Analysis</td>
<td>By September 29</td>
<td>Noah, Caroline, Sam, And Camille</td>
<td>Noah Labelle</td>
</tr>
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<td>To elaborate final version of CHA(English and Spanish Versions) by using reports from: (a) focus groups and interviews developed by Katherine Brown and Michelle Fuentes; (b) GIS Household survey analysis developed by Noah Labelle; (c) Assets Analysis developed by Michelle Fuentes; (d) CHANGE Tools analysis developed by Fall 2016 class; and other relevant sources.</td>
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<tr>
<td></td>
<td></td>
<td>To elaborate final version of the CHIP by using the CHA and other relevant sources of information.</td>
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<td>Posters, papers or presentations prepared/submitted/presented</td>
<td>All semester</td>
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<td>To conduct advocacy and partnership building initiatives for the project across campus and elsewhere as applicable.</td>
<td>All semester</td>
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</tbody>
</table>
2017 Study abroad would include:
(a) Once completed the CHA and CHIP, to review and finalize both reports, students will participate in a series of meetings with Las Malvinas leadership, and representatives from UNIBE, La Isabela Industrial park, and Health Directorate Area 3. This process will allow us to respectfully incorporate meanings and opinions from those who will be responsible for executing the CHIP.
(b) To explore strategies and alternatives locally to assist with implementation of the CHIP.
(c) Conducting in-depth interviews with other relevant actors at all levels.
(d) To develop and to facilitate service learning activities within the community (e.g., construction of a particular structure, educational and fun activities for the children, workshops on recycling and other environmental conservation topics, etc.).
(e) To develop an action plan with involved local actors with the purpose of orienting future Clemson University initiatives within this community.

Duration:
Students participating in Fall 2016, will have the option to continue participating in Spring 2017. These students can decide whether or not traveling to the DR for the study abroad experience.

Outcomes/Grades:
- Complete analysis of CHANGE Excel Tools for the five sectors/all teams (10%)
- Individual teams’ assignments: (10%)
  - To review focus groups and interviews’ transcriptions and translations
  - To finalize a user-friendly and interacting website for the project
  - To propose a model/format to develop the CHA
  - To propose a model/format to develop the CHIP
- All teams’ optional endeavors (5%)
  - Posters, papers or presentations prepared/submitted/presented
  - To conduct advocacy and partnership building initiatives for the project across campus and elsewhere as applicable.
- CT2 pre- and post-test completion/all teams. (5%)
- Attendance to seminar sessions/all teams: 10% (1 point per session)
- To elaborate the CHA (English and Spanish versions)/all teams. (30%)
- To elaborate the CHIP (English and Spanish versions)/all teams. (30%)

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

Policies:
Attendance policy:
Students should attend the classes. Students with more than 2 unexcused absences will be dropped from the course. Students not attending the first class will be dropped from the course. 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. Students also need to check Blackboard for assignments. Students should complete all assignments and exams as indicated. Assignments/exams not submitted as indicated will receive 0%.

Note: any exam that was scheduled at the time of a class cancellation due to inclement weather will be given at the next class meeting unless contacted by the instructor. Any assignments due at the time of a class cancellation due to inclement weather will be due at the next class meeting unless contacted by the instructor. Any extension or postponement of assignments or exams must be granted by the instructor via email or Blackboard within 24 hours of the weather related cancellation.

Notification of Absence in Blackboard:
There is a feature available in Blackboard http://bb.clemson.edu/ which allows you to quickly notify your professors of an absence from class, whether anticipated or unanticipated. The Notification of Absence module, available in Blackboard on the MyCLEmson tab and on the Students tab, is designed to allow you to quickly notify your professors whenever a University-sponsored function, illness, or hospitalization takes you away from class. All the notification requires is a brief explanation, dates, and times. Based on the dates and times you select, your instructors are automatically selected, but you have the final say over which instructors receive the notification and which do not. Though it does not serve as an official "excuse" from class, it does open the dialogue between you and your professor for further communication that needs to happen. As you know, class absence is a matter between the student and professor. As always, if you are unable to report the absence by computer, you can call the Dean of Students Office and someone will be happy to assist you. Access to this system can also be linked from the CU home page under the letter "A" for "absence" and under the letter "N" for "notification."

Make-up work:
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.

Email Correspondence:
The instructor(s) will respond to all inquiries, questions, and other electronic correspondence within a timely manner. Most electronic communications will be answered within 48 hours. All email messages from the instructor will be sent to the student’s Clemson University email address.

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, visit:
http://www.lib.clemson.edu/copyright/

Accessibility statement:
Clemson University values diversity of our student body as a strength and a critical component of our dynamic community. Students with disabilities or temporary injuries/conditions may require accommodations due to barriers in the structure of facilities, course design, technology used for curricular purposes, or other campus resources. Students who experience a barrier to full access to this class should let the professor know, and make an appointment to meet with a staff member in Student Accessibility Services as soon as possible. You can make an appointment by calling 864-656-6848, by emailing studentaccess@lists.clemson.edu, or by visiting Suite 239 in the Academic Success Center building. Appointments are strongly encouraged—drop-ins will be seen if at all possible, but there could be a significant wait due to scheduled appointments. Students who receive Academic Access Letters are strongly encouraged to request, obtain and present these to their professors as early in the semester as possible so that accommodations can be made in a timely manner. It is the student’s responsibility to follow this process each semester. You can access further information here:
http://www.clemson.edu/campus-life/campus-services/sds/.

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/campuslife/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 110 Holtzendorff Hall, 864.656.3181 (voice) or 864.565.0899 (TDD).

Writing-style Requirements
All formal written assignments requiring citations should follow APA (6th edition) guidelines for writing. I would recommend purchasing the APA 6th Edition Manual now (http://www.apastyle.org/). Otherwise, they are for checkout in the library and much of the information can be found online.

Other online resources for APA formatting:
http://owl.english.purdue.edu/owl/resource/560/01/
http://media.clemson.edu/library/all_subjects/styleguides/apa.pdf

Academic calendar: fall 2016:
Aug. 15, M New Student Convocation
Aug 15-16, M-Tu Late enrollment
Aug 16, Tu University Convocation
Aug 17, W Classes begin
Aug 23, Tu Last day to register or add a class or declare Audit
Aug 30, Tu Last day to drop a class or withdraw from the University without a W grade
Sep 6, Tu Last day to apply for December graduation
Oct 7, F Last day for instructors to issue midterm evaluations
Oct 21, F Last day to drop a class or withdraw from the University without final grades
Nov 7-8, M-Tu Fall break
Nov 9, W Registration for spring and summer terms begins
Nov 23-25 W-F Thanksgiving holidays
Dec 1-2, Th-F Classes meet; exams permitted in labs only
Dec 5-9, M-F Examinations
Dec 12, M 9:00 A.M.—Deadline to submit candidate grades
Dec 14, W 9:00 A.M.—Deadline to submit other grades
Dec 14, W Candidates for graduation may access grades
Dec 15, Th Graduation

Use of Blackboard:
Students will create a record of their Critical Thinking activities. Products will include: protocols and instruments under adaptation process, PowerPoint presentations, drafts of various reports, 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 2016 Seminar Sessions’ dates: 3:30 – 5:30 PM
1. August 18
2. September 1st
3. September 15
4. September 29
5. October 13
6. October 27
7. November 10
8. November 17
9. November 24 (Thanksgiving Break-no class session)
10. December 1st

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.

CONTENTS
Tentative Schedule (subjected to changes)

Session 1 (August 18)
- Introduction to the course
- Research teams formation
- Assignments selection
- Project update

Session 2 (September 1st):
Presentation on 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?

Note: Other sessions include sharing on progress of research teams’ work. Contents for following sessions may be changed as needed for the benefit of the project.