

Clemson University
Department of Languages
Department of Youth, Families and Community Studies

Fall 2017

**HEHD 3990-001-004; 4990-001 Building Healthier Communities in the Dominican Republic
Creative Inquiry/Critical Thinking (CT²)/Service Learning Seminar**

Thursdays 3:30 – 5:30 PM, Daniel 104; 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



Professor:

Dr. Arelis Moore Peralta
Office: 2078 Barre Hall
Phone: 864-656-0719

E-mail: ared@clemson.edu; www.clemson.edu/yfcs
Office hours: By appointment

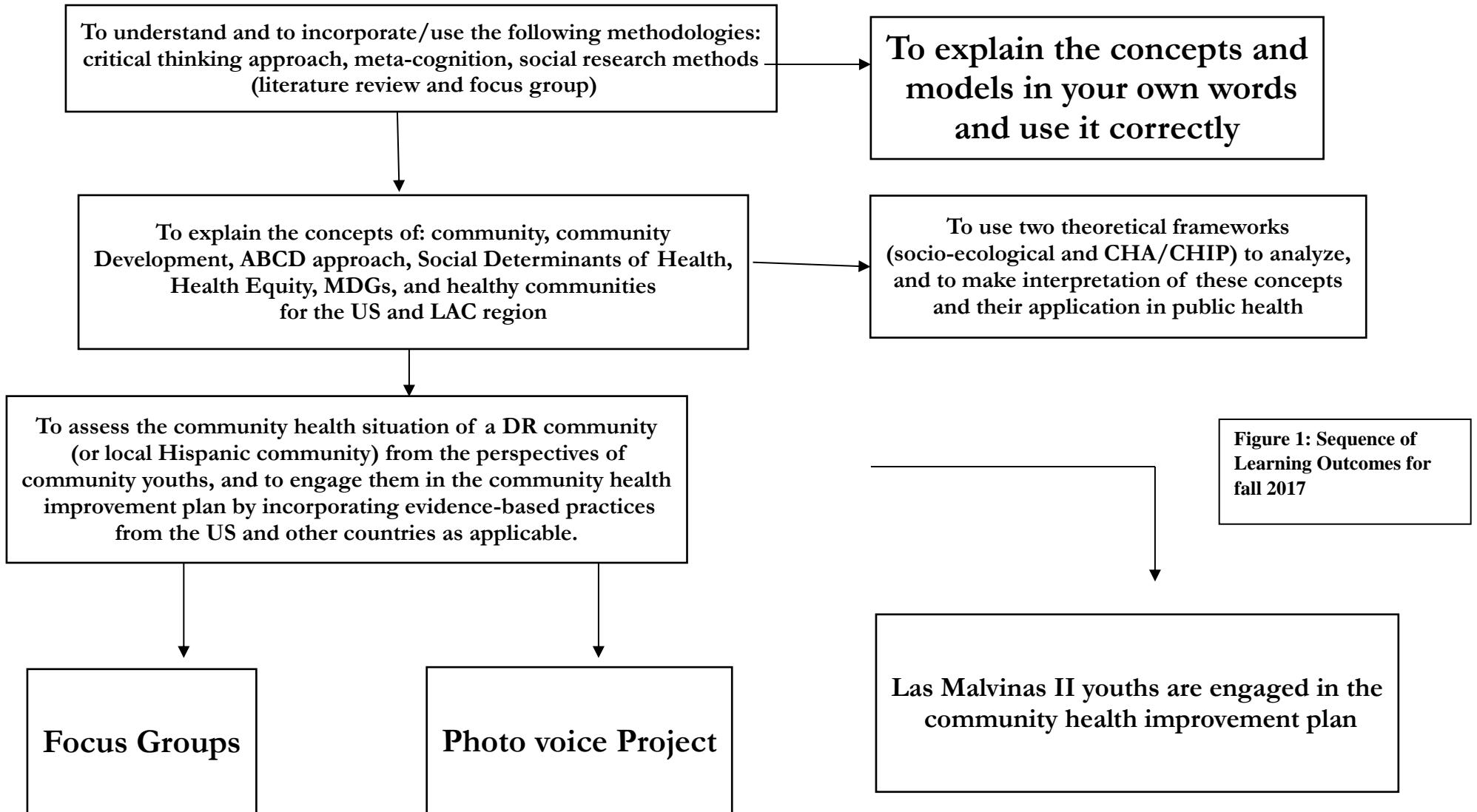
Themes: Healthy Communities, Community Building, Social Determinants of Health, International/Global Health, Socio-Ecological Framework, Community Health Assessment, Community Health Improvement Plan, Translational Research, Latin-America and the Caribbean, Dominican Republic, United States

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 Caribbean country through a Building a Healthier Community strategy. A community Health Assessment (CHA) has been developed as part of this project. This assessment was 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 Caribbean 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.



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 develop research protocols for focus groups and photo voice project to access perspectives on youth on community challenges, issues and opportunities to participate in the community health improvement process
- 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,
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.

2017 Study abroad would include:

1. Students will participate in two focus groups meetings to explore youths' perspectives and ideas on effective mechanisms to engage youths in planning and developing interventions for Las Malvinas II Health Improvement Plan. 3-4 focus groups of 6 to 8 participants.
2. To facilitate a photovoice project to learn about students' perceptions and knowledge on challenges and opportunities for sustainable community development at Las Malvinas II. One photovoice group with 8 youths split by gender
3. To conduct service learning activities at the local school (educational and fun activities)
4. To follow on community health improvement plan and action plan implementation

Outcomes/Grades:

- Complete one assigned individual teams' subproject or task-30%
- Complete one assigned individual teams' subproject or task-30%
- All teams' endeavors (30%)
 - To identify a photovoice project online, and to propose ideas on how it could be adapted to the DR project- 5%
 - Campus photovoice project- 10%
 - To promote the study abroad in at least one of your classes by asking permission from the instructor- 5%
 - To participate in the study abroad fair in Sept. 20th. All students should enroll to staff the table for at least one hour for the duration of the event.- 5%
 - 5% for any of these two choices:
 - 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 (5%)
- Attendance to at least 7 seminar sessions: 5%

Grading System:

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

Policies:**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.

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 Canvas for assignments. Students should complete all assignments and exams as indicated. Assignments/exams not submitted as indicated will receive 0%.

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. Students with excessive absences may need academic or medical assistance. Please report instances to the Dean of Students' Office, 656-0935. 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. 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 Accessibility Services.

Notification of Absence

The Notification of Absence module in Canvas allows students to quickly notify instructors (via an email) of an absence from class and provides for 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. 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.

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 the 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/..](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 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 110 Holtzendorff Hall, 864.656.3184 (voice) or 864.656.0899 (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

Fall Semester 2017 Calendar

Aug 21, Mon - Aug 22, Tue Late enrollment

Aug 21, Mon University Convocation

Aug 23, Wed Classes begin

Aug 29, Tue Last day to register or add a class or declare Audit

Sep 5, Tue Last day to drop a class or withdraw from the University without a W grade

Sep 12, Tue Last day to apply for December graduation

Oct 13, Fri Last day for instructors to issue midterm evaluations

Oct 16, Mon - Oct 17, Tue Fall break

Oct 31, Tue Last day to drop a class or withdraw from the University without final grades

Nov 6, Mon Registration for spring and summer terms begins

Nov 22, Wed - Nov 24, Fri Thanksgiving holidays

Dec 11, Mon - Dec 15, Fri Examinations

Dec 18, Mon 9:00 A.M.--Deadline to submit candidate grades

Dec 20, Wed 9:00 A.M.--Deadline to submit other grades

Dec 20, Wed Candidates for graduation may access grades

Dec 20, Wed Doctoral Hooding at the Brooks Center

Dec 21, Thu Graduation

Fall 2017 Seminar Sessions' dates: 3:30 – 5:30 PM

1. August 31
2. September 14
3. September 28- Guest speaker
4. October 12
5. October 26
6. November 9
7. November 30
8. December 7
9. December 14

Fall 2017 Expected project outcomes: Students must choose at least two individual research teams' tasks

Tasks/Outcomes	Deadline	Team Members	Research Team Leader
Individual research teams			
To develop the Focus group research protocol <i>First draft</i> <i>Final version</i>	09/21/2017 10/19/2017	Julia Ann Arianna	Allie
To develop the photovoice research protocol <i>First draft</i> <i>Final version</i>	09/21/2017 10/19/2017	Emily Tori Allie F.	Katherine
To develop a promotional/recruitment package for the student association “Tigers Building Healthier Communities Abroad” (<i>flyers, membership forms, duties, calendar of activities, etc</i>) <i>First draft</i> <i>Final version</i>	09/21/2017 10/12/2017	Emily Allie Carine	Rachel

Tasks/Outcomes	Deadline	Team Members	Research Team Leader
<p>To develop structured service learning activities for the school children at Las Malvinas II</p> <p><i>First draft</i></p> <p><i>Final version</i></p>	<p>10/12/2017 11/9/2017</p>	<p>Tessa Lauren</p>	<p>Fatema</p>
<p>To develop a Spanish research protocol for IRB submission in the DR</p> <p><i>First draft</i></p> <p><i>Final version</i></p>	<p>10/26/2017 11/09/2017</p>	<p>Fatema Camille Carine</p>	<p>Marisol</p>
<p>To develop a project story map with GIS technology, with facilitation from the Clemson Center for Geospatial Technologies</p> <p><i>First draft</i></p> <p><i>Final version</i></p>	<p>10/26/2017 11/23/2017</p>	<p>Katherine Eliza</p>	<p>Camille</p>
<p>To finalize and to update the project website</p> <p><u>http://ci.clemson.edu/blogs/bhc</u></p>	<p>10/26/2017</p>	<p>Julia Ann Tori Arianna</p>	<p>Lauren</p>
<p>To facilitate a posting about the study abroad in the Tigers Newspaper in fall 2017</p>	<p>10/19/2017</p>	<p>Allie F. Rachel</p>	<p>Emily</p>

Tasks/Outcomes	Deadline	Team Members	Research Team Leader
To host a table at the library bridge to promote study abroad	10/19/2017	Marisol Emily	Tessa
To organize a project informational session at Hendrix Student Center- Pizza would be provided at the event	10/26/2017	Allie Eliza Rachel	marisol
All research teams			
To identify a photovoice project online, and to propose ideas on how it could be adapted to the DR project	09/14/2017	Julia Ann Allie Camille	
Campus photovoice project: (a) To identify Clemson campus health threats through pictures; (b) to present and explain three pictures per team; (c) to identify themes that emerged from submitted pictures	09/21/2017	Eliza Rachel martisol	

Tasks/Outcomes	Deadline	Team Members	Research Team Leader
To promote the study abroad in at least one of your classes by asking permission from the instructor.	11/09/2017	Tori Tessa Katherine	Lauren Emily Arianna
To participate in the study abroad fair in Sept. 20 th . All students should enroll to staff the table for at least one hour for the duration of the event	09/20/2017	Fatema Carine Allie F	
Posters, papers or presentations prepared/submitted/presented	All semester	All research teams	Varies, working as a team is optional
To conduct advocacy and partnership building initiatives for the project across campus and elsewhere as applicable.	All semester	All research teams	Varies, working as a team is optional

CONTENTS

Overview of relevant frameworks and strategies for the project

- 1) Community Building, Building Healthy Communities: The Healthy Communities Initiative in the United States and the LAC region.
- 2) Social Determinants of Health: Risk and Protective Factors.
- 3) The Ecological Framework (Bronfenbrenner, 1979)
- 4) Community Health Assessment (CHA) and Community Health Improvement Plan (CHIP)

Related readings:

- 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.
- 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
- 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>
- 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

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.