

**Course Number:** HLSC 3P96

**Course Title:** Developing Healthy Communities

**Times and Locations:**

Tuesdays 2:00 - 5:00pm in TH259 & *Community Labs*

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**Office Hours:** Tuesdays 10-11am and by appointment

**Office:** AS313

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**Office:** AS333 / AS335

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### Course Calendar Description:

Social, economic and environmental factors and processes which influence community well-being.

### Course Prerequisites and Restrictions:

*Prerequisites:* HLSC 3P37, 3P50

*Restrictions:* Open to CHLH, CMTY, HLSC, MSCI and PHTH majors

### Course Objectives

A “Healthy Community” will happen when citizens have the opportunity to become self-aware, engage in ongoing dialogue, generate leadership, embrace diversity, connect people and resources, and develop a sense of community (Kesler, 2000).

### Student Learning Objectives

Upon successful completion of the course, students will be able to:

1. Identify the social, economic and environmental factors that influence the health of communities.
2. Describe the inter-relationships between community well-being, local concerns, and the underlying systemic issues - i.e., social determinants of health (e.g., poverty, access, appropriate use of resources, inequities, and issues of diversity and difference).
3. Apply a healthy community framework to examine the health of a local neighborhood.
4. Identify and use community-level GIS data sources and mapping tools.

### Process Objectives for the Course

1. Work in groups that emphasize cooperation and consensus in a way that is consistent with community development and healthy communities.
2. Understand interpersonal conflict and engage in dialogue in a way that is consistent with community development and healthy communities.
3. Develop skills in small group facilitation and public speaking.
4. Reflect on course learning in three areas: Personal growth, civic engagement, and academic enhancement.
5. Practice a mindful approach throughout the course including lectures, in-class activities, group work and field research.

This course builds on the knowledge of the entire class as much as the collected wisdom recorded in the scholarly literature. Everyone is responsible for making the course a success and student learners are expected to take an active role in class discussions. This means preparing each week to learn, to share, and to teach.

To facilitate development of knowledge a range of active learning methods will be employed to support exploration of the course content including class lectures, practical exercises, group problem-solving and guest presentations. Students are encouraged to work with their peers to fully understand the course material and to ask questions of the instructor and teaching assistant to clarify concepts and course expectations as necessary.

### **Pedagogical (Teaching) Approach / Perspectives:**

The course content, format, evaluation scheme and learning processes are informed by the following schools of thought:

1. **Critical Reflexive Inquiry** is a form of higher order reasoning that integrates critical thinking (making sense of things through questioning) and reflexivity (active consideration of personal and epistemological beliefs and values)
2. **Participatory Pedagogy** is an educational approach in which multiple perspectives, opinions, and active creation on the part of learners all contribute to the final context of the learner experience. From this perspective knowledge exchange is considered a shared responsibility among all participants (instructor, TA's and students).
3. **Experiential Learning** is often referred to as 'learning through action'. In this approach educators purposefully engage students in direct experience and focused reflection in order to increase knowledge, develop skills and clarify values.
4. **Mindfulness** is a style of teaching that infuses learning with the experience of present moment awareness. As a particular method of instruction, mindfulness assists students and educators in awakening and opening their minds to new learning possibilities and more effective ways of being in the classroom.

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## **COMMUNICATION**

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Be sure to log on to Sakai frequently as lecture materials, readings, and course announcements are posted here. Students are encouraged to use Sakai to connect with other students in the course if they missed classes and/or have general questions about readings or assignments. All marks and student grades will be available through Sakai.

If you have a question or require clarification of course material you should try to get the information you need by first contacting another student, and then secondly contacting the course TA; TA's are important resources and students are encouraged to communicate directly with them. If you need to contact the instructor, please email them directly. Turnaround time for emails is normally 24 hours and responses should be expected on weekdays only. **When writing emails, be sure to add the course code in the subject line and your full name (first/last) at the end of all email correspondence.**

All students are required to have Official Brock University e-mail accounts and instructors are to correspond with students only through these email accounts.

This course involves group work. In order to work with your peers, you will need to share your name, phone number and email address with those in your group.

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## LEARNING FORMAT

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Each weekly session has 3 components:

**Pre-class:**

1. *Readings and Preparation:* Readings and other multi-media resources are assigned for each session. These resources are intended to introduce students to the topics covered in class and to facilitate class discussion. Additional optional readings/resources may be assigned. Students are expected to come prepared to actively engage with the topic, classmates and instructor.

**In-class:**

2. *Topic lecture:* The instructor will present a weekly lecture. These lectures will provide depth and clarity to the assigned readings. Lectures will also present new materials and discussion relevant to the weekly topic (which is also required for exams and assignments). Lectures will be interactive and require student participation (individually and in small groups).

**Within/outside of class:**

3. *Application and integration of topic.* This component of the class is intended to ensure theoretical and applied (i.e., ‘real world’) understanding, provide further depth to the topic area and highlight linkages with course materials and objectives. Activities include guest speaker presentations from individuals or organizations working in the field, small group discussions, documentary film screenings, and hands-on group or independent work.

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## READINGS & TEXTBOOKS

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**Required Texts:**

Klinenberg, E. (2003/2015). *Heat wave: A social autopsy of disaster in Chicago*: University of Chicago Press. First or Second Edition is acceptable.

**Community Toolbox.** <http://ctb.ku.edu/en/table-of-contents>

**There will be other required readings.** These will be posted (link or pdf) to Sakai. Be sure to check these regularly as there will be updates and additions.

Readings have been chosen to support and clarify the topics for each week and are considered an essential component of the course. Course lectures are designed to complement the readings, and therefore students are expected to have completed them prior to class. The course instructors and guest speakers may also provide additional recommended readings to supplement discussions in class and facilitate more in-depth learning on particular subjects.

**Visual and Auditory Texts:**

Throughout the semester students may be assigned to watch or listen to films, videos and podcasts. Similar to assigned readings, these are considered “texts” for the course. These visual and audio texts all have a clear connection to the course materials (lectures and assigned readings) and should be used/integrated into class discussions, assignments and exams.

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## EVALUATION

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### Summary:

Assignment / Exam	% final grade	Due Date
Attendance, Preparedness, & Participation	10%	Ongoing throughout semester
Assignment #1 - What is Community?	10%	September 19
Assignment #2 - <i>Through Their Eyes</i>		
ARC GIS Map - Part A & B	15%	October 17 & November 28
Data Analysis - Interview Summaries	25%	November 21
Term Exam (In class)	25%	November 14
Assignment #3 - Reflective Journals		
1 <sup>st</sup> Assessment	5%	October 24
Final	10%	December 8

### Attendance, Preparedness & Participation (10%)

Students are expected to attend all classes and labs; participation and engagement with the material and content of this course happens in class and in the lab (community). Students should arrive to class and labs prepared - having completed the assigned readings and ready to participate in class and small group discussions and community lab assignments. In-class writing exercises, small group activities, lab participation and \*clicker participation rates provide documentation of participation and class preparedness. There is one group assignment and part of student's participation grades will be assessed by their group members. Sakai internal 'statistics' will also provide evidence of student engagement in the course and all of these components will be used to assess student's attendance, preparedness and participation grade.

\*NXT clickers will be incorporated into course lectures beginning the second week of the course. Clickers can be purchased at the Brock Bookstore for approximately \$75.

### Assignments (65%)

More detailed information about assignments, including a grading rubric, will be provided on Sakai. Students will also have the opportunity in-class to ask questions about assignments.

### Assignment #1: *What developing a healthy community means to me...* (10%)

It is valuable and important for each student to thoughtfully consider their personal 'starting point' related to their own beliefs about healthy communities. For this assignment students are asked to take time to: a) reflect on - '**what IS a healthy community**' and '**what does developing a healthy community mean to me**' - and, b) describe, in one page and in their own words, their ideas, beliefs and understandings. This is NOT a research paper but a reflexive exercise; there is no right or wrong answers for this assignment. **Students will be assessed on:** a) their thoughtfulness of the subject and, b) the quality of their writing (clarity, flow, spelling/grammar).

**Students should adhere to these format guidelines:** Full Name (in the header); Title (be creative - top of page); 1 pg. (MAX), single spaced, 11pt Arial font, ¾" margins on all sides. Hand in hard copy (1 page only/no title page).

### **Assignment #2: Through Their Eyes - The Age-friendly Niagara Project (40%)**

This hands-on community-based research project will extend throughout the course. Students will be assigned partners for this project and teams will be required to conduct field research together. The overall goal of the project is to provide practical experience and utilize in-class learning about developing healthy communities. In this project, student teams will be partnered with older adults and together use a healthy community model called 'Age-friendly Cities' to examine the health of a neighbourhood in St. Catharines. The course instructor, TA and project coordinator will be available to support students and teams will be provided with in-class time for this assignment. Further details and instructions will be provided as the project gets underway. **All students registered in the course must commit to travelling independently (via bus or their own vehicle) into the community several times (3-5) to complete this assignment and attend the final community forum.**

### **Assignment #3: Reflective Journal (15%)**

Students will maintain a reflective journal throughout the semester based on their experience during the Through Their Eyes Project. Journals are to be written in the first person and include three key sections: Personal Growth, Civic Engagement, and Academic Enhancement. Entries may include images as well as written text. The reflective journals will be assessed twice during the course - midway through the semester (5%) and at the end of the semester (10%). Students will be asked periodically to share their reflections and experiences with others in the class. Final version is blog-format and will be submitted to individual Drop Box folder on Sakai.

### **Term Exam (25%)**

There is one exam in this course. The term exam will be held in-class and cover topics, lectures and readings from the first 9 weeks. The format of the exam will be multiple choice, short answer, and one essay question.

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## **GRADING CRITERIA**

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Evaluation of all assignments, exams and presentations will take into account the following aspects of student work:

- *Thoroughness and coverage of required content area*
- *Demonstrated critical thinking through clear, well-organized writing and well-framed, articulate, dialogue*
- *Clarity of statements and logic of arguments*
- *Analytical ability presented*
- *Organization and general presentation*
- *Grammar, punctuation, spelling*
- *Use of APA referencing style (when applicable)*

The following is based on the University letter grade scheme and will be used as a guide when evaluating the participant reports and presentation. These descriptions are provided to help participants understand the evaluation criteria.

- A=** Indicates work that is excellent; superior; exceeds ordinary quality. Report or presentation indicates a high degree of effort and ability, work that is creative and unique, only minor improvements required. (80-100)
- B=** Indicates work that is good, above average, better than ordinary. Report or presentation indicates a strong degree of effort and ability, work could be improved upon but not greatly, no major flaws in content or design. (70-79.9)
- C=** Average, ordinary. Report or presentation indicates a degree of effort and ability that would be expected of a reasonable report or presentation, content and design may contain errors but not more than one major flaw. (60-69.9)
- D=** Fair or poor, less than ordinary. Report or presentation indicates a degree of effort or ability that is less than expected, content and design contains a few major flaws and errors. (50-59.9)
- F=** Fails, not acceptable. Report or presentation indicates a lack of effort and ability, misses the point of the report or presentation, content and design contain several major flaws. (49.9 or less)

The Grading Standards and Principles for the course are outlined by the Office of the Registrar. Students can review these at: <https://brocku.ca/social-sciences/departments-and-centres/cpcf/student-success/grading-standards-and-principles>

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## COURSE AND INSTITUTIONAL POLICIES

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### Late Submission Policy:

- Assignments are due in class, at the beginning of class, on the assigned due dates.
- You have 2 “grace days” (self-granted extensions) that you can use to give yourself extra time without penalty. You must notify the TA if/when you use these grace days.
- Instructor-granted extensions are only considered after all grace days are used and only given in exceptional situations. See Medical Exemption Policy Below.
- Late submissions - after you have used your grace days - will not be accepted.

### Important Dates:

Students are responsible for recognizing Important Dates as outlined by the Registrar’s Office at <https://brocku.ca/important-dates/undergraduate-studies/#2017-18-fw-ug>. The following dates include, but are not limited to:

- Last day for duration 2 late registration and course changes without permission of the instructor (September 19).
- Reading Week (October 10-13).
- Date students will be notified of 15% of their course grade (October 31).
- Last date for withdrawal without academic penalty and last day to change from credit to audit status for duration 2 courses (November 7).
- Snow/Reading Days (December 6)
- Final examinations for duration 3 courses (December 7-19).

**Academic Integrity:**

Academic misconduct is a serious offence. The principle of academic integrity, particularly of doing one's own work, documenting properly (including use of quotation marks, appropriate paraphrasing and referencing/citation), collaborating appropriately, and avoiding misrepresentation, is a core principle in university study. Students should consult Section VII, "Academic Misconduct", in the "Academic Regulations and University Policies" entry in the Undergraduate Calendar, available at <http://brocku.ca/webcal> to view a fuller description of prohibited actions, and the procedures and penalties.

**Intellectual Property Notice:**

All slides, presentations, handouts, tests, exams, and other course materials created by the instructor in this course are the intellectual property of the instructor. A student who publicly posts or sells an instructor's work, without the instructor's express consent, may be charged with misconduct under Brock's Academic Integrity Policy and/or Code of Conduct, and may also face adverse legal consequences for infringement of intellectual property rights.

**Academic Accommodation:**

As part of Brock University's commitment to a respectful work and learning environment, the University will make every reasonable effort to accommodate all members of the university community with disabilities. If you require academic accommodations related to a documented disability to participate in this course, you are encouraged to contact Student Accessibility Services in the Student Development Centre (4th floor Schmon Tower, ex. 3240). You are also encouraged to discuss any accommodations with the instructor well in advance of due dates and scheduled assessments.

**Academic Accommodation due to Religious Obligations:**

Brock University acknowledges the pluralistic nature of the undergraduate and graduate communities such that accommodations will be made for students who, by reason of religious obligation, must miss an examination, test, assignment deadline, laboratory or other compulsory academic event. Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructor(s) for alternative dates and/or means of satisfying requirements.

**Medical Exemption Policy:**

The University will accommodate students whose studies become interrupted, or who may be unable to complete academic work, due to an incapacitating medical condition. In these situations, the student must complete the [Brock University Student Medical Certificate](#) (or in case of a concussion, the Brock University Student Health Services Medical Concussion Certificate) and include any relevant medical documentation to support his/her request for academic accommodation based on medical grounds. The University may, at its discretion, request more detailed documentation in certain cases.

**Reading/Writing Services:**

This is a reading and writing intensive course. Students who require assistance will find support - including workshops and individual tutoring - through Brock University's A-Z Learning Services (at the Student Development Centre). For more information: <http://www.brocku.ca/learning-skills>.

**Student Sexual Violence Support:**

The Brock Student Sexual Violence Support Centre (A Safer Brock) - supports and advocates for people who have experienced sexual violence. A full list of services can be found at <http://www.ASaferBrock.org>. If you or a friend needs support or have questions you can text 289-990-SAFE (7233). All services are available 24-hours and are anonymous, confidential, and free.

**Mental Health Services:**

Mental health is a priority at Brock. There are a range of services available (free of charge and completely confidential) to help you through the semester and to support your positive mental health. To learn more about the mental health services offered on campus through Student Wellness and Accessibility Center (formerly known as: personal counseling, student health services, and services for students with disabilities), visit: <http://brockmentalhealth.ca/>. *Good2Talk* is a service specifically for post-secondary students, available 24/7, 365 days a year, and provides anonymous assistance: <http://www.good2talk.ca/> or call 1-866-925-5454. For information on wellness, coping and resiliency, visit: <http://brockmentalhealth.ca/mental-well-being/>.

**Other Student Services:**

Additional student support services including personal counseling and support for aboriginal students are available through the Student Development Centre. For more information: <http://www.brocku.ca/student-development-centre>.



COURSE SCHEDULE - TOPICS, READINGS & ACTIVITIES			
Week	Date	Topic	Readings, Assignments & Activities
1	Sept 12	<b>Introductions &amp; Course Overview</b> <ul style="list-style-type: none"> <li>Introducing ourselves</li> <li>Syllabus review</li> <li>Terms &amp; Terminology</li> <li>Introducing the topic</li> </ul> <i>Discuss Assignment #1</i>	<ul style="list-style-type: none"> <li>What is Community? (Bartle)</li> <li>Review syllabus, discuss course requirements, address any questions/concerns/confusion</li> </ul>
2	Sept 19	<b>Assessing &amp; Planning for a Healthy Community</b> <ul style="list-style-type: none"> <li>Key elements of healthy communities</li> <li>The social determinants of health and healthy communities</li> <li>Community Needs Assessments</li> </ul>	<ul style="list-style-type: none"> <li>Zagreb Declaration for Healthy Cities (WHO)</li> <li>Community Toolbox - Ch. 3 Sec. 1, 7 &amp; 8</li> <li>Asset Based Community Development Institute - Website Review - <i>What is ABCD and how do you do it?</i> <a href="http://www.abcdinstitute.org">www.abcdinstitute.org</a></li> </ul> <p style="text-align: center;"><b>Assignment #1 Due</b></p>
3	Sept 26	<b>Age-friendly Communities</b> <ul style="list-style-type: none"> <li>Age-friendly Cities - a model for developing healthy communities</li> <li>Age-friendly New York City - A case study</li> </ul> <i>Introduce Assignment #2</i>	<ul style="list-style-type: none"> <li>Heat Wave - Prologue</li> <li>Through an Age-Friendly Lens: Planning for an Inclusive and Economically Vibrant Niagara - Event Recording (Gardner)</li> <li>Global Age Friendly Cities: A Guide (World Health Organization) (p.1-6)</li> <li>Neighbourhood design and active ageing (Michael, Green &amp; Farquhar)</li> </ul>
4	Oct 3	<b>Research Preparation &amp; ARC GIS Workshop (in lab)</b> <ul style="list-style-type: none"> <li>Hands-on ARC GIS lab workshop (Location: Library Classroom A)</li> <li>Preparing for field work: interviews; ethics, consent; equipment &amp; procedures</li> </ul>	<ul style="list-style-type: none"> <li>Heat Wave - Introduction</li> <li>Peter Block &amp; John McNight - Abundant Community - Website Review - <i>What is an 'abundant community' and how do you create one?</i> <a href="http://www.abundantcommunity.com">www.abundantcommunity.com</a></li> <li>Read/carefully review ethics application and supporting documents (Sakai)</li> <li><b>Complete ArcMap Part 1 Tutorial</b></li> </ul>
<b>Reading Week - Oct 10-13 (no classes)</b>			
5	Oct 17	<b>Healthy Community Fieldwork Workshop</b> <ul style="list-style-type: none"> <li>In class simulation activity</li> <li>Practical strategies and tools</li> </ul> <i>Introduce Assignment #3</i>	<ul style="list-style-type: none"> <li>Heat Wave - Ch. 1</li> <li>Aging, ageism and Intergenerational Projects - Brock Radio <a href="http://www.cfbu.ca/aud/IM-2013-10-30.mp3">www.cfbu.ca/aud/IM-2013-10-30.mp3</a></li> <li>Come Take a Walk With Me (Carpiano)</li> </ul> <p style="text-align: center;"><b>ARC GIS Map Part A Due</b></p>

6	Oct 24	<p><b>The Environment &amp; Healthy Communities</b></p> <ul style="list-style-type: none"> <li>• Designing Healthy Cities</li> <li>• The social &amp; physical/built environment</li> <li>• Why place matters</li> </ul> <p>Video: <i>Place Matters</i> - Unnatural Causes Episode</p>	<ul style="list-style-type: none"> <li>• Heat Wave - Ch. 2</li> <li>• Natural neighborhood networks – Important social networks in the lives of older adults aging in place. (Gardner)</li> <li>• Subjective and objective neighborhood characteristics and adult health. (Weden)</li> <li>• The importance of neighborhood social cohesion and social capital for the well-being of older adults in the community. (Cramm)</li> </ul> <p><b>Assignment #3 (1st Assessment) Due</b></p>
7	Oct 31	<p><b>Action: Strategies to Promote Healthy Communities</b></p> <ul style="list-style-type: none"> <li>• Community Engagement</li> <li>• Social Action / Coalition Building</li> <li>• Social Marketing</li> <li>• Place Making</li> </ul>	<ul style="list-style-type: none"> <li>• Heat Wave Ch. 3</li> <li>• <i>Community Toolbox</i> - Chapter 5 Sec. 1, 4</li> <li>• Project for Public Spaces - Website Review - <i>What is the PPS and what do they do?</i> <a href="https://www.pps.org">https://www.pps.org</a></li> </ul>
8	Nov 7	<p><b>Evaluating Healthy Communities</b></p> <ul style="list-style-type: none"> <li>• Measurement indicators</li> <li>• Evaluation tools</li> </ul> <p><i>Guest Speaker: Bonnie Tompkins - Palliative Care &amp; Healthy Communities</i></p> <p><i>Exam Preparation</i></p>	<ul style="list-style-type: none"> <li>• Heat Wave - Conclusion</li> <li>• Logic Models (McLaughlin &amp; Jordan)</li> <li>• Ontario Healthy Communities Coalition - Review Website - <a href="http://www.ohcc-ccso.ca">http://www.ohcc-ccso.ca</a></li> <li>• PPS - What makes a successful place?</li> <li>• <i>Prepare questions for term exam review</i></li> </ul> <p><b>* All interviews should be complete</b></p>
9	Nov 14	<b>Term Exam (in-class)</b>	
10	Nov 21	<p><b>ARC GIS Data Mapping</b> (Location: Library Classroom A)</p>	<ul style="list-style-type: none"> <li>• Heat Wave - Epilogue</li> <li>• Bring data for mapping</li> </ul> <p style="text-align: center;"><b>Assignment #2 - Data Analysis Interview Summaries Due</b></p>
11	Nov 28	<p><b>Course Wrap Up &amp; Community Forum Preparation</b></p> <p><i>Putting it all together</i></p> <p><i>Discuss / Share Reflection Journals (Videos)</i></p> <p><b>ARC GIS Map Part B Due</b></p>	
12	Dec 5	<b>Community Forum - (*Mandatory Attendance)</b>	
<b>Assignment # 3 - Final Assessment - due Friday December 8</b>			