

UNIVERSITY OF WISCONSIN OSHKOSH
BUS-__329_ Creating Healthy, Sustainable Communities
Spring 2012

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COURSE DESCRIPTION: This course provides an opportunity to learn how healthy people, healthy communities and health-promoting environments all intersect at the bottom line. The course will explore business practices that foster employee, community and environmental health. In addition to discussing community-based programming trends and initiatives, the course will also focus on community needs assessment processes, community-based participatory research and enhancing collective efficacy. We will discuss major social issues and how they impact healthy, sustainable communities. We will explore the use of social media in creating healthy, sustainable communities. This is a hands-on course in which you will be required to do much introspection, reading, and group discussion. Subject matter experts will be invited to participate in class sessions. You will also be part of a team working with business leaders on a healthy, sustainable community project. Consequently, class meetings will not always be in the traditional sense. The D2L course site will keep you abreast of course events, assignments and discussions.

COURSE OBJECTIVES: At the end of this course, you should be able to:

- Explain the relationship between triple bottom line strategies and creating healthy, sustainable communities.
- Describe the implications of policy decisions on the health status of various types of communities.
- Describe the benefits of collective efficacy when integrating Health, Safety, Sustainability and Stewardship strategic planning and initiatives which are targeted at all levels: organizational, individual worker and community.
- Describe ways to leverage social cohesion within the community to foster healthy, sustainable lifestyles.
- Describe methods used to change the company and community conversations utilizing community-based participatory research.
- Design strategies to use social marketing tools to foster group connections which support healthy, sustainable lifestyle behaviors that extend beyond the school and work setting to the home and community.

COURSE FORMAT: The course will include various pedagogical methods to illustrate significant points. You are expected to utilize the library and on-line resources extensively for your research.

TEXTS: Transformative Healthcare-Nurturing Healing Connections, Margie Weiss PhD

Recommended Reading:

What Works? Policies & Programs to Improve Wisconsin's Health, UW School of Medicine and Public Health
 Green to Gold, D. Esty & A. Winston
 In Defense of Food, Michael Pollan
 Simple Prosperity, David Wann
 Am. J. of Health Promotion

COURSE GRADING:

Grades will be assessed using a variety of methods. As with any course, your level of participation both in class and online is critical to your successful understanding and completion of the course. In addition, there will be two papers that require significant research on contemporary issues and global corporations. Both of these papers will require that you utilize web based search engines, and university library resources. The exams are designed to assess student mastery of the reading material and topical discussions. Scoring is as follows:

Policy/Program Paper	200
Seminar Leadership	100
Project	100
Exams (2)	100
Total	500 Points

COURSE GRADES: Grade Percent		Points
A	94%	≥470
A-	90	450
B+	88	440
B	82	410
B-	80	400
C+	78	390
C	72	360
C-	70	350
D	60	300
F	<60	<300

Policy/Program Analysis

Creating Healthy, Sustainable Communities Paper

The purpose of this activity is to assist students in identifying an issue that has an impact on healthy, sustainable communities (Examples: developing walking trails, urban planning, restaurant food labeling, business-based health programs, no smoking rules, etc).

1. **Issue identification**
Clearly identify a problem that affects community health and sustainability. Specify the problem causes, current and future effects on the health of the community. Identify who first identified the issue and those who are interested now.
2. **Background**
Explore the social, economic, ethical, legal, and political factors that surround the issue.
3. **Policy Issue Statement**
Usually an interrogative statement that recognizes the underlying problem, the conflicting values involved and seek to identify potential options.
4. **Stakeholders**
Identify anyone who may have a stake in the outcome of any policy debate or program implementation.
5. **Policy/Program goals and objectives**
State a policy or program goal and objectives. Make sure the options can effectively address the problem.
6. **Alternatives**
State policy/program alternatives/options and the results the alternatives would produce. Examine all the possible alternatives including the 'do nothing' option.
7. **Evaluation Criteria**
Criteria must be measurable and reflect the policy or program's potential to achieve the goals and objectives. Examine in terms of quality, feasibility (administrative and political) cost. There may be others.
8. **Analysis of Alternatives**
Analyze each alternative on the criteria identified. Include both positive and negative potential.
9. **Comparison of alternatives**
Summarize analysis findings according to strengths and weaknesses
10. **Recommended policy/program/initiative**
Analyze the summary for the most effective or feasible policy.

SEMINAR DISCUSSION LEADERSHIP

The Seminar Discussion Leader(s) is (are) responsible for facilitating a scholarly discussion on current and emerging issues affecting healthy, sustainable communities. The role of the seminar discussion leader(s) is to:

1. Identify objectives
2. Prepare a list of additional relevant readings for participants.
3. Guide the discussion with questions that require critical thinking and reflection.
4. Maintain group focus.
5. Serve as content expert.

The participants are responsible to be prepared for the seminar discussion through required and assigned readings, appropriate relevant literature, sharing insights from readings and personal experiences.

Leaders - 1 to 3 students

Time - 30-60 minute discussion encompassing topics identified in the weekly class schedule

The seminar discussion will provide students:

1. An overview of selected health care issues and related policies.
2. An opportunity to reflect on personal beliefs and values and challenge alternate perspectives.
3. Uncover knowledge to influence healthy, sustainable lifestyle behaviors, promote research and leadership.

This grade will be determined by your level of participation in the group discussions, and leadership. Be prepared to contribute to your group. Learning is a combination of structured and unstructured experiences. Learning is also closely linked to your progress in communication and interacting—*in other words jump into the discussion in class, participate in any online discussions, bring in material to share, talk to me after class or during office hours, etc.* Your issues facilitation and discussion is part of this grade. This item is my **subjective assessment**. You will need to provide a photo to your profile that will enable me to identify you and learn your name more quickly.

Seminar Discussion Guidelines

The seminar discussion will emphasize the following:

1. **Required Workbook, Recommended Reading and Additional Preparatory Readings**
 - ♦ What are some KEY community health issues? Define/describe them and their implications for community quality of life.
 - ♦ What differing perspectives and rationale are expressed in the current literature?

- What are your beliefs, values or perspectives? How are they the same or different from what you read? What are the underlying assumptions?
- What is the context within which the issues have evolved?

2. Healthy, Sustainable Community Actions (Policies/Initiatives/Business Initiatives)

What community actions might address this issue?

What is the social, political, technological, ethical, economic, and cultural context surrounding existing policy/program development (or the need for) and implementation?

- Who are the key actors/interest groups or other information sources?

3. Research

- What key research questions related to the issue(s) emanate from current literature, health care policy analysis and seminar discussion that warrant further study in nursing?

- What knowledge related to the issue(s) has been generated through research? How has it been applied in practice?

- What role do you believe you leaders should play?

4. So What?

- What are the most important messages or key learning points generated from the readings and seminar discussion on the issue(s)?

- What are the long-term implications of this issue(s) or policy/policy development for healthy, sustainable communities?

Leaders are expected to structure the seminar by incorporating the discussion guidelines (1-4 above), present key points, references and search for knowledge beyond references provided using components of critical thinking. Seminar discussion leaders are also expected to demonstrate effective communication and group discussion leadership skills.

Evaluative Criteria

1. Preparation
2. Content
3. Process and communication and group leadership skills

PROJECT: We will be working with business leaders on a community-based health initiative/assessment. You will select a specific aspect of the project, investigate and report on it to the class.

EXAMS: we will have two exams- each will be in essay format- bring a blue book to write your exam on. Coverage will be inclusive of readings, projects, current events and presentations.

COMMENTS ON COURSE

1. Students are expected to complete reading assignments prior to class and be prepared.
2. Students are expected to attend class, listen, and not speak when the instructor or fellow students are speaking. This is a professional courtesy and must be observed or you will be asked to leave the class.
3. Students involved in cheating and plagiarism will be subject to the maximum penalties permitted in the Student Discipline Code.
4. Per university guidelines up to 25% course contact hours may be delivered online. We will utilize the D2L discussion area during the course of the semester-you will have advance notification if any class is to be delivered in this format.
5. I will be posting materials regularly in D2L. Discussion of these materials will be expected during course sessions.

Business 329 CLASS SCHEDULE

Class	Discussion Topic	Preparatory Activities
Week 1 9/10/2012	Orientation & Overview of Course Integrating the concepts of health and sustainability. Determining economic implications of healthy, sustainable communities	<ul style="list-style-type: none"> ♦ Bring in articles on issues affecting community and environmental health
Week 2 9/17/2012	Utilizing Community-based participatory research for building healthy, sustainable communities Student-led discussion	<ul style="list-style-type: none"> ♦ LIFE Study (SME) ♦ Sustainable Seattle ♦ Milwaukee's "Vital Signs" project ♦ CDC "Vital Signs"
Week 3 9/24/2012	Fostering Self-Efficacy and Collective Efficacy At Work, At School, in the Community Focus on Well City Initiatives Student-led discussion Exam 1	Welcoa Benchmarks (SME)
Week 4 10/1/2012	Fostering economic growth through business-government collaboration Location: TBD	<ul style="list-style-type: none"> ♦ HSNB (Healthy, Sustainable Business Networks) (SME) ♦ TBD-onsite class
Week 5 10/8/2012	Designing Health-enhancing environments Student-led discussion Location: St. Elizabeth Hospital-Appleton (Tentative location)	<ul style="list-style-type: none"> ♦ Evidence-based design/Transformative Natural Design (SME) Affinity Health System St. Elizabeth Hospital-onsite class (Tentative location)
Week 6 10/15/2012	Fostering Best Practices/ Enhancing Communication Skills/Social Marketing Student-led discussion	<ul style="list-style-type: none"> ♦ CDC social marketing resources
Week 7 10/22/2012	Policy/program Paper Presentations Exam 2	<ul style="list-style-type: none"> ♦ Evaluations ♦ Student Summary ♦ Presentation – Policy Issue Paper

Note: We may revise the schedule to take advantage of campus events or guest speakers-the date of their presentation and scheduled topic will be given via D2L.

Business 329 GROUP PROJECT: Students will be working with business leaders to gain a better understanding of community-based healthy, sustainable lifestyle initiatives. Students can work independently or in teams to gain a deeper understanding of community collective efficacy through this project.

Fox Cities LIFE in Motion

PROJECT OVERVIEW

The Fox Cities LIFE Study is conducted every five years to help the community (Outagamie, Calumet, Winnebago counties) identify strengths and challenges. Information about the 2011 Fox Cities LIFE Study is available at www.FoxCitiesLifeStudy.org. In 2011, LIFE Studies were also conducted at the same time in the Green Bay and Oshkosh areas. For more information go to www.lifestudy.info. The Fox Cities LIFE (Leading Indicators for Excellence) Study group is moving to enhance LIFE Study efforts by initiating LIFE in Motion. The project includes a website development component and a research component that includes the development of data sources for key indicators associated with the 2011 Fox Cities LIFE Study and ongoing updating of data. The LIFE in Motion website will be branded to reflect the existing look, etc. of the Fox Cities LIFE Study. The LIFE in Motion website is based on a model originally created in Canada for community foundations, and adapted by other organizations in the United States, most notably, the Chicago Community Trust and the Greater Milwaukee Community Foundation.

Chicago: <http://www.cct.org/impact/vital-signs>

Milwaukee: <http://www.greatermilwaukeefoundation.org/vitalsigns/>

Canada: <http://www.vitalsignscanada.ca/index-e.cfm>

LIFE in Motion educates, informs and encourages community action by providing a road map of indicators measuring community vitality. Goals include: increase awareness of and knowledge about key community issues, spark action on key community issues and strive to “move the needle” on key indicator measurements. LIFE in Motion selected “Fox Cities Healthy, Sustainable Lifestyles: Nutrition, Physical Activity and Obesity Prevention” as the first focus area. Community-based changes in policies and systems, environment and infrastructure, communications and media, and program and service delivery have been targeted as ways to decrease rates of obesity and diabetes in the Fox Cities. Working together through innovative programs like Riverview Gardens, the community is addressing poverty, homelessness, food supply, unemployment, and health and community stewardship. Riverview Gardens preserves and enhances community greenspace and addresses food security issues by employing homeless and unemployed in urban gardens and increasing the food supply of fresh foods for the community.

UWO-Bus 329 PROJECT Expectations

1. Review Chicago, Milwaukee and Canada Vital Signs websites
2. Review LIFE Study results online
3. Investigate and report on activities related to the LIFE in Motion Focus: Healthy, Sustainable Fox Cities: Nutrition, Physical Activity and Obesity Prevention. Students are encouraged to meet/speak with/interview people responsible for community initiatives.

4. Examples of Community Initiatives that might be investigated and reported upon include:

- Riverview Gardens Project
- Outagamie County FAN
- Healthcare organization community programs preventing obesity
- School-based programs focused on Nutrition, Physical Activity and Obesity Prevention, such as "Education for Healthy Kids"
- Work-based initiatives, such as Well City Fox Cities
- Community Gardens