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| C:\Users\bjaco\AppData\Local\Microsoft\Windows\INetCache\Content.Word\SLS-Teaching-Toolkit-Logo_Stacked-Initials.jpg | An Introduction to Community Health |
| **Discipline:** All | **Type:** Reading Assignment; Take-home assignment; Lecture; In-Class Activity; Discussion | **Time Commitment:**1-2 hrs | **Category:** Using Data; Equity, Justice & Sustainability; Community Health |
| **Big Ideas:**[Social and Environmental Determinants of Health](https://serve-learn-sustain.gatech.edu/teaching-toolkit?field_testing_tid=All&field_tool_type_tid=All&field_time_commitment_tid=All&field_big_idea_tid=123);[Voice & Agency](https://serve-learn-sustain.gatech.edu/teaching-toolkit?field_testing_tid=All&field_tool_type_tid=All&field_time_commitment_tid=All&field_big_idea_tid=129); [Systems Thinking](https://serve-learn-sustain.gatech.edu/teaching-toolkit?field_testing_tid=All&field_tool_type_tid=All&field_time_commitment_tid=All&field_big_idea_tid=126);[Inequality, Poverty and Sustainable Development](https://serve-learn-sustain.gatech.edu/teaching-toolkit?field_testing_tid=All&field_tool_type_tid=All&field_time_commitment_tid=All&field_big_idea_tid=117) |
| **OVERVIEW:**Community health is the state of wellbeing of a group of individuals who share common attitudes, beliefs, interests, histories, and/or goals. Use this tool to explore what it means to optimize the health and quality of life of community members in a socially just and holistic way. Students will learn the many factors that contribute to the health of individuals and communities, as well as the people and resources that influence the health of a community. The discussion questions will aid students in breaking down the complexities of community health, as well as understanding their role in contributing to potential solutions.This tool was contributed by Usha Nair-Reichert, Stephanie Jackson, Sarah Melgen, Kate Whitney, Kevin Lanza, and Bethany Jacobs |
| **INSTRUCTIONS:**This tool has three parts. The first is a reading assignment, followed by a slide lecture, and an in-class discussion. See below for detailed instructions. |
| **SLS STUDENT LEARNING OUTCOMES & ASSESSMENT:**The Serve-Learn-Sustain toolkit teaching tools are designed to help students achieve not only SLS student learning outcomes (SLOs), but the unique learning outcomes for your own courses. Reflection, concept maps, rubrics, and other assessment methods are shown to improve student learning. For resources on how to assess your students’ work, please review our[Assessment Tools](https://serve-learn-sustain.gatech.edu/teaching-toolkit?field_testing_tid=174&field_tool_type_tid=All&field_time_commitment_tid=All&field_big_idea_tid=All). **This tool achieves SLOs 1 and 3. See the end of this tool for further details.** |

**Want Help?**

Serve-Learn-Sustain is the contact for this tool. You can reach us at serve-learn-sustain@gatech.edu

An Introduction to Community Health

**Instructions**

1. Before class, ask students to read

[“Shifting Access to Food: Food Deserts in Atlanta, 1980-2010”](https://serve-learn-sustain.gatech.edu/sites/default/files/documents/Toolkit-Docs/ross_and_winders-shifting_access_to_food.pdf) by Gloria Ross and Bill Winders

[“Helping Our Own: Addressing Food Insecurity at the Georgia Institute of Technology](http://grandchallenges.gatech.edu/sites/default/files/pdf_project/food_insecurity_at_georgia_tech_white_paper.pdf)” by Parth Viswanathan, Suraj Sehgal, Jiali Zhao, and Tanvi Suresh

1. In class, deliver the slide lecture, titled [“An Introduction to Community Health.”](https://serve-learn-sustain.gatech.edu/sites/default/files/documents/Toolkit-Docs/an_intro_to_community_health_tool.pptx) Distribute the [Community Health Models Handout](https://serve-learn-sustain.gatech.edu/sites/default/files/documents/Toolkit-Docs/community_health_models_handout.docx) for students to refer to during the lecture. Follow this by watching the trailer for the documentary series, titled “[Unnatural Causes](https://www.youtube.com/watch?v=uE7v5cHlHDQ&list=PLEF0280B25D0841C4).”
2. Prompt discussion – either individually or in teams – using the discussion questions below. Prioritize questions based on the learning needs of your class.

**Discussion Questions**

1. What are some external factors that can influence health?
2. What can we do to combat these external factors on a community level?
3. Refer back to the Community Health Model and describe where and how food insecurity in Atlanta fits into the model. Note the complexities and relationships between each branch of the model.
4. What members of the Atlanta community are most at risk of food insecurity and why?
5. As a member of the Atlanta community, how can you become involved in the effort to decrease the risk of food insecurity?
6. Had you heard of Klem’s Kitchen before? If yes, were you clear on who qualifies for access to this resource?
7. Of the four major recommendations for making Georgia Tech’s campus more accessible to food insecure students, which do you think is of highest priority? Can you think of other recommendations that were not listed?

**Resources for Further Reading**

Burns, Rebecca. "[Stranded in Atlanta’s Food Deserts](http://www.atlantamagazine.com/great-reads/stranded-in-atlantas-food-deserts/)." [*Atlanta Magazine*, 2014.](http://www.atlantamagazine.com/great-reads/stranded-in-atlantas-food-deserts/)

Hossfeld, Leslie H., E. Brooke Kelly, and Julia Ferrara Waity, eds. Food and Poverty: Food Insecurity and Food Sovereignty Among America's Poor. Vanderbilt University Press, 2018.

Project Urban Renewable Energy. "[The Pure Approach: What Is Environmental Justice? #Actonclimate](https://www.youtube.com/watch?time_continue=179&v=cCFJI4A5UsQ)." YouTube, 2014.

Walker, Renee E., Christopher R. Keane, and Jessica G. Burke. "Disparities and access to healthy food in the United States: A review of food deserts literature." Health & place 16, no. 5 (2010): 876-884.

Wright, James D., Amy M. Donley, Marie C. Gualtieri, and Sara M. Strickhouser. "Food Deserts: What is the Problem? What is the Solution?." Society 53, no. 2 (2016): 171-181.

SLS Student Learning Outcomes

1. Identify relationships among ecological, social, and economic systems.
2. Demonstrate skills needed to work effectively in different types of communities.
3. Evaluate how decisions impact the sustainability of communities.
4. Describe how to use their discipline to make communities more sustainable.\*

\* *Note:* SLO 4 is intended to be used by upper division, project-based courses such as Capstone.