Serve-Learn-Sustain
Georgia Institute of Technology

Development of a "Global at Home" Scientific Foundations of Health Course

SLS Teaching Fellows Project
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Contents

Development of a "Global at Home" Scientific Foundations of Health Course

Description

The purpose of this project was to develop a new APPH 1040, *Scientific Foundations of Health,* course section to be taught in the Global at Home Program as part of the First Year Study Abroad (FYSA) Program. The course which will launch in the summer of 2022, will examine the intersection of two Sustainable Development Goals (SDG's): SDG 3 *Good Health and Well-Being* and SDG 11 *Sustainable Cities and Communities* (more specifically SDG 11.4--*Strengthen efforts to protect and safeguard the world's cultural and natural heritage*).

Cultural heritage relates to human dignity and respect. It is an integral part of sustainable development (a people-centered approach that is inclusive, incorporating individual values, beliefs, knowledge and traditions). If we are to improve health & wellness on a global level, we must consider both history and the impact that preservation, or non-preservation, of heritage will have on social learning, life enrichment, behavioral change, etc.

As part of the course development, a central focus was to develop a project that would challenge students to think about:

1) how the past influences decision-making related to health and wellness

2) how history and heritage can be leveraged to increase change and improve the health of societies

3) the importance of establishing cultural competence in order to develop effective health behavior change solutions within communities

Potential Uses

The syllabus and project development process for this class can serve as an example of how SDG's can be incorporated in a way that expands and enriches current course content. It allows students to see the interconnectedness of the SDG's. For examples in this course, it emphasizes the broader non-medical aspects that can have a profound impact on public health and personal well-being

Background

Global at Home Program (https://global.gatech.edu/)
International Initiative to Increase Global Learning/Engagement

Students

FYSA Students (https://firstyearabroad.gatech.edu)

Two Cohorts– GT Tech Loraine and Oxford

Approximately 70 students

Courses

Enrolled in GT 1000 and APPH 1040

3-week program running from July 14 to Aug 3

Taught in Study Abroad Format

    Classroom

    Off- Campus Field Trips (Civil Rights Bike Tour, Museums, European Cooking Class)

    Campus Trips (Kendeda Building)

    Emphasis on Experiential Learning Activities (observation, reflection, etc.)

    Teamwork for Leadership and Social Skill-Building

Steps Involved in Development

I. Collaborate with other course instructors from GT1000 and define overarching program learning objectives.

In this example:

Students will gain knowledge and skills to work effectively both individually and collaboratively in global settings with diverse cultures.

Students will develop intellectual and emotional commitment to engage in behaviors that promote supportive environments, inclusivity, resilience and social justice.

Students will connect individual and community actions with consequences and learn to make choices that can create better outcomes and experiences.

II. Ensure course objectives align with program objectives and determine ways in which SDG's can be incorporated into framework.

    A. Think about how your course objectives relate to program objectives

Behavior

Culture, inclusivity and supportive environments

Actions ⟶ Consequences

Also, underlying themes—Sustainability!

    B. Think about topic (relevant concepts, important relationships, etc.)

How does cultural history and heritage relate to well-being?

- **Life satisfaction**
- **Our values and beliefs**
- **The activities we engage in**
- **How we interact with others**

B. Make Connections and Determine how these SDG's can be Incorporated into the Course Objectives. Identify Specific Outcomes

APPH 1040 Global at Home Course Learning Objectives:

Describe ways in which inclusive and sustainable cities and societies can play a role in developing resilience, health and wellbeing.

Explain how behavior and behavior change strategies are shaped by both history and the current socio-cultural environment.

Provide examples in which access to safe, inclusive and accessible, green and public spaces positively impacts public health.

Compare and advance ways in which cultural heritage can be used creatively to support well-being at various life stages.

Develop an action plan for leveraging an aspect of cultural heritage to improve public health.

Specific Outcome Measure Example

We will use the last objective as an example for the remainder of the document

Incorporating the SDG's

I. Identify Necessary Concepts

Using last objective as an example:

End Goal—Developing an Action Plan Leveraging Heritage in a way that Improves Well-Being

Knowledge Required:

Conceptual: Health Equity, Social Determinants of Health, Tangible/Intangible Heritage, etc.

Goals and Targets of Relevant SDG's

Understanding of Interrelationships and Complexity

Identification and Engagement of Stakeholders

Action Plan Framework— Overview and Practice Using Rich Examples

II. Develop Activities to Build in Concepts and Embed Relationships
A. There are a variety to choose from depending on goal including:

- Small Group Discussion
- Data Exploration and Interpretation
- Case study
- Reflection
- Team Brainstorming and Problem Solving

B. Can be Collaborative or Individual—Variety to increase self-accountability and foster team skill-building

C. Should challenge students to develop new perspectives

Example 1

Provide Brief Intro to Concepts of Health Equity and Managing Needs. Infuse Culture into Activity.

Activity (in teams)—Complete the following:

Identify a health issue related to a dimension of wellness we have discussed in class.

What disparities are related to this issue?

Think of an individual or community that experiences this disparity.
What aspects of culture increase these disparities?
What aspects of culture reduce these disparities?

What steps could be taken to build a shared vision for advancing health equity?

What would a culture of inclusion look like if barriers were removed?

Following completion, class will share and discuss

Example 2

Introduce Targets and Indicators of SDG (in this case, SDG3).

Activity (in teams)—Complete the following:

Choose a target related to this SDG that you want to explore.

Go to https://sdg-tracker.org/

Choose SDG 3 in the image

Scroll down until you find your team's chosen target.

Describe the available data related to this target. What trends do you see? (*Note: The data maps are interactive, allowing you to look at overall data and individual data by country or region*)

Do you think we are on target to reach the goal in a global context? Why or why not?

Select a particular country or region on the map. Based on the data, do you think we are on target to reach the goal in a more local context? Why or why not?

What non-medical factors could be influencing progress towards these targets (both globally and regionally)?

What other SDG's might interact/influence your chosen target?

Following completion, class will share and discuss

Example 3

Linking SDG 3 (Good Health and Well-Being) and SDG 11.4 (Strengthen efforts to protect and safeguard the world's cultural and natural heritage)

Note: In advance, students are asked to individually read a series of brief case studies, starting with the Tomb of Ali Mardan Khan at https://www.getty.edu/publications/heritagemanagement/part-two/12/

Introduce Concepts Related to 11.4

Discuss Cultural Heritage, including

- Tangible Heritage
- Intangible Heritage
- Heritage of Built Environment, Natural Environment and Artifacts

Activity (individual)—Complete the Following

Choose your favorite holiday—make a list of the traditions observed related to this holiday. Why are they important to you? How does this relate to your culture?

Now choose your favorite music—What aspects of this music relate to your culture?

Following completion, class will share and discuss. Then introduce "Playing for Change." https://www.playingforchange.com/

Play one of the songs and discuss the purpose of this movement. How can music support change and bring people together for common good.

Activity (in teams)—Complete the following:

In class following reading. Choose one of the case studies and discuss the following:

What examples of tangible and intangible aspects of heritage are apparent in the case study? How are the two aspects linked to each other?

How does this heritage relate to contemporary times and the health of communities?

What are the challenges and potential benefits of preserving this heritage related to urban development and well-being?

Following completion, class will share and discuss

Example 4

Linking Concepts of Health, Culture and Behavior Change-- Awareness of broader non-medical contexts that influence health, including cultural heritage.

Introduce Social Determinants of Health

Apply Concepts Using Real-World Examples

For example, COVID

The ongoing global COVID-19 pandemic has brought many challenges. We have seen resistance to public health guidelines, confusion over appropriate steps and disparities related to political, economic and socio-cultural differences.

Activity

List five ways in which the SODH have affected COVID outcome.

What cultural aspects have positively influenced these determinants of health?

What cultural aspects have negatively influenced these determinants of health?

Next, think about how heritage can be leveraged in the fight against COVID. Take a look at the following images and answer the question. How is this artwork leveraging cultural heritage to positively influence individuals to follow public health guidelines?

CDC Partnership: Engaging Arts and Culture for Vaccine Confidence

III. Develop activities to allow students to obtain practice with specific outcome measures.

Using last objective as an example:

End Goal—Developing an Action Plan Leveraging Heritage in a way that Improves Well-Being

Example
Introduce and Discuss National Academy of Medicine Framework

Provide Model Guide as a Tool

https://nam.edu/wp-content/uploads/2020/03/EIC-seven-step-guide-final.pdf

Team Assignment—Mapping (*Note: Complete initial example in class so that groups know the process and what is expected. Then have them complete the rest as homework for discussion the following class day*).

Provide example of good action plan related to your domain. For FYSA students a European Example was Chosen

Action Plan for Stroke in Europe 2018–2030

https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6571507/

Choose one of the stroke domains addressed in the article. Using the information provided in the article and the model guide above, map the steps to achieve the 2030 targets to the National Academy of Medicine framework.

IV. Evaluation of Course Learning Objectives Through Key "Capstone" Assignments

A. The type of assignment will vary. Determine purpose and criteria.

In this example, the format was described within the objective itself—Developing an Action Plan. It allows students to assess the current status of a health issue, define vision and goals, outline steps to achieve goals and identify concrete ways of measuring progress. The plan must address sustainability and cultural aspects related to the topic.

B. In general, the assignment chosen should

- Be closely aligned with learning objectives
- Provide clear description of purpose and task
- Provide understanding of the importance of knowledge and skills obtained
- Require integration of concepts and application of critical thinking skills
- Incorporate flexibility for students to be creative and make choices
- Model best practices
- Have clear criteria for evaluating plan performance

C. Format of assignment should consider goals and level of student

The focus for the final project in this course is on the application of team assessment skills and creative problem solving to develop viable solutions. Solutions should be sustainable, considering both medical and non-medical aspects. The infusion of cultural heritage into the project as a requirement challenges student teams to think about traditions, values and expectations, thereby looking at health issues through a different lens.

C. Decide on amount of direction to provide and the flexibility to make choices

Steps in this case are well-outlined based on framework. However, the health issue and development of solution is more open ended and will be discussed between individual teams and the instructor as needed to ensure appropriate scope.

Example—Community Action Plan

<u>Purpose:</u> To address a health issue by constructing a timeline of goal-oriented actions leading to positive well-being. These goals and actions will strongly link behavior change with community culture, social determinants of health and heritage/heritage preservation.

<u>Learning Objectives:</u>

Apply problem solving and critical thinking skills to select an important health problem and develop an ordered process to implement a viable health solution in a community

Produce strategies for solutions that
> 1) carefully consider the complexity of health issues and the wide array of behavioral influences, including underlying mechanisms
> 2) incorporate cultural perspectives and heritage to strengthen outcome
> 3) leverage resources in innovative ways to create new opportunities for well-being

Create a plan for monitoring progress towards goals

Identify and implement elements of sustainability to improve success

<u>Skills Developed:</u>

Ability to assess needs and knowledge gaps

Cultural competency

Formulating and evaluating innovative solutions using multiple perspectives

Assessing community needs/resources and leveraging use of available resources

Identifying and creating onboarding strategies for relevant stakeholders

Improvement of leadership, interpersonal and social skills

<u>Project Description and Outline:</u>

A community health action plan outlines the vision and process that needs to occur in order to improve an aspect of health. The plan provides a detailed roadmap outlining what needs to occur, how it will occur, who will be involved and the timeline for completion of steps in order to achieve target goals. Actions should be unique, clear and have a perceived feasible impact on the chosen community.

Within your action plan, you should include elements of planning that closely align with your overarching goals. These elements help shape your plan to ensure success. Your proposed plan should include the following:

I.   Background and Mission
   a. Define the issue—What is the problem you want to address and under what circumstances does it occur?
   b. Define the community—Who is impacted? Who are you targeting for change?
   c. Define the culture—What aspects of culture are important to include in your action plan. What are the core values that need to be considered? What relevance does cultural heritage play and how?
   d. What research is available on this issue (you may want to pay particular attention to research that deals with strategies for change)

II.   Define the vision
       a. What is the ideal? Define "The Dream" for the future
       b. If this problem were solved, how would this change the community?

III.   Create overall objectives for your vision: Objectives can be related to
       a. The process of implementation
       b. The desired behavior or cultural change
       c. Community outcomes

IV.   Develop the Action Plan. The action plan should include
       a. Statement of Goals—Based on the overall objectives, what do you want to accomplish? Create SMART Goals. SMART goals are specific, measurable, actionable, realistic and time sensitive
       b. Consider the actionable items that will address your goals. Break each down into steps/tasks/procedures that need to occur.
       c. Identify the Resources needed. What resources are already available (get creative and think about what they community has that you can use)? What resources will you need to obtain?
       d. What is the timeline for achievement of the goals? Assign realistic times to accomplish each task.
       e. Who are the primary stakeholders? What support do you need for your plan and how will you build consensus? Consider the expectations of each and how they will be met. Include steps for onboarding and timeline within your plan.
       f. Measurement. How will progress towards your goals be measured?

V.   Obstacles: What obstacles might you face when implementing your plan and what countermeasures can be used to overcome them?

VI.   Outcome: How will the community culture be changed as this process is occurring?

VII.   Sustainability: To achieve your vision, the change you are suggesting must be sustainable. How is this built into your plan?

Format:
The presentation format of your final action plan project will be a poster which will be displayed/presented to other teams in the course and members of the GT community. Multimedia examples can also be included as well as technical handouts (to conserve space on the poster). However, please discuss with the instructor in advance. Poster size should be no larger than 48" X 36". Trifolds will be provided upon request.

Additional Resources:

Information/guidelines for poster creation as well as poster templates can be found at
www.undergradresearch.gatech.edu/presentation-tips

The library poster printing services can be found at
https://www.library.gatech.edu/media-scholarship-commons

Rubric for Action Plan Poster Evaluation

	1	2	3	4	Score
Mission and Vision	Mission and vision are unclear, difficult to understand, lacking elements of change and core cultural values	Mission and vision are somewhat clear & understandable. Some elements of change and core cultural values are present	Mission and vision are primarily clear & understandable. Most elements of change and core cultural values are present	Mission and vision are clear, easy to understand, creating image for change and core cultural values to be achieved	
Goals	Goals are not SMART format and lack alignment with mission and vision	Some goals are SMART format and appropriately aligned with mission and vision	Most goals are SMART format and appropriately aligned with mission and vision	Goals are SMART format and appropriately aligned with mission and vision	
Sequence of Steps and Timeline	Sequence of steps is not logical. Timeline for completion is unrealistic.	Some steps and timeline segments are appropriate. Others need significant adjustments.	The majority of steps and timeline are appropriate. Some need minor adjustments.	Plan shows logical sequence of steps and realistic timeline for completion.	
Feasibility/ Appropriateness of Solution	Proposed solution isn't feasible, ethical, or culturally appropriate. It isn't likely to accomplish goals.	Proposed solution lacks feasibility and may not be ethical, or culturally appropriate. It is unclear if it will accomplish goals.	Proposed solution is somewhat feasible, ethical, and culturally appropriate. It may succeed in accomplishing goals.	Proposed solution is feasible, ethical, and culturally appropriate. It is likely to succeed in accomplishing goals.	
Pictures/ Graphics	Pictures/graphics seem unrelated and distract from message	Some pictures/ graphics relate to content. Others distract from message	Pictures/graphics relate to content but not all reinforce message	All pictures/ graphics reinforce content and message	
Clarity and Organization	Organization is unclear, ineffective and hard to interpret.	Material lacks organization. Major improvements needed to improve clarity and effectiveness.	Most material is well organized, effective and interpretable. Minor improvements needed.	Well organized, effective presentation that is easy to read and interpret.	
Questions	Team cannot answer questions about project	Team only answers basic questions without sufficient detail	Team answers some, but not all, questions clearly w/ sufficient detail	Team answers all questions clearly w/ sufficient detail	

Additional Resources

Center for Teaching and Learning

  https://www.ctl.gatech.edu/resources

Council on International Educational Exchange (CIEE) conferences

  https://www.ciee.org/

Barthel-Bouchier, Diane (2016) Cultural Heritage and the Challenge of Sustainability. Walnut Hill: Left
  Coast Press.

Culture at the Heart of the SDG's

  https://en.unesco.org/courier/april-june-2017/culture-heart-sdgs

Serve-Learn-Sustain Resources

  Teaching Toolkits

  https://serve-learn-sustain.gatech.edu/teaching-toolkit

  UN Sustainable Development Goals

  https://serve-learn-sustain.gatech.edu/sls-resource-list-un-sustainable-development-goals

  Education for Sustainable Development

  https://serve-learn-sustain.gatech.edu/sls-resource-list-education-sustainable-development

  Case Studies

  https://serve-learn-sustain.gatech.edu/teaching-localglobal-sdg-connections-through-case-studies

Transparency in Learning and Teaching-- TILT

  https://dli.kennesaw.edu/resources/pedagogyforonlineteaching/tilt.php

Appendix A—Course Syllabus

Instructor:	Teresa Snow, PhD
E-mail:	teresa.snow@ap.gatech.edu
Phone:	404-894-0636
Office:	Main Office--Room 1362 at School of Biological Sciences, 555 14th Street NW
	Campus Office--Room 301 Cherry Emerson
	For class related questions it is best to use Piazza or e-mail me and copy your TA
Canvas	We will use Piazza on Canvas for general asynchronous question/answer. I will also send out announcements and post updates to the Canvas Home page.
Appts.	I'm available to talk via e-mail, virtual or in-person to discuss individual concerns. Please contact me via e-mail or during class to schedule an appt.

Teaching Assistants: TBD

Reading	What the Eyes Don't See: A Story of Crisis, Resistance, and Hope in an American City (2019, Mona Hanna-Attisha)
	Additional Readings will be provided.

Course Description:

This course will examine the interactions between two primary Sustainable Development Goals (SDG's): SDG 3 *Good Health and Well-being* and SDG 11 *Sustainable Cities and Communities*. Particular emphasis will be placed on target 11.4 (Protect the world's cultural and natural heritage) and the impact of history and preservation, or non-preservation, of heritage on social learning, life enrichment, behavioral change and disease/disease prevention. We will investigate how culture influences decision-making related to health and well-being and how history and heritage can be leveraged to increase change and improve the health of societies.

Course Objectives: By the end of this course, students should be able to…

1. Describe ways in which inclusive and sustainable cities and societies can play a role in developing resilience, health and wellbeing.

2. Explain how behavior and behavior change strategies are shaped by both history and the current socio-cultural environment.

3. Provide examples in which access to safe, inclusive and accessible, green and public spaces positively impacts public health.

4. Compare and advance ways in which cultural heritage can be used creatively to support well-being at various life stages.

5. Develop an action plan for leveraging an aspect of cultural heritage to improve public health.

Note: This syllabus is subject to change if COVID conditions warrant. Students are expected to be familiar with and abide by the Institute guidelines, information, and updates related to Covid-19. Find campus operational updates, Frequently Asked Questions, and details on campus surveillance testing and vaccine appointments on the Tech Moving Forward site.   https://health.gatech.edu/tech-moving-forward

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Serve-Learn-Sustain

SLS works with all six colleges to offer students courses and other academic and extra-curricular opportunities that prepare them to work with diverse collaborators - from the community, nonprofit, government, academic, and business sectors - to "create sustainable communities," where humans and nature flourish, now and in the future.

We collaborate with SLS to come to broader understandings of what makes communities healthy and sustainable. More information about SLS can be found at www.serve-learn-sustain.gatech.edu . Visit the website to sign up for the SLS Email List, learn about SLS' signature programs, and find links to Facebook, Instagram and Twitter.

Grading:

You accumulate points in this class based on the *amount and quality* of work you do. A breakdown of the points offered are listed below.

24 pts	**Quizzes—*Two timed online quizzes (13 pts ea.) will be administered online via Canvas***
28 pts	**Team Project (20 pts) and Pre-Project Preparation Assignments (8)**
24 pts	**Reflection (3@ 8 pts each)**
24 pts	**Online Assignments (E.g. AlcoholEdu, Sexual Assault Prevention, Mental Well-being)**
*	**Bonus Pts may be awarded for exceptional reflections and/or projects**

Final Grade Based on Total Pts Accumulated (NOT %):
   F=below 60 pts; D=60-69 pts; C=70-79 pts; B=80-89 pts; A= 90+ pts

QUIZZES: Quizzes will be administered online through canvas. They are not comprehensive (Each quiz covers roughly ½ of the material covered this semester). Quizzes are timed, but you are allowed to use your notes.

Makeups (without penalty) are given in emergencies, but require an excused absence. Notify your instructor of the emergency right away (within 24 hours). If you miss an assignment for other reasons, you may submit it late for a 25% penalty per day.

Keep in mind that you earn your grade; I do not "give" it to you.

Technology:
   Canvas will be used for course notes, readings, assignment uploads and announcements. **Check Canvas often** for updates. P*ay close attention to the main page, announcements and any emails for this class.* They will contain important reminders, due dates, etc.

   Note: Occasionally there are technical problems with any website or learning management system. To avoid stress, please make sure you download course slides and keep a copy as a backup.

Learning Accommodations
   We will gladly make accommodations for students with disabilities. These accommodations must be arranged in advance and in accordance with the Office of Disability Services (https://disabilityservices.gatech.edu). Please contact the course instructor if unsure that your accommodation notification has been received or if you have any questions regarding implementation.

To do well in this class:

- Review schedule prior to class.

- Complete weekly readings/assignments. Can be found under modules or files.

- Reserve time each week to devote to reviewing slides, readings, notes, videos, etc.

- Download and take notes on the reference slides provided by the instructor during each class.

- Interact with students in this class-- share ideas and use each other as resources in addition to your instructor and TA. This will be especially useful as you are deciding on a team project.

- Complete and upload your assignments to canvas in advance of deadlines to avoid unnecessary stress.

- Make connections between this class and what is going on around GT and in the greater Atlanta Community. Seek out resources and interest groups on campus that will be beneficial in keeping you healthy and socially active at GT. We must all work together to maintain a healthy campus.

- Study for quizzes by reviewing the assigned material listed in the schedule prior to the quiz. Make out a one page note sheet of the major concepts and definitions that will help you on the quiz.

- Consider the purpose of the reflections/project and how they present opportunities for skill assessment and development. GT wants to graduate outstanding **global** citizens who can create healthy, sustainable solutions to world problems!

Follow these steps and you should do well in the course and have some fun along the way!!

Other Key Points to Keep in Mind

Sensitive Topics In Class: Some topics discussed in the class may be of sensitive nature and impact individuals in a variety of ways based on current or past experiences. It is important for us all to realize this and to be very respectful of one another. If you have a concern about the nature of a subject or an assignment, please contact the professor ASAP. We can discuss any concerns you have and make alternative arrangements, as needed.

Academic and/or Mental Health Concerns: If, throughout the semester, you (or fellow student) has concerns regarding academic performance and/or mental health, the Dean of Students Office and Counseling Center are available to assist at any point. Please keep these resources in mind if you feel overwhelmed or are struggling with any matters (e.g. transition to GT, relationships with family/friends, financial issues, stress, depression, etc.). Please, don't suffer in silence. If you have questions, I will be happy to help you find the resources you need.

Academic Honor Code:
Students are expected to abide by the **Georgia Tech Honor Code** and avoid any instances of academic misconduct as stated in the code. Refer to www.honor.gatech.edu for the complete honor code text.

Quizzes and Individual Assignments must be your own work—no collaboration (quizzes are open note, but you may not use other individuals as a resource).

I consider the following behaviors violations of the honor code.
      *providing access or learning what is on a quiz from someone who has already taken it
      *using false excuse to delay taking a quiz or completing an assignment
      *plagiarizing (copying material almost word for word from a written source without citation) on an assignment
      *working with others on an assignment when asked for individual work
      *turning in work copied or completed by someone else
      *obtaining paper from internet for-pay sources

Adapted from McCabe, Donald. "Cheating among college and university students: a North American Perspective," International Journal for Educational Integrity, 1.1 (2005).

Please be respectful of each other.
Respect is powerful. It builds feelings of trust, safety, and wellbeing.

We want everyone to be able to talk openly and express who they are—try to keep an open mind. You may disagree, but listen to others point of view and don't discount their ideas and beliefs. Everyone has important contributions to make to this class!

Day	Topic	Assignments
Thurs July 14	Course Introduction Wellness, Culture &Health	
Friday July 15	The Sustainable Development Goals Cultural Heritage & Social Determinants of Health	Online Assignments Due
Mon July 18	Social Determinants of Health Cont. Cultural Heritage and Sustainability	
Tues July 19	Behavior Modification	Pre-Project Assignments Due
Wed July 20	Field Trip	
Thurs July 21	Global Health Concerns	Reflection 1
Friday July 22	Food Insecurity/Global Perspectives on Nutrition	
Mon July 25	Global Perspectives on Disease/Disease Prevention	Quiz 1
Tues July 26	Field Trip	
Wed July 27	Living History and Sustainable Societies	Reflection 2
Thurs July 28	Healthy Communities, Health Equity and Resilience	
Friday July 29	Environmental Influences on Health Kendeda Building Tour	
Mon Aug 1	Flint—Discussion of What the Eyes Don't See	Quiz 2
Tues Aug 2	Field Trip	
Wed Aug 3	Wrap up—Time to complete projects	Reflection 3
Thurs Aug 4	Project Presentations	Project Posters Due

We want you to participate in this class, ask questions, be engaged and have fun in this course!! Doing so, enriches the course.

Use this class to develop the skills you need to lead a happy, healthy, successful life!