HLSC 3P96 – Developing Healthy Communities

INSTRUCTOR
Dr. Paula Gardner

ASSIGNMENTS

- **Assignment #1:** *What developing a healthy community means to me…*
  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*
  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 & Video**
  Students will maintain a reflective journal throughout the semester based on their experience during the Age-friendly 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.

  The final submission is video-format.
  Instructions:
  - Videos should be between 3-5mins (min/max)
  - Videos are visual and auditory formats – use the strengths of the format to your advantage
  - Be thoughtful and selective in your content choices – use the 'best'/'strongest'/most interesting examples and stories

- Consider the 'frame' – where to shoot the video – background/headshot/etc.
- Practice and/or edit your videos
- Ask for assistance – TA, Project Coordinator, other students
- Use the rubric as your guide
- Final version upload to Sakai (individual dropbox folders)

Grading Rubric (Total /25 points):

Content & Organization o Content in all three sections. How this experience has influenced – personal growth; civic engagement (community values; future service; community development); academic enhancement (this course and others/degree) o Examples from various points in the course/project (e.g., aging simulation; interviews; final forum) o Well-organized – flows well, integration of content is smooth and makes sense, appropriate use of text, voice over, composition/frame	**/15**
Depth & Thoughtfulness o Depth and thoughtfulness o Evidence of reflexivity	**/5**
Creativity Interesting/engaging o Used the strength of the format (video) to enhance the content o Uniqueness	**/5**

GRADING CRITERIA

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)