MCD (Masters of Community Development) 5040 01
CRN 10932
Human Development
Fall Term, 2017-2018
Syllabus

Course Information
MCD 5040 01: Introduction to Human Development
Saturday, 8:30 am – 4:30 pm
September 30, October 14, October 28, November 11, December 2
Room 207, Loranger Architecture

Course Identification Number: MCD 5040 01, CRN 10932

Course Prerequisites
Permission of instructor or enrolled in Master of Community Development Program.

Instructor
Instructor: Cheryl C. Munday, Ph.D.
　　　　　　Professor, Psychology Department, College of Liberal Arts and Education
　　　　　　Master of Community Development

Office Hours: Tuesday, 11:30 am- 12:30 p.m.
　　　　　　　　By appointment

Office: Reno Hall, Room 226

Telephone Number: Campus - 313/578-0518
　　　　　　　　　　Off-campus – 313/407-6263

E-mail: mundayc@udmercy.edu

Course Description
This course applies human development principles and methods to define the interaction between the social, natural, and built environments and to study the behavioral and attitudinal reaction of the human inhabitant in terms of mutual and ongoing transactions. The course integrates theory, research, and practice in human ecology and ecofeminism; reviews critical factors affecting people in their environment; and offers a basis to assist community developers in the design and planning of the human environment in terms of social sustainability. Special emphasis will be given to neighborhood and residential environments. Through *intensive* seminar readings and guest lectures, we will discuss human development principles and research to define the interaction between the social, natural, and built environments and to analyze the behavioral and attitudinal reaction of neighborhoods and communities in terms of mutual and ongoing transactions. Our focus this term will be on community health.

Learning Objectives

1. Students will demonstrate awareness of transactional relationships between people and environments in terms of social sustainability, including the search for meaning and social justice.
2. Students will demonstrate knowledge of life cycle development and its economic, social, and environmental design implications, including the physical, cognitive, socioemotional, aesthetic and spiritual needs of diverse age groups.
3. Students will demonstrate an understanding of the role of local and regional institutions on community well-being through real-world examples of interactions between people of all ages in varied community settings, such as homes, schools, and neighborhoods.
4. Students will demonstrate an awareness of the role of public policy, governmental entities, alternative funding sources and community partnerships to meet the health and well-being needs of community members.

Required Readings

Please refer to the Course Schedule for the days and people assigned to each reading. Readings will be posted on Blackboard course site.

Recommended References at UDM library

Barnes, J. (2006). *Children and families in communities: Theory, research, policy and practice.* Hoboken, NJ: Wiley. [HV 713 .C39573 2006]

Calley, N. J. (2011). Inventory of assets. From Ch. 2: Establish the need for programming. *Program development in the 21st century: An evidence based approach to design, implementation and evaluation.* Sage.

Nelson, G., & Prilleltensky, I. (2010). *Community psychology: In pursuit of liberation & well-being.* London, UK: Palgrave Macmillan. [RA 790.55 .N445 2010]

Smedley, B.D., Stith, A. Y., & Nelson, A. R. (Eds.) (2003). *Unequal treatment: Confronting racial and ethnic disparities in health care.* Washington, D.C.: The National Academies Press. [RA 563 .M56 U53 2003]

Recommended Resources (online)

Additional resources will be posted on the Knowledge/Blackboard course site as recommended materials for your reference and further learning.

Course Performance Expectations and Assignments

1. Attendance and Class Participation – 25%

Attendance at class sessions; class preparation; timely submission of assignments; critical discussion of topics and demonstration of professional decorum and support of peers are integral to professional development and are course requirements. Students are expected to complete all required readings by dates assigned.

2. Seminar Discussion – 25%
Each student will be assigned lead responsibility for one (1) reading each class session as assigned. Each student will be responsible for a <u>minimum</u> of four (4) article summaries. In a ten to fifteen (10-15) minute discussion students should summarize the 3 *most* important themes of their assigned article *and* engage the class in a discussion of how the material can be integrated with the specific unit topic and in the general context of human or community development theories and practice. A grading rubric for the article discussions will be available on the Blackboard course site.

3. Research Team Project – 25%
Students will work in teams to conduct a community needs assessment focused on health care programs and services that support healthy communities.

- **Teams will be assigned on Saturday, October, 14, 2017.**
- b. Teams will use multiple methods including observation, informal discussions, interviews, web-based information, demographic data and scholarly literature to complete the assessment. For example, assessment methods may include observation of community residents living, working, and playing, informal discussions with key informants and residents (children, youth, adults), use census tract data of Data Driven Detroit to determine community characteristics and population demographics (i.e., age, sex of population, SES, race/ethnicity). Reference resources will be posted on the course web site under the Community Assessment link.
- c. Teams will inventory community-based health resources as assigned (e.g., education, recreation, child care, parenting, health services, religious organizations, political or governing bodies, police services, neighborhood organizations, citizen networks, cultural arts programs, libraries) and interview community members, (e.g., politicians, administrators, human service providers, teachers, elders, business leaders, parents, and youth).
- d. Teams are expected to provide a 5-10 minute project progress report on October 28 and November 11 and a clear summery of individual task assignments.
- e. Each team will give a one hour oral, collaborative presentation of their human needs assessment in a clear visual format (e.g., PowerPoint presentation).
- **Presentations are scheduled for Saturday, December 2, 2017.**

4. Final Paper – 25%
- Students are required to write a paper discussing the strengths and weaknesses in community health resources identified in your community assessment to identify areas for community development. In other words, individual papers should broadly answer the question:
  - *Given our team community needs assessment, what do I propose to enhance and improve community health through community development?*
- Your papers must integrate and reference assigned literature, seminar readings and course resources. Papers should reflect your application of human development theories and research to the issues in community development identified by your team.
- Paper requirements include ten pages minimum and fifteen pages maximum (including references). Papers must be double-spaced with 12 point font (double-spaced including references) using APA style. Students are encouraged to consult the Writing Center for

any needed assistance with APA style and/or writing guidance. Individual papers must be submitted through SafeAssign on the Knowledge/ Blackboard course site.
- **Papers are due by 11:59 pm on Saturday, December 9, 2017.**

Course Policies
1. Late assignments will be accepted at the discretion of the instructor. If accepted, five points may be deducted for every day an assignment is late
2. Regular attendance and punctuality are expected.
3. Extra credit assignments may be available at my discretion. If available, notification of extra credit assignments will be posted on the course site on Knowledge/Blackboard.
4. Academic services are available from the University Academic Services. Students experiencing difficulty with the course or course material are urged to discuss their concerns with me early in the semester.
5. Students are advised to be familiar with the university's policy on academic integrity and plagiarism. Evidence of plagiarism or violations of academic integrity may negatively impact your success in the course, e.g. failing grade on the assignment, course failure.
6. Students are expected to be fully present and attentive during class which includes turning off cell phones and other communication devices. All participants are expected to demonstrate high standards of professional, ethical and collegial behavior.
7. Given the nature of the course objectives and course design, incomplete grades will not be considered without written evidence of significant extenuating circumstances, e.g. medical, legal.

Black Board Web Site
All class material will be posted on the class web site. PowerPoint lectures will be posted on the class web site before or within a day of the lecture being given. The same site will post notices from the instructor including possible changes in lecture schedules and reading assignments. The site should be checked a minimum of weekly for information. Access to the site will be found at http://knowledge.udmercy.edu. Your user ID and password should be the same as the ones you are using to log into Titan Connect. If you have any problems accessing the Blackboard class site, please contact the "Instructional Design Studio" in the Library. I do not have any information about your ID or password nor am I able to provide Knowledge/Blackboard technical assistance. All class announcements will be made through Blackboard using the student email addresses listed in Blackboard.

The grading scale for all assignments and the course is as follows:

94-100%:	A
90-93%:	A-
87-89%:	B+
84-86%:	B
80-83%;	B-
77-79%:	C+
74-76%:	C
70-73%:	C-
60-69%:	D
<61%:	F

Compliance with UDM Student-Related Policies
Students of the University of Detroit Mercy are expected to comply with all policies and practices established by the College and/or University. Listed below are a few specific UDM policies; however the list is not intended to be exhaustive. A complete listing of all UDM policies can be found in the UDM Student Handbook, and students are expected to be familiar with all UDM student-related policies.

Student Course Evaluations
Student course evaluations are an important source of information for curricular and teaching improvement in the College of Liberal Arts and Education. As such, all students enrolled in CLAE courses are strongly encouraged to complete an online course evaluation. Course evaluations are completed during the two weeks prior to the deadline for faculty to submit final grades each semester. Information is provided to students through email explaining how to complete the evaluation online.

Available Support Services
The University of Detroit Mercy has a wide array of support services available to all students that include the library, media center, tutoring (UAS, 3rd Floor of Library) and Writing Center (Briggs 135). The UDM Student Handbook contains complete information regarding location and hours of operation of the University's support services. Students are encouraged to utilize the support services provided by the University, as needed.

UDM Policy on Plagiarism and Academic Integrity
As members of an academic community engaged in the pursuit of truth and with a special concern for values, students are expected to conform to a high standard of honesty and integrity in their academic work. The fundamental assumption under which the University operates is that work submitted by a student is a product of his/her own efforts.

Among the most serious academic offensives is plagiarism, submitting the style of another author or source without acknowledgment or formal documentation. Plagiarism occurs when specific phrases or entire passages, whether a sentence, paragraph or longer excerpt, are incorporated into one's own writing without quotation marks or documentation. One also plagiarizes by paraphrasing the work of another that is, retaining another writer's ideas and structure without documentation.

Students are advised always to set off another writer's exact words by quotation marks, with appropriate references. Students avoid plagiarism by concentrating on their own words and ideas and by fully crediting others' words and ideas when they find their way into the writing. Whenever in doubt, cite the source.

Students that purchase essays from other students or agencies or who copy from one another or from prohibited sources, commit the most serious type of academic dishonesty. The consequences of plagiarism, or any act of academic dishonesty, may range from failure on an

assignment or in a course to dismissal from the University. You can find out more at:
http://research.udmercy.edu/policies/integrity/page.php?id=19

Disability Support Services and Accommodations
If you need course accommodations because of a disability (including a physical, mental, or emotional disability), if you have emergency medical information to share, or if you need special arrangements in case the building must be evacuated, please contact Emilie Wetherington, M.A., Director of Disability Support Services at gallegem@udmercy.edu or (313) 993-1158 to schedule an appointment on the 3rd Floor of the Library, Room 328 on the McNichols Campus.

It is very important for students to be proactive with regard to requesting their disability accommodations every semester. Students are encouraged to have open communication with their professors. However, it is never a requirement for students to disclose their disabilities to anyone except the Director of Disability Support Services, and only if they wish to request accommodations. *You must be registered with Disability Support Services and your faculty must receive official notification from the DSS office before they can make arrangements for your accommodations.*
For tutoring support, you will find additional information at:

http://www.udmercy.edu/current-students/support-services/index.php or call 313-993-1143.

For disability support, you will find additional information at:

http://www.udmercy.edu/current-students/support-services/disability.php or call 313-578-0310.

Sexual Harassment Policy
University of Detroit Mercy is committed to fostering a safe, productive learning environment for all students. Detroit Mercy's Policy Prohibiting Sex and Gender-based Discrimination applies to sex and gender-based harassment, sexual exploitation, sexual assault, attempted sexual assault, intimate partner violence/dating violence, stalking, cyberstalking, and retaliation.

You are encouraged to report potential sex and gender-based discrimination policy violations to Marjorie Lang, the University's Title IX coordinator. The Title IX office is located on the 5th floor of the Fisher Administration Center on the McNichols campus. Potential complainants (students making a complaint) and potential respondents ((students responding to a complaint) may contact Ms. Lang who is available to assist you in understanding all of your options including resources and referrals on and off campus. You may contact her at 313.993.1802 or langma@udmercy.edu. You may view the University Policy Prohibiting Sex and Gender-based Discrimination as well as University Title IX Investigation and Resolution Procedure at www.udmercy.edu/titleix. You can find out more at: https://www.udmercy.edu/life/public-safety/files/Sex_Misconduct_Policy.pdf

Family Educational Rights and Privacy Act Information
The University of Detroit Mercy maintains the **confidentiality of student records** in accordance with the **Family Educational Rights and Privacy Act (FERPA) of 1974 as amended**. At UDM, the **University Registrar** coordinates the inspection and review procedures for student records, which include admissions, personal, academic and financial files as well as cooperative education and placement records.

You can find out more at: http://www.udmercy.edu/current-students/registrar/ferpa.php

Academic Policies
Retention of Student Work -The School reserves the right to retain and eventually dispose of any student work, done in conjunction with class assignments, for purposes of exhibition and accreditation needs. Students should document their work prior to its submission to the instructor. Additional relevant academic policies can be found in the official Undergraduate Catalog at:

http://www.udmercy.edu/catalog/undergraduate2016-2017/policies/index.htm

Student Handbook
Please refer also to the UDM Student Handbook for additional relevant policies. It can be downloaded from the following site:

http://www.udmercy.edu/catalog/undergraduate2016-2017/colleges/chp/MSON%20UG%20Student%20Handbook%20Final%202016.pdf

School of Architecture Mission Statement

The University of Detroit Mercy School of Architecture, as part of a Catholic university in the Jesuit and Mercy traditions, exists to provide an excellent, student-centered, accredited professional architectural education in an urban context. A UDMSOA education seeks to develop architects who integrate sensitive design, technical competence and ethical and profession standards; are socially responsible world citizens; and are of service to the community and the profession.

School of Architecture Vision Statement
The University of Detroit Mercy School of Architecture will be recognized as a premier private architectural program distinguished by graduates who are leaders in building sustainable communities.

MCD 5040 Human Development
Term I 2017 2018

	PART I	Week I	HUMAN DEVELOPMENT	
Date	Time	Topic	Readings	Assigned Presenter
9/30	8:30 am-9:30 am	*Introductions*	Course Overview and Schedule of Assignments	Dr. Cheryl Munday
	9:30am-11:00 am	*Theories and Models of Human Development*	**Nelson, G., & Prilleltensky, I. (2010). Ch. 4: Ecology, prevention, and promotion. Ch. 13: Community research methods: Transformative paradigm. In *Community psychology: In pursuit of liberation & wellbeing*. London, UK: Palgrave Macmillan.** **Ungar, M. (2011). Community resilience for youth and families: Facilitative physical and social capital in contexts of adversity. *Community & Youth Services Review, 33,* 1742-1748.**	Dr. Libby Blume Professor, Psychology Department ad School of Architecture
	11:00 am-11:15 am	BREAK		
	11:15 am – 12:00 pm	*Community Needs Assessment*	**Finifter et al. (2005). A comprehensive, multi-tiered, targeted community needs assessment model. Family & Community Health, 28, 295-306.** **Wayne County Metropolitan Community Action Network, 2016 Wayne County Community Needs Assessment**	Dr. Cheryl Munday
	12:00 pm – 1:15 pm	LUNCH		
	1:15 pm – 3:00 pm	*Seminar Discussion: Research Methods*	1. Enfield, R. P., & Nathaniel, K. C. (2013). Social capital: Its constructs and survey development. *New Directions for Youth Development, 138.*15-30. 2. Bassett, R., et al. (2008). Tough teens: The methodological challenges of interviewing teenagers as research participants. *.Journal of Adolescent Research, 23,* 119-131. 3. Dancy, B. L., Wilbur, J., Talashek, M., Bonner, G., & Barnes-Boyd, C. (2004). Community-based research: barriers to recruitment of African Americans. *Nursing outlook*, *52*(5), 234-240. 4. Cristancho, S., Garces, D. M., Peters, K. E., & Mueller, B. C. (2008). Listening to rural Hispanic immigrants in the Midwest: a community-based participatory assessment of major barriers to health care access and use. *Qualitative health research*, *18*(5), 633-646.	

			5. Goh, Y. Y., Bogart, L. M., Sipple-Asher, B. K., Uyeda, K., Hawes-Dawson, J., Olarita-Dhungana, J., ... & Schuster, M. A. (2009). Using community-based participatory research to identify potential interventions to overcome barriers to adolescents' healthy eating and physical activity. *Journal of behavioral medicine*, *32*(5), 491-502. 6. Minkler, M. (2004). Ethical challenges for the "outside" researcher in community-based participatory research. *Health Education & Behavior*, *31*(6), 684-697. 7. Liebenberg, L, Ungar, M, & Theron, L. (2014). Using video observation and photo elicitation interviews to understand...youth resilience. *Childhood, 21,* 532-547. 8. Baker, L., Wagner, T. H., Singer, S., & Bundorf, M. K. (2003). Use of the Internet and e-mail for health care information: results from a national survey. *Journal of the American Medical Association*, *289*(18), 2400-2406. 9. Crane, K., & Skinner, B. (2003). Community resource mapping: A strategy for promoting successful transition for youth with disabilities. *Information Brief: Addressing Trends and Developments in Secondary Education and Transition*, *2*(1).	
	3:00 pm – 3:15 pm	*BREAK*		
	3:15 pm – 4:30 pm	*Community Needs Assessment: Understanding Health Disparities*	**Murray, C. J., Abraham, J., Ali, M. K., Alvarado, M., Atkinson, C., Baddour, L. M., ... & Bolliger, I. (2013). The state of US health, 1990-2010: burden of diseases, injuries, and risk factors. *Jama*, *310*(6), 591-606.** **Minkler, M., & Wallerstein, N. (2012). Introduction to community organizing and community building. *Community organizing and community building for health and welfare*, 5-26.**	Dr. Cheryl Munday

MCD 5040 Human Development
Term I 2017 2018

	PART II	Week II	HEALTHY COMMUNITIES: LIFE SPAN PERSPECTIVES	
Date	**Time**	**Topic**	**Readings**	**Assigned Presenter**
10/14	8:30 am- 9:00 am	*Team Updates*		Dr. Cheryl Munday
	9:00am- 10:30 am	*Health, Schools and Youth*	**Travis, Jr., R., & Leech, T.G.J. (2014). Empowerment-based positive youth development.** *Journal of Research on Adolescence, 24***(1), 93-116.**	Kenneth Coleman, Psy. D. School-Based Health St. John Health System
	10:30 am- 11:15 am	*Community Needs Assessment, Part II*	**Calley, N. J. (2011). Inventory of assets. From Ch. 2: Establish the need for programming.** *Program development in the 21st century: An evidence based approach to design, implementation and evaluation.* **Sage.**	Dr. Nancy Calleja, Ph.D., Professor and Chairperson, Department of Counseling and Addiction Studies
	11:15 am – 12:15 pm	*Ethics in Research*	**Cross, J. E., Pickering, K., & Hickey, M. (2015). Community-based participatory research, ethics, and institutional review boards: Untying a Gordian knot.** *Critical Sociology, 4, 1007-1026.* **doi: 10.1177/0896920513512696**	Elizabeth Hill, Ph.D. Professor of Psychology, Chairperson, DM Institutional Review Board
	12:00 pm – 1:15 pm	LUNCH		
	1:15 pm – 3:00 pm	*Seminar Discussion:*	1. Swartz, K. (2008). Health care for the poor: For whom, what care, and whose responsibility? *Focus*, 26(2), 69-74. 2. Nelson, B.W., Awad, D., Alexander, J., & Clark, N. (2009). The continuing problem of asthma in very young children: A community-based participatory research project. *Journal of School Health*, *79*(5), 209-215. 3. Stone, S. et al. (2013). The relationship between use of school-based health centers and student-reported school assets. *Journal of Adolescent Health,* Online First. 4. Hernandez, D. (2014). Affordable housing at the expense of health. *Journal of Family Issues, 37,* 921-946. doi: 10.1177/019251314530970 5. Freedman, V. A. et al. (2011). Neighborhoods and chronic disease onset in later life. *American Journal of Public Health*, *101*(1), 79. 6. Kallenbach, L. R., & Smitherman, H. C., Jr. (2012). *Dying before their time II: The startling truth about senior mortality in the Detroit area and urban Michigan*.	

			7. Jimenez, D. E., Bartels, S. J., Cardenas, V., Dhaliwal, S. S., & Alegría, M. (2012). Cultural beliefs and mental health treatment preferences of ethnically diverse older adult consumers in primary care. *The American Journal of Geriatric Psychiatry*, *20*(6), 533-542. 8. Miewald, C., & Ostry, A. (2014). A warm meal and a bed: Intersections of housing and food security in Vancouver's Downtown Eastside. *Housing Studies*, *29*(6), 709-729. 9. Sundeen, R. A., Garcia, C., & Raskoff, S. A. (2009). Ethnicity, acculturation, and volunteering to organizations: A comparison of African Americans, Asians, Hispanics, and Whites. *Nonprofit and Voluntary Sector Quarterly*, *38*(6), 929-955.	
	3:00 pm – 3:15 pm	*BREAK*		
	3:15 pm – 4:30 pm	*Parent & Youth Programs: Methods of Community Engagement*	**Cuellar, J. Jones, D. J., & Sterrett, E. (2015). Examining parenting in the neighborhood context. *Journal of Child & Family Studies, 24,* 195-219.**	Dr. Jocelyn Bennett Garraway, Associate Professor, Counseling & Addiction Studies

MCD 5040 Human Development
Term I 2017 2018

	PART III	Week III	HEALTHY COMMUNITIES: COLLABORATION AND COMMUNITY RESOURCES	
Date	Time	Topic	Readings	Assigned Presenter
10/28	8:30 am- 9:00 am	*Team Updates*		Dr. Cheryl Munday
	9:00am- 10:00 am	*Community Psychology: Research & Practice*	**Guest Lecture**	Kristen Abraham, Ph.D. Associate Professor, Psychology Department
	10:00 am- 10:15 am	BREAK		
	10:15 am – 11:15 am	*University- Community Partnerships*	http://research.msu.edu/tag/harold-neighbors/ **Williams, D. R., Neighbors, H. W., & Jackson, J. S. (2003). Racial/ethnic discrimination and health: findings from community studies. *American journal of public health*, *93*(2), 200-208.**	Dr. Harold Neighbors, Professor College of Human Medicine, Michigan State University
	11:15 am – 12:15 pm	*Community and Government*	**Guest Lecture**	Kevin M. McNamara, Supervisor of Van Buren Township
	12:00 pm – 1:15 pm	LUNCH		
	1:15 pm – 3:00 pm	*Seminar Discussion:*	1. Zeldin, S. (2004). Youth as agents of adult and community development: Mapping the processes and outcomes of youth engaged in organizational governance. *Applied Developmental Science*, *8*(2), 75-90. 2. Minkler, M. (2010). Linking science and policy through community-based participatory research to study and address health disparities. *American journal of public health*, *100*(S1), S81-S87. 3. Kegler, M. C., Painter, J. E., Twiss, J. M., Aronson, R., & Norton, B. L. (2009). Evaluation findings on community participation in the California Healthy Cities and Communities program. *Health Promotion International*, dap036. 4. Lewallen, T. C., Hunt, H., Potts-Datema, W., Zaza, S., & Giles, W. (2015). The Whole School, Whole Community, Whole Child model: a new approach for improving educational attainment and healthy development for students. *Journal of School Health*, *85*(11), 729-739.*healthy communities*. John Wiley & Sons.	

			5. Savage, R. M., Dillon, J. M., Hammel, J. C., Lewis, T. C., Johnson, N. C., Barlow, L. M., ... & Rodney, K. Z. (2013). The Alabama coalition for a healthier black belt: a proof of concept project. *Community mental health journal*, *49*(1), 79-85. 6. Foster-Fishman, P. G., Berkowitz, S. L., Lounsbury, D. W., Jacobson, S., & Allen, N. A. (2001). Building collaborative capacity in community coalitions: A review and integrative framework. *American journal of community psychology*, *29*(2), 241-261. 7. Ferguson, K., Kim, M. A., & McCoy, S. (2011). Enhancing empowerment and leadership among homeless youth in agency and community settings: A grounded theory approach. *Child & Adolescent Social Work Journal, 28*, 1–22. 8. Saldivar-Tanaka, L., & Krasny, M. E. (2004). Culturing community development, neighborhood open space, and civic agriculture: The case of Latino community gardens in New York City. *Agriculture and human values*, *21*(4), 399-412. 9. Sundeen, R. A., Garcia, C., & Raskoff, S. A. (2009). Ethnicity, acculturation, and volunteering to organizations: A comparison of African Americans, Asians, Hispanics, and Whites. *Nonprofit and Voluntary Sector Quarterly*, *38*(6), 929-955.	
	3:00 pm – 3:15 pm	*BREAK*		
	3:15 pm – 4:30 pm	*Healthy Communities: Healthcare*	Larkin H, Shields JJ, Anda RF. The health and social consequences of adverse childhood experiences (ACE) across the lifespan: an introduction to prevention and intervention in the community. *J Prev Interv Community*. 2012;40(4):263-70.	Dr. Cheryl Munday

	PART IV	Week IV	HEALTHY COMMUNITIES: PLACE AND SPACE	
Date	Time	Topic	Readings	Assigned Presenter
11/11	8:30 am- 9:00 am	*Team Updates*		Dr. Cheryl Munday
	9:00am- 10:30 am	*Global Perspectives: Community Development and Health*	**Murray, C. J., & Lopez, A. D. (2013). Measuring the global burden of disease. *New England Journal of Medicine*, *369*(5), 448-457.**	Dr. Carla Groh, Ph.D., Professor, McAuley School of Nursing, Mercy Primary Care Center
	10:30 am- 10:45 am	BREAK		
	10:45 am – 12:15 pm		Rieger, J. H. (2011). Re-photography for documenting social change. In E. Margolis & L. Pauwels (Eds.), The Sage handbook of visual research methods. Thousand Oaks, CA: Sage. http://dx.doi.org/10.4135/9781446268278.n7	Erik Howard, M.C.D. MCD Instructor Young Nation & The Alley Project
	12:15 pm – 1:15 pm	LUNCH		
	1:15 pm – 4:30 pm	*Field Trip*	Michigan Municipal League: *The Alley Project.* Creative Exchange (2014). *Erik Howard brings the corner and the community together in unlikely ways through The Alley Project.*	The TAP Gallery 8869 Avis St Detroit, Michigan, MI 48209

MCD 5040 Human Development
Term I 2017 2018

	PART V	Week V	HEALTHY COMMUNITIES: NEEDS ASSESSMENT	
Date	Time	Topic	Readings	Assigned Presenter
Dec. 2	8:30 am- 9:00 am	*Team Updates*		Dr. Cheryl Munday
	9:00am- 10:00 am		Presentation	Team 1
	10:00 am- 10:15 am	BREAK		
	10:15 am – 11:15 am		Presentation	Team 2
	11:15 am – 11:30 am	BREAK		
	11:30 am – 12:30 pm		Presentation	Team 3
	12:30 pm – 1:45 pm	LUNCH		
	1:45 pm – 3:15 pm			
	3:15 pm – 3:30 pm	BREAK		
	3:30 pm – 4:30 pm	Course Evaluation		