Term Information

Effective Term	Spring 2025
Previous Value	*Summer 2012*

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

New course title

New course description

Edited course goals and topics

Add course to GE as GEN Theme: Health and Well-Being

What is the rationale for the proposed change(s)?

The Department of Geography currently offers GEOG 3702 (Life and Death Geographies: Global Population Dynamics), which is a major and minor course for Geography-BA offered in the department, but not a GE course. We seek to redesign the course to meet GE Theme: Health and Well-Being and still meet departmental needs. This course change proposal is for a 3-credit GEN Theme course. In this redesign, we have used backward learning design to provide a unique geographic perspective on building perspective on health challenges and principles based on the nine dimensions of health foundational to university healthcare practices and focus.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

We seek to maintain the 3-credit version of the course to minimize programmatic implications, in the new GE categorization and a major elective. The Health and Well-being theme aligns well with the geographic perspectives of the department in human geography.

Is approval of the requrest contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Geography
Fiscal Unit/Academic Org	Geography - D0733
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3702
Course Title	Life and Death Geographies
Previous Value	*Life and Death Geographies: Global Population Dynamics*
Transcript Abbreviation	Global Population
Course Description	This course investigates how our social, natural, and built environments influence people's health and wellbeing, from birth to death. It is an introduction to Health & Medical Geography and the relationship between the environment and health using geographic approaches. We examine topics including reproductive health, healthcare access, morbidity, disability, mental health, and mortality.
Previous Value	*Theories of population change; global and national contexts of fertility policy and reproductive health, morbidity and mortality trends; migration; environmental effects of population growth; urbanization.*
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
Previous Value	*Columbus*

Prerequisites and Exclusions

Prerequisites/Corequisites	
Exclusions	
Previous Value	Not open to students with credit for qtr. crs. GEOG 470
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	45.0701
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Health and Well-being
The course is an elective (for this or other units) or is a service course for other units

Previous Value

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Understand concepts and theories of Health & Medical Geography

Learn to generate geographic data & use geographic tools to explain health-related issues.

Critically evaluate geographic data & methods to investigate public health issues.

Previous Value

Content Topic List

- Health & Medical Geography
- Reproductive health
- Healthcare access
- Morbidity
- Disability
- Mental health
- Mortality

Previous Value

- *Theories of population change*
- *Fertility, reproduction, and migration*
- *Environmental effects of population growth*
- *Urbanization*

Sought Concurrence

No

Attachments

- GEOG 3702_GE Theme Proposal_Health and Well-being.pdf: GE Theme Proposal

  (GEC Model Curriculum Compliance Stmt. Owner: Godfrey,Ryan B)
- GEOG 3702_Syllabus_GE_Life and Death Geographies.pdf: Course Syllabus

  (Syllabus. Owner: Godfrey,Ryan B)
- GEOG 3702_Exercise1_Infographic_GE_Description.pdf: Course Exercise 1 Description

  (Other Supporting Documentation. Owner: Godfrey,Ryan B)
- GEOG 3702_Exercise2_BuiltEnvironment_GE.pdf: Course Exercise 2 Description

  (Other Supporting Documentation. Owner: Godfrey,Ryan B)
- GEOG 3702_Exercise3_OnlineForums_GE_Description.pdf: Course Exercise 3 Description

  (Other Supporting Documentation. Owner: Godfrey,Ryan B)
- GEOG 3702_Exercise4_MentalHealth_GE_Description.pdf: Course Exercise 4 Description

  (Other Supporting Documentation. Owner: Godfrey,Ryan B)
- GEOG 3702_Exercise5_Map_GE_Description.pdf: Course Exercise 5 Description

  (Other Supporting Documentation. Owner: Godfrey,Ryan B)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Godfrey,Ryan B	01/11/2024 07:15 PM	Submitted for Approval
Approved	Houser,Jana Bryn	01/12/2024 09:05 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	01/22/2024 02:58 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	01/22/2024 02:58 PM	ASCCAO Approval

THE OHIO STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

Syllabus
GEOG 3702: Life & Death Geographies

Academic Term YYYY
2:20-3:40PM TuTh Smith Lab 1005 - Lecture
3 Credit Hours

Instructor: Sandy Wong
Email: wong.484@osu.edu
Office: Derby 1144
Phone: 614-292-2514
Office Hours: Day Time & by appointment

Course Description

This course investigates how our **social, natural, and built environments influence people's health and wellbeing**, from birth to death. It is an introduction to issues in Health & Medical Geography, which is the study of the relationship between the environment and health using geographic approaches. We learn how to apply geographic theory and tools to important public health questions, such as: How do diverse cultural perspectives rooted in different places influence pregnancy and birth outcomes? Where are disease outbreaks and death clusters located, and why? Where are there shortages in health care services and which communities are most at-risk? How do the places where we live, work, and play affect our physical, emotional, social, environmental, and spiritual well-being? We examine a variety of topics over the lifecourse, including reproductive health, healthcare access, morbidity, disability, mental health, and mortality. By the end of the course, we will be able to critically assess the use of geographic data, methods, and frameworks to investigate public health issues.

Course Goals

By the end of this course, students will be able to:

- Describe the history of Health & Medical Geography and understand basic concepts and theories.
- Appreciate how geographic perspectives contribute to our understanding of health and wellbeing.

- Know how to generate geographic data and use geographic tools to explain health-related issues.
- Critically evaluate the use of geographic data and methods to investigate public health questions.

Goals & Expected Learning Outcomes (ELOs)

This course is part of the Health & Wellbeing Theme in the General Education curriculum.

Goals & ELOs for *All* Themes

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

ELO 1.1 Engage in critical and logical thinking. *Students learn how health geographers theorize and conceptualize "space" and "place," and use these geographic frameworks to critically examine how social, natural, and built environments influence population health.*

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme. *Through a combination of lectures, readings, and class discussions, students explore in-depth how cultural perspectives, social networks, social determinants of health, climate change, and land use are linked to population health outcomes across local, national, and global scales.*

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of- classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences. *Through class reflections and exams, students demonstrate their comprehension of the course materials, including identifying, describing, and synthesizing quantitative and qualitative methods in health geography and how they can be used to investigate spatial patterns and processes in public health.*

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self- assessment, and creative work, building on prior experiences to respond to new and challenging contexts. *Students complete experiential learning assignments where they are instructed to draw on both course content and their own personal knowledge and experiences to investigate important and challenging public health issues, including mental health.*

Goals & ELOs for the *Health & Wellbeing* Theme

GOAL 3: Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing (e.g., physical, emotional, social, environmental, and spiritual).

ELO 3.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives. *Students engage with theories of space and place in health geography, social determinants of health, environmental health, cultural perspectives, personal perspectives, policies that impact healthcare access and rates of morbidity and mortality, and five dimensions of wellbeing (physical, emotional, social, environmental, and spiritual).*

ELO 3.2 Identify, reflect on, or apply strategies for promoting health and well-being. *Students apply geographic approaches and identify and reflect on geographic conditions that enhance health-related issues such as healthcare access, walkability and mobility, and mental health.*

Required Texts

We will use journal articles, book chapters, and videos, all of which are available electronically through OSU's Library. The book chapters will come from the following books:

Crooks, V.A., Andrews, G.J. & Pearce, J. (eds.) (2018). *Routledge Handbook of Health Geography*. First Edition. London, UK: Routledge.
Emch, M., Root, E.D. & Carrel, M. (2017). *Health and Medical Geography*. Fourth Edition. New York, NY: Guilford Press.

Grading

Your final grade will be based on the following:

Item	**Count**	**Points**	**Total (%)**
Exercises	5	100	500 (50%)
Exams	2	200	400 (40%)
Class Reflections	5	20	100 (10%)
Grand Total			**1000 (100%)**

Grading scale:

A	93 – 100%
A-	90 – 92%
B+	87 – 89%
B	83 – 86%
B-	80 – 82%
C+	77 – 79%
C	73 – 76%
C-	70 – 72%
D+	67 – 69%
D	60 – 66%
E	Below 60%

Exercises

Students will have five exercises to complete over the course of the semester. The exercises provide an in-depth examination of concepts explored in class. A brief summary of the exercises (and the ELOs they meet) are below:

1. Create an infographic on a disease system (ELOs 1.1, 1.2, 2.1, 3.1)
2. Audit and analyze the walkability of a neighborhood (ELOs 1.1, 1.2, 2.1, 2.2, 3.1, 3.2)
3. Evaluate geographic themes in digital health forum (ELOs 1.1, 1.2, 2.1, 3.1, 3.2)
4. Visit a natural environment and reflect on its influence on one's mental health (ELOs 1.1, 1.2, 2.1, 2.2, 3.1, 3.2)
5. Map a health-related phenomenon (ELOs 1.1, 1.2, 2.1, 3.1)

Each exercise will include a written summary (300-500 words) and/or assessment. Detailed instructions will be posted on Carmen. Deadlines for completing the exercises vary and will typically be 1-2 weeks from the time of posting.

Late submissions will be penalized, with 20% of the maximum possible score deducted every day the assignment is late. Weekend days are included. After five days, students will receive a zero for the assignment.

Exams

There is one midterm and one cumulative final exam. The exams will include multiple choice and short essay questions that cover content in the lecture, readings, and assignments. You may use one letter size paper (8.5 in. x 11 in.) with notes on both sides as a cheat sheet. You may not share your answers with anyone after the test. If you have accessibility needs, please discuss with the instructor well in advance of the scheduled exam.

Make-ups are only permitted for serious illness with verifiable written documentation and for certain emergencies. Arrangements must be made prior to the scheduled exam.

Our first exam is on **Day, Date.** Our final exam is on **Day, Date, Time.** All students must be in the classroom at these times to take the exams.

Class Reflections

A class reflection is a reflection on in-class discussion. The days for class reflection will be chosen at random. In approximately 150 words, you are to identify, describe, and synthesize an important point or something you learned, as well as pose any questions you have. In class, you will get 15 minutes at the end of class to post your class reflection on Carmen. Occasionally, a different activity may replace a class reflection. Class reflections are due on Carmen at the end of class.

There will be six total class reflections and the lowest one will be dropped. No late class reflections will be accepted. You cannot make up these points.

Attendance Policy

Attendance will not be taken in class and students are not graded on attendance. However, class reflections are to be submitted about in-class discussion at the end of class. The days for class reflections will be chosen at random. Therefore, it is important to attend class regularly and participate in discussion.

Use of AI Tools

All students have important obligations under the Code of Student Conduct to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes. Specifically, students are not to use "unauthorized assistance in the laboratory, on field work, in scholarship or on a course assignment" unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing" of writing, ideas or other work that is not your own. These requirements apply to all students — undergraduate, graduate, and professional.

To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor.

<u>As an exception to the default prohibition on using AI tools for this course</u>, you may use ChatGPT and similar tools for assistance with all assignments. You are not allowed to use word-for-word use. Instead, you are to paraphrase and/or substantively edit AI-generated content (at least 85% as a guideline) and cite your use of the tool. You must double-check the work generated by AI, which can be wrong. If you submit work that is incorrect or irrelevant, even if it was generated by AI, you will not receive credit for it. If you are not sure if a tool you wish to use is permitted for our course or you wish to use a tool for specific purpose you think does not violate the principles articulated here, please contact Professor Wong to discuss it first.

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all

instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct http://studentlife.osu.edu/csc/.

Disability Services

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the Safe and Healthy Buckeyes site for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Religious Accommodations

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Sexual Misconduct/Relationship Violence

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at http://titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu.

Course Schedule (subject to change)

Module/ Week	Date	Lecture Topics	Readings	Assignment Deadlines
1	Date	Course Introduction	N/A	
	Date	Population Trends ● *Topics:* Demographic transition; Births, deaths, and lifecourse ● *ELO:* 1.1	United Nations (2022). "World Population Prospects 2022," pp. 1-25.	
2	Date	Overview of Health & Medical Geography ● *Topics:* History of scientific inquiry; Theories of space & place ● *ELOs:* 1.1, 2.1, 3.1	Emch et al. (2017). "Chapter 1: Introduction." In *Health and Medical Geography*, pp. 1-28. Andrews & Moon (2005). "Space, Place, and the Evidence Base."	

			Worldviews on Evidence-Based Nursing, pp. 55-62.	
	Date	Environmental Exposures: Climate Change & Health ● *Topics:* Environmental pollutants; Natural environments and health; Exposome; Climate change and health ● *ELOs:* 1.1, 1.2, 2.1, 3.1	Kraishah et al. (2022). "Climate change and cardiovascular disease." *Nature Reviews Cardiology*, 19, pp. 798–812. Emch et al. (2017). "Chapter 11: Environment & Health." In *Health and Medical Geography*, pp. 371-403.	Exercise 1: Infographic (Due Date)
3	Date	Environmental Contexts: Accessing Built Environments ● *Topics:* Definition and overview of built environments; Definitions and dimensions of access and accessibility ● *ELOs:* 1.1, 1.2, 2.1, 3.1, 3.2	Hamraie. (2018). "Mapping access." *American Quarterly*, 70(3), 455-482.	Exercise 1: Infographic Presentations (Due Date)
	Date	Environmental Contexts: Measuring Walkability ● *Topics:* Definition of walkability; Built environment features related to walkability, Walkability audit ● *ELOs:* 1.1, 1.2, 2.1, 3.1, 3.2	Hirsh & Winters. (2018). "Chapter 41: Walkability and physical activity." In *Routledge Handbook of Health Geography*, pp. 288-296.	
4	Date	Environmental Contexts: Social Influences on Health ● *Topics:* Social capital, Social Determinants of Health, Urban-rural inequalities ● *ELOs:* 1.1, 1.2, 2.1, 3.1, 3.2	Pearson & Sadler. (2018). "Chapter 16: Health geography's role in understanding social capital and its influence on health." In *Routledge Handbook of Health Geography*, pp. 107-115.	

			Guhlincozzi. (2022). "Making visible the Chicagoland suburban healthcare landscape of latina women." *Social & Cultural Geography*.	
	Date	Environment & Health Wrap Up ● *Topics:* Review class reflection feedback, Exercise 2 ● *ELOs:* 2.2, 3.2	N/A	Exercise 2, Part 1: Built Environment Audit (Due Date)
5	Date	Neighborhoods & Health: Quantitative Methods ● *Topics:* Composition versus context; Definitions and measurement of neighborhoods; Neighborhood effects on health; Research approaches; Quantitative methods in health geography ● *ELOs:* 1.1, 1.2, 2.1, 3.1	Emch et al. 2017. "Chapter 9: Neighborhoods and Health." In *Health and Medical Geography*, pp. 314-344. Kolak et al. (2020). "Quantification of Neighborhood-Level Social Determinants of Health in the Continental United States." *JAMA Network Open*, 3(1), e1919928.	
	Date	Neighborhoods & Health: Qualitative Methods ● *Topics:* Qualitative methods in health geography; Qualitative approaches to understanding neighborhood effects on health; Thematic analysis ● *ELOs:* 1.1, 1.2, 2.1, 2.2, 3.1, 3.2	Finlay et al. (2022). "My neighbourhood is fuzzy, not hard and fast." *Urban Studies*, 60(1), 85-108.	Exercise 2, Part 2: Built Environment Comparative Analysis (Due Date)
6	Date	Geographies of Birth: Cultural Perspectives on Pregnancy &	Sargent & Bascope. (1996). "Ways of	

		Birth ● *Topics:* Birthing systems in the U.S., Mexico, and Jamaica; U.S. pregnancy stigmas ● *ELOs:* 1.1, 1.2, 2.1, 2.2, 3.1	Knowing about Birth in Three Cultures." *Medical Anthropology Quarterly*, 10(2), pp. 213-236. Syvertsen et al. (2021). "Conceptualizing stigma in contexts of pregnancy and opioid misuse: A qualitative study with women and healthcare providers in Ohio." *Drug and Alcohol Dependence*, 222(1).	
	Date	Geographies of Birth: Reproductive Health ● *Topics:* Maternal and infant morbidity and mortality; Racism and reproductive health outcomes ● *ELOs:* 1.1, 1.2, 2.1, 3.1	Rosenthal & Lobel. (2020). "Gendered racism and the sexual and reproductive health of Black and Latina Women." *Ethnicity & Health*, 25(3), 367-392.	
7	Date	Geographies of Birth: Maternal Health & Healthcare Access ● *Topics:* Inequalities in maternal health resources; Racism and maternal health outcomes; Access to maternity care ● *ELOs:* 1.1, 1.2, 2.1, 3.1	Hill et al. (2022). "Racial Disparities in Maternal and Infant Health: Current Status and Efforts to Address Them." *KFF*.	
	Date	**Exam Review**		
8	Date	**Midterm**		
	Date	Geographies of Birth: Infant Health ● *Topics:* Birth outcomes around the world; Racism, residential segregation, and birth outcomes across the	Planey et al. (2022). "Spaces of Segregation and Health." *Journal of Urban Health*, 99, pp. 469-481.	

		U.S. ● *ELOs:* 1.1, 1.2, 2.1, 3.1		
9	Date	Geographies of Living: Infectious Diseases ● *Topics:* Infectious disease trends and contributing factors; Geography of infectious diseases across the world; Human ecology of disease ● *ELOs:* 1.1, 1.2, 2.1, 3.1, 3.2	Keeler & Emch. (2018). "Chapter 7: Infectious-Disease Geography." In *Routledge Handbook of Health Geography*, pp. 45-51. Desjardins et al. (2022). "Identifying and Visualizing Space-Time Clusters of Vector-Borne Diseases." *Geospatial Technology for Human Well-Being and Health*, pp. 203–217.	
	Date	Geographies of Living: COVID-19 ● *Topics:* Spatial trends of covid-19 across the world; Geographic risk factors; Long covid; GIS (Geographic Information Science) and mapping; Covid-19 dashboards ● *ELOs:* 1.1, 1.2, 2.1, 2.2, 3.1, 3.2	Adams et al. (2023). "Normalizing the pandemic." *Journal of Maps*, 19(1), 1-9.	Exercise 3: Online Forum (Due Date)
10	Dates	**Spring Break**		
11	Date	Geographies of Living: Mental Illness ● *Topics:* Biopsychosocial factors and mental health; Spatial trends in mental disorders across the world ● *ELOs:* 1.1, 1.2, 2.1, 3.1	Steelesmith et al. (2023). "Spatiotemporal Patterns of Deaths of Despair Across the U.S., 2000–2019." *American Journal of Preventive Medicine*, 65(2), 192-200.	
	Date	Geographies of Living: Mental Wellbeing	Severson & Collins. (2018). "Chapter 18:	

		• *Topics:* Mental health policies and plans; Mental health stigma; Mental health interventions and resources, including at OSU; Therapeutic landscapes • *ELOs:* 1.1, 1.2, 2.1, 2.2, 3.1, 3.2	Well-being in health geography." In *Routledge Handbook of Health Geography*, pp. 124-130. Winata & McLafferty. (2023). "Therapeutic landscapes and networks in restricted lives." *Wellbeing, Space and Society*, 5, 100163.	
12	Date	Geographies of Living: Measuring Mental Health • *Topics:* DSM-5 (Diagnostic and Statistical Manual of Mental Disorders); WEMWBS (Warwick-Edinburgh Mental Wellbeing Scale) • *ELOs:* 1.1, 1.2, 2.1, 2.2, 3.1, 3.2	Windhorst & Williams. (2015). "Natural places, post-secondary students, and mental health." *Health & Place*, 34, 241-250.	
	Date	Geographies of Living: Chronic Diseases • *Topics:* Spatial trends in chronic diseases; Geographic risk factors for obesity and cancer • *ELOs:* 1.1, 1.2, 2.1, 3.1	Mah & Wang. (2019). "Accumulated Injuries of Environmental Injustice." *Annals of the AAG*, 109(6), 1961-1977.	Exercise 4: Mental Health (Due Date)
13	Date	Geographies of Living: Disability • *Topics:* Models to understanding disability; Disability as social difference; Inaccessible environments; Health disparities among people with disabilities • *ELOs:* 1.1, 1.2, 2.1, 3.1	Chouinard. (2018). "Chapter 25: Mapping Life on the Margins." In *Routledge Handbook of Health Geography*, pp. 172-178. Edwards & Maxwell. (2021). "Disability, hostility and everyday geographies of un/safety." *Social & Cultural Geography*, 24(1),	

			157-174.	
	Date	Geographies of Mortality: Disease & Death Clusters ● *Topics:* World life expectancy; Leading causes of death; Definition and measurement of clusters; Geospatial clustering techniques ● *ELOs:* 1.1, 1.2, 2.1, 3.1	Wong et al. (2023). "Spatial and racial covid-19 disparities in U.S. nursing homes." *Social Science & Medicine*, 325, 115894.	
14	Date	Geographies of Mortality: Cultural Perspectives on Death & Afterlife ● *Topics:* Geographic disparities in mortality; Diverse cultural perspectives on death and the afterlife ● *ELOs:* 1.1, 1.2, 2.1, 2.2, 3.1	Watson-Jones et al. (2017). "Does the Body Survive Death? Cultural Variation in Beliefs About Life Everlasting." *Cognitive Science*, 41, pp. 455-476.	
	Date	**Final Exam Review**		Exercise 5: Mapping Health (Due Date)
15	Date	Guest Lecture/Professional Development (e.g., Geospatial Epidemiologist)		
	Date	Guest Lecture/Professional Development (e.g., Health Geographer)		
16	Date	**Final Exam, Time**		

GE Theme course submission worksheet: Health & Wellbeing

Overview

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Health and Wellbeing context (from OAA website): This theme references "nine dimensions of wellness," a model developed in 2014 after an extensive focus group process, conducted by the Ohio State Center for the Study of Student Life. The Wellness Collaborative -- a group of Ohio State students, faculty and staff -- took the lead on crafting the dimensions and defining them based on feedback received from various stakeholder groups. Other elements of human health and well-being may certainly be included in courses that address this theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Health & Wellbeing)

In a sentence or two, explain how this class "fits' within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

This course investigates how our social, natural, and built environments influence people's health and wellbeing, from birth to death. Students learn how to apply geographic theory and tools to important public health issues related to infant and maternal health, reproductive health, healthcare access, morbidity, disability, mental health, and mortality.

Connect this course to the Goals and ELOs shared by *all* Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing "readings" without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their "coverage" in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

	Course activities and assignments to meet these ELOs
ELO 1.1 Engage in critical and logical thinking.	Students learn how health geographers theorize and conceptualize space and place. Students use these geographic frameworks on space and place to critically examine how social, natural, and built environments influence population health, including infant and maternal health, healthcare access, reproductive health, mental health, infectious disease, chronic disease, disability, and death rates (modules 2-13).
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	Students engage in advanced exploration of each topic through a combination of lectures, readings, and class discussions. Students explore in-depth how cultural perspectives, social networks, social determinants of health, climate change, and land use are linked to population health outcomes across local, national, and global scales. Examples include how Latina women navigate barriers in suburbia to access linguistically-appropriate health care (module 3) and how climate change is leading to natural disasters and environmental pollutants that in turn contribute to cardiovascular disease (module 2).
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	Students submit written class reflections on five modules in which they are instructed to identify, describe, and synthesize the main takeaways. Students complete two exams that demonstrate their comprehension of the course materials, including identifying, describing, and synthesizing quantitative and qualitative methods in health geography and how they can be used to investigate spatial patterns and processes in public health (modules 4-5).
ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	Students complete experiential learning assignments where they are instructed to draw on both course content and their own personal knowledge and experiences to investigate important and challenging public health issues. One example is a mental health exercise (assignment 4) where students are tasked with visiting a natural place that can improve their mental health. Before and after their visit, students complete the WEMWBS (Warwick-Edinburgh Mental Wellbeing Scales), a 14-item scale on mental wellbeing. Their visit to a natural place can be considered a mental health intervention, and the scores before and after the visit are pre- and post-intervention scores, respectively. Through reflection and self-assessment, students critique whether the scores are accurate representations of their mental health and

	whether the intervention improved their mental wellbeing. Through this exercise, students should realize how important it is to attend to their mental health as they navigate various challenges in their lives.

Example responses for proposals within "Citizenship" (from Sociology 3200, Comm 2850, French 2803):

***ELO 1.1** Engage in critical and logical thinking.*	*This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through:* *Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration;* *Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions;* *Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)*

	Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3) *Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.*

ELO 2.1 *Identify, describe, and synthesize approaches or experiences.*	*Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.* *<u>Lecture</u>* *Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas.* *<u>Reading</u>* *The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.* *<u>Discussions</u>* *Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide* *information from sources they've found outside the lecture materials. In this way, they are able to* *explore areas of particular interest to them and practice the skills they will need to gather information* *about current events, analyze this information, and communicate it with others.* *Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie's talk on how a single story can perpetuate stereotypes, and Claire Wardle's talk on how diversity can enhance citizenship.*
ELO 2.2 *Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.*	*Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom.* *Some examples of events and sites:* *The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces*
	Jazz-Age Montmartre, where a small community of African-Americans–including actress and singer Josephine Baker, who was just inducted into the French Pantheon–settled and worked after World War I. *The Vélodrome d'hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps* *The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.*

Goals and ELOs unique to Health & Wellbeing

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their "coverage" in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

GOAL 3: Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (Ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.).

	Course activities and assignments to meet these ELOs
ELO 3.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.	Throughout the course, students explore and analyze how our social, natural, and built environments impact population health and wellbeing. Course modules cover the following dimensions of wellbeing: physical, emotional, social, environmental, and spiritual. Students engage with theories of space and place in health geography, social determinants of health, environmental health, cultural perspectives, personal perspectives, and policies that impact healthcare access and rates of morbidity and mortality (modules 2-14). In their assignments, students analyze health-related issues in more detail. One example is an analysis of the walkability of a neighborhood of the students' choosing (assignment 2). Using a rubric to rank various dimensions of walkability, students assess how walkability is conceptualized and measured in science and policy, and apply their personal perspectives and embodied experiences to critique predominant conceptualizations and operationalizations, and interrogate the notion that higher walkability indicates a healthier environment.
ELO 3.2 Identify, reflect on, or apply strategies for promoting health and well-being.	Students identify and reflect on geographic factors and conditions that enhance healthcare access, walkability and mobility, and mental health. To apply strategies for promoting health and well-being, students are assigned a mental health exercise in which they visit a natural place that can improve their mental health (assignment 4). Through reflection and self-assessment, students examine whether exposure to a natural environment improved their wellbeing. In doing so, students should realize how important their mental health is and that they should regularly visit health-promoting environments.

Exercise #1: Infographic of a Disease System

Information graphics (Infographics) can efficiently and succinctly communicate visual and written information. Infographics are more likely to be shared on social media sites (Nowsourcing 2013). Creating clear infographics requires planning, crafting a specific message, and iteratively refining the presentation. This medium draws from a set of "best practices" for communicating scientific information.

For example, Tufte (1983) states that graphical displays should:

- Show the data.
- Induce the viewer to think about the substance rather than about the methodology or graphic design.
- Avoid distorting what the data have to say.
- Make large amounts of information coherent.
- Encourage the eye to compare different pieces of data.
- Reveal the data at several levels of detail from a broad overview to fine details.
- Be closely integrated with statistical and verbal descriptions of a data set.

Expected Learning Outcomes (ELOs)

Students assess publicly available information about a specific chronic or infectious disease (ELO 1.1) and develop an infographic guided by best practices for communicating scientific information (ELO 1.2). Students describe the disease burden in a study area, the risk factors, and prevention and treatment methods (ELO 2.1). As a result, students analyze in-depth a disease from geographic, social, and public health perspectives (ELO 3.1).

Assignment Overview

The first part of your assignment is to design an infographic that incorporates Tufte's principles of graphical display. You have a choice for the second part of your assignment. You may 1)

write a 300-word summary describing what a viewer should learn from the infographic and how it could be improved, OR 2) give a 5-minute presentation of the infographic in class.

You are tasked with creating an infographic summarizing a specific disease system in a specific place (e.g., state of Ohio, city of Columbus). Each student will choose or be assigned a unique chronic (e.g., diabetes) or infectious (e.g., West Nile Virus) disease. If you choose a novel disease with limited information, explain what scientific tests or studies need to be conducted to find the answers to the appropriate questions.

Exercise 1 is due on **Date at 11:59PM**. You have several options for creating your infographic: Canva, Adobe Express, Microsoft Visio, and Microsoft Powerpoint. Save a copy of your infographic as a PNG image file. Submit your PNG on Carmen.

Part 1: Creating an Infographic

Checklist of items you must include in your infographic:

1. Please describe the disease burden in your study region (e.g., state, country).
    a. What is the disease incidence (mortality and morbidity rate) or prevalence?
    b. Provide a map (and a brief statement) explaining how the disease burden varies geographically across your study area (e.g., state, country, globe).
    c. Provide a graph illustrating how the disease burden is changing over time.
2. What are the important risk factors for contracting the disease?
    a. Individual (e.g., age, occupation, sex, genetics, etc.)
    b. Societal determinants (outside of the individual, e.g., housing, political history, discrimination, etc.)
3. If applicable, what is the disease agent (e.g., pathogen, chemical)?

4. What are public health interventions to prevent the disease (e.g., vaccines, education, sanitation, hygiene, etc.)?

5. How is the disease treated or how are symptoms managed?

6. Provide two additional interesting factoids about the disease.

Formatting Guidelines

You will create your infographic using one of the following options: Canva, Adobe Express, Microsoft Visio, and Microsoft Powerpoint. Each infographic must meet the following requirements:

- Have 3-5 blocks in template length.
- Include a combination of words, images, graphics, and numbers (the amount of each will be determined by your topic and goals).
- Employ Tufte's ideas on evidence presentation when making design decisions before designing the infographic.
- Include relevant images or graphics. All photos found online must have a creative commons license. One option is to search for images that can be used for non-commercial enterprises by using the Creative Commons portal: http://search.creativecommons.org/. Make sure the box "Use commercially" remains unchecked.
- Properly cite your sources and extra reference material at the bottom of the graphic using APA format. Please make sure the source is reliable and the information up to date.
- Include the creative commons license of your choice for sharing your work (e.g., 

).

Part 2: Summarizing the Infographic

Take a look at your completed infographic and reflect on what a viewer might learn from it. It would be useful to have a friend or family member review your infographic.

Choose one of the following options for summarizing your infographic.

1) Submit a 300-word written summary on: the main takeaways that a viewer will get from simply looking at your infographic and what improvements can be made to more effectively convey the information to public audiences.
2) Give a 5-minute presentation in class on your infographic. Your presentation should clearly convey the information you researched. Given the short amount of time, you are strongly encouraged to focus on a few important items in your infographic rather than all of them.

SUMMARY OF DELIVERABLES:

1. Infographic PNG submitted on Carmen by **Date at 11:59PM**.
2. 300-word summary submitted on Carmen by **Date at 11:59PM** OR 5-minute presentation in class on **Date**.

This activity modifies an assignment created by Dr. William Wolff: http://williamwolff.org/courses/ia-spring-2013/ia-assignments-s13/ias13-infographic-assignment/.

Exercise #2: Built Environment Assessment

Walkable neighborhoods have desirable characteristics for promoting human health and for reducing our carbon footprint. They provide safe spaces for physical activity and social interaction. Furthermore, they encourage people to walk to their destinations instead of using a car to drive around, thus reducing car emissions and air pollution.

Expected Learning Outcomes (ELOs)

Students utilize a built environment audit (ELO 1.2) to investigate the walkability of a neighborhood (ELO 1.1). Students visit a neighborhood and rate various built environment features. They must develop and rationalize an approach for quantifying their ratings and creating a composite score that represents the walkability of the neighborhood. Their rationale will incorporate knowledge from geography and urban planning, and reflect on their own personal perspectives (ELOs 2.1, 2.2, 3.1). Students compare their approach to that of Walk Score, a proprietary walkability index, to identify and reflect on features in the built environment that promote walkability (ELO 3.2).

Assignment Overview

For Exercise 2, your assignment is comprised of two parts. First, you will use a walkability audit to assess the walkability of a neighborhood that you are already familiar with. This can be your home neighborhood or in and around OSU's campus. **The audit is due on Date.**

Then, you will write a 500-word report comparing your neighborhood's audit to a classmate's neighborhood. **The report is due on Date.** Both exercises are individual assignments.

You may choose to audit a neighborhood in person or virtually using a mapping application (e.g., Google Street View). If you decide to do this in person, you must choose a pedestrian-friendly neighborhood that you are familiar with that has low speed limits and has roads that are no bigger than two lanes. **For safety reasons**, you must conduct the walkability audit in broad daylight and carry a cell phone.

The purpose of a walkability audit is to evaluate features of a walking route and its surroundings, and to identify improvements for making the route more beneficial to pedestrians. The walkability audit that you are using is a modified version of the Saint Louis University School of Public Health Audit Checklist (original version at http://www.activelivingresearch.org/node/10616).

Part 1: Auditing a Neighborhood

Instructions

1. Select a neighborhood that you are familiar with and pick 4 **street segments** to evaluate. A **street segment** is the length of street from one cross street to the next cross street (or the end of the street).
2. Using a mapping application (e.g., Google Maps, Apple Maps), obtain a map of your chosen neighborhood. Zoom in close enough to see the street segments you will evaluate. Make a copy of your map and use another application to mark the individual street segments that you will assess and enumerate them from 1 to 4. You will be including this marked map in your submission.
3. Review the walkability audit so that you know what you are expected to evaluate before you go outside or use a mapping application (e.g., Google Street View). On the audit, type up the street name(s) according to the number you assigned them in the previous step. If going outside, print a copy of the walkability audit to write by hand or bring a tablet to type up your assessment. You will need to submit a typed version on Canvas.
4. Visit your chosen neighborhood. Use the audit to assess the walkability of the 4 street segments. There is no right or wrong answer.
5. Take one picture or screenshot of each street segment. Try to take a photo that you think is representative of the average walkability of the street. You will need to submit 4 total photos, one for each street segment.
6. Next, go to https://www.walkscore.com/ and enter an address in your chosen neighborhood to obtain a Walk Score. Record the Walk Score. Click on “About your

score" just below the Bike Score to get more information about how the Walk Score was generated. Take a screenshot of the score information.

7. Finally, you will post all your data on the Discussion Board. For your post, you must include the following:
    a. In the first line, type up the name of the neighborhood, city, and state
    b. The map with your enumerated street segments
    c. The 4 photos that represent each street segment, each labeled with its corresponding number
    d. A completed audit in the original Word document
    e. The Walk Score information

Part 2: Comparing Two Neighborhoods

8. Next, you will take a look at the Discussion Board with your classmates' posts and choose one to compare with your results.
9. You must decide on how to quantify the 4 ratings (*Not Available, Needs Improvement, Adequate, High Quality*) to create a composite score for each of the 4 street segments for both neighborhoods – yours as well as your classmate's.
    a. A simple method is to rank the options from 0 to 3 points, add the total score for each segment, divide by the total maximum points (in this example it would be 90), and multiply by 100 to get a percent. This number represents how walkable each street segment is.
    b. I would like to encourage you to think more critically and creatively about how one should create a composite score. Should *Not Available* and *Needs Improvement* both be assigned 0 points? Should some features be given more weight than others (e.g., double the points for sidewalk features while keeping the original points for all other features)? Should some features not be included in the score?
    c. Once you have decided on a method for your composite score, calculate a score for each of the 4 street segments for both neighborhoods, then calculate the average for each neighborhood. You will end up with two total scores – one for each neighborhood.

10. You will write a 500-word report (12 pt font, Times New Roman, double-spaced) that must contain the following:
    a. Name of the classmate you chose and names of the two neighborhoods.
    b. Description of and rationale for the method used to create the composite scores. Do the composite scores capture the walkability of the neighborhoods?
    c. Comparison of each neighborhood's composite scores. How and why were they similar or different?
    d. Comparison of each neighborhood's Walk Score. How and why were they similar or different?
    e. Comparison of the composite scores to the Walk Scores. How and why were they similar or different?
    f. Are there things that are not captured in the walkability audit that should be?
    g. How could this audit be used to improve walkability?

SUMMARY OF DELIVERABLES:

1. Post on the Discussion Board by **Date at 11:59PM** (see #7 for list of required items).
2. Submit a report by **Date at 11:59PM** (see #10 for list of required items).

Exercise #3: Evaluate Geographic Themes in Digital Health Forums

Digital forums are virtual social environments through which people seek emotional support and information about various topics, including those related to personal and public health. Digital forums have many benefits, including anonymity, which facilitates discussion of sensitive personal health issues. They also make possible asynchronous interactions between people residing in different places and time zones, interactions that would not be possible if people could only meet in person. On the other hand, because users are anonymous, there are opportunities for people to interact unconstructively and maliciously. As with any social environment or community, online forums have the power to both help and harm the people who engage in them.

Expected Learning Outcomes (ELOs)

Students examine the geographical dimensions of digital forums that discuss a health-related topic (ELO 1.1) using abbreviated thematic analysis (ELO 1.2). Students describe the codes they generate and synthesize the themes they develop (ELO 2.1). As a result, students analyze health from a geographic perspective (ELO 3.1) and explain how engagement in the virtual space of a digital forum can promote personal wellbeing (ELO 3.2).

Assignment

Your assignment is to choose a digital forum on a health-related topic that we have covered in class thus far. Choose one from the following list:

1. https://www.reddit.com/r/healthcare/
2. https://www.reddit.com/r/urbanplanning/
3. https://www.reddit.com/r/pregnant/
4. https://www.reddit.com/r/Coronavirus/
5. https://www.reddit.com/r/AirQuality/
6. https://www.reddit.com/r/accessibility/

The first four forums are more popular and active, and you may have an easier time finding relevant threads for this assignment. You may identify a different forum, but you must review it to make sure it is related to a health-related topic that we have covered in class and that there is enough content to analyze. Then, you must request permission from Professor Wong to use the forum for your assignment.

Once you have chosen a forum, you will analyze at least three threads or discussions, each with at least 20 posts, for a total of at least 60 posts. These are suggested minimum thresholds. You may find that you need more threads or posts to adequately complete your analysis. This assignment borrows ideas from Jansson's (2019) study on the online forum as a digital space of curation. You are to analyze the discussions with the following questions in mind:

1. How do users participate in the online forums? Are users building a community, seeking support or information, or something else?
2. What are the geographical dimensions (e.g., space, place) that are brought up in discussions and how do they influence understandings of air quality, healthcare, accessibility, or pregnancy?
3. How many times are geographical dimensions brought up in discussions? Is it relatively common or rare?
4. How is the virtual space of the online forum connected to physical spaces and places?

You will conduct an abbreviated thematic analysis, a qualitative method that generally involves the following steps:

1. Data familiarization: Reading and re-reading the discussions.
2. Code generation: Identifying parts of the discussions that are related to the questions above and creating codes for them (e.g., space, place).
3. Theme generation: Using codes to identify and refine themes, or broader patterns (e.g., greater travel distances impede healthcare accessibility).
4. Analysis write-up: Writing up the themes and patterns, and including key quotes to support them.

You must submit a 500-word report summarizing the following:

1. The online forum you chose, how many threads or discussions you analyzed, and the length of the threads or discussions.
2. The codes you generated.
3. The themes you developed and key quotes to support your interpretation of the data.
4. A reflection on whether this analysis method generated useful information about a health-related issue. If so, how? If not, what is missing or could be improved?

SUMMARY OF DELIVERABLE

- 500-word double-spaced report on Canvas
- Deadline: **Date at 11:59PM**

Exercise #4: Visiting a Natural Place to Improve Mental Health

Mental health comprises our psychological, emotional, and social well-being. It is crucial for all of us to take care of our mental health because it affects how we think and behave, which in turn affect our overall well-being. For instance, good mental health can encourage us to be more productive, to maintain healthy social relationships, to make choices that have positive outcomes, and to better handle stressful situations as they arise. While there are a lot of things that are outside of our control, it is possible to for us to exercise agency and incorporate routine practices to maintain mental wellbeing, such as practicing mindfulness and visiting therapeutic places.

Expected Learning Outcomes (ELOs)

Students visit a natural environment to assess and reflect on how their experience relates to a 'therapeutic landscape' (ELOs 1.1, 1.2). Students describe their experiences in a natural place and generate personal mental health scores using the Warwick-Edinburgh Mental Wellbeing Scales (ELO 2.1). They reflect on whether the scores are an accurate representation of their mental health, and how the scales could be improved (ELO 2.2). Students analyze mental health from the perspectives of embodied and emotional geographies (ELO 3.1). During the visit to a natural environment, students reflect and apply a strategy for improving mental wellbeing (ELO 3.2).

Assignment

Your assignment is to identify a nearby natural place that can improve your mental health, spend at least 30 minutes in your chosen place, and reflect on how and why it is beneficial to your mental health. This assignment draws from Gesler's (1992) insights into how and why 'therapeutic landscapes' nurture healing processes that promote people's well-being. The assignment also borrows ideas from a study by Windhorst & Williams (2015) that examined the types of natural environments considered beneficial to the mental health of university students in Canada. While natural environments are usually considered to be large, wooded areas, you have

the flexibility to define even small areas as natural places (e.g., a yard, garden, neighborhood tree).

Shortly before and after your 30-minute visit (in the same day), you will complete the WEMWBS (Warwick-Edinburgh Mental Wellbeing Scales), a 14-item scale on mental wellbeing. In other words, you are completing the WEMWBS twice to see if your score changed as a result of spending time in a natural place. If this was a research study, your visit to a natural place could be considered an intervention on your mental health, and your scores before and after your visit could be characterized as pre- and post-intervention scores, respectively.

For safety reasons, you must choose a natural place that you are familiar with and conduct your visit in broad daylight.

If you are unable to visit a natural place, then you are to choose a space at home or virtually that is therapeutic and spend 30 minutes in that space. You must still complete the WEMWBS before and after you spend time in your chosen space.

The end of a semester is typically a stressful time. I hope this assignment provides you with an opportunity to relax, reflect, and incorporate a therapeutic practice into your routine if you have not done so already. I would also like to remind you that OSU offers valuable resources for promoting your mental health, including the Counseling and Consultation Service (https://ccs.osu.edu/) and Student Wellness Center (https://swc.osu.edu/). If you haven't already done so, I encourage you to look into these resources so that you are well equipped with the tools you need to more effectively address life's challenges.

This assignment is due on **Date at 11:59PM**. You must submit a 500-word double-spaced report containing the following:

1. A description of the natural place that you chose, its location relative to your home, why you chose it, and what thoughts and feelings you experienced when you visited the place and spent time there. Did spending 30 minutes there improve your mental health? Why or why not?

2. How does your chosen site relate to a ‘therapeutic landscape’?
3. Calculate your two WEMWBS scores for before and after your visit. Here is a guide on how to calculate and interpret your scores: https://warwick.ac.uk/fac/sci/med/research/platform/wemwbs/using/howto.
4. A reflection on the WEMWBS scores. Do you think the scores accurately reflect the state of your mental health? If your score changed after your visit, do you think the change in the score is a good representation of how your mental health was affected by the natural place you visited? Why or why not? How do you think WEMWBS could be improved?
5. Whether you consent to having your results shared anonymously with other people, including the creators of WEMWBS. For sharing with the class, Dr. Wong may compile summary statistics on the scores and general themes from student reports. If asked to share with the creators of WEMWBS, Dr. Wong will provide an anonymized dataset of scores only. Your consent is completely voluntary and your grade will not be positively or negatively affected by your decision.

SUMMARY OF DELIVERABLE

- 500-word double-spaced report on Carmen
- Deadline: **Date at 11:59PM**

Exercise #5: Create a public health map

Maps are powerful geographic tools for visualizing and presenting spatial data and patterns to an audience. Maps can provide useful insights on real-world issues, tell compelling stories, prompt communities to take action, and help generate solutions to problems. In public health, maps are used to identify marginalized populations, monitor disease outbreaks, develop interventions, and communicate health information and trends.

Expected Learning Outcomes (ELOs)

Students create a map of covid-19 or obesity patterns and in doing so engage in logical thinking and advanced exploration of mapping principles as applied to the visualization of specific disease data (ELOs 1.1, 1.2). They identify and describe spatial trends (i.e., where disease rates are highest and lowest), and synthesize cartographic best practices (ELO 2.1). Students explore disease rates through use of mapping technology and draw from geographic and public health policy perspectives to reflect on the insights that their maps convey to general audiences (ELO 3.1).

Assignment Overview

The first part of your assignment is to become familiar with ArcGIS Online (AGOL). OSU maintains an annual site license through an educational institutional agreement. Review the permitted uses of the software here: https://guides.osu.edu/esri. Then, follow the instructions for creating and accessing your AGOL account here: https://guides.osu.edu/esri/arcgis-online.

After you have successfully signed into your account, you will follow tutorial instructions on how to create a map. Choose one of the following two options:

1. Create a map to show where public health officials should address adult obesity: https://learn.arcgis.com/en/projects/get-started-with-map-viewer/arcgis-online/

2. Create a COVID-19 dashboard: https://learn.arcgis.com/en/projects/create-a-covid-19-dashboard/

When you have completed the tutorial to create your map or dashboard, take a screenshot of the final result with your username visible. Also, copy the URL of your final result. In a Word document, paste the screenshot and URL.

This assignment is due on **Date at 11:59PM**. In the Word document with the screenshot and URL of your final result, you must also submit a 500-word double-spaced report containing the following:

1. A summary of the map's spatial trends. Where are disease rates highest and lowest? For a general audience, what are the main takeaways?
2. Does your map adhere to cartographic best practices (data normalization, map symbology)? Why or why not? Reference content from lecture and your reading from Adams et al. (2023).
3. How can public health officials use your final result to develop interventions or solutions?
4. What do you like about the map and why?
5. How can your map be improved? Provide 1-2 recommendations on how your map could better communicate health information and visualize spatial patterns.

SUMMARY OF DELIVERABLES:

- Report with screenshot and URL of final result, and 500-word write-up.
- Deadline: **Date at 11:59PM**.