# Faculty of Health Sciences
## American University of Beirut

## Department of Health Promotion and Community Health

### HPCH 332 [3credits]
### Community Health Promotion, Organizing and Advocacy

**Course Syllabus** (Revised August 27, 2022)

## Class Time and Venue

Wednesdays 5:30-8:00pm. VD 203

## Course Instructors

Dr Judy Makhoul,
Professor and chairperson, HPCH
Email: jm04@aub.ed.lb
Office VD 308

Dr Grace Khawam
Lecturer, HPCH
Email: gk55@aub.edu.lb
Office VD 301D

Office hours by appointment

## Course Description

In this course, students learn about the notion of community health, and the principles of community organizing to identify needs, values, resources and priority public health issues in a community setting. Students will use community-based participatory approaches to conduct a community assessment and prioritization exercise. Topical areas cover community organizing, types of community assessments, prioritization, community-based participatory approaches, advocacy strategies, community organizing, and advocacy ethics.

## Prerequisite

PBHL 312 Foundations of Public Health

## Concentration Competencies [CCs]

HPCH-CC1. Demonstrate a critical understanding of multidisciplinary theories/frameworks utilized in health promotion research and practice.
HPCH-CC4. Use participatory approaches in community mobilization to advocate for health
HPCH-CC5. Promote social justice and equity in health promotion research, practice, and policy

## CEPH Core competencies which will be reinforced from core courses

CC 7. Assess population needs, assets and capacities that affect communities' health

CC 13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes

CC 14. Advocate for political, social or economic policies and programs that will improve health in diverse populations

## Course Learning Objectives [LOs]

By the end of the course, the students will achieve the following 8 learning objectives:

| |
|---|
| LO1.4 Engage in community-based health promotion |
| LO1.7 Apply theoretical models and frameworks to identify determinants of community health |
| LO1.9 Analyze public health issues using health promotion theory and methods |
| LO4.1 Explain how community-based participatory approaches can articulate community members' priority needs, and advocate for better solutions. |
| LO4.2 Analyze the strengths of and challenges in applying community-based participatory approaches in health promotion programming |
| LO4.3 Conduct a collaborative participatory assessment to identify community assets, resources, needs and concerns |
| LO4.4 Apply participatory priority setting methods |
| LO5.3 Apply ethical decision making in all phases of community organizing and advocacy |

## Course Requirements and Learning Evaluation

The class is interactive, participatory and adopts a variety of learning exercises. Therefore, there will be no lectures, but students apply basic key concepts from their readings through case discussions in class, role plays and other student-centered activities.

Each session will begin with a student-led intervention related to the course session that should last no more than 15 min. The activity should pertain to the session of that week and links to the reading material.

Students will benefit the most by coming prepared to the class session by reading the course material posted by the course instructors on Moodle https://lms.aub.edu.lb/ before the class session. In class, we will apply this knowledge through group work on examples, cases, or interactive activities led by either the course instructor.

**Please log on to Moodle to be able to participate in this on-line course management system. Also, please check Moodle regularly** for updates on class sessions.

There is no single textbook for the course. Relevant readings for each session will be posted on Moodle and these appear in the below schedule.

Useful on-line resources for the course include:

a. Global Communities Partner for Good: https://www.globalcommunities.org/node/38087
b. The Community Toolbox http://ctb.ku.edu/en
c. Gilmore, G. D. (2011). *Needs and capacity assessment strategies for health education and health promotion*. Jones & Bartlett Publishers.

**The course grade is distributed as follows:**

| | | |
|---|---|---|
| a. | Student led class interventions | 10% |
| b. | Community assessment (groups of 3-4) | 30% |
| **c.** | Prioritization assignment (individual): tool (25%), exercise and report (35%) | 60% |

a. <u>Student led class interventions (10%)</u>
Students will work individually to lead a class activity of a maximum of 15mins to warm the class up for the session. The activity pertains to the session of that week and links to the reading material. Students can create games, role plays, use YouTube videos and the community toolbox website with consultation from the course instructors. Students choose their topics of interest at the beginning of the course. Assessment criteria include creativity, relevance, and class engagement.

b. <u>Community Assessment (30%)</u>
Students work in groups of 3-4 to conduct a community assessment in a neighborhood, and urban or rural area of their choice. The selection of the site will need to be discussed with the course instructors to ensure that the assignments and course deliverables can be relevant to the stakeholders there, for them to take them up and move forward with addressing the identified issues of interest to the residents. Student collect relevant information about resources, problems and needs, guided by a checklist they develop in class using the guidelines from the course material on community assessment approaches. They then conduct 3 visits to observe community life, speak with the residents and gatekeepers, and draw a map of the site with a selection of residents. The findings and the process are written up in a group report. Further instructions will be posted on Moodle and discussed in class.

c. <u>Prioritization assignment (60%):</u>
The prioritization assignment is comprised of 2 parts:

<u>c.1) Tool development (25%):</u> For this assignment, students individually select a community sub-group (e.g. children, youth, women, elderly, etc.) from the community site of their choice used in the community assessment (assignment 1). Each student will develop a participatory tool to facilitate a priority setting exercise with the selected sub-group, to identify a priority public health issue. The tool will need to be developed using participatory principles and methods covered in the course, and reflects ethical decision-making.
<u>c.2) Prioritization exercise and report (35%):</u> Each student individually implements a prioritization exercise with community members, using the prioritization tool developed, to identify 1 or 2 priority health promotion issues. The student writes about the process and outcomes of the prioritization exercise in a report.

*Note: The final community assessment and prioritization reports will be shared with relevant community stakeholders, so they may be slightly edited to address the NGO/municipality they are addressed to. Further details will be discussed in class and posted on Moodle.*

**Table**.1 Course learning objectives mapped to HPCH distinct competencies

|  | LO5.3 | LO4.4 | LO4.3 | LO4.2 | LO4.1 | LO1.9 | LO1.7 | LO1.4 |
|---|---|---|---|---|---|---|---|---|
| HPCH-CC1. Demonstrate a critical understanding of multidisciplinary theories/frameworks utilized in health promotion research and practice |  |  |  |  |  | X | x | X |
| HPCH-CC4. Use participatory approaches in community health programs and research |  | X | x | X | x |  |  |  |
| HPCH-CC5. Promote social justice and equity in health promotion research, practice, and policy | x |  |  |  |  |  |  |  |

Table 2. Summary of students' assessments mapped to course learning objectives

| Assessment method | Learning Objectives | | | | | | | |
|---|---|---|---|---|---|---|---|---|
|  | LO1.4 | LO1.7 | LO1.9 | LO4.1 | LO4.2 | LO4.3 | LO4.4 | LO5.3 |
| Student led class interventions | X | X | X | X | X | X | X | X |
| Community assessment | X | X | X |  |  | X |  |  |
| Prioritization assignment |  |  |  | X | X |  | X | X |

*students, faculty, and staff. If you think you have experienced discrimination or harassment, including sexual misconduct, we encourage you to tell someone promptly. If you speak to a faculty or staff member about an issue such as harassment, sexual violence, or discrimination, the information will be kept as private as possible, however, faculty and designated staff are required to bring it to the attention of the University's Equity/Title IX Coordinator. Faculty can refer you to fully confidential resources, and you can find information and contacts at www.aub.edu.lb/titleix.* **To report an incident***, contact the University's Equity/Title IX Coordinator Ms. Mitra Tauk at 01-350000 ext. 2514, or titleix@aub.edu.lb. An anonymous report may be submitted online via EthicsPoint at www.aub.ethicspoint.com.*

## Table 4. Class Schedule and Readings

| Dates | Topic and Readings | Learning Objectives |
|---|---|---|
| Aug 31 Judy | **Intro to course and syllabus; distribution of warm-up exercises** | |
| Sept 07 Judy | **What is 'community' and 'community organizing'?**<br>- Walter, et al (2012) Community building practice: An expanded conceptual framework (chapter 5). In Meredith Minkler (ed) Community Organizing and Community Building for Health and Welfare (e-book). Rutgers University Press.<br>- Minkler, M. and Wallerstein, N. (2012) Improving health through community organization and community building (chapter 3). In Meredith Minkler (ed) Community Organizing and Community Building for Health and Welfare (e-book). Rutgers University Press. | LO4.2 LO1.4 |
| Sept 14 Judy | **Community Organizing Models and tools for Health Promotion**<br>- Eggert, L. K., Blood-Siegfried, J., Champagne, M., Al-Jumaily, M., & Biederman, D. J. (2015). Coalition building for health: A community garden pilot project with apartment dwelling refugees. *Journal of community health nursing*, *32*(3), 141-150.<br>- Kegler, M. C., & Swan, D. W. (2011). An initial attempt at operationalizing and testing the community coalition action theory. *Health Education & Behavior*, *38*(3), 261-270.<br>- Huberman, B et al. (2014). Strategies guided by best practice for community mobilization. *Advocates for Youth.* August, 8-20. | LO4.2 LO1.4 |
| Sept 21 Judy | **Community assessment I**<br>- Hancock and Minkler (2012) Community Heath assessment: whose health, whose assessment (Chapter 9) In Meredith Minkler (ed) Community Organizing and Community Building for Health and Welfare (e-book). Rutgers University Press. | LO4.3 LO1.7 LO1.9 |
| Sep 28 Judy | **Community assessment II**<br>**\*Rapid appraisal techniques for emergency/humanitarian crises**<br>- Al-Qdah, T. and Lacroix, M. (2016). Syrian refugees in Jordan: Social workers use a Participatory Rapid Appraisal (PRA) methodology for needs assessment, human rights and community development. *International Social Work*, 0020872816673889 | LO4.3 LO1.7 LO1.9 |
| Oct 5 Grace | **Community Participation for Health Promotion** | LO1.4 |

| | | |
|---|---|---|
| | - Yamin, A. E. (2009). Suffering and powerlessness: the significance of promoting participation in rights-based approaches to health. *Health and human rights*, 5-22.<br>- Enns, C., Bersaglio, B., & Kepe, T. (2014). Indigenous voices and the making of the post-2015 development agenda: the recurring tyranny of participation. *Third World Quarterly*, *35*(3), 358-375. | |
| Oct 12<br>Grace | **Power, privilege, and marginalization: analyzing community power structures**<br>- Chambers, R. (1995). Poverty and livelihoods: whose reality counts? *Environment and urbanization*, *7*(1), 173-204.<br>- Littman, D. M., Bender, K., Mollica, M., Erangey, J., Lucas, T., & Marvin, C. (2021). Making power explicit: Using values and power mapping to guide power-diverse Participatory Action Research processes. *Journal of Community Psychology*, *49*(2), 266-282. | LO1.4<br>LO4.2<br><br>*Comm Ass. Due* |
| Oct 19<br>Judy | **Community Based Participatory Research**<br>- Israel, B. et al (2017) Critical issues in developing and following CBPR principles. In Nina Wallerstein, et al [eds] *Community-Based Participatory Research for Health: Advancing social and health equity* John Wiley and Sons.(E-book) Chapter 3 pp 33-44.<br>- Afifi, R et al. (2011) Developing a logic model for youth mental health: Participatory research with a refugee community in Beirut. *Health Policy and Planning*, doi: 10.1093/heapol/czr001<br>- Makhoul J et al. (2013) Community based participatory research in complex settings: Clean mind-dirty hands. *Health Promotion Int'l.* doi:10.1093/heapro/dat049 (case in class) | LO4.2 |
| Oct 26<br>Grace | **Participatory methods and tools: understanding diversity and inclusion**<br>- Wickenden, M., & Kembhavi-Tam, G. (2014). Ask us too! Doing participatory research with disabled children in the Global South. *Childhood*, *21*(3), 400-417.<br>- Chambers, R. (2002). Participatory Workshops: A Sourcebook of 21 Sets of Ideas and Activities (1st ed.). Routledge. | LO4.2<br>LO4.1 |
| Nov 2<br>Grace | **Priority setting for community health promotion/organizing**<br>- National Associations of County and City Health Officials (n.d) *Guide to Prioritization Techniques.*<br>- Werner, D. and Bower, B. (2012) *Helping Health Workers Learn: a book of methods, aids, and ideas for Instructors at the Village Level*. Hesperian Foundation, Beauport, Quebec: Chapter 3.<br>- Sousa, F. et al (2017). Setting health priorities in a community: a case example. *Revista de saude publica*, *51*. | LO4.4 |
| Nov 9<br>Grace | **Community mobilization and advocacy**<br>- Samuel, J. (2007). Public advocacy and people-centered advocacy: mobilizing for social change. *Development in Practice*, *17*(4-5): 615-621.<br>- Mukherjee, Joia S.,(2021) 'Justice: Activism, Advocacy, and Social Change', *An Introduction to Global Health Delivery: Practice, Equity, Human Rights*, 2nd edn (New York, 2021; online edn, Oxford Academic. | LO4.1<br><br>*Priority tool due* |
| Nov 16<br>Grace | **Community advocacy methods and tools**<br>**\*Photovoice:** | LO4.1 |

| | | |
|---|---|---|
| | - Nykiforuk, C. I., Vallianatos, H., & Nieuwendyk, L. M. (2011). Photovoice as a method for revealing community perceptions of the built and social environment. *International Journal of Qualitative Methods*, *10*(2), 103-124. <br> - Community Toolbox Chapter 3, Section 20: Implementing Photovoice in your community. | |
| Nov 23 <br> Judy | **Ethics in community organizing and advocacy** <br> - Flicker, S. et al (2017) Everyday challenges in the life cycle of CBPR: broadening our bandwidth on ethics. In In Nina Wallerstein, et al [eds] *Community-Based Participatory Research for Health: Advancing social and health equity* John Wiley and Sons. (E-book) Chapter 16, p3227-234. <br> - Minkler et al (2012) Ethical issues in community organizing and capacity (Chapter 9) In Meredith Minkler (ed) *Community Organizing and Community Building for Health and Welfare* (e-book). Rutgers University Press. <br> **Or** <br> - Banks, S. et al (2013). Everyday ethics in community-based participatory research. *Contemporary Social Science*, *8*(3), 263-277. | LO5.3 |
| Nov 30 <br> Grace | **International aid and community participation** <br> - Roepstorff, K. (2020). A call for critical reflection on the localisation agenda in humanitarian action. *Third World Quarterly*, *41*(2), 284-301. <br> - Lokot, M. (2019). The space between us: feminist values and humanitarian power dynamics in research with refugees. *Gender & Development*, *27*(3), 467-484. | LO5.3 <br> LO4.2 <br><br> *Prioritization exercise due* |