

**Department of Health Promotion & Community Health  
Faculty of Health Sciences  
American University of Beirut**

**HPCH 208  
Advocacy and Activism for Social Change**

Fall Semester, Academic Year 2023-2024

[3 credits]

**COURSE INSTRUCTOR AND CONTACT DETAILS**

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**CLASS TIME AND VENUE**

Monday and Wednesday, 2:00 to 3:15pm | Van Dyck Room 201

**COURSE DESCRIPTION**

In this course, students are exposed to the art and science of advocacy in public health. The course covers the basic elements of an effective evidence-based advocacy process, including defining the issue, defining the audiences and crafting advocacy messages. Students work in groups to develop an advocacy plan for an advocacy project addressing a public health issue of relevance to Lebanon or a country of the region. Students will then work individually to develop an applied advocacy tool such as a newspaper article, a letter of complaint, photovoice material or a policy statement to deliver a health advocacy communication message.

**COURSE LEARNING OBJECTIVES (LOs)**

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

1. LO4.1 Develop theory-based health communication messages to advocate for health.
2. LO4.2 Employ theoretical, methodological, and practical knowledge to involve different stakeholders for addressing various health issues.
3. LO4.3 Explain the role of communication in health policy, advocacy and mobilizing communities
4. LO5.3 Use effective oral and written advocacy communication tools specific to audience needs and abilities
5. LO7.3 a Apply ethical decision making in communicating advocacy related public health messages

**COURSE REQUIREMENTS**

Students should read the relevant course material prior to the class to enable informed discussion and to participate in class learning activities. Students are requested to attend classes, with at least two questions pertaining to the readings and should be prepared to be called on to share these questions for discussion. Students are strongly encouraged to participate in class activities by expressing their views in class informed

by the course reading material, and any other material that students consider pertinent. Participation in class work is an essential component of the learning process and will also help the course instructor in assessing general understanding of course material. Participation is part of the final grade. Moodle is an on-line course management system. To access the course, students login through Moodle [<http://moodle.aub.edu.lb>] and need to check Moodle regularly for updates on class sessions.

## STUDENTS EVALUATION

Students will be evaluated on the following:

1. **Participation in class activities (5%):** Students are strongly encouraged to participate in class activities, by expressing their views and sharing their educated opinions, informed by the course reading material. Participation in classwork is essential components of the learning process and will also help the course instructor assess class learning. Class activities include hands-on application exercises, discussions, case reflections, and role play.
2. **Classroom assignment (movie – individual) (30%):** Students will be required to watch a movie illustrating an example of public health advocacy (the movie will be specified by the instructor) and take part in a classroom assignment with knowledge-based and analysis questions covering some of the course content, using the example highlighted in the movie.
3. **Development of an advocacy plan (group work – pairs) (35%).** This assignment is a direct application of each lecture in the “Communicating for social change” module and includes work in-class and at-home. Students (in pairs) will select a public health issue of relevance to Lebanon or a country of the region and develop a written advocacy plan for their selected public health problem. The assignment includes the following instructions for students: 1) Select a current public health problem in Lebanon, in the region or globally, and explain why advocacy is required and/or important to address the issue. 2) Briefly explain which solution can be pushed for through advocacy and your role as a health communicator in advocating for change. 3) Describe your advocacy objective. 4) List and describe your stakeholders, including a description of possible power dynamics and special interests. 5) Develop audience-specific communication messages based on the advocacy objective.
4. **Development of an advocacy tool (individual) (30%).** Each student will develop an advocacy tool (such as a newspaper article, a letter of complaint, photovoice material or a policy statement) addressing the public health issue selected in their advocacy plan. The tool needs to pertain to an advocacy objective and one or several communication messages as specified in the advocacy plan, and needs to be developed based on the needs, preferences, abilities and culture of the selected target audience or interest group.

Assessment	Percent	Learning Objectives (LOs)	Due date
Participation in class activities	5	All	Running
Classroom assignment	30	LO4.3; LO4.1	25-Oct-2023
Development of an advocacy plan	35	LO4.2; LO7.3	6-Nov-2023
Development of an advocacy tool	30	LO4.1; LO5.3	23-Nov-2022

## AUB/FHS POLICIES

**Academic integrity:** Education is demanding and time management to complete the assigned course requirements is essential. Do not hesitate to use the resources available to students in the University [Libraries, Writing Center, and Academic Computing]. Cheating and plagiarism will not be tolerated. It is the student's responsibility to become familiar with the Student Code of Conduct [AUB Student Handbook]. Read the definitions and penalties. If you are in doubt as to what constitutes plagiarism, ask your instructor. AUB has a strict anti-cheating and anti-plagiarism policy. Penalties include: a zero on the assignment in question, which may lead to failing the course, suspension or expulsion from University and a record of the disciplinary action in the student's file. The Writing Center has assigned course tutors who are familiar with the course assignments after discussion with the instructors and will be available to support your writing.

It is expected that all work students submit for this course will be their own. The advocacy plan needs to list all team members who participated in the collaborative work, and their contribution.

**Note on the use of Generative AI (Artificial Intelligence) software for course assignments:**

While AI can provide a wealth of information, it is important to remember that it is a machine and not a human expert. It is not capable of independent thinking or making judgments based on personal experiences, cultural contexts, or ethical considerations. Please note that the material generated by AI programs e.g. ChatGPT programs may be inaccurate, incomplete, or otherwise problematic. Work created by AI tools may not be considered original work and instead, considered automated plagiarism. ***Unless otherwise specified by the course instructor, all use of generative AI to create all or part of an assignment for this course and submit the work as their own is a violation of academic integrity and will be subject to the same penalties as for plagiarism.***

**Accessible Education Office:** The Accessible Education Office (AEO) coordinates academic accommodations and services for all eligible AUB students with disabilities (such as ADHD, learning difficulties, mental health conditions, chronic or temporary medical conditions, and others). If you have a disability for which you wish to request accommodations at the department, faculty or university level, please contact AEO as soon as possible. Once you register with our office, we will assist you in receiving appropriate accommodations and will liaise with your instructors and any related entity to best support your needs. AEO is located in West Hall room 314, and can be reached by phone at 1-350000 ext. 3246 or by email: [accessibility@aub.edu.lb](mailto:accessibility@aub.edu.lb). More information about our services can be found at: <https://www.aub.edu.lb/SAO/Pages/Accessible-Education.aspx>

**Non-Discrimination – Title IX – AUB:** AUB is committed to facilitating a campus free of all forms of discrimination including sex/gender-based harassment prohibited by Title IX. The University's non-discrimination policy applies to, and protects, all 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 Title IX Coordinator. Faculty can refer you to fully confidential resources, and

you can find information and contacts at [www.aub.edu.lb/titleix](http://www.aub.edu.lb/titleix). To report an incident, contact the University's Title IX Coordinator Ms. Mitra Tauk at 01-350000 ext. 2514, or [titleix@aub.edu.lb](mailto:titleix@aub.edu.lb). An anonymous report may be submitted online via EthicsPoint at [www.aub.ethicspoint.com](http://www.aub.ethicspoint.com).

## PROPOSED COURSE OUTLINE

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

Useful online resources for the course include:

- The Community Toolbox: <http://ctb.ku.edu/en>
- Stoneham, M., Vidler, A., & Edmunds, M. (2019). *Advocacy in Action: A Toolkit for Public Health Professionals* (4th ed.). Can be accessed online on the following link: [https://www.phaiwa.org.au/wp-content/uploads/2019/09/2019\\_Advocacy-in-Action-A-Toolkit-for-Public-Health-Professionals-1.pdf](https://www.phaiwa.org.au/wp-content/uploads/2019/09/2019_Advocacy-in-Action-A-Toolkit-for-Public-Health-Professionals-1.pdf)
- U.S. Department of Health & Human Services (2004) *Making Health Communication Programs Work: A Planner's Guide*. Revised Edition. Can be accessed online on the following link: <https://www.cancer.gov/publications/health-communication/pink-book.pdf>

Date 2023	Topic	Readings	Learning objectives
Aug 28	Introduction to the course		
<b>MODULE 1</b>	<b>INTRODUCTION TO ADVOCACY AND ACTIVISM</b>		
Aug 30	<b>How change happens? (Theories for social change)</b>	Burns, D.; Howard, J.; Lopez-Franco, E.; Shahrokh, T. and Wheeler, J. (2013) Chapter 2. Conceptualising Change (p.20-27) in <i>Work with Us: How People and Organisations Can Catalyse Sustainable Change</i> , Brighton: IDS	LO4.1 LO4.2
Sep 04	<b>Advocacy for health equity and social justice</b>	Levy, B. S., & Sidel, V. W. (2006). The nature of social injustice and its impact on public health. <i>Social injustice and public health</i> , 1.  London, L. (2008). What is a human-rights based approach to health and does it matter?. <i>Health and human rights</i> , 65-80.	LO4.2 LO4.3 LO7.3
Sep 06	<b>Understanding power, privilege, and resistance</b>	Chambers, R. (1995). The professionals and the powerless: whose reality counts? <i>Choices</i> . Vol 4.  Hyde, C. A. (2012). 3. Challenging Ourselves: Critical Self-Reflection on Power and Privilege. In <i>Community organizing and community building for health and welfare</i> (pp. 428-436). Rutgers University Press.  <i>Optional:</i>	LO4.2 LO7.3

		Rylko-Bauer, B., & Farmer, P. (2016). Structural violence, poverty, and social suffering. <i>The Oxford handbook of the social science of poverty</i> , 47-74.	
Sep 11	<b>Human rights, activism, and social movements (1)</b>	Mukherjee, Joia S., 'Justice: Activism, Advocacy, and Social Change', <i>An Introduction to Global Health Delivery: Practice, Equity, Human Rights</i> , 2nd edition (New York, 2021; online edition, Oxford Academic, 21 Oct. 2021), <b>especially pages 349-354</b>	LO4.3 LO7.3
Sep 13	<b>Human rights, activism, and social movements (2): Application</b>	Guest speaker  Khawam, G. (2022) "A Nation for All": The Lebanon Uprising and disability rights in Lebanon. In Karam, J. & Majed, R. (eds), <i>The Lebanon Uprising of 2019: Voices from the Revolution</i> , Bloomsbury Publishers, UK.	
<b>MODULE 2</b>	<b>ADVOCACY PLANNING AND IMPLEMENTATION</b>		
Sep 18	<b>Public policy and public advocacy (1)</b>	Schiavo, R. (2013). Chapter 9. Policy Communication and Public Advocacy. <i>Health communication: From theory to practice</i> (Vol. 217). John Wiley & Sons.  Oliver, T. (2006). The politics of public health policy. <i>Annual Review of Public Health 27</i> : 195-233	LO4.3
Sep 20	<b>Public policy and public advocacy (2): Application</b>	<u>Case discussion: Law 174</u>  Nakkash RT, Torossian L, El Hajj T, Khalil J, Afifi RA. (2018). The passage of tobacco control law 174 in Lebanon: Reflections on the problem, policies, and politics. <i>Health Policy and Planning</i> , 33(5), 633-644.	
Sep 25	<b>Advocacy planning (1)</b>	David, J. L., Thomas, S. L., Randle, M., & Daube, M. (2020). A public health advocacy approach for preventing and reducing gambling related harm. <i>Australian and New Zealand Journal of Public Health</i> , 44(1), 14-19.	LO4.2
Oct 02	<b>Influence of various actors and interest groups (1)</b>	Binderkrantz, A. (2005) Interest Group Strategies: Navigating Between Privileged Access and Strategies of Pressure, <i>Political Studies</i> , Vol. 53, 694-715  Oliver, T. (2006). The politics of public health policy. <i>Annual Review of Public Health 27</i> : 195-233	LO4.2
Oct 04	<b>Influence of various actors and interest groups (2):</b>	Guest speaker: Role play exercise	LO4.2

	<b>Application</b>		
Oct 09	<b>Developing advocacy objectives (1)</b>	Chapman S. Public health advocacy: a primer. <i>Journal of Epidemiology and Community Health</i> 2004;58: 361-5.	LO4.1
Oct 11	<b>Developing advocacy objectives (2): Application</b>	<b>Case discussion: Law 293</b> Grung, Anne Hege. "Negotiating gender justice between state, religion, and NGOs: a Lebanese case." <i>Religions</i> 9, no. 6 (2018): 175.  Moussawi, F., & Yassin, N. (2019). Civil society advocacy and policy entrepreneurship: Examining the making of the law 293 to criminalize domestic violence in Lebanon. In <i>Women, civil society and policy change in the Arab world</i> (pp. 63-85). Palgrave Macmillan, Cham Class exercise	LO4.1
Oct 16	<b>Developing advocacy messages (1)</b>	Nathaniel Geiger (2022) Do People Actually “Listen to the Experts”? A Cautionary Note on Assuming Expert Credibility and Persuasiveness on Public Health Policy Advocacy, <i>Health Communication</i> , 37:6, 677-684	LO4.1
Oct 18	<b>Developing advocacy messages (2): Application</b>	Class exercise	LO4.1
Oct 23	<b>Advocacy channels and strategies (1): Media advocacy</b>	Dorfman, L., & Krasnow, I. D. (2014). Public health and media advocacy. <i>Annual review of public health</i> , 35(1), 293-306. Hefler, M., Freeman, B., & Chapman, S. (2013). Tobacco control advocacy in the age of social media: using Facebook, Twitter and change. <i>Tobacco control</i> , 22(3), 210-214.	LO4.1 LO4.2
Oct 25	<b>Application</b>	<b>Classroom assignment</b>	LO4.1 LO4.2
Oct 30	<b>Advocacy channels and strategies (2): Lobbying, political protest, boycott, and mobilizing groups</b>	Johnson DA. Confronting Corporate Power: Strategies and Phases of the Nestle Boycott. <i>Journal of Human Lactation</i> . 2020;36(4):756-765.	LO4.1 LO4.2
Nov 01	<b>Advocacy channels and strategies (3): Lobbying, political protest, boycott, and mobilizing groups: APPLICATION</b>	Guest speaker	
Nov 06	<b>Advocacy communication tools (1): Written tools</b>	Stafford, J., Mitchell, H., Stoneham, M., & Daube, M. (2009). 7.0 Which advocacy strategies will you use? In <i>Advocacy in action: a toolkit for public health professionals. Public Health Advocacy Institute of Western Australia: Perth</i> . pp.46-61	LO5.3
Nov 08	<b>Advocacy communication tools (2): Written tools - APPLICATION</b>	Class exercise	

		Wong, S. L., Green, L. A., Bazemore, A. W., & Miller, B. F. (2017). How to write a health policy brief. <i>Families, Systems, &amp; Health, 35</i> (1), 21–24	
Nov 13	<b>Advocacy communication tools (3): Oral tools and participatory methods</b>	Wang, C. C. (2006). Youth participation in photovoice as a strategy for community change. <i>Journal of community practice, 14</i> (1-2), 147-161.	LO5.3
Nov 15	<b>Advocacy communication tools (4)</b>	Class exercise	
Nov 20	<b>Ethics in Health advocacy &amp; Evaluating advocacy interventions</b>	Chapman, S. (2001). Advocacy in public health: Roles and challenges. <i>International Journal of Epidemiology, 30</i> (6): 1226-1232.  U.S. Department of Health & Human Services (2004) Stage 4: Assessing Effectiveness and Making Refinements. <i>Making Health Communication Programs Work: A Planner’s Guide</i> . Revised Edition.	LO4.2 LO5.3 LO7.3
Nov 27	<b>Advocacy plans &amp; tools presentation</b>		LO5.3
Nov 29	<b>Advocacy plans &amp; tools presentation</b>		LO5.3