

Department of Health Promotion and Community Health

HPCH 332 [3 credits]

Community Health Promotion, Organizing and Advocacy

Course Syllabus

Fall Semester AY 2023-24

Class Time and Venue

Tuesdays 1:00-3:30pm. VD 118

Course Instructors

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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, 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

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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 methods for community health promotion (prioritization learnt in PBHL 303-core)
LO5.3 Apply ethical decision making in all phases of community organizing and advocacy

Essential Skills

In addition to the specifically relevant content, this course will integrate and reinforce *essential skills* which have been introduced earlier in other courses in the graduate program, such as in PBHL 312 and 306A, B etc..

Skill	Strategies
Study Skills	Discussion on note making, time management strategies, reading skills, assignment preparation guidance.
Academic Integrity and Plagiarism	Application exercises, peer review practice on citing resources, paraphrasing/summarizing texts using direct quotes.

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Skill	Strategies
Academic Writing	<p>Practicing writing as an essential tool for public health professionals for diverse audiences.</p> <p>We will practice rewriting a paragraph for the audiences in the course from the community assessment report.</p> <p>Feedback from peers and the instructor for rewrites.</p>
Academic Reading	<p>Practice interacting with the text by taking notes, making connections between the text and what they already know or have experienced, and asking critical questions about a variety of types of texts, breaking up the reading/pacing/checking for understanding..</p> <p>Think pair share exercises, figuring out unfamiliar terms.</p>
Critical Thinking/analysis	<p>Analysis of cases with and real-life problems</p> <p>Collaborating with appropriate stakeholders based on situation need assessment.</p>
Problem Solving	<p>Analyzing community level information/data, brainstorming and working with others in the groupwork.</p>
Searching for information	
Time Management	<p>We will incorporate time management techniques in individual and group assignments.</p> <p>Students will reflect on their time management and how it can be improved, Instructors will provide resources for time management.</p>
Presentation skills	
Interpersonal and group Communication skills:	<p>Students will apply communication and facilitation skills in their interaction with the CBO in the communities of interest.</p> <p>They will manage group dynamics I their small groups for the community assessment (active listening, conversation skills, engage in debates), reflect on the group roles and dynamics.</p>
Diversity and inclusion	<p>The ability to acknowledge and highlight existing diversity, issues and inequalities, and consider them in the design and implementation of strategies and actions. This will be addressed in their assignments (TBD)</p>
Public Health Ethics	<p>Integrating ethics in course content, students' interaction with each other, analysing cases, in their writing and in their assignments.</p>
Cultural Competence	<p>Students will discuss practices of cultural competence in their fieldwork and their readings.</p>

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Skill	Strategies
Conflict Resolution: intergroup; root causes of conflict	Case studies, discussions, real-life examples, and debates

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.

Please refer to the PHEO student portal for any academic information related to the program:



There is no single textbook for the course. Relevant readings for each session appear in the below schedule and will be posted on Moodle 4 to 5 days prior class.

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>

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- 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:

1) Student-led class warm-up activity	6%
2) In class case exam	24%
3) Community assessment (groups of 3)	30%
4) Participatory method assignment (individual)	40%

1. Student led class war-up activity (6%)

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.

2. In class case exam (24%)

Students will work individually in class to answer open ended exam questions about course material from examples and cases prepared by the course instructors. This exam will be scheduled towards the end of the course after students have had ample time to conduct their assignments and assimilated course material.

a. Community Assessment (30%)

Students work in groups of 3 to conduct a community assessment in a neighborhood, and urban or rural area of their choice. The selection of the site will be discussed with the course instructors to ensure that the assignments and course deliverables can be relevant to the stakeholders there. Students choose sites based on the presence of an active community based organization in that community (NGO, Municipality, INGO..) and which they can be involved in through an ongoing community project or one being planned for (either in assessment, design, implementation, or evaluation) of interest to the residents or other community members. Student collect relevant information about community resources, problems, needs, social networks and CBOs, 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. Participatory method assignment (40%):

The assignment is comprised of 2 parts:

c.1) Plan development: Students individually select one community project that an identified community-based organization (CBO) is leading and develop a method to integrate community participation of a sub-group in this project (e.g. children, youth, women, elderly, etc.) in the community site of their choice. Each student will develop a plan to facilitate a participatory activity with the selected sub-group. The activity will be developed using participatory principles and approaches covered in the course, and reflects ethical decision-making. Students can discuss elements of their plan with the instructor during course sessions.

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c.2) Implementation report Each student individually implements the participatory activity with community members, by following the plan they developed. The student writes about the process and outcomes of the participatory activity exercise in a report. An instructions sheet will be 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								
Case study exam			X	X	X			
Community assessment	X	X				X		X
Participatory method assignment					X		X	X

LO1.4 Engage in community-based health promotion
LO1.7 Apply theoretical models and frameworks to identify determinants of community health
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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 methods for community health promotion (prioritization learnt in PBHL 303-core)
LO5.3 Apply ethical decision making in all phases of community organizing and advocacy



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Academic Integrity

Education is demanding and time management is essential. Do not hesitate to use the resources available to you in the University [Libraries, Writing Center, Academic Core Processing Systems]. It is the student's responsibility to become familiar with the Student Code of Conduct [AUB Student Handbook pages or AUB website]. 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, 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.

Key terms and guidance

Academic Integrity: Compliance with ethical and professional principles, standards, practices and consistent system of values, that serves as guidance for making decisions and taking actions in education, research and scholarship (European Network for Academic Integrity, 2023)

Academic dishonesty: "Morally culpable behaviours perpetrated by individuals or institutions that transgress ethical standards held in common between other individuals and/or groups in institutions of education, research, or scholarship" (p. 252). Jordan, S. R. (2013). Conceptual Clarification and the Task of Improving Research on Academic Ethics. *Journal of Academic Ethics*, 11: 243-256

Academic Misconduct /Academic malpractice: Any action or attempted action that undermines academic integrity and may result in an unfair academic advantage or disadvantage for any member of the academic community or wider society (ENAI, 2023).

It includes (but is not necessarily limited to) using ideas, words, images, or content in any other media that an author did not create, and presenting that content as if the author were the creator. Copying content that other people created—either directly or in a modified form—without properly acknowledging the creator qualifies as academic misconduct, as does utilizing unauthorized digital tools such as artificial intelligence to create content. An assignment that is found to have been plagiarized or to have used unauthorized tools will automatically receive a zero and the student will not be given an opportunity to repeat the assignment to pass. Depending on the severity of the case, academic misconduct may result in a failing grade in the course.

The University's policy on plagiarism still applies to any uncited or improperly cited use of work by other human beings, or submission of work by other human beings as one's own. All work submitted in this course must be the student's own work. Contributions from sources must be properly quoted and cited every time they are used. Failure to do so constitutes an academic integrity violation. Please refer to the PBHL 306A and B material on proper citing of sources.

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. It is derived from previously created texts from other sources that the models were trained on, yet does not cite sources. AI models have built-in biases (ie, they are trained on limited underlying sources; they reproduce, rather than challenge, errors in the sources). AI tools have limitations (ie, they lack critical thinking to evaluate and reflect on criteria; they lack abductive reasoning to make judgments with incomplete information at hand).

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Use of such programs may also interfere with your own independent thinking and creativity. Also, all large language models still have a tendency to make up incorrect facts and fake citations, and can occasionally come up with highly offensive products. Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, all writing assignments should be prepared by the student. Developing strong competencies in this area will prepare students for a competitive workplace. The policy applies to any writing assignments submitted for academic credit, including but not limited to essays, research papers, and projects. Students are responsible for the content of their assignments. Unless otherwise specified by the course instructors, all use of generative AI by students 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.

Students in this course are free to use spell check, grammar check, and synonym identification tools (e.g., Grammarly, and MS Word).

Accessible Education Office (AEO):

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. 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 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 Taub at 01-350000 ext. 2514, or titleix@aub.edu.lb. An anonymous report may be submitted online via [EthicsPoint](http://www.aub.ethicspoint.com) at www.aub.ethicspoint.com.*

Table 4. Class Schedule and Readings

Dates	Topic and Readings	Learning Objectives
Aug 29 Judy, Grace	Intro to course and syllabus	

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Sept 5 Judy	<p>What is ‘community’ and ‘community organizing’?</p> <ul style="list-style-type: none"> - Walter, CL and Hyde, CA (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. - 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 12 Judy	<p>Community Organizing Models and tools for Health Promotion</p> <ul style="list-style-type: none"> - Butterfoss, F. D., & Kegler, M. C. (2012). A coalition model for community action. <i>Community organizing and community building for health and welfare</i>, 3, 309-328. - 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. <i>Journal of community health nursing</i>, 32(3), 141-150. - Huberman, B et al. (2014). Strategies guided by best practice for community mobilization. <i>Advocates for Youth</i>. August, 8-20. 	LO4.2 LO1.4
Sept 19 Judy	<p>Community assessment I</p> <ul style="list-style-type: none"> - Hancock and Minkler (2012) Community Health 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 26 Judy	<p>Community assessment II</p> <p>*Rapid appraisal techniques for emergency/humanitarian crises</p> <ul style="list-style-type: none"> - 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. <i>International Social Work</i>, 0020872816673889 - Pepall, E., James, R. W., & Earnest, J. (2006). Guidelines for conducting rapid participatory appraisals of community health needs in developing countries: experience from Tulikup, Bali. <i>Asia Pacific journal of public health</i>, 18(3), 42-48. 	LO4.3 LO1.7 LO1.9
Oct 3 Grace	<p>Community Participation for Health Promotion</p> <ul style="list-style-type: none"> - Yamin, A. E. (2009). Suffering and powerlessness: the significance of promoting participation in rights-based approaches to health. <i>Health and human rights</i>, 5-22. - Enns, C., Bersaglio, B., & Kepe, T. (2014). Indigenous voices and the making of the post-2015 development agenda: the recurring tyranny of participation. <i>Third World Quarterly</i>, 35(3), 358-375. 	LO1.4
Oct 10 Grace	<p>Power, privilege, and marginalization: analyzing community power structures</p> <ul style="list-style-type: none"> - Chambers, R. (1995). Poverty and livelihoods: whose reality counts? <i>Environment and urbanization</i>, 7(1), 173-204. 	LO1.4 LO4.2 <i>Comm Ass. Due</i>

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	- 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. <i>Journal of Community Psychology</i> , 49(2), 266-282.	
Oct 17 Judy	Community Based Participatory Research - Israel, B. et al (2017) Critical issues in developing and following CBPR principles. In Nina Wallerstein, et al [eds] <i>Community-Based Participatory Research for Health: Advancing social and health equity</i> John Wiley and Sons.(E-book) Chapter 3 pp 33-44. - Makhoul J et al. (2013) Community based participatory research in complex settings: Clean mind-dirty hands. <i>Health Promotion Int'l</i> . doi:10.1093/heapro/dat049 (case in class) - Banks, S. et al (2013). Everyday ethics in community-based participatory research. <i>Contemporary Social Science</i> , 8(3), 263-277	LO4.2 LO5.3
Oct 24 Grace	Participatory methods and tools in different stages of community interventions (1): - Chambers, R. (2002). <i>Participatory Workshops: A Sourcebook of 21 Sets of Ideas and Activities</i> (1st ed.). Routledge. - Werner, D. and Bower, B. (2012) <i>Helping Health Workers Learn: a book of methods, aids, and ideas for Instructors at the Village Level</i> . Hesperian Foundation, Beauport, Quebec: Chapter 3.	LO4.2 LO4.1
Oct 31 Grace	Participatory methods and tools in different stages of community interventions (2): understanding diversity and inclusion - Wickenden, M., & Kembhavi-Tam, G. (2014). Ask us too! Doing participatory research with disabled children in the Global South. <i>Childhood</i> , 21(3), 400-417. (Students work on/pre-finalize their plan in the classroom)	LO4.4
Nov 7 Grace	Community mobilization and advocacy - Samuel, J. (2007). Public advocacy and people-centered advocacy: mobilizing for social change. <i>Development in Practice</i> , 17(4-5): 615-621. - Mukherjee, Joia S. (2021) 'Justice: Activism, Advocacy, and Social Change', <i>An Introduction to Global Health Delivery: Practice, Equity, Human Rights</i> , 2nd edn (New York, 2021; online ed, Oxford Academic.	LO4.1
Nov 14 Grace	Community advocacy methods and tools *Photovoice: - Nykiforuk, C. I., Vallianatos, H., & Nieuwendyk, L. M. (2011). Photovoice as a method for revealing community perceptions of the built and social environment. <i>International Journal of Qualitative Methods</i> , 10(2), 103-124. - Community Toolbox Chapter 3, Section 20: Implementing Photovoice in your community.	LO4.1
Nov 21 Judy	exam in class and course wrap up	LO 5.3



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		Exam
Nov 28 Grace	<p>International aid and community participation</p> <ul style="list-style-type: none"> - Roepstorff, K. (2020). A call for critical reflection on the localisation agenda in humanitarian action. <i>Third World Quarterly</i>, 41(2), 284-301. - Lokot, M. (2019). The space between us: feminist values and humanitarian power dynamics in research with refugees. <i>Gender & Development</i>, 27(3), 467-484. - https://www.thenewhumanitarian.org/opinion/2022/2/8/Localisation-lip-service-fixing-aid-colonial-legacy https://arabcenterdc.org/resource/the-flaws-and-failures-of-international-humanitarian-aid-to-yemen/ 	<p>LO5.3 LO4.2</p> <p><i>participation exercise due</i></p>