

## *The Hebrew University of Jerusalem*

### *Syllabus*

### *Health Promotion - 95141*

*Last update 14-02-2021*

*HU Credits: 1*

*Degree/Cycle: 2nd degree (Master)*

*Responsible Department: Public Health - International Prog.*

*Academic year: 0*

*Semester: 2nd Semester*

*Teaching Languages: English*

*Campus: Ein Karem*

*Course/Module Coordinator: Dr. Osnat Keidar*

*Coordinator Email: [osnatjacob@gmail.com](mailto:osnatjacob@gmail.com)*

*Coordinator Office Hours: Wed 10:00-11:00*

*Teaching Staff:*

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Dr. Osnat Keidar

Course/Module description:

*Elective course in community health promotion for IMPH students*

Course/Module aims:

- *To gain knowledge and understanding of the settings for health approach and its importance in health promotion processes.*
- *To gain the knowledge and ability to integrate community models of health behavior into community interventions.*
- *To acquire understanding, knowledge and skills of working with communities in the process of improving their health.*
- *To acquire knowledge of models and approaches of community work for health promotion.*

Learning outcomes - On successful completion of this module, students should be able to:

- *Understand and apply the settings for health approach in health promotion activities.*
- *Understand and apply different approaches, models and strategies of community health promotion and community work.*
- *Critically read scientific papers that deal with development and evaluation of settings for health and community health promotion*

Attendance requirements(%):

*Active participation in class*

*Teaching arrangement and method of instruction: Lectures, group discussions and group work, class and home exercise. In Korona time, distance learning*

Course/Module Content:

- *Social marketing*
- *Social advocacy*
- *Community building*
- *concept, principles and examples*
- *Ecological models of health behavior*
- *Planning Model- Precede-Proceed- implementation*
- *Diffusion of innovations*

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- *Building coalitions*
  - *Social resilience*
  - *Culturally appropriate community programs*
  - *Positive deviant inquiry*
  - *Community-Based Participatory Health Research*
  - *Community empowerment*

Required Reading:

- *Community Organization & community building for health*, Edited by Minkler M, Rutgers University Press, 1999.
- Glanz K., Rimer K. B., Lewis F.M. (2008) *Health behavior & health education: Theory research and practice*. Jossey- Bass. 4th edition
- Dooris, M., *Healthy settings: challenges to generating evidence of effectiveness*. Health Promotion International, 2005. 21(1): p. 55-65
- Chaskin R J: *BUILDING COMMUNITY CAPACITY, A Definitional Framework and Case Studies from a Comprehensive Community Initiative*. Urban Affairs Review 2001; 36; 291-323.
- Marsh, D.R., et al., *The power of positive deviance*. BMJ, 2004. 329(7475): p. 1177-9.

Additional Reading Material:

- Heaney CA, Israel BA: *Social networks and social support*, In: Glanz K et al (ed.) *Health behavior and health education, theory, research and practice*, Jossey-Bass, 2008, pp189-207.
- Letcher AS, Perlow KM: *Community-Based Participatory Research Shows How a Community Initiative Creates Networks to Improve Well-Being*. Am J Prev Med 2009;37:S292-S299
- Maguire B and Cartwright S: *Assessing a community's capacity to manage change: A resilience approach to social assessment*, 2008, Australia
- Van Vlaenderen H and Neves D: *Community development: building on contradiction*. Community Development Journal 2011; 46 S1: i83-i95
- Simmons A, Reynolds R.C, Boyd Swinburn B: *Defining community capacity building: Is it possible?* Preventive Medicine 2011; 52:193-199
- Lapping, K., et al., *The positive deviance approach: challenges and opportunities for the future*. Food Nutr Bull, 2002. 23(4 Suppl): p. 130-7.
- Lohrmann, D.K., *A Complementary Ecological Model of the Coordinated School Health program*. Journal of School Health, 2010. 80(1): p. 1-9.

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Course/Module evaluation:

End of year written/oral examination 0 %

Presentation 0 %

Participation in Tutorials 0 %

Project work 0 %

Assignments 100 %

Reports 0 %

Research project 0 %

Quizzes 0 %

Other 0 %

Additional information:

None