



The Hebrew University of Jerusalem

Syllabus

COMMUNITY DEVELOPMENT FOR HEALTH PROMOTION - 98483

Last update 17-01-2019

HU Credits: 2

Degree/Cycle: 2nd degree (Master)

Responsible Department: Public Health

Academic year: 0

Semester: 2nd Semester

Teaching Languages: Hebrew

Campus: Ein Karem

Course/Module Coordinator: Dr. Milka Donchin

Coordinator Email: milka@hadassah.org.il

Coordinator Office Hours: flexible

Teaching Staff:

Dr. Milka Donchin

Course/Module description:

A mandatory course for year 2 students in the health promotion track and an elective course for others.

Course/Module aims:

- Provide basic knowledge and tools for working with communities – principles and strategies.
- Provide information about models and approaches of community development for health promotion/
- Provide attitudes and values of equity, cultural sensitivity, partnerships and empowerment as a basis for health promotion activity.

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

1. Be acquainted with different approaches and models of community development for health promotion and be able to use them.
2. Be culturally sensitive and be able to work in interdisciplinary and inter-organizational partnerships and with stakeholders.
3. Read articles about development and evaluation of health promotion programs based on community development, advocacy or social change, in a critical way.
4. Analyze programs according to existing models.

Attendance requirements(%):

100

Teaching arrangement and method of instruction: It includes lectures, discussions, meetings with community workers, exercises and a presentation of an article in class.

Course/Module Content:

- What is a community, social networks, social capital
- Examples of community development field work
- models of community organization
- community diagnosis, mapping community assets

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- community participation, empowerment
 - Community Based Participatory Research
 - Community building
 - Community resilience
 - Coalitions – building and maintaining
 - Ethical dilemmas in community organization

Required Reading:

None

Additional Reading Material:

1. *Community Organization & community building for health*, Edited by Minkler M, Rutgers University Press, 2012.

2. עבודה קהילתית, שיטות לשינוי חברתי, אלישבע סדן, הוצאת הקיבוץ המאוחד, 2009

- 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.
- Chaskin R J: *BUILDING COMMUNITY CAPACITY, A Definitional Framework and Case Studies from a Comprehensive Community Initiative*. *Urban Affairs Review* 2001; 36; 291-323.
- 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
- Shan H, Muhajarine N, Loptson K and Jeffery N. *Building social capital as a pathway to success: community development practices of an early childhood intervention program in Canada*. *Health Promotion International* 2012. doi:10.1093/heapro/das063
- Baker I.R, Dennison B.A, Boyer P.S et al: *An asset-based community initiative to reduce television viewing in New York State*. *Preventive Medicine* 44 (2007) 437-441.
- Agampodi T,C, Agampodi S.B, Glozier N, Siribaddana S: *Measurement of social capital in relation to health in low and middle income countries (LMIC): A systematic review*. *Social Science & Medicine*, 2015,128: 95-104.
- Rothman J: *Multi Modes of Intervention at the Macro Level*. *Journal of Community Practice*, 2008,15:11-40.

Course/Module evaluation:

End of year written/oral examination 65 %

Presentation 0 %

Participation in Tutorials 10 %

Project work 0 %

Assignments 25 %

Reports 0 %

Research project 0 %

Quizzes 0 %

Other 0 %

Additional information:

None