

2016-2017

**Developing community health projects**

**Semester A**

**Time:** Tuesdays, 10.15-13.45

**Room:** main building, 708

**Instructor:** Shiran Bord

**Office Hours:** Tuesdays, Room 5040, 04 8288659

**Course Type** Lecture

**Course Level:** MPH

**Pre-Requisites:** none

**Course Overview:**

This course provides students with theoretic and practical skills for the development of community health projects (domestic and global) and gives these skills to use in their Practicum and Capstone. During this course we will learn about theoretic models for project development, give examples for health projects and will gain experience in the process of community project development. More specifically we will focus on the following areas:

1. Theoretical background for community health projects.
2. Assessing community needs.
3. Using quantitative and qualitative research methods for developing community health projects.
4. Skills for developing and implementing community health projects.

5. Understand the process of policy analysis.

**Topics:**

1. What is a community health project?
2. How to choose your project's topic? How to develop and define project's aim?
3. Precede-Proceed model for program development
4. Community needs assessment
5. Research tools and methods for community program development

**At the end of the course students will be able to:**

1. Choose a topic of interest and define project's main goal.
2. Plan the actions needed for community needs assessment.
3. Use Precede- Proceed model as a theoretical guidance for developing student's projects.

**Requirements:**

Attendance, Homework assignments

**Grading:** Pass/Fail

**CLASS CALENDAR/OUTLINE**

	<b>Date</b>	<b>Topic</b>
1	1.11.16	Introduction, explanation on the course aims and requirements. <b>What is a community health project?</b>
2	8.11.16	<b>How to develop and define project's goals?</b>
3	15.11.16	<b>Precede-Proceed model for programs development: Community needs assessment part 1</b>
4	22.11.16	<b>Class tour (Kfar Kara)</b>
5	29.11.16	<b>Precede-Proceed model for programs development: Community needs assessment part 2</b>
6	6.12.16	<b>Precede-Proceed model for programs development: projects planning part 1</b>
7	13.12.16	<b>Precede-Proceed model for programs development: projects planning part 2</b>
8	20.12.16	<b>Class tour (Tirat Carmel community clinic)</b>
9	27.12.16	Examples of community health projects
10	3.1.17	Individual guidance
11	10.1.17	Individual guidance
12	17.1.17	<b>Class tour (Syrian refugees)</b>
13	24.1.17	Course summary and guidance for next steps

### References:

- Green, L., & Kreuter, M.W. (1999). *Health program planning: An educational and ecological approach* (pp. 14-44). New York: McGraw-Hill..
- Green, L., & Kreuter, M.W. (1999). *Health program planning: An educational and ecological approach* (Chapter 2- Social assessment and participatory planning, pp. 50-78). New York: McGraw-Hill..
- Green, L., & Kreuter, M.W. (1999). *Health program planning: An educational and ecological approach* (Chapter 3- Epidemiological assessment, pp. 83-109). New York: McGraw-Hill.
- Green, L., & Kreuter, M.W. (1999). *Health program planning: An educational and ecological approach* (Chapter 4- Behavioral and environmental assessment, pp. 111-149). New York: McGraw-Hill..
- Green, L., & Kreuter, M.W. (1999). *Health program planning: An educational and ecological approach* (Chapter 5- Educational and ecological assessment of factors affecting health related behavior and environments, pp. 152-183). New York: McGraw-Hill..
- Green, L., & Kreuter, M.W. (1999). *Health program planning: An educational and ecological approach* (Chapter 6- Administrative and policy assessment: turning the corner from precede to proceed, pp. 188-215). New York: McGraw-Hill..
- Naidoo, J., & Wills, J. (2016). *Health promotion foundations for practice* (Chapter 18- Assessing health needs, pp. 269-284).Bailliere Tindall.
- Naidoo, J., & Wills, J. (2016). *Health promotion foundations for practice* (Chapter 19- Planning health promotion intervention's, pp. 285-300).Bailliere Tindall.