

Health Issues *in the Community*

PART 2 **TUTOR GUIDELINES**

Section 1

Introduction and Overview

INTRODUCTION & ACKNOWLEDGEMENTS

This Learning Pack was originally written by Jane Jones and was first produced in 1997 as part of the Lothian Training Initiative – a partnership project involving Lothian Health, the Health Education Board for Scotland (HEBS) and Moray House Institute and funded by HEBS.

Following an extensive evaluation of the Initiative in 2000 HEBS (now NHS Health Scotland) funded the establishment of a Training post at CHEX whose primary responsibility was the on-going development of the Health Issues in the Community training initiative. This was followed by a full review and re-design of the Learning Pack in 2001 and an extensive development programme across Scotland which is still continuing. This development has and continues to be overseen by a Core Group of key stakeholders including core partners, core trainers, course tutors and course participants.

The initiative has been the subject of further review during 2009 which has led to the creation of this 3rd edition of the Health Issues in the Community Learning Pack. We would like to thank everyone from the Core Group, the wider tutor group and from CHEX/SCDC who contributed thoughts, ideas or materials to this revised edition.

AIMS OF THE COURSE

To enable participants to develop their understanding of the range of factors that affect their health and the health of their communities and to explore how these factors can be addressed using community development approaches.

IDEAS AND GUIDING PRINCIPLES

The core underpinning theme of Health Issues in the Community is community development. Although this term can be used to describe many different types of activity the particular perspective that is taken here places value on supporting individuals to work collectively; on extending participatory democracy; and on social justice and equity.

The course:

- Draws on a social model of health which views health and illness as having as much to do with economic and social factors as with individual behaviour.
- Seeks to promote the value of equity in terms of equal access to health, and to counter discrimination on the grounds of age, race, gender, sexuality or physical ability.
- Supports the right of people to participate in decision-making processes and to take a more active role in the planning and delivery of services.

The guiding principles which have informed the approach include the following:

- That the life experience and knowledge of course members are recognised as the starting point for analysis and discussion.
- That one of the basic processes in learning is the opportunity to reflect on our ideas with other people.
- That it is important for people to develop the skills of critical reflection on the determinants of health and ill-health, and about themselves in relation to society.
- That people should be enabled to participate in the political process as active citizens, and helped to acquire the knowledge or confidence needed for this.
- That Learning can be a creative, fulfilling and enjoyable activity.

LEARNING OBJECTIVES

The objectives of the learning programme are for participants to:

- Gain a broad understanding of the key topic areas – a social model of health, health inequalities, power & participation, and community development approaches in health
- Develop their knowledge, skills and confidence to apply this learning to their own individual lives and the lives of their communities

PART 2 LEARNING OUTCOMES

On completion of the 'Ideas into Action' Course (Health Issues in the Community – Part 2) it is intended that participants will be able to:

- Demonstrate a broad understanding of a social model of health and the causes of health inequalities.
- Develop a broad understanding of a community development approach in health and the key concepts and principles that inform this approach
- Demonstrate a broad understanding of community research methods.
- Use a range of community research methods in project work and use a wide range of skills in presenting the outcomes of this work to their peers.
- Work under their own initiative and as part of a team in carrying out project work.
- Reflect on their own learning and practice throughout the programme.

Section 2

Tutor Responsibilities

COURSE DELIVERY/ ADMINISTRATION

Tutors are free to vary and alter course materials to suit the needs of the group they are working with. Equally the timing of how the course is delivered is flexible and Tutors may wish to deliver individual units over an extended time frame to reflect the circumstances of those they are working with. Please note completion of Unit 10 is compulsory for those seeking credit rating.

Tutors should ensure that, prior to delivering a course, all materials, venue, administrative and financial requirements are in place for successful delivery.

TUTOR REGISTRATION

In order to remain a registered tutor and be eligible to deliver credit rated courses tutors must comply with the following requirements.

- Deliver a minimum of 1 full Part 1 course or short courses equivalent to at least 2 units within a 2 year period.

Or

- Where this is not possible tutors will be able to attend a 1 day refresher session in order to maintain registration.

COURSE TUTOR REQUIREMENTS

Course Type	Credit Rating	Requirements of Tutors
Part 2 (not credit rated)	None (Completion Certificates Available)	<ul style="list-style-type: none"> • Notify CHEX prior to course delivery of numbers of those attending (Appendix 1) • Submit student evaluation questionnaires (in pack) to CHEX at end of course
Part 2 (credit rated)	Award of 10 points at SCQF level 7	<ul style="list-style-type: none"> • Notify CHEX prior to course delivery of numbers of those attending (Appendix 1) • For assessment the following is required for each student <ul style="list-style-type: none"> - Minimum of 6 completed learning logs - Student assignment: 2,000 -2,500 words (see appendix 4) - Tutor report on community research project (Appendix 2) • At the end of the Course - submit assessment registration form (Appendix 3), all student assessment materials, and completed evaluation questionnaire (in pack) from each student to CHEX • Note: there is a £30 fee, to cover marking, chargeable for each submission for assessment

Section 3

Rough Guide to the Units

UNIT 9: GLOBAL PERSPECTIVES TO LOCAL REALITIES

Learning Objectives

To explore and discuss the links between global, national and local health policy/strategy and the real issues that people face in their own communities. (Exercises 2 and 3)

To critically examine differing views of life in disadvantaged communities (Exercise 4)

Learning Methods

Reading and analysis, reading and critical discussion, small group work, participative exercise, large group discussion. Group Interview Preparation

Overview

This unit provides an opportunity to recap on Part 1 of the course before moving on to look at the World Health Declaration and different ideas about social justice. Exercise 4 can be tricky with a large group.

What Tutors said

Introducing policy documents like those in the unit can be difficult and pushes participants to get beyond the jargon and look at what is being said. We had to really think about it and kept a dictionary on hand.

Looking at the Alma Ata declaration raised emotion among participants. There was anger that these statements were made in 1978 and have not been followed through.

UNIT 10: COMMUNITY RESEARCH

Learning Objectives

To introduce participants to the issues surrounding carrying out community based research (Exercises 1, 2 and 3)

To establish a methodology of approach to community based research (Exercises 4 and 6)

To introduce a range of research methods appropriate to community based research (Exercise 5)

Learning Methods

Tutor input, small group work, group discussion

Overview

This unit introduces the group to community based research and helps them to start to focus on how they are going to set their research question and the practicalities of undertaking their research.

UNIT 11: PRIVATE TROUBLES AND PUBLIC ISSUES

Learning Objectives

To introduce the distinction between individual and structural explanations of ill-health (Exercise 2)

To raise awareness about the multi-causal nature of health problems (Exercise 2)

To develop thinking about collective working and community development approaches to health (Exercise 3)

Learning Methods

Large group brainstorming, tutor input, small group reading and analysis, large group discussion, small group action planning. Group research preparation.

Overview

This unit looks at the distinction between individual and structural explanations for health problems. It then takes one particular topic (in this case food) and explores it through the use of different pieces of reading. The collective working aspect is then further developed through a case study exercise, again using the issue of food as an example.

What Tutors said

When we looked more at the community development approach we used a scenario that the group were familiar with and some had actually been involved in. I think they related better to this and found it easier.

This really helped us to understand the bigger picture. At first there was a lot of emphasis on the individual to the point that I was having to be very professional. When looking closer there was a complete turn around, moving away from victim blaming. It was one of these times where I let the temptation to intervene go and participants got it for themselves.

UNIT 12: MAKING DEMOCRACY WORK

Learning Objectives

To present an introduction to structures in the public sector and how they work (Exercises 3 & 5)

To introduce ideas around community engagement and involvement (Exercise 2)

To develop an awareness of public policy-making processes and scope for community involvement/ influence (Exercises 3, 4 & 5)

Learning Methods

Small group brainstorming and discussion, tutor input and directed discussion, small group discussion, participative exercises. Research preparation

Overview

This unit introduces participants to the idea of consumers and citizens. It also starts to develop thinking about the structures that affect peoples' lives and

how to influence them. The unit also involves invited guests coming in to speak about community/public involvement in their service or programme and so affords the opportunity for participants to talk directly to decision-makers and gain some insight into how this operates at a local level.

What Tutors said

Inviting people to talk with the group was fantastic and very much a 2-way process. Our guests were really impressed with the work we had been doing and the planned exercise was abandoned to talk some more. It was a great promotion for the course and a boost for the group to have people interested in what they had been doing.

We organised a trip to the Scottish Parliament with our MSP. A fair bit of extra time and effort were required but it was really worthwhile.

UNIT 13: GETTING BELOW THE SURFACE

Learning Objectives

To examine ideas and methods of identifying health issues (Exercises 2 & 4)

To develop a critical awareness of the role of education (Exercise 4)

To enable people to say what really concerns them (Exercises 2 & 3)

To enable participants to have a go at using popular education methods (Exercise 4)

Learning Methods

Small group brainstorming and discussion, tutor input and directed discussion, small group discussion, participative exercises. Community research update.

Overview

This unit begins to help participants to look at underlying values and principles as well as looking at methods/techniques that can be used in community work. It also develops the theme of collective working and introduces popular education ideas and methods. Talking about values, sensitive issues and power relationships can bring personal and emotive issues into the discussions.

What Tutors said

I had never done anything like tableau before and was worried about it. Would everyone join in? Would it work? It was great though. I was clear with the instructions and everyone took part. I've since used this with other groups and enjoy the way it brings out issues and like it says on the tin gets below the surface.

On occasion, although very rare, there have been disclosures that tutors and participants have had to find a way of supporting.

UNIT 14: WORKING WITH GROUPS

Learning Objectives

To outline some basic group work skills. (Exercises 1 and 2)

To introduce some basic concepts of group dynamics and group process (Exercises 1, 2 & 3)

To explore some key ideas about assessing community strengths.(Exercise 4)

Learning Methods

Role Play, group discussion

Overview

This unit looks at key elements of group work including task and process, conflict in groups and

reviewing groups in a little bit more depth. It should build on the knowledge and group experience that has been built up over the duration of the course as well as helping participants develop a wider understanding of group dynamics. The unit begins an exploration of how effective groups are in the community

What Tutors said

By this time so much had happened as a group and we were able to laugh at some of these things that had happened to understand the task and process. I offered a few inputs about what it had been like for me as a tutor especially the times when it was difficult to stop discussion and there was another exercise to do.

UNIT 15: COMMUNITY RESEARCH PROJECTS – PRESENTATION AND ANALYSIS

Learning Objectives

To provide an opportunity for people to present their research findings

Learning Methods

Presentation of research findings and discussion

Overview

For tutors this is really a facilitation and feedback exercise. Tutors need to be positive and supportive.

UNIT 16: REVIEW AND EVALUATION

Learning Objectives

This is a review and evaluation unit – no objectives applicable

Learning Methods

Group discussion and individual completion of evaluation questionnaire

Overview

End on a positive note!!

Section 4

Resources and Support

RESOURCES

All the resources we have are available through the CHEX website, www.chex.org.uk under HIIC and then HIIC resources. We hope to keep adding to these resources as tutors and CHEX staff identify useful additions to augment the course. If you identify any potentially helpful resources please let the staff at CHEX know and they will add it to the resource folder.

SUPPORT

CHEX has a dedicated training and development manager responsible for HIIC nationally who can be contacted for any support or advice required. Contactable through CHEX AT 0141 248 1990

Appendix 1

HEALTH ISSUES IN THE COMMUNITY REGISTRATION FORM

Main Details

Course Title:
Location (address of venue):
Postcode (N.B. essential information):
Main Tutor:
Contact Telephone:
Contact E-mail:

Other Details

Type of course (e.g. full course, Part 1, short course etc.):
Type of group (e.g. community group, school, young people, young parents etc.):
Number of students:

Please return to:

Aileen Skillen, HIIC Administrator, CHEX, Suite 305, Baltic Chambers,
50 Wellington Street, Glasgow G2 6HJ

or

aileen@scdc.org.uk

Appendix 2

HEALTH ISSUES IN THE COMMUNITY IDEAS INTO ACTION - (PART 2)

TUTOR REPORT FORM: COMMUNITY RESEARCH

PARTICIPANT'S NAME

The participant contributed to the development of a Research question and Plan

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The participant contributed to carrying out the research

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The participant contributed to the collation and making sense of the information gathered

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The participant contributed effectively to the group process

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The participant contributed to the delivery of the presentation

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Any other comments:

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Tutor's signature:

Appendix 3

HEALTH ISSUES IN THE COMMUNITY IDEAS INTO ACTION - (PART 2) REGISTRATION FOR ASSESSMENT

I wish to register the following learners for assessment.

NAMES (PLEASE PRINT)

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NAME, ADDRESS AND CONTACT DETAILS OF TUTOR

NAME

ADDRESS

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TELEPHONE/EMAIL/.....

There is a charge of £30 per student for assessment. Please indicate the invoice address if different from the above.

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Completed forms should be sent to:

Health Issues In The Community
c/o CHEX (Community Health Exchange)
Scottish Community Development Centre
Suite 305
Baltic Chambers
50 Wellington Street
Glasgow
G2 6HJ

***Please remember to submit all student assessment materials and evaluation questionnaires with this form. Follow the checklist below.**

- Completed Learning Logs
- Community Research Project Tutor Report
- Part 2 Assignment
- Course evaluation questionnaire

Appendix 4

HEALTH ISSUES IN THE COMMUNITY IDEAS INTO ACTION - (PART 2)

ASSESSMENT REQUIREMENTS

Part 2 credit rating requires 3 submissions:

1. Your completed learning logs from each unit. A minimum of 6 are required
2. Involvement in the Community Research Project – your tutor(s) will complete a report on your involvement.
3. Written assignment. Details of the written assignment are given below.

The Part 2 Assignment

Between 2,000 and 2,500 words of writing on the following:

Your essay should draw from your community research and using that as your basis consider

What you have learned about your community

- Population characteristics
- Community structures
- Agency structures
- Levels of participation

What you have learned about the issues your community faces

- Identifying key issues and barriers by referring to the evidence you have gathered

From a community development perspective what actions could be taken to address these issues?

- How could the evidence be used to achieve change?
- What practical steps could you and your community take to achieve this?