



HEALTH ISSUES IN THE COMMUNITY

SHORT COURSES

Based on the key themes of:

- **The Social Model of Health**
- **Inequality/Equity and Social Justice**
- **Power, Participation and Democracy**
- **Community Development and
Collective Working**

THEME 1 – THE SOCIAL MODEL OF HEALTH

This is one of the main themes of Health Issues in the Community. It starts to build on the experience and knowledge of participants and helps them to 'know what they know'. It also encourages people to explore different perspectives on health and to look at the area of responsibility for health.

Suggested Format: 2 sessions (each lasting about 2½ hours)

Session 1

- **Unit 1 Exercise 1 – Welcome, introductions and ice-breaker (15mins)**
Depending on the group this may not be necessary but it's always worthwhile doing something to get people settled into the session.
- **Unit 1 Exercise 5 – What Affects our Health (45 mins)**
Essential exercise to get people into identifying factors that affect health. Allow as much time as is needed for people to go into it in depth.
(Materials: 2 colours of post-its, flipcharts and pens)
- **Unit 1 Exercise 6 – Medical and Social Explanations (30 minutes)**
This links directly with the previous exercise as the responses from it provide the starting point for discussion around who deals with the different factors that have been identified. Analysis of the poem also helps to develop the theme further.
(Materials: flipcharts from previous exercise, Handout C from Unit 1)
- **Break (10 mins)**
- **Unit 2 Exercise 3 – Historical & Cultural Ideas About Health (45 mins)**
This can be done in different ways – the straight reading, analysis and feedback as set out in the pack or perhaps a more creative exercise where the small groups are asked to visually portray the ideas that are outlined (this could be by drawing, role playing, tableau, etc.)
(Materials: flipcharts, pens, Handout B from Unit 2)
- **Recap and prep for next session (5 mins)**
It's always useful to reflect on what's been covered. Spend 5 minutes doing this before finishing off the session.

Session 2

- **Recap and introduction to the session (5 mins)**
Briefly go over what was covered in the last session.
- **Unit 2 Exercise 2 – 'Old Wives Tales' (40 mins)**
This exercise is quite lively and will help people get into the session. Try and draw out key points from the discussion at the end.
(Materials: flipcharts, pens, Handout A from Unit 2)
- **Unit 2 Exercise 4 – Different Views (25 mins)**
Follow this exercise as per the pack.
- **Break (10 mins)**

- **Unit 9 Exercise 2 – Alma Ata/World Health Declaration (30 mins)**
Don't use all of this exercise, concentrate on the World Health Declaration and Section 7 of the Alma Ata Declaration - follow steps 2-4 only.
(Materials: Handout s B and C from Unit 9, Section 7 of Handout C from Unit 9)
- **Concluding Exercise – Practice Task (40 mins)**
In small groups participants should be asked to draw up their own 'plain English' health declaration taking into account the World Health Declaration, their own experiences and views, and the issues/factors they identified in Session 1. This should be quite a fun and creative activity to finish off the 2 sessions.
(Materials: flipcharts, pens, flipcharts from Session 1 should be stuck up to remind people of what they'd come up with)
- **Recap and Evaluation (if appropriate)**

THEME 2 – INEQUALITY, EQUITY and SOCIAL JUSTICE

These key elements of the pack underpin the use of community development approaches in health. They explore the whole area of poverty and inequality and then begin to challenge attitudes and preconceptions in relation to equity and social justice.

Suggested Format: 3 sessions (each lasting between 2- 2½ hours)

Session 1

- **Unit 1 Exercise 1 – Welcome, introductions and ice-breaker (15 mins)**
Depending on the group this may not be necessary but it's always worthwhile doing something to get people settled into the session.
- **Unit 3 Exercise 4 – Defining Poverty (60 mins)**
This exercise probably needs at least an hour as it will stimulate a lot of debate. It also needs to be followed by a break – to let people cool down!
(Materials: Flipcharts, Pens, Handouts C and D from Unit 3)
- **Break (10 mins)**
- **Unit 3 Exercise 5 – Inequalities in Health (20 minutes)**
This should be a straight run through as per the pack.
(Materials: Handout E from Unit 3)
- **Unit 3 Exercise 2 – Barriers and Choices (30 minutes)**
This should also be a straight run through as per the pack.
(Materials: Handout A from Unit 3, pre-prepared role cards)
- **Recap and prep for next session (5 mins)**
A quick recap of the session would be useful. If appropriate, a little bit of homework could be for participants to find out information about inequalities in health in their area (this could be through local profiles or other information, etc.) to bring in to the next session.

Session 2

- **Recap and Introduction (15 mins)**
This is a chance to recap on the previous session. It is also an opportunity to discuss people's 'homework' (if appropriate) about what kind of inequalities they've found in their area
- **Unit 4 Exercise 2 – Living with Racism (30 mins)**
This should be a straight run through as per the pack
(Materials: Handout A from Unit 4)
- **Unit 4 Ex.3 – Different Experiences, Common Problems (30 mins)**
This exercise should be cut down by using a couple of case studies only. Case studies should be selected that are appropriate to the group.
(Materials: Handouts B-E as appropriate from Unit 4)
- **Break (10 mins)**
- **Unit 4 Exercise 4 – The Meaning of Equity in Health (20 mins)**
This should be a straight run through as per the pack.

- (Materials: Biscuits! Pre-prepared role cards, Handout 6 from Unit 4)
- **Unit 4 Exercise 5 – From Social Exclusion to Social Justice (40 mins)**
If time allows, slightly longer should be allowed for this exercise in order to help people get into it in more depth.
- (Materials: Flipcharts, pens, Handout G from Unit 4)
- **Recap and prep for next session (5 mins)**

Session 3

- **Recap and Introduction (5 mins)**
- **Unit 1 Exercise 2 – Looking Upstream/Unit 6 Exercise 4 (45 mins)**
Start with an explanation of the Zola story and go through the handout. Either use the story as a basis for extended discussion on how a Community development approach could be used to tackle an issue within the groups community or use a short version of Unit 6 Exercise 4 for group discussion
- **Break (10 mins)**
- **Unit 14 Exercise 3 – Role Play/Simulation Exercise (60 mins)**
Although this exercise is designed to help people look at the task and process of groups, it is also useful to help people explore issues around equity in terms of resource allocation. The observers should be looking for examples of participants making 'equitable' judgements and decisions. The discussion after the role play should focus on what the issues were for people in making (or trying to make!) decisions regarding the allocation of grants, what tensions existed and how people tried to overcome these. Try to draw parallels with the whole idea of equitable service provision and fairness in public policy-making (Note - Allow plenty of time for participants to come out of role as things can quite heated during the role play exercise!). Don't use Handout A from Unit 14 in this exercise – it's the issues about Equity that you want people to concentrate on not the Group Process (it may be useful to re-visit Handout G from Unit 4 when discussing the exercise).
(Materials: Handout B from Unit 14)
- **Recap and Evaluation (if appropriate)**

THEME 3 – POWER, PARTICIPATION & DEMOCRACY

This theme explores issues about power, what makes us feel powerless, and what is meant by participation in public life. It also links ideas of democracy and citizenship with how to influence structures and decision-making.

Suggested Format: 2 sessions (each lasting between 2- 2½ hours)

Session 1

- **Unit 1 Exercise 1 – Welcome, introductions and ice-breaker (15 mins)**
Depending on the group this may not be necessary but it's always worthwhile doing something to get people settled into the session.
- **Unit 5 Exercise 2 – The Power Chair Game (30 mins)**
This should be a straight run through as per the pack.
- **Unit 5 Exercise 3 – Feeling Powerless (35 mins)**
This can either be a straight run through as per the pack or you may want to use the 'tableau' method outlined in Unit 12 to explore the issue.
(Materials: Handouts A and B from Unit 5)
- **Break (10 mins)**
- **Unit 5 Exercise 4 – Dimensions of Power (30 mins)**
This should be a straight run through as per the pack.
(Materials: Handout C from Unit 5)
- **Unit 12 Exercise 3 – Democracy and Decision-Making (30 mins)**
As well as looking at the discussion points outlined, participants should try to identify the power elements within each example and relate this to the dimensions of power outlined in the previous exercise. There is no need to use handout 5 at this stage (unless you want to!)
(Materials: Handouts C and D from Unit 12)
- **Recap (5 mins)**

Session 2

- **Introduction and Recap (5 mins)**
- **Unit 5 Exercise 5 - Participation (60 mins)**
This should be a straight run through as per the pack.
(Materials: Flipcharts, Pens, Handouts D, E and F from Unit 5)
- **Break (10 mins)**
- **Unit 12 Exercise 2 – Participation and Citizenship (30 mins)**
This should be more or less a straight run through from the pack although I've cut it down the time allowed slightly.
(Materials: Handouts A and B from Unit 12)
- **Unit 12 Exercise 4 – Case Study (30 mins)**
This should be a straight run through as per the pack – although slightly more time can be given for this if necessary.
(Materials: Handout E from Unit 11)
- **Recap and Evaluation (if appropriate)**

THEME 4 – COMMUNITY DEVELOPMENT AND COLLECTIVE WORKING

This theme looks at the key elements of working with groups and the principles of collective working. Community Development principles and methods are also introduced and related to practical examples.

Suggested Format: 2 sessions (each lasting between 2 – 2½ hours)

Session 1

- **Unit 1 Exercise 1 – Welcome, introductions and ice-breaker (15 mins)**
Depending on the group this may not be necessary but it's always worthwhile doing something to get people settled into the session.
- **Unit 1 Handout B – (25 mins)**
Just run the Zola story and discuss then split them into 2 or 3 groups to discuss how the lessons from the story could be used to identify and address an issue in their community (Materials: Flipcharts, Pens)
- **Unit 1 Exercise 4 – Introduction to Groups (25 mins)**
This should be a straight run through as per the pack.
- **Break (10 mins)**
- **Unit 11 Exercise 3(Exercise 2 for food quotes issue) – Taking Action [Steps 1-5] (45 mins)**
This is a useful means of helping people into practically working together to tackle issues of common concern. Steps 1-5 should be sufficient in the time allowed. If you have longer you may want to carry on to look at the case examples in Handouts B and C.
(Materials: Flipcharts, Pens)
- **Recap and summary (5 mins)**

Session 2

- **Recap and intro to this session (5 mins)**
- **Definitions Exercise (15 mins)**
Brief brainstorming exercise on 'what is community development?' Record results on a flipchart to return to later.
- **Unit 6 Exercise 3 – Dimensions of Comm. Development (60 mins)**
This should be a straight run through as per the pack.
(Materials: Handouts C-F from Unit 6)
- **Break (10 mins)**
- **Unit 6 Exercise 4 – A Comm. Development case study (50 mins)**
This should be a straight run through as per the pack but with the option of having groups working through the scenario themselves before looking at the worked example.
(Materials: Flipcharts, Pens)
- **Community Development – definitions (15 mins)**

Return to flipcharts from 1st exercise – ask for any amendments/changes to the earlier suggestions. Go through Handout A from Unit 6 with the group for some useful definitions.

(Materials: Handout A from Unit 6)

- **Recap and Evaluation (if appropriate)**