



Health Administration (HADM) 315

Health and Community Development (Revision 5)

Status: Replaced with new revision, see the **course listing** [↗](#) for the current revision **ⓧ**

Delivery mode: Individualized study online [↗](#)

Credits: 3

Areas of study: Arts or Social Science

Prerequisite: **ADMN 233** or **ENGL 255** or equivalent recommended.

Precluded: HADM 315 may not be taken for credit if credit has already been obtained for HSRV 315 or NTST 315.

Challenge: HADM 315 has a challenge for credit option.

Faculty: Faculty of Health Disciplines [↗](#)

Overview

In HADM 315: *Health and Community Development*, you are invited to engage in the content and discussions with online peers and community partners so that you will experience theory and practice combined as praxis. You will learn about concepts of community, social determinants of health, and the use of participatory action research methods in the application and integration of community development (CD) principles to build community capacity.

We will provide you with tools to facilitate community organizing and participatory action (PA) as a means of bringing people together to address problematic social conditions. As a purposeful collective effort, PA requires sound analytical, political, and interactional skills. An important aspect of those skills for community facilitators involves a continuous pattern of systematic planning, doing, reflecting again (theorizing), and acting strategically to build a group or community that can achieve its aims.

Although these concepts are addressed in the course, we assume learners come with some familiarity of such relevant skills and knowledge as: the nature of organizations, service delivery networks, community structures and dynamics, power structure and dynamics, empowerment, and advocacy. Through learning from case studies presented by community partners and the values they express, you will have opportunities to develop the skills and competencies required of effective community development practitioners, and increase your capacity to create sustainable transformative change. Therefore, this course is relevant to direct practice for and with any community or group, but it is particularly relevant for advocacy and capacity building for disempowered groups in society.

Outline

Health Administration 315: Health and Community Development comprises eight units, which are further divided into segments, as outlined below.

Unit One: Introduction to Health and Community Development

Segment 1: Guiding Your Learning Journey – As the Eagle Flies

Segment 2: Case Study: *You just blink and it can happen: A study of women's homelessness north of 60*

Segment 3: Professionalization, Service Delivery, and Community Development

Segment 4: Where Theory Meets Practice

Unit Two: What is Community Development?

Segment 1: What is Community?

Segment 2: Systems Thinking Applied to Community Development

Segment 3: What is the "Development" in Community Development?

Unit Three: Mapping Community Development

Segment 1: Concepts and Tools Used In Community Development

Segment 2: The Medicine Wheel as a Situation Mapping Tool

Segment 3: The Determinants Model and Problem Tree Analysis

Unit Four: How Change Happens

Segment 1: Three Kinds of Change Problems

Segment 2: Why Community Development is Always about Change

Segment 3: Routine Change versus Transformation

Unit Five: Doing Things Right – Best Practices and Principles to Guide Development Action (Part I, Principles 1 – 8)

Segment 1: Introduction to the Principles of Community Development

- Human beings can transform their world
- Development comes from within
- Healing is a necessary part of development
- Justice
- No vision, no development
- Development processes must be rooted in the culture of the people
- Interconnectedness: A holistic approach

- The hurt of one is the hurt of all; the honour of one is the honour of all

Unit Six: Doing Things Right – More Best Practices and Principles to Guide Development Action (Part II, Principles 9 – 17)

Segment 1: Introduction to More Principles of Community Development

- Unity
- Participation
- Spirit
- Morals and ethics
- Learning
- Sustainability
- Move to the positive
- Be the change you want to see
- Power and power dynamics in the community must be acknowledged and analysed

Unit Seven: Are you an Effective Community Development Facilitator?

Segment 1: Roles and Personal Characteristics of Effective Community Development Workers

Segment 2: Strategies for Community Development Work

Segment 3: Capacity Building as the Foundation of Community Development Work

Segment 4: Assessing Community Capacity

Segment 5: Capacity Building Strategies and Tools

Unit Eight: Community Development Practice

Segment 1: Participation

Segment 2: Barriers to Participation Produce Inauthentic Participation

Segment 3: Participatory Action Research

Segment 4: Components and Core Competencies to Facilitate Sustained Participatory Action

Evaluation

To **receive credit** [↗](#) for HADM 315, you must achieve a course composite grade of at least **D (50 percent)** [📄](#). The weighting of the composite grade is as follows:

| Activity | Weight |
|--|-------------|
| Assignment 1: Defining and Describing Community | 20% |
| Assignment 2: Community Assessment | 30% |
| Assignment 3: Developing and Implementing an Action Plan | 35% |
| Participation | 15% |
| Total | 100% |

To learn more about assignments and examinations, please refer to Athabasca University's **online Calendar** [↗](#).

Materials

This course either does not have a course package or the textbooks are open-source material and available to students at no cost. This course has a **Course Administration and Technology Fee** [↗](#), but students are not charged the Course Materials Fee.

Bopp, M., & Bopp, J. (2011). *Recreating the world: A practical guide to building sustainable communities* (3rd ed.). Calgary, AB: Four Worlds Press. (Online) [📄](#) (Online)

Alternate Delivery Option (OERu*)

HADM315: **Health and Community Development (Revision 4)** [↗](#), is now offering a version of this course in Open Courseware format. This means that anyone interested in learning more about health and community development, but not desiring university credits for their learning, has free access to audit the course as a “guest” without tutor support or assignment submissions.”

*The OERu is an independent, not-for-profit network that offers free online university courses for students worldwide using Open Educational Resources (OER)

Challenge for credit

Overview

The challenge for credit process allows you to demonstrate that you have acquired a command of the general subject matter, knowledge, intellectual and/or other skills that would normally be found in a university-level course.

Full information about **challenge for credit** [↗](#) can be found in the Undergraduate Calendar.

Evaluation



[Challenge for credit course registration form](#)

Important links

- › [Academic advising](#) [↗](#)
- › [Program planning](#) [↗](#)
- › [Request assistance](#) [↗](#)
- › [Support services](#) [↗](#)

Athabasca University reserves the right to amend course outlines occasionally and without notice. Courses offered by other delivery methods may vary from their individualized study counterparts.

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Updated October 4, 2023

View **previous revision** 
