# SAM HOUSTON STATE UNIVERSITY

## Department of Health and Kinesiology HED 493

## Principles and Practices of Community Organization And Community Development

#### **FALL 2007**

INSTRUCTOR: Rosanne S. Keathley, Ph.D.

Associate Professor- Health Education

Hpe\_rsk@shsu.edu

OFFICE: HKC 216 PHONE: (936) 294-1171 (Office)

(936) 661-0028 (Mobile) (936) 295-4393 (Home)

TEXTS: Community Health Education. Breckon, Harvey, and Lancaster, Wesley, 2005.

<u>Planning, Program Development, & Evaluation</u>. Timmreck, Jones & Bartlett, 2006.

<u>Texas Vital Statistics Report.</u> Texas Dept. of Health, 1100 West 49<sup>th</sup> St., Austin, Texas 78756-3199. (512)458-7111 CALL & ORDER YOUR FREE COPY

## COURSE DESCRIPTION

The course serves as an introduction to the areas of community health for Health, Kinesiology, and Victim Studies majors and minors. The student will be oriented to the concepts, principles, practices, barriers, and resources involved in community development.

#### **COURSE COMPETENICIES**

The course is designed to provide the student with an understanding of community organization and development. Upon completion of the course, the student will be able to:

- 1. work through any fears of community involvement or fears of participating in behavior change constructs;
- 2. develop a program plan for study and budget time to cover the experience;
- 3. find and interview leaders as well as learn the kinds of questions to ask to gain relevant information regarding the related disciplines;
- 4. appreciate the value of organizational frameworks as they attend and participate in related agency activities and meetings;
- 5. appreciate the philosophy and have an understanding of principles and practices in community organization and community development

- and relate these to health education and other social science disciples;
- 6. gain an understanding of the role of the Health Education Specialist in different settings of the community;
- 7. increase in knowledge of voluntary and official health agencies—structure, functions, and methods and the role they play in the related disciplines;
- 8. have an understanding of interagency relationships; and
- 9. gain some idea of the importance of participation and involvement of volunteers in health programs.

#### LEARNING OBJECTIVES

- 1. Prepare a condition and people specific needs assessment for a group program plan focusing on a behavior change model.
- 2. Analyze a specific health problem for one target population in the state of Texas.
- 3. Develop a health program plan that utilizes the PRECEDE AND PROCEED framework.
- 4. Gain an understanding of the professional ethics required in the professions of Kinesiology, Victim Studies, and Health Education.
- 5. Prepare for the professional strategies required to be a Certified Health Education Specialist (C.H.E.S.).
- 6. Identify various professional health organizations in regard to their mission and contribution to the disciplines of Kinesiology, Victim Studies, and Health Education.
- 7. Participate in a major fund-raiser for a health agency.

#### COURSE CONTENT

## UNIT 1- Program Planning in Community Health Education

- 1. Putting the Parts Together
- 2. Program Planning as a Process
- 3. Health Education and Changing National Health Policy

#### **UNIT 2- Community Analysis**

- 1. Understanding Communities
- 2. Where do We Begin?
- 3. Format for Community Analysis
- 4. Date Collection Techniques

## UNIT 3- Looking at Individuals through Community Health

- 1. Education Programs
- 2. Community Diagnosis
- 3. Establishing Program Goals
- 4. Defining Behaviors
- 5. Assessing Behaviors
- 6. Collecting Date on Health Behaviors and Outcomes
- 7. Identifying Target Behaviors/Outcomes
- 8. Assessing Educational Readiness

#### UNIT 4- Developing a Program Plan

- 1. Formulating Educational Goals
- 2. Specifying Objectives
- 3. Identifying Methods and Activities
- 4. Planning Program Evaluation
- 5. Writing the Planning Document

## **UNIT 5- Program Implementation**

- 1. Gaining Acceptance from the Target Population
- 2. Community Attributes and Making Changes
- 3. Specifying Program Tasks and Estimating Resource Needs
- 4. Establishing a System for Program Management
- 5. Using Planning Procedures to Produce Change in the Target Population

## **UNIT 6- Planning Evaluation**

- 1. Nature of Evaluation
- 2. Structure of Program Evaluation
- 3. Evaluation Design
- 4. Essential Steps in Conducting a Program Evaluation
- 5. Accountability and Program Evaluation

## **COURSE REQUIREMENTS**

- 1. Each student will complete 3 exams worth 100 points each.
- 2. Each student will participate in community activity points that are supported by health agencies. A total of 100 points will be available for students to receive—information concerning the community activity points will be given in class.
- 3. Each student will assist in the development of a group program plan that is designed to meet a specific health risk in the Walker County area. The group project is worth 75 points and will be explained in detail during the semester.
- 4. Each student will conduct an interview with a health professional with an advanced degree. Ideally, the individual will be involved in the student's internship site in some manner. Approval for the interview will be granted by the instructor. The interview is valued at 25 points.