



Applying the Principles of Coordinated School Health to Community Program Planning: A Semester Project

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ABSTRACT

Objectives: This teaching idea* is designed to increase students' understanding about the principles of a Coordinated School Health Program and apply these principles as they plan a community health program. As students work through the planning process, they will address many of the AAHPERD/AAHE Standards for Health Education Programs.¹ *Target Audience:* This teaching strategy is designed for post-secondary students in areas of school and/or community health. Also, practitioners in the field may be able to use these techniques when planning community health education programs for wider audiences.

*This teaching idea was successfully used in a community health course, which is a core requirement for health and physical education teaching majors at a small, private university.

INTRODUCTION

A coordinated school health program (CSHP) consists of eight components to address child health² that focuses on health education, physical education, health services, nutrition services, counseling and psychological services, healthy school environment, health promotion for school staff, and family/community involvement. The CSHP model typically is applicable to the health of students in grades K-12³ and rarely has it been applied outside the school setting. However, with the proper support, the model can work in other settings. For example, using the resources available through schools, the program can meet the needs of individuals, communities, and families with healthy environments.

This assignment is designed to help students comprehend the links between program planning in community and school health by using the principles of a CSHP when developing a community health education program. During the course of

the project, students are introduced to and involved in planning, implementing, and evaluating community health programs.

OBJECTIVES

At the completion of this teaching strategy, students will be able to:

- Describe a coordinated school health program.
- Explain how the principles of a coordinated school health program can be applied when planning a community health program.
- Apply the principles of coordinated school health when developing a community health program for a campus community.

MATERIALS AND RESOURCES

A benefit of this assignment is that few preset materials or resources are needed. The instructor needs only the Individual Scoring Rubric (Figure 1) and Peer Scoring Rubric (Figure 2).

TARGET AUDIENCE

This project is designed for use with post-secondary students. This assignment is especially useful for instructors teaching pre-service health education teachers enrolled in a community health course or community health students who may work with school health programs in the future. A major benefit of this assignment is that the principles applied are applicable in any community health course.

PROCEDURE

At the beginning of the semester students will be given instructions for the project,

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including a description of each step of the process they must follow and a rubric that will be used by the instructor to assess their work (Figure 1). For this assignment, students should be divided into groups of five to eight. Each group will work together to complete the assignment over the course of six to eight weeks. Instructors may want to allow approximately ten minutes of class time per week for groups to meet and coordinate their out-of-class tasks. To assist students in making the connection between coordinated school health and community health planning, a campus community should be used as the priority population. Each group will work together to complete the following six tasks:

Needs and assets assessment (AAHE Standard I) – Each group should complete a needs and assets assessment of the campus community, which will include the collection of data related to the following health-influencing factors: (1) social and cultural environments; (2) growth and development factors; and (3) health status, needs, and interests of students/faculty/staff. Students may create surveys on paper and/or online and must determine the best ways to distribute the surveys to faculty, staff, and students. Students will use the surveys to collect data about programs and other resources already in place within the campus community. Students may want to conduct interviews with the individuals in charge of areas related to the eight components of a CSHP. Students also will access data about the local health environment and health behaviors practiced by individuals in their local regions through online data systems, such as those maintained by the Centers for Disease Control and Prevention and the State Department of Health. Students may use the information gleaned from these sites and the surveys to help determine the main health behaviors that should be addressed by the health education program they are developing. Through their work, students likely will discover both health-enhancing and health-hindering factors. Students should describe these social, cultural, and environmental factors and decide which

foster healthy behavior and which hinder healthy behavior. Students must use the information they collected through online databases and campus surveys to determine the health education/ health promotion program needs.

Plan an effective health education/promotion program (AAHE Standard II) – Students will use the data collected in step 1 to plan a campus health program aligned with the eight components of a CSHP (Health Education; Physical Education; Health Services; Nutrition Services; Counseling, Psychological, and Social Services; Healthy School Environment; Health Promotion for Staff; Family/Community Involvement). Also, they may use the remaining key concepts of CSHP, including addressing health concerns through as many dimensions of wellness as possible and coordinating resources already existing within the community. Students may recruit appropriate individuals from the school community to assist with planning. They might include personnel from intramural programs, student and faculty health services, cafeteria staff, mental health workers, human resources representatives, custodial or physical facilities staff, and local community organizations such as the YMCA. Alone, or with recruited helpers, students should develop a logical scope and sequence for implementation, providing a diagram of program components and the order in which they will be implemented. Students must include objectives that are based on the needs discovered in step 1, and design the educational and program strategies based on meeting the objectives. Students should analyze factors that they believe will affect successful implementation of these programs. For example, an important question to consider might be, “What within the campus culture (attitudes, finances, etc.) will have both positive and negative influences on successful implementation of the program?” Students must predict the impact of societal value systems (examined in step 1) on the health education/promotion program being developed. Also, they must evaluate the approximate costs and include ideas for funding the program. Students

may use the Internet to access information needed to estimate the costs of program implementation by, for example, accessing salary information per profession, estimating material costs, etc. Students also may use the Internet to search for local grants that might help pay for the program they are developing.

Coordinate program pieces with other resources and components within the campus community. (AAHE Standard V) – Students should refer to the resources discovered that already exist within the campus community and determine which of these they can use within the program they are developing. Students should be reminded about the ideas behind CSHP and instructed to focus on how the existing resources may be tailored to meet the needs discovered in step 1. For example, they may consider the following questions: (1) Can communication and coordination among the eight CSHP areas be increased in such a way that the health issue(s) discovered in step 1 could be addressed successfully?; and (2) Is there a way this coordination of resources could foster communication between health care providers and consumers?

Develop a plan to evaluate the effectiveness of the program(s) you wish to implement. (AAHE Standard IV) – Students will develop evaluation steps to determine the effectiveness of their program and should think about the following: (1) How to demonstrate to stakeholders whether program objectives have been met. (2) How to assess changes in each of the eight CSHP areas, along with overall health outcomes. Students must also include process, impact and outcome objectives. *Process evaluation* is used to assess the development and implementation of the program, including whether strategies were implemented as planned.⁴ Students may plan for program implementers to assess how smoothly program development and implementation are occurring. *Impact evaluation* is used for assessing program objectives, such as immediate changes in knowledge, attitudes and beliefs associated with program interventions.⁴ Students may create pre- and post-questionnaires for any



educational sessions they develop to assess immediate changes in knowledge, attitudes, and beliefs. *Outcome evaluation* is to assess whether the overall goals of the program are met.⁴ Students may create questionnaires or examine health related data, such as current versions of that collected during the needs assessment, to determine whether health goals were met.

Students should submit a paper wherein they have outlined all the steps taken,

data collected, and programs(s) being developed.

Create a professional presentation to educate faculty, staff, and students. (AAHE Standard VII) – Students should create a presentation using a variety of communication techniques, such as PowerPoint® presentation and handouts, to educate faculty, staff, and other students about the existing health needs and resources within the campus community and how the health educa-

tion program developed will enhance them. If the class is divided into multiple groups, each group should produce a 10-15 minute presentation about their work. If the class works a single group, then students should develop a 15-20 minute presentation in which each student presents one aspect of the project. Students should invite faculty, staff (including key administrators), and students to the presentation to review the complete plan, including program costs

Figure 1. Individual Scoring Rubric

Students may receive a score of 0-3 for each statement. (Students receiving 0 scores in section 1 may need to rework their projects.) The student demonstrates:	Not Observed	Needs Improvement	Meets Expectations	Exceeds Expectations
I. Needs & Assets Assessment	0	1	2	3
Collection of data including each of the following areas: social and cultural environments, growth and development factors, health status, needs, and interests of students/faculty/staff. Score: ____ Utilization of appropriate computerized health information retrieval systems. Score: ____ Thorough documentation of programs and other resources already in place within campus community. Score: ____ Clear distinctions between behaviors that foster and those that hinder well-being. Score: ____ Proof that health education/ health promotion program needs are based on observed and obtained data. Score: ____ Total Section Score: ____ (15 points possible) Comments:				
II. Plan an Effective Health Education/Promotion Program	0	1	2	3
The development of a logical scope and sequence plan for implementation. Score: ____ Inclusion of objectives based on the needs discovered in step 1. Score: ____ Development of appropriate and MEASURABLE objectives. Score: ____ Educational and program strategies based on meeting the objectives. Score: ____ Utilization of program resources already available within the campus community. Score: ____ Selection/creation of materials that are high quality and appropriate for use within the program. Score: ____ Development of program(s) that address each of the 8 components of a CSHP. Score: ____ Analysis of factors affecting the successful implementation of the program when developing program components. Score: ____ Consideration of the impact of societal value systems on the program. Score: ____ Selection of resources and media best suited to implement program plans for diverse learners. Score: ____ Realistic estimation of program costs and recommendations for funding. Score: ____ Total Section Score: ____ (33 points possible) Comments:				
III. Coordinate Program Components with Other Resources and Components Within the Campus Community	0	1	2	3
Inclusion of a plan to increase coordination among the existing resources. Score: ____ Effective utilization of appropriate existing resources, expanding or revising these resources where appropriate. Score: ____ Development of a plan to foster communication between health care providers and consumers. Score: ____ Total Section Score: ____ (9 points possible) Comments:				

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**Figure 1. Individual Scoring Rubric (con't)**

Figure 1. Individual Scoring Rubric (con't)				
IV. Develop a Plan to Evaluate the Effectiveness of the Program You Wish to Implement	0	1	2	3
Inclusion of thorough explanation of all evaluation steps. Score:____ Development of evaluation components to measure whether program goals and objectives are met. Score:____ Inclusion of process, impact and outcome evaluation techniques. Score:____ Total Section Score: ____ (9 points possible) Comments:				
V. Submit a Paper to the Instructor	0	1	2	3
Submission of paper outlining all steps taken, all data collected, and program being developed in complete detail. Score:____ On time submission of complete paper. Score:____ Submission of paper that is typed in Times New Roman 12 pt. font and double-spaced. Score:____ Submission of paper that is free of grammar and spelling errors. Score:____ Total Section Score: ____ (12 points possible) Comments:				
VI. Create a Presentation to Educate Faculty, Staff and Students	0	1	2	3
Development of presentation that educates campus community about existing needs and resources within community. Score:____ Presentation outlining how the proposed program will both work with and add to existing resources to meet the needs of the campus community. Score:____ Utilization of a variety of communication techniques. Score:____ Presentation that is free of grammatical and spelling errors. Score:____ Persuasive presentation capable of convincing audience members these are the needs of the community and this is the best plan for meeting them. Score:____ Presentation that is convincing this program should be funded and that the money would be well-used. Score:____ Total Section Score: ____ (18 points possible) Comments:				
VII. Peer Evaluation and Total	0	1	2	3
Total points received from class ____ (15 points possible) (Points will be number of group members times 3.) Total Assignment Score: ____ (111 points possible) Comments:				

and information about available grants.

ASSESSMENT TECHNIQUE

A scoring rubric was created based on the assignment instructions and professional standards in which the credit received for each step of the process and the level of work expected for each set of points is outlined (Figure 1). It will be beneficial for both instructor and students to work through the process of program planning in stages with continual drafts of student work and updates provided to the instructor for feedback.

Students will be assessed on meeting the objectives of the assignment and on the extent to which they met the AAHPERD/

AAHE Standards for Health Education Programs.¹ Students will also be assessed on the individual contribution they made to the group project, based on evaluations completed by their peers (Figure 2). To complete this group feedback, students will be asked to provide each group member, including themselves, with a score of 0-3 and an explanation about why each score was assigned. The instructor will collect all peer evaluation sheets and tabulate the point totals for each individual. Each student may receive up to 3 points from him/herself and every other group member. Therefore, participation points available are the number of students in the group

times 3, with possible scores ranging from 0 to the group number times 3. Instructors should make necessary adjustments for groups with varying numbers of participants. This assessment technique will allow the instructor to provide individual scores that account for student input.

APPLICATION IN OTHER REALMS

Though the need to address all eight components as specifically outlined in a CSHP may not exist in every setting, the teacher may be able to use the following concepts that align the concepts of a CSHP with community health planning:

- Assessing the existing resources and in-



Figure 2. Peer Evaluation Form

Peer Evaluation

Name: _____

In regard to each person's involvement in planning, organizing, developing, and presenting the Community Health Project, award each person (including self) 0-3 points. Below the ratings, provide your rationale for each person's awarded point totals.

Not Observed (0)	Needs Improvement (1)	Meets Expectations (2)	Exceeds Expectations (3)
Classmate participated in almost no part of program development, missed all or most group meetings, and did not contribute to any group efforts.	Classmate participated minimally in program development, missed many group meetings, and did not take initiative to work on program outside of group meetings.	Classmate participated as expected in program development, attended most meetings and completed tasks as assigned.	Classmate participated above and beyond the levels of other group members, took initiative, actively volunteered for tasks, and served in a leadership role.

Name of Group Members	Points
1) _____ Self _____	_____
2) _____	_____
3) _____	_____
4) _____	_____
5) _____	_____

My rationale for the above assigned points is as follows:

- 1) Self –
- 2)
- 3)
- 4)
- 5)

creasing communication between departments possessing those resources within your school, hospital, or other organization.

- Creating programs that address as many of the dimensions of wellness as possible.
- Giving greater consideration to the ways policy impacts the health environment and ability of individuals to achieve behavior change.

REFERENCES

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4. Green LW, Kreuter M. (1999). *Health Promotion Planning: An Educational and Ecological Approach*. 3rd ed. Boston: McGraw-Hill, 1999.