



## FACULTY OF HEALTH AND ENVIRONMENTAL SCIENCES

### COMMUNITY DEVELOPMENT TRAINING PROGRAMME 2009

#### Introduction

This programme was initially developed as a partnership between the Institute of Public Policy at AUT University [IPP-AUT] and the Bishop's Action Foundation Taranaki [BAF] to deliver high quality professional development for people working in and within the community sector. 2009 marks the third round of the delivery of the three papers in the Taranaki Region, beginning in November 2006. The programme is now being delivered in Auckland with plans underway for Wellington to come on board in late 2009.

The programme aims to provide high quality, leading edge thinking with practical applications to enhance the capacity of practitioners to work more effectively with a broad range of community issues. It provides a conceptual base for participants to develop the skills necessary to successfully bring people with diverse views, opinions and backgrounds together around common issues. Participants practice how to deal collectively with their issues of concern and give purposeful direction to the future of their communities.

The programme provides opportunity for participants to engage experiential learning to explore ideas and develop practice skills by:

- Offering community-based development-focused curriculum
- Providing a forum for learning and sharing
- Developing the knowledge and skills for empowerment
- Taking a holistic community-focused approach
- Establishing a resource network for those working on common issues in the community
- Providing opportunity for further study leading to post graduate qualifications.
- All three papers have been approved as Masters Level papers [level 9] within the Faculty of Health and Environmental Sciences of AUT University.
- Candidates that complete the three papers have the option to receive the
- Post Graduate Certificate in Health Science, or continue their studies towards the Post Graduate Diploma or Masters degree in Public Health.

**Participants who do not wish to undertake a qualification may take these papers and gain a Certificate of Interest. In this case they DO NOT need to undertake the assignments.**

#### The Three Papers offered in 2009:

Community Action Planning  
Building Sustainable Communities  
Creating Capacity for Community Development

#### Delivery Dates:

March-April 2009  
July-August 2009  
October 2009

#### Assessments:

There are three assessments for each paper. The first assessment is usually in-class group work and presentation. The second assessment is an essay based on the theories and concepts examined in the paper.

The third assessment is based on a reflective journal kept by participants that enables them to critically examine their own organisational practices and programmes, and demonstrate the relationship between theory, research and practice.



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### **MPH 589591 COMMUNITY ACTION PLANNING [20 POINTS] PROGRAMME/S ATTACHED TO: AK3805 MASTER OF PUBLIC HEALTH**

#### **Prescriptor**

Provides a critical understanding of the practices of community action planning as an instrument for effective community development. Examines some of the 'tools' used in future planning, and how to enhance citizen participation in decision-making and improve policy implementation.

#### **Learning Outcomes**

1. Critically review the concept of community action planning in relation to the scientific and professional literature and practice.
2. Articulate new understandings of community action planning and show evidence of insightful reflection.
3. Demonstrate independent thinking which guides effective decision-making and action.
4. Articulate relationships and insights between theory and practice of community action planning.
5. Defend the issues / conclusions which evolve from the critique of community action planning.
6. Achieve a standard of scholarship appropriate to a masters degree study.

#### **CONTENT**

##### **Understanding the context of Community Action Planning**

- i. Defining community, development, community development, planning, and community action planning
- ii. Community action planning resources
- iii. The risks and challenges of undertaking community action planning

##### **Theoretical Underpinnings of Community Action Planning**

- i. Strategic Planning: Principles and processes
- ii. Community analysis
- iii. Stakeholder Analysis
- iv. Community mobilisation and community action planning
- v. Community action planning as empowerment

##### **The Processes and Challenges of Community Action Planning**

- i. Understanding community's context and history
- ii. Understanding the issues and creating community vision
- iii. Developing objectives, strategies and actions
- iv. Creating partnerships
- v. Community action planning tools
- vi. Monitoring and evaluation

##### **Community Action Planning and Community Development Outcomes**

- i. Community participation
- ii. Participatory decision-making
- iii. Participatory action research as community action planning
- iv. Long-term community consultation planning [Local Government Act 2002]

##### **Leadership and Management for Community Action Planning**

- i. Community leadership
- ii. Leaders and managers
- iii. Managing outcomes processes, information and networks



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### Learning and Teaching Strategies

The paper engages participants in a participatory process of goal setting, creating action plans, monitoring progress, and evaluating outcomes. The focus is on participatory community action planning process.

The approach is one of applied learning focused on critical analysis, critical self-reflection and the development and sharing of good practice. We encourage a collaborative learning which enables cross-sector approaches to problem analysis and creative and innovative solutions to community issues.

The discussions and assignments encourage participants to explore how working collaboratively with local authorities, local offices of central government departments, and community based organisations, the tools employed in community action planning enable citizens to make informed decisions.

### Assessment Processes and Methods

There are three assessment activities for this paper:

#### Assignment One:

Group activity undertaking community analysis to help develop a framework for community action planning. LO 2 & 5

Written report of the community analysis will be submitted within one week of completing the activity. 1000-1500 words

#### Assignment Two

An essay that explores models of good practice in community action planning

LO 1,2,4, 5,6

3000-3500 words

#### Assignment Three

Reflective Practice Case Study

A reflective practice case study from course participant's workplace that demonstrates an in depth critical understanding of the relationship between theory, research and practice in community action planning. LO 3,4,5,6

4000-4500 words

The generic paper marking grid will be used for grading purposes and the final paper grade will be established by combining and averaging out the numeric ratings for each learning outcome.

### Planned Meetings Schedule:

The three-day and two-day workshops have been scheduled as follows:

Block One from Tuesday March 24th –to- Thursday March 26th 2009

Block Two: Wednesday April 15th –to-Thursday April 16th 2009

The final assignment must be submitted by 25 but no later than 29 May 2009



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### **BUILDING SUSTAINABLE COMMUNITIES MPH589590 [20 POINTS]** **PROGRAMME/S ATTACHED TO: AK3805 MASTER OF PUBLIC HEALTH**

#### **Prescriptor**

Engages in the exploration and development of policies and practices for working with communities to build programmes and projects that enable sustainable socio-economic and community health development at the local community level. Provides a focus on approaches that enable collaboration and partnership between communities, organisations, statutory agencies and other sectors to build sustainable long term community development outcomes. Examines the role of community governance, leadership and partnerships in enhancing community well-being.

#### **Learning Outcomes**

1. Critically review the concept of building sustainable communities in relation to the scientific and professional literature and areas of professional practice.
2. Articulate new understandings and strategies for building sustainable communities from a range of professional and practice backgrounds, and show evidence of insightful reflection.
3. Demonstrate independent thinking which guides effective decision making and action.
4. Articulates relationships and insights between theories and practices of building sustainable communities from a range of professional areas.
5. Develop and defend strategies for building health and sustainability at local community level.
6. Achieve a standard of scholarship appropriate to a masters degree study.

#### **Content**

**Define sustainable communities,** sustainable development, building community and building sustainable communities. Holistic approaches to community building: community economic, social, cultural, environmental, spiritual and political development.

**Building healthy communities.** Examine the concept of healthy communities, and the debates surrounding community well-being and safe communities. Strategies for mobilising people in the development process, including building partnerships and practicing inclusion.

#### **Building communities from strengths: Asset-based community building.**

This addresses the theoretical and practical issues relating to recent debates around strengths-based approaches to community development, and strategies for building communities from the grassroots, what constitutes community assets. It also introduces the concept of social capital as community asset.

**Community Building Processes.** This discusses the various theories of community building, and a range of practical approaches that organisations and governments have taken to build communities. The critical questions relating to sustainability and community empowerment are posed and addressed.

**Community governance and leadership.** This section examines the concept of community governance from both theoretical and practice levels. It provides a number of case studies in New Zealand, Australia and the Pacific Island countries, as well as indigenous communities.



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### LEARNING AND TEACHING STRATEGIES

#### Assessment Processes and Methods

There will be three assessments for this paper:

#### ASSESSMENT ONE

Group activity to develop a framework for building healthy and sustainable communities based on field trip. LO 2, 3 & 4

Written report of the community analysis will be submitted within one week of completing the activity. 1000-1500 words

#### ASSESSMENT TWO

A critical review of literature relating to building sustainable healthy communities

##### Purpose

This assessment requires the student to demonstrate critical understanding of the theories underpinning sustainable community development processes and outcomes. The assignment must demonstrate student's familiarity with the range of theories for building sustainability and health in local communities. It must also demonstrate the role of community governance and leadership in building partnerships, sustainability and inclusive decision-making in local communities. **(This meets learning outcomes 1, 2, 4 & 6).**

**Word limit** 3000-3500 words

**Learning Outcomes:** Learning outcomes 1, 2, 4 & 5 are assessed for this assignment

**Due date:**

#### ASSESSMENT THREE

A critical evaluation of two case studies of community development projects from participant's work context to demonstrate familiarity with theories and strategies for building sustainable communities.

##### Purpose

In this assessment students are required to critically examine two case studies/or examples of attempts in building sustainable communities. Students are expected to demonstrate skills in critical self reflection and critical re-examination of own and organisational practices. They are also expected to develop principles and strategies that demonstrate critical awareness of the range of practices employed by agencies for building partnerships that deliver sustainable community well-being. **(This meets learning outcomes 3, 4, 5 & 6).**

#### Planned Meetings Schedule:

The three-day and two-day workshops have been scheduled as follows:

Block One from Tuesday July 28th –to-Thursday July 30th 2009

Block Two: Wednesday August 12th –to-Thursday 13th 2009

The final assignment must be submitted by September 14th but no later than 18th September 2009



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### CREATING CAPACITY FOR COMMUNITY DEVELOPMENTS MPH 589305 [20 POINTS]

PROGRAMME/S ATTACHED TO: AK3805 MASTER OF PUBLIC HEALTH

#### Prescriptor

Students engage with a critical understanding of the theories and practices of capacity building in community developments. Locates community capacity building within the broader context of community development theory to provide a framework to evaluate contemporary models of community capacity building. Critical understanding of theories, models and practices of capacity building for a range of communities, situations and sectors focusing particularly on the community health sector.

#### Learning Outcomes:

1. Demonstrate a critical understanding of the concept of community development and the purpose of community development in the community health sector.
2. Critique the concept of community capacity building for a range of situations and sectors including health.
3. Demonstrate a critical understanding of the principles, processes and content of capacity building for a range of situations and sectors including health.
4. Demonstrate critical understanding of the political and cultural contexts of capacity building.
5. Critique models of capacity building for the community health sector.
6. Demonstrate skills for critical evaluation of community capacity building initiatives in health promotion.
7. Critically examine the relationships between models of appreciative inquiry, asset-based community development and community health outcomes.
8. Evaluate capacity building programmes within the context of theories of social transformation.

#### Content

##### Understanding the context of Community Capacity Building

- i. What is capacity building within the context of community development?
- ii. Who does community capacity building?
- iii. Why community capacity building in the health sector?
- iv. What constitutes good community development practice?

##### Theories of community capacity building:

- i. Who is responsible for building community capacity?
- ii. What are the objectives/outcomes of community capacity building?
- iii. Theories of community capacity building

##### Community Capacity Building Processes:

- i. Frameworks for community capacity building
- ii. Practical approaches that organisations and governments have taken to build community capacity
- iii. Principles of community capacity building
- iv. Are there sustainable capacity building strategies?



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### Public Policy and Community Capacity Building:

- i. The political and cultural contexts of community capacity building
- ii. Capacity building approaches in the statutory and community not-for-profit sectors
- iii. Participatory approaches to community capacity building
- iv. Capacity building and public policy outcomes

### Building community capacity through asset-based community development approaches:

- i. Social capital and community capacity building
- ii. Capacity building to improve community health outcomes
- iii. Community capacity building and health promotion

### Monitoring and Evaluation of Community Capacity Building Programmes:

- i. Ethics and community capacity building
- ii. Capacity building and health promotion
- iii. Evaluating community health outcomes and health promotion programmes.

### Planned Meetings Schedule:

The three-day and two-day workshops have been scheduled as follows:

Block One from Tuesday October 06th –to-Thursday October 08th 2009

Block Two: Wednesday October 28th –to-Thursday 29th 2009

The final assignment must be submitted by November 16th but no later than 20th November 2009

### Assessment Processes and Methods

There will be three assessments for this paper:

#### ASSESSMENT ONE

Group activity developing capacity building principles to address one key community health issue LO 2 & 4

Written report of the community analysis will be submitted within one week of completing the activity. 1000-1500 words

#### ASSESSMENT TWO

A review essay that demonstrates critical understanding of theories and strategies for community capacity building in the community, public health and related sectors.

#### Purpose

This assessment provides an opportunity for students to demonstrate critical understanding of community capacity building. The review should critique models of community capacity building described in the literature, and some case studies of capacity building that have been discussed in the book of readings. Student must demonstrate familiarity with the range of capacity building theories, and also demonstrate the relationship between theory, research and practice.

**Word limit** 3000-3500 words

**Learning Outcomes:** Learning outcomes 1, 2, 4 & 5 are assessed for this assignment

**Due date:**



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### ASSESSMENT THREE

A reflective journal from the student's workplace and/or class-based learning around the case studies discussed, that demonstrates an in depth critical understanding of the relationship between theory, research and practice.

#### Purpose

In this assessment students are required to critically examine their own practice and the practice of their organisation/department/institution in capacity building. The assignment must demonstrate skills in critical self reflection and critical re-examination of own and organisational practices. They are also expected to reflect on capacity building principles and strategies, and demonstrate critical awareness of the range of practices employed by agencies in capacity building that seek to deliver improved public health outcomes.

**Word limit** 4000-4500 words

**Learning Outcomes:** This meets learning outcomes 3, 5, 6, 7 & 8

**Due date:**

For Further Information and enrolment on all these papers and programme please contact:

**Dr. Love Chile**

Institute of Public Policy AUT University

Private Bag 92006 Auckland

Phone: 09-9219999 ext 8312

E-Mail: [love.chile@aut.ac.nz](mailto:love.chile@aut.ac.nz)

Those in the Waikato and Taranaki Regions

**Simon Cayley**

Chief Executive

Bishops Action Foundation

P.O. Box 547 New Plymouth

Phone: 027-4312277

E-Mail: [ceo@bishopsactionfoundation.org.nz](mailto:ceo@bishopsactionfoundation.org.nz)