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 COMPETENCIES
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 disciplines;
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
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
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.
COURSE EVALUATION
Your final grade will be determined by the number of points you earn as described in the following section. The grading scale is as follows:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (3X100 points)</td>
<td>300</td>
<td>500-450=A</td>
</tr>
<tr>
<td>Activity Points</td>
<td>100</td>
<td>449-400=B</td>
</tr>
<tr>
<td>Group Project</td>
<td>75</td>
<td>399-350=C</td>
</tr>
<tr>
<td>Professional Interview</td>
<td>25</td>
<td>349-300=D</td>
</tr>
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<td>TOTAL POINTS</td>
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<td></td>
</tr>
</tbody>
</table>

CLASS ATTENDANCE/BUILDING RULES: Refer to attached sheet and sign

IMPORTANT DATES TO REMEMBER:

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under the subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day (s) shall present to each instructor involved a written statement concerning the religious holy day (s). The request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence (s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

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COURSE COMPETENCIES
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:

10. work through any fears of community involvement or fears of participating in behavior change constructs;
11. develop a program plan for study and budget time to cover the experience;
12. find and interview leaders as well as learn the kinds of questions to ask to gain relevant information regarding the related disciplines;
13. appreciate the value of organizational frameworks as they attend and participate in related agency activities and meetings;
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16. increase in knowledge of voluntary and official health agencies—structure, functions, and methods and the role they play in the related disciplines;
17. have an understanding of interagency relationships; and
18. gain some idea of the importance of participation and involvement of volunteers in health programs.

LEARNING OBJECTIVES
8. Prepare a condition and people specific needs assessment for a group program plan focusing on a behavior change model.
9. Analyze a specific health problem for one target population in the state of Texas.
10. Develop a health program plan that utilizes the PRECEDE AND PROCEED framework.
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COURSE CONTENT

UNIT 1- Program Planning in Community Health Education
4. Putting the Parts Together
5. Program Planning as a Process
6. Health Education and Changing National Health Policy

UNIT 2- Community Analysis
5. Understanding Communities
6. Where do We Begin?
7. Format for Community Analysis
8. Data Collection Techniques

UNIT 3- Looking at Individuals through Community Health
9. Education Programs
10. Community Diagnosis
11. Establishing Program Goals
12. Defining Behaviors
13. Assessing Behaviors
14. Collecting Data on Health Behaviors and Outcomes
15. Identifying Target Behaviors/Outcomes
16. Assessing Educational Readiness

UNIT 4- Developing a Program Plan
6. Formulating Educational Goals
7. Specifying Objectives
8. Identifying Methods and Activities
9. Planning Program Evaluation
10. Writing the Planning Document

UNIT 5- Program Implementation
6. Gaining Acceptance from the Target Population
7. Community Attributes and Making Changes
8. Specifying Program Tasks and Estimating Resource Needs
9. Establishing a System for Program Management
10. Using Planning Procedures to Produce Change in the Target Population

UNIT 6- Planning Evaluation
6. Nature of Evaluation
7. Structure of Program Evaluation
8. Evaluation Design
9. Essential Steps in Conducting a Program Evaluation
10. Accountability and Program Evaluation

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