

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. Data 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 Data 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.

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:

Exams (3X100 points)	300	500-450=A
Activity Points	100	449-400=B
Group Project	75	399-350=C
Professional Interview	25	349-300=D
TOTAL POINTS		500

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

IMPORTANT DATES TO REMEMBER:

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY

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