

**STATE UNIVERSITY OF NEW YORK  
COLLEGE OF TECHNOLOGY  
CANTON, NEW YORK**



**COURSE OUTLINE**

**HEFI 403 – Community Wellness**

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**SCHOOL OF SCIENCE, HEALTH, AND CRIMINAL JUSTICE**  
Health and Fitness Promotion  
February 2010  
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## HEFI 403 Community Wellness

- A. **TITLE:** Community Wellness
- B. **COURSE NUMBER:** HEFI 403
- C. **CREDIT HOURS:** 3
- D. **WRITING INTENSIVE COURSE:** No
- E. **COURSE LENGTH:** 15 weeks
- F. **SEMESTER(S) OFFERED:** Fall/Spring
- G. **HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY:**  
3 hours of lecture per week
- H. **CATALOG DESCRIPTION:** This course introduces students to the benefits of establishing health promotion programs in community settings. Students are provided with the knowledge and tools required to assess community needs, plan and implement wellness and fitness programs, and assess program outcomes. Theories of behavioral change guide the assessment and planning process.
- I. **PRE-REQUISITES/CO-COURSES:** Pre-requisites: HEFI 201 & 202 or permission of instructor.
- J. **GOALS (STUDENT LEARNING OUTCOMES):**  
By the end of this course, the student will be able to:

<i>Course Objective</i>	<i>Institutional SLO</i>
a. Identify the key elements for promoting physical activity in community settings.	3. Prof. Competence
b. Assess a community setting for access and barriers to physical activity.	2. Crit. Thinking 3. Prof. Competence
c. Discuss how community design can impact an individual's behavior in relation to physical activity.	2. Crit. Thinking 3. Prof. Competence
d. Describe how economic, political, and cultural factors influence community wellness.	2. Crit. Thinking 3. Prof. Competence
e. Design a plan for promoting wellness and physical activity within a school, community, or work place.	1. Communication 2. Crit. Thinking 3. Prof. Competence 4. Inter-Intrapersonal
f. Discuss various evaluation methods for assessing program outcomes.	2. Crit. Thinking

- K. **TEXTS:** There will be no designated textbook for this course.
- L. **REFERENCES:** Promoting Physical Activity: A Guide for Community Action, Centers for Disease Control and Prevention, 1999.

Health and Community Design: The Impact of the Built Environment on Physical Activity,  
Frank L, Engelke P, and Schmid T, Island Press, 2003.

M. **EQUIPMENT:** N/A

N. **GRADING METHOD:** A – F.

O. **MEASUREMENT CRITERIA/METHODS:**

Discussion board postings/interaction.

Community assessment assignment.

Community action plan.

Evaluation tool assignment.

P. **DETAILED COURSE OUTLINE:**

**I. Physical Activity Promotion**

A. Impact of activity vs inactivity

B. Necessary elements in community settings

C. Partnerships/Resources

**II. Physical Environment**

A. A century of change

B. Transportation

C. Land Use

D. Geographical setting

**III. Social Environment**

A. Demographics

B. Political

C. Economic

D. Cultural

**IV. Program Planning**

A. Needs Assessment

B. Program Design/Development

C. Program Evaluation

Q. **LABORATORY OUTLINE:** N/A