Fall 2016

COHE 7234 - Community Health Analysis and Assessment

Moya L. Alfonso
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Georgia Southern University  
Jiann-Ping Hsu College of Public Health  
COHE 7234 – Community Health Analysis and Assessment  
Fall 2016

Instructor: Moya Alfonso, PhD, MSPH  
Office: Hendricks 2014  
Phone: (912) 478-0966  
E-Mail Address: malfonso@georgiasouthern.edu (EMAIL IS BEST; Responses are made within 48 business hours; No responses on weekends; Plan accordingly)

Office Hours: Monday from 12:00 to 2 pm, Wednesday from 12 am to 2 pm, and Thursday from 3:30 to 5:30 pm or by appointment (no appts. On Friday)

Class Meets: Tuesday and Thursday from 2 to 3:15 pm  
Information Technology Building 2201

Prerequisites: None.

Catalog Description: This course familiarizes students with concepts and approaches for community health assessment and analysis. This includes discussion of social action, organizational development, policy advocacy, capacity building, community diagnosis (needs assessment), social networking and coalition formation to bring about health and quality of life improvement. Special focus will be placed on the application of qualitative, quantitative, and mixed methods methods and CBPR approaches for assessment.

Required Textbooks:


*Additional readings will be provided on Folio or distributed in class.

Program Goals: At the completion of this program the student will be able to:

1. Utilize basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice to identify the causes of social and behavioral factors that affect health of individuals and populations.

2. Assess individual, organizational and community concerns, assets resources and deficits for social and behavioral science interventions.
3. Identify critical stakeholders for the planning, implementation and evaluation of public health programs, policies and interventions.

4. Demonstrate steps and procedures for the planning, implementation and evaluation of public health programs, policies and interventions.

5. Apply evidence-based, ethically grounded approaches in the development and evaluation of social and behavioral science interventions.

**Course Objectives:** At the completion of this course the student will be able to: (Corresponding Program Objectives follow in parentheses.)

1. Synthesize theories, concepts, and models from social and behavioral science disciplines (e.g. anthropology, sociology, psychology, health education) that are used in the public health practice of community health analysis and assessment. (1)
2. Explain philosophical foundations and assumptions of research applied to community health problems. (1)
3. Identify social and behavioral determinants of health equity at all ecological levels (individual through policy). (1)
4. Analyze the application of social and behavioral determinants in rural and urban settings. (1)
5. Compare qualitative and quantitative methods and their use in community health assessment and analysis. (2)
6. Analyze a variety of participatory methods that can be used in community health analysis and assessment. (2)
7. Utilize qualitative, quantitative, and mixed methods to conduct an analysis of the health of a community. (2)
8. Explain ethical principles critical to the practice of community-based assessment and analysis. (2)
9. Assess current and future community-level needs for keeping the public healthy. (2)
Overview of the Content to be Covered During the Semester:

<table>
<thead>
<tr>
<th>Week Day</th>
<th>Date</th>
<th>Topic</th>
<th>Readings to be completed in advance</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tues</td>
<td>Aug. 16</td>
<td>Introduction to course&lt;br&gt;Overview of service learning project</td>
<td></td>
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<tr>
<td></td>
<td>Thurs</td>
<td>Aug. 18</td>
<td>Intro to Community Org&lt;br&gt;Community Identities Assignment</td>
<td>Minkler Ch. 1&lt;br&gt;Jewkes &amp; Murcott</td>
</tr>
<tr>
<td>2</td>
<td>Tues</td>
<td>Aug. 23</td>
<td>Tour of the Willow Hill School</td>
<td>Minkler Ch. 2&lt;br&gt;Cohen Ch 5&lt;br&gt;Rothman and Tropman</td>
</tr>
<tr>
<td></td>
<td>Thurs</td>
<td>Aug. 25</td>
<td>Improving Health through Community Org and Building&lt;br&gt;(LD, SP, SA)&lt;br&gt;Introduction to Needs and Assets Assessments</td>
<td>Soriano Chapter 1&lt;br&gt;Sharpe&lt;br&gt;Community Identities Assignment Due</td>
</tr>
<tr>
<td>3</td>
<td>Tues</td>
<td>Aug. 30</td>
<td>Stranger with a Camera&lt;br&gt;VIDEO&lt;br&gt;Reflective writing assignment&lt;br&gt;Global Indicators Assignment</td>
<td>VIDEO&lt;br&gt;Reflective writing assignment&lt;br&gt;Global Indicators Assignment</td>
</tr>
<tr>
<td></td>
<td>Thurs</td>
<td>Sept. 1</td>
<td>Willow Hill Case Study</td>
<td>Willow Hill Report</td>
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<tr>
<td>4</td>
<td>Tues</td>
<td>Sept. 6</td>
<td>Planning Your Needs Assessment</td>
<td>Minkler Ch. 8, 9&lt;br&gt;Soriano Chapter 4</td>
</tr>
<tr>
<td></td>
<td>Thurs</td>
<td>Sept 8</td>
<td>Discussion of Willow Hill Needs Assessment Plan and Grading Rubric</td>
<td>Activity: Develop outline for needs assessment plan</td>
</tr>
<tr>
<td>5</td>
<td>Tues</td>
<td>Sept. 13</td>
<td>CBPR&lt;br&gt;Social, Gender, and Cultural Considerations</td>
<td>Israel Ch. 1 and 4&lt;br&gt;Northridge&lt;br&gt;Soriano Chapter 3</td>
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<tr>
<td></td>
<td>Thurs</td>
<td>Sept. 15</td>
<td>Working with Diverse Populations&lt;br&gt;Ethical Issues</td>
<td>Minkler Ch. 7</td>
</tr>
<tr>
<td>6</td>
<td>Tues</td>
<td>Sept. 20</td>
<td>Privilege&lt;br&gt;Georgia Oasis Assignment</td>
<td>Johnson Ch. 2, 5, 6, 7</td>
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<tr>
<td></td>
<td>Thurs</td>
<td>Sept. 22</td>
<td>Quantitative Assessment Methods&lt;br&gt;&lt;br&gt;Intercept Interview Training</td>
<td>Soriano Chapter 5&lt;br&gt;Georgia Oasis&lt;br&gt;Georgia Oasis Paper Due</td>
</tr>
<tr>
<td>7</td>
<td>Tues</td>
<td>Sept. 27</td>
<td>Quantitative Data Preparation and Analysis</td>
<td>Soriano Chapter 6&lt;br&gt;Activity: Introduction to SPSS</td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Readings/Links</td>
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<tr>
<td>Thurs</td>
<td>Sep. 29</td>
<td>Qualitative Assessment Methods Soriano Chapter 7</td>
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<tr>
<td>8 Tues</td>
<td>Oct. 4</td>
<td><strong>Individual Interviews</strong> Conducting In-Depth Interviews Pdf on Folio</td>
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<tr>
<td>Thurs</td>
<td>Oct. 6</td>
<td>Qualitative Data Preparation and Analysis Soriano Chapter 8</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td><em>Activity: Qualitative Data Analysis</em></td>
<td></td>
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<tr>
<td>9 Tues</td>
<td>Oct. 11</td>
<td>Community Asset Mapping and Linking Kretzmann and McKnight</td>
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<tr>
<td></td>
<td></td>
<td><em>Activity: Mapping Community Assets and Partnerships</em></td>
<td></td>
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<tr>
<td>Thurs</td>
<td>Oct 13</td>
<td>Global Health Assessment Data sources and issues Skolnik ch. 1 and 2</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td><em>Global Indicators Assignment</em></td>
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<tr>
<td>10 Tues</td>
<td>Oct 18</td>
<td>Mid-Term Review No Readings – bring materials to class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thurs</td>
<td>Oct. 20</td>
<td><strong>Mid-term Exam</strong> In Class</td>
<td></td>
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</tr>
</tbody>
</table>
| 11 Tues  | Oct 25                        | SEED-SCALE Mobilizing for Action Through Planning and Partnership (MAPP, NACCHO)| Taylor-Ide and Taylor: Chap: Intro, 8, 15, & 20  
| Thurs    | Oct 27                        | Rapid Needs Assessment [http://www.cdc.gov/mmwr/preview/mmwrhtml/mm5515a3.htm](http://www.cdc.gov/mmwr/preview/mmwrhtml/mm5515a3.htm)  
|          |                               | [https://nciph.sph.unc.edu/tws/training_list/?mode=view_kw_detail&keyword_id=2461](https://nciph.sph.unc.edu/tws/training_list/?mode=view_kw_detail&keyword_id=2461)  |
|          |                               | Create an account and complete Overview of Rapid Needs Assessments: Rapid Needs Assessments Online Training 1 and Rapid Needs Assessments Methodology: Rapid Needs Assessments Online Training 2 |
| 12 Tues  | Nov 1                         | APHA Attend APHA – No Class                                                   |
| Thurs    | Nov. 3                        | APHA Attend APHA – No Class                                                   |
| 13 Tues  | Nov. 8                        | Global Indicators Present Assignment Global Indicators Paper Due               |
| Thurs    | Nov 10                        | Global Indicators Present Assignment                                           |
## Activity: Needs Assessment

**Structure**

### Tues Nov. 15
- Needs Assessment Reporting

- Soriano Chapter 10
- Minkler Chap 22
- Cohen Chap 8 (Themba-Nixon)

- Activity: Needs Assessment Plan

### Thurs Nov. 17
- Advocacy: From CHA to Change at the Community and Policy Levels

- Introduction to Advocacy Pdf.

### Tues- Thurs Nov. 22 and 24
- Thanksgiving

- NO CLASSES

### Tues Nov. 29
- In Class Time to Work on Needs Assessment Plan

- Needs Assessment Reflection and Presentation Due via Folio Dropbox

### Thurs Dec. 1
- Needs Assessment Plan Presentation and Wrap Up

- Final exam due at 5 p.m. via Folio Dropbox

- Exams even one minute late will not be accepted. Submit early.

#### Instructions

Samples of your work may be reproduced for search purposes and/or inclusion in the professor’s teaching portfolio. You have the right to review anything selected for use, and subsequently ask for its removal.

### Instructional Methods:

The course meets twice a week for one hour fifteen minutes. The way we use this time will vary. The first portion of the course will focus on concepts related to community health analysis, and various frameworks used to conduct community health assessments. Readings and films that demonstrate issues related to working in communities will also be discussed. The second portion of the course will involve a hands-on experience with developing a comprehensive needs assessment plan for the Willow Hill Community.

Discussion and debate of course material is crucial for success in the course. Therefore, students are required to read all material assigned for the class and to come to class prepared to discuss the assigned readings.

### Expectations:

This course will involve the completion of a number of written assignments. Writing as a means of effective communication, argumentation, and presentation of ideas is extremely important as a public health professional, or a professional of any sort. It is expected that students will turn in assignments that express their ideas thoughtfully, with attention to organization, spelling, and grammar.
In addition, proper citation and quotation of references in writing is absolutely critical, and failure to do so can have serious repercussions both in the academic and professional realms. Failure to give credit as required by APA standards will result in a failing grade on assignments.

If you have questions about citation, please seek help from Dr. Alfonso or another source. If you would like assistance in developing your writing skills, the University Writing Center (871-1413) is an excellent resource.

The quality of the experience students have in this class will depend heavily upon completion of assigned readings and participation in class discussion. If you feel uncomfortable speaking up for any reason, please let me know. We want to create an environment in which all students can feel safe to express their ideas.

**Final Examination:** Final exam due: Thursday, December 8th

**Grading:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Total Points</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short essays</td>
<td>50</td>
<td>10%</td>
</tr>
<tr>
<td>Georgia secondary data analysis assignment</td>
<td>50</td>
<td>10%</td>
</tr>
<tr>
<td>International secondary data analysis assignment</td>
<td>50</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>Participation in service learning project and reflection</td>
<td>150</td>
<td>30%</td>
</tr>
<tr>
<td>Final exam</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td><strong>500</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

For calculation of your final grade, all grades above will be included.

The following point scale will be utilized in grading:

- 450-500 points       (90%) A
- 400-449 points       (80%) B
- 350-399 points       (70%) C
- 300-349 points       (60%) D

A cumulative total of 259 points or less will be considered as failing.

**Description of assignments:** (Course learning objectives addressed are noted following each assignment.)

**Short essays (Community identities, Stranger with a Camera):** (1,2,4,8)
Two reflective essays will be used: 1) to explore structures of privilege and power, 2) for students to identify themselves within these structures, and 3) for students to reflect on the impact of their identities upon their conduct of CHA in various settings. Papers should be a maximum of 3 pages double spaced with 12 point font. APA formatting should be used.

**Georgia secondary data analysis:** (3,4,7,9)
Georgia’s OASIS database will be used to assess the health status of a range in demographic groups in Georgia. This exercise also illustrates health disparities by race and SES in the state. A 3 to 5 page paper summarizing the results of your secondary data analysis is expected. APA formatting is required.

**International secondary data analysis:** (3,4,7,9)
WHO’s WHOSIS database will be used to assess the health status of populations in different countries around the globe. This exercise also illustrates global health disparities. A 3 to 5 page paper summarizing the results of your secondary data analysis is expected. APA formatting is required.

**Service Learning Project** (3,7,9, 11,13)
Each student will participate in community meetings and the design of a needs assessment for the Willow Hill Community. More information will be discussed throughout the course. Products for the needs assessment will include the development of a comprehensive needs assessment plan that includes secondary data specific to adults in the community, a literature review on the needs of adults in rural Georgia, a methods section that details the sample and procedures, and a strengths and limitations section. In addition, all instruments, both qualitative and quantitative, needed for the needs assessment must be developed and submitted. A grading rubric for the needs assessment plan will be made available on Folio. The needs assessment plan should be no more than seven pages, not including references or instruments. For the reflection paper assignment, the following questions should be addressed in your paper:

1. What did you learn about yourself as a public health professional as a result of participating in the service learning process?
2. How did participation in the service learning project reinforce what you learned in the classroom?
3. How do you think the assessment information will affect the Willow Hill Community?

**Midterm and Final Exams** (1, 5, 6, 8, 9)
Exams will comprise multiple choice, short answer and essay questions that cover material read and discussed over the course of the semester. The midterm will be administered in class. The final exam will be take home; however, it is expected that students work independently.

All exams and assignments will be graded and returned promptly so that students may accurately calculate their grades at any point in time during the semester. For calculation of your final grade, all grades above will be included.

Your grades will be posted on Folio. All assignments will be graded and returned promptly so that students may accurately calculate their grades at any point in time during the semester. There is no extra credit in this class.

There are times when extraordinary circumstances occur (e.g., serious illness, death in the family, etc.). In such circumstances, and/or if you need additional time to satisfactorily complete any course requirement, please consult with the instructor within 48 hours (in advance preferably). Documentation of emergency is required (e.g., hospital admission paperwork). Class participation grades may NOT be made up if a class is missed. Common illnesses, busy work schedules, etc., will not be considered as reasonable requests for delayed assignments. **Nota Bene:** Extensions are not guaranteed and will be granted solely at the discretion of the instructor.

**LATE ASSIGNMENTS WILL NOT BE ACCEPTED UNLESS THERE IS A DOCUMENTED EMERGENCY.**
**Children in the classroom:** The instructor understands that many students are parents and that, on occasion, child care issues emerge. If an occasion arises where child care is an issue and a student would like to attend class with their child, the student must ask the instructor for permission prior to bringing the child to class. This is because the instructor has to think of the needs of the entire class, which includes parents and their peers. Therefore, notice and a complete understanding of the requirements for having a child in the classroom are required. As 24 hours’ notice is not always possible when dealing with child care, the instructor requires the request be placed in writing (via email) NO LESS than 5 hours prior to the start of class if the student wishes to attend class with their child. In addition, it is up to the instructor to consider and approve or deny the request based on their understanding of the situation and the needs of the class. If a child is brought to class without the consent of the instructor, the instructor has the right to request that the student leaves the classroom. Also, if consent to bring a child by the instructor is given, the instructor expects the child to not interfere with classroom management. Children who are disruptive, which is deemed so by the instructor, will be asked to leave along with their parent and the student will be responsible for making up the material missed in class. There are no exceptions to this policy.

**Academic Misconduct:**

As a student registered at this University, it is expected that you will adhere to only the strictest standards of conduct. It is recommended that you review the latest edition of the *Student Conduct Code* book, as well as the latest *Undergraduate & Graduate Catalog* to familiarize yourself with the University’s policies in this regard. Your continued enrollment in this course is an implied contract between you and the instructor on this issue; from this point forward, it is assumed that you will conduct yourself appropriately.

Academic integrity relates to the appropriate use of intellectual property. The syllabus, lecture notes, and all materials presented and/or distributed during this course are protected by copyright law. Students are authorized to take notes in class, but that authorization extends only to making one set of notes for personal (and no other) use. As such, students are not authorized to sell, license, commercially publish, distribute, transmit, display, or record notes in or from class without the express written permission of the instructor.

"According to the Academic Dishonesty Policy of GSU, Plagiarism includes (but is not limited to):
A. Directly quoting the words of others without using quotation marks or indented format to identify them.
B. Using published or unpublished sources of information without identifying them.
C. Paraphrasing material or ideas without identifying the source.
D. Unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material.

If you are accused of plagiarism by a JPHCOPH, the following policy, as per the Judicial Affairs website (http://students.georgiasouthern.edu/judicial/faculty.htm) will be enforced:

**PROCEDURES FOR ADJUDICATING ACADEMIC DISHONESTY CASES**

First Offense - In Violation Plea
1. If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is a first violation of
academic dishonesty. The incident will be reported via the following website: http://students.georgiasouthern.edu/judicial/faculty.htm

2. If it is a first violation, the professor should talk with the student about the violation. If the student accepts responsibility in writing and the professor decides to adjudicate the case, the following procedures will be followed:
   a. The student will be placed on disciplinary probation for a minimum of one semester by the Office of Judicial Affairs.
   b. The student will be subject to any academic sanctions imposed by the professor (from receiving a 0 on the assignment to receiving a failing grade in the class).
   c. A copy of all the material involved in the case (Academic Dishonesty Report Form and the Request For Instructor to Adjudicate Form) and a brief statement from the professor concerning the facts of the case and the course syllabus should be mailed to the Office of Judicial Affairs for inclusion in the student’s discipline record.

First Offense - Not In Violation Plea (student does not admit the violation)
If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is the first or second violation of academic dishonesty. The student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case. If the student is found responsible, the following penalty will normally be imposed:
   a. The student will be placed on Disciplinary Probation for a minimum of one semester by the Office of Judicial Affairs.
   b. The student will be subject to any academic sanctions imposed by the professor.

Second Violation of Academic Dishonesty
If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, and if it is determined this is the second violation, the student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case.
   If the student is found responsible, the following penalty will normally be imposed:
   a. Suspension for a minimum of one semester or expulsion.
   b. The student will be subject to any academic sanctions imposed by the professor.

NOT RESPONSIBLE FINDING
When a student is found not responsible of academic dishonesty, the work in question (assignment, paper, test, etc.) would be forwarded to the Department Chair. It is the responsibility of the Department Chair to ensure that the work is evaluated by a faculty member other than the individual who brought the charge and, if necessary, submit a final grade to the Registrar.
For the protection of the faculty member and the student, the work in question should not be referred back to the faculty member who charged the student with academic dishonesty.
In the case of a Department Chair bringing charges against a student, an administrator at the Dean’s level will ensure that the student’s work is evaluated in an appropriate manner.
CONFIDENTIALITY
In accordance with provisions of the Family Educational Rights and Privacy Act of 1974 and the Georgia Open Records Act, any information related to a violation of academic dishonesty or the outcome of a judicial hearing regarding academic dishonesty, is prohibited and must be treated as confidential by members of the faculty."

**Academic Handbook:** Students are expected to abide by the Academic Handbook, located at http://www.usg.edu/academic_affairs_handbook/. Your failure to comply with any part of this Handbook may be a violation and thus, you may receive an F in the course and/or be referred for disciplinary action.

**University Calendar for the Semester:** The University Calendar is located with the semester schedule on the University’s Web page, and can be found at the following address: http://students.georgiasouthern.edu/registrar/calendar.htm

**Attendance Policy:** Federal regulations require attendance be verified prior to distribution of financial aid allotments. Students will be allowed one (1) excused and one (1) unexcused absence. Each additional absence will result in a reduction of 5% of the course grade.

**One Final Note:** The contents of this syllabus are as complete and accurate as possible. The instructor reserves the right to make any changes necessary to the syllabus and course material. The instructor will make every effort to inform students of changes as they occur. It is the responsibility of the student to know what changes have been made in order to successfully complete the requirements of the course. Samples of your work may be reproduced for search purposes and/or inclusion in the professor’s teaching portfolio. You have the right to review anything selected for use, and subsequently ask for its removal.