

Georgia Southern University

## Georgia Southern Commons

---

Jiann-Ping Hsu College of Public Health Syllabi

Jiann-Ping Hsu College of Public Health

---

Fall 2017

### COHE 7234 - Community Health Analysis and Assessment

Moya L. Alfonso

Georgia Southern University, Jiann-Ping Hsu College of Public Health, malfonso@georgiasouthern.edu

Follow this and additional works at: <https://digitalcommons.georgiasouthern.edu/coph-syllabi>



Part of the [Public Health Commons](#)

---

#### Recommended Citation

Alfonso, Moya L., "COHE 7234 - Community Health Analysis and Assessment" (2017). *Jiann-Ping Hsu College of Public Health Syllabi*. 145.

<https://digitalcommons.georgiasouthern.edu/coph-syllabi/145>

This other is brought to you for free and open access by the Jiann-Ping Hsu College of Public Health at Georgia Southern Commons. It has been accepted for inclusion in Jiann-Ping Hsu College of Public Health Syllabi by an authorized administrator of Georgia Southern Commons. For more information, please contact [digitalcommons@georgiasouthern.edu](mailto:digitalcommons@georgiasouthern.edu).

**Georgia Southern University**  
**Jiann-Ping Hsu College of Public Health**  
**COHE 7234 – Community Health Analysis and Assessment**  
**Fall 2017**

<b><u>Instructor:</u></b>	Moya Alfonso, PhD, MSPH
<b><u>Office:</u></b>	Hendricks 2014
<b><u>Phone:</u></b>	(912) 478-0966
<b><u>E-Mail Address:</u></b>	malfonso@georgiasouthern.edu (EMAIL IS BEST; Responses are made within 48 business hours; No responses on weekends; Plan accordingly)
<b><u>Office Hours:</u></b>	Mondays and Wednesdays from 11 am until 2 pm or by appointment (no appts. On Friday)
<b><u>Class Meets:</u></b>	Mondays and Wednesdays from 1015 to 1125 am Education Building 3149

**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 and CBPR approaches for assessment.

**Required Textbooks:**

Minkler, M. (Ed.). (2005). *Community organizing and community building for health*. New Brunswick: Rutgers University Press. (will provide chapters – no need to buy)

Soriano, F.I. (2012; Second Ed.). *Conducting needs assessments: A multidisciplinary approach*. Thousand Oaks, CA: Sage. (must purchase)

\*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:**

<b>Week Day</b>	<b>Date</b>	<b>Topic</b>	<b>Readings to be completed in advance</b>	<b>Assignments Due</b>
1 Mon	Aug. 14	Introduction to course Overview of service learning project		
Wed	Aug. 16	Intro to Community Org <i>Community Identities Assignment</i>	Minkler Ch. 1 Jewkes & Murcott	
2 Mon	Aug. 21	Willow Hill Case Study	Willow Hill Report	
Wed	Aug. 23	<b>Tour of the Willow Hill School</b>	Minkler Ch. 2 Cohen Ch 5 Rothman and Tropman	
3 Mon	Aug. 28	Improving Health through Community Org and Building (LD, SP, SA) Introduction to Needs and Assets Assessments	Soriano Chapter 1 Sharpe	<b>Community Identities Assignment Due</b>
Wed	Aug 30	Planning Your Needs Assessment	Minkler Ch. 8, 9 Soriano Chapter 4 YMCA Application materials and instruments	
4 Mon	Sept. 4	Labor Day	No Class	
Wed	Sept 6	CBPR Social, Gender, and Cultural Considerations	Israel Ch. 1 and 4 Northridge Soriano Chapter 3	<b>Stranger with a Camera Reflection Paper Due</b>
5 Mon	Sept. 11	Working with Diverse Populations  Ethical Issues	Minkler Ch. 7	
Wed	Sept. 13	Privilege <i>Georgia Oasis Assignment</i>	Johnson Ch. 2, 5, 6, 7	
7 Mon	Sept. 25	YMCA School Tour	No Class	
Wed	Sept. 27	Quantitative Assessment Methods  Intercept Interview Training	Soriano Chapter 5 Georgia Oasis	
8 Mon	Oct 2	Intercept Interviews outside of Russel Union and Starbucks	No Class	<b>Enter Data and Compile Excel Spreadsheet and</b>

				<b>send to Dr. Alfonso by 830 am Sept 25</b>
Wed	Oct 4	Quantitative Data Preparation and Analysis	Soriano Chapter 6 <i>Activity: Introduction to SPSS</i>	
9 Mon	Oct 9	Qualitative Assessment Methods and In Class Practice Session	Soriano Chapter 7	
Wed	Oct. 11	<b>Individual Interviews</b>	Conduct Individual Interviews and Transcribe Interviews	<b>Georgia Oasis Paper Due</b>
10 Mon	Oct 16	Qualitative Data Preparation and Analysis	Soriano Chapter 8 <i>Activity: Qualitative Data Analysis</i>	<b>Bring to class one copy of your interview transcript</b>
Wed	Oct 18	<i>Observational Activity</i>	No Class Conduct Observations at Mill Creek Park or Gentilly Walking Trail	<b>Enter observation data into Excel spreadsheet and email copy to Dr. Alfonso by morning of Oct 20th</b>
11 Mon	Oct 23	Qualitative data analysis in class activity		Bring copy of observation notes to class
Wed	Oct 25	Mid-Term Exam	In Class	
12 Mon	Oct 30	APHA	Attend APHA – No Class	
Wed	Nov. 1	APHA	Attend APHA – No Class	
13 Mon	Nov 6	Community Asset Mapping and Linking	Kretzmann and McKnight <i>Activity: Mapping Community Assets and Partnerships</i>	
Wed	Nov 8	Global Health Assessment Data sources and issues	Skolnik ch. 1 and 2 <i>Global Indicators Assignment</i>	
14 Mon	Nov. 13	Global Indicators	Present Assignment	
Wed	Nov 15	Global Indicators	Present Assignment	<b>Global Indicators Assignment Due</b>
15 Mon	Nov. 20	<b>Thanksgiving</b>	<b>NO CLASS</b>	
Wed	Nov. 22	<b>Thanksgiving</b>	<b>NO CLASS</b>	
16 Mon	Nov. 27	SEED-SCALE Mobilizing for Action Through Planning and Partnership (MAPP, NACCHO)	Taylor-Ide and Taylor: Chap: Intro, 8, 15, & 20 <a href="http://www.naccho.org/topics/infrastructure/mapp/">http://www.naccho.org/topics/infrastructure/mapp/</a>	

Wed	Nov. 29	Rapid Needs Assessment	<a href="http://www.cdc.gov/mmwr/preview/mmwrhtml/mm5515a3.htm">http://www.cdc.gov/mmwr/preview/mmwrhtml/mm5515a3.htm</a>  <a href="https://nciph.sph.unc.edu/tws/training_list/?mode=view_kw_detail&amp;keyword_id=2461">https://nciph.sph.unc.edu/tws/training_list/?mode=view_kw_detail&amp;keyword_id=2461</a>  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	
17 Mon	Dec 4	Needs Assessment Reporting	Soriano Chapter 10  Minkler Chap 22 Cohen Chap 8 (Themba-Nixon)  <i>Activity: Needs Assessment Plan Structure</i>	<b>Stranger with a Camera Reflection Paper Due</b>
Wed	Dec 6	Advocacy: From CHA to Change at the Community and Policy Levels	Introduction to Advocacy Pdf.	<b>Needs Assessment Reflection and Presentation Due via Folio Dropbox</b>
12/8		<b>FINAL EXAM</b>		<b>Final exam due December 8<sup>th</sup> at 5 p.m. via Folio Dropbox</b>  <b>Exams even one minute late will not be accepted. Submit early.</b>

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. Students are expect to play an active role in class and outside of class and submit all data by posted deadlines for in class analysis.

**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:**

<u>Assignment:</u>	<u>Total Points</u>	<u>% of Grade</u>
Short essays	50	10%
Georgia secondary data analysis assignment	50	10%
International secondary data analysis assignment	50	10%
Midterm Exam	100	20%
Participation in service learning project and reflection	150	30%
Final exam	<u>100</u>	<u>20%</u>
	500	100%

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 the conduction of a community health analysis for the new Statesboro YMCA. 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, results and discussion sections, and a strengths and limitations section. 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 YMCA and the community they will serve?

**Midterm and Final Exams (1, 5, 6, 8, 9)**

Exams exam 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/](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.

#### **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.