

HSP 4334

COMMUNITY ASSESSMENT

FALL 2021



**Instructor: Dr. Leslie M. Mayrand**

**Email:** [leslie.mayrand@angelo.edu](mailto:leslie.mayrand@angelo.edu)

**Phone:** (325) 486-6336 (Angela Howell, Academic Administrative Assistant to the Dean)

**Office:** HHS 202C Office of the Dean

**Office Hours:** By Appointment

**Course Information**

**Course Description**

The Community Assessment course introduces students to the concepts and methods of community health improvement and the role of assessment. This course helps students lead and participate in community health improvement activities and develop skills to assess community health status and available resources.

**Course Credits**

Three Semester Credit Hours (3-0-0)

**Prerequisite and Co-requisite Courses**

None

**Prerequisite Skills**

Accessing internet web sites, use of ASU Library resources, and proficiency with Microsoft Word and PowerPoint are expectations of the Health Science Professions Program. Computer access requirements are further delineated in the Undergraduate Handbook. Tutorials for ASU Library and for Blackboard are available through RamPort. The ASU Undergraduate/Graduate Student Handbook should be reviewed before taking this course.

**Program Outcomes**

Mission Statement

The Bachelor of Science in Health Science Professions prepares students to enter health science professions either directly upon graduation or to enter advanced graduate study in healthcare. Students gain knowledge in ethics, policy, epidemiology, organization and leadership, research and evidence-based practice, and communication skills that span multiple health science disciplines.

### Goals

The Bachelor of Science in Health Science Professions strives to enhance multidisciplinary healthcare education and evidence-based principles to provide patient-centered care. Students will develop communication, decision-making, social, analytical thinking, and personal development skills necessary for professional practice as a healthcare professional.

## Student Learning Outcomes

<b>Student Learning Outcome</b> By completing all course requirements, students will be able to:	<b>Assignment(s) or activity(ies) validating outcome achievement:</b>
Name and define conceptual, theoretical and practical aspects of a community needs assessments	Introduction Word Cloud, Public Health Reports, Web Resources, Critique of Needs Assessment, Reflection Activities
Synthesize the literature and use secondary data sources to describe a public health problem of a local program or community.	Health Department Report, Critique of Needs Assessments, Reflection Activities
Identify, adapt or create data collection instruments.	Quantitative Tool Creation, Critique of Needs Assessments, Reflection Activities
Identify and analyze social, gender, sociopolitical, economic and cultural concepts	Critique of Needs Assessments, Reflection Activities
Identify and apply quantitative assessment methods	Quantitative Tool Creation
Report and present on community assessment study findings	Critique of Needs Assessment, Reflection Activities, Group Assignments

## Course Delivery

This course is currently scheduled face-to-face course (M-W-F) 9:00-9:50 with learning resources and supplemental materials posted in Blackboard. Assignments and course materials will be posted and due in Blackboard.

## Required Materials

Gilmore, G. D. (2012). *Needs and Capacity Assessment Strategies for Health Education and Health Promotion*. (4<sup>th</sup> edition). Burlington, MA: Jones and Bartlett Learning

**To participate in group/individual assignments outside of face-to-face environments, you will need access to this technology:**

- A computer capable of running Windows 7 or later, or Mac OSX 10.8 or later
- The latest version of one of these web browsers: internet Explorer, Firefox, or Safari
- Microsoft Office Suite or a compatible Open Office Suite
- Adobe Acrobat Reader
- High Speed Internet Access
- Ethernet adapter cable required (wireless connections can drop during tests and Collaborate sessions)
- Webcam

## Topic Outline

### Part 1- Introduction and Overview

- Gaining a Needs Capacity Assessment Perspective
- Needs and Capacity Assessment Within the Bigger Picture

### Part 2 – Assessment with Individuals

- Single- Step Surveys
- Interviewing

### Part 3 – Assessment with Groups

- Group Participation Process: Nominal Group
- Group Participation Process: Focus Group
- Community-Based Needs and Capacity Assessment Process
- Technology-Supported Assessments
- Large-Scale Community Assessment

## Communication

Faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.

Written communication via Blackboard: It is an expectation of this class that you use formal writing skills giving appropriate credit to the source for your ideas. Follow APA (2020) 7th edition (2nd Printing or higher only) guidelines for referencing.

· ASU Writing Center:

[https://www.angelo.edu/dept/writing\\_center/grammar\\_proofreading.php](https://www.angelo.edu/dept/writing_center/grammar_proofreading.php)

· The Basics of APA style: <https://www.apastyle.org/learn/tutorials/basics-tutorial>

· Purdue Online Writing Lab:

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html)

Written communication via email: All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes.

Virtual communication: Office hours, etc. may be done with the assistance of the telephone, Collaborate, Google Hangouts, etc.

### Use Good "Netiquette":

- Check the discussion frequently and respond appropriately and on subject.
- Focus on one subject per message and use pertinent subject titles.
- Capitalize words only to highlight a point or for titles. Otherwise, capitalizing is generally viewed as SHOUTING!
- Be professional and careful with your online interaction. Proper address for faculty is by formal title such as Dr. or Ms./Mr. Jones unless invited by faculty to use a less formal approach.
- Cite all quotes, references, and sources.
- When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
- It is extremely rude to forward someone else's messages without their permission.

- It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as J or :) to let others know you are being humorous.

(The "netiquette" guidelines were adapted from Arlene H. Rinald's article, The Net User Guidelines and Netiquette, Florida Atlantic University, 1994, available from Netcom.)

## Grading

### Evaluation and Grades

Course grades will be determined as indicated in the table below.

Assessment	Percent/Points of Total Grade
Group Contract/Evidence of Meetings/Group Assignments/Peer Evaluations	200 (40%)
Introduction and Reflection Activities, Blackboard Assignments	100 (20%)
Critique of Needs Assessment - Paper	200 (40%)
<b>Total</b>	<b>500 (100%)</b>

### Grading System

Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

The following grading scale is in use for this course:

- A = 450-500 points
- B = 400-449 points
- C = 350-399 points
- D = 300-349 points
- F = 0-299.99 points (Grades are not rounded up)

### Teaching Strategies

Students are expected to be "active learners." It is a basic assumption of the instructor that students will be involved (**beyond the materials and lectures presented in the course**) discovering, processing, and applying the course information using peer-reviewed journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.

## Assignment and Activity Descriptions

**\*Please note: Rubrics for some assignments and activities are located in Blackboard.**

**Discussion Board Activities:** Discussion Boards provide an avenue for synthesis of material / information. A Discussion Board is provided in this course as a way to help students' process course materials, express thoughts, and engage others opinions and ideas in a healthy and productive learning environment. Students are expected to respond to all discussion board assessments using the "**Online Discussion Rubric**" to support individual answers to the assigned questions throughout this course.

**Group Contract with Evidence of Group Meeting:** Within the first two weeks of the course, each group will submit a group contract. The contract will state what days and at what times teams will meet via Collaborate, Skype, or Google Meet. It will also include a statement such as "as a group, we agree to this schedule and will meet as outlined." All members must sign the final contract and upload the final copy in the specified Blackboard assignment area.

After the contract is complete, groups are expected to meet regularly (e.g. weekly) and provide evidence of the meeting, e.g. screenshot of all members in attendance with the time and date clearly shown. The team member who uploads the meeting evidence to Blackboard will state the members who attended (i.e. all present or name of group member missing).

Final grades will be heavily weighted on participation (in class and virtually), effective communication, and collaboration. If a student is disruptive, unwilling to communicate, and/or otherwise negatively impacting the group, the group member will receive a zero on the peer evaluation and individual grade deductions will occur on any group assignments.

**Critique of Needs Assessment:** Students will work individually to summarize, synthesize and critique one peer-reviewed journal article.

1. Search the peer-reviewed literature (e.g. via PubMed, PsycInfo through ASU Library) and find a journal article which discuss the outcomes of a needs assessment (any public health topic). The article must include the study's results, the data collection process and must have been published in the last seven years.
2. Read, summarize, analyze and critique the article. Answer the following:
  - a. What was the public health issue in question? How/why was that issue selected?
  - b. What data collection method(s) was/were selected for the needs assessment? How/why was that method selected?
  - c. What were the strengths and weakness of the method selected? Was the selected method appropriate for the context? How could the methods have been improved/refined to possibly improve the process?
  - d. What were the assessment's findings? What was surprising to you and/or the authors?

- e. What are the authors recommendations? Do you agree? What additional recommendations would you suggest? (Find two other peer-reviewed sources, other than your book to cite)
  - f. What are the overall strengths and weaknesses of the needs assessment? What unanswered questions do you have? How would you go about answering those questions?
- \*\* Yes/No responses are not acceptable. You must explain your answers in detail.\*\*

3. Complete a written summary of your analysis. Write-ups should generally follow the order above using APA style format with APA style citations. Remember the paper should include a cover page, page numbers, double-spacing, and a references page. Paper should be 3-5 pages double-spaced, excluding the cover page and references.

(Adapted from Needs Assessment Study Critique. Sugimoto, J. *PH 649 – Needs Assessment*, 2016)

**Reflection:** By the conclusion of the course, students are expected to be able to reflect on their own learning. Questions should be answered via written response in the Blackboard Journal tool.

**Group Member Evaluation:** At the end of the course, all group members are required to evaluate themselves and their team members. The evaluation form will be completed using a Google Form provided by the instructor. Grade will be heavily weighted on participation (in class and virtually), effective communication, and collaboration. If a student is disruptive, unwilling to communicate, and/or otherwise negatively impacting the group, the group member will receive a zero on the evaluation and individual grade deductions will occur on any group assignments. If a member of the group does not complete the evaluation that group member will receive a zero on the assignment.

**General Assignments:** There will be general assignments assigned over the semester to increase student learning and understanding of course material. The upcoming assignments are outlined in the course calendar and specific instructions will be given closer to when the assignment is due.

### **Assignment Submission**

All assignments MUST be submitted through the Assignments link in the Blackboard site. This is for grading, documenting, and archiving purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at [leslie.mayrand@angelo.edu](mailto:leslie.mayrand@angelo.edu) and attach a copy of what you are trying to submit. Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved,

submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

### **Late Work or Missed Assignments Policy**

Assignment due dates are shown on the calendar/schedule or posted within Blackboard. Late assignments are not accepted without prior approval of faculty. Faculty reserve the right to deduct points for late assignments that are accepted past the original due date.

### **General Policies Related to This Course**

All students are required to follow the policies and procedures presented in these documents:

- [Angelo State University Student Handbook](#)<sup>1</sup>
- [Angelo State University Catalog](#)<sup>2</sup>

### **Student Responsibility and Attendance**

Students are expected to attend classes. Class attendance and participation will be evaluated. Emergencies and illness do happen, but these are the exceptions not the rules. Make every effort to be in every class. Also, Students are expected to be on time to class and remain in class until the end of the session.

You will learn some of the basic concepts community assessment through actual case studies and guest presentations. Thus you are expected to read the assigned materials and case studies carefully prior to each class and to participate actively in the discussion.

### **Academic Integrity**

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The College of Health and Human Services adheres to the university's [Statement of Academic Integrity](#).<sup>3</sup>

### **Accommodations for Students with Disabilities**

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for



reasonable accommodations based on a disability. It is the student's responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at [ADA@angelo.edu](mailto:ADA@angelo.edu). For more information about the application process and requirements, visit the [Student Disability Services website](#).<sup>4</sup> The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford  
Director of Student Disability Services  
Office of Student Affairs  
325-942-2047  
[dallas.swafford@angelo.edu](mailto:dallas.swafford@angelo.edu)  
Houston Harte University Center, Room 112

## **Incomplete Grade Policy**

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 [Grading Procedures](#)<sup>5</sup> for more information.

## **Plagiarism**

Plagiarism is a serious topic covered in ASU's [Academic Integrity policy](#)<sup>6</sup> in the Student Handbook. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft and will likely result in an "F" in the course.

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.

Papers are subject to be evaluated for originality. Resources to help you understand this policy better are available at the [ASU Writing Center](#).<sup>7</sup>

## **Student Absence for Observance of Religious Holy Days**

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for [Observance of Religious Holy Day](#)<sup>8</sup> for more information.

## Copyright Policy

Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

## Syllabus Changes

The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student's responsibility to look for such communications about the course on a daily basis.

## Title IX at Angelo State University

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SAVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online: [www.angelo.edu/incident-form](http://www.angelo.edu/incident-form)

Face to face: Mayer Administration Building, Room 210

Phone: 325-942-2022

Email: [michelle.boone@angelo.edu](mailto:michelle.boone@angelo.edu)

*Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).*

For more information about resources related to sexual misconduct, Title IX, or Angelo State's policy please visit: [www.angelo.edu/title-ix](http://www.angelo.edu/title-ix).

## Course Schedule-Assignments due by 11:00 p.m. on scheduled date

Week/Date	Topic	Assignment(s)	Individual or Group	Assessments DUE
<b>1</b> <b>08/23-27</b>	<b>Chapter 1</b>  Overview of Course and Needs assessment 101	-What a Community needs assessment means to me - Word Cloud with links to useful websites for completing a needs assessment (Discussion Board Post)	Individual	9/3
	Know your stakeholders  Community Engagement and Mobilization  Accessing Readiness and Capacity	Group Contract with meeting dates, times, tool to use for virtual collaboration of assignment completion due - Upload with Evidence of Group Meeting via Facetime, Collaborate, Google	Group	9/10
<b>2</b> <b>08/30-09/3</b>	<b>Chapter 1</b>  Know your stakeholders  Community engagement and mobilization  Accessing Readiness and Capacity	As a group, select a Department of Health Needs Assessment Report and discuss the issues and recommendations. (Powerpoint or paper in Blackboard) - Upload with Evidence of Group Meeting via Facetime, Collaborate, Google	Group	9/17
<b>3</b> <b>09/6-10</b>	<b>Chapter 2</b>	Critique of needs assessment from	Individual	09/17

Week/Date	Topic	Assignment(s)	Individual or Group	Assessments DUE
<b>* No class 9/6 LABOR DAY</b>	Know the Public Health Issue  Primary vs Secondary Data	peer-reviewed literature (choose topic and peer reviewed article)		
<b>4 09/13-17</b>	<b>Chapter 2</b>  Know the Public Health Issue  Primary vs Secondary Data	As a group, brainstorm secondary data sources (i.e. where can you find data on the population of interest?) - Upload with evidence of Group Meeting via Facetime, Collaborate, Google	Group	09/24
<b>5 09/20 - 24</b>	<b>Chapter 3</b>  Overview of Quantitative Data Collection	Critique of needs assessment from peer-reviewed literature (outline)	Individual	09/17
<b>6 09/27-10/1</b>	<b>Chapter 5 - 6</b> Overview of Quantitative Data Collection	As a group, brainstorm and create a quantitative tool (i.e. single step survey) and explain the methodology - Upload with evidence of Group Meeting via Facetime, Collaborate, Google	Group	10/8
<b>7 10/4-8</b>	<b>Chapter 7</b>  Overview of Qualitative Data Collection	As a group, brainstorm and create a qualitative tool (i.e. focus groups and interviewing) and explain the methodologies - Upload with evidence of Group Meeting via Facetime, Collaborate, Google	Group	10/15

Week/Date	Topic	Assignment(s)	Individual or Group	Assessments DUE
8 10/11-15	<b>Chapter 8</b> Needs Assessment Planning "People Skills" and know your community	Critique of needs assessment from peer-reviewed literature (first draft)	Individual	10/22
9 10/18-22	<b>Chapter 8</b> Needs Assessment Planning "People Skills" and know your community			
10 10/25-29	<b>Chapter 9</b> Needs Assessment Planning "People Skills" and know your community			
11 11/1-5	Needs Assessment - Research Ethics and IRBs			
12 11/8-12	<b>Chapter 9 &amp; 10</b> Data Management and Analysis Needs Assessment - Readiness and Capacity			
13 11/15-19	<b>Chapter 9 &amp; 10</b> Needs Assessment - Readiness and Capacity	Critique of needs assessment from peer-reviewed literature (Final Write-up)	Individual	11/22

Week/Date	Topic	Assignment(s)	Individual or Group	Assessments DUE
	Program Planning			
<b>14</b> <b>11/22</b>  <b>Thanksgiving</b> <b>Holidays</b> <b>11/23-11/26</b>	Wrap up: Community Needs Assessment			
<b>15</b> <b>11/29-12/3</b>	Guest Speakers MW	Reflections-Guest Speakers	Individual	12/3

## Grading Rubrics

To view grading rubrics for all assignments, select View under the My Grades tab in the Blackboard Learning Management System.

## Student Evaluation of Faculty and Course

Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences. Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.

Areas on the IDEA evaluation include:

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories). Essential
2. Learning to apply course material (to improve thinking, problem solving, and decisions). Important
3. Acquiring skills in working with others as a member of a team. Important
4. Developing skill in expressing oneself orally or in writing. Important
5. Learning how to find, evaluate, and use resources to explore a topic in depth. Important

## End of Syllabus

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- 1 <https://www.angelo.edu/student-handbook/>
  - 2 <https://www.angelo.edu/catalogs/>
  - 3 <https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php>
  - 4 <https://www.angelo.edu/services/disability-services/>
  - 5 <https://www.angelo.edu/content/files/14197-op-1011-grading-procedures>
  - 6 <https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php>
  - 7 [https://www.angelo.edu/dept/writing\\_center/academic\\_honesty.php](https://www.angelo.edu/dept/writing_center/academic_honesty.php)
  - 8 <https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of>