KINE 5380: Urban Community Health Assessment
FALL 2020

INSTRUCTOR INFORMATION

Instructor: Dr. Kyrah Brown
Office Number: Maverick Activities Center, Room 227
Office Telephone Number: 817-272-3288
Email Address: Kyrah.Brown@uta.edu (preferred)
Faculty Profile: https://mentis.uta.edu/explore/profile/kyrah-brown
Office Hours: Students may request an appointment via email.
Instruction mode and location: Fully Online. Class sessions will be held in Microsoft Teams.
Time and Place of Class Meetings: Mondays, 4:00PM – 6:50PM

GENERAL INFORMATION

Description of Course Content: A community needs assessment is “the process of assessing and defining needs, possible barriers and opportunities, and resources involved in initiating community health action programs” (Rissel & Bracht, 1999, p. 59). It is essential to identify the health needs of a community before you can address those needs to improve the health of the community. Assessment skills allow us to learn what health needs exist in a community by using sound scientific methods to collect evidence about gaps in health. In this course, students will gain understanding of and/or apply quantitative and qualitative methods, data analysis, community mobilization, and capacity building to assess community health needs and strategies for health improvement. Students will work in teams to prepare elements of a community needs assessment for community partners. Classes will consist of lectures, discussions, reading, research planning, and development of data gathering strategies and instruments. At least one-third of class time will be devoted to group field work, including data collection, analysis, and interpretation.

Required Textbooks: There is no required textbook. Required readings will be assigned via Canvas.

Recommended Resources for Graduate-Level Writing:


2. The UTA English Writing Center (Central Library, Room 411). The Writing Center offers FREE tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at the Writing Center (https://uta.mywconline.com). Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see Writing Center: OWL for detailed information on all our programs and services.
COURSE LEARNING OBJECTIVES AND COMPETENCIES

By the end of this course, students will be able to:

1. Define urban community health assessment (CHA) and identify key terms and concepts
2. Describe urban community health assessment frameworks/models
3. Understand and demonstrate the standard methods for assessing the health needs and assets of specific communities
4. Identify individual and community level strategies for data collection
5. Demonstrate methods for prioritization of assessment findings
6. Understand the role CHA plays in connection to community health improvement and community health improvement plans
7. Design and pilot a small scale urban community health assessment
8. Collaborate to conduct small-scale community health assessment project(s)
9. Communicate CHA findings to multiple stakeholders

MPH Competencies

Course assignments and activities are aligned with the Council on Education for Public Health (CEPH) Master of Public Health Foundational Competencies.

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<tr>
<th>MPH Competency</th>
<th>Course Objective</th>
<th>Assessment Method(s)</th>
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| **Planning and Management to Promote Health** | Evaluate population needs, assets, and capacities that affect communities’ health | Exam  
  Discussion Board  
  Community Health Needs Assessment Project – Part 1 |
| **Planning and Management to Promote Health** | Design a population-based policy, program, project or intervention. | 7. Design and pilot a small scale urban community health assessment  
  8. Collaborate to conduct a community health assessment project(s) |
| **Evidenced based approaches to Public Health** | Select quantitative and qualitative data collection methods appropriate for a given public health context. | 4. Identify individual and community level strategies for data collection  
  5. Demonstrate methods for prioritization of assessment findings  
  Exam  
  Community Health Needs Assessment Project – Part 3 and 4 |
Policy in Public Health
Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.

6. Understand the role CHA plays in connection to community health improvement and community health improvement plans

Exam
Community Health Needs Assessment Project – Part 4

Communication -
Communicate audience-appropriate public health content, both in writing and through oral presentation.

9. Communicate CHA findings to multiple stakeholder

Community Health Needs Assessment Project – Part 3 and 4
Final Presentation

COURSE POLICIES AND EXPECTATIONS

This is a graduate-level course. Therefore, self-initiative and high quality work is expected.

Note Taking
It is the student’s responsibility to be engaged, take notes, and be responsible for information missed after an absence. Class sessions will be recorded.

Attendance
Timely and frequent attendance is critical to your success in this course. If you know that you are going to be absent or late for a class session, please let the instructor know so that exercises can be adjusted.

Late Assignments
Late assignments will be accepted and receive an automatic 11% deduction each day (24 hours) it is late for up to two (2) days. There is no need to email the instructor about a late assignment.

Make-up/Late Exams
The late assignment policy does not apply to exams (nor discussion board posts). Time extensions and other accommodations will be honored for students who submit accommodations paperwork.

Communications and Assignment Submission
MavMail (UTA email) and Canvas are the two official means of communication for this course. Response to student emails can generally be expected within a 48-hour maximum timeframe for emails sent during business hours (8:00AM – 5:00PM) during the work week. If emails are sent over the weekend or a holiday, please expect a response on the following business day. All assignments will be submitted to Canvas only unless otherwise noted. If you encounter a system/technological error during submission, please email me your assignment before the deadline as back up.

Expectations for Out-of-Class Study
A general rule of thumb is: for every credit hour earned, a student should spend at least 3 hours per week working outside of class. Hence, for this 3 credit hour course, there is a minimum expectation of 9 hours of reading, studying and/or assignment work per week. Since this course includes real-world application, students can expect about 10-12 hours for reading, studying, and/or assignment work per week.

Grade Grievances

Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog. For graduate courses, see http://catalog.uta.edu/academicregulations/grades/#graduatetext. For student complaints, see http://www.uta.edu/deanofstudents/student-complaints/index.php.

COURSE ASSIGNMENTS AND GRADING INFORMATION

In this course, you will complete individual and group-based assignments. All assignments are available in Canvas.

Exams

1. Exams
   There will be two exams designed to assess your knowledge of key terms and concepts. The exams will be multiple-choice and based on course content covered prior to the date of the quiz. A study guide will not be provided. Exams will be timed, open-book, and completed out-of-class. Once the exam session is started, it must be completed during that setting.

Assignments

1. Class Facilitation
   Each student will select a reading from a list of articles to lead in class. Students will lead 10 minutes of class discussion by (a) briefly summarizing the article and (b) engaging classmates in a discussion or activity related to the reading material.

2. Discussion Board Posts
   Students will be required to engage in a series of discussion board posts. Instructions for discussion board prompts will be posted on Canvas.

3. Guest Speaker Engagement Questions
   During this course, there will be a series of guest speakers. Students are required to prepare and submit two questions and ask at least one during guest speaker presentations.

4. Final Reflection
   At the end of the semester, students will complete a final reflection and evaluation of course activities and their service learning experience.

5. Community Health Needs Assessment Project
   Students will work in teams of two or three to prepare a community health needs assessment (CHNA) plan, conduct a small-scale CHNA, and prepare a small-scale
community health improvement plan (CHIP) report.

6. Final Presentation Video
The student team will prepare a 5 to 8 minute presentation that will be delivered to the instructor and classmates. Presentation guidelines will be available on Canvas.

7. Consultation with a Paul Quinn Student Needs Assessment (in collaboration with UT-Southwestern). There may be an opportunity to assist with providing feedback on a needs assessment that is currently being planned. Points to be determined.

GRADING SCALE

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td><strong>Exams</strong></td>
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<tr>
<td>Syllabus Quiz</td>
<td>10 points</td>
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<tr>
<td>Exam 1</td>
<td>50 points</td>
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<tr>
<td>Exam 2</td>
<td>50 points</td>
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<tr>
<td><strong>Assignments</strong></td>
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<tr>
<td>Class Facilitation</td>
<td>100 points</td>
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<tr>
<td>Discussion Posts (5 posts)</td>
<td>50 points</td>
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<tr>
<td>Guest Speaker Engagement Questions</td>
<td>40 points</td>
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<td>Final Reflection Paper</td>
<td>100 points</td>
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<td>Peer Review</td>
<td>50 points</td>
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<tr>
<td>Community Health Needs Assessment Project</td>
<td>200 points</td>
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<tr>
<td>Final Presentation Video</td>
<td>50 points</td>
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<tr>
<td><strong>Total Points (100%)</strong></td>
<td><strong>700 Total Points</strong></td>
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As the instructor of this course, I reserve the right to adjust this schedule, including the deadlines for assignments, in any way as needed. All required readings will be posted in Canvas.

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<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignments/Deadlines</th>
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<tbody>
<tr>
<td><strong>Module 1: Introduction to Urban Community Health Needs Assessment (CHNA)</strong></td>
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| 8/31 | • Defining community health needs assessment  
• Defining community  
• Needs vs capacity assessment  
• Components of assessment  
• Community health assessment frameworks | Syllabus Quiz (8/31)  
Discussion Post #1 (8/31) |
| 9/7 (no class) | No Class  
Complete assigned readings (see canvas) | Discussion Post #2 (9/11) |
| 9/14 | • Community readiness  
• Engaging community stakeholders  
• Equity and social justice considerations  
• Trauma-informed considerations | |
| **Module 2: Urban CHNA Planning and Implementation** | | |
| 9/21 | Scoping the needs assessment  
Determine assessment criteria  
Assessment Objectives and Questions  
Planning for data collection and budgeting | CHNA Project – Part 1 (9/21)  
Student-Led Class Facilitation #1 |
| 9/28 | *Secondary Data Collection begins this week*  
Planning for secondary data collection  
• Identifying and obtaining secondary data sources  
• Benchmarking, trends, data visualization  
• Breakout Time  
Planning for primary data collection  
• Qualitative Methods  
  o Approaches, Rigor, Sampling,  
  o Key Informant Interviews  
  o Data Analysis and Visualization | |
| 10/5 | *Primary Data Collection begins*  
Planning for primary data collection  
• Quantitative Methods  
  o Approaches, Sampling and Measurement  
  o Survey Development/ Question Design | |
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Activity</th>
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<tbody>
<tr>
<td>10/12</td>
<td>No Class</td>
<td>CHNA Project – Part 2 and 3 Discussion Post #3</td>
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<td>Out-of-Class Readings (see canvas)</td>
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<td>10/19</td>
<td>Data Analysis and Interpretation</td>
<td>Exam #1 (10/16 – 10/19)</td>
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<td>10/26</td>
<td><em>Data Collection/Analysis Ends</em></td>
<td>Student-Led Class Facilitation #2</td>
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<td>Data Analysis and Interpretation</td>
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<tr>
<td>11/2</td>
<td>Revisiting Assessment Criteria</td>
<td>CHNA Project Part 4 (11/2)</td>
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<td>Prioritization and Decision-Making Techniques</td>
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<td>11/9</td>
<td>Data Storytelling and Presenting Data</td>
<td>Student-Led Class Facilitation #3</td>
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<td>Best Practices in Report Preparation</td>
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<td></td>
<td>Preparing presentations</td>
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<td>11/16</td>
<td>Community Health Improvement Plans</td>
<td>Discussion Post #4</td>
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<td>Developing Recommendations for Policy and Programs</td>
<td>Student-Led Class Facilitation #4</td>
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<td>11/23</td>
<td>Community Health Improvement Plans</td>
<td>CHNA Project Part 5 (11/23)</td>
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<td></td>
<td>Developing Recommendations for Policy and Programs</td>
<td>Exam #2 (11/20 -11/23)</td>
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<td>Final Reflections</td>
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<td>11/30</td>
<td>No Class</td>
<td>Submit CHNA Project for peer review (11/30)</td>
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<td>Project and Presentation Preparation</td>
<td>Peer-Review Due 12/2</td>
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<tr>
<td>12/7</td>
<td>No Class</td>
<td>Final Project and Presentation due (12/11)</td>
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<td>Project and Presentation Preparation</td>
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<tr>
<td>12/14</td>
<td>Finals Week (No Class)</td>
<td>Final Reflection (12/14)</td>
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<td>Discussion Post #5 (12/14)</td>
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ADDITIONAL INFORMATION

UTA students are encouraged to review the below institutional policies and informational sections and reach out to the specific office with any questions. To view this institutional information, please visit the [Institutional Information](http://www.uta.edu/provost/administrative-forms/course-syllabus/syllabus-institutional-policies.php) page which includes the following policies among others:

- Drop Policy
- Disability Accommodations
- Title IX Policy
- Academic Integrity
- Student Feedback Survey
- Final Exam Schedule

**Attendance:** Attendance is a critical indicator in student success in this class. Each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance.

While UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report must include the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Canvas. This date is reported to the Department of Education for federal financial aid recipients.

**How to address/contact your instructor:**
Please make sure to follow email etiquette when emailing your instructor. Every email must have the class number KINE xxxx in the subject section of the email and the reason for contacting (e.g. *request for appointment*). You must address your instructor professionally. Following the body of your email, you must include a signature of your name and your UTA ID number.

**Letters of Recommendation:** The course professor will be pleased to consider writing letters of recommendation for students who receive an “A” or “B” in the course. When emailing the professor to ask for a letter of recommendation, please include details about the request, to whom the letter should be addressed, the due date, and your resume. Requests must be sent to the professor at least one month before the letter is due.

**Student Success Programs:**
UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include [tutoring by appointment], [drop-in tutoring], [etutoring], [supplemental instruction], [mentoring] (time management, study skills, etc.), [success coaching], [TRIO Student Support Services], and [student success workshops]. For additional information, please email
The **IDEAS Center** (https://www.uta.edu/ideas/) (2nd Floor of Central Library) offers FREE tutoring and mentoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. Students can drop in or check the schedule of available peer tutors at www.uta.edu/IDEAS, or call (817) 272-6593.

**The English Writing Center (411LIBR):**
The Writing Center offers FREE tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at the Writing Center (https://uta.mywconline.com). Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see Writing Center: OWL for detailed information on all our programs and services.

**The Library’s 2nd floor Academic Plaza** (libraries.uta.edu/services/academic-plaza) offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library’s hours of operation.

**Librarian to Contact:**
Peace Ossom-Williamson. Each academic unit has access to **Librarians by Academic Subject** that can assist students with research projects, tutorials on plagiarism and citation references as well as support with databases and course reserves.

**Academic Integrity and Scholastic Dishonesty:**
The University of Texas at Arlington strives to uphold and support standards of personal honesty and integrity for all students consistent with the goals of a community of scholars and students seeking knowledge and responsibility. Furthermore, it is the policy of the University to enforce these standards through fair and objective procedures governing instances of alleged dishonesty, cheating, and other academic/non-academic misconduct.

**What Constitutes Scholastic Dishonesty?**
Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, and collusion on an examination or an assignment being offered for credit. Each student is accountable for work submitted for credit, including group projects.

**Cheating**
- Copying another’s test or assignment
- Communication with another during an exam or assignment (i.e. written, oral or otherwise)
- Giving or seeking aid from another when not permitted by the instructor
- Possessing or using unauthorized materials during the test
- Buying, using, stealing, transporting, or soliciting a test, draft of a test, or answer key

**Plagiarism**
- Using someone else’s work in your assignment without appropriate acknowledgement
- Making slight variations in the language and then failing to give credit to the source

resources@uta.edu, or view the Maverick Resources website.
Collusion
- Without authorization, collaborating with another when preparing an assignment.

**Turnitin (Canvas)** is an electronic system which helps to identify plagiarized assignments. All student assignments are subject to being submitted to Turnitin at any time to evaluate for plagiarism. Plagiarism may also be determined by reviewing references directly and does not require the use of Turnitin. Students who commit plagiarism will receive a zero on the assignment (including group assignments) and will be referred to the Office of Student Conduct. For group assignments, it is the entire group’s responsibility to ensure plagiarism has not occurred. In the event a group assignment is plagiarized, the assignment will receive a zero and students will be referred to the Office of Student Conduct.

**Disability Accommodations:** UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: The Office for Students with Disabilities, (OSD) [http://www.uta.edu/disability/](http://www.uta.edu/disability/) or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

**Counseling and Psychological Services (CAPS)** [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

**Non-Discrimination Policy:** The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit [uta.edu/eos](http://uta.edu/eos).

**Title IX Policy:** The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For
information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Michelle Willbanks, Title IX Coordinator at (817) 272-4585 or titleix@uta.edu

In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911