COMH 6334 Community Health Analysis and Assessment

Credit Hours: 3

Semester: Summer   Year: 2025

Class Day/Time: Class Location: Online: Modules open on Mondays at 8 am and close one-week later Monday at 7:59am All times are CST.

Instructor of Record: Theresa Byrd, DrPH

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Office Hours: By Appointment and weekly on Canvas/ZOOM

Prerequisite: None

Co-requisite: None

Course Description: This course familiarizes students with concepts and approaches to community health assessment and analysis. We will discuss community needs and resource assessment, models of community assessment such as the PRECEDE/PROCEED Model, social networking and coalition formation to bring about health and quality of life improvement. We will also focus on the application of qualitative, quantitative, and mixed methods and community-based participatory research approaches for assessment.

Student Learning Outcomes:

1. Use the PRECEDE/PROCEED model to assess community needs and resources.
2. Identify social and behavioral determinants of health in rural and urban settings.
3. Compare the use of qualitative and quantitative methods in community needs assessment and analysis.
4. Explain ethical principles critical to the practice of community-based assessment and analysis.
5. Practice data collection techniques in community work

CEPH Competencies:

The student learning outcomes listed above address the following CEPH &/or MPH program competencies and are highlighted in **BOLD**

Data & Analysis
1. Apply epidemiological methods to the breadth of settings and situations in public health practice
2. **Select quantitative and qualitative data collection methods appropriate for a given public health context**
3. **Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming, and software, as appropriate**
4. Interpret results of data analysis for public health research, policy, or practice

Public Health and Health Care Systems
5.Compare the organization, structure and function of health systems across national and international settings
6**. Discuss the means by which structural bias, social inequities, and racism undermine health and create challenges to achieving health equity**

Planning & Management to Promote Health
7.**Assess population needs, assets, and capacities that affect communities' health**
8. Apply awareness of cultural values and practices to the design, implementation, or critique of public health policies or programs
9. Design a population-based policy, program, project, or intervention
10. Explain basic principles and tools of budget and resource management, specifically after funding for a project is secured
11. Select methods to evaluate public health programs

Policy in Public Health
12. Discuss the policy-making process
13. **Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes**
14. Advocate for political, social, or economic policies and programs that will improve health in diverse populations
15. Evaluate policies for their impact on public health and health equity

Leadership
16. Apply leadership and/or management principles to address a relevant issue; such principles may include creating a vision, empowering others, fostering collaboration, and guiding decision making
17. Apply negotiation and mediation skills to address organizational or community challenges

Communication
18. Select communication strategies for different audiences and sectors
19. Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation
20. Describe the importance of cultural competence in communicating public health content

Interprofessional Practice
21. Integrate perspectives from other sectors and/or professions to promote and

UT Tyler Program Competencies:

23. **Utilize community assessment and analysis tools to address factors that contribute to disparities in rural populations.**
24. Develop a risk assessment and management plan relevant to PH programs and services.
25. Develop strategies for obtaining resources for PH programs, projects, and services.

26. Evaluate major environmental laws and their effects on environmental factors in health.
27. Examine occupation as a social determinant of health

Required Textbook:

Green, L. W., Gielen, A. C., Ottoson, J. M., Peterson, D. V., & Kreuter, M. W. (Eds.). (2022). *Health Program Planning, Implementation, and Evaluation: Creating Behavioral, Environmental, and Policy Change*. Johns Hopkins University Press.

Instructional Methods

Canvas is the online learning system used in the course. All communications must go through Canvas, and you must use your patriot email account for any email communications*.*

Please set up notifications from Canvas for this course to any additional email account you may use, to ensure you receive notifications from this course. Failure to read your emails is not an excuse for late or missing assignments.

Announcements are made through Canvas regarding any change or communication required for the course. Please look at announcements at least daily.

Readings

You are expected to complete all weekly assigned readings. Beyond the assigned readings students will be required to use various sources of information (e.g., print and online books, newspapers, peer- reviewed journal articles, relevant professional organization websites, government websites and legal documents) to address the topics covered each week. This will provide you with a broader context of the concepts and principles presented in the course and allows for more meaningful dialogue in the online discussions. Please share your findings with the class and use them as references in your submitted assignments which include discussion board postings, presentations, and papers.

How competencies will be assessed

Competency	Assignment	Evaluation/Assessment Method
CEPH Foundational Competencies		
2. Select quantitative and qualitative data collection methods appropriate for a given public health context	Key Informant interview guide Focus group guide Windshield survey Completed KI interviews	Assessed using rubric
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming, and software, as appropriate.	Final presentation Quizzes	Assessed using rubric
6.Discuss the means by which structural bias, social inequities, and racism undermine health and create challenges to achieving health equity at organizational, community and systemic levels.	PRECEDE/PROCEED Logic Model Quizzes	Include SDH in the assessment model (use rubric)
7.Assess population needs, assets, and capacities that affect communities' health.	PRECEDE/PROCEED logic model Quizzes	Uses resources available to assess chosen population Show the data in the logic model. Discuss in final presentation.
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.	Stakeholder presentation	Describe methods for finding and selecting stakeholders that will assist in assessment and planning
UTT Program Specific Competency		
23.Utilize community assessment and analysis tools to address factors that contribute to disparities in rural populations	Final Assessment presentation (must include rural populations)	Final presentation rubric

Class Schedule Dates	Module	Assignments
May 12-May 18	Module 1 Getting to know us	1. Post a getting to know me video 2. Read chapters 1 and 2 3. Watch ecological model video 4. Complete quiz #1
May 19-June 1	Module 2 Precede/Proceed intro	1. Read chapters 3, 4, 5 and 6. 2. Watch lecture videos 3. Complete quiz #2 4. Post the community you want to assess to the discussion board with QOL and Epi assessment
June 2-15	Module 3	1. Watch videos 2. Complete logic model based on literature 3. Complete quiz #3 4. Post competed logic model on discussion board
June 16-July 6	Module 4 Methods for data collection in community assessment	1. Watch videos 2. Do windshield survey 3. Create KI interview guide 4. Complete 2 KI interviews 5. Develop focus group guide

July 7-13	Module 5 Talking with stakeholders	1. Develop Stakeholder presentation 2. Post presentation to discussion board
July 14-20	Module 6 Thinking about community improvement plans	1. Watch videos 2. Answer discussion board questions
June 21-August 5	Module 7 Developing an assessment presentation	1. Work on presentations 2. Post presentation in the discussion board