



UTTyler HEALTH SCIENCE
CENTER

COMH 6334 Community Health Analysis and Assessment

Credit Hours: 3

Semester: Fall

Year: 2026

Class Day/Time:

Class Location: Online:



Instructor of Record: Theresa Byrd, DrPH

Office: H 205

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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

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.

Attendance: Please be sure to complete all work in the scheduled time frame. Participation is graded based upon class discussion board

Grading: Letter grades are determined by the following percentage allocations: A = 90-100%; B = 80-89%; C = 70-79%; and F = <69%.

The final course grade will be determined based on the assigned percentages for each assignment category below:

Discussion/Participation	10%
Quizzes	10%
Qualitative assignments	15%
Survey design	15%
Logic Model	15%
Stakeholder presentation	15%
Final Presentation	20%

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.

Course Evaluations: Please take the time to fill out a course evaluation as your feedback will help me to improve the class for future generations. You will receive the evaluation in an email at the end of the semester. The evaluation is online and your responses will be anonymous. I value your input so please take a few minutes to complete the course evaluation.

Late Work Policy: Generally, late work will not be accepted except in the case of emergencies/circumstances outside of student's control. In those instances, students must contact the instructor as soon as possible. Alternate assignments or exams may be assigned in these instances.

Syllabus Revision: The course faculty reserves the right to modify any portion of this syllabus. A best effort is made to provide an opportunity for students to comment on a proposed change before the change takes place.

Class Schedule	Module	Assignments
Dates		
August 24-August 30	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
August 31-Sept 13	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
Sept 14-Sept 27	Module 3	1. Watch videos 2. Complete logic model based on literature 3. Complete quiz #3 4. Post completed logic model on discussion board
Sept 28-Oct 18	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

Oct 19-25	Module 5 Talking with stakeholders	1. Develop Stakeholder presentation 2. Post presentation to discussion board
Oct 26-Nov 1	Module 6 Thinking about community improvement plans	1. Watch videos 2. Answer discussion board questions
Nov 2-Dec 8	Module 7 Developing an assessment presentation	1. Work on presentations 2. Post presentation in the discussion board

AI Use Policy

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

Students can use AI platforms to help prepare for assignments and projects. You can use AI tools to revise and edit your work (e.g., identify flaws in reasoning, spot confusing or underdeveloped paragraphs, or correct citations). When submitting work, students must identify any writing, text, or media generated by AI. In this course, sections of assignments generated by AI should appear in a different colored font, and the relationship between those sections and student contributions should be discussed in a cover letter that accompanies the assignment when submitted.

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