

College of Public Health & Health Professions
PHC 6112: Assessment and Surveillance
Spring, 2008 ~ Wednesday, 10:40-1:40, Room G307 (3 Credits)
Course website: http://www.phhp.ufl.edu/~edslopez/Assessment_2008.htm

Instructor Information

Instructor Name: Ellen Lopez, MPH, PhD	Teaching Assistant: Jeri Burkhart
Office: HPNP, Room 4118	Office: TBD
Phone Number: (352) 273-5361	Phone Number: (813) 727-3939
Email Address: edslopez@phhp.ufl.edu	Email Address: jlb11@ufl.edu
Office Hours: Wednesdays, 1:45-3:00	Office Hours: Wednesdays, 1:45-3:00

Course Overview or Purpose

The focus of this seminar style course is on developing the knowledge, skills and methods necessary to conduct a community assessment. Class participants will learn about community assessment and public health surveillance through in-class and community-based work.

In-class work will involve class lectures, discussions, readings, speakers, activities, and assignments. *Community-based work* will involve students applying the knowledge and skills they acquire in class to a real-world situation. Specifically, small groups of students will each forge a collaborative partnership with a community-based organization (that serves a local community) with the goal of conducting a useful community needs/assets assessment.

Upon completion of the semester, each small group will develop a comprehensive and useful report that will be presented to the organization/community with whom they work. In addition, students will conduct an interactive community forum - with the goal of presenting back findings and providing the opportunity for the organization/community to prioritize and recommend future programs and endeavors.

In summary, students will be responsible for the following:

- ◆ Participating in all of your group's assessment planning meetings & activities
- ◆ Identifying & working with individuals/groups (preceptors & mentors) from your organization/community to develop assessment-related priorities, protocols, and materials
- ◆ Analyzing & summarizing collected data
- ◆ Reviewing findings with preceptors & mentors as a means to assess trustworthiness, completeness, interpretation & prioritization
- ◆ Submitting a user-friendly assessment report to your organization/community
- ◆ Planning & conducting a findings-feedback forum
- ◆ Abiding by University of Florida Institutional Review Board for Human Subjects guidelines

*Schedule subject to revisions

Course Objectives and/or Goals

Upon completion of this course, students will be able to:

1. Explain the purpose of conducting community assessments and public health surveillance
2. Work as a group to negotiate roles/work plans for conducting a comprehensive assessment
3. As necessary, submit applications for UF-IRB approval for all protocol & materials developed for assessment
4. Conduct research *with* (as opposed to *on*) community members within a community-based setting
5. Develop partnerships & reciprocal learning relationships with community-based organization and specific members (mentors, preceptors) – recognizing the expertise and assets each student and community member offers
6. Develop knowledge and skills necessary for:
 - Developing assessment-related materials that are IRB and community approved
 - Conducting both primary and secondary data collection and analyses
7. Work with community members in interpreting findings as a means to suggest possible interventions & programs based on found needs & assets
8. Work as a group to produce a comprehensive and useful report of findings and recommendations
9. Work as a group to plan and conduct an interactive forum as a means to report back findings

Course Materials

Required Texts

Soriano, F. I. (1995). *Conducting Needs Assessments: A Multidisciplinary Approach*. Thousand Oaks, CA: Sage Publications

Samuels, B., Ahsan, N., Garcia, J. (1998). *Know Your Community: A Step-by-Step Guide to Community Needs and Resources Assessment*. Family Resource Coalition of America (2nd Edition). ISBN# 1-885429-11-8

Note: Other readings, handouts, and materials will be provided via hard copy or downloadable format. See “week-by-week” schedule for specific readings and assignments.

Course Requirements/Evaluation/Grading

The grading scale for this course consists of the standard scale as follows:

<u>90%-100% = A</u>	<u>70%-74% = C</u>
<u>85%-89% = B+</u>	<u>65%-69% = D+</u>
<u>80%-84% = B</u>	<u>60%-64% = D</u>
<u>75%-79% = C+</u>	<u>Below 60% = E</u>

<u>Graded Item</u>	<u>Point Allocation</u>
◆ Individual Assessment Discussion Questions	20
◆ Individual Community Profile & Reflection Paper	20
◆ Individual-level quality of peer assessments (written <u>for</u> team members)	
○ Mid-Semester	5
○ Final	5
◆ Team Interactive Forum	20
◆ Team Assessment Report	30
<hr/>	
	Total 100 points

Academic Integrity – Students are expected to act in accordance with the University of Florida policy on academic integrity (please see Graduate Student Handbook). Cheating or plagiarism in any form is unacceptable and inexcusable behavior.

*We, the members of the University of Florida community,
pledge to hold ourselves and our peers to the
highest standards of honesty and integrity.*

Attendance and Make-up Work – Students are expected to attend and be prepared to participate in all class sessions. Personal issues with respect to class attendance or fulfillment of course requirements will be handled on an individual basis.

Students with Disabilities - Students requesting classroom accommodation must first register with the Dean of Students Office, which will provide documentation to the student. The student should then provide this documentation to the course instructor.

<u>Week*</u>	<u>Topic*</u>
Week 1 (9 Jan)	Introduction to our Course Discuss & Choose Community Assessment Projects <ul style="list-style-type: none"> ▪ <i>Guests: Staci Graff, ADA Paratransit Director, CILNCF</i> ▪ <i>Margaret Shaw, Area Patient Service Representative, ACS</i>
Week 2 (16 Jan)	Planning & Conducting an assessment <ul style="list-style-type: none"> ▪ <i>Guests: Jeff Feller, Executive Director, WellFlorida Council</i> Q & A with Former Assessment Students! <ul style="list-style-type: none"> ▪ <i>Guests: Magali, Johanna, Melissa, Luis, Jeri</i>
Week 3 (23 Jan)	Beginning at the End: Reports & Forums IRB Issues
Week 4 (30 Jan)	Data collection: Obtaining Existing Data to Gain “Outsider” Perspective <ul style="list-style-type: none"> ▪ <i>Guest: Nancy Schaefer, Health Sciences Library</i>
Week 5 (6 Feb)	Data Collection: Participant Observation & Assessing Community Resources <ul style="list-style-type: none"> ▪ <i>Guests: 2007 CILNCF Assess Team (Lauren, Kim, Melissa, Luis, Vijay)</i>
Week 6 (13 Feb)	Data Collection: Obtaining “Primary Data” via Focus Groups/Interviews <ul style="list-style-type: none"> ▪ <i>Guest: Vijay Vasudevan, MPH student & CILNCF Travel Trainer</i>
Week 7 (20 Feb)	Data Collection: Obtaining “Primary Data” via Surveys & Interviews
Week 8 (27 Feb)	Working with Qualitative Data Giving & Receiving Feedback
Week 9 (5 Mar)	Working with Quantitative Data Interpreting & Assessing Trustworthiness of Findings & Setting Priorities

SPRING BREAK (8-15 March)

Week 10 (19 Mar)	Disseminating Findings: Forum Planning
Week 11 (26 Mar)	Teams Convene
Week 12 (2 Apr)	Public Health Surveillance <ul style="list-style-type: none"> ▪ <i>Elena Andresen, Professor & Chair, Dept of Epi & Bios</i> ▪ <i>Erin DeFries, Project Manager, Office of Disability & Health</i> ▪ <i>Cindy Prins, Infection Control Department, Shands at UF</i>
Week 13 (9 Apr)	Teams Convene
Week 14 (16 Apr)	Team Forum Run-throughs
Week 15 (23 Apr)	Course Evaluation, Debrief about forums/reports

FINALS WEEK Final Reports/Forums completed by Wednesday, 30 April

*Schedule & Topics are subject to change. See Week-by-Week schedule for readings & assignments

Important Assignments & Dates

<input type="checkbox"/> Assessment questions/discussions	23 January
<input type="checkbox"/> Team: Draft IRB forms/Materials	30 January
<input type="checkbox"/> Team: Final IRB forms/Materials - Submitted	6 February
<input type="checkbox"/> Individual Community Profile/Reflection	13 February
<input type="checkbox"/> Mid-Semester Peer Assessments	5 March
<input type="checkbox"/> No Classes – Spring Break	8-15 March
<input type="checkbox"/> Practice Forum Presentations (draft materials)	16 April
<input type="checkbox"/> Final Peer Assessments	23 April
<input type="checkbox"/> Last day of class	23 April
<input type="checkbox"/> Final Reports/Forums Completed	30 April (During Finals Week)