

Final – July 25, 2007

**Department of Public Health Sciences, University of Hawai'i at Mānoa
PH 649 - Needs Assessment and Program Planning
Fall 2007 Syllabus**

Classes Meeting Place and Time: Kuykendall # 203, Wednesdays, 4:00 p.m. to 6:45 p.m. (HITS)

Instructor Information

Name: Nancy S. Partika, RN, MPH & Kathryn L. Braun, DrPH

Phone: Nancy #956-5756; Kathryn #956-5768 or cell #330-1759

Email: nantika@hawaii.edu; and kbraun@hawaii.edu

Office: and Office Hours: Biomed C-103 (Nancy) and Biomed D-203 (Kathryn), before class, and by appointment

For HITS class/materials: IT assist: Eric Basa @ basae@hawaii.edu

Course Description

In public health, we build programs and develop policies to address problems. How do we determine which problems need to be addressed? How are problems defined, and how many people should be involved in defining them? Which programs and policies might work to address a specific problem? Who should be involved in suggesting and planning potential solutions? How do public health professionals gather data about problems and their potential solutions? Should strengths be assessed as well? How are these data analyzed, and how are recommendations developed and programs planned based on data and stakeholder input?

Professionals in health and social science fields are challenged to answer questions like this everyday. These two tasks—assessing needs/strengths and planning health programs based on data and stakeholder input—are essential public health functions.

We will explore and practice these functions in this class. Most classes will include a short lecture, an activity, and a discussion, during which time students will be expected to present their work to date, pose questions, and get assistance. Assignments include readings, reflection papers, oral reports, and take-home and in-class exercises. Most importantly, you will define and assess a public health problem. You will synthesize relevant literature and gather new data from stakeholders. You will analyze these data and develop a report and recommendations based on data and stakeholder input. You will develop a grant proposal based on your findings, and present your work to key stakeholders.

Course Learning Objectives

At the conclusion of this course, students will be able to:

1. Define key terms in needs assessments and program planning and advocacy.
2. Synthesize the literature and identify gaps in knowledge related to a public health problem.
3. Identify/adapt or create data collection instruments, and pretest them.
4. Demonstrate ability to gather data through self-administered questionnaires, interviews, and focus groups.
5. Discuss the advantages and disadvantages of census, random, and convenience sampling.
6. Analyze and display qualitative and quantitative data.
7. Develop recommendations based on data and stakeholder input.
8. Develop a grant proposal based on needs assessment findings.
9. Work as a team.
10. Improve written and verbal communication skills.

Required Text and Assigned Readings

Petersen, D. & Alexander, G. (2001). *Needs assessment in public health: a practical guide for students and professionals*. New York: Kluwer Academic Publishers.

Barnett, D., Balicer, R., Blodgett, D., Fews, A., Parker, C., & Links, J. (2005). The Application of the Haddon Index to Public Health Readiness and Response Planning. *Environmental Health Perspectives* 113 (5), 561-566.

Shiu-Thorton, S., Balabis, J., Senturia, K., Tamayo, A., & Oberle, M. (2007). Disaster preparedness for limited-English-proficient communities: Medical interpreters as cultural brokers and gatekeepers. *Public Health Reports* 122, 466-470.

Kakshmi, R. (2006, August 17). Group urges disaster planning for pregnant women, babies. *The Washington Post*

Wingate, M., Perry, E., Campbell, P., David, P., & Weist, E. (2007). Identifying and Protecting Vulnerable Populations in Public Health Emergencies: Addressing Gaps in Education and Training. *Public Health Reports* 122, 422-426.

Grantwriting Websites:

- Community Toolbox - <http://ctb.ku.edu/>
 - Writing a grant application for funding - http://ctb.ku.edu/tools/tk/en/tools_tk_14.jsp
- Grant Proposals – handout and tutorial -- http://www.unc.edu/depts/wcweb/handouts/grant_proposals.html
- Foundation Center Proposal Writing Short Course - <http://foundationcenter.org/getstarted/tutorials/shortcourse/index.html>
- Writing a Good Grant Proposal - <http://research.microsoft.com/users/simonpj/papers/Proposal.html>
- Writing a Grant Proposal - <http://www.cpcwnc.org/Toolbox/writinggrants.html>

Disaster Preparedness-Related Websites:

- American Red Cross- www.redcross.org/services/disaster/0,1082,0_500_00.html
- CDC/National Center for Environmental Health- www.cdc.gov/nceh/eop/
- NFPA/Emergency DP Guidelines for People w/Disabilities- www.nfpa.org/categorylist.asp?categoryID=824

Other Helpful Websites

- Health Services Library – www.hawaii.edu/hslib
- Hawaii Public Health Info Virtual Emporium – www.hawsaii.edu/hiphive/practice.html
- OWL at Purdue APA Formatting and Style Guide- <http://owl.english.purdue.edu/owl/resource/560/01/>
- American College of OB-GYNs (ACOG)- www.acog.org

Course Schedule

DATE	TOPIC	DUE DATES
Wed. Aug 22nd Wk 1	<ul style="list-style-type: none"> ➤ Activity - Introductions ➤ Discussion - Review course syllabus, and discuss in relation to desired learning; discuss text, course tasks; etc. ➤ Lecture -- History of planning—Healthy People 2010, health disparities. ➤ Assignment - Read Chapters 1-2; complete take-home test #1; read 4 articles on disaster preparedness and public health 	
Wed. Aug 29th Wk 2	<ul style="list-style-type: none"> ➤ Lecture – What is needs assessment and why do it? (KB) ➤ Activity – Stakeholder interview with Ann Sakaguchi, Dir., UHM EMPRINTS Project – ➤ Lecture: Introduction to Haddon Matrix (NP) ➤ Lecture – Conducting a document review (KB) ➤ Assignments - Read articles on disaster preparedness and public health, and prepare summary for class. 	DUE: Take-home test #1

DATE	TOPIC	DUE DATES
Wed. Sep 5th Wk 3	<ul style="list-style-type: none"> ➤ Discussion – Findings from document review and Ann Sakaguchi. What do we know? What do we need to know? ➤ Lecture – Data collection: key informant interviews/summaries (KB) ➤ Activity – Develop KI interview questions ➤ Assignment – Read Chapter 3; complete take-home test #2 ➤ Assignment - Interview of 3 key informants w/developed KI interview questions, and prepare summaries (not due until Sept 26) 	DUE: Document review summaries Due: Haddon Logic Model draft
Wed. Sep 12th Wk 4	<ul style="list-style-type: none"> ➤ Lecture – Conducting focus groups (C. Albright, PhD, CRCH) ➤ Activity – Develop tools and practice focus group techniques and skills ➤ Assignment – Finalize focus group tool and plans 	DUE: Take-home test #2
Wed. Sep 19th Wk 5	<ul style="list-style-type: none"> ➤ Activity – Focus group with stakeholders ➤ Assignment – Gather data and prepare summary 	DUE: Everything you need for the focus group
Wed. Sep 26th Wk 6	<ul style="list-style-type: none"> ➤ Discussion – Data collection to date – Impressions? Themes? Process issues? ➤ Lecture – Using qualitative data to develop a survey (KB) ➤ Activity – Meet in groups to develop survey questions ➤ Assignment – Read Chapter 4 (pages 67-73), Chapter 5 (pp. 77-80), and Chapter 6, and complete take-home test #3 	DUE: written summary of 3 key informant interviews and focus group interview data
Wed. Oct 3rd Wk 7	<ul style="list-style-type: none"> ➤ Lecture: Survey Monkey (Lehua Choy, MPH) ➤ Activity: Meeting with Ann Sakaguchi (Emprints) re: survey development and data collection strategy by strata (how will it be distributed to each identified POC group? How many reminders? Data collection window, IRB approval, etc) 	DUE: Take-home test #3
Wed. Oct 10th Wk 8	<ul style="list-style-type: none"> ➤ Activity: Finalize survey and distribution list/strategy (Lehua Choy, MPH) 	DUE: Final survey tool
Wed. Oct 17th Wk 9	<ul style="list-style-type: none"> ➤ Lecture-Grant writing: Parts of a grant & finding a funder (Judy Clark, MPH-HYSN) ➤ Activity–Funding opportunity assessment exercise 	DUE: Reflection paper #1 (email to kbraun@hawaii.edu).
Wed. Oct 24th Wk 10	<ul style="list-style-type: none"> ➤ Lecture: Grant writing: Goals, objectives, activities and timeline (NP) ➤ Activity: Drafting goals, objectives, activities and timeline 	(Work on NA report and grant)

DATE	TOPIC	DUE DATES
Wed. Oct. 31st Wk 11	<ul style="list-style-type: none"> ➤ Activity: Review survey findings (KB) ➤ Activity: Reviewing NA data and developing recommendations for report based on data from document review, key informant interviews, and focus group ➤ Lecturer – Policy implications of needs assessment process (Susan Forbes, PhD, HHIC) 	Due: Survey findings
Wed. Nov 7th Wk 12	<ul style="list-style-type: none"> ➤ Activity: work on draft NA report or grant proposals (Valerie Yontz) 	DUE: Draft grant goals, objectives, activities and timeline (email to nantika@hawaii.edu)
Wed. Nov 14th Wk 13	<ul style="list-style-type: none"> ➤ Discussion/Activity –Overview of report discussion w/ Ann Sakaguchi & Anna Daddurio, EMPRINTS ➤ Lecture: Grant writing: Budgets (NP) 	DUE: draft needs assessment report
Wed. Nov 21st Wk 14	<ul style="list-style-type: none"> ➤ Lecture/Activity: Writing good abstracts (NP) ➤ Discussion: Legislative/Policy process and action 	DUE: draft grant proposal
Wed. Nov 28th Wk 15	<ul style="list-style-type: none"> ➤ Activity - Dry run of needs assessment presentation ➤ Discussion - Help with grant -writing, if needed 	DUE: Reflection Paper #2
Wed. Dec 5th Wk 16	<ul style="list-style-type: none"> ➤ Presentations - Needs Assessment report and grant proposals ➤ Activity – Class evaluations in class 	DUE: final needs assessment report DUE: final grant applications DUE: presentation

Course Policies

1. Maximum benefit from this class can be achieved only if you attend class, complete the readings and projects as they are assigned, and actively participate in the class discussions.
2. Final grades will be issued on the basis of completed assignments, projects, class attendance and participation. ALL assignments must be completed and turned in for a passing grade.
3. All written assignments must be typed with one-inch margins, with **page numbers on each page**, and with references cited according to APA convention. In addition to the grading criteria given for each assignment, all assignments will be graded on the quality of critical thinking and writing skills.
5. PLAGIARISM is unacceptable and will result in a failing (“F”) grade for the assignment. Students are expected to be familiar with and abide by the University of Hawai‘i Student Conduct Code. Copies of the Student Conduct Code are available at the Office of Student Affairs at the Student Services Center.
6. There will be no extra credit assignments, and no Incompletes will be issued. Students are advised to concentrate on doing well on all the assignments given.
7. The class schedule is tentative. Topics for discussions may be re-scheduled depending on availability of guest speakers, and the needs and interests of the class as the semester progresses.
8. We are always willing to meet with you to discuss your progress or to clarify course assignment requirements. Best ways to contact us are via e-mail at kbraun@hawaii.edu or nantika@hawaii.edu or cell phone 330-1759 (Kathryn) or #956-5767 (Nancy)

Grading Scale for Class Assignments

	Assignment	Points	Due Date
1.	Take home tests (3 @ 5 points, individual)	15	Aug 29, Sept 12, Oct 3
2.	Document review (individual)	10	Sept. 5
3.	Data collection tools and summaries KI summaries (individual) Focus groups summary (group) Survey tool (group)	10 5 5	Sep 26 and Oct 10
4.	Needs assessment report (group)	15	Nov 14 (draft) & Dec 5 (final)
5.	Grant proposal (group)	15	Nov 21 (draft) & Dec 5 (final)
6.	Reflection papers (2 @ 10 points, individual)	20	Oct. 17 and Nov 28
7.	Final presentation (group)	5	Dec 5
	Total	100	

Grading Scale – We do not use the “+/-” grading system

A = 90-100	Excellent, distinctive work. Demonstrates sophisticated understanding: Nuanced and insightful account, powerful and effective application of concepts, frameworks and theories discussed in class and articulated in written work.
B = 80-89	Above average work. Demonstrates accomplished understanding: Thorough, well-documented account; adequate and apt application of concepts, frameworks and theories discussed in class and articulated in written work.
C = 70-79	Average work, sufficient, but not distinctive. Acceptable view with some misconceptions or oversight; not fully supported; acceptable but limited application of concepts, frameworks and theories discussed in class.
D = 60-69	Poor, insufficient work. Naïve or inadequate understanding: simplistic account and use of concepts, frameworks and theories discussed in class. Unable to articulate thoughts and ideas in written work.
F < 60	Unacceptable work

Specialization Competencies Addressed

SB4 Assess needs and plan interventions based on identified needs.

MPH Competencies Addressed

<u>Analytic Skills</u> (AS)	AS1 Define a public health problem. AS2 Determine appropriate use of data and statistical methods. AS3 Collect and summarize data relevant to an issue. AS4 Evaluate the quality and comparability of data and identify gaps in data sources. AS6 Identify research designs used in public health, including advantages and flaws of specific designs, and determine designs appropriate to specific needs.
<u>Communication Skills</u> (CO)	CO1 Communicate effectively with professional and lay audiences both in writing and orally (unless a disability precludes oral communication). CO2 Solicit input from individuals and organizations. CO4 Work effectively in a team environment.
<u>Basic Public Health Skills</u> (PHS)	PHS2 Apply the basic public health skills from behavioral and social sciences, biostatistics, epidemiology, and environmental health to design/evaluate programs/policies to improve health. PHS3 Demonstrate mastery of access and use of public health literature. PHS4 Use advanced computer skills as appropriate

Take-home tests (3 tests @ 5 points, for a total of 15 points)

Take-home test #1 - Chapters 1 and 2 (due: Aug 29)

1. What is the WHO definition of health?
2. How did the Institute of Medicine define public health in its 1988 report?
3. Why doesn't the general public know what public health is?
4. Per the Institute of Medicine 1988 report, what are the 3 functions of public health?
5. Whose needs should public health be responsible for assessing?
6. What are the 4 components of the public health surveillance system?
7. How does needs assessment relate to planning? Distinguish between comparative, desired, expressed, and extrapolated need. Give an example of each.
8. What can needs assessment tell a program director about his/her program? Why might a program director want to tightly control the needs assessment process? Why might a needs assessment be seen as threatening? How can perceived threat be reduced?
9. Read the 3 case studies at the end of Chapter 1, and list all the ways needs assessment data were collected.

Take-home test #2 - Chapter 3 (due Sep 12)

1. Differentiate between primary and secondary data.
2. Differentiate between qualitative and quantitative data.
3. What is a population-based data? Give 2 examples of population-based datasets.
4. Distinguish between population-based data and survey data. Give 5 examples of surveys used in health surveillance in Hawai'i. (Use Google...the answer is not in the book)
5. What are the pros and cons of using population-based data, survey data, structured group data, and program data in needs assessment?
6. What 5 things need to be considered in designing a survey? a focus group?
7. What can you learn from data provided by the Emprints Program? What kinds of things are not in that data?

Take-home test #3 – Chapter 4 (pages 67-73) Chapter 5 (pp.77-80), and Chapter 6 (due Oct 3)

1. Name 3 ways you can increase the readability and accessibility of your needs assessment report.
2. Discuss advantages and disadvantages to inviting media and policy makers to join a needs assessment steering committee.
3. Discuss advantages and disadvantages to using a numerical ranking score to establish need priorities. How is this done?
4. Describe 4 criteria that can be used to determine feasible solutions. How is this done?
5. How do you guard against recommending as a solution "more of the same?"
6. What is the difference between a goal and an objective?
7. Knowing what you know from the needs assessment process to date, what recommendations might you make for the EMPRINT Program? Please write these recommendations as goals and objectives.

Document review (10 points) (due Sep 5)

Read your assigned documents and readings related to the Emprints Program, public health in general, and the public health workforce. Prepare a summary to share with the class. Include key points. Be prepared to tell the class what you learned and what you'd like to learn more about from key informants in Hawai'i. Articulating the latter will help the class develop data collection tools.

Data collection tools and summaries (20 points) (due Sep 26 and Oct 10)

You will work together to develop data collection tools around the needs assessment.

Needs assessment report (15 points) [due Nov 14-draft and Dec 5-final]

Your needs assessment report will include these sections:

1. Abstract or executive summary
2. Problem statement
3. Purpose of this needs assessment and research questions addressed.
4. Method (the steps you took to learn about the issues and to collect/analyze data)
5. Findings
6. Recommendations

Grant proposal (15 points) (due Nov 21-draft and Dec 5-final)

Your final proposal (8-10 pages max) will include these sections:

1. Abstract
2. Project goals and objectives
3. Problem statement
4. Proposed Intervention, including tasks, processes and timeline
5. Staffing for this project, within a discussion of organizational capacity
6. Budget

Reflection papers (2 papers @ 10 points) (due Oct 17 and Nov 28)

Reflection papers allow you to explore underlying value implications of readings and experiences in this class. Please prepare 2 reflection papers (3-5 pages each) for this class related to Needs Assessment and Planning. In these papers, we want you to tell us at you've learned so far, what this has meant to you, and where you want to go with it (e.g., what new questions has this learning raised and what new skills would you like to develop?).

Presentation of needs assessment and grant proposals (5 points) (due Dec 5)

You will present your method, findings, and recommendations to the class.