

PUBHHBP 7520 – Community Health Assessment**2.0 credits – 2025****Monday / 12:10 – 2:00pm / University Hall 082****Course Instructor**

Joanne G Patterson, PhD, MPH, MSW

PhD: Health Behavior and Health Education; University of Tennessee, Knoxville, TN;
August 2019

MPH: Social and Behavioral Sciences; Boston University College of Public Health;
Boston, MA; January 2009

MSW: Macro Social Work; Boston University School of Social Work; Boston, MA;
May 2006

Cunz Hall 352

614-247-1780

Patterson.1191@osu.edu**Instructor's Office Hours**

Dr. Patterson will host office hours on Wednesday afternoons starting Wednesday Sept 10th, 3:15-4:15pm in her office at Cunz 352, unless noted otherwise to students on Carmen Canvas.

Faculty Feedback & Response Time:

The following gives you an idea of my intended availability during the course:

- **Grading:** You can generally expect feedback within 14 days.
- **E-mail:** I will reply to e-mails (sent to patterson.1191@osu.edu) within 48 hours on school days (Mon – Fri).

Graduate Teaching Assistant (GTA)

Shradha Shendge, shendge.2@buckeyemail.osu.edu, has open office hours from 11:30am-12:30pm on Thursdays. Physical meeting location or a Zoom link will be shared on Carmen Canvas.

GTA Responsibilities

The GTA assigned to the course will hold regular office hours and lead review sessions for any students who need help with class material. The TA may assist with scoring assignments; however, final grades will be assigned by the professor. **Any questions regarding absences or grading should be directed to the professor and not the TA.**

Course Description

This course will address the importance of community health assessments to public health, describe common methodologies used to conduct community health assessments, and discuss strategies for disseminating findings from community health assessments.

Prerequisites

Enrollment in Public Health and Grad standing or permission of the professor.

Course Learning Objectives

Upon successful completion of this course, a student will be able to:

- LO1. Describe the importance of community health assessments and how they fit into the broader field of public health
- LO2. Identify the sources of data and information that are commonly included in community health assessments
- LO3. Describe common methodologies (both qualitative and quantitative) used to conduct community health assessments
- LO4. Discuss potential channels and strategies that may be used to disseminate findings from community health assessments

Competencies:

Master of Public Health (Foundational Public Health Competencies)

- MPH2. Select quantitative and qualitative data collection methods appropriate for a given public health context.
- MPH7. Assess population needs, assets and capacities that affect communities' health.
- MPH18. Select communication strategies for different audiences and sectors.

Health Behavior and Health Promotion (Specialization Competencies)

- HBHP2. Critically assess the scientific literature describing health promotion interventions.
- HBHP4. Demonstrate cultural competency when planning health promotion and disease prevention activities.
- HBHP5. Explain how health promotion efforts enable communities to influence their own well-being.

A complete list of College of Public Health Competencies is located on the College of Public Health website: <https://cph.osu.edu/students/competencies>.

Text/Readings:

Readings (listed later in this document) are all available on Carmen Canvas. There is no textbook for this course.

Carmen

There is a Carmen site for this course: <https://carmen.osu.edu>. All course materials are available via Carmen.

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (<https://admin.resources.osu.edu/buckeyepass/adding-a-device>)
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **"Text me new codes"** button. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (<https://admin.resources.osu.edu/buckeyepass/installing-the-duo-mobile-application>) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

Class Format: How this course works

- **Mode of delivery:** This in-person class is taught in a traditional lecture/discussion format. Lectures will not be recorded or streamed online, unless there is an extenuating circumstance that necessitates a move to an online format (e.g., instructor emergency or illness). If a move to an online format is needed, the instructor will notify the students via email and/or the course's Carmen site in advance.
- **Credit hours and work expectations:** This is a **2-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 2 hours per week of time spent on direct instruction (e.g., in-class lectures/discussions) in addition to 6 hours of homework/active learning activities (e.g., group papers or project; exam review) to receive a grade of (C) average.
- **Attendance and participation requirements:** Class participation will be assessed by regular attendance, participation in in-class discussions and activities, and the quality of participation.
 - Your preparation and participation in class are key. Please complete the readings prior to class and arrive prepared to actively participate.
 - Lectures and in-class activities will extend, but not replicate, the readings.
 - Regular in-class exercises are an integral part of the course because they provide students the opportunity to discuss and apply concepts covered in the course readings and lectures.
 - Attendance is expected and unexcused absences will be reflected in this part of your grade.
 - If a student has an extenuating circumstance that prevents them from attending class, they should notify the instructor before class via email.
 - In instances of a planned absence from class (e.g., travel to a conference), notify the instructor at least two weeks in advance.
 - If you cannot attend class, you are responsible for getting notes from another student.
 - Participation grades will take into account attendance, quantity and quality of participation in-class, and Peer Performance Evaluations (for papers and presentations).

Course Technology

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

Required equipment

- **Computer:** current Mac (Mac OSX) or PC (Windows 10+) with high-speed internet connection
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Optional equipment (for participation in optional live office hours and/or review sessions)

- **Webcam:** built-in or external webcam, fully installed and tested
- **Microphone:** built-in laptop or tablet mic or external microphone

Required software

- **Microsoft 365 Copilot (formerly Office 365)**

All Ohio State students are now eligible for free Microsoft 365 Copilot (formerly Office 365). Full instructions can be found at go.osu.edu/office365help.

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** <http://it.osu.edu/help>
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu

Assignments/Assessments

Exams: 40% total (20% each)

There will be a total of 2 exams during the semester. Exams will take place in-person during class on 10/13/2025 and 11/17/2025.

Exams may include multiple choice, true/false, matching, and/or short answer items. Exams will not be cumulative, meaning they will only include material covered since the prior exam. There is no cumulative final exam for this course. Students will have 60 minutes to complete each exam.

No course materials (readings, notes, etc.) or devices can be used during exams.

If a student has an extenuating circumstance that prevents attending class on the day of an exam, they should notify the instructor as soon as possible (and definitely before class on the day of the exam) via email. Make-up exams are offered at the discretion of the instructor.

Papers/Presentations 50% total (see details below)

Each student will be placed into a group of 3-4 students at the beginning of this semester. Each group will be asked to identify a health behavior and community of interest and then plan a community health assessment around this topic. The project consists of two papers and one presentation. Each component is described further below. Each component will be scored from 0 to 100, with all group members receiving the same grade.

Each assignment will include a brief Peer Performance Evaluation (PPE) that will be submitted independently by each group member. Each student will receive an individual grade for completing each PPE. Group members will not view each other's PPE; however, these will be taken into consideration by the instructor as students' participation grades for the course (worth 10% of final grade) will incorporate peer assessments of their performance during group work via PPEs.

Assignments with due dates

Assignment	Grade %	Grade Type	Due Date
Group Project Description	Ungraded	Group	09/22/2025 – Will complete in-class
Paper 1: Background and Qualitative Methods	10%	Group	10/20/2025 by noon
PPE 1	1%	Individual	10/20/2025 by noon
Paper 2: Quantitative and Mixed Methods + Dissemination	10%	Group	11/24/2025 by noon
PPE 2	1%	Individual	11/24/2025
Presentation Slides		Group	12/1/2025 by 9am (due for all groups)
Presentation	14%	Group	12/1/2025 or 12/8/2025: In-class
PPE 3	1%	Individual	
Paper #3: Revised paper with cover letter	12%	Group	12/15/2025 by noon
PPE 4	1%	Individual	12/15/2025 by noon

Group Presentation Assignment: 14% (Slides + Presentation)

Each group will give a presentation during class on 12/1/2025 or 12/8/2025. Presentation guidelines include:

- Presentations should use PowerPoint, with one copy of the slides uploaded to Carmen Canvas.
- Slides for all groups are due on Carmen Canvas by 9:00am on 12/1/2025 regardless of presentation date.
- Each presentation should highlight the main sections/features from the corresponding papers describing your community health assessment.
- The time limit for a presentation will be 20 minutes, with up to 10 minutes for questions
- All group members should be in attendance during the presentation. Each group can decide the distribution of presenting duties, but each group member should take on a speaking role.
- Presentation grades will be based on oral presentation content (including instructor and peer feedback) and adherence to the 20-minute time limit. Slide grades will be based on slide content (e.g., layout, imagery, text, readability; see posted rubric on Carmen).
- The use of ChatGPT or other AI platforms is not permitted for this presentation.

Paper #1 (10%)

Each group will upload one copy of Paper #1 into Carmen by noon on 10/20/2025.

Paper #1 should include:

- Background / literature review of the selected health behavior and its public health importance
- Definition of community of interest and the rationale and goal(s) for the health assessment
- Description of how community will be engaged in the health assessment
- Description of qualitative data collection method** to be used
 - Participant eligibility criteria
 - Recruitment approach
 - Data collection methodologies (i.e., describe the process of how data/information will be collected)
 - Logistics needed to prepare for data collection (e.g., study personnel training, incentives, finding a location, etc.)
 - Qualitative data analysis plan (a description of how the major steps will be applied is sufficient)
- Interview guide (if doing interviews) or focus group guide (if doing focus groups). The guide can include up to 15 questions (including probes)

**Can choose from 1-on-1 interviews or focus groups. Please do not use nominal groups or photovoice for this assignment.

Paper #1 Writing Guidelines

Points will be deducted from papers that do not follow these guidelines:

- Use 11-point Arial font with 1.0-inch margins
- All sections should be 1.5 line spaced
- Include a cover sheet that has a title for your community health assessment and all group members' names
- Include a bibliography at the end and follow a [American Medical Association \(AMA\) citation style](#) (i.e., superscript numbers) for all references cited. I strongly suggest using a [citation management software](#) to organize and format citations. I find Zotero particularly adept to group projects.
- Page limit is five 1.5-spaced pages. This page limit does not include the cover sheet, bibliography, interview/focus group guide nor tables/figures in the Appendix.
- Tables and figures do not count against this page limit and should be referenced in text with their number/title (e.g., Table 1. Focus Group Eligibility Criterion) and included as an Appendix, post-bibliography.
- The use of ChatGPT or other AI platforms is not permitted for this paper. Use of the [OSU Writing Center](#) for feedback and support is permitted and encouraged.

Paper #2 (10%)

Each group will upload one copy of Paper #2 into Carmen by noon on 11/24/2025.

Paper #2 should include:

- Description of quantitative data collection method** to be used
 - Participant eligibility criteria
 - Recruitment approach
 - Data collection methodologies (i.e., describe the process of how data will be collected)
 - Logistics needed to prepare for data collection (e.g., study personnel training, incentives, finding a location, etc.)
 - Quantitative data analysis plan (a description of how the major steps will be applied is sufficient)
- Description of mixed methods approach
 - Diagram and describe which mixed methods model will be used
 - Describe the implementation sequence and priority of the data collection activities
- Plan for disseminating findings to both academic and non-academic audiences
- Draft of survey. The survey can include up to 20 questions/items. As appropriate, include other components of a survey discussed in lecture (cover page, instructions, etc.)

**Can choose from a survey of participants (any data collection mode), a walking survey, or a windshield survey. Please do not use secondary data for this assignment.

Paper #2 Writing Guidelines

Points will be deducted from papers that do not follow these guidelines:

- Use 11-point Arial font with 1.0-inch margins
- All sections should be 1.5 line spaced
- Include a cover sheet that has a title for your community health assessment and all group members' names
- Include a bibliography at the end and follow a [American Medical Association \(AMA\) citation style](#) (i.e., superscript numbers) for all references cited.
- New sections for Paper #2 are limited to five 1.5-spaced pages. This page limit does not include the cover sheet, bibliography, survey draft, nor tables/figures in the Appendix.
- Please add these new sections for Paper #2 to the previous sections from Paper #1 such that any tables, figures, titles/headings are numbered consecutively. *At this point, you do not have to make revisions to Paper #1 for grading purposes, but you can if you want interim feedback.*
- Tables and figures do not count against this page limit and should be referenced in text with their number/title (e.g., Table 3. Survey Recruitment Methods) and included as an Appendix, post-bibliography.
- The grade for Paper #2 will be based only on the content of the new sections added for Paper #2. Content revisions from Paper #1 will not be considered for the grade for Paper #2.
- The use of ChatGPT or other AI platforms is not permitted for this paper. Use of the [OSU Writing Center](#) for feedback and support is permitted and encouraged.

Paper #3: FINAL Revised Paper (12%)

Each group will upload a copy of their final revised paper into Carmen Canvas by 12/15/2025 at noon.

Paper #3 should include:

- Paper content should include all information from Paper #1 and Paper #2 listed above..
- Content should be revised per instructor comments on prior papers. These may include minor (e.g., grammatical, formatting) and major (e.g., content, writing style) revisions.
- Revisions should be highlighted in light gray.
- Include a cover letter (2 pages maximum) outlining the approach that the group took to revise the manuscript (who did what and how) and highlighting specific revisions that you want the instructor to pay specific attention to.

Paper #3 Writing Guidelines

Points will be deducted from papers and cover letters that do not follow these guidelines:

- Use 11-point Arial font with 1.0-inch margins
- All sections should be 1.5 line spaced
- Revised text, tables, or figures should be highlighted in gray.
- Include a cover sheet that has a title for your community health assessment and all group members' names
- Include a bibliography at the end and follow a [American Medical Association \(AMA\) citation style](#) (i.e., superscript numbers) for all references cited.
- All sections for Papers #1 and #2 should be included, up to ten 1.5-line spaced pages.
- This page limit does not include the cover letter, cover sheet, bibliography, interview/focus group guide, survey draft, nor any tables or figures included in the Appendix.
- Tables and figures *do not* count against this page limit and should be referenced in text with their number/title (e.g., Table 3. Survey Recruitment Methods) and included as an Appendix, post-bibliography.
- The grade for Paper #3 will be based on the depth of revisions made in response to instructor comments, as well as the overall paper content, organization, clarity, and mechanics.
Reminder: Effective revision includes addressing major issues (content) before focusing on minor issues (i.e., the mechanics of grammar and punctuation).
- The use of ChatGPT or other AI platforms is *not* permitted for this paper. Use of the [OSU Writing Center](#) for feedback and support is permitted and encouraged.

Grading

Grades will be calculated using the following weights:

Exams (2) 20% each	= 40%
Group Paper 1	= 10%
Group Paper 2	= 10%
Group Paper 3	= 12%
PPEs (4) 1% each	= 4%
Group PPT Slides	= 4%
Group Presentation	= 10%
Class Participation	= 10%

Incomplete Policy: An incomplete grade will be given only in cases of extraordinary circumstances and following consultation with the instructor. In such cases, an "I" grade will require a specific written agreement between the instructor and student specifying the time and way the student will complete the course requirements.

Grading Scale

A	93 to 100	Outstanding work reflecting mastery of the material and the ability to apply it
A-	90 to <93	Excellent work that reflects mastery of the material
B+	87 to <90	Good work that reflects mastery of most of the material
B	83 to <87	Good work that reflects mastery of some of the material
B-	80 to <83	Good work that reflects mastery of a few aspects of the material
C+	77 to <80	Mediocre work that reflects familiarity with, but not mastery of the material
C	73 to <77	Mediocre work that reflects familiarity with most of the material
C-	70 to <73	Mediocre work that reflects little familiarity with the material
D+	67 to <70	
D	60 to <67	
E	Below 60	

Extra Credit:

I do not offer opportunities to earn extra credit to individual students. There will be some extra credit questions offered on exams.

If an extra credit assignment is offered, it is at the discretion of the instructor and will be offered to the entire class with a specific deadline for completion. Extra credit assignments will not be accepted after the due date.

Class Policies

- Class attendance, arriving at class on time, and participation during group discussions and activities are expected. Points will be deducted from participation grades for frequent late arrivals and/or non-participation.
- During class, please do not send emails or visit websites that are not relevant to the current class discussions.
- You are responsible for all material covered in this course (lectures, readings, guest speakers, videos, in-class assignments). I will not record in-person lectures. Slides will be posted online. You can seek course notes from your classmates and attend office or TA hours if you have questions.

- If you must miss an exam due to extenuating circumstances, the Instructor & the TA must be notified prior to the exam start time, by email, and documentation of the situation must be presented to reschedule the exam. Make-up exams are at the discretion of the Instructor and should be scheduled within one week of the original exam.
- Grades and test questions will not be debated in class. If you disagree with your grade on a test question or an assignment, turn in a rebuttal outlining what you would like to reconsider and why. Your written grade rebuttal must be sent in writing within one week after your grade is posted and released on Carmen, through an email sent to both the instructor & the TA.
- Please do not upload course materials or exams / exam questions or preparatory materials to online repositories (e.g., Quizlet, Chegg, etc.)

Copyright Statement

This syllabus and all course materials (e.g., homework assignments, solution keys, course materials) are under copyright by the instructor and cannot be posted elsewhere without written permission.

Generative AI Policy

Given that the learning goals of this class are for students to develop their understanding of community health assessment methodologies and dissemination strategies, build their understanding of benefits and challenges of those methodologies in practice, and articulate this information via scientific writing, the use of generative artificial intelligence (GenAI) tools such as Copilot or ChatGPT is not permitted in this course.

Any use of GenAI tools for work in this class may therefore be considered a violation of Ohio State's [Academic Integrity\(opens in new window\)](#) policy and [Code of Student Conduct\(opens in new window\)](#) because the work is not your own. If I suspect that a student has used GenAI on an assignment for this course, I will ask them to explain their process for completing the assignment in question. The unauthorized use of GenAI tools will result in referral to the [Committee on Academic Misconduct\(opens in new window\)](#).

Office of Student Life: Disability Services

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Mental Health Services

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be

experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Religious Beliefs or Practices Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Civil Rights Compliance Office](#). (Policy: [Religious Holidays, Holy Days and Observances](#))

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee ([Faculty Rule 3335-5-48.7 \(B\)](#)). For additional information, see the [Code of Student Conduct](#).

Intellectual Diversity

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support

understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

Grievances and Solving Problems

A student who encounters a problem related to his/her educational program has a variety of avenues available to seek resolution. According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, you may take your case to the department chairperson. Specific procedures are outlined in [Faculty Rule 3335-8-23](#), the [CPH Graduate Student Handbook](#), and the [CPH Undergraduate Student Handbook](#). Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Civil Rights Compliance Office:

Online reporting form at <http://civilrights.osu.edu/>,
Call 614-247-5838 or TTY 614-688-8605,
Or Email civilrights@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Civil Rights Compliance Office to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Course Outline

Week / Date	Module	Topics	LO	HBHP Competencies	Readings	In-class work	Assignments Due
Week 1 9/1	NO CLASS; LABOR DAY						
Week 2 9/8	Module 1	Introduction to Community Health Assessment Defining Community	1	2, 4, 5	- Goodman RA et al. What is “community health”? Examining the meaning of an evolving field in public health. Prev Med 2014;67(Suppl 1):S58-S61. - Centers for Disease Control and Prevention. Community needs assessment. Section 1: overview of community needs assessment. 2013. - MacQueen KM et al. What is community? An evidence-based definition for participatory public health. Am J Public Health 2001;91:1929-1938. - Fawcett SB et al. The community tool box: a web-based resource for building healthier communities. Public Health Reps 2000;115:274-278.	“Defining Community”	
Week 3 9/15	Module 1	Community-Based Research Qualitative vs. Quantitative	1	2, 4, 5	- D’Alonzo KT. Getting started in CBPR: lessons in building community partnerships for new researchers. Nurs Inq 2010;17(4):282-288 - Israel BA et al. Review of community-based research: assessing partnership approaches to improve public health. Ann Rev Pub Health 1998;19(1):173-202. - Minkler M. Community-based research partnerships: challenges and opportunities. J Urban Health 2005;82 (Suppl 2): ii3-ii12. - McPherson K et al. Quantitative and qualitative methods in UK health research: then, now, and...? Eur J Cancer Care 2002;11(3):225-231. - Pope C et al. Reaching the parts other methods cannot reach: an introduction to qualitative methods in health and health services research. BMJ 1995;311(6996):42-45.	Reviewing CHA reports In-groups: Brief description of group project topic (not graded).	
Week 4 9/22	Module 2	Interviews	2, 3	2, 4	- Gilmore GD. Chapter 5: Interviewing. 2012. - Turner DW. Qualitative interview design: a practical guide for novice investigators. The Qual Rep 2010;15:754-760. - MacDougall C et al. Planning and recruiting the sample for focus groups and in-depth interviews. Qual Health Res 2001;11:117-126. - Kelly M. The role of theory in qualitative health research. Fam Prac 2010;27:285-290.	Reviewing consent forms and Interview guides Interview planning and practice	

Week 5 9/29	Module 2	Focus Groups Nominal Groups	2, 3	2, 4	• Gilmore GD. Chapter 6: Group participation process: nominal group. 2012. • Gilmore Chapter 7: Group participation process: focus group. 2012. • Clark JM et al. The use of focus group interviews in nursing research: issues and challenges. J Nurs Res 1996;1(2):143-153. • Krueger RA et al. Designing and conducting focus group interviews. Social Analysis, Selected Tools and Techniques, Development Papers Paper 36, 2002. pp. 4-23.	Review Focus Group guides Nominal group planning and practice	
Week 6 10/6	Module 2	Photovoice Qualitative Data Analysis	2, 3, 4	2, 4	• Wang C et al. Photovoice: concept, methodology, and use for participatory needs assessment. Health Educ Behav 1997;24:369-387. • Hergenrather KC et al. Photovoice as community-based participatory research: a qualitative review. Am J Health Behav 2009;33(6):686-698. • Jeanfreau SG et al. Appraising qualitative research in health education: guidelines for public health educators. Health Promot Pract 2010;11:612-617. • Liamputtong L. Qualitative data analysis: conceptual and practical considerations. Health Promotion Journal of Australia 2009;20(2):133-139. • Bradley EH et al. Qualitative data analysis for health services research: developing taxonomy, themes, and theory. Health Serv Res 2007;42:1758-1772. • Ziebland S et al. Making sense of qualitative data analysis: an introduction with illustrations from DIPEX (personal experiences of health and illness). Med Educ 2006;40(5):405-414.	Review Codebook examples Coding practice	
Week 7 10/13 (Week of Autumn Break)		Group project meeting Exam #1					Assignment Due Exam #1 (in class); covers material from Weeks 1-6

Week 8 10/20	Module 3	Survey Research	2, 3	2, 4	• de Leeuw et al. International handbook of survey methodology. Chapter 7: choosing the method of data collection. 2008. • Dillman DA. Why choice of survey mode makes a difference. Public Health Rep 2006;121:11- 13. • Fan W et al. Factors affecting response rates of the web survey: a systematic review. Computers in Human Behav 2010;26:132-139. • de Leeuw et al. International handbook of survey methodology. Chapter 8: writing effective questions. 2008. • Fanning E. Formatting a paper-based survey questionnaire: best practices. Practical Assessment and Evaluation 2005;10(12):1-14.	Review survey samples Survey critique	Assignment Due Group project paper #1
Week 9 10/27	Module 3	Windshield and Walking Surveys Secondary Data	2, 3	2, 4	• Guin NB. Windshield and walking surveys in community health nursing. International Journal of Science and Research 2020;9(11):523-525. • Essel KD et al. Healthy homes, healthy futures: a home visitation curriculum for pediatric residents. MedEdPORTAL 2016;12:10480. • Garmon SC. Issues associated with secondary analysis of population health data. Applied Nursing Research 2007;20:94-99. • Behringer BA et al. The Tennessee Department of Health WORKshops on use of secondary data for community health assessment, 2012. Prev Chronic Dis 2014;11:130206.	Secondary Data: Franklin County	
Week 10 11/3	Module 3	Quantitative Data Analysis Mixed Methods Research	2, 3, 4	2, 4	• Salazar LF et al. Research methods in health promotion. Chapter 14: statistical techniques for analyzing observational research in health promotion. 2015. • Witten NAK et al. An online, quantitative community health needs assessment of Haleiwa and Waialua, Oahu, Hawaii. Hawaii Journal of Health and Social Welfare 2020;79(10):306-311. • Steckler A et al. Toward integrating qualitative and quantitative methods: an introduction. Health Educ Q 1992;19:1-8. • Andrew S et al. Mixed methods research is an effective method of enquiry for community health research. Contemporary Nurse 2007;23(2):145-153. • Li Y et al. Community health needs assessment with precede-proceed model: a mixed methods study. BMC Health Serv Res 2009;9:181.	Mixed-methods health assessment planning	

Week 11 11/10	Module 3	Reviewing & Disseminating Findings Example CHA	2, 3, 4	2, 4, 5	• Cashman SB et al. The power and the promise: working with communities to analyze data, interpret findings, and get to outcomes. Am J Public Health 2008;98:1407-1417. • Bodison SC et al. Engaging the community in the dissemination, implementation, and improvement of health-related research. Clin Transl Sci 2015;8:814-819. • Chen PG et al. Dissemination of results in community-based participatory research. Am J Prev Med 2010;39(4):372-378.	Dissemination: Identifying Strategies	
Week 12 11/17		Group project meeting Exam #2					Assignment Due Exam #2 (in class); covers material from Weeks 8-11
Week 13 11/24 (Week of Thanksgiving Break)		Research in practice: Columbus INSIGHT					Assignment Due Group project paper #2 Group presentations
Week 14 12/1		Group presentations					Group presentations
Week 15 12/8		Group presentations					Group presentations

Alignment of Competencies with Assessments

[Instructions: List the competencies that the course assesses in the rows, and your assessments/assignments in the columns. Mark an “x” or similar in the appropriate column for each competency to indicate where it is assessed.]

Competencies	Exam 1	Exam 2	Paper 1	Paper 2	Paper 3	Presentation
MPH2. Select quantitative and qualitative data collection methods appropriate for a given public health context.	X	X	X	X	X	X
MPH7. Assess population needs, assets and capacities that affect communities' health.	X	X	X	X	X	X
MPH 18. Select communication strategies for different audiences and sectors.		X		X	X	X
HBHP2. Critically assess the scientific literature describing health promotion interventions.	X		X		X	X
HBHP4. Demonstrate cultural competency when planning health promotion and disease prevention activities.	X	X	X	X	X	X
HBHP5. Explain how health promotion efforts enable communities to influence their own well-being.	X	X	X	X	X	X