

PH 649 – Needs Assessment (3 Credits)
– Spring 2016 Syllabus –
Office of Public Health Studies, University of Hawai‘i at Mānoa
Department of Public Health Sciences, University of Hawai‘i at Mānoa

1) Meeting Place and Time

Day & Time: Wednesdays, 1:30 p.m. to 4:15 p.m.
Meeting Place: Biomedical Building, Room D-211

2) Instructor Information

Instructor: Jeanelle Sugimoto-Matsuda, Dr.P.H.
Phone: (808) 692-1910
Email: sugimotoj@dop.hawaii.edu
Course Website: <https://lailima.hawaii.edu/portal>
Office Location: Biomedical Building – Room T-102A
Goldbond Building (677 Ala Moana Boulevard) – Suite 301
Office Hours: Before/after class period, or by appointment

3) Course Description

“Needs assessment” is the process of systematically assessing and defining the needs of a target organization and/or population, as well as any potential gaps between desired needs and current resources. Following a needs assessment, the program or organization should be able to adjust their focus and/or resources to better meet the needs of their target population. Assessing community needs, being able to identify strengths and weaknesses, and working collaboratively with stakeholders are important skills for any public health professional. This course will apply both needs assessment concepts and professional skills to a practical, hands-on field project throughout the semester.

Each class will generally include a short lecture, practical activities, and discussion. The lecture will review pertinent concepts for the week’s topic area. Activities will include readings, student-led discussions, and other in-class exercises. Finally, there will be dedicated times when students will discuss/contribute to the class’ field project. Students will apply the steps to conducting a needs assessment with the selected project/organization. Work will include defining and assessing a specific public health problem, synthesizing relevant literature, and identifying and collecting data from key stakeholders. Students will receive practical experience working with project stakeholders to interpret and prioritize assessment findings in order to suggest possible recommendations/interventions. Finally, student groups will compile all data and recommendations into a final technical report which will be reported back to the program/organization.

4) Student Learning Objectives

By the end of the course, each student should be able to:

- 1) Define key terms relating to needs assessment methodologies.
- 2) Synthesize the literature and use secondary data sources and to describe a public health problem of a local program or community.
- 3) Identify, adapt, or create data collection instruments.
- 4) Demonstrate ability to conduct quantitative and qualitative research methods, and analyze and interpret those data, to ascertain community perceptions of health needs.
- 5) Effectively synthesize and present community needs assessment results and recommendations for action, while incorporating stakeholder input and interpretations.
- 6) Improve written and verbal communication skills.
- 7) Demonstrate collaboration skills within the project team and with community stakeholders.

5) Required Text or Readings

No textbooks are required. Assigned readings and articles will be posted on the class Lualima site (<https://lualima.hawaii.edu/portal>). However, the following are potential textbooks for reference:

- 1) Gilmore, G. D. (2012). *Needs and Capacity Assessment Strategies for Health Education and Health Promotion (4th ed.)*. Burlington, MA: Jones and Barlett Learning.
- 2) Hodges, B. C., & Videto, D. M. (2011). *Assessment and Planning in Health Programs (2nd ed.)*. Sudbury, MA: Jones and Bartlett Learning.
- 3) Soriano, F. I. (2013). *Conducting needs assessments: A multidisciplinary approach (2nd ed.)*. Thousand Oaks, CA: Sage.

6) Course Schedule and Assignments

Adjustments may be made to this course schedule, the readings, and assignment deadlines as needed. Any adjustments will be openly communicated with students.

Week	Date	General Topic(s)	Activities	Due Today
1	1/13/16	Course overview and general "housekeeping" "Needs Assessment 101" – basic definitions, needs versus assets, contextual considerations	<ul style="list-style-type: none"> • In-class needs assessment • Introduction of field project • Miscellaneous "housekeeping" – useful websites, electronic databases, writing tips, etc. 	N/A
2	1/20/16	Know your community and key stakeholders Community engagement and mobilization Assessing readiness and capacity	<ul style="list-style-type: none"> • Guest speaker – Mr. Mark Yamakawa, President and Chief Executive Officer, Hawai'i Dental Service 	<p>CITI online training certificate (upload copy to Lualima)</p> <p>Readings:</p> <ul style="list-style-type: none"> • Book chapter – "Gaining a needs and capacity assessment perspective" • Article – "Principles to consider for the implementation of a community health needs assessment process" • Article – "Essential elements for community engagement in evidence-based youth violence prevention"
3	1/27/16	Know the public health issue Secondary data	<ul style="list-style-type: none"> • Discussion of Department of Health report recommendations (1 per student) 	<p>Be prepared to report on selected recommendation from DOH report</p> <p>Readings:</p> <ul style="list-style-type: none"> • Report – Hawai'i State Department of Health, "Hawaii oral health: Key findings" • Skim through Pew reports
4	2/3/16	Overview of quantitative data collection	<ul style="list-style-type: none"> • Brainstorm quantitative tool, methodologies, distribution list 	<p>Readings:</p> <ul style="list-style-type: none"> • Book chapter – "Single step surveys"
5	2/10/16	Overview of qualitative data collection	<ul style="list-style-type: none"> • Brainstorm qualitative tool, methodologies, distribution list 	<p>Readings:</p> <ul style="list-style-type: none"> • Book chapter – "Interviewing" • Book chapter – "Group participation process: Focus group"
6	2/17/16	"People skills" – approaching participants, recruitment, coalitions and collaboration	<ul style="list-style-type: none"> • Review tools and methods as a class, meet in groups to finalize • Finalize distribution lists 	<p>Readings</p> <ul style="list-style-type: none"> • Book chapter – "Recruiting and collecting data from participants" • Discussion article – "Developing the Ho'ouana Pono Substance Use Prevention Curriculum: Collaborating with Hawaiian youth and communities"

Week	Date	General Topic(s)	Activities	Due Today
7	2/24/16	Needs assessment planning (timeline, steps, etc.)	<ul style="list-style-type: none"> Brainstorm project plan 	<p>Completed tools due today</p> <p>Readings:</p> <ul style="list-style-type: none"> Book chapter – “Planning your needs assessment” Article – “Community needs assessment and data-supported decision making: Keys to building responsive and effective health centers” (pages 1-12 only)
8	3/2/16	Research ethics, IRBs	<ul style="list-style-type: none"> Guest speaker from UH CHS 	<ul style="list-style-type: none"> TBD
9	3/9/16	Data management and analyses	<ul style="list-style-type: none"> Brainstorm project data management and analyses 	<p>Readings:</p> <ul style="list-style-type: none"> Qualitative and quantitative guides
10	3/16/16	Assessing readiness and capacity	<ul style="list-style-type: none"> Guest speakers – application of readiness assessments 	<p>IRB drafts due</p> <p>Readings:</p> <ul style="list-style-type: none"> Discussion article – “Community readiness for change and youth violence prevention: A tale of two cities”
11	3/23/16	SPRING BREAK		
12	3/30/16	Article presentations (half of the class)	<ul style="list-style-type: none"> Opportunity for group work 	N/A (likely that data collection occurring outside of class at this time)
13	4/6/16	Article presentations (half of the class)	<ul style="list-style-type: none"> Opportunity for group work 	N/A (likely that data collection occurring outside of class at this time)
14	4/13/16	Summarizing and reporting needs assessment findings Interpretation and priority-setting	<ul style="list-style-type: none"> Activity – Nominal and Delphi Techniques Review of project data 	<p>Readings:</p> <ul style="list-style-type: none"> Book chapter – “Reporting the findings” Discussion article – “State of Hawai‘i community health needs assessment” (pages 4-14 only) Methods briefs (Nominal, Delphi)
15	4/20/16	Program planning	<ul style="list-style-type: none"> Guest speaker – large-scale needs assessments Review of project data 	<p>Readings:</p> <ul style="list-style-type: none"> Book chapter – “Program planning: The big picture”
16	4/27/16	Practice presentations	<ul style="list-style-type: none"> In-class “dry run” of DRAFT presentations 	N/A
17	5/4/16	Stakeholder Presentation (tentative)		<p>FINAL SECTIONS OF TECHNICAL REPORTS AND GROUP MEMBER EVALUATIONS DUE NO LATER THAN TUESDAY, 5/11/16 (11:59 p.m.) VIA LAULIMA SITE.</p>

7) Course Policies

- 1. Do the assignments on-time.** All students are expected to read the assigned articles/documents on Laulima by the respective dates of discussion, and complete all course assignments at graduate-level proficiency. Maximum benefit from this class can be achieved only if you attend class, complete the readings, assignments, and projects as they are assigned, and actively participate in the class discussions. Additionally, as is the case of the majority of assignments, each individual's contribution will be essential to the outcomes of the group needs assessment. It is the student's professional responsibility to be aware of assignment deadlines and make the instructor aware of any reasons why you may not be able to meet them before the deadline passes. Your grade for the course can, and will, be affected by late work. Points may be deducted for late assignments, especially if the no communication has been made before the deadline passes.
- 2. Show up on time and participate.** All students are expected to **show up on time and attend all classes**. Since so much "in-class" learning and participation will be occurring, missing a class means missing critical knowledge, activities, and experiences that are difficult to re-create. In this course, each class builds on previous class content and prepares the student for future classes. If a student misses a class they will be required to set up an appointment to review missed course material with the instructor before the next class session. If more than two classes are missed, it may affect the student's grade for the overall course. For any third absence or more, you will be required to complete a make-up assignment. It is the student's professional responsibility to notify the instructor of any anticipated absences in advance.
- 3. Use the proper format.** All written assignments must be typed with student's name, course number, and date all listed at the top of the page of the assignment. Do not use separate title page for any assignments. When appropriate, please use APA format (double-spaced, 1-inch margins, 11 or 12-point font, and with proper citations). Submit all assignments by the due date through the drop box system in Laulima system at <https://laulima.hawaii.edu/portal>. Please ensure that your document is Microsoft Word compatible. You should also have access to your assignments, either electronically or printed out, for review during class.
- 4. Grades.** Final grades are based on completed assignments, prompt class attendance, and participation. All assignments must be completed for a passing grade. There will be no extra credit assignments. Assignments must be submitted by 1:30 p.m. on the due date to receive full credit for the assignment (with the exception of the final technical report and group member evaluations). Points will be deducted for late assignments. Grades can and will be affected by late work.
- 5. Conduct Code—Do original work.** Original written work is expected with appropriate citation of references (use American Psychological Association [APA] style). **Plagiarism is unacceptable** and will result in a failing grade for the assignment and possibly for the course, depending on the extent of the violation. Please be familiar with the University of Hawai'i Student Conduct Code, available online, at the Office of Student Affairs at the Student Services.
- 6. Syllabus may be revised as needed.** The course schedule and assignments may need to be revised and some topics re-scheduled depending on the availability of guest speakers, pace of learning, size of the class, and the needs of the students.
- 7. Appointments with instructor.** Students are welcomed and encouraged to meet with the course instructor to review their progress or clarify course assignments and expectations. Please contact the instructor before or after class, by phone, or by email to set up appointments.
- 8. Demonstration of Professionalism.** Throughout the course, students will be involved in conducting a full needs assessment, which will include working directly with community stakeholders and other professionals as necessary. Students are expected to conduct themselves with a high level of professionalism throughout the course, especially during fieldwork.

8a) Course Assignments, Due Dates, and Grading Scales

	Assignment	Individual or Group	Points	Percentage	Due Date
1.	Attendance and participation	Individual	10	4%	Throughout the course
2.	CITI online training	Individual	10	4%	January 20 th
3.	Critique of needs assessment study from peer-reviewed literature • Oral presentation • Write-up	Individual	40	16%	Oral – March 30 th and April 6 th (upload slides to Laulima) Written – everyone must upload by April 6 th
4.	Project work • Discussion of DOH report recommendations • Data collection tool • “Draft” IRB application • Key stakeholder interviews • Stakeholder presentation • Final write-up	Individual Group Individual Individual Group Group	10 20 50 30 20 50	4% 8% 20% 12% 8% 20%	• January 27 th • February 24 th • March 16 th • Throughout • May 4 th (tentative) • May 11 th
5.	Group member evaluations	Individual	10	4%	May 11 th
Total =			250	100%	

8b) Specific Assignment Guidelines

CITI Certificate (exempt research)

Human subjects protection is a topic area which all social behavioral researchers must be familiar with. The University of Hawai‘i supports use of the Collaborative Institutional Training Initiative (CITI) program, which administers human subjects online trainings. Complete the training (<http://www.citiprogram.org>), and upload a copy of your completion certificate to your Laulima site. Instructions for logging in and module selection will be distributed in class.

Needs Assessment Study Critique

Students will work individually to summarize, synthesize, and critique one peer-reviewed journal article.

- Search the peer-reviewed literature (e.g., via PubMed, PsycInfo) and find a journal article which discusses the outcomes of a needs assessment (any public health topic). The article must include the study’s results, versus describing only the data collection processes, and must have been published in the last five years.
- Read, summarize, analyze, and critique the article. Think about the following:
 - What was the public health issue in question? How/why was that issue selected?
 - What data collection method(s) was/were selected for the needs assessment? How/why was that method selected?
 - What were the strengths and weaknesses of the method selected? Was the selected method appropriate for the context? How could the method have been improved/refined to possibly improve the process?
 - What were the assessment’s findings? What was surprising to you and/or the authors?
 - What were the authors’ recommendations? Do you agree? What additional recommendations would you suggest?
 - What were the overall strengths/weaknesses of the needs assessment? What unanswered questions do you have? How would you go about answering those questions?
- Prepare an **oral presentation** (e.g., powerpoint) to be delivered in class. Presentations should be approximately 20-30 minutes, and summarize your summary and analysis. Students will select the date they would like to present (see schedule).
- Prepare a **written summary** of your analysis/critique. Write-ups should generally follow the order above, and use APA format. Upload your write-up to Laulima by the appropriate due date.

Work in Project Teams

Although all students will collaborate on all aspects of the project, teams will be formed during the semester to facilitate the division of tasks for this large-scale needs assessment. The teams will be (tentatively):

- Qualitative team (4-5 students)
 - Design qualitative data collection tool (with feedback from class and key stakeholders)
 - Conduct qualitative data collection (with assistance of all students in class)
 - Receive, organize, and analyze qualitative data
 - Coordinate data interpretation (with feedback from class and key stakeholders)
 - Prepare qualitative portion of final presentation and technical report
- Quantitative team (4-5 students)
 - Design qualitative data collection tool (with feedback from class and key stakeholders)
 - Convert data collection tool into online format (i.e., Survey Monkey)
 - Receive, organize, and analyze quantitative data
 - Coordinate data interpretation (with feedback from class and key stakeholders)
 - Prepare quantitative portion of final presentation and technical report

Regardless of which team students are a part of, everyone will have the opportunity to conduct at least one stakeholder interview.

Project Process and Deliverables

A portion of each class period will be dedicated to project work, but groups will also most likely need to meet/work outside of class. In-class work will predominantly consist of large-group discussions – e.g., brainstorming, planning, hearing reports from teams, providing feedback to one another, etc. Each team will be responsible for the following deliverables:

1. Data collection, management, and analysis
 - a. Instrument development
 - i. Initial brainstorming and drafting of the data collection instruments will occur in class.
 - ii. Completion of the tool will be the responsibility of the respective team.
 - iii. The team will present the tool back to the class for final feedback/editing.
 - b. Data collection/management/analysis plan and implementation
 - i. Initial brainstorming of data collection/management/analysis plans will occur in class.
 - ii. Each team will be responsible for overseeing/implementing their respective steps of the plan.
 - iii. One master distribution list will be compiled as a class and managed by the instructor.
2. Write-up for final technical report
 - a. Data collection instrument and plan – about 1-2 pages
 - i. Describe the data collection tool that was developed. How was it selected/developed? How was it administered?
 - ii. Attach a copy of the data collection tool as an appendix.
 - b. Data management and analysis plan – about ¾ to 1 page
 - i. After data collection, how will the data be prepared for analysis? What type(s) of analysis techniques will be used?
 - c. Results – about 1-2 pages + tables/graphs
 - i. Provide a sample description for your participants.
 - ii. Summarize the major findings/themes for your team’s data collection method. Use tables and graphs to help summarize and organize data.
 - d. Recommendations – about 2-3 pages
 - i. Based on the purpose of the needs assessment, and knowing what you know from your data collection and the published literature, what would you like to recommend to the stakeholder? What are the data saying? What type(s) of programs/interventions should be prioritized? What changes could be made to existing programs/operations/policies? What are the possible short- and long-term steps to take?
 - e. References
 - i. Use APA format.
3. Slides for final stakeholder presentation
 - a. Towards the end of the semester, each team will prepare slides to summarize their respective section of the final stakeholder presentation.

- b. If possible, the students will present their findings to the key stakeholder (if the schedule can be arranged).
- 4. Group Member Evaluations
 - a. Each student will be asked to complete a brief rating and evaluation sheet for himself/herself, as well as all members of his/her group. This will help give the instructor a sense of what role(s) each group member assumed, and ensure that all students actively participated in the group process.

9) Grading Scale – PH 649 does not use the plus or minus (+/-) grading system.

A = 90-100	Excellent, distinctive work. Demonstrates sophisticated understanding, and nuanced and insightful accounts. Powerful and effective application of concepts, frameworks, and theories, as articulated in class discussions and written work.
B = 80-89	Above average work. Demonstrates accomplished understanding, and thorough, well-documented accounts. Adequate and apt application of concepts, frameworks, and theories, as articulated in class discussions and written work.
C = 70-79	Average work. Sufficient, but not distinctive. Acceptable view with some misconceptions or oversights. Acceptable but limited application of concepts, frameworks, and theories, as articulated in class discussions and written work.
D = 60-69	Poor, insufficient work. Naïve or inadequate understanding. Simplistic account and use of concepts, frameworks, and theories during class discussions. Unable to articulate thoughts and ideas in written work.
F < 60	Unacceptable work.

10) Department-Approved Competencies Addressed

By graduation, MPH students must demonstrate ability to apply public health perspectives, knowledge, and skill in the areas of core and cross cutting areas. The table below lists all competencies that will be addressed in this course.

CODE	CORE PUBLIC HEALTH COMPETENCIES FOR MPH
CPH15.	Demonstrate ability to interact respectfully and effectively in diverse groups (DIVERSITY-CULTURE).
CPH17.	Communicate in writing and orally, in person, and through electronic means, with linguistic and cultural proficiency (COMMUNICATIONS-INFORMATICS)
CPH18.	Apply public health ethical standards of practice into all interactions with individuals, organizations, and communities (ETHICS-PROFESSIONALISM).
CPH19.	Demonstrate professionalism in public health research and practice based on principles of professional conduct and ethical practices of public health (available in the Practicum Handbook) (ETHNICS-PROFESSIONALISM).
CODE	SOCIAL AND BEHAVIORAL HEALTH SCIENCES
SBHS1.	Apply evidence-based approaches in the development of social and behavioral science interventions.
SBHS2.	Assess individual, organizational and community concerns, assets, resources and limitations for social and behavioral science interventions.
SBHS3.	Apply multiple levels of intervention for social and behavioral science programs and/or policies.
SBHS4.	Select key stakeholders that will assist and support planning, implementation and evaluate public health programs, policies and interventions.

11) University Policies for Opportunity and Accommodation

Equal Opportunity and Affirmative Policy

The University of Hawai‘i is an equal opportunity/affirmative action institution, and is committed to a policy of non-discrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin, ancestry, citizenship, disability, genetic information, marital status, breastfeeding, income assignment for child support, arrest and court record (except as permissible under State law), sexual orientation, national guard absence, status as a covered veteran, pregnancy, and domestic or sexual violence victim status. This policy covers admission and access to and participation, treatment, and employment in the University’s programs and activities.

For more information on equal opportunity and affirmative action policies and complaint procedures for the UH Mānoa Campus, contact:

- Students: Lori Ideta, Assistant Vice Chancellor & Dean of Students, EEO/AA, Title IX & ADA Coordinator
 - 956-3290 (V/T), idgeta@hawaii.edu
- Employees: Mie Watanabe, EEO/AA Director, Title IX & ADA Coordinator
 - 956-7077, eeo@hawaii.edu
- Students with Disabilities: Ann Ito, KOKUA Program Director
 - 956-7511 (V/T), kokua@hawaii.edu

Accommodations

A student who may need an accommodation based on the impact of a disability is invited to contact me privately within the first weeks of the course. I would be happy to work with you and the KOKUA Program (Office for Students with Disabilities) to ensure reasonable accommodations in my course. KOKUA can be reached at 808-956-7511 or 808-956-7612 (voice/text), and is located in room 013 of the Queen Lili‘uokalani Center for Student Services.

12) Other Student Resources

The Counseling and Student Development Center (CSDC), a division of the Office of Student Affairs, has as its overall mission the provision of high quality services to promote the academic success and well-rounded development of its students. CSDC serves the mental health and career counseling needs of students, faculty, and staff at UHM. Their information is as follows:

- Location: Queen Lili‘uokalani Center for Student Services, 2600 Campus Road, Room 312
- Phone: (808) 956-7927
- Website: <http://manoa.hawaii.edu/counseling/>
- Hours: Monday to Friday, 8:00 a.m. to 4:30 p.m. (immediate “walk-in” services for emergency/crisis services are available during regular hours).

If you (or someone you know) are ever in need of crisis services off-campus or after-hours, please know there are many community-based resources available. Two major organizations to know about are:



- National Suicide Prevention Lifeline (NSPL) – 1-800-273-TALK (8255)
 - A free, 24-hour hotline available to anyone in emotional distress or a suicidal crisis.
- Crisis Line of Hawai‘i – on O‘ahu call 832-3100; Neighbor islands call 1-800-753-6879
 - A team of trained and experienced professionals 24 hours a day to help in times of mental health crisis.