

Assessment #8

Additional assessment that addresses AAHPERD/AAHE standards I and VII

The data collection project for the Introduction to Community Health course relates directly to SPA #1: Assessment of individual and community health and SPA #7: Communication of health needs. As described in the project directions and rubric, candidates are required to collect and organize data around a particular health topic. In doing so, they are determining priority areas, disparities between groups and describing the overall burden of the health topic. Additionally, the 15 minute presentation requires the candidates to organize and deliver health information in an educational and persuasive manner, a key function of SPA #7. The purpose of the assignment is provide candidates experience in collecting (*AAHE Standard #1, Element A*), organizing (*AAHE Standard #1, Element B*) and presenting data (*AAHE Standard #7, Elements B, C*) in assessing health issues of communities and providing a rationale for community health efforts (*AAHE Standard # 1, Element C*). These skills are essential in program planning, grant writing, advocating for health education, passing legislation and offering health education services to a variety of audiences.

Interpretation of Data:

The rubric clearly defines the parameters of the project for the student, and sets the expectations for performance. Overall, candidates perform consistently well on the project, due in part to the clear directions and rubric criteria, and in part due to course material and content which allows for candidates to practice the skills of collecting, organizing and communication health data and information. Developing the initial skills for conducting a needs assessment is a major concept for this course, and the opportunity to practice is given throughout the course, culminating in this data project. Since 2006, the content topics for the data project have been modified; the process for candidates to assess the health issue and communicate regarding the health issue remains the same. The attached table shows the scores for each cohort of student on the data project. As mentioned earlier, the candidates consistently perform to expectations for this project.

Needs Assessment Project Data

Date	Number of Candidates	Mean Needs Assessment Project Score
Spring 2010	10	95%
Fall 2009	15	89%
Spring 2009	12	91%
Fall 2008	17	90%
Spring 2008	8	93%
Fall 2007	17	91%
Spring 2007	6	88%
Fall 2006	9	91%

Scoring Rubric

Criteria/Score	4= Exceeds the Standard	3= Meets the Standard	2= Nearly Achieves the Standard	1= Does not Meet the Standard	0= Non-Responsive
Data collection <i>(AAHE Standard #1, Elements A, B)</i>	Collects all data asked for and goes beyond to collect additional relevant data	Collects all data asked for in the task directions	Omits data or inaccuracies in data collected	Omission of most of data	Omission of data collection
Presentation <i>(AAHE Standard #7, Element C)</i>	Adds visual or written enhancements to the presentation	Creates a presentation with visual aids and handouts	Omission of one element of the presentation	Omission of two elements of the presentation	Omission of entire
Interpretation of data <i>(AAHE Standard #1, Element C, AAHE Standard #7, Element B)</i>	Includes additional health recommendations or identifies additional health needs	Organizes the data to make key findings based on the data for the audience	Omits or inaccuracies in making key points based on the data	Major omission or off-task in making key points based on the data or off-task	Omission of key findings section
Paper <i>(AAHE Standard #1, Element A)</i>	Provides additional feedback on process and data needs	Fully answers questions given for the written portion	Omits process or data needs feedback	Omits entire feedback section	

Community Needs Assessment Assignment:

Worth 40% of the final grade. To be handed out under separate cover.

(RIPTS #2, 5, 7, 8; AAHE #1, 7; Conceptual Framework: Advocacy, Collaboration)

Assignment:

Working in groups of two to three, candidates will be assigned a data collection project to complete. Candidates will present their work to the class on the assigned presentation date, playing the role as specified in the project. Candidates are expected to make 15 copies of their handouts for the class as part of the presentation. You can use a number of sources for data and information including health journals and the internet. You must use at least **ONE** non-internet source for your data. And you may have to make some calls to the people who are doing these programs in the community too. Make sure to represent yourselves and your College well. These are just **some** sites to check out:

www.cdc.gov Centers for Disease Control and Prevention home page

www.cdc.gov/cancer/npcr/ CDC Cancer Site

www.cdc.gov/nchs/ National Center for Health Statistics

www.nci.nih.gov/ National Cancer Institute

www.health.ri.gov RI Department of Health home page

www.verbnow.com CDC Verb Physical Activity Campaign

www.cdc.nccdphp/dash/yrbs/ Youth Risk Behavior Survey

Other good sources of data:

Hospital Discharge Data

RI Census Data

Youth Tobacco Survey

Medicare & Medicaid Data

Cancer Registry

Emergency Department and Observation Data

NOTE: Start with CDC and RI Dept Health websites for information, and don't forget the Census data. Hint: Progreso Latino and Center for Hispanic Policy and Advocacy (CHisPA) are organizations that may also have data you need.

NOTE: Remember, your goal is to make a point with all the materials you create. Stick to the most important and pertinent pieces of information.

PROJECT #1: You have just gotten your first job in a community-based organization that is dedicated to reducing the burden of cancer in Rhode Island. You have been hired to design a *population-based* program for your community that incorporates *primary*, *secondary* and *tertiary* prevention strategies for various populations within your state. **Your task for your new job is to create a presentation for your advisory board on the burden of cancer in Rhode Island.** Using credible sources, search for cancer statistics in your state. You will be looking for and reporting back on a number of things:

- Overall cancer incidence (and prevalence if possible) in Rhode Island and how it compares to the U.S.
- Site-specific (skin, breast, colon, cervical, lung, etc) cancer incidence and prevalence in Rhode Island, and differences among age groups. **You must select at least 4 types of cancer to discuss.**
- **Disparities** in cancer incidence/prevalence and mortality from cancer such as – differences between general RI population and minority populations (African American, Hispanic, Asian, etc).
- **Disparities** in incidence/prevalence and mortality among populations regarding socioeconomic status (SES), age and gender.
- **Disparities** in incidence/prevalence within geographic areas in Rhode Island.
- How does Rhode Island’s cancer incidence/prevalence measure up against the U.S.? Are there certain cancers that have a higher incidence or prevalence in RI than in the U.S.? What accounts for the higher incidence/prevalence of some types of cancer?
- What might account for the various disparities that you find in your investigation?

Your project must include (*Project components relate to: AAHE Standard #1, Elements A, B, C; AAHE Standard #7, Elements B,C*):

- 1) An “Executive Summary” summarizing (2-3 pages) your key findings about the burden of cancer in RI, including a listing of your sources of information
- 2) A 10-15 minute presentation with visuals (overheads, power point or other presentation material) displaying data charts and graphs of pertinent information/data.
- 3) A handout for your audience to enhance your presentation and reinforce your key points – this can be a fact sheet your group creates or the set of your power point slides.
- 4) A brief discussion (written – no more than 1 page) of the ease with which you were able to collect and interpret the data, and what types of data would have helped in writing your proposal that you were not able to find.

PROJECT #2: You have been hired by a school district to design and implement a K-12 curriculum to prevent obesity, type 2 diabetes and risk factors for cardiovascular disease (CVD) such as high cholesterol and high blood pressure in children and adolescents. This is a controversial issue as many parents and school board members feel that this is a waste of tax payers' money since children should focus on reading, writing and math/science during the school day, and many feel that candidates get enough out of their existing health and PE program. **Your task is to address the PTA and school committee on the need for such a program for your district. You will create a presentation for this group providing a data-based rationale for focusing on these issues in children and adolescents.** Using Rhode Island data and using credible sources including the internet, search for obesity, physical activity, nutrition, diabetes and CVD risk statistics in your state. You will be looking for and reporting back on a number of things for children and adolescents in **your state and as compared to children and adolescents in the U.S.:**

Percentage of children and adolescents who are overweight and obese

- Percentage of children and adolescents who have type 2 diabetes, and CVD risk factors (high cholesterol, high blood pressure, tobacco use, etc.)
- Physical activity levels and nutritional information on children and adolescents
- Television/Screen time for children and adolescents
- Community
- Are there any *trends* in these risk factors in children and adolescents over the past 10, 20 years?
- How often are students in your state participating in Health Education and Physical Education programs?
- Why is it necessary to intervene at this age rather than at a later age? Why is *primary prevention* cost-effective in this case?
- What are the key points for your presentation that the data can support?

Your project must include (*Project components relate to: AAHE Standard #1, Elements A, B, C; AAHE Standard #7, Elements B,C*)::

- 1) An "Executive Summary" summarizing (2-3 pages) your key findings about the burden of cancer in RI, including a listing of your sources of information
- 2) A 10-15 minute presentation with visuals (overheads, power point or other presentation material) displaying data charts and graphs of pertinent information/data.
- 3) A handout for your audience to enhance your presentation and reinforce your key points – this can be a fact sheet your group creates or the set of your power point slides.
- 4) A brief discussion (written – no more than 1 page) of the ease with which you were able to collect and interpret the data, and what types of data would have helped in writing your proposal that you were not able to find.

PROJECT #3: Your group has been hired by the new Director of the RI Department of Health to conduct a needs assessment on Rhode Island's minority populations, specifically, Rhode Island's Hispanic/Latino population. For the purposes of this project, you will utilize the federal definitions of African American (Black), Caucasian (White), Hispanic/Latino, Asian/Pacific Islander and Native Americans as the groups to investigate. Collect and organize data to present to the Director regarding the health of Hispanics/Latinos (and other minorities as appropriate) in RI including the following information:

- Demographic make up of the state of Rhode Island (age, ethnicity, race, SES, etc)
- Demographic make up of the RI Hispanic/Latino population (age, race, ethnicity, country of origin, socioeconomic status, insurance status, employment status, housing, etc.)
- Health issues of your population (diseases and health risk behaviors AND positive health and behavior traits)
- Health disparities in between your population and the general population and/or Caucasian population in RI (health insurance, health risk behaviors, disease status, etc)
- Definition of your population (who makes up your population/where are they from?)
- Where you got your information
- Priority areas you suggest the Dept of Health focus on for improving the health of minority populations in RI
- Additional data you need in order to know more about the populations

(Use RI data whenever possible; use US data only when RI not available)

Your project must include (*Project components relate to: AAHE Standard #1, Elements A, B, C; AAHE Standard #7, Elements B,C*)::

- 1) An "Executive Summary" summarizing (2-3 pages) your key findings about the burden of cancer in RI, including a listing of your sources of information
- 2) A 10-15 minute presentation with visuals (overheads, power point or other presentation material) displaying data charts and graphs of pertinent information/data.
- 3) A handout for your audience to enhance your presentation and reinforce your key points – this can be a fact sheet your group creates or the set of your power point slides.
- 4) A brief discussion (written – no more than 1 page) of the ease with which you were able to collect and interpret the data, and what types of data would have helped in writing your proposal that you were not able to find.

PROJECT #4: The tobacco industry spends \$10 million per year in RI (\$400 billion worldwide) in promotions, advertising and lobbying to keep people smoking and to get new smokers to start. One thing the industry is against is the recent ban on smoking in all restaurants, bars and public eating places. Many Rhode Island residents are also upset by this new ban. As the head of the state Tobacco Control Program, your group must demonstrate why this ban is good for the health of RI, and why it won't impact negatively on the economy. This includes collecting and reporting back on the following information:

- Health impact and outcomes of tobacco use (all forms of tobacco)
- Who in RI is using tobacco products
- **Disparities** among groups of people who smoke (race, age, gender, ethnicity, etc)
- Why are people smoking?
- Are people utilizing community resources to quit smoking?
- What has been the impact of this legislation in other states (California, Massachusetts, etc) What other states have done this and what have they seen in terms of restaurant revenue, etc?
- Economic impact if everyone suddenly quit tomorrow
- Economic impact of smoking (real cost of smoking on health care system)

(If necessary, use U.S. figures if you can't get RI figures).

Your project must include (*Project components relate to: AAHE Standard #1, Elements A, B, C; AAHE Standard #7, Elements B,C*)::

- 1) An "Executive Summary" summarizing (2-3 pages) your key findings about the burden of cancer in RI, including a listing of your sources of information
- 2) A 10-15 minute presentation with visuals (overheads, power point or other presentation material) displaying data charts and graphs of pertinent information/data.
- 3) A handout for your audience to enhance your presentation and reinforce your key points – this can be a fact sheet your group creates or the set of your power point slides.
- 4) A brief discussion (written – no more than 1 page) of the ease with which you were able to collect and interpret the data, and what types of data would have helped in writing your proposal that you were not able to find.

PROJECT #5: Your community coalition is interested in working to improve the physical and social environment of the state of Rhode Island to help control the rise in childhood obesity. Your task is to create a presentation for local PTO's and City Councils on the **burden of obesity** in children and adolescents in Rhode Island (use National data when you can't find RI data), and the current state of environmental supports/risks that exist in the state. Include in your discussion:

- Percentage of children and adolescents who are overweight and obese
- Percentage of children and adolescents who have type 2 diabetes, and CVD risk factors (high cholesterol, high blood pressure, tobacco use, etc.)
- Physical activity levels and nutritional information on children and adolescents
- Television/Screen time for children and adolescents
- Percent of children who walk/drive/bus to school
- Disparities among groups of children/adolescents with regard to obesity data
- Community resources for nutrition and physical activity(parks, recreation facilities, after-school programs)
- Community barriers (fast food restaurants, school lunch menu offerings, areas where physical activity is prohibited b/c of lack of sidewalks, lighting, car traffic, etc).
- Are there any *trends* in these risk factors in children and adolescents over the past 10, 20 years?
- How often are students in your state participating in Health Education and Physical Education programs?
- Why is it necessary to intervene at this age rather than at a later age? Why is *primary prevention* cost-effective in this case?
- What are the key points for your presentation that the data can support?

Your project must include (*Project components relate to: AAHE Standard #1, Elements A, B, C; AAHE Standard #7, Elements B,C*)::

- A written proposal summarizing your key findings (no more than 6 pages), and listing your sources of information
- A 10-15 minute presentation using overheads, power point or other presentation material complete with data charts and graphs of pertinent information/data. In addition, you will make handouts for your audience to enhance your presentation and reinforce your key points. Your goal is to make your point using the data for credibility, to make your audience understand that obesity is not just a "choice" but a combination of lifestyle and environmental factors that all need to be addressed.
- Finally, include in your written work a brief discussion of the ease with which you were able to collect and interpret the data, and what types of data would have helped in writing your proposal that you were not able to find.