



HCM575: POPULATION HEALTH PROGRAM ASSESSMENT, IMPLEMENTATION, AND EVALUATION

Credit Hours: 3

Contact Hours: This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in eight weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 14-20 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

Faculty Information: Faculty contact information and office hours can be found on the faculty profile page.

COURSE DESCRIPTION AND OUTCOMES

Course Description:

In this course, students assess population and community health needs and resources, program design and implementation, and evaluation as core functions of population health practice. This course provides students with the essential tools and knowledge base to conduct effective population health and community-based health promotion activities with a diverse array of populations and health issues.

Course Overview:

This course is the central element of Population Health Management Specialization that provides the framework for designing, planning, and evaluating health programs. The program life cycle is described, and students systematically progress through the stages of development, implementation, and evaluation—and the external factors that can impact outcomes. Topics include health program development, needs assessment, program implementation and monitoring, impact evaluation, data collection and analysis, and program evaluation.

Course Learning Outcomes:

1. Plan and conduct systematic community health needs assessments, integrating multiple sources of data and community and stakeholder input.
2. Design a population health intervention program which is supported by health evidence and responds to priorities identified through a community needs assessment.
3. Formulate an implementation and sustainability plan designed to engage population and community members, policy makers, practitioners, funders, and researchers.
4. Design a population health program evaluation, including formative, process, and impact evaluation, and be able to articulate a plan for evaluation using a standard logic model.
5. Apply strategies for equitable, collaborative partnerships with communities and stakeholders to improve population health outcomes.

PARTICIPATION & ATTENDANCE

Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first seven days of this course may result in your withdrawal. If for some reason you would like to drop this course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

COURSE MATERIALS

Required:

Issel, L.M., & Wells, R. (2018). *Health Program Planning and Evaluation: A Practical, Systematic Approach for Community Health (4th ed)*. Burlington, MA: Jones and Bartlett Learning ISBN-13:9781284112115

NOTE: All non-textbook required readings and materials necessary to complete assignments, discussions, and/or supplemental or required exercises are provided within the course itself. Please read through each course module carefully.

COURSE SCHEDULE

Due Dates

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- **Discussion Boards:** The original post must be completed by Thursday at 11:59 p.m. MT, and peer responses posted by Sunday at 11:59 p.m. MT. Late posts may not be awarded points.
- **Critical Thinking:** Assignments are due Sunday at 11:59 p.m. MT.

WEEKLY READING AND ASSIGNMENT DETAILS

Module 1

Readings

- Chapters 1 & 2 in *Health Program Planning and Evaluation: A Practical, Systematic Approach for Community*
- Darves, B. (2015). Pushing population health management. *Physician Leadership Journal*, 2(1), 6-10.
- Nwando Olayiwola, J., Sheth, S., Mlecenko, V., Choi, A. L., & Sharma, A. E. (2017). The impact of the patient-centered medical home on health disparities in adults: A systematic review of the evidence. *Journal of Health Disparities Research & Practice*, 10(1), 68-96. Retrieved from <https://digitalscholarship.unlv.edu/cgi/viewcontent.cgi?article=1466&context=jhdrp>

Discussion (25 points)

Portfolio Reminder (0 points)

Review the week 8 final Portfolio Project. The final Portfolio Project paper is more substantive than other papers since it is comprehensive and covers learned material from across the course. The final paper is valued at 310 points, nearly one-third of the overall course grade, so familiarize now with requirements so appropriate time can be provided to the project. In week 6, a Portfolio Project Milestone, outlining the content and sources that will be utilized in the final paper, will be due (40 points). Be sure to review the Portfolio Project Description and Portfolio Project Rubric in the Module 8 folder for details.

Module 2

Readings

- Chapters 3 & 4 in *Health Program Planning and Evaluation: A Practical, Systematic Approach for Community Health*
- Carlton, E. L., & Singh, S. R. (2018). Joint community health needs assessments as a path for coordinating community-wide health improvement efforts between hospitals and local health departments. *American Journal of Public Health, 108*(5), 676-682. doi:10.2105/AJPH.2018.304339
- Mandayam, G., & Joosten, D. (2016). Understanding client communities spatially for developing effective interventions: Application of geographic information systems (GIS) technology for program planning in health and human services agencies. *Journal of Technology in Human Services, 34*(2), 171-182. doi:10.1080/15228835.2015.1133370
- Lavey, W. G. (2017). Underutilized community health needs assessments: Four environmental actions for hospitals that improve community health. *Health Matrix: Journal of Law-Medicine, 27*229-261.

Discussion (25 points)

Critical Thinking (75 points)

Option #1: Create a Spreadsheet and Chart using Excel

Use the following data to create a spreadsheet and chart using one of the options below. Do not do both options; choose only one. When completed, save the file (include first name and last initial in the filename) and submit it under the Module 2 Critical Thinking (CT) assignment folder.

Use Excel to create a spreadsheet. Open a new Excel spreadsheet and input all data as demonstrated in the table below (age range in column A; health conditions in row A; and other data in their respective cells). After all data is input, create a chart by clicking on 'Insert' (top bar), then on 'Charts' and select a chart style (bar, pie, scatter, and more). The chart created will appear on your spreadsheet; it can be moved if it is covering spreadsheet data or if you want to add more than one chart type to the record. Be sure to save the file (include first name and last initial in the filename) and submit the assignment.

Be sure to retain a copy of your data as a resource for the next CT assignment.

Age	Addiction	Anemia	Arthritis	Alzheimer	Asthma	Cancer
≤ 5	0	2.1	1.4	0	4.8	2.1
≤ 18	11.2	1.3	1.7	0	5.6	2.2
18 - 24	10.0	0.9	0.3	0	4.9	1.6

25 - 44	4.8	2.1	7.9	0	5.4	7.5
45 - 64	9.4	9.7	16.1	2.1	5.3	11.9
≥ 65	1.3	5.8	33.9	9.9	6.1	12.5
≥ 85	0.4	4.8	45.0	15.6	3.0	5.7

Age	Diabetes	Depression	Digestive	Dialysis	High BP	STD	Stroke
≤ 5	.8	0	3.4	0	0	0	0
≤ 18	4.8	8.4	3.1	0	0.4	6.3	0
18 - 24	7.8	14.6	3.7	0	0.6	4.1	0.1
25 - 44	14.2	15.0	6.3	5.0	16.8	2.1	2.9
45 - 64	18.2	5.2	10.8	3.2	11.3	0.7	8.4
≥ 65	15.0	13.8	9.7	1.7.0	9.4	0.2	9.7
≥ 85	4.3	21.0	4.11	0.1	7.6	0.1	8.3

Option #2: Create a Spreadsheet and Chart using Google Sheets

Use the following data to create a spreadsheet and chart using one of the options listed. When completed, save the file (include first name and last initial in the filename) and submit it under the Module 2 Critical Thinking (CT) assignment folder.

Use the app 'Google Sheets' (<https://www.google.com/sheets/about/>) or a spreadsheet app other than Excel to create a spreadsheet and chart. Note that most apps will save data in the public forum so be careful not to include private information. Open the spreadsheet, input all data as demonstrated in the table (age range in column A; health conditions in row A; and other data in their respective cells). After all data is input, create a chart, table, or graphic of preference of your data. Save both the spreadsheet and graphic and submit them as an assignment.

Be sure to retain a copy of your data as a resource for the next CT assignment.

Age	Addiction	Anemia	Arthritis	Alzheimer	Asthma	Cancer
≤ 5	0	2.1	1.4	0	4.8	2.1
≤ 18	11.2	1.3	1.7	0	5.6	2.2
18 - 24	10.0	0.9	0.3	0	4.9	1.6

25 - 44	4.8	2.1	7.9	0	5.4	7.5
45 - 64	9.4	9.7	16.1	2.1	5.3	11.9
≥ 65	1.3	5.8	33.9	9.9	6.1	12.5
≥ 85	0.4	4.8	45.0	15.6	3.0	5.7

Age	Diabetes	Depression	Digestive	Dialysis	High BP	STD	Stroke
≤ 5	.8	0	3.4	0	0	0	0
≤ 18	4.8	8.4	3.1	0	0.4	6.3	0
18 - 24	7.8	14.6	3.7	0	0.6	4.1	0.1
25 - 44	14.2	15.0	6.3	5.0	16.8	2.1	2.9
45 - 64	18.2	5.2	10.8	3.2	11.3	0.7	8.4
≥ 65	15.0	13.8	9.7	1.7.0	9.4	0.2	9.7
≥ 85	4.3	21.0	4.11	0.1	7.6	0.1	8.3

Module 3

Readings

- Chapters 5 & 6 in Health Program Planning and Evaluation: A Practical, Systematic Approach for Community Health
- Schuurs, S., Amsters, D., Bayliss, C., Maugham, L., Mason, O., & Slattery, P. (2014). Using programme theory to evaluate delivery of health services: A methodology accessible to clinicians. *International Journal of Therapy & Rehabilitation*, 21(7), 331-337.
- Walters, M. E., Dijkstra, A., de Winter, A. F., & Reijneveld, S. A. (2015). Development of a training programme for home health care workers to promote preventive activities focused on a healthy lifestyle: an intervention mapping approach. *BMC Health Services Research*, 15(1), 1-12.
doi:10.1186/s12913-015-0936-7

Discussion (25 points)

Critical Thinking (100 points)

Option #1: Program Development—Community Health Condition

Identify your assignment choice in the title of your submission. Review the grading rubric to confirm you are meeting the assignment requirements.

For this assignment, collect the following information:

1. Last week's spreadsheet assignment.
2. Population demographics from <https://www.census.gov/> for your community (if no local data exists use state data).

3. Healthy People 2020 Objectives.

In a paper that is 4-5 pages in length, use the data gathered as though it were collected from a need's assessment for your community, and identify one health condition that you would prioritize for program development. Use the following headings to organize your paper:

- Introduction
- Data
- Health Issue and Rationale
- Resources
- TREW
- Conclusion.

Requirements

- Your paper must be 4-5 pages in length (excluding title page and references).
- Formatted according to the CSU-Global Guide to Writing and APA.
- Include a minimum of five credible, academic, or professional references no older than five years old (not the textbook or course material) of *which at least three sources must be peer-reviewed*.
- Be sure to discuss and reference concepts taken from the assigned textbook reading and relevant research.
- Review the grading rubric to see how you will be graded for this assignment.

Option #2: Program Development—Leading Health Indicator

Identify your assignment choice in the title of your submission. Review the grading rubric to confirm you are meeting the assignment requirements.

- For this assignment, go to: <https://www.healthypeople.gov/2020/Leading-Health-Indicators>.
- Select a leading health indicator (LHI).

In a paper that is 4-5 pages in length, use the data gathered and identify a leading health indicator that you would prioritize for program development. Use the following headings to organize the paper:

- Introduction
- Leading Health Indicator (LHI)
- Program Objective
- Setting the Target Value
- Logic Statement to Develop Target
- Conclusion.

Requirements

- Your paper must be 4-5 pages in length (excluding title page and references).
- Formatted according to the CSU-Global Guide to Writing and APA.
- Include a minimum of five credible, academic, or professional references no older than five years old (not the textbook or course material) of *which at least three sources must be peer-reviewed*.
- Be sure to discuss and reference concepts taken from the assigned textbook reading and relevant research.
- Review the grading rubric to see how you will be graded for this assignment.

Module 4

Readings

- Chapters 7 & 8 in *Health Program Planning and Evaluation: A Practical, Systematic Approach for Community Health*
- Amico, P. R., Chilingerian, J. A., & van Hasselt, M. (2014). Community health center efficiency: The role of grant revenues in health center efficiency. *Health Services Research, 49*(2), 666-682. doi:10.1111/1475-6773.12106
- Dattalo, M., Wise, M., Ford II, J., Abramson, B., & Mahoney, J. (2017). Essential resources for implementation and sustainability of evidence-based health promotion programs: A mixed methods multi-site case study. *Journal of Community Health, 42*(2), 358-368. doi:10.1007/s10900-016-0263-x
- Hopkins, J. M., Silva, M. A., Cashman, S., & Candib, L. M. (2013). A more holistic approach needed to physical activity access for all. *American Journal of Public Health, 103*(6), e3-e4. doi:10.2105/AJPH.2013.301364
- Katz, A. S., Brisbois, B., Zerger, S., & Hwang, S. W. (2018). Social impact bonds as a funding method for health and social programs: Potential areas of concern. *American Journal of Public Health, 108*(2), 210-215. doi:10.2105/AJPH.2017.304157

Discussion (25 points)

Critical Thinking (75 points)

Option #1: Health Programmer Planning

For this assignment, research health programmer planning positions and write a paper that is 3-4 pages in length answering the following questions:

- What kinds of positions are available for health program planners?
- What sectors of healthcare are the positions in?
- Are they public or private sector roles?
- What are the responsibilities/expectations for health program planners?
- Do volunteer or internships exist for health program planners?
- Are certifications available, and if so what are they?

Note that there is also a 'Career Center' tab at the top of the portal page where CSU-Global provides students with significant resources for career development:

<https://portal.csuglobal.edu/student/page/view/career-center>.

Requirements

- Your paper must be 3-4 pages in length (excluding title page and references) that summarizes your research.
- Your paper must be formatted according to the CSU-Global Guide to Writing and APA.
- It should include URLs for a minimum of three sites.
- Review the grading rubric to see how you will be graded for this assignment.

Option #2: Primary Care and Community Health

For this assignment, search the internet for 'Primary Care and Community Health' and in a paper that is 3-4 pages in length, answer the following questions:

- What is the role of primary care practice in community health program planning?
- Are positions available in your community for community health program planners?
- What are the job expectations (job description) for a community health program planner?
- How large is the community being served?
- Are the facilities located in hospitals, hospital owned ambulatory care facilities, private practice facilities, or other?
- Do volunteer or internship positions exist for community health program planners?
- Are certifications available, and if so what are they?

Note that there is also a 'Career Center' tab at the top of the portal page where CSU-Global provides students with significant resources for career development:

<https://portal.csuglobal.edu/student/page/view/career-center>.

Requirements

- Your paper must be 3-4 pages in length (excluding title page and references) that summarizes your research.
- Your paper must be formatted according to the CSU-Global Guide to Writing and APA.
- It should include URLs for a minimum of three sites.
- Review the grading rubric to see how you will be graded for this assignment.

Module 5

Readings

- Chapters 9 & 10 in *Health Program Planning and Evaluation: A Practical, Systematic Approach for Community Health*
- Bopp, M., Saunders, R., & Lattimore, D. (2013). The tug-of-war: Fidelity versus adaptation throughout the health promotion program life cycle. *34*(3), 193-207. doi:10.1007/s10935-013-0299-y
- Deardorff, K. V., Rubin Means, A., Ásbjörnsdóttir, K. H., & Walson, J. (2018). Strategies to improve treatment coverage in community-based public health programs: A systematic review of the literature. *Plos Neglected Tropical Diseases*, *12*(2), 1-20. doi:10.1371/journal.pntd.0006211

Discussion (25 points)

Critical Thinking (100 points)

Option #1: Program Evaluation and Data Management Case Study

Identify your assignment choice in the title of your submission. Review the rubric to confirm you are meeting the assignment requirements.

Essential to program development is the evaluation component. You decide to develop qualitative and quantitative methods of evaluation, and will measure structure, process, and outcomes for the following case study. Review the case study below and in a 4-5 page paper, provide a response for the following considerations:

- Discuss measurement type and how and what kind of data will be collected.
- How will the effect be evaluated?
- How will process, service utilization, and quality be monitored?

Requirements

- Your paper must be 4-5 pages in length (excluding title page and references).
- Formatted according to the CSU-Global Guide to Writing and APA.
- Include a minimum of five credible, academic, or professional references no older than five years old (not the textbook or course material) of which *at least three sources must be peer-reviewed*.
- Be sure to discuss and reference concepts taken from the assigned textbook reading and relevant research.
- Review the grading rubric to see how you will be graded for this assignment.

Case Study:

A need's assessment was performed and the decision was made to prioritize health conditions of the communities' homeless population. Interviews with leaders in agencies providing services to the

homeless revealed that many homeless do not seek healthcare until they are so sick or injured that they have to be transported to the hospital by ambulance. Lack of trust and judgmental care by healthcare providers are barriers to service. The program manager decided to provide healthcare in the shelters because of the homeless population's familiarity with these surroundings, and that the shelters have space. The team will consist of a nurse, outreach worker, physician, nurse practitioner, social worker, and medical assistant/clerk. Laboratory and pharmacy support will be provided by the parent community health center (Fairbanks & Candelaria, 1998).

Option #2: Program Evaluation and Data Management Case Study

Choose one of the following two assignments to complete this week. Do *not* complete both assignments. Identify your assignment choice in the title of your submission. Review the rubric to confirm you are meeting the assignment requirements.

Essential to program development is the evaluation component. You decide to develop qualitative and quantitative methods of evaluation and will measure structure, process, and outcomes for the following case study. Review the case study below and in a 4-5 page paper, provide a response for the following considerations:

- Discuss measurement type and how and what kind of data will be collected.
- How will the effect be evaluated?
- How will process, service utilization, and quality be monitored?

Requirements

- Your paper must be 4-5 pages in length (excluding title page and references).
- Formatted according to the CSU-Global Guide to Writing and APA.
- Include a minimum of five credible, academic, or professional references no older than five years old (not the textbook or course material) of which *at least three sources must be peer-reviewed*.
- Be sure to discuss and reference concepts taken from the assigned textbook reading and relevant research.
- Review the grading rubric to see how you will be graded for this assignment.

Case Study

Following a need's assessment, diabetes is prioritized as the community's largest health problem. The community's diabetic population seems to share a similar profile of overweight, sedentary lifestyles, and a diet high in calories and fat. The condition also seems to run in families. The chronic complications from the disease can include cataracts, glaucoma, end-stage renal disease, and heart disease. The age of onset in your service area is dropping, with people being diagnosed at a younger age. The social conditions in the community include high rates of unemployment and poverty, and the town is rural so the drive is long to get to other resources. The program manager decides to provide healthcare in the local wellness center due to access concerns. A team consisting of a nurse, physician, nurse practitioner, and medical assistant agrees to be available for care delivery. Laboratory and pharmacy support will be provided by the parent community health center (Fairbanks & Candelaria, 1998).

Module 6

Readings

- Chapters 11 & 12 in *Health Program Planning and Evaluation: A Practical, Systematic Approach for Community Health*
- Benning, T. M., Alayli-Goebbels, A. G., Aarts, M., Stolk, E., de Wit, G. A., Prenger, R., Braakman-Jansen, L. M. A., & Evers, S. A. (2015). Exploring outcomes to consider in economic evaluations of

health promotion programs: What broader non-health outcomes matter most?. *BMC Health Services Research*, 15(1), 1-8. doi:10.1186/s12913-015-0908-y

- Jakobsen, J. C., Gluud, C., Winkel, P., Lange, T., & Wetterslev, J. (2014). The thresholds for statistical and clinical significance - A five-step procedure for evaluation of intervention effects in randomized clinical trials. *BMC Medical Research Methodology*, 14(1), 1-23. doi:10.1186/1471-2288-14-34

Discussion (25 points)

Critical Thinking (100 points)

Option #1: Community Needs Assessment Survey

Construct a survey for a community needs assessment using the online survey tool:
<https://doodle.com/online-survey>.

The survey link can be emailed to family, friends, cohort, healthcare professionals, or others—but you must include at least 12 survey participants, one of which needs to be the instructor. Time constraints will not allow for reliability testing, so the objective is to gain experience constructing survey questions and reaching a (target) population. The Doodle app is free to use with a 14 day trial.

Create the survey and gather the following data from your survey participants:

- Age
- Race
- Gender
- Education level
- Three health priorities for the community.

Write a 4-5 page paper (not including the title page and references) using the following headings:

- Introduction
- Survey Discussion (who, what, and why, for example)
- Response Rate (of the 12 required)
- Findings
- Analysis and Priorities
- Conclusion.

Requirements

- Your paper must be 4-5 pages in length (excluding title page and references).
- Formatted according to the CSU-Global Guide to Writing and APA.
- Include a minimum of five credible, academic, or professional references no older than five years old (not the textbook or course material) of which *at least three sources must be peer-reviewed*.
- Be sure to discuss and reference concepts taken from the assigned textbook reading and relevant research.
- Review the grading rubric to see how you will be graded for this assignment.

Option #2: Experiential Learning for Health Program Planning and Evaluation

Interview a public health department official, healthcare facility manager, or nurse manager. The interview should be a minimum of 10 minutes and can be in person, or by audio/video or a phone call. Interview questions should include:

- How the population is chosen.
- How conditions are prioritized.
- What types of sampling, data collection, and analyses are used.
- How program quality and effect are measured.

-

Transcribe the interview questions and findings into the appendix of a 4-5 page paper (not including the title and references pages). Use the following headings to discuss:

- Introduction
- Population
- Data Collection Methods (Sampling)
- Prioritization
- Analysis
- Conclusion
- Appendix.

Requirements

- Your paper must be 4-5 pages in length (excluding title page and references).
- Formatted according to the CSU-Global Guide to Writing and APA.
- Include a minimum of five credible, academic, or professional references no older than five years old (not the textbook or course material) of which *at least three sources must be peer-reviewed*.
- Be sure to discuss and reference concepts taken from the assigned textbook reading and relevant research.
- Review the grading rubric to see how you will be graded for this assignment.

Portfolio Milestone (40 points)

Submit a rough outline of your final Portfolio Project. The outline should be APA formatted with title page, table of contents, paper headings/deliverables, and eight references. Major points, with citations that will be discussed, should be noted under each heading/deliverable.

Tip: Submitting fully developed content instead of the requested rough draft may drive up the Originality Score for plagiarism for the final paper. Submitting one's own work as though it was new is also considered plagiarism; to keep from having to rewrite content for the final paper, only submit the requested rough draft with major discussion points and citations.

Module 7

Readings

- Chapter 13 & 14 in *Health Program Planning and Evaluation: A Practical, Systematic Approach for Community*
 - *Health*
- Ellard-Gray, A., Jeffrey, N. K., Choubak, M., & Crann, S. E. (2015). Finding the hidden participant: Solutions for recruiting hidden, hard-to-reach, and vulnerable populations. *International Journal of Qualitative Methods*, 14(5), 1-10. doi:10.1177/1609406915621420
- Kulas, J. T., Robinson, D. H., Kellar, D. Z., & Smith, J. A. (2017). Nonresponse in organizational surveying attitudinal distribution form and condition response probabilities' impact on patterns of bias. *Public Opinion Quarterly*, 81(2), 401-421. doi:10.1093/poq/nfw054

Discussion (25 points)

Module 8

Readings

- Chapters 15 & 16 in *Health Program Planning and Evaluation: A Practical, Systematic Approach for Community Health*

- Gheorge, C. (2015). Evaluation - Instrument or science the ethical responsibility of the evaluator. *Valahian Journal of Economic Studies*, 6(3), 15-20.
- Leppin, A. L., Schaepe, K., Egginton, J., Dick, S., Branda, M., Christiansen, L., & ... Montori, V. M. (2018). Integrating community-based health promotion programs and primary care: A mixed methods analysis of feasibility. *BMC Health Services Research*, 181-12. Retrieved from <https://bmchealthservres.biomedcentral.com/track/pdf/10.1186/s12913-018-2866-7>

Discussion (25 points)

Portfolio Project (310 points)

Option #1: Affordable Care Act

The Affordable Care Act requires not-for-profit hospitals to complete a community health need's assessment every three years. Upon completing the assessment, hospitals develop implementation strategies to address priority community health needs (ACHI, 2017).

As the program manager for the hospital, you are being tasked with choosing a priority community health condition and then writing a report for training new personnel on what is involved in the program management life cycle—including development, implementation, evaluation and data management. Use the following American Hospital Association's 'Community Health Assessment Toolkit' as headings for major deliverables so the process can be standardized across the organization.

Association for Community Health Improvement. (2017). Community Health Assessment Toolkit. Accessed at <http://www.healthycommunities.org/Resources/toolkit.shtml#XSOfgui6OUm>.

Steps in the Community Health Assessment Toolkit include:

- Step 1:** Reflect and Strategize
- Step 2:** Identify and Engage Stakeholders
- Step 3:** Define the Community
- Step 4:** Collect and Analyze Data
- Step 5:** Prioritize
- Step 6:** Document and Communicate Results
- Step 7:** Plan Implementation Strategies
- Step 8:** Implement Strategies
- Step 9:** Evaluate Progress.

Requirements

- Your submission should be 13-15 slides in length, include presentation notes and graphics. Also include title and reference slides. Please note that the title and reference slides do not count toward the total page count.
- Incorporate 12 credible references no older than five years old, six of which must be peer-reviewed articles. The CSU-Global Library is a good place to find these references.
- Format the presentation according to the CSU-Global Guide to Writing and APA.
- Be sure to discuss and reference concepts taken from the assigned textbook reading and relevant research.
- Review the grading rubric to see how you will be graded for this assignment.

Option #2: Operations Manager

You are the operation's manager for a large multi-provider primary care practice that has requested that you do a community health assessment and then develop a program around a priority health condition in the community. There are also several satellite clinics in other cities for which you will need to train personnel to manage the programs in their communities. You decide to use the Work Group for

Community Health and Development 'COMMUNITY TOOL BOX' model to standardize processes across all facilities.

Community Tool Kit. (2018). University of Kansas Center for Community Health and Development. Retrieved July 25, 2018, from <https://ctb.ku.edu/en>

Create a presentation for training (you can use a slide presentation or other preferred type, but the presentation must include graphics, text, and presentation notes).

Major deliverables for the 'COMMUNITY TOOL BOX' model include:

1. Create and Maintain Partnerships
2. Assessment of Community Need and Resources
3. Analysis of Problems and Goals
4. Develop a Framework for Change
5. Develop Strategies and an Action Plan
6. Build Leadership
7. Develop an Intervention
8. Increase Participation and Membership
9. Enhance Cultural Competence
10. Advocate for Change
11. Influence Policy Development
12. Evaluate the Initiative
13. Implement Social Marketing
14. Apply for Grants
15. Improve Organizational Management and Development
16. Sustain the Work or Initiative.

Requirements

- Your submission should be 13-15 slides in length, include presentation notes and graphics. Also include title and reference slides. Please note that the title and reference slides do not count toward the total page count.
- Incorporate 12 credible references no older than five years old, six of which must be peer-reviewed articles. The CSU-Global Library is a good place to find these references.
- Format the presentation according to the CSU-Global Guide to Writing and APA.
- Be sure to discuss and reference concepts taken from the assigned textbook reading and relevant research.
- Review the grading rubric to see how you will be graded for this assignment.

COURSE POLICIES

Grading Scale	
A	95.0 – 100
A-	90.0 – 94.9
B+	86.7 – 89.9
B	83.3 – 86.6
B-	80.0 – 83.2
C+	75.0 – 79.9
C	70.0 – 74.9
D	60.0 – 69.9
F	59.9 or below

Course Grading

20% Discussion Participation
45% Critical Thinking Assignments
35% Final Portfolio Project

IN-CLASSROOM POLICIES

For information on late work and incomplete grade policies, please refer to our [In-Classroom Student Policies and Guidelines](#) or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

Academic Integrity

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the course instructor. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing/repurposing your own work (see the CSU-Global Guide to Writing and APA for the percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the library and internet resources.

Citing Sources with APA Style

All students are expected to follow the CSU-Global Guide to Writing and APA when citing in APA (based on the most recent APA style manual) for all assignments. A link to this guide should also be provided within most assignment descriptions in your course.

Disability Services Statement

CSU-Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email ada@CSUGlobal.edu for additional information to coordinate reasonable accommodations.

Netiquette

Respect the diversity of opinions among the instructor and classmates, and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults, or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom. If you have concerns about something that has been said, please let your instructor know.