



Boston University School of Public Health

## **SB820: Assessment and Planning for Health Promotion**

**Spring, 2023**

**Credits: 4**

**Day/Time: Wednesdays, 6:00pm – 8:50pm**

**In-Person Room: INS-206**

### **Instructor**

Candice Belanoff

Clinical Associate Professor, Department of Community Health Sciences

[cbelanof@bu.edu](mailto:cbelanof@bu.edu);

Office location: Crosstown 439

Office hours: By appointment

### **Teaching Assistant**

### **Course description**

This course introduces the student to current practices and approaches to community assessment and planning for the purpose equitable community health improvement. Students will have the opportunity to develop a set of skills common to a variety of different types and levels of assessment. Multiple exercises along the way will culminate in the development of a complete community assessment report and an initial community health improvement plan.

### **Course learning objectives**

While there are many varied approaches to conducting assessments, there are a number of **fundamental skills & principles** that will apply under just about any assessment circumstances. Students successfully completing this course will develop skills in:

- Approaching your community as an equal partner toward the common goal of assessing community strengths, priorities and challenges.
- Practicing the principles of Cultural Humility as you develop community partnerships and gather data.
- Planning your assessment activities including identifying important stakeholders and community partners.
- Developing familiarity with selected assessment approaches and frameworks.
- Identifying, collecting and presenting demographic and health data about the community of interest (using various sources including queryable, web-based data platforms).
- Designing an interview or survey instrument for assessment.
- Assembling the information you've collected and communicating your findings in an assessment report.
- Developing a preliminary Community Health Improvement Plan (CHIP) which stems from your assessment findings and community input.
- Presenting assessment results and CHIP to your community partner/client.

## Learning resources

All readings and resources will be made available to you on Blackboard. There is no textbook.

## Teaching methodology/Course format

This course will give students the opportunity to perform the role of assessment consultant to a community partner client. This semester (Spring 2023) we will focus our community health needs assessment efforts on residents of Mission Hill (Boston), MA.

Students will be assigned to groups which will explore issues relevant to specific Mission Hill demographic groups in greater depth. Course activities include presentations from the instructor and guest experts, in-class skills development exercises, group discussions, field visits and both individual and group work.

## Assignments Overview (See later in the syllabus for full assignment descriptions)

#	Exercises & Projects	Group or Solo?	Points
1	History/background research on the Mission Hill Neighborhood	Solo	5
2	Environmental scan	Solo	10
3	Draft interview questions with rationales	Group	Ungraded
4	Demographic data (census)	Solo	10
5	Health statistics	Solo	10
6	Final interview tool & piloting report	Group	15
7	CHIP Subgroup Draft Proposal + Partners and Resources	Group	5
8	CHIP Subgroup presentations	Group	5
9	Draft report section + presentation (dry-run)	Group	5
10	Group presentation	Group	5
11	Final Report Section	Group	15
<b>Class participation:</b> (Showing up; Participating; Team contributions)		Solo	15
Total			100

## Course policies and student expectations

Late-work policy: **\*All written assignments are due by 6:00pm of the due date** unless otherwise indicated. Late assignments (for individual work) will be accepted with 10% of points off, up to one week late. Group assignments cannot be accepted late.

Attendance and/or participation policy: Students are expected to **be active participants** both during class time and in their smaller groups. Because so much of our work and learning occur in the classroom, class attendance and participation count as part of your grade. Please let your groupmates and me know in advance if you plan to miss class. You don't need to explain absences (I am not the boss of you nor should I have the power to decide whether or not an absence is "excused") but missing more than one class session will begin to affect your participation grade.

Technology in the classroom: **Please put phones and other distractions away** during class time unless they are needed for a specific classroom activity. (But of course, if you have an urgent situation that requires device use, please feel free to take a break with your device at any time.)

Course preparation: **Preparation for class** (weekly readings/resources review) is a must in order to get out of this course the skills & know-how you came for!

## SB820 Course Schedule, Spring 2023

Date	Week	Theme	Topics & Activities	Assignments & Tasks Due/notes
1/25	I.	Practicing the skills	<ul style="list-style-type: none"> <li>• Introduction to Assessment</li> <li>• Group selection</li> </ul>	
2/1	II.		<ul style="list-style-type: none"> <li>• Planning the Assessment</li> <li>• Cultural Humility in Community Partnerships</li> <li>• Discussion of Mission Hill background info.</li> </ul>	#1: History/background research on Mission Hill, MA
2/8	III.		<ul style="list-style-type: none"> <li>• Assessment frameworks, theories, and contexts</li> <li>• Some useful mapping tools and resources</li> </ul>	
2/15	IV.		<ul style="list-style-type: none"> <li>• Primary data collection (Surveys &amp; Interviews)</li> <li>• Interview questions workshop (Group work)</li> </ul>	#2: Environmental scan
2/22	V.		<ul style="list-style-type: none"> <li>• Demographic data/Census data lab</li> </ul>	#3: Ungraded draft interview questions
3/1	VI.		<ul style="list-style-type: none"> <li>• Secondary health data collection &amp; presentation</li> <li>• Secondary data mining lab</li> </ul>	#4: Demographic data
<b>NO CLASS – SPRING BREAK!</b>				
3/15	VII.	Pulling it all together	<ul style="list-style-type: none"> <li>• Discussion of health statistics we found</li> <li>• Developing a Community Health Improvement Plan (CHIP)</li> <li>• Prioritizing issues: Strategies for comm. engagement/input</li> <li>• Identifying potential Partners (accomplices/allies, etc.)</li> <li>• <b>Guest Expert:</b> TBA</li> </ul>	#5: Health statistics
3/22	VIII.		<ul style="list-style-type: none"> <li>• Discuss the report format</li> <li>• Discussion of health stats found</li> <li>• <b>Guest Expert:</b> Lisa Wolff, HRiA</li> </ul>	
3/29	IX.		<ul style="list-style-type: none"> <li>• Group Work on Preliminary CHiPs</li> <li>• Interviews report-out</li> </ul>	#6: Final Interview Questions & Report
4/5	X.		<ul style="list-style-type: none"> <li>• (Any remaining interviews report-out)</li> <li>• Group Work</li> </ul>	
4/12	XI.		<ul style="list-style-type: none"> <li>• Unified CHIP Night – Full class workshop</li> </ul>	#7: CHIP Subgroup Draft Proposal + Partners and Resources; #8: CHIP Subgroup presentations
<b>NO CLASS – FOLLOW MONDAY SCHEDULE</b>				
4/26	XII.	Presenting to community	<ul style="list-style-type: none"> <li>• Presentation Dry-Run</li> </ul>	#9: Draft report section + presentation (dry-run)
5/3	XIII.		<ul style="list-style-type: none"> <li>• Presentation Night!</li> </ul>	#10: Group presentation + Intra-group participation evaluation.
5/10	XIV.		<ul style="list-style-type: none"> <li>• Debrief &amp; celebration</li> </ul>	#11: Final Report Sections

## Session Outlines

### **Session One: Introduction to Needs Assessment**

- ✓ *Introductions and course overview; Intro to our project*
- ✓ *Types and purposes of assessment; Assessment for equity;*
- ✓ *CB's Writing Tips, Pointers/Do's/Don'ts*
- ✓ *Group Selection*

### **Session Two: Planning the Assessment; Cultural Humility**

- ✓ *Planning the process;*
- ✓ *Identifying key questions, "stakeholders," informants & advisory board.*
- ✓ *Cultural Humility; Authentic Community Partnership*
- ✓ *Discussion of Mission Hill reconnaissance!*

### **Session Three: Assessment frameworks; Theories and contexts**

- ✓ *Identifying key community/contextual determinants; Community History*
- ✓ *Various needs assessment "frameworks" that exist*
- ✓ *Mapping!*

### **Session Four: Primary Data Collection**

- ✓ *Designing key informant interviews, community surveys & more*
- ✓ *(45 min. for group work on interview questions)*

### **Session Five: Demographic data/Census data lab**

- ✓ *How to access, organize, use US Census data for a neighborhood demographic profile.*
- ✓ *Row and column %'s (a review)*

### **Session Six: Secondary Health Data Collection**

- ✓ *Identifying sources of secondary health data (online/published)*
- ✓ *Visual data presentation*
- ✓ *Synthetic Estimation*

### **Session Seven: Developing a Community Health Improvement Plan (CHIP) Identifying potential "Partners"**

- ✓ *Discussion of health stats found*
- ✓ *CHIPs: Translating Data to Action*
- ✓ *Strategies for engaging community, soliciting feedback & setting priorities.*
- ✓ *Identifying relevant funders and allies for community health improvement plans.*

### **Session Eight: Discussion of the report contents/format and health stats found**

- ✓ *Guest Expert: Lisa Wolff, HRiA*
- ✓ *Health Statistics report-out (informal)*
- ✓ *Discussion of our report format*

### **Session Nine: Team prep meetings & consultations (CHIPs)**

- ✓ *Teams report out on interview findings*
- ✓ *Teams meet to prepare Sub-CHIP presentation + report section for which they are responsible.*

### **Session Ten: Group work + speaker**

- ✓ *Group Work Session*
- ✓ *Remaining interview report outs.*

### **Session Eleven: Full class workshop – Unified CHIP Night**

- ✓ *Sub-CHIP presentations by teams*
- ✓ *Class finalizes unified CHIP together*

### **Session Twelve: Presentation Dry-Run**

- ✓ *Teams present their report sections – active feedback from peers.*

### **Session Thirteen: Presentation Night!**

- ✓ *Presentation to community representatives*

### **Session Fourteen: Debrief & Celebration**

- ✓ *Celebration and review of everything that has happened over the past 14 weeks!*
- 

## **Assignments!**

*All assignments should be uploaded to Blackboard. No emailed or hard copy assignments can be accepted.*

**NOTE:** These exercises/assignments will be discussed in class well before they are due, but if you have questions beforehand, let us know!

**Overview:** There is a series of individual assignments that will help you practice the various skills associated with needs assessment. Your individual and small group assignments will contribute to one larger final report produced by the entire class. Each small group will take leadership on sections of the larger report on which to focus.

### **#1: History/background research (Solo)**

Please do a little background research on Mission Hill, MA. Anything having to do with the basics (historic/current issues/events, main industries, changes in population over time – whatever you can find!) Come prepared to share your findings with the class. **A 200 - 300-word write up is great.** You can use newspaper articles, books, the town website, stories from people who know – any reliable source is fair game. (Please note where you found your info but no formal refs required here.) See what you can find out!

---

### **#2: Environmental scan (Solo)**

**The purpose of this exercise** is to identify relevant environmental characteristics (of many sorts) that may impact the health and experiences of Mission Hill residents. You can present your findings in **either a map format or descriptive table**. See below!

#### **PART A: Identifying or Mapping environmental Indicators**

**You have the option of presenting a table or a map (using Google maps or any comparable mapping tool).**

**Make one map or table of a town characteristic:** Pick a category of key community features to locate and map. Each student should cover one neighborhood environmental domain – We will assign domains in class. Some may choose to identify specific institutions or businesses, etc, while others will have the option to map neighborhood social context features (like median income, walkability, accessibility, etc.) across the four census tracts in Mission Hill. (See next page for sample table and map.)

## Sample Table of Neighborhood Characteristics (FAKE!)

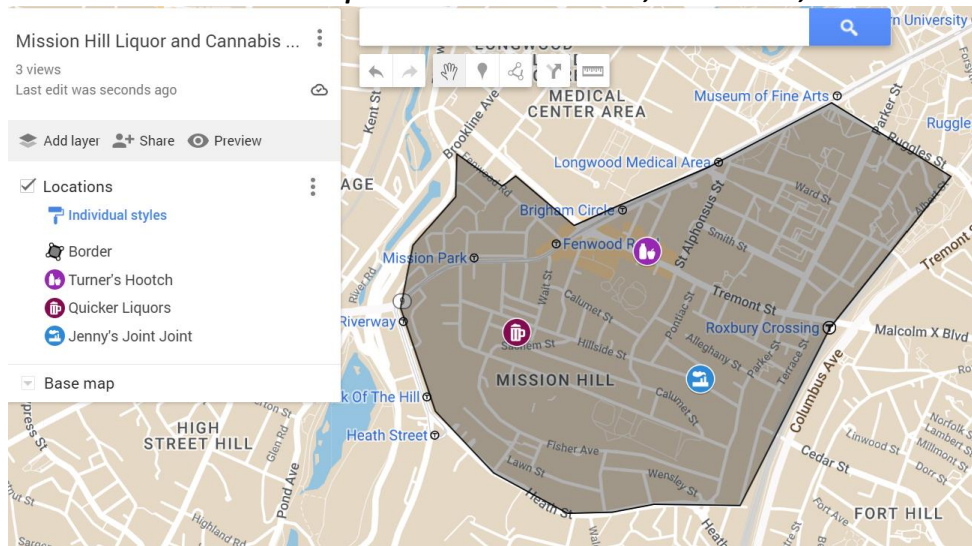
### Domain: Locations where liquor or cannabis are sold

Name of feature	Exact location	Brief description
Jenny's Joint Joint	420 High Street	Cannabis and CBD products dispensary, opened 2021. Also sells paraphernalia. Frequented by college student residents of MH and other patrons.
Quicker Liquors	45 Colt Ave.	Liquor Store established in 1998.
Turner's Hootch	300 Bourbon St.	Liquor and convenience store established in 1979. Multiple citations for selling-to-minors. Popular with college kids.
Etc....		

(Include as many sites as there are for your domain! Don't rely on Google maps to tell you everything – you will miss stuff that way. Use multiple sources to verify the existence of your sites.)

## Sample Map of Neighborhood Characteristics (FAKE!)

### Domain: Locations where liquor or cannabis are sold, Mission Hill, 2023



## PART B: Describe your presentation of the environmental scan results briefly, 1-2 paragraphs

Give a big-picture overview of the mapped/identified features, noting the likely impact on Mission Hill residents of various sorts.

## #3 (draft) & 6 (final): Interview Questions (Data collection instrument) (Group)

The purpose of this exercise is to develop your primary-data collection instrument, thinking through **what** the goal of this data collection effort is, from **whom** you are interested in gathering information and **how** you will achieve your information-gathering objectives.

Your goal is to produce a data collection instrument which would: 1) Help incorporate authentic input and insights from community members and affiliates; 2) gather data about your community otherwise unavailable from secondary sources, and 3) ensure that you obtain valid, meaningful information from your respondent(s).

Your group's interview questions should focus on issues relevant to your assigned demographic/interest group.

(Over)

**Please complete the following sections as you develop your questions with your group:**

- I. **THE BIG QUESTION:** State the specific big picture “research” question which will be answered using your interview.
  - II. **INTERVIEW QUESTIONS:** You are asked to develop (with your group) around three to five (3-5) questions that help you address the bigger picture question you have articulated for your section. Choosing a limited number of questions is a challenge that all interviewers (and survey developers) writers face (as you seek to get all the information you need while making good use of your respondent’s time). We will discuss more about crafting a good interview question in class.  
  
*For your draft submission, for each question you write, please **provide a brief rationale** (two or three sentences) explaining how this information will contribute to the larger assessment, and why you need primary (as opposed to secondary) data to answer the specific question.*
  - III. **THE FINAL INTERVIEW INSTRUMENT:** The interview instrument should include the questions you plan to ask, and any probes you might need to have on hand. You should also write a brief introductory statement that you would read to your interviewee. We will discuss! Please retain your rationales (and edit as you see fit).
  - IV. **PILOT TEST!** Before you finalize your instrument, test it out on your roommates, family members, dog walker, barista, whomever – make sure questions are easily understood and don’t have any glitches, (double barrels, double negatives, or arcane GRE vocab words, etc) or **ANYTHING** that could compromise a participant’s privacy/security/safety.
  - V. **CONDUCT YOUR INTERVIEW!** (The teaching team will be working to arrange interviews with community members in Mission Hill. Please let us know if you speak any languages other than English! That would be helpful!) Team members will work in pairs to conduct interviews – one will conduct the interview, and one or two will take notes. Each group will hopefully conduct two interviews.
  - VI. **~2-3 page report** (~300-500 words) describing your findings in detail and anything noteworthy about the process itself (difficulties, pleasant surprises, etc.) Discuss what the “answer” to your larger question was if you can.
- 

#### **#4: Demographic data tables with census (Solo)**

This exercise will have you working with [the US Census database](#) as well as other [Census-based platforms](#) & sources for demographic/social data about residents of Mission Hill compared to Boston. These websites are relatively intuitive once you work with them a bit. We will have a “how to” lab in class.

You are asked to use the [US Census site](#). Just be sure that as you construct your final (*original*) table, you are comparing “apples to apples” with regard to the demographic categories chosen for each level of geographic organization, and that if you are using data from different years, you note that in a footnote.

##### **Step 1) Construct your demographic table:**

- Please **fill in data for at least 3 of the demographic variables** listed in the example table below (feel free to copy this or construct your own), and choose one “wild card” variable for the city (noting that you may not have the corresponding data for Mission Hill, and that’s okay). Some Mission Hill demographic data may be harder to come by/assemble.

**Step 2) Describe your table!**

- Not every last detail, but summarize the highlights of what you found. **(Over)**
- What were the most notable differences in demographics across the areas?
- About two-three paragraphs TOTAL is plenty.

**Demographic Table:** Report on the demographics below, for each of the geographic levels. Be sure to give this a good, descriptive **title with the where, who and when...**

**Table 1. “Descriptive title containing where, when, who, what.....”**

<i>NOTE: Use whichever sub-categories of variables make sense, but include everyone in the area. Examples below:</i>	<b>Boston, MA</b>		<b>Mission Hill (Census tracts 808.01+ 809 + 810.01 + 811.02)</b>	
<b>CHARACTERISTIC</b>	<b>Number</b>	<b>% of total</b>	<b>Number</b>	<b>% of total</b>
<b>Total Population</b>				
<b>Age</b>				
0 to 17 years				
18 to 24 years				
25 to 64 years				
65+ years				
<b>Race/ethnicity</b>				
Asian				
Black/African American				
Latinx				
Other				
White, non-Latinx				
<b>Median income</b>				
<b>Educational attainment</b>				
Less than HS				
HS only				
Greater than HS				
<b>People With Disabilities</b>				
<b>Language Spoken at Home</b>				
Chinese (Mandarin or Cantonese)				
English				
Russian				
Spanish				
All Other				
<i><b>Wild card:</b> Anything else you think should be in there? Go for it!</i>				

*If there are any cells you cannot fill in, don't worry – just make a footnote explaining.*

**#5: Health statistics (Solo)**

*The ultimate purpose of this exercise is to estimate the burden of certain health outcomes among residents of Mission Hill. However, we won't (in most cases) actually have data on those specific residents.*

This exercise asks you to **present health data on your topic of interest** for the City of Boston (or the state of MA if city is not available, or both if you're feeling ambitious), breaking down the data by whatever demographic characteristics are available/relevant, and decide whether this is likely an issue of concern in Mission Hill. You will use what you see as the most relevant data measure (e.g. incidence, prevalence, hospitalizations, mortality, etc.) for your topic and then do your best to estimate the prevalence of this issue among residents of Mission Hill



(compared to the state or city overall).

We will talk about ways to estimate the prevalence of conditions. If you identify a data source for Mission Hill (including breakouts by demographics) that's great! Include that in your table! Either way, locating data you need can be tricky & frustrating. *Make some time for this.*

## Part I. Tables and Figures:

**Step a) Descriptive table of your health outcome in Boston and/or Massachusetts (depending on what you can find).** Choose the most relevant breakout categories/groupings for your topic – Age? Race? Income? The idea is not to break the data out by everything under the sun, but to pick the factors & categories that are most relevant to your outcome. **Pick at least 2 breakout characteristics.** (See example below).

- You will probably not have Mission-Hill-specific statistics available to you. You can either try an empirical synthetic estimate (where you use demographic data and our knowledge of the association with demographic characteristics to calculate an estimate for the neighborhood – we will discuss) OR do a qualitative estimate, where you simply indicate whether you think there is a higher or lower (or similar) risk in Mission Hill based on your knowledge of determinants and the demographics of Mission Hill. For some conditions/health issues we have data from the [CDC PLACES](#) project which we can also use for Mission Hill estimates overall.
- Use footnotes under your table to explain where the data came from – if data come from more than one source and/or more than one timeframe, just note each source and which data points came from where and when, etc.

### **Step b) Time trend (table or figure):**

- Present some time-trend data on your topic for the state of MA and Boston. Suffolk County, MA (where Boston is located) could work instead of Boston, though it includes a bit more than just Boston. This is most effective as a figure. See example below. Please find data that span between at least 5 and optimally around 10-20 years. (Less than 5 is meaningless in expressing a trend, unless it's something fast moving, like COVID, and more than 20 might be a little too historic...)

## Part II. Narrative:

- **In 3-4 paragraphs max:** Describe your data. After you've put all your data together, **identify the key points** you want to highlight. Any groups at particular risk or advantage? Any big inequities? Big changes over time? If you covered both MA and Boston, how did they compare? The idea is to **point your reader to** the things you think are most important. (If they want every last detail, they can go look at the table with a magnifying glass....) If you're stumped on wording/style, check out other CHNA or health reports on BB.
- **Then dedicate a paragraph or two to your estimation\* of the "prevalence of the issue"** among the **Mission Hill population.** Your estimates will be based on what is known about the occurrence of this outcome in the State, (or Boston) its association with various demographic characteristics, and the demographic characteristics of Mission Hill. For instance, if asthma is associated with poverty, urban areas, and rental housing in the state in general, and Mission Hill residents had higher than state poverty and rental housing rates (and of course, is an urban area), then you might estimate that residents of Mission Hill likely have a higher rate of asthma than the state as a whole. Explain your reasoning.

**HOT TIP:** Read the article "Making Data Meaningful" as you put together your tables and any graphics you wish to try out. (Posted on the Blackboard site) and then [click here](#) for your secret syllabus answer. ;-)

*\*If you can get actual Mission Hill health data without estimating, lucky you!! That is fine – replace the state data columns with Mission Hill statistics.*

The example below contains two geographic levels (City and State). Your table should have data for at least Boston or MA (or both) and either a synthetic estimate for Mission Hill.

**EXAMPLE Table 2.** “Prevalence of Current Asthma among Children, Boston & Massachusetts (2018)”

CHARACTERISTIC	Boston*		Massachusetts^	
	n	Percent	n	Percent
ALL				
Race/ethnicity				
Asian				
Black/African American, non-Latinx				
Latinx				
White, non-Latinx				
Other				
Education (highest attained)				
<High school				
High school				
Some college				
4-year college degree+				
Age				
0-2				
3-5				
6 - 10				
11 - 17				

**Sources:**

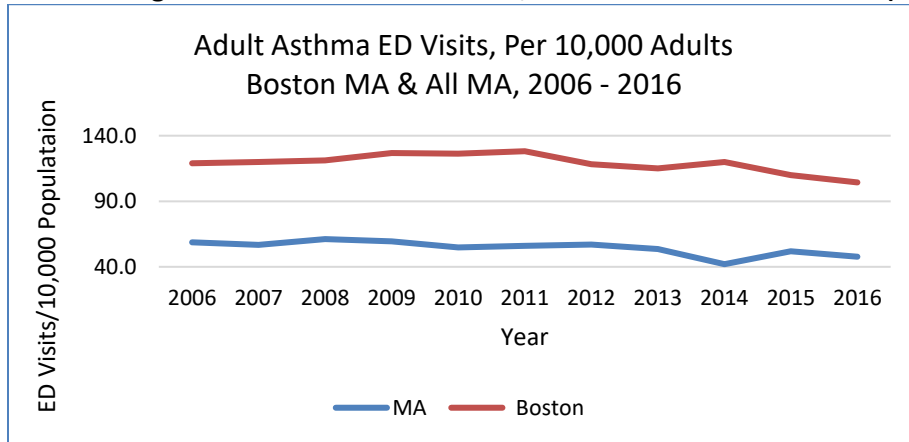
^<Source 1>

\*<Source 2>

NOTE: You may find you have to include data from different years in order to complete your table. That’s okay – just indicate exactly where the data came from.

Also NOTE: If you are using data from a survey, use the “weighted n” if you can (as opposed to actual survey n).

**EXAMPLE Figure 1. Adult Asthma ED Visits, Boston & All MA 2006-2016 (FAKE DATA!)**



**Source:** Center for Health Information and Statistics (CHIA), Massachusetts Department of Public Health.

## #6: Final interview instrument with interview report (See assignment #3 for instructions)

### #7: CHIP Sub-group draft proposal + Partners and Resources (Group)

Your sub-group will create a mini-CHIP related to your demographic group – ultimately, we will integrate all of the class CHIPs into one larger one for the report.

#### Sub-group Preliminary Community Health Improvement Plan (CHIP):

- **Table of:**
  - goals (~1-2 large goals recommended per subgroup),
  - objectives,
  - strategies,
  - potential partners,
  - partner notes for your subgroup (see example below)
  
- **Narrative:**
  - **Describe/explain choices** of each of the above in an accompanying narrative: (i.e. how did your data findings as well as community observations direct you to these specific goals/objectives/strategies? Why were these preferable over other choices?)

#### Part I: Sample CHIP Table: CHIP for Your working group

Goal (Broad, global)	Objectives (SMART*)	Strategies (Specific activities)	Partners and Resources	Partner notes
Goal 1: Improve overall mental health and wellbeing among Mission Hill young adults	Reduce annual number of ED admissions (of MH residents) for alcohol poisoning by 50% by 2025.	Create “Alco-Call” a peer counseling and rapid assessment program to staff local streets during high party season.	<b>Potential Org. Partner:</b> Northeastern University <b>Potential Advocate:</b> State Rep X who has an interest in substance use disorder	Briefly explain why X partner could be a viable source of support. Why X partner could come with downsides, etc.
	Increase the proportion of Mission Hill youth who have a summer job or other plans by 20% in Summer 2024	Create after-school college, job and career planning club for youth and young adults at Mission Main housing site by 2024	<b>Potential Org. Partner:</b> <b>Potential Advocate:</b>	More notes....

**\*“SMART” Objectives = Specific, Measurable, Achievable, Relevant, Time-Phased. – Be specific!**

*The CHIP will reflect findings from the evidence base, community priorities identified through survey data, health data, and community assets & barriers mapping.*

For each objective, you should list at least two potential agents for change, one being a potential source of support for community progress/development (foundations, grant-makers of any type, community organizations, institutional partners, etc.) and one being a source of political or other advocacy support (local city councilor with an interest in community health/housing; Local college dean of students?) You must name specific people/institutions with contact information. Explain why each identified entity is recommended. Describe any pros/cons of partnering with each. Be specific!

## #8: CHIP Subgroup presentations (Group)

Each subgroup will present their proposed CHIP (relevant to their demographic group) and associated partners. Through a larger group process in class, we will narrow down our CHIP focus. (Ungraded)

---

## #9: Draft report section + presentation dry-run (Group)

A full, complete draft of your subgroup's section of the report is due, and a dry-run presentation of your findings will occur! (Ungraded)

---

## #10: Group presentation to community partner (Group)

The final version of your group's presentation. Please upload slides to Blackboard! 😊 Please also complete the intra-group participation survey online. Link will be provided on Blackboard site.

---

## #11. Final Report Sections (Whole class)

*Please see below for your section. **Your team is fully responsible for curating your section of the report.** We will pool results but ultimately, you decide what goes/stays/is revised for your section and you will be graded on your section.*

### 1) Table of Contents & Acknowledgements (Teaching Team)

### 2) Executive summary (TT)

- Introduction
- Methods
- Results
- CHIP (Priorities & Recommendations)

### 3) Introduction (1-2 pages)

- Describe the overall purpose of this assessment – what did we hope would come of this? How will it hopefully be used?
- Historical background (big changes in neighborhood population over the years? Gentrification; Segregation; Jobs/industries that have come/gone; Transportation or environmental challenges, etc.)

### 4) Methods: (1-2 pages)

- Processes by which we obtained our information
- Data sources used for demographics AND health data.
- Who were interview respondents? How were they contacted? Describe survey data collection process.
- Final interview instruments will be in an appendix.
- Any guest speakers from the community?

### 5) Environmental Assessment (~3-4 pages, text + map)

- Create one unified map of key resources/assets in the community, (noting any significant barriers if identified) OR a table of sites with information.
- Describe/narrate: What is the relationship of these characteristics to the health of Mission Hill residents?

### 6) Interview data report (~3-4 pages) Summarize the findings of our interview data in text. Identify themes and create sections as needed. **(Over)**

- 7) **Demographics (Table plus 1-2 page description)** (compiled data from all – choose what you need. Table should present data from MA, Boston and Mission Hill.) Your group is responsible for the accuracy of data presented. Check everything!
- 8) **Health Data (3-4 pages including description, tables/figures as needed).** Compiled from all groups. Organize, edit and revise as you see fit. ☺ You are responsible for the accuracy of data presented. Check everything!
- 9) **Composite Community Health Improvement Plan (CHIP) with Funders and Advocates (Partners)**
  - **Integrated CHIP** (table and brief description for each goal, etc) which reflects the decisions made during group workshop/presentations. (Format same as in assignment)
- 10) **References**

Appendix/End materials. Final interview instruments (TT)

**Groups (Spring 2023) TBD During Week 1 Class:**

	<b>Group:</b>	<b>Report section:</b>	<b>Group Members:</b>	<b>Health topic:</b>	<b>Environmental Scan/ Context topic:</b>
<b>A</b>	<i>Elders (65+)</i>	<i>Introduction Methods (&amp; References)</i>			
<b>B</b>	<i>People with disabilities and/or caretakers of disabled people</i>	<i>Compiled (final) interview results &amp; analysis.</i>			
<b>C</b>	<i>Immigrant and/or non-English-speaking households</i>	<i>Environmental Assessment</i>			
<b>D</b>	<i>Non-elder adults/Households and/or families</i>	<i>Demographics</i>			
<b>E</b>	<i>People who live in affordable/ subsidized housing</i>	<i>Composite CHIP &amp; narrative</i>			
<b>F</b>	<i>Youth/Young adults/College students</i>	<i>Health Data</i>			

**Sign Up Here:**

<https://docs.google.com/....>