

ACTIVITY WORKBOOK



Community Needs Assessment

Created: 2013



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Skill Assessment

Estimated time: 3 hours

Instructions:

This skill assessment has four parts. You will:

1. Plan for a community needs assessment by identifying:
 - a. a community team,
 - b. the scope of the assessment (community to assess, community sectors, and community components),
 - c. questions to ask,
 - d. data collection methods or sources, and
 - e. key informants.
2. Review and rate data collected from a community needs assessment.
3. Use summary data to create a sector data grid.
- 4a. Develop and prioritize strategies for improvement.
- 4b. Create a community action plan.

In your small group, read the background information and answer the questions that follow for ONLY the part your facilitator has instructed you to complete.



Skill Activity #1

Estimated time: 3 hours

Background:

You will work in your small group to plan a community needs assessment based on the information provided in figure 1.

Instructions:

1. Read figure 1.
2. Answer the questions that follow.
3. Prepare to present your work to the rest of the class.

Figure 1: Planning for a Community Needs Assessment

In the River Province of Country X, the Ministry of Health wants to initiate a community needs assessment within one of its smaller districts – the Garden District. The Province recently conducted a Global Adult Tobacco Survey and a Global Youth Tobacco Survey. They also have data from a standardized survey of risk behaviors but that data is about one-year old. Some of the main health issues in this district are high prevalence of obesity in adults and children, and high prevalence of cardiovascular disease and diabetes in adults. The district also has a high mortality rate of lung cancer among adult males, but the rate is increasing for adult women.

The community has never done an assessment and is interested in learning about strengths and weaknesses of different sectors in their community (community-at-large, community institution/organization, school, health care, work sites) in the areas of physical activity, nutrition, tobacco use, chronic disease management, and leadership. They also need to find out statistical data about the community, such as age, income and education level.

In the community, there are several elected officials and a religious leader who is viewed as a well-respected community leader. There are also several community health workers who connect community members to health care services and information.

The Garden District has two main parks, one in the north and one in the west. It also has one boys and girls club in the east. There is one government-run hospital located in the

north and three health centres, each approximately six kilometers from the hospital.

The district has three public schools, two faith-based schools, and one local college. There are also five faith-based organizations in the district.

Tourism is the primary economic activity in the province, accounting for 50% of GDP and employment. There are two main global businesses in the district; one is a computer company, the other a manufacturing company. Both companies are active in community-based activities and have financially supported several community initiatives in the past.

Answer the following questions:

1. You are responsible for planning the community needs assessment in the Garden District. List the type of people you would want for your community team in the space below.

2. Identify the scope of the assessment by completing the following sections in the table below. Describe the geographic area to assess. Then list all the community sectors and community components within each sector to assess:

Community to Assess:

Community Sectors:

-
-
-
-
-

Community Components

3. Refer to the completed table above. Select **one community sector** (e.g., school, health care, work sites) and **two community components** within the sector and record in the blank table below. List a minimum of **three** questions to include in the assessment for each community component. You may refer to **Appendix A** for a list of questions to ask. Read the sample provided below. Then complete the table that follows.

Sample:

Community Sectors: Heath Care

Community Component:	Nutrition
Questions	<p><i>To what extent does the health care facility:</i></p> <ol style="list-style-type: none"> 1. <i>Assess patients' nutrition as part of a written checklist or screening used in all routine office visits?</i> 2. <i>Provide regular counseling about the health value of good nutrition during all routine office visits?</i> 3. <i>Implement a referral system to help patients to access community-based resources or services for nutrition?</i>

Community Component:	Tobacco
Questions	<p><i>To what extent does the health care facility:</i></p> <ol style="list-style-type: none"> 1. <i>Institute a smoke-free policy 24/7 for indoor public places?</i> 2. <i>Assess patients' tobacco use as part of written checklist or screening used in all routine office visits?</i> 3. <i>Implement a referral system to help patients to access tobacco cessation resources and services?</i>

Community Sectors:

Community Component:	
Questions	<ol style="list-style-type: none"> 1. 2. 3.

4. Identify the type of sites your team will visit for each sector and record in the table below. For the Community-At-Large sector, list one site. For the other sectors, list a minimum of three sites.

Community Sectors					
Sites					

5. Refer to question #4 and record one community sector and associated sites in the table below. Then complete the following:

- a. List a minimum of two data-gathering methods or sources your community team will use to collect information from the site(s) you have listed.
- b. List the types of people or key informants your team should meet with at each site.

Community Sector:

Sites			
Data Collection Methods or Source			
Key Informants			



Skill Activity #2

Estimated time: 1 hours

Background:

Work in your small group to review and rate data based on the information provided in figure 2.

Instructions:

1. Read figure 2.
2. Complete the rating columns in the following tables for the computer company work site assessment, based on the information from Figure 2. Use the rating scale 1 -5, as described in the workbook and '99' if not applicable.
3. Prepare to present your work to the rest of the class.

Figure 2: Results of Community Assessment for Company Work Site

The Garden District community team visited a total of 13 sites within the five community sectors it assessed. For the computer company work site, the team assessed policies and environment around these community components: Physical Activity, Nutrition, Tobacco Use, Chronic Disease Management and Leadership. The results were as follows:

Physical Activity:

- Through observations, it was noted that two-thirds of the stairwells had motivational signage near the stairs to encourage physical activity.
- Through walkability audits, the team noted several grassy areas and dirt paths where people were walking and jogging during lunch breaks. These paths had no lighting or signage indicating they were safe places to walk or be physically active.
- There was one bus stop within 1 kilometer of the office building.

Nutrition:

- There are discussions about adding healthy food and beverage options in vending machines.
- Six months ago, the cafeteria began offering a few healthy food and beverage options. At the same time, they instituted healthy food preparation practices, such as low salt and limited frying.
- Each floor has a refrigerator and microwave for employees and a sink with water

faucet in a small kitchen area.

Tobacco Use:

- A smoke-free policy was implemented two years ago for inside the building 24 hours a day, seven days a week. The policy was evaluated last year, and modified to also include 5 metres around the building perimeter.
- No tobacco-free policy currently exists, either indoors or outdoors, and the assessment team observed several employees outside the building using smokeless products, including spit tobacco.
- When the smoke-free policy was implemented, they also banned tobacco vending machines from inside and outside the building.
- No referral system exists for tobacco cessation programs.

Chronic Disease Management:

- Last year, the company began offering a diabetes self-management program. The program has been very well attended and more classes are being offered this year.
- For the last three years, the company has offered monthly cholesterol and blood pressure screenings and weekly fitness classes. Recently, they added monthly health classes on topics ranging from nutrition to physical activity.
- On the main floor of the building and break rooms, there are signs showing the symptoms of heart attacks and strokes and signs about the dangers of smoking and secondhand smoke.

Leadership:

- The mission statement is currently being revised to include the support of employee health and well-being.
- Two years ago, they implemented a company-sponsored health promotion program. It has been evaluated and only 20% of the employees participate in the program.
- There are currently no opportunities for employee feedback about health promotion programs.
- Last year, they participated in a community wellness coalition to address chronic diseases.

Complete the following tables based on figure 2:

Physical Activity

<i>To what extent does the work site:</i>	Policy Response #	Environment Response #
1. Promote stairwell use (e.g., make stairs appealing, post motivational signs near stairs to encourage physical activity)?		
2. Provide a safe area outside (e.g., through lighting, signage, crime watch) to walk or be physically active?		
3. Designate a walking path on or near building property?		
4. Enhance access to public transportation (e.g., bus stops, light rail stops) within <u>reasonable walking distance</u> ?		

Nutrition

<i>To what extent does the work site:</i>	Policy Response #	Environment Response #
1. Institute healthy food and beverage options in vending machines?		
2. Institute healthy food and beverage options in onsite cafeteria and food venues?		
3. Institute healthy food preparation practices (e.g., steaming, low fat, low salt, limiting frying) in onsite cafeteria		
4. Provide refrigerator access for employees?		
5. Provide microwave access for employees?		
6. Provide a sink with water faucet access for employees?		

Tobacco Use

<i>To what extent does the work site:</i>	Policy Response #	Environment Response #
1. Institute a <u>smoke-free policy 24/7 for indoor public places</u> ?		
2. Institute a <u>tobacco-free policy 24/7 for indoor public</u>		

<u>places?</u>		
3. Institute a <u>smoke-free policy 24/7 for outdoor public places?</u>		
4. Institute a <u>tobacco-free policy 24/7 for outdoor public places?</u>		
5. Ban tobacco vending machine sales (including self-service displays)?		
6. Implement a <u>referral system</u> to help patrons to access tobacco cessation resources and services?		

Chronic Disease Management

<i>To what extent does the work site:</i>	Policy Response #	Environment Response #
1. Provide access to chronic disease self-management programs?		
2. Provide routine screening, follow-up counseling and education to patrons to help address chronic diseases and related risk factors (e.g., poor nutrition, physical inactivity, hypertension, high cholesterol, elevated blood sugar levels, tobacco use and exposure)?		
3. Adopt curricula or training to raise awareness of the signs and symptoms of heart attacks and strokes?		
4. Promote chronic disease prevention to employees (e.g., post signs reminding patrons to get blood pressure checked, quit smoking, avoid secondhand smoke)?		

Leadership

<i>To what extent does the work site:</i>	Policy Response #	Environment Response #
1. Have a mission statement that includes the support of or commitment to employee health and well-being?		
2. Implement a company-sponsored health promotion program?		
3. Provide opportunities for employee feedback about health promotion programs?		
4. Participate in community coalitions and partnerships to address chronic diseases and related risk factors?		



Skill Activity #3
Estimated time: 30 minutes

Background:

Complete a Sector Data Grid based on the information provided in Figure 3.

Instructions:

1. Read the data in Figure 3.
2. Fill out the Sector Data Grid using the data from Figure 3 and the codes presented in the workbook, e.g., WP1 = **w**ork site **p**olicy for site **1**.
3. Prepare to present your work to the rest of the class.

Figure 3: Results of Summary of Data for Two Work Sites

Computer Company Work Site Assessment (Site #1):

Component	Policy	Environment
Physical Activity	75%	75%
Nutrition	73%	60%
Tobacco	53%	57%
Chronic Disease Management	10%	14%
Leadership	39%	46%

Manufacturing Company Work Site Assessment (Site #2)

Component	Policy	Environment
Physical Activity	17%	18%
Nutrition	31%	33%
Tobacco	44%	39%
Chronic Disease Management	35%	44%
Leadership	68%	72%

Based on the information in Figure 3, fill out the Sector Data Grid below.

Community Component	Low: 0-20%	Low: 21-40%	Medium: 41-60%	Medium: 61-80%	High: 81-100%
Physical Activity					
Nutrition					
Tobacco					
Chronic Disease Mgt					
Leadership					



Skill Activity #4
 Estimated time: 1 ½ hours

Note: For this activity, you will use information from Figures 4 and 5 to develop and prioritize strategies and develop a Community Action Plan.

Instructions

1. Read the data in Figure 4 and Figure 5.
2. Complete the tasks that follow.

Figure 4: Sector Data Grid

Completed Sector Data Grid for Work Sites:

Community Component	Low: 0-20%	Low: 21-40%	Medium: 41-60%	Medium: 61-80%	High: 81-100%
Physical Activity	WP2, WE2	WP3, WE3		WP1, WE1	
Nutrition		WP2, WE2	WE1	WP1, WP3	WE3
Tobacco	WP3, WE3	WE2	WP1, WE1, WP2		
Chronic Disease Mgt	WP1, WE1	WE2	WP2, WP3, WE3		
Leadership		WP1	WE1, WP3, WE3	WP2, WE2	

Figure 5: Policy, Systems, Environmental Change Strategies Worksheet

ASSETS	NEEDS
<p>Community-At-Large Sector:</p> <ul style="list-style-type: none"> • Playgrounds and parks are well maintained. • Sidewalks are well maintained and well lit in downtown area. 	<p>Community-At-Large Sector:</p> <ul style="list-style-type: none"> • Sale of single cigarettes is permissible. • No outdoor policies that restrict smoking or tobacco use.

<p>Community Institution/Organization Sector:</p> <ul style="list-style-type: none"> • All stairwells had motivational signage near the stairs to encourage physical activity. • All sites have participated in community coalitions and partnerships related to tobacco use or physical inactivity. <p>Health Care Sector:</p> <ul style="list-style-type: none"> • 3 out of 4 sites assessed patients' nutrition as part of a written checklist or screening used in all routine office visits, • 3 out of 4 sites provided regular counseling about the health value of good nutrition during all routine office visits. • 3 out of 4 sites implemented a referral system to help patients to access community-based resources or services for nutrition. <p>School Sector:</p> <ul style="list-style-type: none"> • All schools have begun to implement a physical activity program during the school day. • 1 school offered healthy food and beverage options. <p>Worksite Sector:</p> <ul style="list-style-type: none"> • 2 out of 3 sites promoted stairwell use. • 2 out of 3 sites offered healthy food and beverage options in vending machines. 	<p>Community Institution/Organization Sector:</p> <ul style="list-style-type: none"> • No sites provided any routine screenings for chronic diseases management. <p>Health Care Sector:</p> <ul style="list-style-type: none"> • No health facilities assessed patients' tobacco use or exposure to secondhand smoke as part of a written checklist or screening for routine office visits. • 3 out of 4 sites did not provide advice and counseling during office visits about the harm of tobacco use and exposure <p>School Sector:</p> <ul style="list-style-type: none"> • 2 of the 3 schools did not offer healthy food or beverage options. • None of the schools had a referral system to help students access tobacco cessation resources or services • Only 1 school provided access to chronic disease self-management education programs to students with chronic diseases or conditions. <p>Work Site Sector:</p> <ul style="list-style-type: none"> • None of the sites had a tobacco-free policy, either indoors or outdoors. • None of the sites have a referral system for tobacco cessation programs. • Only one company offers monthly cholesterol and blood pressure screening and a weekly fitness class.
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Strategies

1.

2.

3.

4.

5.

Complete the following tasks based on Figures 4 and 5.

1. Referring to the sample Sector Data Grid in Figure 4, draw a line indicating the cut-off point for community assets and needs.
2. Prioritize the community needs using criteria such as size of problem, seriousness of problem, and economic or social impact. List the 5 highest priority needs in the space below.
3. Referring to the Policy, Systems and Environmental Change Strategies Worksheet and the list of priority needs, identify one specific community strategy to address each of the priority needs.

4. Prioritize the strategies using the table below.

Strategy	Time (T) (1-5)	Resources (R) (1-5)	Competing Priorities (C) (1-5)	Total (T x R x C)	Rank

Community Action Plan

Policy/Environmental Change Strategy	
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Project Period Objective	Community Component(s)

Annual Objective(s):	Sector(s)	No. of People Reached

Activities	Person Responsible	Timeline