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Suggested Readings Program Planning and Evaluation Courses

Needs Assessment

Evans-Agnew, R. A. (2018). Asthma Disparity Photovoice: **The Discourses of Black Adolescent and Public Health Policymakers**. *Health Promotion Practice*, 19(2), 213–221.

<https://doi.org/10.1177/1524839917691039>

- HPP's 2018 Paper of the Year, this article demonstrates the power of photovoice methodology to understand and assess need from the perspective of the priority population. In a particularly innovative extension of photovoice, the author compares the vocabulary and framing of Black adolescents with environmentally-related asthma and the decision makers responsible for local public health policy. The article concludes with a call for more diverse voices in policy and program planning in order to appropriately understand and address health disparities.
- 9 pages, free download through the link (library subscription or SOPHE membership not required). Includes photos and a comparison of 4 different discourses found in the discussion of asthma and disparities. Very appropriate for graduate level instruction or advanced undergraduates.

Diaz, H. J.-M., Ainsworth, D., & Schmittlein, M. C. (2019). **Funding Priorities: Data-Driven Approach for Prioritizing Community Health Needs in Vulnerable Communities**. *Health Promotion Practice*, 20(4), 616–623. <https://doi.org/10.1177/1524839918771977>

- This article describes a standardized method to identify and prioritize health needs within and across “communities of concern” for the purpose of federally mandated Community Health Needs Assessment (CHNA). The method integrates qualitative and quantitative data, offering a best

practice strategy for conducting CHNAs using publically available data (such as census tract or zip code) and local stakeholder input. The article is based on work done in partnership with 6 hospital CHNAs in Northern California.

- 8 pages, tables show examples of potential health needs (PHNs) such as access to affordable, healthy food and access to transportation and mobility, indicators, as well as a detailed example of quantitative and qualitative data for four specific PHNs. Appropriate for undergraduate or graduate courses.

Cain, C. L., Orionzi, D., O'Brien, M., & Trahan, L. (2017). **The Power of Community Voices for Enhancing Community Health Needs Assessments.** *Health Promotion Practice*, 18(3), 437–443. <https://doi.org/10.1177/1524839916634404>

- This article reports on an innovative way to incorporate local, qualitative data in the Community Health Needs Assessment (CHNA) process. The authors recorded video interviews with members of the priority populations and then coded the transcripts to be used as a data source in the CHNA. Based on the interviews, recommendations for enhancing health services (and, by extension, health education and health promotion) are presented, including viewing culture as a health resource.
- 7 pages, engaging and accessible writing style, includes large table of key themes and examples from the qualitative interviews. Appropriate for undergraduate and graduate levels.

Haas, E., Truong, C., Bartolomei-Hill, L., Baier, M., Bazron, B., & Rebert-Franklin, K. (2019). **Local Overdose Fatality Review Team Recommendations for Overdose Death Prevention.** *Health Promotion Practice*, 20(4), 553–564. <https://doi.org/10.1177/1524839918797617>

- This article introduces the process of local overdose fatality review teams (LOFRT) and reports on the state of Maryland's findings and recommendations for overdose prevention. Based on the now well-established child fatality review process, LOFRT is emerging as an effective means of understanding the opioid epidemic, with the unique vantage point of being able to identify systems-level gaps and potential policy issues that can then inform environmental-level program and policy change.
- 12 pages, full-page tables that document the data points and recommendations, appropriate for undergraduate or graduate courses.

Kroshus, E., Gonzalez, L. A., Chrisman, S. P. D., & Jimenez, N. (2019). **Availability of Concussion Information in Spanish for Parents of Youth Athletes**. *Health Promotion Practice*, 20(3), 372–380.

<https://doi.org/10.1177/1524839918790231>

- This article reports on a study exploring the extent and nature of Spanish-language concussion information available on the websites of U.S. high school athletic association websites, providing an example of another type of needs assessment.
- 8 pages, clearly written, with tables showing results and the website evaluation rubric. This should be appropriate for undergraduate and graduate level students.

Van Gelderen, S. A., Krumwiede, K. A., Krumwiede, N. K., & Fenske, C. (2018). **Trialing the Community-Based Collaborative Action Research Framework: Supporting Rural Health Through a Community Health Needs Assessment**. *Health Promotion Practice*, 19(5), 673–683.

<https://doi.org/10.1177/1524839917754043>

- This article describes the Community-Based Collaborative Research (CBCAR) Framework, comparing it to two widely used planning approaches - MAPP (Mobilizing for Action through Planning and Partnership) and PRECEDE-PROCEED. CBCAR presents a systematic way to conduct a Community Health Needs Assessment (CHNA) that centers social justice and human rights. After detailing the framework and its 6 guiding principles, the process and outcomes from a Minnesota application are discussed.
- 11 pages, with excellent charts describing the CBCAR framework, the application, and a wordcloud developed in the needs assessment. Excellent for graduate students and likely suitable for advanced undergraduates.

Shuter, J., Rosander, C., Kim, R. S., & Brownstein, J. S. (2019). **Passenger or Patient? The Automobile: A New Frontier in Health Promotion**. *Health Promotion Practice*, 20(3), 328–332.

<https://doi.org/10.1177/1524839919830653>

- This short article describes the way in which the authors assessed the acceptability of health messages during ridesharing (Uber and Lyft). It demonstrates the use of convenience surveys to explore a new idea in an emerging context prior to program design.
- 5 pages, very accessible reading, likely of particular interest to undergraduates.