Catherine Fraser Riehle
Associate Professor, University Libraries
Librarian for NHS
<table>
<thead>
<tr>
<th>Step 1</th>
<th>Set the parameters of the assessment.</th>
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<tr>
<td>Step 2</td>
<td>Develop a data collection plan.</td>
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<td>Step 3</td>
<td>Collect data:</td>
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<tr>
<td></td>
<td>about the community.</td>
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<td></td>
<td>about the community environment and background factors.</td>
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<td></td>
<td>about individuals who represent the target population.</td>
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<td>Step 4</td>
<td>Analyze and interpret the data.</td>
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<td>Step 5</td>
<td>Share the findings of the assessment.</td>
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<td>Step 6</td>
<td>Set priorities.</td>
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<td>Step 7</td>
<td>Choose a plan of action.</td>
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Outline

I. Refining your project topics

   *What is your “community,” and what questions do you want to answer?*

II. Information / data management & sharing plans

   *How will you manage and organize the information you find?*

III. Finding information

   *What types of information do you need, and where / how will you find it?*

IV. Wrap-up
Food insecurity among Hispanics living in the United States
poverty, racism, unemployment
Social-ecological model framework for nutrition and physical activity decisions

- Social and Cultural Norms and Values
  - Belief Systems
  - Heritage
  - Religion
  - Priorities
  - Lifestyle
  - Body Image

- Sectors of Influence
  - Government
    - Public Health and Health Care Systems
    - Agriculture
    - Marketing/Media
    - Community Design and Safety
    - Foundations and Funders
  - Industry
    - Food
    - Beverage
    - Physical Activity
    - Entertainment

- Environmental Settings
  - Homes
  - Schools
  - Workplaces
  - Recreational Facilities
  - Food Service and Retail Establishments
  - Other Community Settings

- Individual Factors
  - Demographic Factors (e.g., age, gender, socioeconomic status, race/ethnicity, disability status)
  - Psychosocial Factors
  - Knowledge and Skills
  - Gene-Environment Interactions
  - Other Personal Factors

- Food and Beverage Intake
- Physical Activity
Food insecurity among Hispanics living in the United States

- How many Hispanics in our community experience food insecurity?
- How does the rate of unemployment among Hispanics compare to other ethnic groups in the community?
- Are Hispanics more likely than other groups to have low-paying jobs?
- What is the mean income of Hispanic families?
- How many Hispanic families participate in food assistance programs?
- What are barriers to participation in these programs?
What is your “community,” and what questions, when answered, will help you paint an impactful picture (or capture a powerful photograph) to illustrate the problem on which you’re focusing?
How will you manage and organize the information you find?

What types of data / information will you need to answer your questions?

Where and how will you store and share what you find?

Will you create separate files for each question? Will you divide questions among group members, or will each question be a collaborative effort?
FIGURE 4-2 Types of Data to Collect about the Community

The focus of the community needs assessment is the target population, whose health and nutrition status are affected by many community and background factors, as well as by individual characteristics such as lifestyle, living and working conditions, and social networks.

<table>
<thead>
<tr>
<th>Internet Resources</th>
<th>Details</th>
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<tbody>
<tr>
<td>MEDLINE</td>
<td>Search MEDLINE and other health databases from this website. <a href="http://www.nlm.nih.gov">www.nlm.nih.gov</a></td>
</tr>
<tr>
<td>National Health Information Center</td>
<td>Provides general information about the availability of educational materials, programs, and referral services. <a href="http://www.health.gov/nhic">www.health.gov/nhic</a></td>
</tr>
<tr>
<td>Centers for Disease Control and Prevention</td>
<td>Chronic Disease Indicators (CDI) <a href="http://apps.nccd.cdc.gov/cdi/">http://apps.nccd.cdc.gov/cdi/</a></td>
</tr>
<tr>
<td>Health Data Interactive</td>
<td>Health Data Interactive presents tables with national health statistics for infants, children, adolescents, adults, and older adults. Tables can be customized by age, gender, race/ethnicity, and geographic location. <a href="http://www.cdc.gov/nchs/hdi.htm">www.cdc.gov/nchs/hdi.htm</a></td>
</tr>
<tr>
<td>National Center for Health Statistics</td>
<td>Check out the new releases, fact sheets, and publications. <a href="http://www.cdc.gov/nchs">www.cdc.gov/nchs</a></td>
</tr>
<tr>
<td>Data Warehouse for NCHS public use data</td>
<td>Provides links to national survey data about numerous health topics. <a href="http://www.cdc.gov/nchs/surveys.htm">www.cdc.gov/nchs/surveys.htm</a></td>
</tr>
<tr>
<td>Morbidity and Mortality Weekly Report</td>
<td>Provides state health statistics and surveillance summaries. <a href="http://www.cdc.gov/mmwr">www.cdc.gov/mmwr</a></td>
</tr>
<tr>
<td>Vital Signs</td>
<td>CDC offers recent data and calls to action for important public health issues. <a href="http://www.cdc.gov/VitalSignals/">www.cdc.gov/VitalSignals</a></td>
</tr>
<tr>
<td>WONDER Database</td>
<td>WONDER provides a single point of access to a wide variety of public health reports and data systems. <a href="http://wonder.cdc.gov">http://wonder.cdc.gov</a></td>
</tr>
<tr>
<td>National Institute for Occupational Safety and Health</td>
<td>NIOSH offers data on hundreds of workplace safety and health topics. <a href="http://www.cdc.gov/niosh">www.cdc.gov/niosh</a></td>
</tr>
<tr>
<td>University of Michigan's Institute for Social Research</td>
<td>Research programs include organizational behavior, survey methodology, life course development, social environment and health, urban and environmental studies, and others. <a href="http://www.src.isr.umich.edu">www.src.isr.umich.edu</a></td>
</tr>
<tr>
<td>University of North Carolina's Odum Institute for Research in Social Science</td>
<td>The Institute maintains one of the country's largest archives of social science data. Archive includes national and international economic, demographic, health, public opinion, and other types of data. <a href="http://www.irrsa.unc.edu">www.irrsa.unc.edu</a></td>
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</table>
One of the assignments for NUTR 356 is a community needs assessment. This guide includes links to many different sources of publicly available data. Click on the guide tabs for more information.

Welcome!

NUTR 356: Community Nutrition Education

Course Description: An overview of community nutrition to include assessment of community needs and services; policy formation; techniques for developing and delivering theory-based nutrition education.

Instructor: Dr. Virginia Chaidcz, vchaidcz2@unl.edu

Course Librarians: Andrea Dinkelman and Leslie Delserone

Questions? If you have additional questions about finding data or other information for your project, please feel free to contact Andrea for assistance.

Off-Campus Use

Have you set up your University of Nebraska-Lincoln Libraries account?

If not - or if you're not sure - follow these steps
Find pages with...

**all these words:** obesity statistics

**this exact word or phrase:** united states

**any of these words:**

**none of these words:**

**numbers ranging from:** to

Then narrow your results by...

**language:** any language

**region:** any region

**last update:** anytime

**site or domain:** .gov

**terms appearing:** anywhere in the page

**SafeSearch:** Show most relevant results

**file type:** any format

**usage rights:** not filtered by license

To do this in the search box

Type the important words: tri-color rat terrier

Put exact words in quotes: "rat terrier"

Type OR between all the words you want: miniature OR standard

Put a minus sign just before words you don’t want: rodent, “Jack Russell”

Put a period between the numbers and add a unit of measure: 10..25 lb, $300..500, 2010..2031
Obesity statistics "united states" site:.gov

Google search results:

1. Obesity | National Institute of Food and Agriculture
https://nifa.usda.gov/topic/obsess

Obesity is a significant public health issue in the United States. Overweight and obesity have reached epidemic proportions, with more than one-third of adults (over 72 million people) and 17 percent of children being classified as obese. This crisis affects not only the health of individuals but also has substantial economic implications. The prevalence of obesity has been on the rise since the 1970s.

People also ask:

- What is the obesity rate in the United States?
- What is the percentage of overweight kids in America?
- What is the percentage of obesity in America 2016?
- How many people in the US are morbidly obese?

Adult Obesity Facts | Overweight & Obesity | CDC
https://www.cdc.gov/obesity/data/adult.html

Aug 29, 2017 - Obesity is common, serious and costly. More than one-third (36.5%) of U.S. adults have obesity. [Read CDC National Center for Health Statistics (NCHS) data brief PDF-70493] Obesity-related conditions include heart disease, stroke, type 2 diabetes and certain types of cancer, some of the leading causes of preventable death...

Obesity Facts | Healthy Schools | CDC
https://www.cdc.gov/healthyyouth/obesity/facts.htm

Jan 25, 2017 - The percentage of children with obesity in the United States has more than tripled since the 1970s. Today, about one in five school-aged children (ages 6–19) has obesity. Body mass index, or BMI, is a widely used screening tool for measuring both overweight and obesity.
Google Scholar

Stand on the shoulders of giants
Catherine Fraser Riehle

402.472.3947
catherine.riehle@unl.edu
(and in Canvas!)