

SPHG 690
Gillings Global Implementation Lab: India and North Carolina
Spring 2014

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Room: McG 2308

Office Hours: Every Friday (online) 8-9 am (beginning January 17th)

Course URL: <https://sakai.unc.edu/portal/site/e6e735da-4165-4b6b-a4a4-e329a9637d39>

Course Overview:

This is a three-credit hour, graduate-level, interdisciplinary, field-based course in which teams of students apply knowledge and experience to design and implement systematic solutions to improve the delivery of public health services in partnership with organizations around the world. In addition to acquiring evidence-based applied experience, students will develop generalizable insights and learn effective implementation practices. Students will document their problem-solving approaches, results obtained and implementation lessons learned. On-campus coursework will take place before and after a required one or two-week field immersion with the host organization. One week of the field immersion will coincide with Spring Break in March. Some class sessions will be conducted on Saturdays.

Students will work in teams during spring semester on projects selected collaboratively with partner organizations. Some examples of projects include assessments of program quality, facilitation of rapid process improvement events and training of local staff on management and leadership. In classroom sessions at UNC CH prior to intensive site contacts, students will become familiar with project environments, collect and analyze performance data and develop solutions to address one specific performance issue. These solutions will be implemented and tested during the site session. In classroom sessions after the site visits, the learning from the implementation will be used to refine and finalize the solutions and a set of recommendations for the next round of improvement.

Course Objectives:

Through this course, students will:

1. Become familiar with project environments and develop project goals and solutions;

2. Build problem-solving and implementation capacity in domestic and international areas settings;
3. Develop generalizable insights and best implementation practices;
4. Orally and in writing, share solutions and recommendations with partner organizations;
5. Work effectively in an interdisciplinary team of peers to develop and implement a field-based project.

Competencies:

The course is designed to support student attainment of the following Global Health Core Competencies (ASPH 2011):

1. Assist host entity in assessing existing capacity;
2. Develop strategies that strengthen community capabilities for overcoming barriers to health and well-being;
3. Exhibit interpersonal communication skills that demonstrate respect for other perspectives and cultures;
4. Apply scientific evidence throughout program planning, implementation, and evaluation;
5. Design program work plans based on logic models;
6. Develop monitoring and evaluation frameworks to assess programs;
7. Implement a community health needs assessment;
8. Develop context-specific implementation strategies for scaling up best-practice intervention;
9. Conduct a situation analysis across a range of cultural, economic, and health contexts;
10. Design context-specific health interventions based upon situation analysis.

Project Locations and Partners:

In Spring 2014, this 2-section course will be conducted in two locations: Delhi, India and Raleigh, North Carolina. A separate cohort of students will work in each location. In Delhi, the project partner is FHI360, an international NGO. In North Carolina, the project partner is Wake County Human Services.

Course Deliverables:

There are four requirements that will be the basis for assigning grades for this course:

1. Regular participation in the discussion forum associated with each module. The discussion forum is important because it will be used for planning and decision making prior to the face-to-face sessions. The more work that is done off-line, the more productive the synchronous sessions will be.
2. A personal reflection log (described below) that is an individual narrative of each student's perception of the course.

3. A group report (that can be turned into a publishable paper) describing the problem, analysis, solution, implementation, results and recommendations. An oral presentation summarizing the key points of the report will be made to domestic and international program partners.
4. Active participation in all online and face-to-face sessions assessed by faculty, peers and program partners.

Reaction log: Students will maintain reaction logs during the course, documenting brief, informal reactions to their experiences in the course. Log entries should be reflective and may address such points as what you learned that surprised you, what you agreed or disagreed with, how you might apply what you've learned to another work situation, how the information may have influenced your view on the topic, etc. Logs should be submitted at the end of each module in the drop box on the course Sakai site. Please clearly label your log with your name, the assignment and date (e.g. Hobbs_Reaction_log_Feb3). Logs need not be lengthy, and we encourage you to be creative and use a variety of media. Video portraits, group discussions, partner or patient interviews can all be part of your reaction log. At the end of the course, we will create a web page describing the course and the project for future students and portions of your reaction logs will be an important source of content.

Grading:

A grade of P requires satisfactory completion of all required course components with a total score of 70% or greater. Completion of all components of the course with a total score of 90% or greater will result in a grade of H. The distribution of points for each course requirement is shown below:

Requirement	% of Grade	Points possible
1) Reaction logs	15%	100
2) Discussion Forums	25%	100
3) Assessment of participation	20%	100
4) Final report and presentation	40%	100
Total	100%	400

The final report and presentation will be graded on the following dimensions:

- Logical, appropriate, evidence-based conclusions, analyses, and recommendations in both the presentation and paper (30 percent)
- Effectiveness of presentations (30 percent)
- Clearly written report with topics arranged logically. Well-designed tables and figures that convey relevant, important information (20 percent)

- Effective, appropriate application of course materials and other resources in the presentation and paper (20 percent)

Course Evaluation

Course participation includes completion of the UNC-CH's online course evaluation. Your responses will be anonymous, with feedback provided to the instructors in the aggregate. Open-ended comments will be shared with instructors, but individual students are not identified. Providing constructive course evaluative feedback is a professional responsibility. Feedback is critical for improving the quality of our courses.

UNC Honor Code

The principles of academic honesty, integrity, and responsible citizenship govern the performance of all academic work and student conduct at the University. Your acceptance of enrollment in the University presupposes a commitment to the principles embodied in the Code of Student Conduct and a respect for this most significant Carolina tradition. Your reward is in the practice of these principles.

Your participation in this course comes with the expectation that your work will comply fully with the Honor Code. Academic dishonesty in any form is unacceptable, because any breach in academic integrity, however small, strikes destructively at the University's life and work.

If you have any questions about your responsibility or the responsibility of faculty members under the Honor Code, please consult with someone in either the Office of the Student Attorney General (966-4084) or the Office of the Dean of Students (966-4042).

Read "The Instrument of Student Judicial Governance" (<http://instrument.unc.edu>).

Recognizing, Valuing, and Encouraging Diversity

IN THE CLASSROOM, DIVERSITY STRENGTHENS THE PRODUCTS, ENRICHES THE LEARNING, AND BROADENS THE PERSPECTIVES OF ALL IN THE COURSE. DIVERSITY REQUIRES AN ATMOSPHERE OF INCLUSION AND TOLERANCE, WHICH MAY CHALLENGE OUR OWN CLOSELY-HELD IDEAS AND PERSONAL COMFORT ZONES. THE RESULTS, HOWEVER, CREATE A SENSE OF COMMUNITY AND PROMOTE EXCELLENCE IN THE LEARNING ENVIRONMENT. THIS CLASS WILL FOLLOW PRINCIPLES OF INCLUSION, RESPECT, TOLERANCE, AND ACCEPTANCE THAT SUPPORT THE VALUES OF DIVERSITY.

DIVERSITY INCLUDES CONSIDERATION OF: (1) LIFE EXPERIENCES, INCLUDING TYPE, VARIETY, UNIQUENESS, DURATION, PERSONAL VALUES, POLITICAL VIEWPOINTS, AND INTENSITY; AND (2) FACTORS RELATED TO "DIVERSITY OF PRESENCE," INCLUDING, AMONG OTHERS, AGE, ECONOMIC CIRCUMSTANCES, ETHNIC IDENTIFICATION, FAMILY

**EDUCATIONAL ATTAINMENT, DISABILITY, GENDER, GEOGRAPHIC ORIGIN, MATURITY,
RACE, RELIGION, SEXUAL ORIENTATION, SOCIAL POSITION, AND VETERAN STATUS.**
