PUBH 716/MCH816/HPM716  
Gillings Global Implementation Lab (3 credits)  
Spring 2015

Faculty: Anita Farel, DrPH (MCH)  
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Rohit Ramaswamy, PhD, MPH, Grad. Dip. Bios. (PHLP/MCH)

Room: Online

Office Hours: By appointment

Course URL: https://sakai.unc.edu/portal/site/f567e3d2-dca4-4e1f-9847-21f4d65280cb

Course Overview:

This is a three-credit hour, online graduate-level, interdisciplinary 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 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.

Students will work in teams during spring semester using an online case (three-credit course) and on projects selected collaboratively with partner organizations (two-credit field experience.) Some examples of field projects include assessments of program quality, facilitation of rapid process improvement events and training of local staff on management and leadership. In online class sessions 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. For students enrolled in the optional field module, these solutions will be implemented and tested during the field experiences.

Course Objectives:

Through this course(s), students will:

1. Become familiar with case and 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. Work effectively in an interdisciplinary team of peers to develop and solutions to a real-life improvement problems.

**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.

**Course Deliverables:**

There are four requirements that will be the basis for assigning grades for the three-credit hour foundation course:

1. Successful completion of online quizzes associated with each module.
2. A group report describing the problem, analysis, solution, implementation, results and recommendations based on the case study.
3. Participation in the online case study
4. A final exam.

**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:
<table>
<thead>
<tr>
<th>Requirement</th>
<th>% of Grade</th>
<th>Points possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Quizzes</td>
<td>15%</td>
<td>100</td>
</tr>
<tr>
<td>2) Case Study report and presentation</td>
<td>40%</td>
<td>100</td>
</tr>
<tr>
<td>3) Final exam</td>
<td>25%</td>
<td>100</td>
</tr>
<tr>
<td>4) Case Study participation</td>
<td>20%</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>400</td>
</tr>
</tbody>
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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)

**Assessment of Participation**

Students will assess the participation of other members of their group. Faculty will assess the participation of all the students in their group work.

**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


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.