

PUBH 717/MCH817/HPM717
Syllabus
Field Supplement Module (2 cr)
Gillings Global Implementation Lab
Spring 2015

Faculty:

Suzanne Babich (Hobbs), DrPH(HPM/NUTR)
Anita Farel, DrPH (MCH)
Rohit Ramaswamy, PhD, MPH, Grad. Dip. Bios. (PHLP/MCH)

Room: Selected Fridays 12 noon to 2 PM. McG 2308

Office Hours: By appointment

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

Course Objective:

This course is a 2-credit hour field component associated with PUBH 716/MCH 816/HPM 716 Gillings Global Implementation Laboratory. The objective of the field module is to work on a Quality Improvement project with an organization and to develop, implement and test improvement solutions in a field setting.

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.

Text Book:

The Improvement Guide, 2nd edition (2009) [referred to as TIG]

Software:

SigmaXL v. 7– Microsoft® Excel Add-In for Advanced Statistical and Graphical Analysis

Deliverables and Evaluation Methods:

1. Bi-weekly presentations to class and faculty.

During class sessions, each of the three field groups will make 20-minute presentations to classmates and faculty describing the current status of their field project work.

Presentations will follow a prescribed format modeled on the deliverables for the case study. The structure of the presentation will be as follows:

- Team members report on key accomplishments during the past two weeks relevant to the project. Presentations should develop slides using the formats provided to report on each step of the case study. (10 min)
- Open discussion with faculty and class (10 min)

All members of a group receive the same score for the presentation and discussion. Individual grades for members of a group may vary depending on the participation score based on peer and faculty assessments.

Percent of grade: 30

2. Final written recommendations and oral presentations.

Groups will make final oral presentations of their results and recommendations to field faculty and organization personnel on site at the end of their field experiences. They will also deliver

final recommendations to faculty and organizational stakeholders by **May 31st, 2015**. Student groups are expected to document their work along the way through the semester, so there should be little need for further documentation after the field trip is complete.

Percent of grade: 40

3. **Blog entries.**

Students will make regular blog entries about their project during their 2-week field experiences. Blog entries will chronicle reflections on the field project experience. Strong entries will provide reactions about the process of implementation during the field visit, lessons learned about the science of improvement and meaningful guidance for future students.

Percent of grade: 20

4. **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.

Percent of grade: 10

Class Outline:

Classes are scheduled from 12 noon to 2 PM each alternate Friday at **Room 2308 in McGavran-Greenberg Hall**. Each two-hour class session will follow the same pattern:

12-1pm: Project presentations to faculty. Each of the three field groups will make a 10-minute presentation to classmates and faculty describing the current status of their field project plans.

Presentations will generally follow a prescribed template as described above in **Deliverables and Evaluation Methods**.

1-2pm: Small group work with lead field faculty. Groups will separate and work with assigned lead faculty to continue to develop their field project plans. Partners will be asked to be present for some of the sessions as shown below to provide input and feedback during critical stages of the project planning.

The assigned faculty member for each field project is as follows:

Field Project	Faculty Member
UNC Health Care	Rohit Ramaswamy
Orange County Health Department	Anita Farel
miracle feet	Sue Babich (Hobbs)

Schedule and Session Topics:

This is the initial expectation for the topics that will be covered in each session and the associated deliverable. Based on the actual project progress, some week to week variation is possible but the overall deliverables will be similar for all groups. The table below also shows the module from PUBH 716 (the online course) that will be topic of study during the week of the class session.

Class Date	PUBH 716 Module	Topic Covered	Partner Present ?
January 9	Introduction to Principles of Improvement	Introduction to the project and organization partner	Yes
January 23	Beginning an Improvement Project	Visit to partner site – international group can organize a Skype meeting	Yes
February 6	Viewing Work as a Process	Finalizing project charter and outcome measures	No
February 20	Collecting Data for Improvement	Finalizing process map and process measures	No
March 6	Analyzing Baseline Data for Patterns and Trends	Finalizing data collection plans	Yes
March 20	Analyzing Baseline Data for Patterns and Trends	Review of collected data – making modifications to data collections as needed	No
April 10	Adapting and Implementing Solutions	Analysis of baseline data – identifying	No

		patterns	
April 24	Testing and Sustaining Solutions	Identifying solutions for implementation	Yes
May 1 (flexible date)		Planning for field trip	No

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>).