

Syllabus

HBEH 772: Planning, Implementing, and Evaluating Health Behavior Interventions

Fall 2022

2 Credits | Residential

Course Description

Designed to provide practical tools that can be used in real world settings, this course will examine methods to plan health behavior interventions and determine if and how a particular health-related program works. Several major types of evaluation will be covered, with emphasis on process and impact evaluation.

Please note: This course aims to build off course content covered in MPH Core courses and the Health Behavior required concentration courses students took in their first year of training. Thus, it is not a data analysis course. Rather it is a course aimed at strengthening skills in planning, implementing, and evaluating public health interventions. This course is an extension of your training from SPHG 722. More specifically, we have a unique focus on:

1. Equity centered and anti-racist practices,
2. Social and Behavior Change interventions, and
3. Dissemination

Prerequisites: SPHG 722; students outside of the Health Behavior concentration must receive Instructor approval

Instructor

Liz Chen, PhD, MPH
Assistant Professor, Health Behavior MPH Concentration Lead
Department of Health Behavior
Email: lizcchen@unc.edu

Teaching Assistant

Milenka Jean-Baptiste, MPH
PhD Student, Department of Health Behavior
Email: milenka@email.unc.edu

Office Hours:

Liz will host office hours via Zoom. To sign up for an appointment, please schedule an appointment through Calendly: <https://calendly.com/lizcchen/30min>.

Milenka will host office hours via Zoom link upon request:
<https://zoom.us/j/94682864630?from=addon>. To request an appointment, please send an email.

Course Website: <https://sakai.unc.edu/welcome/>. Use your ONYEN and password.

Class Days, Times, Location: Thursdays, 3:30 pm – 5:30 pm, McGavran-Greenberg 2306

Course Format

The course will meet once per week for the duration of the semester. This course will be in-person.

Generally, each class session will consist of a lecture along with a combination of individual reflections, small group discussions, in-class exercises, case studies, and examples from the public health literature. Asynchronously, students will be expected to complete written assignments.

Course Overview

The overall goal of the course is to facilitate students' *critical examination* of the knowledge acquired through the required MPH Core courses and the Health Behavior Concentration courses on program *planning, implementation, and evaluation*. Students will also be expected to reflect on how course content intersects with content on healthy equity that includes racism and antiracism in a public health context.

By the end of the course, students will be able to independently:

1. Describe health equity and how it can be operationalized in public health programming
2. Describe a range of participatory methods to plan, implement, evaluate, and disseminate health behavior interventions
3. Create equity-focused evaluation plans for health behavior interventions
4. Critically reflect on how racism and antiracism relate to the program planning, program implementation, and program evaluation work of public health professionals

Community Norms

We expect instructors, students, guest speakers, and others involved in HBEH 772 to adhere to the following community norms. These community norms come from the equity-centered nonprofit organization [Creative Reaction Lab](#).

Our community norms include:

1. Be respectful of others – on their terms.
2. Acknowledge we're all on a journey and part of the journey is growth.
3. Lean into discomfort.
4. Show up with humility and empathy even if opinions differ.
5. Be patient and hold yourself and others accountable to ultimately build trust with one another.
6. Address the issue; not the person.
7. Ouch; oops.

We may add additional community norms to this list as the semester progresses, as needed.

Course Ethos

Here is our teaching philosophy:

1. **We are facilitators:** We do not have all the answers. Our job is to 1) expose you to an initial set of information and tools that you can build on and 2) create a supportive space for you to practice and reflect.
2. **Class sessions are intended for application and reflection:** Students are expected to read, watch, and listen to assigned course content before class and come to each class prepared to apply and reflect on the course content.
3. **We will co-create this experience together:** Even if the same course materials are used to teach this course again next year, it will be a different experience largely because of the different students in the class. We welcome your feedback on the course and ask that you submit feedback through scheduled feedback surveys administered throughout the semester.

Required Readings

There are no required books for this class.

Course-at-a-Glance

Instructors reserve the right to make changes to the syllabus, including topics, readings, assignments, and due dates. Any changes will be announced as early as possible and noted on Sakai. For session-by-session course schedule details, please see the Sakai course site.

Date/ Session	Topic	Readings and Assignment Due
Module 1	Understanding your behavioral/ social health issue	What is the issue? How does it get identified? Who gets involved? How are they engaged?
Class 1: 8/18	Course overview and Introduction to interventions	Required: <ol style="list-style-type: none"> Keller, L. O., Strohschein, S., Lia-Hoagberg, B., & Schaffer, M. A. (2004). Population-based public health interventions: Practice-based and evidence-supported. Part I. <i>Public Health Nursing, 21</i>(5), 453-468. Wight, D., Wimbush, E., Jepson, R., & Doi, L. (2016). Six steps in quality intervention development (6SQuID). <i>J Epidemiol Community Health, 70</i>(5), 520-525.
Class 2: 8/25	Identifying and understanding behavioral/ social health issues equitably	Required: <ol style="list-style-type: none"> 1-hour Webinar: Bronzan, N. and Orleans, T. (2017, June 29). Building Health Equity: From Resources to Community Action Webinar Retrieved from Robert Wood Johnson Foundation YouTube National Academies of Sciences, E. a., Division, H. a., Practice, B. o., States, C. o.-B., & Baciu A, N. Y. (2017, Jan 11). Chapter 3: The Root Causes of Health Inequity. Retrieved from Communities in Action: Pathways to Health Equity: Recommended: <ol style="list-style-type: none"> Jones, K., & Okun, T. (2001). The characteristics of White supremacy culture. <i>Dismantling Racism: A Workbook for Social Change Groups</i>. Kumar, A. (2020). White supremacy in global health. <i>ThinkGlobalHealth</i>. Jee-Lyn García, J., & Sharif, M. Z. (2015). Black lives matter: a commentary on racism and public health. <i>American journal of public health, 105</i>(8), e27-e30.
Class 3: 9/1	Engaging communities to understand the behavioral/social health issues	Required: <ol style="list-style-type: none"> Clinical and Translational Science Awards Consortium, Community Engagement Key Function Committee, Task Force on the Principles of Community Engagement Principles of Community Engagement.

		<p>Second Edition. National Institutes of Health, Washington, DC2011– pgs 21-33</p> <ol style="list-style-type: none"> Health Share Oregon (under 5 min video) Kia-Keating, M., Capous, D., Liu, S., & Adams, J. (2017). Using Community Based Participatory Research and Human Centered Design to Address Violence-Related Health Disparities among Latino/a Youth. <i>Family & community health</i>. 40(2), 160. <p>Recommended:</p> <ol style="list-style-type: none"> Brown, T. (2008). Design thinking. <i>Harvard business review</i>. 86(6), 84. Chen, E., Leos, C., Kowitt, S. D., & Moracco, K. E. (2020). Enhancing Community-Based Participatory Research Through Human-Centered Design Strategies. <i>Health promotion practice</i>. 1524839919850557. Creative Reaction Lab. (2018). Equity-Centered Community Design Field Guide.
Module 2	Social/ Behavioral Intervention development and implementation	What is needed to design and implement? How?
Class 4: 9/8	Integrating theory into intervention planning and popular planning frameworks/approaches	<p>Required:</p> <ol style="list-style-type: none"> Aubel, J. (2021). Grandmothers—a neglected family resource for saving newborn lives. <i>BMJ global health</i>, 6(2), e003808. Crosby, R., & Noar, S. M. (2011). What is a planning model? An introduction to PRECEDE-PROCEED. <i>Journal of public health dentistry</i>, 71, S7-S15.
Class 5: 9/15	Collaboratively Designing: Building project SMART goals, aims, and logic model	<p>Required:</p> <ol style="list-style-type: none"> Hurwitz, F., & Burwick, A. <i>Using Logic Models to Guide the Planning and Evaluation of Complex Initiatives</i> (No. 878eaa9c1a984d1487379a588dd6a89d). Mathematica Policy Research. "What's better than SMART goals? Try SMARTIE goals" on Idealist.org <p>Recommended:</p> <ol style="list-style-type: none"> Abimbola et al. On the same page: Co-designing the logic model of a telehealth service for children in rural and remote Australia. <i>Digit Health</i>. 2019 Jan 28;5. Joseph F. West. (February 2014). Public health program planning logic model for community

		engaged Type 2 diabetes management and prevention. <i>Evaluation and Program Planning</i> , 42, 43-49.
Class 6: 9/22	Choosing and adapting health behavior interventions	<p>Required:</p> <ol style="list-style-type: none"> 1. Power, J., Gilmore, B., Vallières, F., Toomey, E., Mannan, H., & McAuliffe, E. (2019). Adapting health interventions for local fit when scaling-up: a realist review protocol. <i>BMJ Open</i>, 9(1). 2. Mellins, C. A., Nestadt, D., Bhana, A., Petersen, I., Abrams, E. J., Alicea, S., ... & McKay, M. (2014). Adapting evidence-based interventions to meet the needs of adolescents growing up with HIV in South Africa: the VUKA case example. <i>Global Social Welfare</i>, 1(3), 97-110. <p>Recommended:</p> <ol style="list-style-type: none"> 1. Liu, J. J., Davidson, E., Bhopal, R. S., White, M., Johnson, M. R. D., Netto, G., ... & Sheikh, A. (2012). Adapting health promotion interventions to meet the needs of ethnic minority groups: mixed-methods evidence synthesis. <i>Health Technology Assessment (Winchester, England)</i>, 16(44), 1. 2. Smith, T. A., Adimu, T. F., Martinez, A. P., & Minyard, K. (2016). Selecting, adapting, and implementing evidence-based interventions in rural settings: an analysis of 70 community examples. <i>Journal of health care for the poor and underserved</i>, 27(4), 181-193.
ASSIGNMENT 1 due date: 9/29/22		Assignment #1 due by 11:55p ET/EST
Class 7: 9/29	Implementing solutions focusing on Behavior and Social Change	<p>Required:</p> <ol style="list-style-type: none"> 1. Bakali Mukasa, Moazzam Ali, Madeline Farron & Renee Van de Weerd (2017) Contraception supply chain challenges: a review of evidence from low- and middle-income countries, <i>The European Journal of Contraception & Reproductive Health Care</i>, 22:5, 384-390 2. 4-minutes Participatory Budgeting Video: Participatory Budgeting Project. (2021). Participatory Budgeting Project 4-Minute Video. Retrieved from Participatory Budgeting Project <p>Recommended:</p>

		<ol style="list-style-type: none"> 1. Baron (2020) THINGS I WISH I HAD KNOWN ABOUT DEVELOPING AND MANAGING PROJECT BUDGETS 2. Endowment for Health. Budget Guidelines 3. UNC IRB Guidelines 4. Review Process FAQ. (2020). UNC-Chapel Hill IRB and the Office of Human Research Ethics.
Module 3	Evaluation	How do you know this is working?
Class 8: 10/6	Evaluation overview and frameworks	<p>Required:</p> <ol style="list-style-type: none"> 1. Equitable Evaluation Framework Framing paper 2. Ann Zukoski & Mia Luluquisen. (2002, April). Participatory Evaluation: What is it? Why do it? What are the challenges? Community-based Public Health Policy & Practice. Issue 5. <p>Recommended:</p> <ol style="list-style-type: none"> 1. Jolley, G., Lawless, A., & Hurley, C. (2008). Framework and tools for planning and evaluating community participation, collaborative partnerships and equity in health promotion. <i>Health Promotion Journal of Australia</i>. 19(2), 152-157. 2. MacLachlan, M., Mannan, H., McVeigh, J., McAuliffe, E., Mji, G., Amin, M., & Dube, A. K. (2014). Learning from doing the Equitable project: Content, context, process, and impact of a multi-country research project on vulnerable populations in Africa. <i>African journal of disability</i>, 1-12. Retrieved from https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5442513/
Class 9: 10/13	Process evaluations for health behavior interventions: planning and conducting them	<p>Required:</p> <ol style="list-style-type: none"> 1. Inchley, Jo, Janine Muldoon, and Candace Currie. (2006). Becoming a health promoting school: evaluating the process of effective implementation in Scotland. <i>Health promotion international</i>. 22.1: 65-71. 2. Bellwether Education Partners. (2020, June). Approaches for Diverse, Equitable, and Inclusive Evaluation <p>Recommended:</p>

		<ol style="list-style-type: none"> 1. McCreary, L. L., Kaponda, C. P., Kafulafula, U. K., Ngalande, R. C., Kumbani, L. C., Jere, D. L., ... & Norr, K. F. (2010). Process evaluation of HIV prevention peer groups in Malawi: a look inside the black box. <i>Health education research</i>. 25(6), 965-978. 2. Moore, G., Audrey, S., Barker, M., Bond, L., Bonell, C., Cooper, C., ... & Wight, D. (2014). Process evaluation in complex public health intervention studies: the need for guidance. <i>J Epidemiol Community Health</i>. 2014 Feb;68(2):101-2.
10/20 -21	FALL BREAK	NO CLASS
Class 10: 10/27	Outcome evaluations: planning and conducting them	<p>Required:</p> <ol style="list-style-type: none"> 1. Fulmer et al. (2019, March). Evaluating Comprehensive State Tobacco Prevention and Control Programs Using an Outcome Indicator Framework. <i>Health Promotion Practice</i>. 20(2) 214–222. 2. Leiderman, S. (2005). Doing evaluation differently. In <i>Flipping the script: White privilege and community building</i> (pp. 91–101). MP Associates, Inc. and the Center for Assessment and Policy Development. <p>Recommended:</p> <ol style="list-style-type: none"> 1. <u>To Skim</u>: UNAIDS. (2010). <i>Introduction to Indicators</i>. Joint United Nations Programme on HIV/AIDS.
ASSIGNMENT 2 due date: 11/4/22		Assignment #2 due by 11:55p ET/EST
Module 4	Dissemination	How do you share the information?
Class 11: 11/3	Dissemination Overview	<p>Required:</p> <ol style="list-style-type: none"> 1. Data walk 4 min video in this resource: Murray, B., Falkenburger, E., & Saxena, P. (2015, Nov 10). Data Walks: An Innovative Way to Share Data with Communities Share Data with Communities. Retrieved from Urban Institute: https://www.urban.org/research/publication/data-walks-innovative-way-share-data-communities 2. Data@Urban. (2020, Sept 03). Applying Racial Equity Awareness in Data Visualization.

		Retrieved from Urban Institute Blog: https://urban-institute.medium.com/applying-racial-equity-awareness-in-data-visualization-bd359bf7a7ff
Class 12: 11/10	Dissemination Case Study	<p>Required:</p> <ol style="list-style-type: none"> 1. <u>To Watch</u>: Anita Woodley Productions. <i>Bucking the Medical and Mental Bull</i>. (2015). FHI 360. <p>Recommended:</p> <ol style="list-style-type: none"> 1. Jamilah Taylor, Emily Namey, Annette Carrington Johnson & Greg Guest (2017) Beyond the Page: A Process Review of Using Ethnodrama to Disseminate Research Findings. <i>Journal of Health Communication</i>. 22:6, 532-544. 2. Sofaer, S., Talis, N., Edmunds, M., Papa, K. (2013, August). Navigating the Translation and Dissemination of PHSSR Findings: A Decision Guide for Researchers. <i>Academy Health</i>.
LAST Day of Class: Class 13: 11/17	Closing	
ASSIGNMENT 3 due date: Saturday, December 3, 2022 at 4 pm		Assignment #3 due by 4 pm on Saturday, December 3, 2022 per the registrar calendar. Students will submit assignments via Sakai.

Course Assignments and Assessments

This course will include the following graded assignments that contribute to your final grade in the course. For assignment descriptions and assignment grading rubrics, please see the Sakai course site.

Assignments: There will be three assignments due over the course of the semester. Each assignment is meant to assess what you have learned from each of the various modules/segments taught over the course of the semester. Instructions for each assignment can be found on Sakai.

Forum posts: The goal of forum post assignments is for you to synthesize the assigned readings/content prior to each weekly class session and to connect the content with professional practice and development. Forum post instructions can be found on Sakai.

Graded Assignments	Percentages of Final Course Grade
Assignment 1: Understanding your health issue and intervention design	24%
Assignment 2: Evaluation	20%
Assignment 3: Dissemination	20%
Forum Posts (3 points for each week)	36%
TOTAL	100%

Course Grading Scale(s)

Final course grades will be determined using the following [UNC Graduate School grading scale](#). The relative weight of each course component is shown in the Graded Assignments section.

- **H**—High Pass (93-100): Clear excellence
- **P**—Pass (80-92): Entirely satisfactory graduate work
- **L**—Low Pass (70-79): Inadequate graduate work
- **F**—Fail (0-69)

Map of Competencies to Learning Objectives and Assessment Assignments

Below you will see the program competency(ies) you will develop in this course, the learning objectives that comprise the competency, and the assignment(s) in which you will practice demonstrating each competency.

Competency
HBEH01. Identify health behavior and social science theories, integrate constructs across levels of social ecological framework, and apply conceptual models to public health practice.
Learning Objectives that comprise the competency
Students will be able to: <ul style="list-style-type: none">• Describe the way that theory is used in intervention design• Describe specific theories used in intervention design• Describe a range of participatory methods to plan, evaluate, and disseminate health behavior interventions

Assessment Assignment for evidence of student attainment of competency
<ul style="list-style-type: none"> • Forum posts • Assignment 1
Class Sessions
1-13

Competency
HBEH04. Develop, adapt, and evaluate health behavior programs and policies and scale them up.
Learning Objectives that comprise the competency
<p>Students will be able to:</p> <ul style="list-style-type: none"> • Describe health equity and how it can be operationalized in public health programming • Describe a range of participatory methods to plan, evaluate, and disseminate health behavior interventions • Create equity-focused process evaluation plans for a health behavior intervention • Create equity-focused impact evaluation plans for a variety of health behavior interventions • Critically reflect on how racism and antiracism relate to the program planning, program implementation, and program evaluation work of public health professionals
Assessment Assignment for evidence of student attainment of competency
<ul style="list-style-type: none"> • Forum posts • Assignment #1 • Assignment #2 • Assignment #3
Class Sessions
1-13

Competency
HBEH05. Engage with communities using participatory strategies and principles of effective partnership to plan, implement, evaluate, and disseminate health behavior programs.
Learning Objectives that comprise the competency
<p>Students will be able to:</p> <ul style="list-style-type: none"> • Describe health equity and how it can be operationalized in public health programming • Describe a range of participatory methods to plan, evaluate, and disseminate health behavior interventions • Critically reflect on how racism and antiracism relate to the program planning, program implementation, and program evaluation work of public health professionals
Assessment Assignment for evidence of student attainment of competency
<ul style="list-style-type: none"> • Forum posts • Assignment #1 • Assignment #2 • Assignment #3

Class Sessions

1-13

Expectations, Policies, and Resources

Accessibility at UNC Chapel Hill

The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in barriers to fully accessing University courses, programs and activities. Accommodations are determined through the Office of Accessibility Resources and Service (ARS) for individuals with documented qualifying disabilities in accordance with applicable state and federal laws. See the [ARS Website](#) for contact information or email ars@unc.edu.

Attendance/Participation

Your attendance and active participation are an integral part of your learning experience in this course. We expect that you attend in-person class consistently. However, we know that this may not be able to happen all the time. If you are not able to join in-person, please let Liz and Milenka know as soon as you are able and make plans to: review the Zoom recording posted to Sakai, request notes from one or more classmates, and/or schedule office hours.

Community Standards in Our Course and Mask Use

UNC-Chapel Hill is committed to the well-being of our community – not just physically, but emotionally. The indoor mask requirement was lifted for most of campus on March 7, 2022. If you feel more comfortable wearing a mask, you are free to do so. There are many reasons why a person may decide to continue to wear a mask, and we respect that choice. For additional information, see [Carolina Together](#).

Counseling and Psychological Services at UNC Chapel Hill

CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to the [CAPS website](#), call them at 919-966-3658, or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

Honor Code

You are not permitted to upload any content from this course to the web in any form, including but not limited to Chegg, Course Hero, Coursera, Google Drive, etc. If you post my course content, you may be violating my intellectual property rights. If you post your own work from this course, you are allowing sites to profit from your intellectual property. In utilizing web sources to upload or download course content, you risk violating the University's Honor Code.

If you have any questions about your rights and responsibilities, consult the [Office of Student Conduct](#) or review the following resources: [Honor System](#); [Honor System module](#); [UNC Library's plagiarism tutorial](#); [UNC Writing Center's handout on plagiarism](#).

I expect all students to follow the guidelines of the UNC Honor Code. In particular, students are expected to refrain from “lying, cheating, or stealing” in the academic context. You can read more about the honor code at studentconduct.unc.edu. In any course, including mine, what constitutes cheating can change from one activity to another. For example, collaboration may be encouraged for an assignment but qualify as cheating during an exam. Please see my guidelines for each activity, and if you are unsure, please ask me to clarify. In remote classes, there may be many temptations for using online exchange sites, such as Chegg. Note that these sites provide names of students who have used their materials, and they routinely cooperate with institutions around academic integrity issues. Please don't get caught up with honor code issues just because it appears to be simple and untraceable. It is not!

As a student at UNC Chapel Hill, you are bound by the [university's Honor Code](#), through which UNC maintains standards of academic excellence and community values. It is your responsibility to learn about and abide by the code. To ensure an effective Honor System at UNC, in this course students are expected to:

- Conduct all academic work within the letter and spirit of the Honor Code, which prohibits the giving or receiving of unauthorized aid in all academic processes.
- Learn and apply the recognized techniques of proper attribution of sources used in written work; and to identify allowable resource materials or aids to be used during completion of any graded work.
- Students may use materials they wrote for other courses, but only if the student themselves produced the work.
- For homework, students may verbally discuss approaches to the problems but each student should independently write up the answer and verify solutions.
- For take-home tests, students must work completely independently without communicating with other students, tutors, or anyone else about any material related to the test questions. The test is 'open book' and 'open notes.'

Inclusive Excellence

We are committed to expanding diversity and inclusiveness across the School — among faculty, staff, students, on advisory groups, and in our curricula, leadership, policies and practices. We measure diversity and inclusion not only in numbers, but also by the extent to which students, alumni, faculty, and staff members perceive the School's environment as welcoming, valuing all individuals, and supporting their development.

For more information about how we are practicing inclusive excellence at the Gillings School, visit the following webpages: [Inclusive Excellence](#), [Inclusive Excellence Action Plan](#), [Minority Health Conference](#), and [National Health Equity Research Webcast](#).

Additional campus resources include: the [LGBTQ Center](#); [Non-Discrimination Policies at UNC Chapel Hill](#); [Ombuds](#); and [Prohibited Discrimination, Harassment, and Related Misconduct at UNC Chapel Hill](#).

In this class, we practice the Gillings School's commitment to inclusion, diversity, anti-racism and equity in the following ways.

- Develop classroom participation approaches that acknowledge the diversity of ways of contributing in the classroom and foster participation and engagement of *all* students.
- Structure assessment approaches that acknowledge different methods for acquiring knowledge and demonstrating proficiency.
- Encourage and solicit feedback from students to continually improve inclusive practices.
- Treat all members of the Gillings community (students, faculty, and staff) as human persons of equal worth who deserve dignity and respect, even in moments of conflict and disagreement.
- Contribute to creating a welcoming and inclusive classroom environment, where all are able to learn and grow from one another.
- Acknowledge and respect the diversity of experiences that others bring to the classroom and the ways in which this richness enhances everyone's learning
- Strive to maintain a spirit of curiosity and generosity, particularly in the face of new and/or seemingly contradictory information and perspectives Encourage and solicit feedback from students to continually improve inclusive practices.

Land Acknowledgement

Please read The Gillings School's [Land Acknowledgement](#).

Late Work

Life happens and we want to work with students if they anticipate late submissions. We expect that students communicate with Liz (lizcchen@unc.edu) and Milenka (milenka@med.unc.edu) prior to a due date if a student is not able to meet the deadline. For those students who contact us prior to the submission, we will make alternate arrangements.

For late submissions that we receive without prior notice, students will receive a 10% reduction for every day that they are late. After seven days, late submissions will receive no points.

Student Feedback and Equity Concerns

The Gillings School has in place a [mechanism for students to provide feedback](#), including specifically equity concerns and bias-related issues. You can use this form to describe feedback, both positive and negative, about anything including issues related to your experience as a student at Gillings, administrative processes, and classroom activities. This form will also allow you to specifically describe incidents in which racial or other equity-related bias, or microaggressions, occurred. You may submit this form anonymously. However, for us to follow up and provide the necessary support, we encourage you to include your contact information. For further information, please visit the [Student Feedback and Equity Concerns FAQ](#).

Please note that this form does not take the place of any University process or policy. If you would like to report an incident under the University's policy on [Prohibited Discrimination, Harassment, and Related Misconduct including Sexual and Gender Based Harassment, Sexual Violence, Interpersonal Violence, and Stalking](#), please visit [Safe At UNC](#) or the [Equal Opportunity](#)

[and Compliance Office](#) (EOC) for additional information, including resources, contact, and reporting options.

Technical Support

The best way to help prevent technical issues from causing problems for assignments and quizzes is to submit them at least 24-36 hours before the due date and time. Your instructor cannot resolve technical issues, but it's important to notify them if you are experiencing issues. If you have problems submitting an assignment or taking a quiz in Sakai, immediately do the following:

1. Contact the UNC Information Technology Services (ITS) department with the time you attempted to do your course action and what the course action was.
2. Email your instructor with the information you sent to ITS and what time you sent the information.

The ITS department provides technical support 24-hours per day, seven days per week. If you need computer help, please contact the ITS Help Desk by phone at +1-919-962-HELP (4357), or by [online help request](#), or by [UNC Live Chat](#).

Title IX at UNC Chapel Hill

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitations, or stalking is encouraged to seek resources on campus or in the community. Please contact the Director of Title IX Compliance / Title IX Coordinator ([Adrienne Allison](#)), [Report and Response Coordinators in the Equal Opportunity and Compliance Office](#), Counseling and Psychological Services (confidential), or the [Gender Violence Services Coordinators](#) (confidential) to discuss your specific needs. Additional resources are available at the ["Safe at UNC" website](#).