SYLLABUS
HPS 529: Project Design & Implementation in Global Health and Development
FALL 2020  August 24-December 9

Time: This is an asynchronous online course that does not meet in person nor online.
Location: http://d2l.arizona.edu/ Online
Instructor: Eileen Eisen-Cohen, PhD, MSW
E-mail: To contact me right away use eisencohen@email.arizona.edu, include CPH 529 in the subject line. I will respond to every email within 24 hours.
Office hours: e-mail, chat, or telephone conference can be arranged.

CATALOGUE DESCRIPTION: This course will equip students with skills in conceptualizing, developing, implementing, and evaluating small-scale projects in global health and development.

COURSE DESCRIPTION: This course is designed to equip participants with skills in conceptualizing, developing, implementing, and evaluating small-scale projects in global health and development. The course will provide instructions on how to assess and prioritize community health needs, how to write projects goals and objectives that are SMART (specific, measurable, achievable, realistic, and time-framed), how to select appropriate designs (including how to develop project conceptual and theoretical models), how to collect and organize data, how to implement and evaluate the project, including how to develop project logic models, how to develop and justify a budget, how to foster community participation, and approaches to promote project sustainability.

Course Prerequisites: Graduate student status or permission of instructor.

Course Learning Objectives: Course content includes topics on:
- Development of project specific aims
- Literature review
- Study design and methodology (quantitative and qualitative)
- Development of conceptual and theoretical frameworks
- Project logic models
- Community involvement
- Monitoring and evaluation
- Budgeting
- Issues related to involvement of human subjects in research

Course participants may use the opportunity provided by this course to develop a plan for addressing a real-life global health problem that is relevant to their current or future work.
### MPH Competencies Covered:

<table>
<thead>
<tr>
<th>Competency</th>
<th>Specific assignment(s) that allow assessment</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select quantitative and qualitative data collection methods appropriate for a given public health context</td>
<td>Methodology Draft Paper Discussion #5 Quantifying Program Costs Final Evaluation Design</td>
<td>Paper Assignments Graded Discussion Assignment</td>
</tr>
<tr>
<td>Assess population needs, assets and capacities that affect communities’ health</td>
<td>Literature Review Draft Paper Final Evaluation Design</td>
<td>Paper Assignments</td>
</tr>
<tr>
<td>Apply awareness of cultural values and practices to the design or implementation of public health policies or programs</td>
<td>Discussion #2 Ethics and Cultural Competency Assignment</td>
<td>Graded Discussion Assignment</td>
</tr>
<tr>
<td>Design a population-based policy, program, project or intervention</td>
<td>Solutions to the Problem Draft Paper Final Evaluation Design</td>
<td>Paper Assignments</td>
</tr>
<tr>
<td>Select methods to evaluate public health programs.</td>
<td>Evaluation Design Draft Paper Final Evaluation Design</td>
<td>Paper Assignments Graded Discussion Assignments</td>
</tr>
<tr>
<td>Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes</td>
<td>Program and Stakeholder Description Draft Paper Final Evaluation Design</td>
<td>Paper Assignments</td>
</tr>
<tr>
<td>Explain basic principles and tools of budget and resource management</td>
<td>Reporting, Budget &amp; Timeline Draft Paper Final Evaluation Design</td>
<td>Paper Assignments</td>
</tr>
<tr>
<td>Select communication strategies for different audiences and sectors</td>
<td>Reporting, Budget &amp; Timeline Draft Paper Final Evaluation Design</td>
<td>Paper Assignments</td>
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</table>

### Textbook and Readings:


*Additional reading materials are posted on the course website through the learning units.*

### Course Requirements

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Grading Scale</th>
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<tbody>
<tr>
<td>Online Discussion Board</td>
<td>30 points (5 assignments @ 6 points each)</td>
<td>A = ≥ 90%;</td>
</tr>
<tr>
<td>Assignments</td>
<td>50 points total (5 assignments @ 10 points each)</td>
<td>B = 80%-89%</td>
</tr>
<tr>
<td>Final Proposal</td>
<td>20 points</td>
<td>C = 70%-79%</td>
</tr>
<tr>
<td>Total</td>
<td>100 points total</td>
<td>D = 60%-69%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>E = ≤ 60%</td>
</tr>
</tbody>
</table>
Late Policy
All assignments (discussion posts and written work) are subject to a 3 point per day deduction for being late. You may request an extension ONLY if you have a documented illness or family emergency. You must email the professor as soon as you are aware of either of these situations.

Class Attendance/Participation: Due to the online format of the course, your participation in weekly discussions reflects the extent to which you comprehend the material and is critical for furthering the learning of all students in the class. In addition to reviewing weekly learning resources and course related self-directed inquiry to inform the development of your weekly assignments and discussion postings. You must keep up with the discussion; once it is graded you cannot earn credit for additional posts.

The UA’s policy concerning class attendance, participation, and administrative drops is available at: http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop. The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable, http://policy.arizona.edu/human-resources/religious-accommodation-policy. Absences pre-approved by the UA Dean of Students (or Dean Designee) will be honored, http://deanofstudents.arizona.edu/

Introduction of students. Introduce yourself to the class indicating your name (and if you have a different name or nickname that you’d like to be called), where you are from, where you work, your profession objectives and any experience that helps the class to know you better. Find the introduction forum on the Discussion Board.

Assignments
Discussion (6 points per Learning Module). The goal of this activity is to facilitate a collaborative learning process and develop critical thinking and presentation skills.

For each Learning Module, students need to complete the following:

a) Post one question or statement based on the material in the readings for this module that you would like other students in the class to address (remember to cite the source). Your question should be academic in nature and thoughtful. Use citations and references in AMA format. This is due at 11:59pm MST by the Thursday date on the syllabus.

b) Answer, at a minimum one question/statement posted by another student. Your contributions to the discussion board must be substantive and clearly demonstrate that you have read the course materials and can integrate the material with your experience. Simply agreeing with another student or restating what someone else has already discussed will not earn you full points. Replies are due at 11:59pm MST by the Saturday date on the syllabus.

c) Please label your discussion post with the title of your topic (not "week 3 post" or something generic about the week or your name). Do not create questions on the same topics as others. If someone’s already posted on your topic, find another one! It is to your benefit to post your question earlier in the week, so that you will be the first with that topic.
**Discussion participation points are not “free” points** and points will be allocated on the quality of each student’s posting, the incorporation of ideas from the readings in order to support the postings, the level of interaction with other students, and when postings are made. Discussion grades are based on the rubric below:

**Rubric for Grading Weekly Discussion Board Postings (Initial posting and responses to colleagues)**

<table>
<thead>
<tr>
<th>CRITERION</th>
<th>Poor/Inadequate 0-2 points</th>
<th>Good 3-5 points</th>
<th>Excellent 6 points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization of materials</strong></td>
<td>Organization of posted materials is of poor quality and fails to achieve the standard necessary for a passing grade.</td>
<td>Posting is organized, well written, and easy to follow. The narrative contains primary elements required by the guidelines.</td>
<td>Posting is well organized, exceptionally well written, and eminently covers all key requirements stipulated in the instructions for the assignment.</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>The posting content is of poor quality and fails to achieve the standard necessary for a passing grade.</td>
<td>Content is well presented and provides critical and necessary information. The narrative addresses most of the details stipulated in the instruction for the assignment.</td>
<td>Content is comprehensive, and the narrative is very well written. The posting contains details that address all requirements specified in the instruction for the assignment.</td>
</tr>
<tr>
<td><strong>Completeness</strong></td>
<td>The material posted lacks several salient points about the issue under discussion. The requirements specified in the instruction for the assignment have not been addressed and the posting seems largely off-point.</td>
<td>The posting contains most of the key elements of the issues under discussion. The requirements specified in the instruction for the assignment were mostly addressed with minor errors and omissions.</td>
<td>All information required in the instruction for the assignment is presented in a coherent and comprehensive manner. The information provided is extremely detailed and well presented.</td>
</tr>
<tr>
<td><strong>Evidence of research</strong></td>
<td>The content of the posting provides no evidence of scholarly research. No supporting references were used.</td>
<td>The content of the posting provides good evidence of scholarly research.</td>
<td>The content of the posting provides evidence of scholarly research.</td>
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**Learning Unit Pieces: All Papers Contribute to the Program Proposal**

You will be identifying a current global health problem and creating a program, with an evaluation, to help solve this program. You will be complete five (5) assignments that build to a final program proposal. For your final paper, you will be submitting a grant proposal to the Eisen-Cohen Foundation, a fictitious foundation, that is seeking proposals that will support innovations that enhance the lives of the citizens of your proposed community. The foundation will fund a limited number of proposals for up to $100,000 for one year. The funding can be used for start-up projects that impact health services or programs. Students will respond to this request for proposals (RFP) by completing a proposal paper with all the typical sections of a grant proposal. **Be sure to make any necessary corrections after receiving feedback for assignments 1-5 before compiling all sections of the final proposal.**

**More complete instructions for each of the assignments are found under the Learning Unit sections of the course. When you are completing each assignment, delete the gray instruction boxes before submitting the assignment.**
Be sure to read the instructor’s feedback after each assignment BEFORE submitting your next assignment. There may be feedback that you need to incorporate in the following papers. There WILL be feedback that you will need to incorporate in the FINAL PAPER.

**Assignment 1 - Identify the Problem and create a Letter of Intent (LOI).** Identify a global health problem that is of interest to focus upon for all the assignments in the course and the final program paper (the proposal that pulls all the assignments together) and indicate the target group for the proposal. **You must be specific about the target population and geographical area you will target.** This problem should be about people (i.e. not animals, the environment, etc.). The problem also cannot be “lack of funding” for a cause. Submit your Letter of Intent (LOI) that identifies the problem (**not the program**) you intend to impact.

- Submit this assignment as a word document in Learning Unit 1 with the appropriate link.
  - See Learning Unit 1 for full instructions and Assignment 1 (Letter of Intent).

**Assignment 2 – Literature review (Statement of Global Health Problem)**
In this assignment you will be conducting the first step of a needs assessment through secondary research of existing information about a particular social problem or need in a community. For this assignment, you will research the problem you have identified using secondary sources (peer reviewed journals and web sites with research and statistics about the problem). Submit this assignment as a word document in Learning Unit 2 with the appropriate link.

**Assignment 3- Solutions to the problem: Program Planning, Implementation & Logic Model. Setting Goals, Objectives, and Priorities**
This assignment proposes effective solutions to the problem by summarizing the literature review data and analyzing it. In an actual project, the summarization of needs would come from both the secondary sources (i.e., the literature search that was assembled in assignment #2) as well as the primary sources (that is, focus groups and questionnaires). In this assignment you will learn about social science and program theory and apply it to the program which you are designing relevant to the behavioral objective(s). You will identify the program components and supporters in the community.

For this assignment, you will identify solutions to the problem. While doing the literature review, you may have found research on possible solutions and programs designed to solve the problem. Your assignment will include two pieces:

1. Summarize the possible solutions to the problem that you have found in the research. Identify the solution that your program will utilize.
2. Then, you will write **one** overall goal and **three SMART** objectives of the intervention program you will be planning.
3. Describe how the program will be implemented (you can list the steps of the program from recruiting participants to completion of the program).
4. Use the logic model template to create a logic model for your program.
Assignment 4 – Evaluation Design
The program evaluation you will design a plan for both the process evaluation and outcome evaluation. These efforts will try to answer the questions of whether the program was implemented as designed and if it made a difference in the problem you wanted to solve. You will write “SMART” evaluation objectives for outcomes and two process objectives.

Assignment 5 – Reporting, Budget, & Timeline
You’ll create a budget and timeline for program implementation.

Final Paper - Program Proposal
The final assignment for this course will be putting the above pieces together in a grant proposal format. This assignment involves producing a grant proposal that addresses all the sections of the grant proposal. The proposal is due on by 11:59pm MST on December 9, 2020.

Extra Credit
In the Course Content folder there will be several extra credit assignments worth varying points. You may do none, some, or all of the extra credit assignments. To earn the full points, you’ll need to meet all the criteria for the assignment. Partial credit may be granted for partial completion. All extra credit assignments are due by 11:59pm MST on December 9, 2020.
**COURSE SCHEDULE:**
Additional detail will be provided in the **Learning Unit folders** on the course website.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/ Assignments</th>
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| **Learning Unit 1:**  
August 24-Sept 6  
**Two weeks** | Learning Unit 1 Introduction to the Program Planning and Evaluation  
Reading: See Learning Unit Lesson Plan  
Discussion: Introduction & Discussion LM 1  
- Original comment/question due: 9/3 at 11:59pm MST  
- Replies due: 9/5 at 11:59pm MST  
Assignment: Assignment 1 Letter of Intent Due: 9/6 at 11:59pm MST |
| **Learning Unit 2:**  
Sept 7-Sept 20  
**Two weeks** | Learning Unit 2 Public Health in Context  
Reading: See Learning Unit Lesson Plan  
Discussion: Discussion LM 2  
- Original comment/question due: 9/17 at 11:59pm MST  
- Replies due: 9/19 at 11:59pm MST  
Assignment: Assignment 2 Literature Review Due: 9/20 at 11:59pm MST |
| **Learning Unit 3:**  
Sept 21-Oct 11  
**Three weeks** | Learning Unit 3 Solutions to the problem: Program Planning, Implementation & Logic  
Model. Setting Goals, Objectives, and Priorities  
Reading: See Learning Unit Lesson Plan (There is a lot of reading in this unit. Do NOT wait till the last week to read and complete the assignment!)  
Discussion: Discussion LM 3  
- Original comment/question due: 10/8 at 11:59pm MST  
- Replies due: 10/10 at 11:59pm MST  
Assignment: Assignment 3 Needs Assessment Due: 10/11 at 11:59pm MST |
| **Learning Unit 4:**  
Oct 12-Nov 1  
**Three weeks** | Learning Unit 4 Evaluation Designs  
Reading: See Learning Unit Lesson Plan (There is a lot of reading in this unit. Do NOT wait till the last week to read and complete the assignment!)  
Discussion: Discussion LM 4  
- Original comment/question due: 10/29 at 11:59pm MST  
- Replies due: 11/31 at 11:59pm MST  
Assignment: Assignment 4 Program Implementation Due: 11/1 at 11:59pm MST |
| **Learning Unit 5:**  
Nov 2-Nov 22  
**Three weeks** | Learning Unit 5 Budget, Timeline, and Reporting  
Reading: See Learning Unit Lesson Plan  
- Discussion: Discussion LM 5 Original comment/question due: 11/19 at 11:59pm MST  
- Replies due: 11/21 at 11:59pm MST  
Assignment: Assignment 5 Budget, Timeline & Reporting Due: 11/22 at 11:59pm MST |
| **Learning Unit 6:**  
Nov 23-Dec 9  
**Two weeks + 3 days** | Program Proposal  
Reading: See Learning Unit Lesson Plan  
- No Discussion for this unit.  
Assignment: Complete your program proposal and any extra credit.  
**Proposal & any Extra Credit due by 11:59pm MST on 12/9/20 THIS IS A WEDNESDAY!!!** |
**Contacting the Instructor**
You may contact me through the course e-mail. I check the course daily for messages Sunday through Thursday. If you need to reach me right away, e-mail me at eeisencothen@email.arizona.edu.

**Guidelines for Success**
- Login to class daily. Staying up-to-date on course assignments, readings, discussions, and activities is crucial to success.
- **Be sure to check for feedback after every assignment.**
- Avoid procrastinating. This course is demanding. Class projects cannot be put off until the last minute. Timely participation is critical to success and a good grade.
- Read all assigned materials before completing the assignments.
- Take advantage of the email feature and class question and answer discussion board. Keep in touch with the instructor and your fellow students.

**Instructor’s Feedback Schedule:** I will review postings every other day and post comments on the discussion board as appropriate. The instructor’s comments may reflect a response to aggregate postings and/or replies to individual postings and discussion. The instructor will also communicate with individual students via e-mail and/or telephone as needed. Graded work will generally be returned within a period of one week.

**FOR ALL WRITTEN ASSIGNMENTS. USE THE FOLLOWING FORMAT IN ALL YOUR WRITING!!**

**Writing Paragraphs**
Duke University's Thompson Writing Program recommends that you organize the material within a paragraph according to the **MEAL plan:**

- **Main Idea:** Your topic sentence stating the concrete claim the paragraph is advancing.
- **Evidence:** Paraphrase or direct quotations from the source material you are using to support your topic sentence's claim.
- **Analysis:** Your explanation and evaluation of the evidence; explaining the evidence you provided and its relevance in your own words.
- **Lead Out:** Concluding; preparing your reader to transition to the next paragraph (and the next claim).

The MEAL plan matches the general format of academic writing on many levels: that of assertion, evidence, and explanation. Many students make the mistake of writing toward a topic sentence or claim, rather than from one; keeping the MEAL plan in mind as you write will help you begin your paragraphs strongly and develop your analysis thoroughly.

**Outlining Strategies**
**Outlining** your first draft by listing each paragraph's **topic sentence** can be an easy way to ensure that each of your paragraphs is serving a specific purpose in your paper. You may find opportunities to combine or eliminate potential paragraphs when outlining—first drafts often contain repetitive ideas or sections that stall, rather than advance, the paper's central **argument**.
Additionally, if you are having trouble revising a paper, making an outline of each paragraph and its topic sentence after you have written your paper can be an effective way of identifying a paper's strengths and weaknesses. More information found here: https://academicguides.waldenu.edu/writingcenter/writingprocess

**The OWL at Purdue:** An excellent resource to help you improve your writing skills. This link teaches you the proper use of the AMA writing style used in the papers you will write in this class. The OWL’s navigation links on the left-hand menu provide excellent ideas for formatting papers and correct use of grammar.

**Never use Wikipedia or a dictionary as a scholarly source.**

**Required Statements:**

**Communications:** You are responsible for reading emails sent to your UA account from your professor and the announcements that are placed on the course web site. Information about readings, news events, your grades, assignments and other course related topics will be communicated to you with these electronic methods. The official policy can be found at: http://www.registrar.arizona.edu/emailpolicy.htm

**University Course Policies:** https://academicaffairs.arizona.edu/syllabus-policies

**Accessibility and Accommodations:**

At the University of Arizona, we strive to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, you are welcome to let me know so that we can discuss options. You are also encouraged to contact Disability Resources (520-621-3268) to explore reasonable accommodation. If our class meets at a campus location: Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable. For additional information on Disability Resources and reasonable accommodations, please visit http://drc.arizona.edu/students

**Code of Academic Integrity**

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercise must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity, available through the office of the UA Dean Students: http://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity

**Classroom Behavior:** (Statement of expected behavior and respectful exchange of ideas: Present policies to foster a positive learning environment, including use of cell phones, mobile devices, etc.). Students are expected to be familiar with the UA Policy on Disruptive Student Behavior in an Instructional Setting found at:
Threatening Behavior Policy: The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to one’s self, http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students

Nondiscrimination and Anti-Harassment Policy: The University of Arizona is committed to creating and maintaining an environment free of discrimination, http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy

UA Smoking and Tobacco Policy: The purpose of this Policy is to establish the University of Arizona’s (University) commitment to protect the health of University faculty, staff, students, and visitors on its campuses and in its vehicles, http://policy.arizona.edu/ethics-and-conduct/smoking-and-tobacco-policy

Syllabus Changes: Information contained in the course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate by the instructor.

Plagiarism: What counts as plagiarism?

• Copying and pasting information from a web site or another source, and then revising it so that it sounds like your original idea.
• Doing an assignment/essay/take home test with a friend and then handing in separate assignments that contain the same ideas, language, phrases, etc.
• Quoting a passage without quotation marks or citations, so that it looks like your own.
• Paraphrasing a passage without citing it, so that it looks like your own.
• Hiring another person to do your work for you, or purchasing a paper through any of the on- or off-line sources.

MEZCOPH Committee on Inclusion and Equity

Gender Pronoun Guideline
It is recommended that instructors address, in one way or another, pronoun usage in their classroom, and that this be done the first day of class. It can be done in a fashion each instructor prefers, but for many, the following statement could work:

“It is already UA policy that class rosters are provided to instructors with a student’s preferred name. Students may share their preferred name and pronoun with members of the teaching staff and fellow students, as desired, and these gender identities and gender expressions will be
honored in this course. As the course includes group work and in-class discussion, it is critical to create an educational environment of inclusion and mutual respect. In this class, to be inclusive of all gender identities and expressions, students will be referred to by their first or last names, the pronoun of their choice, or by default, the pronoun “they”.

The application of this guideline in all instructional settings involving group interactions is strongly encouraged, but the means of carrying it out are left to each faculty member.

**Content Advisory Guideline**
It is recommended that instructors use “content advisories” when assigning certain kinds of course materials. The purpose of these advisories is to alert students to the possibility of unexpected exposure to content evocative of prior traumatic experiences. So alerted, students can talk with the instructor about alternate materials, if such is possible, since students will remain responsible for requirements of the course. The policy is not meant to restrict course content in any way, but to provide ample information about course content in advance, enabling students with legitimate concerns to plan better. Students are encouraged to speak with the instructor at the beginning of the semester prior to course content engagement to voice concerns.

Instructors may adopt the University of Arizona General Education existing policy recommendation (referred to as the “Notification of Objectionable Materials”) dated August 2016 that states:

**Notification of Objectionable Materials:**
“This course will contain material of a mature nature, which may include explicit language, depictions of nudity, sexual situations, and/or violence. The instructor will provide advance notice when such materials will be used. Students are not automatically excused from interacting with such materials, but they are encouraged to speak with the instructor to voice concerns and to provide feedback. [http://gened.arizona.edu/content/course-syllabus-guidelines](http://gened.arizona.edu/content/course-syllabus-guidelines).”