

**College of Public Health & Health Professions
PHC 6445 Global Health and Development II**

**Syllabus
Spring, 2014**

Credits: 3

Time: Monday 9:35 – 12:35 (Period 3-5)

Location: TBA

Faculty

Richard Rheingans, PhD

Tel: 352 294 5110

Email: rrheing@ufl.edu

Office Hours: Monday 12:40-1:40 Room TBA (confirm via email in advance)

Tuesday 1:30 – 3:00 Grinter 472 (confirm via email in advance)

Thursday 1:30 – 3:00 Grinter 472 (confirm via email in advance)

Course Overview or Purpose

This is the second in a series of two health and development courses created specifically for the new Master's in Development Practice (MDP) program. It is also designed for students with a focus on global health practice and design. The course focuses on practical approaches for the identification, design, planning, monitoring, and evaluation of global health interventions in their broader development context.

Course Objectives

Upon successful completion of the course, students will be able to:

1. Understand analytical approaches for assessing policies and interventions, including RCTs, meta-analyses, impact evaluation and modeling
2. Critically assess the advantages and disadvantages of alternative interventions for specific local contexts, including effectiveness, feasibility, and appropriateness
3. Assess alternative disease control strategies based on the social-ecological model and evidence-based assessment of effectiveness
4. Develop and choose strategies that can be introduced through a range of mechanisms including policies, programs, enterprises, civil action, health systems, and advocacy
5. Apply alternative approaches and tools for the planning of health programs (including problem tree analysis, formative research, and qualitative methods)
6. Develop and critically assess logical frameworks for health program
7. Develop a monitoring and evaluation plan for a health program
8. Develop a sustainability assessment and strategy for an intervention
9. Develop and critically assess strategies for sustaining and scaling a health program
10. Identify effective and appropriate techniques used in community health education and communication using existing models

11. Ability to incorporate ethical standards of practice as the basis for all interactions with organizations, communities, and individuals
12. Understand methods to participate with stakeholders in identifying key values and a shared vision as guiding principles for community health action

Course Materials

Readings will be drawn from current published literature in public health and development.

Main reference – “DCPP”

Disease Control Priorities in Developing Countries, Jamison DT, et al (Eds), Washington, DC: The World Bank, 2006.

Class participation

Evaluation

Effectiveness review and discussion	15%
Critical questions (5 weeks)	10%
Exercises	
Assessing intervention effectiveness	5%
Problem Tree	5%
Focus Group Discussion	5%
Data and adaptive management	5%
Final project	
Log frame (individual)	10%
M&E Indicators	10%
Evaluation Plan	10%
Group output	20%
Class Participation	5%

Effectiveness review and discussion. During the semester each student will lead a class discussion regarding effective interventions for a particular health problem. Students will select two readings – one a review of interventions and one site specific article on one of the interventions. The student will do a small presentation on the appropriateness of different interventions for the health problem and then lead a class discussion of the readings.

Case study exercises. These are short assignments during the early part of the course designed to apply the concepts and skills introduced in the earlier class sessions. These will revolve around a series of case studies that will be presented in class. Case studies are based on real-world projects. Assignments are due before class on the week that they are listed.

Critical questions. Students will prepare **three (3)** critical questions based on the empirical readings for that week’s class (don’t use simple methodological readings for this). Questions should reflect issues that the article raises that you would like to discuss with colleagues. They shouldn’t be factual or testing questions, but instead probing and exploring questions. Be prepared to read your questions in class as a way to build the discussion. Assignments are due before class and must be based on that week’s reading.

Final project. The final project will be in the form of a proposal for a specific intervention, enterprise or policy. The projects will work around a small number of real world problems for which background information exists. Students will be allowed work in groups, but are responsible for their individual exercises and expected to work together on the final product. The final projects will be due on April 25 at 5pm.

Class participation. Consistent with the spirit of graduate education and the interactive nature of development practice, students are expected to participate fully in every class session. Participation depends upon completing all readings before each class.

Grading scale

% Earned in class	94-100%	90-94%	87-90%	83-87%	80-83%	77-80%	73-77%	70-73%	65-70%	< 65%
Letter Grade	A	A-	B+	B	B-	C+	C	C	D	F

Translation of letter grades to grade points

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations: <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

Topical Outline

<u>Wk</u>	<u>Date</u>	<u>Topic</u>	<u>Reading (* = Required)</u>	<u>Assignment</u>
1	Jan 6	Introduction – Problem tree case study		
2	Jan 13	Using evidence for health intervention selection Assessing intervention effectiveness: Meta-analysis and systematic reviews	*Imdad, 2011c *Yakoob, 2011a DCPP, Chapter 19	
	<i>Jan 20</i>	<i>No class – MLK Day</i>		
3	Jan 27	Intervention delivery strategies – programs, policies, enterprises	*Khatib, 2008 *Pettifor, 2009 Cairncross, 2003 DCPP, Chap 3, 6	<i>Assessing intervention exercise due</i>

Wk	Date	Topic	Reading (* = Required)	Assignment
4	Feb 3	Selecting interventions and strategies – exercises Case studies introduced	*Badham, 2012 *Bhutta, 2008	Case study exercise - Problem Tree
5	Feb 10	Logical Frameworks and Intervention planning	*PSI Logframe manual (on-line) Tanzania National Sanitation Campaign Logframe and business case	<i>Problem / Objective tree exercise due</i>
6	Feb 17	Behavioral intervention designs	*PSI Behavior Change Framework (on-line) *Winch et al, 2008 *Devine, 2010	<i>Log frame exercise due</i>
7	Feb 24	Monitoring and performance indicators	*Gage, et al, 2006	Article selection due
8	Mar 10	Qualitative field methods	*Nana et al, 2005 Sommer, 2010	Student led discussion
9	Mar 17	Monitoring and performance II - measurement approaches – PSI; District health surveillance;	*DCPP, Chap 28	Student led discussion <i>Formative research and FGD guide due</i>
10	Mar 24	Evaluation methods I	DCPP, Chap 20 *Savedoff et al, 2006 World Bank OED, 2004, p 4-24	Student led discussion <i>Indicators and monitoring due</i>
11	Mar 31	Evaluation methods II	DCPP, Chap 21 *Arifeen et al, 2009 *Bonevecchio et al, 2007	Student led discussion
12	Apr 7	Estimating impacts	DCPP, Chap 26	Student led discussion <i>Evaluation plan due</i>

<u>Wk</u>	<u>Date</u>	<u>Topic</u>	<u>Reading (* = Required)</u>	<u>Assignment</u>
13	Apr 14	Assessing and planning for sustainability	DCPP, Chap 18 *Kremer and Miquel, 2004.	Student led discussion <i>Data and adaptive mgmt due</i>
14	Apr 21	Presentations and discussion		
	Apr 25	Final Assignment Due		

Methods Enhancement

1. Quantitative data analysis tutorial
2. Qualitative methods workshop
3. Modeling intervention impact

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity (see Student Conduct Code, the Graduate Student Handbook or this web site for more details: www.dso.ufl.edu/judicial/procedures/academicguide.php). Cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior. The UF Honor Code is:

We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

Policy Related to Class Attendance and Behavior

Students are expected to attend all classes. Special circumstances should be brought to the attention of the instructor. Students who miss more than three classes will be dismissed from the course. Personal issues with respect to class attendance or fulfillment of course requirements will be handled on an individual basis. Cell phones must be silenced in class. Students may use laptop computers for the purpose of note-taking during class. Misuse of this privilege may lead to a ban on laptops for the entire class.

Policy Regarding Make-up Work

Students are expected to submit all assignments and to complete all take home exams on time. If timely submissions cannot occur, students should contact the course instructor to discuss options for completing the outstanding work. The instructor is not required to accept late submissions, regardless of when s/he is consulted. Students who do not contact the instructor regarding late work should expect to receive no credit for the assignment/exam.

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must first register with the Dean of Students Office (<http://oss.ufl.edu/>). The Dean of Students Office will provide documentation to you, which you then give to the instructor when requesting accommodation. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor and to seek confidential assistance at the University of Florida Counseling Center, 352-392-1575, or Student Mental Health Services, 352-392-1171. Visit their web sites for more information: <http://www.counsel.ufl.edu/> or <http://www.health.ufl.edu/shcc/smhs/index.htm#urgent>

The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services, including primary care, women's health care, immunizations, mental health care, and pharmacy services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: www.health.ufl.edu/shcc

Crisis intervention is always available 24/7 from:
Alachua County Crisis Center: (352) 264-6789.

BUT – Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

References: (Note: Required readings are starred*)

- *Amin, Das, Goldstein (Eds), 2006. Are you being served? : new tools for measuring service delivery.
- *Arifeen SE, Hoque DM, Akter T, Rahman M, Hoque ME, Begum K, Chowdhury EK, Khan R, Blum LS, Ahmed S, Hossain MA, Siddik A, Begum N, Sadeq-ur Rahman Q, Haque TM, Billah SM, Islam M, Rumi RA, Law E, Al-Helal ZA, Baqui AH, Schellenberg J, Adam T, Moulton LH, Habicht JP, Scherpbier RW, Victora CG, Bryce J, Black RE. 2009. Effect of the Integrated Management of Childhood Illness strategy on childhood mortality and nutrition in a rural area in Bangladesh: a cluster randomized trial. *Lancet*. Aug 1;374(9687):393-403.
- Baker, JL. 2000. Evaluating the Impact of Development Projects on Poverty: A Handbook for Practitioners, The World Bank, p 1-15.
(<http://siteresources.worldbank.org/INTISPMA/Resources/handbook.pdf>)
- *Badham, J., Ensuring optimal breastfeeding and improvements in complementary feeding to improve infant and young child nutrition in developing countries. *Maternal & Child Nutrition*, 2012. 9: p. 1-5.
- *Bhutta, Z.A., et al., Maternal and Child Undernutrition 3: What works? Interventions for maternal and child undernutrition and survival. *The Lancet*, 2008.
- *Bonvecchio, et al (2007) Maternal Knowledge and Use of a Micronutrient Supplement Was Improved with a Programmatically Feasible Intervention in Mexico, *J. Nutr.* 137:440-446,
- Cairncross, S., Sanitation in the developing world: current status and future solutions. *Int J Environ Health Res*, 2003. 13 Suppl 1: p. S123-31.
- *Gage, A, et al., „A guide to monitoring and evaluating child health programs“. Chapel Hill, North Carolina., 2005. Download: <<http://www.cpc.unc.edu/measure/publications/pdf/ms-05-15.pdf>>

*Gruen RL, Elliott JH, Nolan ML, et al. Sustainability science: an integrated approach for health-programme planning. *Lancet*. 372:1579-89.

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Imdad A, Yakoob MY, Sudfeld C, Haider BA, Black RE, Bhutta ZA. 2011c. Impact of vitamin A supplementation on infant and childhood mortality. *BMC Public Health*, 11(Suppl 3):S20.

*Ivers LC, et al. 2010. Food assistance is associated with improved body mass index, food security and attendance at clinic in an HIV program in central Haiti: a prospective observational cohort study *BMC Public Health* 2010, 10:245

Jabeen M, Yakoob MY, Imdad A, Bhutta ZA. Impact of interventions to prevent and manage preeclampsia and eclampsia on stillbirths. *BMC Public Health*, 11(Suppl 3):S6.

*Khatib, R.A., et al., *Markets, voucher subsidies and free nets combine to achieve high bed net coverage in rural Tanzania*. *Malar J*, 2008. 7: p. 98.

Kramer MS, Kakuma R. Energy and protein intake in pregnancy. *Cochrane Database of Systematic Reviews* 2003, Issue 4.

*Kremer and Miquel, 2004. Illusions of Sustainability, Center for International Development, Harvard University, CID Working Paper No. 112

*Mackay, 2006. Institutionalization of Monitoring and Evaluation Systems to Improve Public Sector Management. *ECD Working Paper Series*, no. 15

Masset E, Haddad L, Cornelius A, Isaza-Castro J. 2011. A systematic review of agricultural interventions that aim to improve nutritional status of children. London: EPPI-Centre, Social Science Research Unit, Institute of Education, University of London.

*Nana CP, Inge D. Brouwer, Noel-Marie Zagré, Frans J. Kok, and Alfred S. Traore, 2005. Community assessment of availability, consumption, and cultural acceptability of food sources of (pro)vitamin A: Toward the development of a dietary intervention among preschool children in rural Burkina Faso, *Food and Nutrition Bulletin*, 26(4).

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*Pandit J, et al 2010. Shamba Maisha: A pilot study assessing impacts of a micro-irrigation intervention on the health and economic wellbeing of HIV patients, *BMC Public Health* 2010, 10:245

*Pettifor, A., et al., *Free distribution of insecticide treated bed nets to pregnant women in Kinshasa: an effective way to achieve 80% use by women and their newborns*. Trop Med Int Health, 2009. **14**(1): p. 20-8.

*Savedoff, W., R. Levine and N. Birdsall (editors). *When will we ever learn? Improving lives through impact evaluation*. Center for Global Development. Washington DC, May 2006. (pp 1-43)

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