

This is a methods course for students in the Masters of Public Health Program, focused on giving them the skills to assess the effectiveness of international public health programs (such as a vaccination campaigns, the provision of safe drinking water, , etc.). Although I am personally very interested in issues of environmental sustainability (I don't own a car, have a vegetable garden in my back yard, and feel bad about the amount of international air travel I do for work), I was initially stumped by how I could add more of a sustainability focus to a class that is fundamentally about methods, not topics, and which already had a very full syllabus. Thanks to the very helpful suggestions in our Piedmont Project workshop on different ways to change your course, I've found a number of ways in which I can integrate a focus on sustainability issues into this course:

- 1) through the "hidden curriculum", by using examples of public health programs that either respond to or contribute to environmental sustainability as the case studies for homework problems and lectures...e.g.
  - a. evaluating the effectiveness of a program to promote improved stoves that reduce indoor air pollution for the women who do the cooking and also use less fuel, thereby reducing deforestation in fuel-scarce regions of developing countries
  - b. using weather data as a monitoring tool to predict vector-borne outbreaks such as dengue fever as climate change affects traditional ranges of environmentally-dependent diseases
  - c. the difficulty of finding a comparison group for a study of nutritional consequences of degrading soil quality in areas where farmers rely too heavily on fertilizers
  - d. and many more examples that will show up in the homework and lectures but not here on the syllabus
- 2) by developing a module specifically focused on monitoring and evaluating sustainability (it's hard to do, since by definition there is no comparison group)
- 3) by augmenting existing modules on understanding programs (the first step in being able to monitor or evaluate them), encouraging students to think about the environmental context and how that might affect the program's outcomes – this pertains to the lectures on frameworks and process evaluations

In addition, I was really excited to learn about the many sustainability initiatives going on around campus. Throughout Ciannat Howett's presentation, I was furiously jotting down ideas that could turn into Masters Theses for students in the other department I am affiliated with (Environmental Health) – so many opportunities to combine my research background in monitoring and evaluation with the programs going on right here around me at Emory, simultaneously developing research skills in the students and collecting information that could be useful to the Sustainability Initiatives here. Perhaps even more than the changes I will be making to the course I teach, I think these opportunities at the center of the operations-research-teaching Venn diagram here at Emory could have important ripple effects (and make for some fun and fascinating research projects in the process!).



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<b>DEPARTMENT:</b>	<b>Hubert Global Health</b>	
<b>COURSE NUMBER:</b>	<b>GH560</b>	
<b>CREDIT HOURS:</b>	<b>3</b>	
<b>COURSE TITLE:</b>	<b>Monitoring and Evaluating International Public Health Programs</b>	
<b>LOCATION AND TIME:</b>	<b>Lecture Monday 3:00 – 4:50 pm</b>	<b>CNR4001</b>
	<b>Lab Tuesday 1:00-1:50 or 3.00-3:50</b>	<b>TBA</b>

<b>EVALUATION</b>	
Assignments (3 x 15% each)	45%
Case study description	10%
Case study monitoring plan	15%
Case study impact evaluation proposal	15%
Reading responses	10%
Lab participation	5%

**ACADEMIC HONOR CODE**  
**The RSPH requires that all material submitted by a student in fulfilling his or her academic course of study must be the original work of the student.**

**COURSE DESCRIPTION**  
 This course provides students with basic technical skills to set up monitoring systems and carry out process and impact evaluations of international public health programs and/or projects. It also helps students to understand the role of monitoring and evaluation in policy analysis, program planning, design and implementation.

**INSTRUCTOR NAME: Dr. Clair Null**

**INSTRUCTOR CONTACT INFORMATION**

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OFFICE HOURS: Thursday 4-6  
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**LEARNING OBJECTIVES OR COMPETENCIES OF THE COURSE**

By the end of this course students should be able to:

1. Explain the motivations for investing in monitoring & evaluation.
2. Understand and be able to apply the different frameworks commonly used to describe projects/programs.
3. Differentiate between various targeting strategies, assess each one's suitability for a particular project/program, evaluate whether or not the implemented strategy is being applied successfully.
4. Describe various project/program elements in need of monitoring, suggest data collection strategies, use findings to improve project/program implementation.
5. Think critically about the relevance and practicality of indicators for various stages of project/program implementation and effectiveness.
6. Execute lot quality assurance sampling as a monitoring tool.
7. Prepare a plan for a process evaluation.
8. Categorize different evaluation types according to what you want to measure and how sure you want to be of the results, suggest the appropriate one for a given project/program, audience, and budget.
9. Weigh the advantages and challenges of different options as a comparison group in plausibility and probability evaluations.
10. Appreciate cost-effectiveness, equity, and sustainability analysis.
11. Critically review international public health evaluations.

**LEARNING OBJECTIVES OR COMPETENCIES FOR THE DEPARTMENT OR PROGRAM TO WHICH THE COURSE CONTRIBUTES**

1. **Communicate in written format**
2. **Conduct public health practices** including needs assessment and/or evaluations of public health programs.
3. **Design observational research studies** in critical public health areas **using quantitative research methods.**
4. **Implement research protocols.**
5. **Promote the adoption and integration of ethical research methods** and findings into a unified public health practice.

**Semester Plan**

<u>Date</u>	<u>Lecture Topic</u>	<u>Lab Activity</u>	<u>Assignments</u> <u>(due Monday before class)</u>
30-Aug	Introduction to M&E; course business	Project/program brainstorming	
6-Sep	Labor day (no class)	Frameworks lecture	Reading response #1
13-Sep	Frameworks lab; Targeting lecture	Targeting lab; Peer feedback on project/program description	
20-Sep	Monitoring overview; Choosing indicators	Measuring risky/illegal/illicit behaviors	Project/Program description
27-Sep	Lot Quality Assurance Sampling	Indicators & LQAS for your project/program; Random sampling	Reading response #2
4-Oct	Monitoring case study	Dashboard for your project/program; Mid-semester evaluations	Homework #1
11-Oct	Fall break (no class)		Peer feedback on monitoring plan
18-Oct	Process evaluations	Monitoring presentations	Monitoring plan
25-Oct	Evaluation lingo; Adequacy evaluations	Monitoring presentations	Reading response #3
1-Nov	Probability evaluations	Difference-in-difference practice	Reading response #4
8-Nov	Plausability evaluations	Matching exercise	Homework #2
15-Nov	Special topics I: Economics	Cost-effectiveness graphing; Peer feedback on evaluation plan	
22-Nov	Special topics II: Equity	Evaluation presentations	Homework #3 & Evaluation plan
29-Nov	Special topics III: Sustainability	Evaluation presentations	Reading response #5
6-Dec	Review; End-of-semester evaluation		

All course documents will be posted on Blackboard.