DEPARTMENT: Environmental Health

COURSE NUMBER: EH 590R  SECTION NUMBER: 1

CREDIT HOURS: 1  SEMESTER: Spring 2019

COURSE TITLE: Initiation and Management of Research Projects under Constrained Conditions

CLASS HOURS AND LOCATION: February 14-16, GCR P39
Th: 6:00PM-9:00PM
F: 5:00PM-8:00PM
SA: 9:00AM-5:00PM

INSTRUCTOR NAME: Flemming Konradsen

INSTRUCTOR CONTACT INFORMATION

EMAIL: flko@sund.ku.dk
SCHOOL ADDRESS OR MAILBOX LOCATION: 2nd floor, EH Department
OFFICE HOURS By appointment

COURSE DESCRIPTION

Students will learn critical aspects of managing research projects in resource-limited environments. Key topics covered include: local permits and ethical clearances, international transport of biological and environmental material, formalizing partnerships, introducing a project to relevant stakeholders, administrative management, recruitment of staff and terms and conditions for staff, staff security and data sharing/authorships among partners. Learning will take place through role-plays, student presentations, instructor case presentations, and group problem solving exercises.
MPH/MSPH FOUNDATIONAL COMPETENCIES:
This course will help students develop and strengthen skills in the following among the ASPH March 2007 MPH Core Competencies (www.asph.org/userfiles/WordFormat-DomainsandCompetenciesOnly.doc):

Communication and Informatics:
F. 4. Apply theory and strategy-based communication principles across different settings and audiences.
F. 5. Apply legal and ethical principles to the use of information technology and resources in public health settings.
F. 7. Demonstrate effective written and oral skills for communicating with different audiences in the context of professional public health activities.

Diversity and Culture
G. 2. Explain how professional ethics and practices relate to equity and accountability in diverse community settings.

Leadership:
H. 3. Articulate an achievable mission, set of core values, and vision.
H. 4. Engage in dialogue and learning from others to advance public health goals.
H. 5. Demonstrate team building, negotiation, and conflict management skills.
H. 6. Demonstrate transparency, integrity, and honesty in all actions.
H. 9. Develop strategies to motivate others for collaborative problem solving, decision-making, and evaluation.

Professionalism:
J. 5. Promote high standards of personal and organizational integrity, compassion, honesty and respect for all people.
J. 7. Analyze the potential impacts of legal and regulatory environments on the conduct of ethical public health research and practice.
J. 8. Distinguish between population and individual ethical considerations in relation to the benefits, costs, and burdens of public health programs.
J. 10. Appreciate the importance of working collaboratively with diverse communities and constituencies (e.g. researchers, practitioners, agencies and organizations).

Program Planning:
K. 2. Describe the tasks necessary to assure that program implementation occurs as intended.
K. 8. Prepare a program budget with justification.

EH CONCENTRATION COMPETENCIES:
• Describe major environmental risks to human health ranging from the local to the global scale
• Explain major policy issues in environmental health

COURSE LEARNING OBJECTIVES:
Upon completion of the course, students will be able to:

1. Identify factors of importance for the successful initiation of research projects in an international and cross-cultural context;

2. Critically assess the factors of importance for the management of research projects in an international and cross-cultural context;

3. Discuss the best way to ensure proper transfer and dissemination of research findings among partners.
EVALUATION
The course will have a satisfactory/unsatisfactory grading basis and receive qualitative feedback from the instructor throughout the course.

Attend class a minimum of 85% of the scheduled course sessions and:

- Make a brief self-introduction at the beginning of the course with a focus upon research interest and personal experiences related to project management (including small student projects).
- Actively participate in the role-plays and group assignments.
- Actively contribute to the small case challenges and assignments presented in class.

COURSE STRUCTURE
Students will engage in active discussions, role plays and group work.

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<thead>
<tr>
<th>MPH/MSPH Foundational Competencies</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>Select communication strategies for different audiences and sectors</td>
<td>Recruitment of staff and terms and conditions for staff.</td>
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<tr>
<td>Apply Principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making</td>
<td>Discuss the recruitment process and the issues to be considered as part of contract discussion with new staff (role-play and group discussion)</td>
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<td>Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes</td>
<td>Introducing the project to community, local authorities and relevant partners, how to identify key partners and best approach for building partnerships (Group Work)</td>
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<td>Assess population needs, assets and capacities that affect communities’ health</td>
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<th>EH Concentration Competencies</th>
<th>Assessment</th>
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<tr>
<td>Describe major environmental risks to human health ranging from the local to the global scale</td>
<td>Staff Security. Identify security issues related to project staff and briefly discuss the preparedness plans. Discuss responds to 3-5 security situation reports from the field.</td>
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<tr>
<td>Explain major policy issues in environmental health</td>
<td>Administrative and financial management considerations. Identify the administrative and financial management tasks to be dealt with on a routine basis in the Zoomba project including reporting requirements, auditing etc. Discuss how to draft a budget for a project. Also, briefly discuss the support staff and infrastructure needs</td>
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COURSE POLICIES
Course Materials:
**Introduction to Project Management:** See pdf attachment on Canvas

**Additional Course Links:**
Research proposal and thesis development  
[http://betterthesis.dk/](http://betterthesis.dk/)

Global health open educational resources  
[https://www.oercommons.org/hubs/nordic_universities](https://www.oercommons.org/hubs/nordic_universities)

The Global Health Network (including link to ethical clearances applications):  
[https://tghn.org/](https://tghn.org/)

Online Research Ethics Resources  
[https://helenkara.com/2018/01/18/free-online-research-ethics-resources/](https://helenkara.com/2018/01/18/free-online-research-ethics-resources/)

Guidelines for transporting biological materials by post or plane  

Pre-departure handbook for students  

How to write a logframe: a beginner’s guide  

As the instructor of this course I endeavor to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and the Office for Equity and Inclusion, 404-727-9877.

**RSPH POLICIES**

**Accessibility and Accommodations**

Accessibility Services works with students who have disabilities to provide reasonable accommodations. In order to receive consideration for reasonable accommodations, you must contact the Office of Accessibility Services (OAS). It is the responsibility of the student to register with OAS. Please note that accommodations are not retroactive and that disability accommodations are not provided until an accommodation letter has been processed.

Students who registered with OAS and have a letter outlining their academic accommodations are strongly encouraged to coordinate a meeting time with me to
discuss a protocol to implement the accommodations as needed throughout the semester. This meeting should occur as early in the semester as possible.

Contact Accessibility Services for more information at (404) 727-9877 or accessibility@emory.edu. Additional information is available at the OAS website at http://equityandinclusion.emory.edu/access/students/index.html

Honor Code
You are bound by Emory University’s Student Honor and Conduct Code. RSPH requires that all material submitted by a student fulfilling his or her academic course of study must be the original work of the student. Violations of academic honor include any action by a student indicating dishonesty or a lack of integrity in academic ethics. Academic dishonesty refers to cheating, plagiarizing, assisting other students without authorization, lying, tampering, or stealing in performing any academic work, and will not be tolerated under any circumstances.

The RSPH Honor Code states: “Plagiarism is the act of presenting as one’s own work the expression, words, or ideas of another person whether published or unpublished (including the work of another student). A writer’s work should be regarded as his/her own property.”
(http://www.sph.emory.edu/cms/current_students/enrollment_services/honor_code.html)

### COURSE CALENDAR and OUTLINE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s)</th>
<th>Student Involvement</th>
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<tbody>
<tr>
<td>Feb. 14</td>
<td><strong>Introduction</strong>: What is successful research project management</td>
<td>Brainstorming</td>
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<td><strong>Landmines</strong></td>
<td>Group Work</td>
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<td><strong>Project Formulation and establishing a project management structure</strong></td>
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<td><strong>Background to the Case</strong>: The Zoomba Health Research Project</td>
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<td><strong>Introducing the project</strong> to community, local authorities and relevant partners, how to identify key partners and best approach for building partnerships</td>
<td>Group Work</td>
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<td><strong>How to introduce “your” project</strong> (Zoomba). Project Coordinators introduce project to District Medical Officer of Zoomba District</td>
<td>Role-Play</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Activity</td>
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<td>Feb. 15</td>
<td><strong>Formalizing Partnerships</strong> - Memorandum of understanding - why and what to include?</td>
<td>Group Work and Plenum Discussion</td>
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<td><strong>Permits</strong> - the case of xx country and xx institution (identifying the need for permits in the Zoomba case and in general.)</td>
<td>Plenum Discussion</td>
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<td><strong>Coordination among stakeholders</strong></td>
<td>Plenum Discussion</td>
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<td><strong>Administrative and financial management considerations.</strong> Identify the administrative and financial management tasks to be dealt with on a routine basis in the Zoomba project including reporting requirements, auditing etc. Discuss how to draft a budget for a project. Also, briefly discuss the support staff and infrastructure needs</td>
<td>Group Work</td>
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<td><strong>Principals of project reporting structures</strong></td>
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<td>Feb. 16</td>
<td><strong>Recruitment of staff and terms and conditions for staff.</strong></td>
<td>Role-Play and Group Discussion</td>
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<td>- Discuss the recruitment process and the issues to be considered as part of contract discussion with new staff</td>
<td>Group Preparation and Role-Play</td>
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<td>- Project Coordinator discusses terms and conditions with Junior Researcher and Driver to be hired by the Zoomba project</td>
<td>Plenum Discussion</td>
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<td><strong>Staff Security.</strong> Identify security issues related to project staff and briefly discuss the preparedness plans. Discuss responds to 3-5 security situation reports from the field.</td>
<td>Plenum Discussion</td>
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<td>General discussion of <strong>data management</strong> and <strong>quality assurance</strong></td>
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<td><strong>Downsizing</strong> Project Manager discussing contract with Chief Entomologist</td>
<td>Role-Play</td>
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<td><strong>Project close</strong></td>
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<td><strong>Course “evaluation”</strong></td>
<td>Student Evaluation</td>
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