BRIEF COURSE DESCRIPTION

This course is a collaboration between Emory University and UNICEF. The purpose of this course is to support applied learning on developing, executing, and evaluating sustainable and inclusive WASH in Schools interventions in collaboration with local, sub-national, and national stakeholders. The course includes 10 online modules taught live every other week and a final case study assignment. The course will support participants to identify areas of concern, advocate for improved WASH conditions, select appropriate behavior change and technology approaches, and monitor program outputs and outcomes. Course participants will include MPH students, UNICEF field officers, government stakeholders, and other sectoral stakeholders and is designed to ensure active participation and sharing of experience and information between participants. The course has been taught yearly since 2011 for partners and has had nearly 300 participants from over 70 countries. Spring 2015 is the first offering to Emory students. A full syllabus can be found here: http://www.unicef.org/wash/schools/files/WinS_101_Distance_Learning_Course_Book_-_Part_I.pdf

LIST SCHOOL LEVEL, DEPARTMENT, AND/ OR PROGRAM COMPETENCIES

School-level competencies

- Discuss how health policy and finance affect the delivery, quality, access, and costs of health care for individuals, communities and populations
- Apply skills and knowledge in public health setting(s) through planned and supervised experience(s) related to professional career objectives
- Develop the capacity for lifelong learning in public health
- Apply principles of ethical conduct to public health practice

Department-level competencies

- Design environmental health programs, policies, interventions and/or research intended to improve the health of individuals, communities, and populations
- Communicate the key methods, findings and public health implications of research on a poster and verbally to an audience of public health professionals
LIST LEARNING OBJECTIVES ASSOCIATED WITH THE COMPETENCIES

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

1. Know the evidence base for school WASH impact on education and health
2. Understand the policy environment of school WASH and be able to apply a bottleneck analysis
3. Develop a problem tree analysis to understand key considerations for school WASH
4. Know key technologies and behavior change approaches used in school WASH
5. Understand a gender and equity perspective in school WASH programming
6. Know how to design a monitoring and evaluation program for school WASH

EVALUATION

Students are required to attend ALL sessions. Students may miss up to 2 sessions if they review the recording and email the TA and instructor with key takeaway messages. Students should post at least 1 comment on blackboard per session (10 total) and complete short 3 group assignments. Students will complete one of two final assignments: 1) develop a 5-page case study in groups using a bottleneck analysis to identify key challenges for school WASH and programming challenges and approaches, or 2) develop a school WASH program.

The course is graded on a satisfactory/unsatisfactory basis.

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.