



EMORY

ROLLINS  
SCHOOL OF  
PUBLIC  
HEALTH

**COURSE TITLE:** WASH in Schools Distance-Learning Course

**COURSE DATES:** January 16<sup>th</sup> – April 8<sup>th</sup>, 2024  
*See course calendar for specific dates*

**CLASS HOURS AND LOCATION:** Wednesdays 08:00-08:50am ET (Online)

**LANGUAGES AVAILABLE:** English only

**INSTRUCTOR NAME:** Matthew Freeman, MPH PhD

### **INSTRUCTOR CONTACT INFORMATION**

EMAIL: [matthew.freeman@emory.edu](mailto:matthew.freeman@emory.edu)

PHONE: 404.712.8767

SCHOOL ADDRESS OR MAILBOX LOCATION: CNR 6<sup>th</sup> FLOOR

OFFICE HOURS: <https://calendly.com/matthew-freeman/20min>

### **TEACHING ASSISTANTS (TAs):**

Name: TBD

EMAIL: TBD

OFFICE HOURS: TBD

### **COURSE DESCRIPTION**

This course is designed to help students, as future public health practitioners, develop the knowledge and skills necessary to be and engage with water, sanitation, and hygiene (WASH) champions, program managers, researchers, policymakers, and donors. More specifically, the course supports 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 addresses core areas of WASH in Schools programming within 9 modules that will help students identify areas of intervention, articulate what the program will do to bring about change, and how program success can be measured. We will cover recent WASH in Schools initiatives, introduce key evidence from literature, and discuss lessons learned to help maximize program impact and sustainability. Students will have the opportunity to interact with development professionals and policy makers from countries around the world and hear from speakers from organizations such as UNICEF, CARE, Save the Children, GIZ and others. The course has no prerequisites and takes place during the spring semester. We provide students with a flexible learning environment through the asynchronous delivery of lectures every week, which are accompanied by interactive online discussion sessions to provide cross-sectoral learning and experiences sharing.

## COURSE LEARNING OBJECTIVES:

At the end of this course, students will be able to:

1. Assess the situation in existing schools to identify the extent to which those schools meet WASH standards and targets
2. Choose appropriate 'software' and 'hardware' components of a WASH in Schools program and identify mechanisms through which the activities will be delivered
3. Prepare and implement comprehensive and realistic plans to monitor and evaluate WASH in Schools programs, to promote the sustainable delivery of 'basic' and universal access to drinking water, sanitation and handwashing in schools

This will be achieved through the delivery of **32 specific learning objectives within 9 modules** that will help participants identify areas of intervention, articulate what the program will do to bring about change, and how program success can be measured.

### Module 1. Introduction to WASH in Schools

- Describe what we mean by WASH in Schools
- Discuss the evidence of impact of WASH in Schools
- Summarize the importance of WASH in Schools using a conceptual framework
- Identify resource sharing platforms for WASH in Schools

### Module 2. Global Monitoring and Sustainable Development Goals

- Define SDG targets and related indicators for WASH in Schools
- Classify multi-level service ladders used for monitoring WASH in Schools
- Identify core WASH in School questions needed to report on SDG indicators
- Interpret the status of national, regional, and global WASH services in schools

### Module 3. Planning, Advocacy, and Stakeholder Engagement

- Identify stakeholders and guiding principles of WASH in Schools programs
- Describe the minimum conditions required for providing a healthy school environment
- Use a problem tree to identify feasible WASH in Schools interventions
- Illustrate a WASH in Schools program or project using a theory of change
- List key steps of an advocacy planning and implementation cycle

### Module 4. Technologies and Hardware

- Define the principles of child-friendly WASH facilities in schools
- Summarize benefits and challenges of technology choices for WASH in Schools
- Describe examples of disability inclusive and targeted WASH interventions

### Module 5. Behavior Change Approaches

- Describe the importance of behavior change in WASH
- Apply key steps of designing for behavior change
- Describe examples of behavior change approaches for school-aged children
- Discuss the potential for school-aged children as agents of change

### Module 6. Considering Gender

- Describe how the WHO definition of health applies to WASH and gender specific issues
- Discuss WASH related challenges that schoolgirls face
- Apply a gender lens to identify gender-related WASH barriers and maximize impact on girls

### Module 7. Operation, Maintenance, and Sustainability

- Describe the challenges of sustaining a WASH in Schools program and their impact
- Schedule for WASH operation and maintenance needs of schools
- Identify life cycle costs for across all components of a WASH in Schools program
- Describe how the “Three Star Approach” is used in promoting effective programs

### Module 8. Monitoring and Evaluation

- Recognize the basic concepts and challenges of monitoring & evaluation for WASH in Schools
- Apply key steps for developing a log-frame

### Module 9. Emerging Issues and Emergencies (Climate Resilience)

- Identify standards and protection principles of WASH in emergencies
- Recognize the importance of shifting towards climate resilient WASH/WinS programming
- Discuss practical experiences of implementing climate resilient WASH/WinS programming

## EVALUATION

The course is graded on a satisfactory/unsatisfactory basis. Completing knowledge checks on Canvas, attending the discussion sessions, and satisfactory completion of the three assignments are required for a satisfactory grade. A satisfactory grade is equivalent to a B- or higher (80% and above). Students are expected to:

Activity	Format and instructions	Time commitment
<b>Read</b> the module summary and assigned key reading prior to watching lecture recordings	<ul style="list-style-type: none"> <li>• Students are encouraged to read the module summary and assigned key reading prior to watching lecture videos. This will help improve knowledge retention of module details.</li> <li>• Supplemental readings are also provided. These readings are not assigned but will help the students more fully understand the course material.</li> </ul>	~15 minutes per week
<b>Watch recorded lectures</b> for each module at any time	<ul style="list-style-type: none"> <li>• Lectures for each of the modules will be provided asynchronously (i.e., video recording). This will provide students with a flexible learning environment. Lecture videos will be broken up into segments according to module learning objectives.</li> </ul>	~60 minutes per week
<b>Answer knowledge checks</b> for each module after watching the module lectures	<ul style="list-style-type: none"> <li>• Knowledge checks will be assessed using Canvas quizzes. These questions (~5 per module) will be unscored but used to gauge the understanding of learning objectives presented in the module.</li> <li>• Submission of knowledge checks via Canvas quizzes must be completed at the end of each week to receive participation credit for that module.</li> </ul>	~5 minutes per week
<b>Attend weekly discussion sessions</b> for each module (virtually via Zoom on Wednesdays at 8-8:50am ET)	<ul style="list-style-type: none"> <li>• Students are required to attend ALL discussion sessions. Participation and attendance are critical for the learning in this class, including completion of in-class activities (e.g., breakout discussions).</li> </ul>	50 minutes per week
<b>Complete and submit three assignments</b> by specified due dates	<ul style="list-style-type: none"> <li>• Assignments are designed to further learnings from the course modules and include applying the steps for: (1) conducting a problem tree analysis, (2) designing a behavior change approach, and (3) developing a log-frame.</li> </ul>	~2-3 hours per assignment

## COURSE STRUCTURE

### **Class Participation (25% of final grade)**

Lectures for each of the modules will be provided asynchronously (i.e., video recording). This will provide students with a flexible learning environment. Lecture videos will be broken up into segments (10-20 minutes) according to module learning objectives. The total lecture time will be approximately 60 minutes per module/week.

We will assess class participation based on our observations of students' attendance, completion of knowledge checks on Canvas, and engagement in discussion sessions (e.g., submission of outputs from breakout group activities).

### **Problem Tree Assignment (25% of final grade)**

The goal of this activity is to use a problem tree to identify feasible WASH in Schools interventions as presented in module 3 "Planning, Advocacy, and Stakeholder Engagement." Problem trees are useful for identifying problems, causes and effects, and defining achievable and appropriate objectives for the local context. They are also great tools for engaging stakeholders in thinking about problems and identifying solutions.

Individually, or in your group, you will identify one specific problem related to school WASH that you have observed. You will create a problem tree showing the different factors that influence the problem and root causes that can be influenced through interventions or policies. You can create your problem tree using the software of your choice (PowerPoint, Word, Excel, etc.). Detailed instructions will be posted on Canvas.

### **Behavior Change Approach Assignment (25% of final grade)**

The goal of this activity is to apply key steps of designing for behavior change as presented in module 5 "Behavior Change Approaches." Promoting effective behavior change requires understanding and addressing the underlying drivers of behavior. Applying a framework can be used to guide interventions when preparing program strategies, developing project proposals, or reviewing the quality of interventions.

Individually, or in your group, you will specify one behavior you are targeting related to school WASH. You will describe your behavior change approach by completing a framework where you: identify a target audience; outline barriers and motivators to adoption of the behavior; and list bridges to activities and program activities needed to promote behavior change. Detailed instructions will be posted on Canvas.

### **Steps to a Log-Frame Assignment (25% of final grade)**

The goal of this activity is to apply key steps for developing a log-frame as presented in module 8 "Monitoring and Evaluation." A log-frame is a planning tool that provides a structure to help specify the components of a project and its activities and for relating

them to one another. It also identifies the measures by which the project's anticipated results will be monitored.

Individually, or in your group, you will define an overall goal related to a school WASH program or project. You will apply steps for developing a log-frame where you: define at least one outcome; at least two inputs to achieve that outcome; at least two activities for achieving each output; list assumptions about external factors; and select indicators and their means of verification. Detailed instructions will be posted on Canvas.

## **COURSE POLICIES**

**INTERNET CONNECTION REQUIREMENT:** All course content will be presented online, and discussion sessions will take place via Zoom. Due to this, participants need to have a strong, reliable internet connection in order to participate at the level required for the class. It is requested that all students turn on their video cameras during the synchronous discussion sections to promote a lively and engaged environment.

**CANVAS:** All course content (including PowerPoint slides, lecture recordings, readings, and assignments) will be available on Canvas. It is your responsibility to make sure you can access our class site and to retrieve content you need for the course from Canvas. In the interests of conserving paper, I do not distribute copies of these documents in hardcopy. All content will be posted in Canvas at the beginning of the course.

**ATTENDANCE/MISSING CLASS:** Students are required to attend ALL discussion sessions. Participation and attendance are critical for the learning in this class, including completion of in-class activities (e.g., breakout discussions). If you have to miss a discussion session due to travel, illness, or emergency, please send an email to Dr. Freeman and one of the TAs in advance of the class(es) you will be missing along with key takeaway messages for that week's module. Please do not ask me or your TA what you missed, you are responsible for reviewing Canvas to determine what you missed, such as: complete required readings, review posted PowerPoints, watch recorded lectures, and answer knowledge checks.

**READINGS:** Students are encouraged to read the module summary and assigned key reading(s) prior to watching lecture videos. This will help improve knowledge retention of module details. Supplemental readings may also be provided. These readings are not assigned but will help the students more fully understand the course material.

**ASSIGNMENT LOGISTICS:** Knowledge checks will be assessed using Canvas quizzes. These questions (~5 per module) will be unscored, but used for students, Dr. Freeman, and the TAs to gauge the understanding of learning objectives presented in the module. Submission of knowledge checks via Canvas quizzes must be completed at the end of each week to receive participation credit for that module. Course assignments will be turned in using the Canvas Assignment feature. For instructions, see:

<https://community.canvaslms.com/t5/Student-Guide/How-do-I-upload-a-file-as-an-assignment-submission-in-Canvas/ta-p/274>

Assignments will be started within groups during a discussion session activity. Each student should submit an assignment individually via Canvas.

All assignments are due by 11:59pm on the specified due date. It is your responsibility to confirm that your assignment has been successfully uploaded by the due date. No exceptions. At times, participation worksheets (e.g., google document) may be submitted at the end of each discussion session to be reviewed by me and the TAs.

Assignments will be graded using track changes in Word and will be returned to you via Canvas. Your grades will also be posted in Canvas.

**EXTENSIONS:** A one week (7-day) due date extension will be allowed for one course assignment without penalty, but requests must be submitted in writing to me and one of the TAs via email at least 48 hours prior to the deadline.

**LATE ASSIGNMENTS:** Students will lose 5 points for each 24-hour period after the deadline (non-divisible): i.e., as soon as the deadline has passed. 48 hours after the deadline you will get no points for the assignment. No assignment will be accepted more than 2 days late without a previous extension granted by me.

You can request a re-grade of an assignment within one week of it being returned to you. The request must be made in writing to me (not your TA), explaining why you think you deserve more credit. I will only consider cases in which your total grade on the assignment would be shifted by 5% or more (consult with your TA if you are unsure), but I always welcome questions about what constitutes a right answer during office hours. You are encouraged to meet with the TAs to discuss the assignment before submitting it for a regrade.

**EMAIL POLICY:** If you email me or a TA, you should expect that we may take up to 24 hours to respond to any email requests depending on the request, especially immediately prior to assignments. You should not expect that TAs can review case study assignments and turn around feedback merely a few days in advance of the assignment due date. In addition, you should not email TAs or myself and ask us to review something, without providing a more detailed question or query on a point of clarification. You should not expect email responses over the weekend, especially immediately before an assignment is due.

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.

**TA OFFICE HOURS:** Please try to use the TA office hours as much as possible in lieu of emailing a detailed problem. It will be both an easier and more efficient use of your and

the TA's time. Locations and times for TA office hours are posted on Canvas. You are free to attend any of the TA's office hours.

**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](http://www.sph.emory.edu/cms/current_students/enrollment_services/honor_code.html)

## COURSE OUTLINE AND CALENDER

See interactive calendar on the course website (all dates will also be available on Canvas): <http://www.freemanresearchgroup.org/winscourse>

JANUARY 2024							FEBRUARY 2024						
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat
31	1	2	3	4	5	6	28	29	30	31	1	2	3
7	8	9	10	11	12	13	4 Module 2 closes	5	6	7 Module 3 Discussion session	8	9	10
14	15	16 Course opens!	17 Welcome and orientation	18	19	20	11 Module 3 closes	12	13	14 No module or class this week!	15	16	17
21	22	23	24 Module 1 Discussion session	25	26	27	18	19	20	21 Module 4 Discussion session	22	23	24
28 Module 1 closes	29	30	31 Module 2 Discussion session	1	2	3	25 Module 4 closes	26	27	28 Module 5 Discussion session	29	1	2

  

MARCH 2024							APRIL 2024						
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat
25	26	27	28	29	1	2	31	1	2	3 Module 9 Discussion session	4	5	6
3 Module 5 closes	4	5	6 Module 6 Discussion session	7	8	9	7 Module 9 closes	8 Course closed!	9	10	11	12	13
10 Module 6 closes	11	12	13 No module or class this week!	14	15	16	14	15	16	17	18	19	20
17	18	19	20 Module 7 Discussion session	21	22	23	21	22	23	24	25	26	27
24 Module 7 closes	25	26	27 Module 8 Discussion session	28	29	30	28	29	30	1	2	3	4
31 Module 8 closes	1	2	3	4	5	6							



**Module Weeks (for asynchronous course activities – readings, lecture videos, knowledge checks)**

Week	Modules and learning objectives	*Opens	**Closes
1	Course Overview	January 16	January 21
2	Module 1. Introduction to WASH in Schools	January 17	January 28
3	Module 2. Global Monitoring and Sustainable Development Goals	January 24	February 4
4	Module 3. Planning, Advocacy, and Stakeholder Engagement	January 31	February 11
5	Break! No module or class this week		
6	Module 4. Technologies and Hardware	February 7	February 25
7	Module 5. Behavior Change Approaches	February 21	March 3
8	Module 6. Considering Gender	February 28	March 10
9	Break! No module or class this week		
10	Module 7. Operation, Maintenance, and Sustainability	March 6	March 24
11	Module 8. Monitoring and Evaluation	March 20	March 31
12	Module 9. Emerging issues and Emergencies (Climate Resilience)	March 27	April 7

\*All content will be made available to students at the beginning of the course to allow for flexibility in completing readings and watching lecture videos

\*\*Modules must be completed sequentially. Submission of knowledge checks via Canvas quizzes must be completed at the end of each week (i.e., before 11:59pm of the close date) to receive participation credit for that module. You will have access to all module material after you complete them.

## Key Dates (for interactive course activities – discussion sessions and assignments)

Attendance required     Graded assignment

Activity	Format	Date	Time
Welcome and orientation	Attend in person via Zoom	January 17	8-8:50am ET
Module 1. Discussion session	Attend in person via Zoom	January 24	8-8:50am ET
Module 2. Discussion session	Attend in person via Zoom	January 31	8-8:50am ET
Module 3. Discussion session	Attend in person via Zoom	February 7	8-8:50am ET
Problem Tree Assignment Due	Submit individually via Canvas	February 19	11:59pm ET
Module 4. Discussion session	Attend in person via Zoom	February 21	8-8:50am ET
Module 5. Discussion session	Attend in person via Zoom	February 28	8-8:50am ET
Module 6. Discussion session	Attend in person via Zoom	March 6	8-8:50am ET
Behavior Change Approach Assignment Due	Submit individually via Canvas	March 18	11:59pm ET
Module 7. Discussion session	Attend in person via Zoom	March 20	8-8:50am ET
Module 8. Discussion session	Attend in person via Zoom	March 27	8-8:50am ET
Module 9. Discussion session	Attend in person via Zoom	April 3	8-8:50am ET
Steps to a Log-Frame Assignment Due	Submit individually via Canvas	April 8	11:59pm ET

\*No Discussion session on February 14 or March 13