

Course Syllabus



Quick Links

To help with navigation, here are some of the links you'll be using frequently in this course:

- Tools: [Canvas \(https://gatech.instructure.com/courses/352246/\)](https://gatech.instructure.com/courses/352246/) | [Peer Feedback \(http://peerfeedback.gatech.edu/\)](http://peerfeedback.gatech.edu/)
- Class Pages: [CS6750 Home \(https://gatech.instructure.com/courses/420876/\)](https://gatech.instructure.com/courses/420876/) | [Fall 2024 Syllabus \(https://gatech.instructure.com/courses/352246/assignments/syllabus\)](https://gatech.instructure.com/courses/352246/assignments/syllabus) | [Fall 2024 Full Calendar \(https://gatech.instructure.com/courses/420876/pages/course-calendar\)](https://gatech.instructure.com/courses/420876/pages/course-calendar) | [Course Modules \(https://gatech.instructure.com/courses/420876/modules\)](https://gatech.instructure.com/courses/420876/modules)
- Response Papers: [Response Paper 1 \(https://gatech.instructure.com/courses/420876/assignments/1793136\)](https://gatech.instructure.com/courses/420876/assignments/1793136) | [Response Paper 2 \(https://gatech.instructure.com/courses/420876/assignments/1793138\)](https://gatech.instructure.com/courses/420876/assignments/1793138) | [Response Paper 3 \(https://gatech.instructure.com/courses/420876/assignments/1793140\)](https://gatech.instructure.com/courses/420876/assignments/1793140)
- Design Assignments: [Design Assignment 1 \(https://gatech.instructure.com/courses/420876/assignments/1793112\)](https://gatech.instructure.com/courses/420876/assignments/1793112) | [Design Assignment 2 \(https://gatech.instructure.com/courses/420876/assignments/1793114\)](https://gatech.instructure.com/courses/420876/assignments/1793114)
- Final Project: [Abstract \(https://gatech.instructure.com/courses/420876/assignments/1793120\)](https://gatech.instructure.com/courses/420876/assignments/1793120) | [Interview \(https://gatech.instructure.com/courses/420876/assignments/1793134\)](https://gatech.instructure.com/courses/420876/assignments/1793134) | [Presentation \(https://gatech.instructure.com/courses/420876/assignments/1793128\)](https://gatech.instructure.com/courses/420876/assignments/1793128) | [Paper \(https://gatech.instructure.com/courses/420876/assignments/1793128\)](https://gatech.instructure.com/courses/420876/assignments/1793128) | [Prototype \(https://gatech.instructure.com/courses/420876/assignments/1793130\)](https://gatech.instructure.com/courses/420876/assignments/1793130)
- Class Participation: [Class Participation \(https://gatech.instructure.com/courses/352246/assignments/1479390\)](https://gatech.instructure.com/courses/352246/assignments/1479390)

Course Description

This course introduces individual, interpersonal, and societal influences on health, and how such influences create health disparities. Using this knowledge as a foundation, the course examines how digital health technologies can be designed to achieve health equity, and how the varied influences on health shape access to, utilization of, and impact of digital health systems. Students will learn how to apply theory, empirical insights, and perspectives from the social, behavioral, and public health sciences in the design and evaluation of digital health systems that address the disproportionate barriers to health and poor health outcomes experienced by vulnerable and marginalized populations. Foundations of public health will be examined, including prevention and the prevention paradox, public health ethics, behavioral theories, and social determinants of health. Additionally, the course will have a central focus on applying human-centered design concepts to the domain of digital health equity. The course will examine various ways in which technology can be employed to reduce health disparities, such as thorough education, intervention, and collective action, and discuss the relative effectiveness of these approaches.

Learning Objectives

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

- Explain the role of individual factors, identity (gender, race, ethnicity), socioeconomic status, interpersonal factors, social networks, social support, and structural factors in the distribution of disease and barriers to wellbeing.
- Compare and contrast digital health intervention strategies for addressing the multilevel factors that contribute to health disparities.
- Apply theory, empirical insights, and perspectives from the social, behavioral, and public health sciences to design and critique digital health systems that address disparities in health.
- Apply human-centered design concepts to design and critique digital health systems that address disparities in health.
- Identify ethical challenges in digital health and strategies for approaching these challenges.

Course Calendar At-A-Glance

Lessons include both eLectures, Readings, and Knowledge Checks corresponding to that lesson.

Week #	Week Of	Lessons	Deliverable	Assignment Due Date
1	08/19/2024	1, 2	Start-of-Course Survey	08/25/2024
2	08/26/2024	3		09/01/2024
3	09/02/2024	4, 5		09/08/2024
4	09/09/2024	6	Response Paper 1	09/15/2024
5	09/16/2024	7	Quarter-Course Survey	09/22/2024
6	09/23/2024	8	Design Assignment 1	09/29/2024
7	09/30/2024	9	Final Project Abstract	10/06/2024
8	10/07/2024	10		10/13/2024
9	10/14/2024	11	Response Paper 2 Mid-Course Survey	10/20/2024
10	10/21/2024	12		10/27/2024
11	10/28/2024	13	Intermediate Presentation	11/03/2024
12	11/04/2024	14	Design Assignment 2	11/10/2024
13	11/11/2024	15		11/17/2024
14	11/18/2024	16	Response Paper 3	11/24/2024
15	11/18/2024			11/24/2024
16	11/25/2024		Final Project Prototype Final Project Paper	12/08/2024
17	12/09/2024		End-of-Course Survey	12/12/2024

Given above are the numeric labels for each lesson. For reference, here are those lessons' titles. Note that completing a lesson entails watching the video content, reading any associated readings, and completing any associated additional activities.

1. Course Overview and Introduction
2. Mortality, Life Expectancy & Prevention
3. Digital Health: Introduction & History
4. The Individual: Behavioral Theories and Health
5. Individual-Level Approaches in Digital Health
6. Social Networks, Social Integration, and Social Capital
7. Social Influences on Health & Social Computing for Digital Health
8. Social Determinants of Health
9. Poverty & Socioeconomic Status
10. Social Determinants of Health: Race and Ethnicity
11. Addressing Race & Ethnicity in Digital Health
12. Social Determinants of Health: Place
13. Geographically-Focused Digital Health Interventions
14. Societal Response to Disease
15. Stigmatized Experiences & Digital Health
16. Digital Health Ethics

Course Assessments

Assessment Philosophy: Digital health is a broad, interdisciplinary domain. There is a lot of information that a researcher or practitioner in this space needs to know and understand to be effective. It takes several different types of learning activities to gather this breadth of material. Not everything can be covered in the lectures—reading academic literature is necessary. Not everything can be learned from reading either—practice, course discussions, and group projects are called for. To assess your learning across this range of material and activities, it is necessary to have a multitude of assessment techniques. This includes individual and group work, conceptual knowledge and rote memorization, aesthetic judgments, written assignments, and design assignments. It is all important.

Your grade in this class is generally made of four components: response papers, design assignments, final project deliverables, and class participation.

Final grades will be calculated as an average of all individual grade components, weighted according to the percentages below. Students receiving a final average of 90 or above will receive an A; of 80 to 90 will receive a B; of 70 to 80 will receive a C; of 60 to 70 will receive a D; and of below 60 will receive an F. There is no curve. It is intentionally possible for every student in the class to receive an A.

Response Papers (30%, three at 10% each)

Each student is required to complete three response papers (RPs) during the course of the semester. Students will respond to questions related to the assigned readings and course concepts. The purpose of the papers is to demonstrate your critical analysis of the readings. They should be well-written, thoughtful, and rigorously done. The prompt for each response paper includes multiple questions and/or topics, and successful papers will address all aspects of the assignment prompt.

Design Assignments (30%, two at 15% each)

Students will complete two individual design assignments during the semester. You will be asked to create low to medium fidelity technology prototypes addressing issues of health equity.

Final Project (30%, comprised of multiple milestones)

The final project will be comprised of an abstract (2%), a midpoint presentation (8%), a paper (10%), and a prototype (10%). Students will complete these final projects in small groups.

Project groups will submit an abstract describing the proposed project topic early in the semester to garner early feedback. The abstract must be no longer than 1 page and summarize:

- The health disparity issue you will pursue
- Preliminary ideas about how interactive computing systems can address this issue
- The resources you will need to research this topic and where you will find the information needed
- The key informant you will interview

Groups must complete a key informant interview. Key informant interviews are qualitative in-depth interviews with someone who has direct knowledge about a topic of interest. For example, in this project, that may be someone who is a member of the population you are studying, a researcher who studies your topic, a community leader or practitioner with direct experience addressing your chosen topic and/or working with your chosen population, etc.

Groups will be asked to prepare a presentation, approximately midway through the semester. This presentation must overview the team's progress towards the final prototype and paper deliverables by demonstrating accomplished work, lessons learned, and ideas to pursue.

Project groups must submit a paper, which will include a literature review overviewing the health disparity issue and previous efforts to address this issue (digital and analog), findings from your key informant interview, and a design rationale for and explanation of your prototype (i.e., its key features and innovations, how it addresses your health disparity issue, and a discussion of relevant ethical considerations).

The literature review should include a minimum of 8 sources. Be sure to assess the quality of these sources as you decide what to include—more information on this is included below. These sources should be briefly summarized, but most important is your synthesis of the information. That is, beyond summarizing each individual source, you should also describe the common themes that run through them, points of diversion, and how they collectively provide insight into your project topic. Please give some thought to the strength of your sources and be sure to use citations appropriately. If you have not completed a literature review before, there are several helpful resources online. Here is a link to one at UNC Writing

Center: <http://writingcenter.unc.edu/handouts/literature-reviews>. ↪ (<http://writingcenter.unc.edu/handouts/literature-reviews>.)

Groups will be asked to create a medium-fidelity prototype. This prototype should be high-fidelity in look and low- to medium-fidelity in feel.

- High-fidelity in look: This means that the visual appearance of the prototype is your primary focus; it should look like a “production quality” interface, and it should visually display all functionality and content that users will interact with. Relatedly, users must be able to navigate to all screens in your interface. Your goal is to produce a high-quality interface that is creative and innovative, usable, aesthetically-pleasing, well-organized, and that meets your design requirements.
- Low- to medium-fidelity in feel: Your interface will not be able to support all of your envisioned user interactions. This is OK. Your goal is to visually convey all of the functions and data elements that your system would support and enable users to navigate to the various screens in your interface. You can then simulate system responses to user interactions (g., well-designed, transitions to screen mockups, and aesthetically pleasing popups), to demonstrate how your system would work. You must either simulate or implement every feature in your interface (that is, something should happen when clicking/pressing every interactive object in your system).

For most assignments, grading rubrics will be used. These rubrics will be included in course assignments; students can refer to these rubrics for further information regarding assignment expectations.

Class Participation (10%)

Participation credit may be earned in one of several ways, by completing peer reviews or by participating in discussions on the course forum. In order to support rapid feedback, additional incentives are built into complete peer reviews quickly. Note that all types of participation are graded not only on their quantity, but also on their quality; peer reviews and the course forum contributions only receive credit if they are substantive, and participation in peers’ studies receives differing amounts of credit based on the effort involved. Participation grades are numeric, not letter grades.

Readings

All required readings will be available on Canvas. There is no required textbook for this class, although there is a recommended text:

Coriel, J. Social and Behavioral Foundations of Public Health. Sage. 2009. Thousand Oaks: Sage. (Referred to as Foundations in reading list)

Resources for Writing

Citation and bibliographic resources: Use the University’s website for links to formatting information and citation generators to appropriately and consistently use citations in written class projects, as required.

<https://libguides.library.gatech.edu/how-to-use-citations> ↪ (<https://libguides.library.gatech.edu/how-to-use-citations>)

Strunk, W and E.B. White (1999). The Elements of Style. (4th Edition). Boston: Allyn & Bacon.

The Georgia Tech Communication Center also provides several writing resources:

<https://www.communicationcenter.gatech.edu/> ↪ (<https://www.communicationcenter.gatech.edu/>).

Ungraded Assignments

At the end of each module, there is a Knowledge Check – a short ungraded quiz that allows students to test their knowledge of the concepts covered in the eLectures. While these quizzes are not graded and do not count towards students' final grade, you are strongly encouraged to complete them to assess your learning as you progress through the course.

Course Policies

The following policies are binding for this course.

Official Course Communication

You are responsible for knowing the following information:

1. Anything posted to this syllabus (including the pages linked from here).
2. Anything emailed directly to you by the teaching team (including announcements via the course forum or Canvas), 24 hours after receiving such an email.

Generally speaking, we will post announcements via Canvas and cross-post their content to the course forum; you should thus ensure that your Canvas settings are such that you receive these announcements promptly, ideally via email (in addition to other mechanisms if you'd like). Georgia Tech generally recommends students to check their Georgia Tech email once every 24 hours. So, if an announcement or message is time sensitive, you will not be responsible for the contents of the announcement until 24 hours after it has been sent.

We generally prefer to handle communication via the course forum to help with collaboration among the teaching team, but we understand the course forum is not ideal for having information “pushed” to you. We may contact you via a private the course forum post instead of an email, but if we do so, we will choose to send email notifications immediately, bypassing your individual settings, in order to ensure you're alerted. As such, this type of communication will also spring under #2 above.

Note that this means you won't be responsible for knowing information communicated in several other methods we'll be using. You aren't responsible for knowing anything posted to the course forum that isn't linked from an official announcement. You aren't responsible for anything said in Slack or other third-party sites we may sometimes use to communicate with students. You don't need to worry about missing critical information so long as you keep up with your email and understand the documents on this web site. This also applies in reverse: we do **not** monitor our Canvas message boxes and we may not respond to direct emails. We are committed to reading all top-level posts that are visible to all instructors, and to reading any follow-up in which we are tagged; while we will try to keep up with ongoing conversations, we cannot commit to reading posts beyond these two types. If you need to get in touch with the course staff, please post privately to the course forum (either to all Instructors or to an instructor individually) or tag the instructor in the relevant post.

Communicating with Instructors and TAs

Communication with the course teaching team should be handled via the discussion forum. If your question is relevant to the entire class, you should ask it publicly; if your question is specific to you, such as a question about your specific grade or submission, you should ask it privately.

Our workflow is to regularly filter the forum for Unresolved posts, which includes top-level threads with no answer accepted by the original poster, as well as mega-threads with unresolved follow-ups. If your question requires an official answer or follow-up from an instructor or teaching assistant, make sure that it is posted as either a Question or as a follow-up to a mega-thread, and that it is marked Unresolved. Once an instructor or TA has answered your question, it will automatically be marked as Resolved; if you require further assistance, you are welcome to add a follow-up, but make sure to unmark the question as Resolved in order to make sure that it is seen by a member of the teaching team.

Similarly, in order to keep the forum organized, please post as a Post or Note instead of a Question if your question does not require an official response from the teaching team. For example, if you are interested in getting multiple perspective from classmates, getting feedback on your ideas, or having a discussion that does not have a single answer, please use Post or Note instead of Question. Please reserve Question threads for questions that will likely have a single official response. TAs and instructors will regularly convert Questions to Posts or Notes that do not need a single official answer, but it will save time and allow them to focus their attention on other students if you correctly categorize your post in the first place.

Re-Grade Requests

Students can request a re-grade of any assignment. To do so, students must submit a written justification for the request to the instructor and TA via private forum post, indicating which aspect of the grade you disagree with, describing succinctly and clearly why you believe the grade is incorrect. Please be aware that re-grade requests could result in a lower grade being assigned. Any request must be made within 7 days following the date that the teaching staff returns the graded material.

Late Policy

- Assignments are due by 11:59pm ET (Atlanta) time zone on the due date marked on the schedule.
- Late assignments will receive a 10% deduction per day that they are late, including weekend days. It is your responsibility to determine whether or not it is worth spending the extra time on an assignment vs. turning in incomplete work for partial credit without penalty.
- Any exceptions to this policy (e.g. long-term illness or family emergencies) must be approved by the professor.

Academic Honesty

All students in the class are expected to know and abide by the Georgia Tech [Academic Honor Code](https://policylibrary.gatech.edu/student-affairs/academic-honor-code). Specifically for us, the following academic honesty policies are binding for this class:

- In written essays, all sources are expected to be cited according to APA style. When directly quoting another source, **both in-line quotation marks, an in-line citation, and a reference at the end of the document** are required. When directly summarizing another source in your own words, quotation marks are not needed, but **an in-line citation and reference at the end of your document** are still required. You should consult the [Purdue OWL Research and Citation Resources](https://owl.purdue.edu/owl/research_and_citation/resources.html) for proper citation practices, especially the following pages: [Quoting, Paraphrasing, and Summarizing](https://owl.purdue.edu/owl/research_and_citation/using_research/quoting_paraphrasing_and_summarizing/index.html), [Paraphrasing](https://owl.purdue.edu/owl/research_and_citation/using_research/quoting_paraphrasing_and_summarizing/paraphrasing.html), [Avoiding Plagiarism Overview](https://owl.purdue.edu/owl/research_and_citation/using_research/quoting_paraphrasing_and_summarizing/paraphrasing.html), [Is It Plagiarism?](https://owl.purdue.edu/owl/teacher_and_tutor_resources/preventing_plagiarism/avoiding_plagiarism/index.html), and [Safe Practices](https://owl.purdue.edu/owl/avoiding_plagiarism/best_practices.html). You should also consult our dedicated pages (from another course) on [how to use citations](http://omscs6460.gatech.edu/research-guide/how-to-use-citations-in-a-paper/) and [how to avoid plagiarism](http://omscs6460.gatech.edu/research-guide/how-to-avoid-plagiarism/).
- Any figures or images borrowed from other sources must similarly be cited. If you borrow an existing figure and modify it, you must still cite the original figure. It must be obvious what portion of your submission is your own creation.
- It is important to note that “sources” in the above contexts means *any* material that you did not write yourself: it does not matter whether you are referencing academic sources with named authors, general web sites with no named writer, popular open-source libraries with many contributors, or AI-generated text in response to a prompt you provided. Any text that is not originally written by you is considered an external source that should be cited accordingly.
- You may not post the work that you submit for this class publicly either during or after the semester is concluded. We understand that the work you submit for this class may be valuable for job opportunities, personal web sites, etc.; you are welcome to write *about* what you did for this class, and to provide the actual work privately when requested, but we ask that

you do not make your actual submissions or code publicly available; this is to reduce the likelihood of future students plagiarizing your work. Similarly, unless you notify us otherwise, by participating in this class you authorize us to pursue the removal of your content if it is discovered on any public assignment repositories, especially if it is clearly contributed there by someone else.

There is one exception to these policies: unless you are quoting the course videos directly, you are not required to cite content borrowed from the course itself (such as figures in videos, topics in the video, etc.). The assumption is that the reader knows what you write is based on your participation in this class, thus references to course material are not inferred to be claiming credit for the course content itself.

These policies, including the rules on all pages linked in this section, are binding for the class. Any violations of this policy will be subject to the institute's Academic Integrity procedures, which may include a 0 grade on assignments found to contain violations; additional grade penalties; and academic probation or dismissal.


Note that if you are accused of academic misconduct, you are **not** permitted to withdraw from the class until the accusation is resolved; if you are found to have participated in misconduct, you will not be allowed to withdraw for the duration of the semester. If you do so anyway, you will be forcibly re-enrolled without any opportunity to make up work you may have missed while illegally withdrawn.

AI Collaboration Policy

Recent advancements in artificial intelligence—Copilot, ChatGPT, etc.—can be great resources for improving your learning in the course, but it is important to ensure that their benefits are targeted at your *learning* rather than solely at your *deliverables*. Toward that end, the same academic integrity policy above applies to AI assistance: you are welcome to consult with AI agents just as you would consult with classmates, discuss ideas with friends, and seek feedback from colleagues. However, just as you would not hand your device to someone else to directly fix or improve your classwork, so also you may not copy anything directly from an AI agent into your document, nor let an AI agent directly generate content for your submission. This rule means you should disable any AI assistance more advanced than a grammar checker inside your word processors and IDEs.

Although you are prohibited from having these tools directly integrated into your workspace or from copying content from these assistants directly into your work, you are nonetheless permitted to use them more generally. The important consideration is to ensure that you are using the AI agent as a learning assistant rather than as a homework assistant: so long as your submission solely reflects your own understanding of the content, you are encouraged to let AI assistants aid in developing your understanding.












Accommodations Policy

If you are a student with a disability and you need academic accommodations, please contact the Disability Services (404-894-2563) <https://disabilityservices.gatech.edu>  (<https://disabilityservices.gatech.edu/>). All academic accommodations must be arranged through that office. They will then contact the professor with instructions.

Feedback

Every semester, we make changes and tweaks to the course formula. As a result, every semester we try some new things, and some of these things may not work. We ask your patience and support as we figure things out, and in return, we promise that we, too, will be fair and understanding, especially with anything that might impact your grade or performance in the class. Second, we want to consistently get feedback on how we can improve and expand the course for future iterations. You can take advantage of the feedback box on the course forum (especially if you want to gather input from others in the class), give us feedback on the surveys, or contact us directly via private the course forum messages.


Course Summary:


Date	Details	Due
Sun Feb 25, 2024	 Final Project Group Survey https://gatech.instructure.com/courses/420876/assignments/1793122	due by 11:59pm
Mon Aug 19, 2024	 Start-of-Course Survey https://gatech.instructure.com/courses/420876/assignments/1793070	due by 11:59pm
Sun Sep 15, 2024	 Response Paper 1 https://gatech.instructure.com/courses/420876/assignments/1793136	due by 11:59pm
Sun Sep 22, 2024	 Quarter-Course Survey https://gatech.instructure.com/courses/420876/assignments/1793074	due by 11:59pm
Sun Sep 29, 2024	 Design Assignment 1 https://gatech.instructure.com/courses/420876/assignments/1793112	due by 11:59pm
Sun Oct 6, 2024	 Final Project Abstract https://gatech.instructure.com/courses/420876/assignments/1793120	due by 11:59pm
Sun Oct 20, 2024	 Response Paper 2 https://gatech.instructure.com/courses/420876/assignments/1793138	due by 11:59pm
Sun Oct 20, 2024	 Mid-Course Survey https://gatech.instructure.com/courses/420876/assignments/1793076	due by 11:59pm
Sun Nov 3, 2024	 Final Project: Intermediate Presentation https://gatech.instructure.com/courses/420876/assignments/1793126	due by 11:59pm
Sun Nov 10, 2024	 Design Assignment 2 https://gatech.instructure.com/courses/420876/assignments/1793114	due by 11:59pm
Sun Nov 24, 2024	 Response Paper 3 https://gatech.instructure.com/courses/420876/assignments/1793140	due by 11:59pm
Sun Dec 8, 2024	 Final Project: Paper https://gatech.instructure.com/courses/420876/assignments/1793128	due by 11:59pm
Sun Dec 8, 2024	 Final Project: Prototype https://gatech.instructure.com/courses/420876/assignments/1793130	due by 11:59pm
Thu Dec 12, 2024	 End-of-Course Survey https://gatech.instructure.com/courses/420876/assignments/1793072	due by 11:59pm
Sun Dec 12, 2024	 Class Participation https://gatech.instructure.com/courses/420876/assignments/1793106	
Sun Dec 12, 2024	 Debate Activity https://gatech.instructure.com/courses/420876/assignments/1793108	
Sun Dec 12, 2024	 Debate Infographic	


<https://gatech.instructure.com/courses/420876/assignments/1793110>


 [Design Jam](https://gatech.instructure.com/courses/420876/assignments/1793116)
(<https://gatech.instructure.com/courses/420876/assignments/1793116>)


 [Design Jam Peer Assessment](https://gatech.instructure.com/courses/420876/assignments/1793118)
(<https://gatech.instructure.com/courses/420876/assignments/1793118>)


 [Digital Health Equity Synchronous Meetings](https://gatech.instructure.com/calendar?event_id=4422397&include_contexts=course_420876)
(https://gatech.instructure.com/calendar?event_id=4422397&include_contexts=course_420876)

 [Digital Health Equity Synchronous Meetings](https://gatech.instructure.com/calendar?event_id=4422399&include_contexts=course_420876)
(https://gatech.instructure.com/calendar?event_id=4422399&include_contexts=course_420876)

 [Digital Health Equity Synchronous Meetings](https://gatech.instructure.com/calendar?event_id=4422401&include_contexts=course_420876)
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 [Digital Health Equity Synchronous Meetings](https://gatech.instructure.com/calendar?event_id=4422403&include_contexts=course_420876)
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 [Digital Health Equity Synchronous Meetings](https://gatech.instructure.com/calendar?event_id=4422405&include_contexts=course_420876)
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 [Digital Health Equity Synchronous Meetings](https://gatech.instructure.com/calendar?event_id=4422407&include_contexts=course_420876)
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 [Final project peer assessment](https://gatech.instructure.com/courses/420876/assignments/1793132)
(<https://gatech.instructure.com/courses/420876/assignments/1793132>)

 [Final Project Team Formation](https://gatech.instructure.com/courses/420876/assignments/1793124)
(<https://gatech.instructure.com/courses/420876/assignments/1793124>)

 [Key Informant Interview](https://gatech.instructure.com/courses/420876/assignments/1793134)
(<https://gatech.instructure.com/courses/420876/assignments/1793134>)

 [Lesson 1 Discussion](https://gatech.instructure.com/courses/420876/assignments/1793104)
(<https://gatech.instructure.com/courses/420876/assignments/1793104>)

 [Lesson 10 Discussion](https://gatech.instructure.com/courses/420876/assignments/1793086)
(<https://gatech.instructure.com/courses/420876/assignments/1793086>)

 [Lesson 11 Discussion](https://gatech.instructure.com/courses/420876/assignments/1793084)
(<https://gatech.instructure.com/courses/420876/assignments/1793084>)

 [Lesson 12 Discussion](https://gatech.instructure.com/courses/420876/assignments/1793082)
(<https://gatech.instructure.com/courses/420876/assignments/1793082>)

 [Lesson 13 Discussion](https://gatech.instructure.com/courses/420876/assignments/1793080)
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 [Lesson 14 & 15 Discussion](https://gatech.instructure.com/courses/420876/assignments/1793078)
(<https://gatech.instructure.com/courses/420876/assignments/1793078>)

 [Lesson 2 Discussion](https://gatech.instructure.com/courses/420876/assignments/1793102)
(<https://gatech.instructure.com/courses/420876/assignments/1793102>)

 [Lesson 3 Discussion](https://gatech.instructure.com/courses/420876/assignments/1793100)
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 [Lesson 4 Discussion](https://gatech.instructure.com/courses/420876/assignments/1793098)
(<https://gatech.instructure.com/courses/420876/assignments/1793098>)

 [Lesson 5 Discussion](https://gatech.instructure.com/courses/420876/assignments/1793096)
(<https://gatech.instructure.com/courses/420876/assignments/1793096>)

 [Lesson 6 Discussion](https://gatech.instructure.com/courses/420876/assignments/1793094)
(<https://gatech.instructure.com/courses/420876/assignments/1793094>)

 [Lesson 7 Discussion](https://gatech.instructure.com/courses/420876/assignments/1793092)
(<https://gatech.instructure.com/courses/420876/assignments/1793092>)

 [Lesson 8 Discussion](https://gatech.instructure.com/courses/420876/assignments/1793090)
(<https://gatech.instructure.com/courses/420876/assignments/1793090>)

 [Lesson 9 Discussion](https://gatech.instructure.com/courses/420876/assignments/1793088)
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