

FINAL REPORT
THE JOHNS HOPKINS FALL INSTITUTE
HEALTH POLICY AND MANAGEMENT 2020

January 22, 2021

Dear Colleagues,

I am happy to present this executive summary of the Johns Hopkins Fall Institute (HFI) 2020 report to the Department of Health Policy and Management at the Bloomberg School of Public Health and the Barcelona Public Health Agency (Agència de Salut Pública de Barcelona, ASPB).

In May of 2020, when it became clear that travel to Barcelona would be restricted or prohibited in the Fall due to the global COVID-19 pandemic, the Oversight Committee made the difficult decision to adjust the delivery of classes in this year's Institute. The course schedule was adjusted beyond the month of November to encompass the entire 8-week JHU academic term and the delivery of the courses was changed from our traditional in-person sessions in a condensed format at the University Pompeu Fabra in Barcelona, to an online delivery, offered through a combination of pre-recorded activities and live, in-person lectures and discussion through Zoom.

At the same time due to safety concerns, a decision was made to restrict enrollment in the workshops to only members of the Public Health Agency and specifically invited guests. The original plan was for the Public Health Agency participants to gather in-person, masked and socially distanced, in specially equipped classrooms at the UPF Barcelona School of Management. Due to a rise in the Fall of cases of COVID-19 and tightened health and safety restrictions in Spain and Catalonia implemented at the end of October, the workshops were also partially moved to an online format. The workshop leaders had the option of using the booked classrooms at the Barcelona School of Management to deliver their sessions (these classrooms were specially adapted for hybrid online and in-person learning), but the participants attended remotely via Zoom.

Despite these challenges, the registrations for the Fall Institute of 2020 were strong. Specifically, there was strong growth in the number of Public Health Agency participants this year for both the formal courses and workshops. Due to concerns about technology access for this year's offerings, and the rise in International scholarship participants in prior years, the Fall Institute was not actively promoted, resulting in a corresponding decrease in the number of international scholarships awarded and accepted. There was also a modest decrease in the number of participants from the UPF masters programs, corresponding to a more conservative approach in awarding scholarships this year due to enrollment maximum restrictions for certain courses. The decision to only open the workshops to members of the Public Health Agency and specially invited guests also explains the lower registrations from other kinds of students in the workshops.

For this seventeenth annual Institute, eleven of the offerings were sponsored by the Barcelona Public Health Agency, of which seven were in the format of a one-day workshop (five offered in November 2020; 2 to be offered in the spring of 2021). This allowed the Barcelona Public Health Agency to tailor the content to specifically address the services they provide to the city and citizens of Barcelona.

Faculty from Johns Hopkins were the primary/lead instructors for the ten formal courses taught, and also actively participated in the preparation and delivery of four of the seven workshops. Three of the workshops were led by outside consultants. Of the 17 courses and workshops taught, Johns Hopkins full-time faculty taught 7; the remaining instructors hold part-time faculty appointments within the Bloomberg School. There were 4 partnering co-instructors from the Barcelona Public Health Agency who helped to organize and present the course content. These co-instructors hold primary appointments at the Barcelona Public Health Agency and most hold associate faculty appointments at the Johns Hopkins Bloomberg School of Public Health and have the added benefit of full access to the University's resources during the whole academic year of their faculty appointment.

There were seven members of the Barcelona Public Health Agency who organized and led in the instruction of the workshops. These workshop leaders were aided by Johns Hopkins faculty and outside experts from Europe serving in a consulting role.

This year students from 24 countries participated in the Fall Institute, including students from Argentina, Bolivia, Brazil, Canada, Chile, China, Colombia, Ecuador, India, Italy, Japan, Mexico, Nigeria, Palestine, Peru, Russia, Spain, the Philippines, Tunisia, Uganda, United Kingdom, United States, and Venezuela. Even though the Institute undertook no marketing this year, the range of representation from different parts of the world reflect the esteem in which the Fall Institute is held.

Combined, the students accounted for 273 individual course registrations. As was true in prior years, the major blocs of students were from Spain and the United States. A total of 75 students took the courses for Johns Hopkins academic credit, accounting for 87 course registrations; the second highest number of Hopkins registrations in the last 5 years. The number of international students who accepted their scholarship and attended the institute courses this year, 18, was significantly lower than last year by design. Students from the Barcelona Public Health Agency (ASPB) and the Pompeu Fabra University masters represented approximately 46% of all students participating in the Institute. There were 57 participants from the Barcelona Public Health Agency, an increase from the previous year's Fall Institute. The number of participants from the Pompeu Fabra University decreased from 51 to 39 this year, due to enrollment limits set by the course instructors.

We are very happy to note that Dr. Marie Diener-West, Director of the Johns Hopkins MPH Program, and Ms. Katherine Cruik, Academic Advisor for the MPH, welcomed new students via Zoom to the Johns Hopkins internet-based MPH Program during the November 2020 session.

Despite the challenges of this year, the faculty were impressed by the diverse makeup and interests of the students enrolled in their courses. The overwhelming majority of students were professionals with public health work experience, which made teaching the courses a very stimulating experience. The evaluation of the courses by the students has been very positive.

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Bloomberg School of Public Health of The Johns Hopkins University
Director of the Johns Hopkins University-University Pompeu Fabra Public Policy Center
Director of the Johns Hopkins Fall Institute

PROGRAM, CALENDAR, AND FACULTY

The 2020 Johns Hopkins Fall Institute in Health Policy and Management took place virtually, from October 26 -December 23, 2020. A total of 10 courses and 5 workshops were offered over the period, in one, two, three and four-day meeting sessions, with 2 additional workshops to be offered in the spring of 2021. Members of the HFI Oversight Committee (comprised of members of the Johns Hopkins Bloomberg School of Public Health, the Agència de Salut Pública de Barcelona [Public Health Agency of Barcelona], and the Pompeu Fabra University) approved the course selection for the HFI 2020 in the spring of 2020, when it became clear that in-person offerings would be difficult due to the global pandemic. While the workshops were originally to be offered in-person in Barcelona, these too were ultimately switched to virtual offerings when conditions in Barcelona worsened.

The offerings this year included:

- 550.608.98 Problem Solving in Public Health (Engineer/Wahl)
- 305.684.98 Health Impact Assessment (Pollack Porter/López)
- 340.770.98 Public Health Surveillance (Castillo-Salgado/Pérez/Sánchez Ledesma)
- 305.630.98 Transportation Policy and Health (Ehsani/Michals/Pérez)
- 308.701.98 Effective Presentations and News Media Interviews: Practical Skills for Public Health Practitioners (Anderson/McGinty/Burke)
- 308.600.98 Managing the Covid-19 Pandemic: From Epidemiology to Policy (McGinty/Atwell/Labrique)
- 302.675.98 Crisis Response in Public Health Practice; International Perspectives (Sharfstein)
- 308.842.98 Emerging Dimensions of Social Determinants of Health Inequalities: A Transdisciplinary Integrated Approach (Benach)
- 317.700.98 Climate Change Adaptation in Public Health: Large World Cities (Sheehan)
- 308.610.98 The Political Economy of Social Inequalities and Its Consequences for Health and Quality of Life (Navarro)
- 312.550.98 Workshop: Public Health Perspective on Gambling in Barcelona (Bartroli Checa/Clotas Boté/Wardle)
- 312.552.98 Workshop: Crisis Response to Covid-19 in Barcelona (Rodríguez-Sanz/Sharfstein)
- 312.553.98 Workshop: Drug Use and Gender in Barcelona (Garrido/Sherman)
- 312.555.98 Workshop: Food and the Impact of Climate in Barcelona (Ariza/Sheehan)
- 312.556.98 Workshop: Social Inequalities in Environmental Risks in Barcelona (Marí-dell'Olmo/Olabarria/Braubach)
- 312.557.98 Workshop: Methods for Analysis of Interventions in Observational Studies in Barcelona (Muñoz) *to be scheduled Spring 2021*
- 312.551.98 Workshop: Health In All Policies in Barcelona (Pérez/Solar) *to be scheduled Spring 2021*

The faculty participating in the Institute, with responsibility for the preparation and delivery of the offerings, include:

Patricia T. Anderson, PhD, MPH

Associate Faculty, Johns Hopkins Bloomberg School of Public Health

Carles Ariza, MD, MPH

The Agència de Salut Pública de Barcelona

Jessica Atwell, PhD

Assistant Scientist of International Health, Johns Hopkins Bloomberg School of Public Health

Montserrat Bartroli Checa, MPH

The Agència de Salut Pública de Barcelona

Joan Benach, MD, MPH, PhD

Professor, University Pompeu Fabra, Associate Faculty, Johns Hopkins Bloomberg School of Public Health

Matthias Braubach, MPH

Technical Officer, WHO European Centre for Environment and Health

Thomas Burke, PhD, MPH

Jacob I. and Irene B. Fabrikant Chair and Professor of Health Policy and Management, Johns Hopkins Bloomberg School of Public Health

Carlos Castillo Salgado, MD

Professor of Epidemiology, Johns Hopkins Bloomberg School of Public Health

Catrina Clotas Boté, MPH

The Agència de Salut Pública de Barcelona

Johnathon Ehsani, PhD

Assistant Professor of Health Policy and Management, Johns Hopkins Bloomberg School of Public Health

Cyrus Engineer, DrPH, MHS, MHA

Adjunct Professor of International Health, Johns Hopkins Bloomberg School of Public Health

Amaia Garrido-Albaina, MPH

The Agència de Salut Pública de Barcelona

Alain Labrique, PhD

Associate Professor of International Health, Johns Hopkins Bloomberg School of Public Health

Meghan McGinty, PhD, MPH, MBA

Associate Faculty, Johns Hopkins Bloomberg School of Public Health

Maria José López Medina, DrPH

The Agència de Salut Pública de Barcelona

Marc Marí-dell'Olmo, PhD, MPH

The Agència de Salut Pública de Barcelona, Associate Faculty, Johns Hopkins Bloomberg School of Public Health

Jeffrey P. Michael, EdD

Distinguished Scholar of Health Policy and Management, Johns Hopkins Bloomberg School of Public Health

Alvaro Muñoz, PhD (Workshop spring 2021)

Professor of Epidemiology, Johns Hopkins Bloomberg School of Public Health

Vicente Navarro, MD, PhD, DrPH

Professor of Health Policy and Management, Johns Hopkins Bloomberg School of Public Health; Professor and Director of the Public and Social Policy Program of the Universitat Pompeu Fabra–Johns Hopkins University; Director of the JHU-UPF Public Policy Center

Marta Olabarria, PhD, MPH

The Agència de Salut Pública de Barcelona

Catherine Pérez, PhD, MPH

The Agència de Salut Pública de Barcelona, Associate Faculty, Johns Hopkins Bloomberg School of Public Health

Keshia Pollack Porter, PhD

Associate Dean for Faculty and Professor of Health Policy and Management, Johns Hopkins Bloomberg School of Public Health

Maica Rodríguez-Sanz, PhD, MPH

The Agència de Salut Pública de Barcelona, Associate Faculty, Johns Hopkins Bloomberg School of Public Health

Esther Sánchez Ledesma, MPH

The Agència de Salut Pública de Barcelona

Joshua Sharfstein, MD

Vice Dean for Public Health Practice and Community Engagement, Professor of the Practice, of Health Policy and Management, Johns Hopkins Bloomberg School of Public Health

Mary Sheehan, PhD, MPH

Associate Faculty, Johns Hopkins Bloomberg School of Public Health

Susan Sherman, PhD

Professor of Health, Behavior and Society, Johns Hopkins Bloomberg School of Public Health

Orielle Solar, MD, MPH (Workshop spring 2021)

Adjunct Professor, Dr. Salvador Allende School of Public Health, Faculty of Medicine, University of Chile; Collaborator of GREDS -EmConet University Pompeu Fabra

Brian Wahl, PhD, MPH

Assistant Scientist of International Health, Johns Hopkins Bloomberg School of Public Health

Heather Wardle, PhD

Lord Kelvin Adam Smith Reader, University of Glasgow

ENROLLMENT REPORT

As in prior years, the 2020 Institute was successful in attracting a diverse participant body, a result in part due to the growing recognition and reputation of the HFI. This despite the decision made to not market the Institute this year.

Participants to the Fall Institute fall into 6 different categories as noted in the table below: students who are registered to obtain Johns Hopkins graduate-level academic credit (Hopkins Academic Credit); individuals who are registering for a continuing education experience (non-credit, self-pay), and 4 categories of participants who are attending the Institute receiving a registration fee scholarship. These scholarship participants include staff and employees of the Barcelona Public Health Agency (ASPB); students of the University Pompeu Fabra enrolled in the MPH and MPPS programs (UPF); individuals falling into the “other” category including those from IMIM, GREDS-EMCOMET, ISGlobal (formerly CREAL); doctoral students and faculty from the UPF and invited guests; and individuals who do not fall into the other scholarship categories designated as International. Note that the international category may include individuals from other parts of Spain and Europe in addition to those from Central and South America, Africa and Asia.

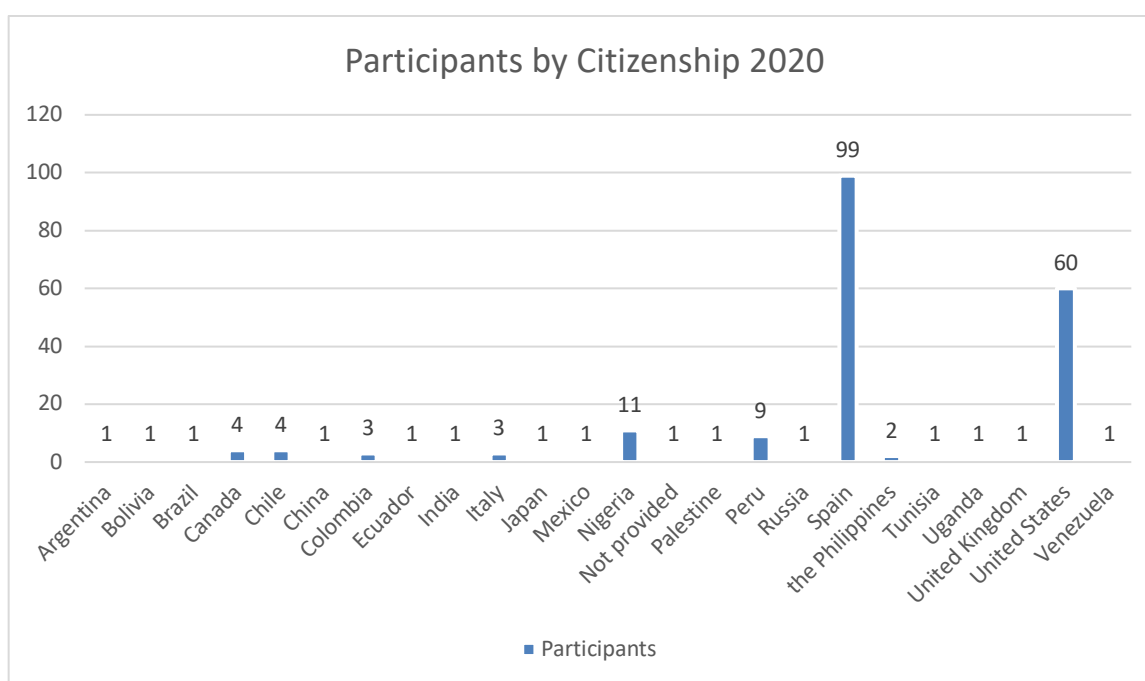
Each year, the Institute Administration tracks the unduplicated headcount of the participants in each of the categories; a five-year comparison is noted here.

PARTICIPANT TYPE (unduplicated head count)					
	2016*	2017	2018*	2019*	2020
Hopkins Academic Credit	52	37	70	63	73
Non-credit, self-pay €	4	5	13	11	1
ASPB	32	54	41	44	57
UPF	44	36	45	51	39
International Scholarships	33	39	52	65	18
Other^	15	10	3	1	22
TOTAL	180	181	227	235	210

*Note the caveats to the enrollment numbers in 2016, 2018 and 2019. Students who received a scholarship had the opportunity to self-register and pay for additional course offerings beyond their scholarship. In 2016, 1 student registered across 2 categories and is counted twice (the actual number of students is 179); in 2018, 3 students registered across 2 categories and are counted twice (the actual number of students is 224); in 2019, 2 students registered across 2 categories and are counted twice (the actual number of students is 233.)

As documented above, approximately 65% of all participants were attending the Institute on a scholarship. The number of participants registered as non-credit, self-pay decreased this year, from 11 to 1. Approximately 35% of the students were registered for Johns Hopkins academic credit. The ASPB had an increase in the level of their employee participation from 44 to 57, reflecting the increase in the number of 1-day workshops offered this year, allowing more of the Agency members to participate. The number of participants from the UPF MPH and MPPS programs decreased slightly, from 51 last year to 39 this year. This decrease can be attributed to a conservative allocation of scholarships this year, to maintain the enrollment limits that many of the course instructors established due to the virtual delivery and the decision to only open the workshops to members of the Public Health Agency or invited guests. The significant increase in the 'other' category can be attributed directly to those invited guests for the workshops.

The 2020 Institute had representation from 24 countries around the world. Approximately 47% of the Institute participants came from Spain, with a large percentage of that group coming from Catalonia. Other countries represented this year are noted. The distribution of participants shows that the Institute continues to attract a large number of international students, which makes teaching a particularly interesting experience.



The 210 individuals accounted for a total of 273 registrations for Fall 2020. This equates to a participation rate of 1.3 courses or workshops per student. Due to the variations in offerings from one year to the next, it is sometimes hard to compare overall registrations from year to year. However, the table below shows that despite the variation in the number of offerings, the Institute participation rate has remained consistent.

	2016	2017	2018	2019	2020
No. of Participants	180	181	227	235	210
No. of overall registrations	279	277	328	351	273
Participation Rate	1.55	1.5	1.44	1.5	1.3

For comparison, the table below shows the actual course registration by type. Due to the different courses and the number of workshops offered each year, the composition of the registrations can vary.

All Registrations					
	2016	2017	2018	2019	2020
Hopkins Academic Credit	81	60	94	84	87
Non-credit, self-pay€	8	12	18	21	1
ASPB	38	79	58	67	76
UPF	79	61	80	84	65
International Scholarships	42	55	74	94	20
Other^	31	11	4	1	24
TOTAL	279	277	328	351	273

The detailed distribution of students among the course offerings for the Fall Institute 2020 is as follows:

	Academic Credit	Non- credit, self-pay	Scholarships					TOTAL
2020			Barcelona Agency	UPF MPH	UPF MPPS	International	Other	
Problem Solving in Public Health	35	0	0	0	0	0	0	35
Health Impact Assessment	8	0	6	4	0	0	0	18
Public Health Surveillance	6	0	2	0	0	0	0	8
Transportation Policy and Health	3	0	0	5	6	0	0	14
Effective Presentations and News Media Interviews	5	0	0	2	2	3	0	12
Managing the Covid-19 Pandemic: From Epidemiology to Policy	7	1	2	12	2	5	0	29
Crisis Response in Public Health Practice: International Perspectives	8	0	1	4	1	2	0	16
Emerging Dimensions of Social Determinants of Health Inequalities	5	0	1	1	5	5	0	17
Climate Change Adaptation in Public Health: Large World Cities	5	0	3	12	3	1	0	25
The Political Economy of Social Inequalities	5	0	1	1	4	4	0	15
Workshop: Public Health Perspective on Gambling in Barcelona	0	0	7	0	0	0	9	16

Workshop: Crisis Response Covid-19 in Barcelona	0	0	13	0	0	0	0	13
Workshop: Drug Use and Gender in Barcelona	0	0	7	1	0	0	8	16
Workshop: Food and the Impact of Climate in Barcelona	0	0	13	0	0	0	6	19
Workshop: Social Inequalities in Environmental Risks in Barcelona	0	0	20	0	0	0	1	21
Total	87	1	76	42	23	20	24	273

STUDENT EVALUATIONS

All of the academic credit courses were evaluated using the Johns Hopkins Bloomberg School Course and Instructor Evaluation tools, managed through the Bloomberg-built system. The online system allows students to complete anonymous evaluations. A link to the online evaluation was distributed via email to each student on the last day of class and a reminder email was sent to each class at the end of the term, as well as during the last week that the evaluation system was open. The workshops were evaluated through the Qualtrics survey system, with slightly different questions regarding the delivery of the workshops.

The overall response rate was 73%, which is much better than last year when there was an implementation issue with the then-new Bloomberg School system. There is a difference in response rates between the academic credit courses and workshops this year; we had a 76% response rate for the academic credit courses vs a 64% response rate for the workshops.

	Overall Response Rate
Fall Institute 2016	87%
Fall Institute 2017	85%
Fall Institute 2018	80%
Fall Institute 2019	50%
Fall Institute 2020	73%

Academic Credit Evaluations

	Rate of Return
Problem Solving in Public Health	89%
Health Impact Assessment	78%
Public Health Surveillance	78%
Transportation Policy and Health	83%
Effective Presentations and News Media Interviews	71%
Managing the Covid-19 Pandemic: From Epidemiology to Policy	75%
Crisis Response in Public Health Practice: International Perspectives	59%
Emerging Dimensions of Social Determinants of Health Inequalities	84%
Climate Change Adaptation in Public Health: Large World Cities	65%
The Political Economy of Social Inequalities	93%

The online course evaluation system provides the mean of the student evaluations on a 4-point scale, with 1 being “poor” and 4 being “excellent” for the overall course and the overall instructor.

	Instructor (s)	Rate of Return	Overall Course Mean	Overall Instructor Mean
Problem Solving in Public Health	Engineer, Wahl	89%	3.06	3.38
Health Impact Assessment	Pollack Porter, Lopez	78%	3.71	3.86
Public Health Surveillance	Castillo-Salgado, Perez, Sanchez-Ledesma	78%	3.71	3.86
Transportation Policy and Health	Ehsani, Michaels, Perez	63%	3.67	3.9
Effective Presentations and News Media Interviews	Anderson, McGinty, Burke	71%	3.7	3.9
Managing the Covid-19 Pandemic: From Epidemiology to Policy	McGinty, Atwell, Labrique	75%	3.5	3.71
Crisis Response in Public Health Practice: International Perspectives	Sharfstein	59%	3.6	4
Emerging Dimensions of Social Determinants of Health Inequalities	Benach	84%	3.44	3.5
Climate Change Adaptation in Public Health: Large World Cities	Sheehan	65%	3.82	3.88
The Political Economy of Social Inequalities	Navarro	93%	3.5	3.57

The Bloomberg School of Public Health has a long tradition and a firm commitment to providing its students with instruction of the highest quality. Excellence in teaching stimulates intellectual curiosity in students and prepares them to address the most challenging public health problems facing the world today. Each term, the School recognizes faculty who have contributed significantly to the intellectual life of the School through their excellence in teaching. Honorees are those instructors who received a course mean of 3.6 or above in both the Overall Course and Overall Instructor categories of their student course evaluations, with a response rate of 70% or higher.

This year, the Hopkins Fall Institute is proud to note that three of the course's instructors received this honor; Dr. Keshia Pollack Porter for the *Health Impact Assessment* course; Dr Carlos Castillo-Salgado for the *Public Health Surveillance* course; and Drs. Patti Anderson, Meghan McGinty and Tom Burke for the *Effective Presentations and News Media Interviews* course. Congratulations to each of these wonderful professors!

Students were asked to provide comments about course content and structure in addition to the overall course and instructor ratings. Selected comments for each course are included in the table below.

	Comments included...
Problem Solving in Public Health	<ul style="list-style-type: none"> • My FAVORITE aspect was the group work - working in groups with other professionals was hands down the most valuable learning experience for me in this whole course. I can't wait to collaborate with other Public Health professionals for the rest of my career. I learned a lot both from my other group members and about how to work together and collaborate. Very enriching experience. • Some of the guest speakers we had were working on very relevant, current topics, and it's always exciting to speak with people in the field • The biggest problem in this course is that we went overtime in ALL lectures, classes and lab sessions! Time management.
Health Impact Assessment	<ul style="list-style-type: none"> • I LOVED this course. Keshia Pollack Porter is an incredible professor and her teaching is a huge strength of this course. She is a wonderful facilitator of discussion and even brought me out of my normally shy shell. I was more talkative and engaged in this class than in any other class this term! All students felt very comfortable sharing any thoughts or questions and this led to some great discussion. The course was very well-paced, even though it was all packed into three days, I thought it flowed very well. The 30 minute breaks were key! The virtual sticky note exercises were very useful and a dynamic way to engage with the material. I also felt that the course assignments were useful for my learning. We got to practice a scoping exercise, read an entire HIA and critique it (that's where I really felt like I was getting to know the material), and then reflect on how we see HIAs fitting into broader society. I really loved all of these opportunities. • Take this course!! It is very well organized and gives you a good understanding of a very helpful public health tool. I enjoyed it as a Fall Institute course because you got to learn from students working at the Barcelona Health Department. • Some access to CoursePlus issues for several students.
Public Health Surveillance	<ul style="list-style-type: none"> • Truly valuable and enjoyable course. I loved the real-time feedback we received from Dr. Castillo and our TA Pablo as we presented our group work drafts. I have never experienced that method of feedback despite the number of years I have spent in graduate education, and it was incredibly impactful. The case studies were excellent, and including numerous prior outbreak examples, as well as COVID-19 toward the end of the course, and the course was structured perfectly. • My only comment is that in grouping students, either exclude those who are not taking the course for a grade or otherwise are not interested in doing group assignments, or tell the remaining students in advance.

Transportation Policy and Health	<ul style="list-style-type: none"> ● Broad range of transport related topics we addressed and also the friendly discussion classes ● The involvement of other professors. The engagement that the main professors create with their enthusiasm. ● Both instructors were supportive and passionate to teach ● Include the perspective of inequalities in the lectures. I would like to discuss about ethics in this class too.
Effective Presentations and News Media Interviews	<ul style="list-style-type: none"> ● Hands-on, practical skills that we can apply not only in media interviews but in other areas of public health as well. ● That we learn specific skills on top of theory and get to practice them in a safe space ● Longer live sessions maybe? I have been super happy with the course, very, very interesting
Managing the Covid-19 Pandemic	<ul style="list-style-type: none"> ● The zoom live was the best part - wonderful engaging discussions which were facilitated very nicely by the course leaders. Also enjoyed the reflection and hearing from folks involved in COVID from all over the world. ● A lot of interesting videos and presentations to watch before and after the course. ● The only objection for me was that the live session was too short. Students were so encouraged to talk, that there were topics that couldn't be properly discussed. There should be two live sessions. Would have loved to be able to have break out rooms with the different professors
Crisis Response in Public Health Practice: International Perspectives	<ul style="list-style-type: none"> ● I loved this course and felt I walked away with practical learnings I could apply directly to my role/future roles. One strength was that each of the concepts were supported by real-world examples of crises faced in the field by the professor or other colleagues. I know it was the first go of this online, but I found the hybrid style worked well.
Emerging Dimensions of Social Determinants of Health Inequalities	<ul style="list-style-type: none"> ● The strength of the course was the ability of students to give their opinions, the program gave room to learn from other participants with more constructive explanation from the instructor. ● The cases they presented in class were very interesting and complemented the course very well ● The teaching assistants particularly Lucinda provided excellent support ● This was well done - could have provided materials a bit earlier
Climate Change Adaptation: Large World Cities	<ul style="list-style-type: none"> ● The primary instructor is a really good communicator. The course was taught with clear evidenced based messages. I really appreciated she also incentivized the students to participate creating very interesting debates on the Zoom sessions. The recorded sessions were also great. ● The group discussions are very helpful, I learned a lot from my co-attendeess
The Political Economy of Social Inequalities	<ul style="list-style-type: none"> ● Dr. Navarro is so knowledgeable, and it was pleasure to learn from him. I'm grateful to have worked this into my schedule and that it was offered in a virtual format. This course made me think in different ways, and I will carry this information forward into my future work.

Workshop Evaluations

	Rate of Return
Workshop: Public Health Perspective on Gambling in Barcelona	75%
Workshop: Crisis Response Covid-19 in Barcelona	46%
Workshop: Drug Use and Gender in Barcelona	44%
Workshop: Food and the Impact of Climate in Barcelona	68%
Workshop: Social Inequalities in Environmental Risks in Barcelona	86%

This year, workshop participation was restricted to members of the Barcelona Public Health Agency or specifically invited guests. Participants were asked to rate the delivery of the workshop online as Excellent, Good, Fair or Poor; participants were also asked to rate their overall satisfaction with the workshop on a scale of 1 to 5, with 1 being very unsatisfied and 5 being very satisfied.

	Instructor (s)	Rate of Return	Delivery of Workshop Excellent/Good	Overall Workshop Satisfaction
Workshop: Public Health Perspective on Gambling in Barcelona	Bartroli Checa, Clotas Bote, Wardle	75%	100%	4.83
Workshop: Crisis Response Covid-19 in Barcelona	Rodriguez-Sanz, Sharfstein	46%	83%	3.7
Workshop: Drug Use and Gender in Barcelona	Garrido, Sherman	44%	71%	3.3
Workshop: Food and the Impact of Climate in Barcelona	Ariza, Sheehan	68%	100%	4.15
Workshop: Social Inequalities in Environmental Risks in Barcelona	Mari-dell'Olmo, Olabarria, Braubach	86%	94%	4.17

Generally, workshop participants were happy with the offerings this year. The most common comments noted was that many would have preferred in-person sessions, but recognized that was not an option this year. Several noted however that they liked the

online delivery as it allowed them to participate without an adverse impact on their work responsibilities. There were some comments expressed about wanting the workshop schedule/syllabus in advance of the session.

OVERALL INSTITUTE EVALUATIONS

Participants were asked to provide feedback through the evaluation system on their thoughts related to the online and virtual delivery of this year's Institute. Most respondents were satisfied with their course(s) and workshop(s) offered by the Institute this year. Many noted that they were sorry they were not able to participate in person in Barcelona, but recognizing the challenges this year, felt that the delivery of the courses and workshops went well. There were concerns from UPF and Agency participants who were enrolled in the first week courses about access to their JHED and CoursePlus; once the staff in Baltimore realized the nature of the problem, UPF and Agency participants were contacted individually and provided assistance in navigating the process to ensure access. Issues related to the JHED and CoursePlus access were identified and documented, and will be addressed in the instructions for next year's participants.

When asked if participants would recommend the Fall Institute to others, the overwhelming majority said Yes. Below is a sampling of many of the comments received:

- For sure. JH has been better than I ever dared think grad school could be. The professors were consistently caring and thoughtful, and the material was interesting. It rarely felt like we were doing "busy work," but more like assignments were specifically tailored to teach us practical skills, which I really appreciate.
- Definitely, grateful for the intensive/consolidated nature of the course -- hope that future institutes will have virtual options as well!
- Yes! Very cool to be able to learn with people from all over the world. As an American citizen studying in Spain, I find it particularly special to be able to have these courses offered.
- I think it is very comfortable because we don't need to move from home
- Yes, because you see in detail how a topic is approximated or address by a well-known university as is JHU and also we can get insight from non-European perspective, facing different problems.
- Yes, I was able to work around my other obligations and feel academically fulfilled.
- Despite the circumstances, I consider that the course has been very dynamic and the active participation of the students has been possible.
- Absolutely. Useful knowledge, encouraging teachers, interesting debates with teachers and other students from around the world.
- I would recommend! I would have been happy to extend this over a week in Barcelona, but having the short timeframe was really great for fitting a course into a regular working schedule, so would particularly recommend for professional colleagues.
- I think that even though it was online the course was fantastic. The discussions in class were probably less intense and rich than in person but still it was quite OK.

- It was really good. I am satisfied with the delivery of the course via zoom sessions. The only down side is that it is very long and in between breaks can help, but the fact that we are at home, there is really also nothing to do between breaks.
- Yes, I would. Fall Institute always offers the chance to expand your knowledge on a topic of interest with highly qualified and greatly experienced instructors.
- I would rate the delivery highly. Although being in person is preferable, the pre-recorded sessions were very informative and easy to follow. The live Zoom sessions, went smoothly and I didn't feel like I was missing too much from the overall experience.
- Yes, this is my second year participating in the Fall Institute and both experiences have been enriching and worth my money and effort.

RESOURCES AVAILABLE FOR THE FALL INSTITUTE 2020:

- All of the courses were held online (virtually); the majority of the workshop leaders from the Agency were able to use classrooms at the UPF for their live workshops
- All Course Instructors were provided with Pro Zoom accounts by the Fall Institute administration in order to run their live sessions.
- Specific course instructors were provided with an individual TA (teaching assistant) to aid in the preparation and delivery of the courses.
- An overall Institute TA was available to all course instructors to provide assistance in the preparation and delivery of the courses.
- All course materials, pre-recorded lectures, and recordings of Zoom sessions were posted on the JHU CoursePlus system, where all registered participants had access.

PROMOTIONAL/MARKETING ACTIVITIES

Due to the global pandemic, active promotion and marketing was not undertaken this year. The Institute website was updated with all relevant and necessary information.