

Syllabus HPM Major 228 “Managing and evaluating program implementation in PH”

# 228	Managing and evaluating program implementation in PH
Coordinators	Odessa Dariel, Lecturer in the Institute of Management EHESP School of Public Health Odessa.petitdtdariel@ehesp.fr
Dates	18 to 22 January 2021
Credits/ECTS	3 ECTS
Duration	5 days of 6 hours = 30 hours
Location	EHESP – MSH Avenue George Sand 93210 La Plaine St Denis – Greater Paris
Description	Program planning is a critical competency for public health practitioners covering all aspects of the public health program planning cycle: (1) the identification of community stakeholders and conduct of needs assessments; (2) use of scientific literature and best practices to inform program development; and (3) implementation and evaluation of the impact of programs in specific communities. This module will focus on the implementation and evaluation of community programs, with a focus on managing this implementation, including identifying measurable goals and objectives, activities, and an evaluation plan, with a focus on “quality”, cultural competence and tailoring to meet the needs of the community. As a complement to the SSBHS Module 239, this course provides students with the tools to design, implement and evaluate public health community programs. We will explore the application of managerial leadership skills to influence people and institutions by addressing management and performance improvement tools, and management roles and functions.
Prerequisites	Advanced core module 205 & minor 212; recommended SBHS 208 & 239
Course learning objectives	<ol style="list-style-type: none"> 1. Use the principles of program planning to design, implement & evaluate a community-based program 2. Select appropriate tools & methods to program planning & implementation 3. Understand process and impact evaluation and select appropriate qualitative and quantitative methods for each type of evaluation 4. Through the completion of course assignments, examine, discuss with other students, and apply knowledge related to the implementation, evaluation, and sustainability of community-based health interventions 5. Enhance skills in communicating & collaborating with colleagues by working collaboratively on assignments 6. Apply management theories, tools and processes to project management
Structure	Lectures & discussion groups
Resources	Provided for each session
Grading and assessment	<ul style="list-style-type: none"> • 10% = Attendance & meaningful participation. It will be expected that you <u>participate actively in class discussions</u>. When assigned, students must come to class having read the relevant materials. • 15% = Class exercises throughout the week • 25% = 10-15 minute oral presentation of a community program advocacy • 50% = 15-20 page written program implementation report (due at 9am on February 22nd 2021) <p>For the oral and written assignments, you will play the role of a fictitious NGO seeking funding for your program. You must pitch your project to convince a panel of funders of the added-value of your program. With different levels of detail, your oral pitch & written reports should include:</p> <ol style="list-style-type: none"> 1. Evidence-based justification for the importance of the PH problem you are targeting and how it is impacting a specific community in a specific country 2. A critical analysis of the relevant policy(ies) and program(s) aimed at tackling the problem (if they exist) & explanation of how your program responds to the limitations of what is currently in place 3. Recognition of pertinent stakeholders & their roles and interest in addressing the problem in the specific community 4. A <u>detailed</u> implementation program with careful attention to program planning, budget, management & evaluation 5. You should use a logic model and/or other project management tools to illustrate the timeline, resources and expected impact of the program

<p>Course policy</p>	<p>Attendance & punctuality</p> <p>Regular and punctual class attendance is a prerequisite for receiving credit in a course. Students are expected to attend classes and attendance will be taken at each class.</p> <p>The obligations of attendance and punctuality cover every aspect of the course: lectures, group projects, assessments, examinations, as described in EHESP Academic Regulations http://mph.ehesp.fr EHESP Academic Regulation Article. 3).</p> <p>If students are not able to make it to class, <u>they are required to send an email to the instructor and to the MPH program coordinating team explaining their absence prior to the scheduled class date.</u> All supporting documents are provided to the end-of-year panel.</p> <p>Students who miss class are responsible for content. Any student who misses a class has the responsibility for obtaining copies of notes, handouts and assignments. If additional assistance is still necessary, an appointment should be scheduled with the instructor. Class time is not to be used to go over material with students who have missed class.</p> <p>Lateness: Students who are more than 10 minutes late may be denied access to a class. Repeated late arrivals may be counted as absences (See http://mph.ehesp.fr EHESP Academic Regulation Article. 3 Attendance & Punctuality)</p> <p>Maximum absences authorized & penalty otherwise</p> <p>Above 20% of absences will be designated a fail for a given class. The students will be entitled to be reassessed in any failed component(s). If they undertake a reassessment or they retake a module this means that they cannot obtain more than the minimum pass mark (i.e. 10 out of 20)</p> <p>Exceptional circumstances</p> <p>Absence from any examination or test, or late submission of assignments due to physical or mental illness, or exceptional personal reasons must be justified; otherwise, students will be penalized, as above mentioned. Students must directly notify their professor or the MPH academic secretariat before the exam or before the assignment deadline. Before accepting the student's justification, the professor or the MPH academic secretariat has the right to request either a certificate from the attending physician or from a psychologist, or from any other relevant person (See http://mph.ehesp.fr EHESP Academic Regulation Article 4 Examinations).</p> <p>Courtesy: All cell phones/pages MUST be turned off during class time.</p> <p>Students are required to conduct themselves according to professional standards, eating during class time is not permitted during class time, such as course or group work.</p>
<p>Valuing diversity</p>	<p>Diversity enriches learning. It requires an atmosphere of inclusion and tolerance, which oftentimes challenges our own closely-held ideas, as well as our personal comfort zones. The results, however, create a sense of community and promote excellence in the learning environment. This class will follow principles of inclusion, respect, tolerance, and acceptance that support the values of diversity. Diversity includes consideration of: (1) life experiences, including type, variety, uniqueness, duration, personal values, political viewpoints, and intensity; and (2) factors related to "diversity of presence," including, among others, age, economic circumstances, ethnic identification, family educational attainment, disability, gender, geographic origin, maturity, race, religion, sexual orientation and social position.</p>
<p>Course evaluation</p>	<p>EHESP requests that you complete a course evaluation at the end of the school year. Your responses will be anonymous, with feedback provided in the aggregate. Open-ended comments will be shared with instructors, but not identified with individual students. Your participation in course evaluation is an expectation, since providing constructive feedback is a professional obligation. Feedback is critical, moreover, to improving the quality of our courses, as well as for instructor assessment.</p>

Session 1 & 2	From health policies to community programs
Speaker	Odessa Dariel
Session Outline	<ul style="list-style-type: none"> - 9h - 12h: Review of the policy cycle & policy analysis ; overview of program evaluation - 13h – 16h: Article analysis on community program implementation
Learning Objectives	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Describe concepts for the implementation of effective health interventions and discuss the importance of these concepts to health outcomes - Identify the process of community program implementation with a focus on sustainability of activities and benefits of community-based disease prevention and health promotion programs - Recognize utility of theories of innovation and organizational change; community participation and involvement; programmatic, cost-benefit, and ethical considerations related to the goal of sustainability - Ascertain program characteristics associated with sustainability
Duration	6 hours
Dates	Monday January 18 th , 2020; 9h-12h & 13h-16h
Training methods	Lecture, article analysis and class discussions
Reading	<p>Caldwell and Mays (2012). Studying policy implementation using a macro, meso and micro frame analysis: the case of the Collaboration for Leadership in Applied Health Research & Care (CLAHRC) programme nationally and in North West London. <i>Health Research Policy and Systems</i>, 10 (32), 9 pgs.</p> <p>CDC policy briefs (on REAL)</p>

Session 3	Article presentations
Speaker	Odessa Dariel
Session Outline	<ul style="list-style-type: none"> - In teams of 2 you will present your assigned article. - You will critically analyze articles and draw direct links between the content & knowledge in the article to your class project
Learning Objectives	<ul style="list-style-type: none"> - Practice how to apply evidence-based approach to program development, implementation and evaluation
Duration	3 hours
Dates	Monday January 19 th 2020; 9h-12h
Training methods	Presentations & discussion
Reading	TBA

Session 4 & 5	Project management tools & techniques for program implementation
Speaker	TBA
Session Outline	-
Learning Objectives	- Example of program implementation & evaluation
Duration	3 hours
Dates	Monday January 18 th 2021 13h-16h Tuesday January 19 th 2021 9h-12h
Training methods	Lecture and discussion
Reading	

Session 6 & 7	Evaluating healthcare programs using mixed methods
Speaker	Nicolas Sirven & Odessa Dariel
Session Outline	Evaluation of public policies using a mixed methods - Qualitative & quantitative methods - Definitions and overview - Examples form different case studies
Learning objectives	Students will be able to: <ul style="list-style-type: none"> • Describe how to use mixed-methods in evaluation • Discuss the application of these methods on real life cases • Understand how quantitative and qualitative methods can shed light on different aspects of a healthcare program
Duration	3 hours
Dates	Tuesday January 19 2020 9h-16h ;
Training methods	Lecture and group discussion
Reading	TBA

Session 8, 9 & 10	Project workshop & oral program pitches
Speaker	Students
Session Outline	<p>1) Project workshop: this session will be provide you an opportunity to work on your class projects, ask questions and learn from each other.</p> <p>2) Oral program pitches: you will present your oral pitch to a panel of investors; the feedback should help you improve your written report</p>
Learning objectives	<ol style="list-style-type: none"> 1. Examine, discuss with other students, and apply knowledge related to the implementation, evaluation, and sustainability of community-based health interventions 2. Enhance skills in communicating & collaborating with colleagues by working collaboratively on assignments 3. Apply management theories, tools and processes to project management
Duration	6h
Dates	Friday January 22 2020; 9h-16h
Training methods	Oral presentations with jury
Reading	None