

Syllabus HPM Major 228 “Managing and evaluating community 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.petitditdaniel@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 strategic and organizational management, 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. Describe the fundamental concepts, approaches and limitations of community health programs. 2. Use the principles of program planning to design, implement & evaluate a community-based program 3. Select appropriate tools & methods to program planning & implementation 4. Critical analysis of quality and impact indicators 5. Select appropriate indicators & identify sources of data 6. Understand process and impact evaluation and select appropriate qualitative and quantitative methods for each type of evaluation 7. Demonstrate increased understanding of the types, usages, and importance of evaluation particularly as it relates to program implementation. 8. 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 9. Enhance skills in communicating & collaborating with colleagues by working collaboratively on assignments 10. Apply management theories, tools and processes to project management
Structure	Lectures & discussion groups
Resources	Provided for each session
Course requirement	Read assigned materials BEFORE class sessions (check “Reading” for each session) Recommended: Minor 208 SBSPH Evaluation of public health programs & Major 239 SBSPH “Health promotion and disease prevention program and policy planning”

Grading and assessment	<ul style="list-style-type: none"> • 10% = Attendance & meaningful participation. It will be expected that you <u>participate actively in discussions in class</u>. When assigned, students must come to class having read the relevant materials. • 15% = Class exercises throughout the week • 25% = 10 minute oral presentation of a community program advocacy • 50% = 15 page written program implementation report (due at 9am on February 22nd 2021) <p>Playing the role of a fictitious NGO seeking funding for your program, you will pitch your project with a brief presentation of the PH problem your community program is responding to and then justify the added-value of your program. In your oral pitch & written reports you will be expected to 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
Course policy	<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>
Valuing diversity	<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>

**Course
evaluation**

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.

Session 1 & 2	From health policies to community programs: Article analyses
Speaker	Odessa Dariel
Session Outline	<ul style="list-style-type: none"> - 9h - 12h: Introduction to the module & Evidence-based community program implementation exercise - 13h – 16h: Article analysis on community program implementation; teams will present the articles they have analyzed and draw direct links between the content & knowledge in the article to the program implementation class project
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 & 4	Project management cycle, applied to humanitarian health projects
Speaker	Sarah Brousse, Action Contre la Faim
Session Outline	<ul style="list-style-type: none"> - Introduction to the project cycle - Presentation & discussion on the assessment and analysis of the public health situation at the beginning of a project. Illustration with health system strengthening projects in LMICs (this example will be used during all the session). - Presentation & discussion on the design of projects in humanitarian settings, with practical case
Learning Objectives	<p>Student will be able to:</p> <ul style="list-style-type: none"> - Describe and navigate through the various steps of the project cycle - Understand the importance of analyzing the public health situation at the beginning of a project. Students will be guided through the various steps of the process, thanks to practical example of humanitarian programs. - Understand the issues at stake of project design and have the ability to develop basic logical framework. Students will also get familiar with budget estimate and project timing forecast. - See various types of project implementation models in the context of LMICs - Understand the basic concept of health system strengthening and the modalities of application in LMICs

Duration	6 hours
Dates	Tuesday January 20 th 2020; 9h-12h & 13h-16h
Training methods	Presentations & discussion
Reading	TBA
Session 5	Identifying health care system problems: Tools & techniques
Speaker	Bunmi Ode
Session Outline	<ul style="list-style-type: none"> - Presentation of the ALIMA health system's strengthening project at Boda district hospital in Central Africa. - Focus on specific health systems' issues faced by the hospital - Approach used for analyzing the causes of and factors linked to systems' problems - Group discussion on ways to evaluate the problems faced by the hospital
Learning Objectives	<ul style="list-style-type: none"> - Basic tools for causal analysis of challenging situations and events (causal diagrams, 'five whys') - Introduction to health systems strengthening - Reflection on specific situational challenges faced by certain African health systems
Duration	3 hours
Dates	Wednesday January 20 th , 9h-12h?
Training methods	Lecture and discussion
Reading	TBA

Session 6 & 7	Prospective evaluation of projects and programs : the health impact assessment (HIA) method
Speaker	Guilhem Dardier
Session Outline	<ul style="list-style-type: none"> - First session (3h) : <ul style="list-style-type: none"> o introduction to health impact assessment (1h30) o introduction to a quick HIA case study (15min) o in teams of 4, you will work on the first of this HIA (1h15) - Second session: <ul style="list-style-type: none"> o in teams of 4, you will work on the second step of this HIA (2h) <p>general discussion and conclusion of the session (1h)</p>
Learning objectives	<ul style="list-style-type: none"> - Learn the fundamentals of health impact assessment (HIA) : its goals, principles, methodology, origins and current practice across the world - Practice the basics of HIA implementation - Understand the differences between HIA and other forms of program evaluation
Duration	6 hours

Dates	Wednesday January 20 th 2020 13h-16h ; Thursday January 21 st 9h-12h
Training methods	Lecture, group discussion and presentations
Reading	Harris-Roxas and al. (2012). Health impact assessment: the state of the art, <i>Impact Assessment and Project Appraisal</i> . 30:1, 43-52, 11pgs. https://doi.org/10.1080/14615517.2012.666035 CDC, HIA webpage: https://www.cdc.gov/healthyplaces/hia.htm

Session 8, 9 & 10	Community program workshop & Oral pitches
Speaker	Students
Session Outline	<ul style="list-style-type: none"> • Thursday January 21st, 13h-16h – community program workshop (teams work on their community programs) • Friday January 22 2020; 9h-15h – teams present their oral pitches to a panel of potential funders • Friday January 22, 2020; 15h15-16h – module feedback
Learning objectives	<ul style="list-style-type: none"> • Work on your community programs as a team • Get feedback on your community program • Gain communication and advocacy skills during the oral pitches
Duration	9h
Dates	Thursday January 21 st , 13h-16h Friday January 22 2020; 9h-16h
Training methods	Oral presentations with jury & feedback
Reading	None