

Syllabus Major 239: Track SBSPH Health promotion and disease prevention program and policy planning

N°239	Health promotion and disease prevention program and policy planning
Coordinator	Eric Breton PhD Professor in health promotion EHESP – School of Public Health Avenue du Professeur Léon Bernard – 35043 RENNES Email : Eric.Breton@ehesp.fr
Dates	Week 02, 2019 Jan 11 th to 15 th
Credits/ECTS	3 ECTS
Duration or Course Format	Number of days: 5 Number of hours: 32.5
Location	EHESP 20 Avenue George Sand 93210 LA PLAINE ST DENIS
Description	Public health being a democratic enterprise that aims to improve health for all, this should be reflected in all stages of the planning process: from population need assessment to evaluation of the program or policy. As opposed to interventions restricted to the clinical setting, primary disease prevention and health promotion programs are targeting broad and open systems of actors that leave little control over the implementation processes and over the conditions under which efforts are carried out. In this module, students will therefore be introduced to the knowledge and skills of real-life public health program and policy planning. Learning will be through a real-life case of intervention presented by a partnering organisation. Students will partake in a consultancy mandate with the idea of producing recommendations to our client.
Prerequisites	Core Module in social & behavioral sciences
Course learning objectives	Students who successfully complete this course will be able to: <ul style="list-style-type: none"> • Identify the key parameters and resources guiding program and policy planning • Describe the different phases of program and policy planning • Use scientific evidence for proper planning • Identify strategies to foster participation of the population at all stages of the planning process • Analyse and work on the conditions securing sound inequity-proof program planning.
Structure (details of sessions title/speaker/date /duration)	<ul style="list-style-type: none"> • Health promotion and primary disease prevention programme and policy planning: an introduction (January 11, 2021: E. Breton). • Presentation of the case study (January 11) • Group discussions on compulsory readings (January 12 and 15) • Lecture: additional lectures by the coordinators and others (TBA) • Group work on case study (January 12 to 15) • Brainstorming sessions on Group project (January 12 to 14). • Presentation of results of group work (January 15)
Resources	<p>Hawe, P. (2015). Lessons from Complex Interventions to Improve Health. <i>Annual Review of Public Health</i>, 36(1), 307–323.</p> <p>Gaglio, B., Shoup, J. A., & Glasgow, R. E. (2013). The RE-AIM Framework: A Systematic Review of Use Over Time. <i>American Journal of Public Health</i>, 103(6), e38–e46.</p> <p>Golden, S. D., McLeroy, K. R., Green, L. W., Earp, J. A. L., & Lieberman, L. D. (2015). Upending the Social Ecological Model to Guide Health Promotion Efforts Toward Policy and Environmental Change. <i>Health Education & Behavior</i>, 42(1 Suppl), 8S–14S.</p> <p>Hansen, S., Kanning, M., Lauer, R., Steinacker, J. M., & Schlicht, W. (2017). MAP-IT : A Practical Tool for Planning Complex Behavior Modification Interventions. <i>Health Promotion Practice</i>, 18(5), 696-705. https://doi.org/10.1177/1524839917710454</p> <p>Laverack, G., & Labonte, R. (2000). A planning framework for community empowerment goals within health promotion. <i>Health Policy and Planning</i>, 15(3), 255–262.</p> <p>O’Cathain, A., Croot, L., Sworn, K., Duncan, E., Rousseau, N., Turner, K., ... Hoddinott, P. (2019). Taxonomy of approaches to developing interventions to improve health: a systematic methods overview. <i>Pilot and Feasibility Studies</i>, 5(1). https://doi.org/10.1186/s40814-019-0425-6</p> <p>Porter, C. M. (2016). Revisiting Precede-Proceed: A leading model for ecological and ethical health promotion.</p>

	<p><i>Health Education Journal</i>, 75(6), 753-764.</p> <p>Scarinci, I. C., Johnson, R. E., Hardy, C., Marron, J., & Partridge, E. E. (2009). Planning and implementation of a participatory evaluation strategy: A viable approach in the evaluation of community-based participatory programs addressing cancer disparities. <i>Evaluation and Program Planning</i>, 32(3), 221–228.</p> <p>Wight, D., Wimbush, E., Jepson, R., & Doi, L. (2016). Six steps in quality intervention development (6SQulD). <i>Journal of Epidemiology and Community Health</i>, 70(5), 520. https://doi.org/10.1136/jech-2015-205952</p>
Course requirement	<p>Students are expected to attend all lectures and seminars. Class attendance will be checked accordingly. Students are expected to read and analyse selected papers for the group work before the courses.</p>
Grading and assessment	<p style="text-align: center;">Students will be assessed through the following outputs:</p> <ul style="list-style-type: none"> • 4 short written commentaries (50% of total score); • Participation to the morning discussions (10%) • A class presentation as part of a group project (20%) • A short essay drawing on the group work (20%). <p>80% of students' workload will be carried out during class hours. The assessment guidelines and compulsory list of readings will be provided in an accompanying document.</p>
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 each class. Attendance will be taken at each class.</p> <p>The obligations of attendance and punctuality cover every aspect of the course: - lectures, conferences, 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, 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. 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 normally 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 illness, psychological problems, 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: <u>All cell phones/pages MUST be turned off during class time.</u></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.