

Syllabus HPM 228 “Managing community program implementation”

# 228	Managing community program implementation
Coordinators	Odessa Dariel, Lecturer in the Institute of Management EHESP School of Public Health Odessa.petitdtdariel@ehesp.fr
Dates	17 to 21 January 2022
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 and implementation is a critical competency for public health practitioners and includes all aspects of the public health planning cycle: needs assessments and identification of community stakeholders; use of scientific literature and best practices to inform program development; and implementation and evaluation of the impact of the program in a specific community. This module will focus on the implementation and evaluation of community programs (rather than the design), with a focus on <i>managing</i> this implementation, including identifying relevant program implementation frameworks; recognizing the managerial & leadership skills required; identifying measurable goals, objectives and activities and an evaluation plan; and using project management tools to monitor the process, and finally ensuring community relevance and participation. Since it is not possible to design, implement and evaluate a community program in one week, the objectives of this module will be to highlight best practices, raise awareness of the critical success factors in community program implementation and point to existing resources and tools you can use if you should need to implement a program in your future employment. This module is complementary to SBH Module 239, and provides students with the tools to implement and evaluate public health community programs.
Prerequisites	Advanced core 205 & HPM 226 (unless exempted given previous professional experiences); Recommended/useful: HPM 212; SBH 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. Understand process and impact evaluation and select appropriate qualitative and quantitative methods for each type of evaluation 5. Apply management theories, tools and processes to project management
Contributes to the development of the following competencies	<ul style="list-style-type: none"> – Contributes to community-based health needs assessments, ensuring that these assessments consider biological, social, economic, cultural, political and physical determinants of health and wider determinants of health such as deprivation (1.6) – Evaluates public health services and interventions, applying sound methods based on recognized evaluation models (1.8) – Understands health systems’ structure, governance, funding mechanisms and how health-care services are organized (1.10) – Demonstrates knowledge of basic organizational management and project management (8.5) – Communicates facts and evidence effectively within the context of translating science and evidence into practice and policy for various actors in the system and populations of concern, especially to increase the effectiveness of responses to risks, threats and damages to health (7.3) – Identifies and uses legislation, codes of ethical practice and standards that affect public health professional practice in the interaction with individuals, organizations, and communities (3.6)
Structure	Lectures & discussion groups
Resources	Provided for each session

Grading and assessment	<ul style="list-style-type: none"> • 10% = Attendance and participation. When assigned, students must come to class having read the relevant materials. • 10% = Class exercises throughout the week • 80% = 15-page written report providing an action plan for a community program (planning & evaluation) (due on the day of the final) <p>The community intervention plan 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. Recognition of pertinent stakeholders & their roles and interest in addressing the problem (in the specific community) 3. An implementation program (plan, budget, management considerations & evaluation) 4. A framework (ex logic model) and/or other project management tools (ex, Gant chart) 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.
Recommended readings & useful resources	HPM Manual (on Real) https://www.ruralhealthinfo.org/toolkits/rural-toolkit/1/creating-a-program : Very useful website with information & tools on program design, implementation & evaluation in rural communities. You might find ideas for your community project in Section 1. Creating a program, sub-section 'Rural issues') https://nirn.fpg.unc.edu/ai-hub & https://nirn.fpg.unc.edu/ai-hub/resources https://www.nccmt.ca/knowledge-repositories/search/71

Session 1	From health policies to community programs: Evidence-Based Program implementation - What does the literature say?
Speaker	Odessa Dariel
Session Outline	9h - 12h: Introduction to the module & evidence-based community program implementation
Learning Objectives	Students will be able to: <ul style="list-style-type: none"> - Identify the process of community program implementation - Recognize the main factors influencing community program implementation and the challenges that can compromise meeting expected outcomes - Recognize utility of: conceptual/theoretical frameworks to guide implementation process; community participation and involvement; considering programmatic, cost-benefit and ethical considerations related to the goal of sustainability
Duration	3 hours
Dates	Monday January 17 th , 2021; 9h-12h
Training methods	Lecture, article analysis and class discussions
Reading	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. CDC policy briefs (on REAL) Read through the BU module on the program evaluation of <i>Health Bucks</i> : https://sphweb.bumc.bu.edu/otlt/mph-modules/ProgramEvaluation/index.html

Session 2- 6	Project development & implementation in LMIC
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	2,5 days
Dates	Monday 17 th 13-16h; Tuesday 18 th & Wednesday 19 th : 9h-12h & 13h-16h
Training methods	Presentations & discussion
Reading	TBA

Session 7 & 8	The project cycle & project management tools
Speaker	Teresa Durães, <i>managing director at Hospital da Luz, Lisboa</i>
Session Outline	<p>09-12h: Understand the project management life cycle</p> <ul style="list-style-type: none"> - In a traditional HC organization - In a community program with numerous actors - In new aggregated forms of nontraditional players, including public, nonprofit, and commercial enterprises operating largely outside of the traditional health care system - game-changing process of digital health establishing these smart health communities (SHC). <p>13-16h: Use of project management tools to plan, implement, and monitor complex projects</p>
Learning objectives	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Understand the project management life cycle from start to finish. - Be familiar with new forms of organic community-aggregates to work with and the specifics for managing projects. - Plan, implement and monitor complex projects using specific management tools - GANTT charts/ planning, PERT planning, WBS/OBS model, others)
Duration	6 hours
Dates	Thursday 20 th 9h – 16h
Training methods	Lecture and class discussions
Reading	TBA

Session 9	Identifying health care system problems: Tools & techniques
Speaker	Bunmi Ode Flying Pediatric Intensivist / Technical Referent ALIMA
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	Friday January 21 st , 9h-12h
Training methods	Lecture and discussion
Reading	TBA

Session 10	Prospective evaluation of projects and programs : the health impact assessment (HIA) method
Speaker	Guilhem Dardier
Session Outline	<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)
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	3 hours
Dates	Friday January 21 th 2021 13h-16h
Training methods	Lecture, group discussion and presentations
Reading	<p>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</p> <p>CDC, HIA webpage: https://www.cdc.gov/healthyplaces/hia.htm</p>