

Syllabus HPM 228 “Managing community program implementation”

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| # 228 | Managing community program implementation |
| Coordinator | Odessa Dariel, Lecturer in the Institute of Management EHESP School of Public Health Odessa.petitdtdariel@ehesp.fr |
| Dates | 17 to 21 October 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 | Community 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 focuses on the implementation and evaluation of community programs (rather than the design), with a focus on <i>managing</i> this implementation, including choosing 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 ensuring community 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 should you need to implement a program in the future. This module is complementary to Prevention & Health Promotion module 239. |
| Prerequisites | Advanced core 205 |
| 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, group work & discussions |
| Resources | Provided for each session |

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| Grading and assessment | <ul style="list-style-type: none"> • 30% = Attendance and active participation in class exercises & discussions throughout the week. When assigned, students must come to class having read/watched relevant materials. • 70% = 15-page written report providing an action plan for a community program (planning & evaluation) (due 2 weeks after the end of the module) <p>The community intervention plan should include:</p> <ol style="list-style-type: none"> 1. Evidence-based justification of the PH problem you are targeting and how it is impacting a specific community (the problem statement should include: Who is affected; How big the problem is; What contributes to the problem; What has been done in the past to address the problem and the limitations) 2. Recognition of stakeholders & their roles and interest in addressing the problem (in the specific community) 3. An implementation action plan using project management tools (ex, Gant chart) to illustrate the timeline, resources and expected impact of the program (see HPM manual). A detailed budget will not be necessary, but you will need to remain pragmatic in terms of costs and feasibility. |
| 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. 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 module coordinator 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 module coordinator. 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><u>Above 1 full day (6 hours) of absences</u> will be designated a fail for the module. The students will be entitled to a reassessment but will not 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 the module coordinator and the MPH academic secretariat before the exam or assignment deadline. Before accepting the student's justification, the module coordinator and the MPH academic secretariat have the right to request 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 | <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> |

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| Recommended readings & useful resources | <ul style="list-style-type: none"> • 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 • 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. • Frieden, T. R. (2014). Six components necessary for effective public health program implementation. <i>American journal of public health</i>, 104(1), 17-22. • Furtado, K. S., Budd, E. L., Armstrong, R., Pettman, T., Reis, R., Sung-Chan, P., ... & Brownson, R. C. (2019). A cross-country study of mis-implementation in public health practice. <i>BMC Public Health</i>, 19(1), 1-10. • Brownson, R. C., Allen, P., Jacob, R. R., Harris, J. K., Duggan, K., Hipp, P. R., & Erwin, P. C. (2015). Understanding mis-implementation in public health practice. <i>American journal of preventive medicine</i>, 48(5), 543-551. |
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| Session 1 | Introduction to module & assignment |
| Speaker | Odessa Dariel |
| Session Outline | Introduction to module & assignment ; signposting to useful resources |
| Learning Objectives | <p>Students will be able to:</p> <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 | 30 minutes |
| Dates | Monday 17 th October 2022; 9h-9h15 |
| Training methods | Lecture |
| Readings | <ul style="list-style-type: none"> • Required: Narrated Powerpoint presentations on evidence-based community program implementation • 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 |

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| Session 1-4 | Community needs assessment in program planning |
| Speaker | Stephanie Moxley |
| Session Outline | <ul style="list-style-type: none"> • Lecture on the process of a health needs assessment • Class discussion • Practice health needs assessment skills • Peer presentation on findings and utilization |
| Learning Objectives | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Describe the process and steps of a community health needs assessment. • Conduct a community health needs assessment using the process and steps in a local community. • Explain and understand how the results from a health needs assessment is used in several settings. |
| Duration | 12 hours |
| Dates | Monday 17 th – Tuesday 18 th October 2022; 9h15-16h |
| Training methods | Lecture and class discussions; skill-based training, peer presentations |
| Reading | <p>Read through Development and Importance of Health Needs Assessment article on NIH website at: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1113037/</p> <p>(Do not memorize terms or details. The student should instead understand the concept and importance of a community health needs assessment BEFORE class.</p> |

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| Session 5-8 | 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 studies. |

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| 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 | 12 hours |
| Dates | Wednesday 19 th - Thursday 20 th October 2022: 9h - 16h |
| Training methods | Lectures, case studies & discussion |
| Reading | TBA |

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| Session 9-10 | 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 | Friday 21 st October 2022, 9h – 16h |
| Training methods | Lecture and class discussions |
| Reading | TBA |