

## Syllabus HPM 228 “Managing community program implementation”

<b># 228</b>	<b>Managing community program implementation</b>
<b>Coordinator</b>	Odessa Dariel, Lecturer in the Institute of Management EHESP School of Public Health <a href="mailto:Odessa.petitdardiel@ehesp.fr">Odessa.petitdardiel@ehesp.fr</a>
<b>Dates</b>	14 to 18 October 2024
<b>Credits/ECTS</b>	3 ECTS
<b>Duration</b>	5 days of 6 hours = 30 hours
<b>Location</b>	EHESP – MSH Avenue George Sand 93210 La Plaine St Denis – Greater Paris
<b>Description</b>	Community program planning and implementation is a critical competency for public health field 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, 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 program design & development), 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. The module also shows how to link community programs with national strategies priorities to achieve sustainability and ownership, through a technical assistance approach. The module complements Prevention & Health Promotion module 239 and Evaluation of Public Health Programs module 208.
<b>Prerequisites</b>	Advanced core 205
<b>Course learning objectives</b>	<ol style="list-style-type: none"> <li>1. Describe the fundamental concepts, approaches and limitations of community health programs.</li> <li>2. Use the principles of program planning to design, implement &amp; evaluate a community-based program</li> <li>3. Select appropriate tools &amp; methods to program planning &amp; implementation</li> <li>4. Understand process and impact evaluation and select appropriate qualitative and quantitative methods for each type of evaluation</li> <li>5. Apply management theories, tools and processes to project management</li> </ol>
<b>Contributes to the development of the following competencies</b>	<ul style="list-style-type: none"> <li>– 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)</li> <li>– Evaluates public health services and interventions, applying sound methods based on recognized evaluation models (1.8)</li> <li>– Understands health systems' structure, governance, funding mechanisms and how health-care services are organized (1.10)</li> <li>– Demonstrates knowledge of basic organizational management and project management (8.5)</li> <li>– 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)</li> <li>– 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)</li> </ul>
<b>Structure</b>	Lectures, group work & discussions
<b>Resources</b>	Provided for each session

<b>Grading and assessment</b>	<ul style="list-style-type: none"> <li>• 20% = Class attendance so you can participate in exercises &amp; discussions throughout the week. When assigned, students must come to class having read/watched relevant materials.</li> <li>• 80% = 15-page written report providing an action plan for a community program (planning &amp; evaluation) (due 2 weeks after the end of the module)</li> </ul> <p>The community intervention plan should include:</p> <ol style="list-style-type: none"> <li>1. Evidence-based justification of the PH problem you are targeting and how it is impacting a <b>specific community</b> (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)</li> <li>2. Demonstration of how the intervention aligns with national priorities and strategies, and discussion of collaboration modalities with the health authorities</li> <li>3. Recognition of stakeholders, their roles &amp; interest in addressing the problem (in the specific community)</li> <li>4. Existing programs and their limitations, justification for the program selected &amp; any adaptations necessary for the new target audience</li> <li>5. SMART objective, theory of change, logic model and action plan using project management tools (ex, Gant chart); indicators &amp; data collection plan. While a detailed budget is not expected, you will need to remain pragmatic in terms of the costs and feasibility of your proposed community program and provide a summary of expected costs and overall budget required.</li> </ol>
<b>Course policy</b>	<p><b>Attendance &amp; punctuality</b></p> <p>Regular and punctual class attendance is a prerequisite for receiving 20% of overall grade for this course. The obligations of attendance and punctuality cover every aspect of the course: lectures, group projects, assessments, examinations, as described in EHESP Academic Regulations <a href="http://mph.ehesp.fr">http://mph.ehesp.fr</a> 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><b>Lateness:</b> Students who are more than 10 minutes late may be denied access to a class. Repeated late arrivals may be counted as absences (See <a href="http://mph.ehesp.fr">http://mph.ehesp.fr</a> EHESP Academic Regulation Article. 3 Attendance &amp; Punctuality)</p> <p><b>Maximum absences authorized &amp; penalty otherwise</b></p> <p><u>More than 1 full day (6 hours) of absences</u> will be penalizing especially if the student does not pass the module assignment. If this is the case, the student will be able to resubmit another community program 2 weeks later but will not obtain more than the minimum pass mark (i.e. 10 out of 20).</p> <p><b>Exceptional circumstances</b></p> <p>Late submission of assignments due to physical or mental illness, or exceptional personal reasons must be justified; otherwise, students will be penalized by having <u>1 point removed per day that the assignment is late</u>. Students must directly notify the module coordinator and the MPH academic secretariat before the 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 <a href="http://mph.ehesp.fr">http://mph.ehesp.fr</a> EHESP Academic Regulation Article 4 Examinations).</p> <p><b>Courtesy:</b> 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>
<b>Valuing diversity</b>	<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>

<b>Course evaluation</b>	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.
<b>Recommended readings &amp; useful resources</b>	<ul style="list-style-type: none"> <li>• HPM Manual &amp; other resources posted on CAMPUS</li> <li>• BU module on the program evaluation of <i>Health Bucks</i>: <a href="https://sphweb.bumc.bu.edu/otlt/mph-modules/ProgramEvaluation/index.html">https://sphweb.bumc.bu.edu/otlt/mph-modules/ProgramEvaluation/index.html</a></li> <li>• <a href="https://www.ruralhealthinfo.org/toolkits/rural-toolkit/1/creating-a-program">https://www.ruralhealthinfo.org/toolkits/rural-toolkit/1/creating-a-program</a> : Very useful website with information &amp; tools on program design, implementation &amp; evaluation in rural communities. You might find ideas for your community project in Section 1. Creating a program, sub-section 'Rural issues')</li> <li>• <a href="https://nirn.fpg.unc.edu/ai-hub">https://nirn.fpg.unc.edu/ai-hub</a> &amp; <a href="https://nirn.fpg.unc.edu/ai-hub/resources">https://nirn.fpg.unc.edu/ai-hub/resources</a></li> <li>• <a href="https://www.nccmt.ca/knowledge-repositories/search/71">https://www.nccmt.ca/knowledge-repositories/search/71</a></li> </ul>

<b>Session 1</b>	<b>Introduction to module/assignment &amp; Evidence-based community program implementation</b>
<b>Speaker</b>	Odessa Dariel, EHESP
<b>Session Outline</b>	<ul style="list-style-type: none"> <li>• Introduction to module &amp; assignment</li> <li>• What does the evidence say about community program implementation</li> </ul>
<b>Learning Objectives</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>- Identify the process of community program implementation</li> <li>- Recognize the main factors influencing community program implementation and the challenges that can compromise meeting expected outcomes</li> <li>- 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</li> </ul>
<b>Duration</b>	3 hours
<b>Dates</b>	Monday 14 <sup>th</sup> October 2024; 9h-12h
<b>Training methods</b>	Lecture & discussion
<b>Required readings</b>	<ul style="list-style-type: none"> <li>• 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 &amp; Care (CLAHRC) programme nationally and in North West London. <i>Health Research Policy and Systems</i>, 10 (32), 9 pgs.</li> <li>• Frieden, T. R. (2014). Six components necessary for effective public health program implementation. <i>American journal of public health</i>, 104(1), 17-22.</li> <li>• Furtado, K. S., Budd, E. L., Armstrong, R., Pettman, T., Reis, R., Sung-Chan, P., ... &amp; Brownson, R. C. (2019). A cross-country study of mis-implementation in public health practice. <i>BMC Public Health</i>, 19(1), 1-10.</li> </ul>

<b>Session 2</b>	<b>Community needs assessment in program planning</b>
<b>Speaker</b>	Odessa Dariel, EHESP
<b>Session Outline</b>	<ul style="list-style-type: none"> <li>• Presentation on the importance of engaging the community: Perspectives from HIV/AIDS fieldwork in Africa</li> <li>• Overview of community needs assessment presentation</li> <li>• Presentation &amp; discussion on the planning process for a community needs assessment</li> <li>• Presentation &amp; discussion on creating and implementing a community action plan</li> </ul>
<b>Learning Objectives</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Articulate the community needs assessment process</li> <li>• Identify key stakeholders for the community needs assessment</li> <li>• Determine the data collection methods or use existing data to assess the health status of a community</li> <li>• Review and summarize the data that will inform the development of a community action plan</li> <li>• Identify resources to create a toolbox for future community needs assessments</li> </ul>
<b>Duration</b>	3 hours
<b>Dates</b>	Monday 14 <sup>th</sup> October 2024; 13h-16h
<b>Training methods</b>	Lecture & Discussion
<b>Reading</b>	TBA

<b>Session 3</b>	<b>Aligning community programs with national strategies: the role of Technical Assistance (TA)</b>
<b>Speaker</b>	Chadi Mhedhebi, <i>Project manager, Ginger International</i>
<b>Session Outline</b>	<ul style="list-style-type: none"> <li>• Definition of technical assistance and overview of the different types of TA projects</li> <li>• Presentation of the different involved stakeholders and explanation of the link with community programs</li> <li>• Presentation &amp; discussion of the different governance models of TA projects</li> <li>• Discussion of practical examples of TA projects from the field</li> </ul>
<b>Learning objectives</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>- Be familiar with the world of technical assistance and its link with community program design and implementation</li> <li>- Be aware of the interests of the different stakeholders and the issues at stake in a development setting</li> <li>- Understand the different governance models of TA projects, and the advantages and drawbacks of each model</li> <li>- Understand the practical challenges faced by technical assistance projects in LMICs</li> </ul>
<b>Duration</b>	3 hours
<b>Dates</b>	Tuesday 15 <sup>th</sup> October 2024, 9h-12h

<b>Training methods</b>	Lecture and class discussions
<b>Reading</b>	TBA

<b>Session 4-6</b>	<b>The project cycle &amp; project management tools</b>
<b>Speaker</b>	Teresa Durães, <i>managing director at Hospital da Luz, Lisboa</i>
<b>Session Outline</b>	<p><b>Day 1:</b> Understanding the project management life cycle from start to finish – Part 1 &amp; Part 2</p> <ul style="list-style-type: none"> <li>- In a traditional HC organization</li> <li>- In a community program with numerous actors</li> <li>- 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).</li> </ul> <p><b>Day 2:</b> Project management tools (WBS/OBS model, GANTT charts, logic model) – Part 1 &amp; Part 2</p>
<b>Learning objectives</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>- Understand the project management life cycle from start to finish.</li> <li>- Be familiar with new forms of organic community-aggregates to work with and the specifics for managing projects.</li> <li>- Plan, implement and monitor complex projects using specific management tools - GANTT charts/ planning, PERT planning, WBS/OBS model, others)</li> </ul>
<b>Duration</b>	9 hours
<b>Dates</b>	Tuesday 15 <sup>th</sup> October 2024, 13h-16h Wednesday 16 <sup>th</sup> October 2024, 9h–16h
<b>Training methods</b>	Lecture and class discussions
<b>Reading</b>	TBA

<b>Session 7-10</b>	<b>Project development &amp; implementation in LMIC</b>
<b>Speaker</b>	Sarah Brousse, Action Contre la Faim
<b>Session Outline</b>	<ul style="list-style-type: none"> <li>- Introduction to the project cycle</li> <li>- Presentation &amp; 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).</li> <li>- Presentation &amp; discussion on the design of projects in humanitarian settings, with practical case studies.</li> </ul>

<b>Learning Objectives</b>	<p>Student will be able to:</p> <ul style="list-style-type: none"> <li>- Describe and navigate through the various steps of the project cycle</li> <li>- 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.</li> <li>- 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.</li> <li>- See various types of project implementation models in the context of LMICs</li> <li>- Understand the basic concept of health system strengthening and the modalities of application in LMICs</li> </ul>
<b>Duration</b>	12 hours
<b>Dates</b>	Thursday 17 <sup>th</sup> - Friday 18 <sup>th</sup> October 2024: 9h - 16h
<b>Training methods</b>	Lectures, case studies & discussion
<b>Reading</b>	TBA