



Course syllabus for

Theories and Methods for Implementation and Evaluation, 7 credits

Teorier och metoder för implementering och utvärdering, 7 hp

This course syllabus is valid from autumn 2024.

Please note that the course syllabus is available in the following versions:

[Autumn2020](#) , [Autumn2021](#) , [Autumn2022](#) , [Autumn2023](#) , [Autumn2024](#)

Course code	4FH096
Course name	Theories and Methods for Implementation and Evaluation
Credits	7 credits
Form of Education	Higher Education, study regulation 2007
Main field of study	Public Health Sciences
Level	AV - Second cycle
Grading scale	Pass with distinction, Pass, Fail
Department	Department of Global Public Health
Decided by	Utbildningsnämnden PHS
Decision date	2019-03-06
Revised by	Education Committee GPH
Last revision	2024-03-07
Course syllabus valid from	Autumn 2024

Specific entry requirements

A Bachelor's degree or a professional degree equivalent to a Swedish Bachelor's degree of at least 180 credits in public health science, healthcare or other relevant social sciences subject area. And proficiency in English equivalent to English B/English 6.

That the student has completed courses with approved results equivalent of 45 credits at the Master's Programme in Public Health Sciences, specialisation Health Promotion and Prevention.

Objectives

After completion of the course, students should be able to:

- Demonstrate knowledge and understanding of theories, models and frameworks in implementation research
- Demonstrate knowledge in designing a programme theory of an effectiveness-implementation hybrid study

- Critically analyse complex interventions to identify and justify key elements in the causal chain
- Discuss the need for and use of reporting guidelines in intervention research
- Apply knowledge in the design of a process and outcome evaluation of complex interventions and policies
- Demonstrate understanding of a mixed methods evaluation approach
- Reflect on the strengths and limitations of an evidence-based approach to health promotion in relation to achievement of the Sustainable Development Goals

Content

The aim of this course is to give master students skills to bring research to practice by applying an evidence-based approach to health promotion including implementation and evaluation of interventions and how to plan and evaluate wide-scale implementation in society. The content focuses on the following:

- The roadmap from efficacy trials to wide-scale implementation
- Design and evaluation of complex interventions regarding mechanisms, implementation outcomes, societal and organisational level outcomes and client outcomes
- Quantitative and qualitative methods
- Reporting guidelines in intervention research
- Hybrid studies in implementation research
- Implementation theories, models and frameworks
- Implementation strategies
- Intervention failure vs. implementation failure

Teaching methods

Lectures, small group seminars and group work, in order to promote a reflective, analytical and critical approach towards implementation and evaluation of public health interventions. The lectures provide the students with knowledge on implementation research and evaluation. The group work will provide the opportunity for students to explore lecture themes in more detail and apply the knowledge gained. Students will work in teams to critique public health interventions regarding methods and conclusions. Students will be asked to consider the strengths and weaknesses of the methods used, the evidence produced and present their findings to the group. All teachers in the course are active researchers in the field of intervention and implementation research. Students are expected to undertake self-directed learning alongside contact time, which may include reading, critical analysis and assignments.

Examination

The examination consists of two parts both required to pass the course: 1) Weekly mandatory group assignments with oral presentation and peer review in class. There will be four group assignments based on literature. The group work will be graded with Pass or Fail: 2) an individual written home assignment describing a real-world implementation project where the student describes and critically appraises the steps of the implementation, evaluation and wide-scale dissemination of an intervention. The assignment will be graded as pass, pass with distinction or fail. In case of Fail on the individual written assignment, completion of the grade up to a passing grade can be allowed if the student is close to the limit of passing. The assignment must be submitted according to the course leader's instructions.

Compulsory participation

The course will start with a mandatory introductory lecture. Presence and active participation during the reporting of the group assignments is also compulsory. The examiner assesses if, and in that case how absence from compulsory educational elements can be compensated for. Before the student has participated in the compulsory educational elements or compensated absence in accordance with the course examiner's instructions, the final course results not be reported. Absence from a compulsory

educational component may imply that the student cannot compensate for missed compulsory educational elements until the next time the course is given.

Limitation of number of occasions to write the exam:

Students who have not passed the regular examination are entitled to participate in five more examinations. If the student has not passed the exam after four participations, he/she is encouraged to visit the study advisor. If the student has failed six examinations/tests, no additional examination or new admission is provided.

The number of times that the student has participated in one and the same examination is regarded as an examination session. Submission of a blank examination is regarded as an examination. An examination for which the student registered but not participated in will not be counted as an examination.

If there are special reasons, or a need for adaptation for a student with a disability, the examiner may decide to deviate from the syllabus's regulations on the examination form, the number of examination opportunities, the possibility of supplementation or exemptions from the compulsory section/s of the course etc. Content and learning outcomes as well as the level of expected skills, knowledge and abilities may not be changed, removed or reduced.

Transitional provisions

Examination will be provided during a time of two years after a possible cancellation of the course. Examination can take place according to an earlier literature list during a time of one year after the date when a major renewal of the literature list has been made.

Other directives

Course evaluation will be carried out in accordance with the guidelines established by the Committee for Higher Education.

The course language is English.

Literature and other teaching aids

Mandatory literature

Glanz, Karen; Rimer, Barbara K; Viswanath, K.

Health Behavior : theory, research, and practice

Glanz, Karen; Rimer, Barbara K.; Viswanath, K.

5 ed. : New York, NY : John Wiley & Sons, 2015 - Online-Ressource.

ISBN:978-1-118-62900-0 LIBRIS-ID:21086136

URL: [Länk](#)

[Library search](#)

Moore, G F

Process evaluation of complex interventions: Medical Research Council guidance

2015 Ingår i:

BMJ : British medical journal

London : British Medical Association, 1988-

ISSN:0959-8146 LIBRIS-ID:8263868

URL: <http://www.bmj.com/>

(2015)

Dissemination and implementation research in health : translating science to practice

Brownson, Ross C.; Colditz, Graham A.; Proctor, Enola Knisley

Third edition. : New York, NY : Oxford University Press, [2023] - xxv, 684 pages

ISBN:9780197660690 LIBRIS-ID:r8bb5gk2psw4v4v0

<https://ebookcentral-proquest-com.proxy.kib.ki.se/lib/ki/detail.action?docID=7273900>

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Extra material will be specified during the course