



Course syllabus for

# **Introduction to Planning and Program Development, 5 credits**

Introduktion till planering och utveckling av program, 5 hp

This course syllabus is valid from spring 2025.

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

Spring2020 , Spring2022 , Spring2023 , Spring2025

Course code	4FH098
Course name	Introduction to Planning and Program Development
Credits	5 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	Institute of Environmental Medicine
Decided by	Utbildningsnämnden PHS
Decision date	2019-10-14
Revised by	Education Committee GPH
Last revision	2024-10-11
Course syllabus valid from	Spring 2025

## **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.

## **Objectives**

The overall goal of the course is to give the students, knowledge and understanding of the systematic development of theory-based health promotion programmes. After completion of the course, students should be able to:

- Demonstrate knowledge and understanding of health promotion and evidence-based public health;
- Discuss a systematic approach of health promotion programme development;
- Select relevant theoretical approaches to change and translate these into program components
- Illustrate and compare ways to promote health and health behaviours at different levels and in different contexts

- Critically analyse and adequately justify the decisions made during the systematic development of the programme theory.

## Content

As this course aims at giving master students, knowledge and skills necessary for the systematic development of theory-based health promotion programmes, the content focuses on the following themes:

- The importance of systematically planning the development of theory-based health promotion programmes;
- The key principles of systematically planning the development of theory-based health promotion programmes;
- Analysing health problems and developing a problem-theory;
- Defining intervention outcomes and developing a programme theory;
- Selecting theoretical approaches of change;
- Translating the theoretical approaches into programme components;
- Developing an intervention plan and identifying barriers to implementation.

## Teaching methods

The course is based on lectures in combination with group assignments to promote a reflective, analytical and critical approach towards the systematic development of health promotion programmes. The lectures provide the students with knowledge on how to systematically develop health promotion programmes. The group assignments will provide the opportunity for students to explore lecture themes in more detail and apply the knowledge gained. All teachers in the course are active researchers in the field of intervention research. Students are expected to undertake self-directed learning alongside contact time. Self-directed learning may include reading, accessing supplementary materials, critical analyses and assignments.

## Examination

The course includes an individual home exam, which involves applying the knowledge gained during the course in the area of planning and systematic development of a health promotion intervention. The exam is to be submitted in writing. The home exam will be graded as pass, pass with distinction or fail. If a student fails the entire exam, the student must do a completely new re-exam. If a student fails a part of the exam, the student can complement by taking the re-exam for the failed parts. An exam that has been complemented can not get the grade pass with distinction.

### Compulsory participation

The course will include a number of compulsory lectures and group-assignments, which will be marked in the course schedule. The examiner assesses if, and in that case how, absence can be compensated. Before the student has participated in all compulsory parts or compensated absence in accordance with the examiner's instructions, the student's results for respective part will not be registered. Absence from a compulsory activity may result in that the student cannot compensate the absence until the next time the course is given.

### Limitation of number of occasions to write the exam:

The student has the right to write the exam six times. If the student has not passed the exam after four participations, the student is encouraged to visit the study advisor. 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 also regarded as an examination.

If there are special grounds, 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

### Literature and other teaching aids

Extra material will be specified during the course

#### **Evidence-based public health**

*Brownson, Ross C.; Baker, Elizabeth A.; Deshpande, Anjali D.; Gillespie, Kathleen N.*

Third edition : New York, NY : Oxford University Press, [2017] - xvii, 343 pages

ISBN:9780190620936 LIBRIS-ID:20912442

[Library search](#)

*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](#)

#### **A new framework for developing and evaluating complex interventions: update of Medical Research Council guidance.**

*Skivington, Kathryn; Matthews, Lynsay; Simpson, Sharon Anne; Craig, Peter; Baird, Janis; Blazeby, Jane M*

BMJ, 2022

URL: <https://www.bmj.com/content/bmj/374/bmj.n2061.full.pdf>