



**Karolinska  
Institutet**

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 2022.

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

Spring2020 , Spring2022 , Spring2023

|                            |  |
|----------------------------|--|
| 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              | Fail (U), pass (G) or pass with distinction (VG) |
| Department                 | Institute of Environmental Medicine              |
| Decided by                 | Utbildningsnämnden PHS                           |
| Decision date              | 2019-10-14                                       |
| Revised by                 | Education Committee GPH                          |
| Last revision              | 2021-10-22                                       |
| Course syllabus valid from | Spring 2022                                      |

## **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 the systematic approach of health promotion programme development;
- Demonstrate knowledge and understanding of how to promote health and health behaviours at different levels;
- 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-work in order 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-work 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 and implementation 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 applying the steps involved in the planning and systematic development of a health promotion intervention to be submitted in writing. The home exam will be graded as pass, pass with distinction or fail.

### Compulsory participation

The course will include a number of compulsory seminar and lectures, which will be marked in the course schedule. The course director assesses if and how absence from compulsory parts can be compensated. Before the student has participated in compulsory parts or compensated absence in accordance with the course director's instructions the student's course results will not be reported to LADOK. Absence from a compulsory part may result in the student having to wait to compensate 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 he/she 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. An examination for which the student registered but did not participate in will not be counted 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](#)

#### **Developing and evaluating complex interventions**

<https://mrc.ukri.org/>, 2019

URL: [Länk](#)

*MRC 2019 (will be published during 2019)*