

In the name of Almighty



Tabriz University of Medical Sciences

Education Development Office (EDO)-Education Vice Dean Administrative

Faculty of Health (FoH)

Lesson plan for the course of **Interventions planning in Health Education & Promotion** for the students of Health Education and Promotion at PhD level.

The students' affiliated department name **Health Education and Promotion**
 Academic year **97-98** Semester 1st 2^{ed} Summer

1. The lecturer's specifications

Name & Family name:	The affiliated department:	Academic rank:
Abdolreza Shaghaghi	Health Education and Promotion (HEP)	Professor
The affiliated university:	The affiliated faculty:	The faculty room number:
Tabriz University of Medical Sciences	Faculty of Health (FoH)	HEP D - Room No 314
Highest Academic Degree Obtained:	Field of Study:	Telephone number:
PhD	Community Health	041 33340309
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2. The course specifications

The course title:	Interventions planning in Health Education & Promotion		
The course credit: 2 T	The course venue: HEP D -Conference room 1		
The course type:	Practical <input type="checkbox"/>	Theoretical <input checked="" type="checkbox"/>	Fieldwork <input type="checkbox"/> Internship <input type="checkbox"/>
Prerequisite course:	Required <input type="checkbox"/> Not required <input checked="" type="checkbox"/>	The number of course sessions: 16	
The number of field work/internship hours:	-		

3. The learners' details:

Field of study:	Expected degree Level:	Number of learners:
Health Education and Promotion	PhD	3

The course main goal: to develop students' critical understanding of health promotion planning process, its components and promote their skills in identifying and applying relevant theories of Health Interventions Planning in the planning, implementation, assessment and evaluation of targeted health promotion interventions.

The course objectives:

1. To extend the learners' knowledge about importance of planning in healthcare and stages of operational health promotion interventions' planning.
2. To extend the learners' knowledge about different types of planning.
3. To expand familiarity with the categories of objectives for health education and promotion interventions.
4. To broaden learners' understandings about utilization of health promotion planning principles in identifying health needs of communities.
5. To enhance knowledge about application of behavioral theories in developing, implementing, and evaluating health promotion interventions.
6. To provide students with an overview of several program planning models and their application in a variety of settings.

Teaching style: The hybrid style including demonstrating/ delegating and facilitating styles.

Learners' tasks: Listing and/or brainstorming, comparing, problem-solving, sharing personal experiences and storytelling, peer tutoring, fishbowl activity, active participation in quescussion,.

The learners' assessment/evaluation method(s): Formative and summative assessment including assessment of attendance and timekeeping, learner participation in class discussions, giving oral or written feedbacks in class, completing and submitting assignments and final examination.

The mid/final exams' structure and questions distribution: The final exam will include at least two open/close ended questions from the topics discussed in the whole semester sessions that determine 12/20 score of the student total grade. The quality and content of the assignments will appoint 5/20 and class activities 3/20 scores of the total grade.

References:

1. Bartholomew LK, Parcel GS, Kok G, Gottlieb NH, Fernandez ME. Planning health promotion programs: an intervention mapping approach. San Francisco: Jossey-Bass, 2011.
2. The University of Kansas. Community Tool Box. 2014, Available at: <http://ctb.ku.edu/en/table-of-contents/overview/model-for-community-change-and-improvement>
3. UNICEF, UNFPA, WHO, World Bank. Packages of interventions: family planning, safe abortion care, maternal, newborn and child health. Geneva: WHO, 2010.
4. Kilbourne AM, Neumann MS, Pincus HA, Bauer MS, Stall R. Implementing evidence-based interventions in health care: application of the replicating effective programs framework. Implement Sci. 2007 Dec 9;2:42.
5. Atun R, de Jongh T, Secci F, Ohiri K, Adeyi O. Integration of targeted health interventions into health systems: a conceptual framework for analysis. Health Policy Plan. 2010 Mar;25(2): 104-11.
6. Wisconsin Nutrition, Physical Activity and Obesity Program. Local Implementation of the Wisconsin Nutrition and Physical Activity State Plan Strategic Planning Example, February 2009. Available at: <https://www.dhs.wisconsin.gov/physical-activity/Resources/Planning/StrategicPlanSample.pdf>
7. The Agency for Healthcare Research and Quality (AHRQ). The Ten Steps of Action Planning, 2008. Available at: <http://www.ahrq.gov/professionals/education/curriculum-tools/teamsteps/instructor/essentials/implguide.pdf>

The course outline

Session	Session educational topics	Educational objectives	Learning domain(s)/taxonomy(ies)*
1	Types of Planning: Strategic, Tactical, Operational	OBJECTIVE 1, 2, 3	COG: understanding AFECT: organization PSYCHO: perception
2	Intervention Mapping	OBJECTIVE 1, 2, 5, 6	COG: understanding AFECT: organization PSYCHO: perception
3	An intervention based model of health promotion: (the TANNAHILL model)	OBJECTIVE 1, 2, 5, 6	COG: understanding AFECT: organization PSYCHO: perception

4	The RE-AIM framework	OBJECTIVE 1, 2, 5, 6	COG: understanding AFECT: organization PSYCHO: perception
5	Participatory approaches in health promotion and planning	OBJECTIVE 1, 2, 5, 6	COG: understanding AFECT: organization PSYCHO: perception
6	Community development approaches to health promotion	OBJECTIVE 1, 2, 5, 6	COG: understanding AFECT: organization PSYCHO: perception
7	GTO based health promotion intervention planning	OBJECTIVE 1, 2, 5, 6	COG: understanding AFECT: organization PSYCHO: perception
8	Spectrum of prevention: a model for intervention planning	OBJECTIVE 1, 2, 4, 5, 6	COG: understanding AFECT: organization PSYCHO: perception
9	Social ecological model in intervention planning	OBJECTIVE 1, 2, 4, 5, 6	COG: understanding AFECT: organization PSYCHO: perception
10	Application of logic model in health promotion intervention planning	OBJECTIVE 1, 2, 4, 5, 6	COG: understanding AFECT: organization PSYCHO: perception
11	Emotional health and interpersonal relationships interventions	OBJECTIVE 4, 5, 6	COG: understanding AFECT: organization PSYCHO: perception
12	Work place health promotion interventions	OBJECTIVE 4, 5, 6	COG: understanding AFECT: organization PSYCHO: perception
13	Interventions for a safer and healthier transportation	OBJECTIVE 4, 5, 6	COG: understanding AFECT: organization PSYCHO: perception
14	Developing web-based and electronic media-based health promotion interventions	OBJECTIVE 4, 5, 6	COG: understanding AFECT: organization PSYCHO: perception
15	School-based health interventions	OBJECTIVE 4, 5, 6	COG: understanding AFECT: organization PSYCHO: perception
16	Health promotion interventions in prisons	OBJECTIVE 4, 5, 6	COG: understanding AFECT: organization PSYCHO: perception
*	Learning domains: Cognitive (COG) including creating, evaluating, analyzing, applying and understanding taxonomies. Affective (AFECT) including internalizing values, organization, valuing, responding and receiving taxonomies. Psychomotor (PSYCHO) including origination, adaptation, complex overt response, mechanism, guided response, set and perception taxonomies.		

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