

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 **Evaluation of Health Education & Promotion Interventions** and 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 |
| Email address: | ar.shaghaghi@gmail.com & shaghaghir@tbzmed.ac.ir | |

2. The course specifications

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|--|--|---|--|
| The course title: | Evaluation of Health Education & Promotion Interventions | | |
| The course credit: 0.5 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: 5 | |
| The number of field work/internship hours: | - | | |

3. The learners' details:

| Field of study: | Expected degree Level: | Number of learners: |
|--------------------------------|------------------------|---------------------|
| Health Education and Promotion | Ph.D | 3 |

The course main goal: To develop students' understanding about different approaches in evaluating the extent of health education & promotion interventions (HEPINT) and also effectiveness criteria of the achievements.

The course objectives:

1. To develop a working familiarity with major concepts and logic of HEPINTs evaluation.
2. To extend the knowledge about program evaluation logic models, mechanisms, goals, realities and constraints.
3. To expand familiarity with types of evaluation and their different purposes.
4. To broaden understandings about limitations in program evaluation and prepare the learners on how to deal with such issues.
5. To enhance knowledge about potential threats that may pose bias to the internal validity of evaluations.

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. Louise Potvin • David V. McQueen (2008). Health Promotion Evaluation Practices in the Americas: Values and Research.
2. WHO (2001). Evaluation in health promotion: principles and perspectives. Edited by: Irving Rootman, Michael Goodstadt, Brian Hyndman, David V. McQueen, Louise Potvin, Jane

- Springett and Erio Ziglio, WHO Regional Publications, European Series, No. 92. Qualitative Research in Health Care, 3rd Edition Catherine Pope, Nicholas Mays (Editors) Wiley 2006.
3. Fannie Fonseca-Becker, Amy L. Boore, (2008) Community Health Care's Process for Evaluation, Springer Science Business Media, LLC .
 4. Di Iorio, Colleen Konicki, (2005) Measurement in health behavior: methods for research and education, Published by Jossey-Bass .
 5. Irving Rootman, Michael Goodstadt, Brian Hyndman, David V. McQueen, Louise Potvin, Jane Springett and Erio Ziglio. (2001) Evaluation in health promotion: principles and perspectives. Published by World Health Organization
 6. L. Kay Bartholomew, Guy S. Parcel, Gerjo Kok, Nell H. Gottlieb, Maria E. Fernandez, (2011) Planning health promotion programs: an intervention mapping approach. Published by Josseybass.
 7. Charlotte Paterson, Charlotte Baarts, Laila Launsø and Marja J Verhoef. Evaluating complex health interventions: a critical analysis of the 'outcomes' concept. BMC Complementary and Alternative Medicine 2009, 9:18, doi:10.1186/1472-6882-9-18 .
 8. Jill Luoto, Margaret A. Maglione, Breanne Johnsen, Christine Chang, Elizabeth S. Higgs, Tanja Perry, Paul G. Shekelle. A Comparison of Frameworks Evaluating Evidence for Global Health Interventions. Plos Medicine July 09, 2013, doi: 10.1371/journal.pmed.1001469

The course outline

| Session | Session educational topics | Educational objectives | Learning domain(s)/taxonomy(ies)* |
|---------|--|------------------------|---|
| 1 | Evaluation of Health Promotion Interventions (HPI) | OBJECTIVE 1, 2, 3 | COG: understanding AFECT: organization PSYCHO: perception |
| 2 | A comprehensive approach for evaluating health promotion programs | OBJECTIVE 1, 2, 3 | COG: understanding AFECT: organization PSYCHO: perception |
| 3 | Investment for health: developing a multifaceted appraisal Approach | OBJECTIVE 4, 5 | COG: understanding AFECT: organization PSYCHO: perception |
| 4 | Practical problems or barriers in evaluation | OBJECTIVE 6, 7 | COG: understanding AFECT: organization PSYCHO: perception |
| 5 | Evaluation logic, approaches, frameworks and designs | OBJECTIVE 7, 8 | COG: understanding AFECT: organization PSYCHO: perception |
| * | <p>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.</p> | | |

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