

HSL Faculty, UiT The Arctic University of Norway, 2.10.2017	TEMPLATE FOR COURSE DESCRIPTIONS FOR PHD COURSES, THE HSL FACULTY Please see explanation to each point below. The template is based on requirements for modules within the UiT quality system.
Name	Bokmål: Innføring tilnærminger for implementering og evaluering av intervensjoner Nynorsk: English: Introduction to frameworks for implementation and evaluation of interventions
Course code and level	SVF-8070
Type of course	The course may be taken as a single course.
Scope of course	5
Required / recommended previous knowledge	<p>PhD students or holders of a Norwegian Master's Degree of five years or 3+ 2 years (or equivalent) may be admitted. PhD students must upload a document from their university stating that they are registered PhD students.</p> <p>Holders of a Master's Degree must upload a Master's Diploma with Diploma Supplement / English translation of the diploma. Applicants from listed countries must document proficiency in English. To find out if this applies to you see the following list: http://www.nokut.no/Documents/NOKUT/Artikkelbibliotek/Utenlandsk_utdanning/GSULista/2016/GSU_list_English_14112016.pdf</p> <p>For more information on accepted English proficiency tests and scores, as well as exemptions from the English proficiency tests, please see the following document: https://uit.no/Content/254419/PhD_EnglishProficiency_100913.pdf</p>
Course contents	Evidence-based interventions benefit individuals and organizations only when they are implemented fully. Successful implementation is therefore key to advancing policy and practice through research. This introductory course will provide theoretical and methodological knowledge of what, why and how interventions work in real world settings with examples from education, psychology, and health-services research. It will also introduce models and frameworks used for studying challenges to scale-up and spread changes in society, and various approaches to reducing complexity of interventions, implementations, and innovations. The course will have a mixed methods approach as the integration of quantitative and qualitative research designs plays an important role in implementation and intervention science.
Learning outcomes <i>Be concise and consequent: Outcomes should relate to each other as well as to the teaching methods and the coursework</i>	The students have the following learning outcomes: Knowledge The student has <ul style="list-style-type: none"> • knowledge of the key implementation frameworks and methodologies used across different types of educational and professional settings. • insight about challenges such as ethics, research design, quality improvement, and policy update as a continuum of implementation.

<p>requirements / examination form.</p> <p>Learning outcomes should be formulated in such a way that they may be checked.</p> <p>Make sure the outcomes are realistic and in accordance with the amount of ECTS (they must not be too ambitious).</p> <p>Description of competence is not required for 10 ECTS courses.</p>	<ul style="list-style-type: none"> • <p>Skills The student is able to / can:</p> <ul style="list-style-type: none"> • identify and address the barriers and facilitators to implementation • recognize and adopt appropriate methods based on a range of evaluation designs. <p>Competence The student will</p> <ul style="list-style-type: none"> • have basic competence on the strategies and processes needed to evaluate and implement an evidence-based change effectively.
Relevance in the degree program	Should be provided, but not a requirement.
<p>Teaching and working methods Teaching methods, scope and frequency should be described. Also provide information about the number of lectures / classes.</p>	<p>Teaching method will be lectures and small group sessions, where participants discuss case studies provided by the lecturers.</p> <p>The course covers 15 hours, distributed over two days. Mandatory participation is 80%.</p>
Practice	
Quality assurance of the course	All courses will be evaluated once during the period of the study program. The board of the program decides which courses will be evaluated by students and teacher each year.
<p>Coursework The required coursework must be clear and feasible. Keep the scope of the course in mind.</p>	<p>The following coursework requirements must be completed and approved in order to take the final exam:</p> <p>Each participant will present orally a practical example of own or shared intervention/ implementation study, followed by feedback from peers and the lecturer.</p>
<p>Assessment and exam Provide clear information about exam form(s). The amount of hours/days/weeks must be given.</p> <p>In the case of written assignments, please provide the required amount of words. If desired: provide information about line space, font etc. (standard: 1 ½).</p>	<p>The exam will consist of:</p> <p>A written assignment (of approx. 6000 words) based on presentation and feedback. The paper will include a properly described research problem, objectives, the evidence-based interventions proposed, and the context. It will also employ one implementation science framework or theory that fits with the objective on how to evaluate the implementation using qualitative and/or quantitative methods and analyses.</p> <p>The exam will be assessed on a Pass/Fail basis.</p>

<i>A-F grades scale or Pass/Fail</i>	
Retake	Retake is offered in in the beginning of the following semester in cases of grade F or Fail. Deferred examination is offered in the beginning of the following semester if the student is unable to take the final exam due to illness or other exceptional circumstances. Registration deadline for retake is January 15 for autumn semester exams and August 15 for spring semester exams.
Syllabus	Approx. 700 pages
Language of instruction and examination	English