

COURSE SPECIFICATION

Name of Institution Mahidol University
Campus/Faculty/Program ASEAN Institute for Health Development

Section 1 General Information

1. **Code and Course Title:** ADPM 629 Research Methodology for Primary Health Care
2. **Total Credits:** 2 (2-0-4) credits (Lecture - Practice - Self Study)

3. Curriculum and Course Category

Master of Primary Health Care (International Program) (Required Course)

4. Course Coordinator/Course Instructors

4.1 Course Coordinator

Assoc.Prof. Dr. Orapin Laosee

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Contact: ASEAN Institute for Health Development

Tel. 02 441 9040 ext 63

4.2 Course Instructors

Assoc.Prof. Dr. Orapin Laosee e-mail: orapin.lao@mahidol.edu

Assoc.Prof. Dr.Piyapong Janmaimool e-mail: piyapong.jan@mahidol.ac.th

Assoc.Prof. Dr.Thunwadee Suksaroj email: thunwadee.suk@mahidol.edu

Assoc.Prof. Dr.Cheerawit Rattanapan email: Cheerawit.rat@mahidol.edu

5. Semester / Academic Year of Study: 1/2023

6. **Pre-requisite:** None

7. **Co-requisite:** none

8. **Venue:** ASEAN Institute for Health Development, Mahidol University

9. **Latest Date of Course Specification Development or Modification:** 1 September 2022

Section 2 Aims and Objectives

1. Course Aims

Upon successful completion of this course, the learners will be able to:

1. Identify the research topic based on the primary health care problems through literature review and relevant information
2. Synthesis the literature and purpose a research gap
3. Give three examples of ethical violence of conducting the research
4. Describe the key steps of research process in accordance to research design

5. Design the research project to solve primary health care problem with respect to ethical standard

2. Objectives of Course Development/Modification

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Section 3 Course Description and Implementation

1. Course Description

The concept of research methodology in primary health care; research design; research questions, research objective, hypotheses, literature review; critical appraisal; referencing; population and sample; sample size calculation, sampling technique; data collection methods; instrument development, validity and reliability; research ethics; plagiarism, academic writing; publication

หลักการและแนวทางการวิจัยในงานสาธารณสุขมูลฐาน การออกแบบงานวิจัย ประเภทของการวิจัย คำถามการวิจัย วัตถุประสงค์วิจัย การตั้งสมมุติฐานการวิจัย การทบทวนวรรณกรรม กระบวนการตรวจสอบอย่างเป็นระบบ การอ้างอิง ประชากรและกลุ่มตัวอย่าง การคำนวณขนาดตัวอย่าง การสุ่มตัวอย่าง วิธีการเก็บรวบรวมข้อมูล การพัฒนาเครื่องมือวิจัย ความตรงและความเที่ยง จริยธรรมการวิจัยและวิธีการเขียนเอกสารส่งกรรมการจริยธรรม การเขียนวิทยานิพนธ์ และการเขียนบทความวิชาการเพื่อการเผยแพร่

2. Number of Hours per Semester

Lecture	30	Hours
Tutorial	0	Hour
Practice / Field Experience /Practicum	0	Hour
Self-Study	60	Hours

3. Number of hours provided for academic advice and guidance to an individual student

Every Thursday 14.00-16.00 at Building 1, 2nd floor ASEAN Institute for Health Development; Office hours (at least 2 hours/week)

Section 4 Development of the expected learning outcomes

1. A brief summary of the knowledge or skills expected to develop in students; the course-level expected learning outcomes (CLOs)

On completion of the course, students will be able to:

CLO 1 Identify the research topic based on the primary health care problems through literature review and relevant information

CLO 2 Synthesis the literature and purpose a research gap

CLO 3 Give three examples of ethical violence of conducting the research

CLO 4 Describe the key steps of research process in accordance to research design

CLO 5 Design the research project to solve primary health care problem with respect to ethical standard

2. How to organize learning experiences to develop the knowledge or skills stated in number 1 and how to measure the learning outcomes

CLOs	Teaching and learning experience management			Learning outcomes measurements			
	Lecture	Individual Work	Group Work	Test	Assignment quality	Individual Reports	Group Reports
CLO1	x	x			x	x	
CLO2	x	x		x	x	x	
CLO3	x		x		x		x
CLO4	x		x	x	x		x
CLO5	x	x			x	x	

Section 5 Teaching Plan and Evaluation Plan

1. Teaching Plan

Week No.	Topic	Hrs.			Teaching and Learning Activities	Instructor(s)
		Lecture	Practice	Self-study		
1	Introduction: research process, overview of research method in PHC	2	0	4	Lecture, Discussion	Assoc. Prof. Dr. Orapin Laosee
2	Introduction of academic database for literature review and critical appraisal	2	0	4	Lecture, exercise	Assoc. Prof. Dr. Cheerawit Rattanapan
3	How to conduct literature review, synthesis the literature	2	0	4	Lecture, exercise	Assoc. Prof. Dr. Orapin Laosee
4	Formulate a research problem/research questions/research gap identification	2	0	4	Lecture, assignment	Assoc. Prof. Dr. Cheerawit Rattanapan
5	Research question and research objective	2	0	4	Lecture, Discussion	Assoc. Prof. Dr. Orapin Laosee

Week No.	Topic	Hrs.			Teaching and Learning Activities	Instructor(s)
		Lecture	Practice	Self-study		
6	Develop the conceptual framework and variables	2	0	4	Lecture, case study, assignment	Assoc. Prof. Dr. Thunwadee Suksaroj
7	Writing an operational definition for research project	2	0	4	Lecture, exercise	Assoc. Prof. Dr. Orapin Laosee
8	Population and sample; Sampling technique; Sample size determination	2	0	4	Lecture, exercise	Assoc. Prof. Dr. Piyapong Janmaimool
9	Introduction of qualitative study	2	0	4	Lecture, exercise	Prof. Dr. Ratana Somrongthong
10	Research instrument development	2	0	4	Lecture, assignment	Assoc. Prof. Dr. Orapin Laosee
11	Measurements, validity and reliability	2	0	4	Lecture , exercise	Assoc. Prof. Dr. Orapin Laosee
12	Data collection technique	2	0	4	Lecture, discussion	Assoc. Prof. Dr. Orapin Laosee
13	Ethical consideration in health research and introduction of CITI program	2	0	4	Lecture, exercise	Assoc. Prof. Dr. Orapin Laosee
14	Academic writing	2	0	4	Lecture, exercise	Assoc. Prof. Dr. Orapin Laosee
15	Writing a publication	2	0	4	Lecture, exercise	Assoc. Prof. Dr. Piyapong Janmaimool
	Total	30	0	60		Assoc. Prof. Dr. Orapin Laosee

2. Evaluation Plan

No.	Learning Outcomes	Evaluation Method	Week of Evaluation	Evaluation Allotment
1.	CLO 1 Identify the research topic based on the primary health care problems through literature review and relevant information	Quiz	Week 4	5%
		In class exercise	Week 2 3	10%
2.	CLO 2 Synthesis the literature and purpose a research gap	Quiz	Week 6	5%
		In class exercise	Week 5,6	10%
3.	CLO 3 Give three examples of ethical violence of conducting the research	Assignments	Week 4,5,7,10	10%
		Individual Reports	Week 9,15	5%

No.	Learning Outcomes	Evaluation Method	Week of Evaluation	Evaluation Allotment
		Group Report	Week 13	5%
4.	CLO 4 Describe the key steps of research process in accordance to research design	Quiz	Week 10	5%
		Exercise	Week 7-12	10%
		Group discussion	Week 13	5%
5.	CLO 5 Design the research project to solve primary health care problem with respect to ethical standard	Quiz	Week 15	10%
		Concept paper	Week 9,15	20%

1. Measurement and evaluation of student achievement

- A = 85-100 %
 B+ = 75– 84 %
 B = 65 – 74 %
 C+ = 55 – 64 %
 C = 45 – 54 %
 F = 0- 44 %

Section 6 Teaching Materials and Resources

1. Main Textbook and Course Materials

Creswell, J. (2009). Mixed methods procedures. In: Research design: qualitative, quantitative and mixed methods approaches.: 3rd ed. Sage Publications.

Streiner, D. L. and Norman, G. F. (2008). Health measurement scales: a practical guide to their development and use, 4th edition, Oxford University Press.

Good, P. I., Hardin, J. W. (2012). Common Errors in Statistics (And How to Avoid Them): Fourth Edition.

Blaxter, L., Hughes, C., et al. (2001). 1. 'Think about research' in How to research, Open University Press: 1-19.

Hamilton, H. and Clare, J. (2003). The shape and form of research writing. in Writing Research: transferring data into text. Clare, J and Hamilton, K. (eds), Churchill Livingstone, London, page 3-18.

Schoenherr, J. R. (2015). Scientific integrity in research methods. *Frontiers in Psychology*, 6, 1562. doi:10.3389/fpsyg.2015.01562

VanderStoep, S., Johnson, D. (2009) *Research Methods for Everyday Life: Blending qualitative and quantitative approaches*, John Wiley and Sons,

2. Important Documents and Information

Coughlan, M., Cronin, P., et al. (2007). Step-by-step guide to critiquing research. Part 1: quantitative research. *British Journal of Nursing* 16(1): 658-663.

Ryan, F., Coughlan, M., et al. (2007). Step-by-step guide to critiquing research. Part 2: quantitative research. *British Journal of Nursing* 16(12): 738-744.

Mays, N. and Pope, C. (2000). Assessing quality in qualitative research. *British Medical Journal* 320(7226): 50-52.

Jones, M. L. (2004). Application of systematic review methods to qualitative research: practical issues. *Journal of Advanced Nursing* 48(3): 271-278.

Whittemore, R. and Knafl, K. (2005). The integrative review: updated methodology. *Journal of Advanced Nursing* 52(5): 546-553.

Webster, T. R., Mantopoulos, J., et al. (2011). A brief questionnaire for assessing patient healthcare experiences in low-income settings. *International Journal for Quality in Health Care* 23(3): 258-268.

Susan, J. (2009). Qualitative case study methodology in nursing research: an integrative review. *Journal of Advanced Nursing* 65(6): 1171.

Cohen, J. (1992). A power primer. *Psychological bulletin*, 112(1), 155.

Cooper, N. J., Jones, D. R., et al. (2005). "The use of systematic reviews when designing studies." *Clinical Trials* 2(3): 260-264.

3. Suggested Learning Resources

Boynton, P. and Greenhalgh, T. (2004). Selecting, designing and developing your questionnaire. *British Medical Journal* 328: 1312-1315.

Mort, P and Downey T.L. (2005) Writing a critical review, The Learning Center, University of New South Wales. (online accessed on May 2, 2011; http://www.lc.unsw.edu.au/onlib/pdf/critical_review.pdf)

Integrative literature review

Bordeaux, B. C., Wiley, C., Tandon, D., Horowitz, C. Brown, P. (2007). Guidelines for Writing Manuscripts about Community-Based Participatory Research for Peer-Reviewed Journals. *Progress in Community Health Partnerships*, 1(3), 281-288.

Robins, R. W., Hendin, H. M., et al. (2001). Measuring Global Self-Esteem: Construct Validation of a Single-Item Measure and the Rosenberg Self-Esteem Scale. *Personality and Social Psychology Bulletin* 27(2): 151-161.

Section 7 Course Evaluation and Improvement

1. Evaluation Strategies for Course Effectiveness by Students

Strategies for effective course evaluation by students

1.1 Evaluation of students by peer students to be done by the Faculty of Graduate Studies (Education Services Section)

1.2 Student evaluation to be done by Course Directors at the end of the course

- Course content
- Course management
- Suggestions
- Overall opinion

2. Teaching Evaluation Strategies

- Observation of student behaviors, attitudes, and academic contents during activities of class participation
- Students self-assessments and analysis
- Peer assessments and feedback
- Question and answer
- Volunteering in class organization and designing in summarization of class activities

3. Teaching Improvement

Presentation of course development, techniques used in teaching, and improvement with the participation of program management committee members of AIHD at program management committee meetings.

4. Verification of Students Achievements in the Course

- Analysis of students' learning outcomes using scores from class attendance, individual report activity and presentation
- Observing changes in perception and attitude of individual students and development i.e. personality, presentation, participation in working group, participatory action

5. Course Revision and Improvement Plan

- Meeting with all lecturers teaching the course to discuss and review the course before the semester starts and before each period of teaching
- Teaching materials sharing among lecturers for mutual learning, understanding, and development

- Meeting with all lecturers teaching the course to discuss and review after the course closed to consider requests, feedback, and suggestions of students and make minor improvements to the course syllabus and materials before the next academic year.

Appendix

Relations between the Course and the Program

Program Learning Outcomes

PLO1 Exhibit responsibility, discipline, and honesty according to organizational rules, academic and professional ethics, and morality.

PLO2 Explain the interconnection of multidisciplinary knowledge associated with primary health care management.

PLO3 Design research in primary health care management based on systematic process.

PLO4 Defend in significant ways with questions or points of view or controversies about the area of the primary health care system.

PLO5 Interact professionally when working as a team as both leader and member for solving and managing work assigned.

PLO6 Perform statistical data analysis as they support evaluating, planning, and managing the primary health care system.

PLO7 Communicate clearly and effectively to an array of audiences for a range of purposes.

PLO8 Use information technology effectively to support the study, research, and their efforts to accomplish a specific purpose.

Course	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
Required course								
ADPM 629 Research Methodology for Primary Health Care 2 (2-0-5)	R	I	P	I		R	I	R

I = ELO is introduced & assessed P = ELO is practiced & assessed

R =ELO is reinforced & assessed M = Level of Mastery is assessed

Curriculum Mapping

• Primary responsibility

○ Secondary responsibility

Course Learning Outcomes (CLOs)	Program learning domains												
	1. Morality and ethics			2. Knowledge		3. Intellectual skills			4. Interpersonal Skills and Responsibility		5. Numeral Analysis Skills, Communication and Use of Information Technology		
	1.1	1.2	1.3	2.1	2.2	3.1	3.2	3.3	4.1	4.2	5.1	5.2	5.3
CLO 1 Identify the research topic based on the primary health care problems through literature review and relevant information	○			•				○					
CLO 2 Synthesis the literature and purpose a research gap					•			○					
CLO 3 Give three examples of ethical violence of conducting the research		•	•										
CLO 4 Describe the key steps of research process in accordance to research design					•		•						

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	1.1	1.2	1.3	2.1	2.2	3.1	3.2	3.3	4.1	4.2	5.1	5.2	5.3
CLO 5 Design the research project to solve primary health care problem with respect to ethical standard			.			0	.				0	0	.

Expected Outcome (TQF.2)

1. Morality and Ethics

- 1.1 Exhibits discipline, honesty, and punctuality
- 1.2 Behave according to morals and ethics of academic and professional practice
- 1.3 Avoid academic plagiarism

2. Knowledge

- 2.1 Explain the theoretical and practical knowledge associated with primary health care management
- 2.2 Explain the interconnection of various fields of knowledge in primary health care management

3. Intellectual skills

- 3.1 Perform the manners of continuously seeking knowledge
- 3.2 Design the research to solve the problem identified in the primary health care management system
- 3.3 Defend in significant ways with questions or points of view or controversies in related fields.

Course Objectives (PLOs)	PLOs							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO 5 Design the research project to solve primary health care problem with respect to ethical standard				x				

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