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 649 Effective Communication and Management of Training

Program for Primary Health Care Managers

สอสม ๖๔๙ การสื่อการและการจัดการที่มีประสิทธิภาพโดยการฝึกอบรม

สำหรับผู้จัดการสาธารณสุขมูลฐาน

2. **Total Credits:**   3 (3-0-6) credits (Lecture - Practice - Self Study)

3. **Curriculum and Course Category**

Master of Primary Health Care Management (International) (Elective Course)

4. Course Coordinator/Course Instructors

4.1 Course Coordinator

Assoc.Prof. Dr.Kitti Sranacharoenpong

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4.2 Course Instructors

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Assoc.Prof. Dr.Thunwadee Sujsaroj

Contact: ASEAN Institute for Health Development

Tel. 02 441 9040 ext 30

Email: thunwadee.suj@mahidol.edu

Invited lecturers

5. Semester / Academic Year of Study: 2/2023

6. Pre-requisite: There are no specific prerequisite courses, but learners must be able to work with equations and perform basic mathematical calculations.

7. Co-requisite: none

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

9. Latest Date of Course Specification Development or Modification: 1 September 2023

Section 2 Aims and Objectives

1. Course Aims

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

1.1 Describe the principle of health communication for primary health care managers

1.2 Identify strategies to target various audiences and health communities for health communication campaigns

1.3 Purpose effective health messages for individuals and publics by understanding how the media, literacy and policy affect the perceptions of health

1.4 Present an effective communication project consisted of the planning, implementing, monitoring and evaluation of the training according to the context

2. Objectives of Course Development/Modification

This course is designed to introduce students the principle of health communication for primary health care managers. The learner will expose to the different learning styles and model of learning process including different tools to deliver effective health message. At the end of the course students could be able to purpose the effective learning process through media, literacy by the development of a group project consisted of planning, implementing, monitoring and evaluation of the training according to the context.

Section 3 Course Description and Implementation

1. Course Description

Planning and managing training course, learning theories, instructional system design; model of teaching and training presentation techniques; trainee-trainer interaction; active classroom management, participatory learning process; teaching tools; multimedia; training evaluation; knowledge management in Primary Health Care

การวางแผนและการจัดการหลักสูตรฝึกอบรม ทฤษฎีการเรียนรู้ การออกแบบระบบการเรียนการสอน รูปแบบการสอนและเทคนิคการนำเสนอการฝึกอบรม ปฏิสัมพันธ์ระหว่างผู้สอนกับผู้เรียน การจัดการห้องเรียน กระบวรการสร้างการมีส่วนร่วมในกระบวนการเรียน เครื่องมือที่ใช้สอน การใช้สื่อการสอน การประเมินผลการฝึกอบรม การจัดการความรู้ด้านการจัดการสาธารณสุขมูลฐาน

2. Number of Hours per Semester

Lecture	45	Hours
Tutorial	0	Hour
Practice / Field Experience /Practicum	0	Hour
Self-Study	90	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)

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

CLO1 Describe the principle of health communication for primary health care managers

CLO2 Identify strategies to target various audiences and health communities for health communication campaigns

CLO3 Purpose effective health messages for individuals and publics by understanding how the media, literacy and policy affect the perceptions of health

CLO4 Present an effective communication project consisted of the planning, implementing, monitoring and evaluation of the training according to the context

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	x	

CLO2	x	x		x	x	x	
CLO3	x		x		x		x
CLO4	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 to learning theory	3	0	6	Lecture, Discussion	Kitti Sranacharoenpong
2	Managing training course I	3	0	6	Lecture, exercise	Kitti Sranacharoenpong
3	Managing training course II	3	0	6	Lecture, case study	Kitti Sranacharoenpong
4	Effective training	3	0	6	Lecture, Case study	Cheerawit Rattanapan
5	Participatory learning process	3	0	6	Lecture, discussion	Cheerawit Rattanapan
6	Training for trainers	3	0	6	Lecture, case study	Guest lecture
7	Training process and effective tools	3	0	6	Lecture, exercise	Thunwadee Sujsaroj
8	Case study of the training process and effective tools	3	0	6	Lecture, discussion	Chanida Lertpitakpong
9	Class management	3	0	6	Lecture, exercise	Thunwadee Sujsaroj
10	Planning, monitoring and evaluation of the training I	3	0	6	Lecture, Case study	Thunwadee Sujsaroj
11	Planning, monitoring and evaluation of the training II	3	0	6	Lecture, discussion	Thunwadee Sujsaroj

Week No.	Topic	Hrs.			Teaching and Learning Activities	Instructor(s)
		Lecture	Practice	Self-study		
12	Knowledge management in Primary Health Care	3	0	6	Lecture, case study	Cheerawit Rattanapan
13	Case study of the effective communication for PHC I	3	0	6	Lecture, Case study	Kitti Sranacharoenpong
14	Case study of the effective communication for PHC II	3	0	6	Lecture, Case study	Kitti Sranacharoenpong
15	Student presentations	3	0	6	Presentation	All instructors
	Total	45	0	90		-

instructional system design; model of teaching and training presentation techniques; trainee-trainer interaction; active classroom management, participatory learning process; teaching tools; multimedia; training evaluation; knowledge management in Primary Health Care

2. Evaluation Plan

No.	Learning Outcomes	Evaluation Method	Week of Evaluation	Evaluation Allotment
1.	Describe the principle of health communication for primary health care managers	Quiz	2	10%
		Assignments	5	10%
2.	Identify strategies to target various audiences and health communities for health communication campaigns	Quiz	3	10%
		Assignments	4	10%
3.	Purpose effective health messages for individuals and publics by understanding how the media, literacy and policy affect the perceptions of health	Assignments	7, 9	5%
		Individual report	11	25%
4.	Present an effective communication project consisted of the planning, implementing, monitoring and evaluation of the training according to the context	Assignment	12-13	5%

No.	Learning Outcomes	Evaluation Method	Week of Evaluation	Evaluation Allotment
		Group presentation	14-15	25%

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

1. Amanda L.T., Moira S., et al. (2022). Complex skills are required for new primary health care researchers: a training program responds. BMC Medical Education (2022) 22:565 https://doi.org/10.1186/s12909-022-03620-3

2. Berkhof, M., van Rijssen, H. J., Schellart, A. J. M., Anema, J. R., & van der Beek, A. J. (2011). Effective training strategies for teaching communication skills to physicians: An overview of systematic reviews. Patient Education and Counseling, 84(2), 152-162. doi:https://doi.org/10.1016/j.pec.2010.06.010

3. Brown, J. (2002). Training Needs Assessment: A Must for Developing an Effective Training Program. Public Personnel Management, 31(4), 569-578. doi:10.1177/009102600203100412

4. Gordijn F., Helder J., Eernstman N. (2012). Reflection Methods Tools to Make Learning More Explicit. Centre for Development Innovation, Wageningen UR Jonassen, D. H. (1997). Instructional design models for well-structured and ill-structured problem-solving learning outcomes. Educational Technology Research and Development, 45(1), 65-94. Retrieved from https://www.scopus.com/inward/record.uri?eid=2-s2.0-0031536336&partnerID=40&md5=d9ab936b09b50f9fe70a2323469946b4

5. Moreno, R., & Mayer, R. (2007). Interactive multimodal learning environments: Special issue on interactive learning environments: Contemporary issues and trends. Educational Psychology Review, 19(3), 309-326. doi:10.1007/s10648-007-9047-2

6. Paas, F., Renkl, A., & Sweller, J. (2003). Cognitive load theory and instructional design: Recent developments. Educational Psychologist, 38(1), 1-4. doi:10.1207/S15326985EP3801_1

7. Simon., C. (2004). Learning Styles: An overview of theories, models, and measures. Educational Psychology Review, 24(4), 419-444. doi:10.1080/0144341042000228834

8. Smidt, A., Balandin, S., Sigafoos, J., & Reed, V. (2009). The Kirkpatrick model: A useful tool for evaluating training outcomes. Journal of intellectual & developmental disability, 34, 266-274. doi:10.1080/13668250903093125

9. Van Merri?nboer, J. J. G., Kirschner, P. A., & Kester, L. (2003). Taking the load off a learner's mind: Instructional design for complex learning. Educational Psychologist, 38(1), 5-13. doi:10.1207/S15326985EP3801_2

2. Important Documents and Information

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3. Suggested Learning Resources

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Section 7 Course Evaluation and Improvement

1. Evaluation Strategies for Course Effectiveness 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
Elective course								
ADPM 649 Effective Communication and Management of Training Program for Primary Health Care Managers 3 (3-0-6)	R	P	R	P	P	I	P	I

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   O Secondary responsibility

Course Objectives (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
Describe the principle of health communication for primary health care managers	●	O	●		●			O					
Identify strategies to target various audiences and health communities for health communication campaigns				●	●	O			●				O
Purpose effective health messages for individuals and publics by understanding how the media, literacy and policy affect the perceptions of health				●	●	●		O	O	●	●		
Present an effective communication	O			●	●	●			O	O		●	●

Course Objectives (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
project consisted of the planning, implementing, monitoring and evaluation of the training according to the context													

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.

4. Interpersonal Skill and Responsibility

4.1 Perform interpersonal communication skills to establish and enhance personal and work-based relationships.

4.2 Perform the role of a leader and working team member appropriately

5. Numeral Analysis Skills, Communication, and Use of Information Technology

5.1 Demonstrate the statistical analysis and its interpretation

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

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

Relations between CLOs and PLOs

Course Objectives (CLOs)	Program Learning Outcomes (PLOs)							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
Describe the principle of health communication for primary health care managers	√	√						
Identify strategies to target various audiences and health communities for health communication campaigns	√			√				
Purpose effective health messages for individuals and publics by understanding how the media, literacy and policy affect the perceptions of health				√	√	√		
Present an effective communication project consisted of the planning, implementing, monitoring and evaluation of the training according to the context					√		√	√

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.