

## TQF. 4

### Field Experience Specification

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

#### Section 1 General Information

1. **Code and Course Title:** ADPM 665 Field study  
 สอสม ๖๖๕ ประสบการณ์ภาคสนาม
2. **Total Credits:** 2 (0-4-2) credits (Lecture - Practice - Self Study)
3. **Curriculum and Course Category**  
 Master of Primary Health Care Management (International Program): Elective Course
4. **Course Coordinator/Course Instructors**
  - 4.1 Course Coordinator  
 Assoc.Prof. Dr.Cheerawit Rattanapan  
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  - 4.1 Course Co-Coordinator  
 Assoc.Prof. Dr.Orapin Laosee  
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 Tel. 02 441 9040 -25 ext. 63 e-mail orapin.lao@mahidol.edu
5. **Year / Semester**  
 Semester 2/2023
6. **Pre-requisite** None
7. **Co-requisites** None
8. **Venue:** ASEAN Institute for Health Development, Mahidol University
9. **Latest Date of Course Specification Development or Modification:** 3 September 2023

## Section 2 Objectives and Purposes

### 1. Course Objectives

At the end of this course, the students will be able to perform in the following areas of performance:

- 1.1 Link the primary health care theory with the application in the community setting.
- 1.2 Understand the operation, step, and approach in the community with the concept of health service system, epidemiology, and environmental health for primary health care implementation.
- 1.3 Develop the project and plan for community improvement with system thinking, self-learning, and lifelong learning.
- 1.4 Apply the information technology in the real and environmental setting for project implementation.
- 1.5 Perform leadership skills, learning culture, adaptation, and teamwork.

### 2. Reasons for Field Experience Development/Modification

Graduate students will take the courses entitled “Field study” and conduct themselves in a manner appropriate to teachership and leadership. Graduate students’ program in the Master of Primary Health Care Management should have the essence of knowledge and competencies in field study in thesis development and proficiency skills in the future.

## Section 3 Course Structure

### 1. Course Description

Field practicum of primary health care applied epidemiology in the health system and environmental health for community diagnosis problem-solving with community, develop skills of leadership, teamwork, self-study, information analysis and synthesis by project development according to the situation and need based on the socio-cultural community context

ฝึกปฏิบัติงานภาคสนามด้านการจัดการสาธารณสุขมูลฐาน ระบาดวิทยาประยุกต์ในระบบสุขภาพและอนามัยสิ่งแวดล้อม เพื่อวินิจฉัยชุมชนในการจัดการแก้ไขปัญหาร่วมกับชุมชน การพัฒนาทักษะภาวะผู้นำ การทำงานเป็นทีม การเรียนรู้ด้วยตนเอง การวิเคราะห์และสังเคราะห์ข้อมูล โดยจัดทำโครงการที่สอดคล้องกับสถานการณ์ ปัญหาและความต้องการ บนพื้นฐานของบริบท สังคม และวัฒนธรรมของชุมชน

### 2. Time Length per Semester

Lecture	Practice	Self-Study	Additional Class
-	60 hours	20 hours	-

### 3. Time Length per Week for Individual Academic

Consulting and Guidance One day per week

## Section 4 Development of Student's Learning Outcomes

### 1. Morality and Ethics

#### 1.1 Morals and Ethics to be developed

1.1.1 Exhibits discipline, honesty, and punctuality in teamwork and responsibility.

(Learning item 1.1, 1.3)

1.1.2 Behave according to morals and ethics of academic and professional practice in field study experience. (Learning item 1.2)

#### 1.2 Teaching Strategies

1.2.1 Encourage punctuality during the period of the field study visit.

1.2.2 Assign the group work, presentation, and discussion in assigned topics related to field study.

#### 1.3 Evaluation Strategies

1.3.1 Assess the academic and social skills during field study.

### 2. Knowledge

#### 2.1 Knowledge to be developed

2.1 Explain the theoretical and practical knowledge associated with primary health care.

(Learning item 2.1)

2.2 Explain the interconnection of various fields of knowledge in primary health care management. (Learning item 2.2)

#### 2.2 Teaching Strategies

2.2.1 Assign individual, and group works to seek the current public health problems before field study.

2.2.2 Project development and presentation.

#### 2.3 Evaluation Strategies

2.3.1 Observe the presentation, discussion, arguments, questions, and answers during field study.

### 3. Intellectual skills

#### 3.1 Intellectual skills to be developed

3.1.1 Perform the manners of continuously seeking knowledge. (Learning item 3.1)

3.1.2 Design the research to solve the problem identified in the primary health care management system. (Learning items 3.2, 3.3)

### **3.2 Teaching Strategies**

3.2.1 Provide information on the situation and current health problems in the field visits.

3.2.2 Invite the experienced speaker to share in the class.

### **3.3 Evaluation Strategies**

3.3.1 Observe the presentation, discussion, arguments, questions, and answers during field study.

## **4. Interpersonal Skill and Responsibility**

### **4.1 Interpersonal skills and responsibility to be developed**

4.1.1 Perform interpersonal communication skills to establish and enhance personal and work-based relationships. (Learning item 4.1)

4.1.2 Perform the role of a leader and working team member appropriately. (Learning item 4.2)

### **4.2 Teaching Strategies**

4.2.1 Assign individual and group works.

4.2.2 Arrange the activity that requires teamwork where everyone has different roles and responsibilities.

### **4.3 Evaluation Strategies**

4.3.1 Observe the presentation, discussion, arguments, questions, and answers during field study.

4.3.2 Assess the team responsibility, and team working

## **5. Numeral Analytics Skill, Communication and Use of Information Technology**

### **5.1 Numeral analytics skill, communication, and use of information technology to be developed**

5.1.1 Communicate clearly and effectively to an array of audiences for a range of purposes. (Learning item 5.2)

5.1.2 Use information technology effectively to support the field study, and their efforts to accomplish a specific purpose. (Learning item 5.3)

## 5.2 Teaching Strategies

5.2.1 Assign to conduct the literature search and presentation

. 5.2.2 Organize the class presentations for sharing, discussion, and knowledge sharing

## . 5.3 Evaluation Strategies

5.3.1 Assess of presentation on the communication skill and use of information technology

5.3.2 Assess of assignment report on the analytical skill and use of information technology

## Section 5 Course Characteristics and Implementation

### 1. Course Description of Field Experience

Field experience in the community, organization, and government of environmental and primary health care management is the site visit for professional skill practice from knowledge to practice. Students should be presented with the manager, leader, and operation skills in the field study places such as social medicine department, provincial hospital, health promotion hospitals, academic centers, and private sector by the concept implementation of the health system, epidemiology, and environmental health in the real setting.

### 2. Student Activity

The field study activities consist of:

- (1) Learn the mission, goal, culture, procedure, and regulation of the healthcare sector
- (2) Learn and practice teamwork skills in the healthcare sector
- (3) Implement the information technology and related subjects for the work skill principle.
- (4) Solve the problem with the data backup and tool in health care sector.

### 3. Student reports or assignments

Student reports or assignments	Deadline
Community diagnosis plan	First week of the field study period
Community diagnosis report	During the field study period
Project development and plan design	During the field study period
Project evaluation plan	During the field study period
Field study report	After one week of field study

### 4. Follow-up of student learning outcomes from field experience

4.1 Organize the related staff including general and specific supervisees with the field study for sharing the knowledge and problem during the field study period.

4.2 Identify the important and impact issues on the moral and ethical items during the field study period.

4.3 Discuss the evaluation result from the student for improving the next time of field study.

4.4 Support the problem in the field study period to develop the thesis or project in the future.

#### **5. Duties and responsibilities of mentors/field instructors in the field study setting**

5.1 Organize the program and schedule of field study with the course coordinator and program director.

5.2 Introduce the role, regulation, and culture of the organization.

5.3 Introduce the tools, equipment, and software of the organization.

5.4 Introduce the staff of the organization.

5.5 Coordinate and meet with the course coordinator and program director to improve the performance of students.

#### **6. Duties and responsibilities of course director**

6.1 Coordinate and plan the program and schedule of field study with field instructors.

6.2 Observe the student performance during field study.

6.3 Suggest and consult with students during field study.

6.4 Evaluate the result of the field study.

6.5 Monitor and improve the field study plan during the field study.

#### **7. Facilities and support needed from the field study sites**

7.1 Orientation with students before field study by distributing the field study manual.

7.2 Provide the channel and contact person during the field study period.

7.3 Provide the academic advisor during the field study period.



## Section 6 Planning and Preparation

### 1. Method of selection of field study

The field study committee selects the field study place following the criteria below:

- 1.1 Understand and support the objective of the field study.
- 1.2 Safety and comfortable location
- 1.3 Have the equipment and technology for supporting the field study.
- 1.4 Willing to enroll in the process of field study.

### 2. Preparation of students

2.1 Introduce and orient the student to the objectives of the field study, programs, functions,

Forms, and procedural practices of the field study setting before one week of the field study period.

2.2 Inform the personality, uniform, and important information about the field study setting.

### 3. Preparation of field study lecture

3.1 Coordinate with the field study setting for contact persons during the field study period.

3.2 Organize the meeting between the field study lecturer and course director to provide the objective and the expected outcome of the field study.

### 4. Preparation of course director

4.1 Organize the meeting between the field study lecturer and course director to provide the objective and the expected outcome of the field study.

4.2 Prepare the field study manual and monitoring process of student performance during the field study period.

### 5. Risk Management

5.1 Be prepared for to procedure manual of unexpected events during the field study period.

5.2 Provide both instructional and psychological support to the student.

## Section 7 Student Evaluation

### 1. Evaluation criteria

The learning outcome is achieved by five domains with 1-5 score levels following:

1 = Very poor

2 = Poor

3 = Fair

4 = Good

5 = Very good

The student's score should be more than 3.5 for passing the field study.

### 2. Evaluation process of student performance

Students should be evaluated by the field study instructor and course director and then sent the score to the program.

### 3. Responsibility of field study instructor with student

Field study instructors should be evaluated during and after field study experience by the evaluation form of the program.

### 4. Responsibility of course director with student evaluation

Students should be evaluated after field study experience by evaluation form of field study instructor, self-evaluation report, monitoring report, and field study instructor report.

### 5. Responsibility of program director with student evaluation

The program director should coordinate with the field study setting to inform the evaluation process with the significant difference score. The consensus score of student evaluation should be organized by the stakeholder meeting.

## Section 8 Field Experience Evaluation and Improvement

### 1. Process for field experience evaluation

#### 1.1 Student

1. Evaluate the achievement objective of the field study in the sufficient of learning source, reediness of field study place, cooperation of field study instructor, and quality of course director.

2. Evaluate the evaluation criteria, evaluation form, and evaluation method.

3. Provide the improvement area of field study experience.

#### 1.2 Field study instructor

1. Evaluate the student competency of field study experience.

2. Evaluate the satisfaction score of sufficient sources of learning support, the readiness of the field study place, the cooperation of the field study lecture, and the quality support of the course director.

#### 1.3 Course director

1. Evaluate the student competency with the overall objective of field study experience.

2. Evaluate the satisfaction score of sufficient sources of learning support, the readiness of the field study place, the cooperation of the field study lecture, and the quality support of the course director.

3. Evaluate the self-performance.

4. Evaluate the evaluation process, form, and method.

5. Conduct the report on the problem and solving method from observation.

#### 1.4 Other

1. Monitor the career path of graduated students by survey.

### 2. Process and planning of monitoring and for course review and improvement

2.1 The field study course director should conclude the result of the field study experience, and suggestions from students and, the field study instructor and then report to the program director.

2.2 The program should organize a meeting to consider the improvement suggestions for the next semester.

### Program Learning Outcomes

PLO1 Exhibits 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 the works assigned.

PLO6 Performs statistical data analysis as it supports 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 Uses 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
ADPM 665 Field study, 2(0-4-2)	R	M	R	I	P	M	P	M

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 Objectives	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
Link the primary health care theory with the application in the community setting.	●	●	●	●	●	○	○	○	○	○	○	●	●
Understand the operation, step, and approach in the community with the concept of health service system, epidemiology, and environmental health for primary health care implementation.	●	●	○	●	●	●	●	○	●	●	●	●	○
Develop the project and plan for community improvement with system	○	●	○	●	●	●	●	○	●	●	○	●	●

Course Objectives	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
thinking, self-learning, and lifelong learning.													
Apply the information technology in the real and environmental setting for project implementation.	●	○	○	●	●	○	●	●	○	○	●	●	○
Perform leadership skills, learning culture, adaptation, and teamwork.	○	○	○	●	●	●	○	○	●	●	○	○	○

**Expected Outcome (TOF.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 point 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 Skill, 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 (PLOs)	PLOs							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
Link the primary health care theory with the application in the community setting.			×					
Understand the operation, step, and approach in the community with the concept of health service system, epidemiology, and environmental health for primary health care implementation.		×						
Develop the project and plan for community improvement with system thinking, self-learning, and lifelong learning.				×				
Apply the information technology in the real and environmental setting for project implementation.								×
Perform leadership skills, learning culture, adaptation, and teamwork.					×			

### 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.