

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 671 Thesis seminar in primary health care management
2. **Total Credits:** 1 (1-0-2) 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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 Tel. 02 441 9040 ext 63

4.2 Course Instructors

1. Assoc. Prof. Dr. Orapin Laosee
2. Assoc. Prof. Dr. Thunwadee Suksaroj
3. Assoc. Prof. Dr. Piyapong Janmaimool
4. Assoc. Prof. Dr. Cheerawit Rattanapan
5. Lect. Dr. Tarinee Buadit

5. Semester / Academic Year of Study: 1/2024

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 July 2024

Section 2 Aims and Objectives

Course Aim:

This course aims to enable learners to explore concepts, theories and leading research works in the field of primary health care management and to enhance learners' research skills including systematically reviewing relevant academic literature, identifying research gap and developing research questions and objectives, designing research methodology, interpreting received research results, and making discussions &

recommendations. In addition, this course will help learners formulate their view on the thematic field in order to enable them to choose a topic of their research.

Course Objectives

Upon the completion of this course, students should be able to

1. Select reliable literature in the field of primary health care management for synthesizing
2. Evaluate research performed by others
3. Develop a novel research topic
4. Write a research proposal
5. Present research in a scientific and academic form

2. Objectives of Course Development/Modification

This course is designed to build primary health care management skill for the learners. Learners could be able to differentiate the concept of primary health care management, integrated health system and health system management and they can infer to primary health care system in their countries. This course primarily aims to equip learners with the basic method to identify PHC problem, analysis the causation and design management strategies for improving health system and health services through the information. At the end of the course, the learners could be able to develop a project based on PHC concept which could be implemented to improve the PHC in different situations.

Section 3 Course Description and Implementation

1. Course Description

Seminar in issues related to primary health care research process; critical appraisal; research writing; thesis progress; techniques of presentation

สัมมนาประเด็นที่เกี่ยวข้องกับกระบวนการวิจัยสาธารณสุขมูลฐาน การประเมินงานวิจัย การเขียนงานวิจัย ความก้าวหน้าของวิทยานิพนธ์ เทคนิคการนำเสนอ

2. Number of Hours per Semester

Lecture	15	Hours
Tutorial	0	Hour
Practice / Field Experience /Practicum	0	Hour
Self-Study	45	Hours

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

Every Friday 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:

1. Select reliable literature in the field of primary health care management for synthesizing
2. Evaluate research performed by others
3. Develop a novel research topic
4. Write a research proposal
5. Present research in a scientific and academic form

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	Presentation
CLO1	x	x		x	x		
CLO2	x	x				x	x
CLO3	x		x		x	x	x
CLO4	x		x				x
CLO5		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	Course Introduction& course assignments Seeking reliable literature	1	0	2	Lecture, Discussion, Assignment	Assoc. Prof. Dr. Orapin Laosee/ Lect. Dr. Tarinee Buadit
2	Research synthesis methods	1	0	2	Lecture, Exercise	Assoc. Prof. Dr. Orapin Laosee/ Lect. Dr. Tarinee Buadit
3	Developing a novel research topic Writing and presenting research	1	0	2	Lecture, Case study, Exercise	Assoc. Prof. Dr. Orapin Laosee/ Lect. Dr. Tarinee Buadit
4	The result of analytical reviews in the selected area of interest	1	0	2	Presentation, Discussion, Assignment	Assoc. Prof. Dr. Orapin Laosee/ Lect. Dr. Tarinee Buadit
5	The result of analytical reviews in the selected area of interest	1	0	2	Presentation, Discussion. Exercise	Assoc. Prof. Dr. Orapin Laosee/ Lect. Dr. Tarinee Buadit
6	The result of analytical reviews in the selected area of interest	1	0	2	Presentation, Discussion, Exercise, Assignment	Assoc. Prof. Dr. Orapin Laosee/ Lect. Dr. Tarinee Buadit
7	The result of analytical reviews in the selected area of interest	1	0	2	Presentation, Discussion, Exercise	Assoc. Prof. Dr. Orapin Laosee/ Lect. Dr. Tarinee Buadit
8	The result of analytical reviews in the selected area of interest	1	0	2	Presentation, Discussion, Exercise	Assoc. Prof. Dr. Orapin Laosee/ Lect. Dr. Tarinee

Week No.	Topic	Hrs.			Teaching and Learning Activities	Instructor(s)
		Lecture	Practice	Self-study		
						Buadit
9	The result of analytical reviews in the selected area of interest	1	0	2	Presentation, Discussion	Assoc. Prof. Dr. Orapin Laosee/ Lect. Dr. Tarinee Buadit
10	Research proposal presentation (1)	1	0	2	Lecture, Case study	All instructors
11	Research proposal presentation (2)	1	0	2	Lecture, Discussion	All instructors
12	Research proposal presentation (3)	1	0	2	Presentation, Discussion	All instructors
13	Research proposal presentation (4)	1	0	2	Lecture, Exercise	All instructors
14	Research proposal presentation (5)	1	0	2	Lecture, Exercise	All instructors
15	Research proposal presentation (6)	1	0	2	Presentation, Exercise	All instructors

2. Evaluation Plan

No.	Learning Outcomes	Evaluation Method	Week of Evaluation	Evaluation Allotment
1.	Select reliable literature in the field of primary health care management for synthesizing	Assignment	Week 1	5%
		In class exercise	Week 2, 3	5%
2.	Evaluate research performed by others	Presentation	Week 4-9	10%
		In class exercise	Week 4-8	5%
		Individual Reports	Week 9	5%
3.	Develop a novel research topic	Assignments	Week 4,6,7,8	5%
		Individual Reports	Week 9,15	10%
		Presentation	Week 12	10%

No.	Learning Outcomes	Evaluation Method	Week of Evaluation	Evaluation Allotment
		Group Report	Week 13	10%
4.	Write a research proposal	Exercise	Week 13,14	5%
		Group discussion	Week 12-14	5%
		Presentation	Week 12	5%
5.	Present research in a scientific and academic form	Presentaion	Week 10-15	20%

3. 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

Reading materials

1. European Centre for Disease Prevention and Control (2011). Evidence-based methodologies for public health – How to assess the best available evidence when time is limited and there is lack of sound evidence. Stockholm: ECDC.
2. Stroup, D.F., Smith, C.K. & Truman, B.I. (2017). Reporting the methods used in public health research and practice. *J Public Health Emerg.* 1-89.
3. Buchholz, S. & Dickins, K. (2022). *Literature Review and Synthesis Implications on Healthcare Research, Practice, Policy, and Public Messaging.* New York: Springer Publishing Company.
4. Michael. A. (2003). *The Craft of Scientific Presentations.* New York: Springer Publishing Company.

2. Important Documents and Information

1. 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.

2. 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.
3. Mays, N. and Pope, C. (2000). Assessing quality in qualitative research. *British Medical Journal* 320(7226): 50-52.
4. Jones, M. L. (2004). Application of systematic review methods to qualitative research: practical issues. *Journal of Advanced Nursing* 48(3): 271-278.
5. Whittemore, R. and Knafl, K. (2005). The integrative review: updated methodology. *Journal of Advanced Nursing* 52(5): 546-553.
6. 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.
7. Susan, J. (2009). Qualitative case study methodology in nursing research: an integrative review. *Journal of Advanced Nursing* 65(6): 1171.
8. Cohen, J. (1992). A power primer. *Psychological bulletin*, 112(1), 155.
9. 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

1. Boynton, P. and Greenhalgh, T. (2004). Selecting, designing and developing your questionnaire. *British Medical Journal* 328: 1312-1315.
2. 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)
3. Integrative literature review
4. 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.
5. 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 671 Thesis seminar 1 (1-0-2)	I	I	R	I	I	I	R	P

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. Knowledg e		3. Intellectual skills			4. Interpersona l Skills and Responsibilit y		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
CLO1 Select reliable literature in the field of primary health care management for synthesizing						●							●
CLO2 Evaluate research performed by others		○		●							●		
CLO3 Develop a novel research topic				●	●								
CLO4 Write a research proposal			●				●					●	
CLO5 Present research in a scientific and academic form	○						○	●			○	●	○

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 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 (PLOs)	PLOs							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8

Course Objectives (PLOs)	PLOs							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1 Select reliable literature in the field of primary health care management for synthesizing						x		
CLO2 Evaluate research performed by others		x						x
CLO3 Develop a novel research topic			x					
CLO4 Write a research proposal			x	x				
CLO5 Present research in a scientific and academic form							x	x

Program Learning Outcomes

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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.

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