



CIEE Khon Kaen, Thailand

Course name:	Community Health Practicum
Course number:	PUBH 3005 KKTH
Programs offering course:	Summer Community Public Health
Language of instruction:	English
U.S. Semester Credits:	3
Contact Hours:	45
Term:	Summer 2019

Course Description

Through lectures, fieldwork, and workshops, the course provides an opportunity for students to practice knowledge learned in the classroom and learn from experience. Students visit at least two local communities, which may range from rural to urban and vary in health needs, to practice components of a community health needs assessment, including interviews, focus groups, and surveys. Students gather information through home visits that will guide them in their determination of health needs in the community. Students are encouraged to seek and build relationships with community agents of change, including village health volunteers, community leadership, and local health staff. Lectures, workshops, and student discussions will precede and follow the community visits to share experiences and improve data collection techniques and community relations development.

Students will return to the community to collaborate with local health staff to assess the community health and select a health need to address. The course will culminate in a two-day project, in which students design and implement a modest community public health intervention in coordination with local health staff.

Learning Objectives

Throughout the course, and by the end, students will be able to:

- Design appropriate tools for community-based, participatory health research.
- Collect and analyze data to identify and develop appropriate research projects relevant to community health problems and needs.
- Identify leaders, representatives, and groups that can aid in troubleshooting health needs in the community.
- Develop and foster mutual relationships with community stakeholders.
- Develop a plan to address a community's health issue with a level of community participation based on results from literature review, health policy concepts, and community feedback.
- Offer health guidance and promote self-care and self-management in participating communities.
- Present well-organized findings to a larger audience and community.

Course Prerequisites

None



Methods of Instruction

This course consists primarily of in-class workshops, field work, student-led presentations, and group work outside the classroom, advised by faculty of public health, Khon Kaen University. The field work includes visits to a community to conduct a community health needs assessment, followed by a 2-week homestay in the community to design and implement a health promotion intervention in coordination with community stakeholders. In-class workshops are guided by instructors to design research instruments or analyze data.

Assessment and Final Grade

1. Community Data Analysis:	20%
2. Field Practice and Reflective Journal :	30%
3. Project Proposal Presentation:	15%
4. Final Report:	25%
5. Attendance and class participation:	10%

Course Requirements

Community Data Analysis

On two occasions, students will spend two days and two nights in a local community. In addition to engaging with community stakeholders and observing health habits and health promotion activities, students will practice a component of a community health needs assessment, such as qualitative data collection (focus groups, interviews) or quantitative data collection (surveys, community mapping). Students will learn and practice data management, quality control, and data analysis in instructor-led workshops following the community visit. Students will be tasked with generating a database and producing certain statistics. In addition, students will write a short summary interpreting the results in the context of expressed needs observed during the community visit. The information gathered during the community visits will shape a final project, in which students return to one of the two communities to design a moderate public health intervention in coordination with local health staff.

Field Practice and Reflective Journal

During the community visits and final project period, students are expected to keep an experiential diary to record their learning experiences. The students will then submit a reflective journal which will include, but is not limited to, observations, reflections (i.e., analysis of the experience in the context of what was learned), and recommendations. The journals will be assessed on the analysis of the following topics:

Strengths and weaknesses of the health care system. Make recommendations based on your own observations.

Perception of public health ethics in primary care settings. Consider the standard of ethics relative to international standards.

Primary health concerns of local community. Combine observations with expressed concerns of local health staff and support it with literature references.



Project Proposal Presentation

After completing a homestay in the communities, students will return to and study the community's needs further. While in the community, students will collaborate with local community agents of change to choose and design public health interventions. This homestay is the longest—typically 4 nights—which allows students to experience the everyday lives of families in the community and better understand the community.

Students propose their project, designed in collaboration with the community, to KKU staff.

Final Report

Students will document the evolution and experience of their project in a final report. The final report will describe the research methods used in the community needs assessments, results of the situation analysis and problem identification, as well as the design and implementation of the health interventions within the community.

Attendance and Class Participation

Attendance is required at all lectures, workshops, site visits, and at least one intervention. Arriving more than 15 minutes late will be considered absent. One unexcused absence is allowed. Each subsequent unexcused absence will result in a 20% reduction of your class participation grade.

Weekly Schedule

Week 1	Orientation
Week 2	
2.1	Session 1 Community Public Health
2.2	Session 2 Interviews and focus groups
Week 3	
3.1	Session 3 Fundamentals and Ethics of Working in a Community
3.2	Session 4 Instrument design for quantitative research
3.3	Community Visit 1
Week 4	
4.1	Community Visit 2
4.2	Session 5 Piloting interviews and focus groups



4.3	Session 6 Qualitative data analysis workshop
Week 5	No Class
Week 6	
6.1	Session 7 Quantitative data analysis workshop
6.2	Community Visit 3
Week 7	
7.1	Session 8 Project presentation
7.2	Community Visit 4
Week 8	
8.1	Community Visit 5
Week 9	
9.1	Session 9 Final presentation

Course Materials

Readings

International Planned Parenthood Federation. (2002). Guide for Designing Results-Oriented Projects and Writing Successful Proposals.

International Program for Development Evaluation Training (2007). Module 8: Data Collection Methods. IPDET Handbook.

International Program for Development Evaluation Training (2007). Module 9: Sampling. IPDET Handbook.

Leahy, J. (2004). Using Excel for Analyzing Survey Questionnaires. University of Wisconsin-Extension Document G3658-14

Schutt, R. (2015). Qualitative Data Analysis. In Investigating the Social World: The Process and Practice of Research (pp. 320-357). Sage Publishing.



State of Victoria. (2015). Ottawa Charter for Health Promotion Fact Sheet. Accessed at:
[http://www.betterhealth.vic.gov.au/bhcv2/bhcvpdf.nsf/ByPDF/Ottawa_Charter_for_Health_Promotion/\\$File/Ottawa_Charter_for_Health_Promotion.pdf](http://www.betterhealth.vic.gov.au/bhcv2/bhcvpdf.nsf/ByPDF/Ottawa_Charter_for_Health_Promotion/$File/Ottawa_Charter_for_Health_Promotion.pdf)

World Health Organization. (2003). Alma Ata Declaration, 1978 Resolution CD44.

University of Kansas- Center for Community Health and Development (2017) Community Tool Box. Accessed at : <http://ctb.ku.edu/en>