



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 2020

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 local communities 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, Khonkaen University. The field work includes 5 visits to a community (9 days and 4 nights) to conduct a community health needs assessment, identify health related problems, conduct priority setting, design and implement a health 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 and field practice:	30%
2. Case study and reflective journal:	20%
3. Project Proposal Presentation:	15%
4. Final Report:	25%
5. Class participation:	10%

Course Requirements

Community Data Analysis and field practice

On 2 visits, students will spend four days and two nights in a local community. In addition to engaging with community stakeholders and observing health and health related activities in a community. 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 the community to design a moderate public health intervention in coordination with local health staff.

Case Study and Reflective Journal

1. Students will work in pair to conduct a case study of patient and family on home health care system. Issues in relation to cultural, social, economic, and political influences on health decision making in their family will be assessed. Patients will be assigned to students throughout the course with a due date.
2. 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.

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



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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.

Class Participation

Attendance is required at all lectures, workshops, site visits, and intervention. At the end of the field practice, each student will be evaluated by field preceptors, host family, and peers on performance in relation to respectful communication, team building, leadership, accountability, integration of community input, community relationship building, problem solving, and ethics.

Weekly Schedule

Week 1

- 1.1 Academic Overview
- 1.2 Session 1: Fundamentals and Ethics of Working in a Community
Readings:
- Assessing Risk in Social and Behavioral Sciences (Armwood & Panicker, n.d.)
 - History and Ethical Principles (Bankert & Cooper, n.d.)
 - Thailand—A Loosely Structured Social System (Embree, 1950)
- 1.3 Session 2: Instrument design for quantitative and qualitative research
Readings:
- Module 8: Data Collection Methods (International Program for Development Evaluation Training, 2007)
 - Qualitative Data Analysis. In Investigating the Social World (Schutt, 2015)
 - Community Tool Box (University of Kansas- Center for Community Health and Development, 2017)

Week 2

- 2.1 Session 3: Community Public Health Approach
Readings:
- Health Needs Assessment (Bani, 2008)
 - Understanding the Community-led Approach to Health Improvement (Dailly & Barr, 2008).
 - Basic principles of healthy cities: Community diagnosis (Department of Health, 2009)



- Community Tool Box. “Section 2. Understanding and Describing the Community.” (University of Kansas, n.d.)
- Introduction (WHO, 2001)

2.2 Session 4: Preparation for data collection tools

Readings:

- Methods of data collection in qualitative research: Interviews and focus groups (Grill et al, 2008)
- 6 Methods of data collection and analysis (The Open University, n.d.)
- Community Tool Box. Section 4. Collecting information about the problems (University of Kansas, n.d.)

2.3 Community Visit 1

Week 3

3.1 Case Study and Reflective Journaling 1 due

3.2 Session 5: Qualitative data analysis workshop

Readings:

- Step-by-step guide for qualitative data analysis (O’Corner & Gibson, 2008)
- 6 Methods of data collection and analysis (The Open University, n.d.)

3.3 Session 6: Problem identification and root cause analysis

Readings:

- Root Cause Analysis: Tracing a Problem to Its Origins (Mind Tools, n.d.)
- What is root cause analysis (Think Reality, 2018)
- Community Tool Box. “Section 2. Conducting Public Forum and Listening Session.” (University of Kansas, n.d.)
- Community Tool Box. “Section 23. Developing and Using Criteria and Processes to Set Priorities.” (University of Kansas, n.d.)
- Root cause Analysis (Washington State Department of Enterprise Service, 2018)
- “Section 3: What to do with the information” (WHO, 2001)

3.4 Community Visit 2

Week 4 **No Class**

4.1 Case Study and Reflective Journaling 2 due

Week 5

5.1 Session 7: Project development

Readings:

- Project evaluation (ILO, n.d.)



- Guide for Designing Results (International Planned Parenthood Federation, 2002).
- Project proposal: An approach to community development (Khan, 2017)
- Project proposal template (United Nations, n.d.)

5.2 Community Visit 3

Week 6

6.1 Case Study and Reflective Journaling 3 due

6.2 Session 8: Project presentation

- Project evaluation (ILO, n.d.)
- Guide for Designing Results (International Planned Parenthood Federation, 2002).
- Project proposal: An approach to community development (Khan, 2017)
- Project proposal template (United Nations, n.d.)

6.2 Community Visit 4

Week 7

7.1 Case Study and Reflective Journaling 4 due

7.2 Community visit 5

Week 8

8.1 Case Study and Reflective Journaling 5 due

8.2 Community Visit 6

Week 9

9.1 Case Study and Reflective Journaling 6 due

9.2 Session 9: Final presentation

- Project evaluation (ILO, n.d.)
- Guide for Designing Results (International Planned Parenthood Federation, 2002).
- Project proposal: An approach to community development (Khan, 2017)
- Project proposal template (United Nations, n.d.)

9.3 Final Report due



Course Materials

Armwood, T., Panicker, S. (n.d.) "Assessing Risk in Social and Behavioral Sciences." Chapter 4 in University of Miami CITI Training.

Bani, I. (2008). "Health Needs Assessment." *Journal of Family & Community Medicine* 15(1), 13-20.

Bankert, E., Cooper, J. (n.d.) "History and Ethical Principles." Chapter 1 in University of Miami CITI Training.

Department of Health (2009) Basic principles of healthy cities: Community diagnosis. Available at: https://www.chp.gov.hk/files/pdf/hcp_community_diagnosis_en.pdf

Embree, J. (1950). "Thailand—A Loosely Structured Social System." *American Anthropologist* 52,181-93.

Grill et al (2008). Methods of data collection in qualitative research: Interviews and focus groups. *BDJ online* 204(6):291-5.

ILO (--) Project evaluation . in ILO (--) Technical Cooperation Manual - Chapter 7. Available at: [https://www.ilo.org/pardev/development-cooperation/evaluation/WCMS_172679/lang--en/index.htm](https://www.ilo.org/pardev/development-cooperation/evaluation/WCMS_172679/lang-en/index.htm)

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.

Jane Dailly and Alan Barr (2008). Understanding the community-led approach to health improvement. In *Healthy community: Meeting the shared challenges*. Available at: <http://www.scdc.org.uk/media/resources/what-we-do/mtsc/Understanding%20a%20community-led%20approach%20to%20health%20improvement.pdf>

Mind Tools (333) Root Cause Analysis: Tracing a Problem to Its Origins. Available at: https://www.mindtools.com/pages/article/newTMC_80.htm

Naseem Ahmad Khan (2017). Project proposal: An approach to community development. *International Journal of Multidisciplinary Research and Development*. 4 (2): 15-19. Available at : <file:///C:/Users/Administrator/Downloads/4-1-76-263.pdf>

O'Corner H and Gibson N (2008) Step -by -step guide for qualitative data analysis. Available at: https://www.researchgate.net/publication/292432218_A_Step-By-Step_Guide_To_Qualitative_Data_Analysis



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

The Open University (--). 6 Methods of data collection and analysis. Available at:
<file:///C:/Users/Administrator/Downloads/6%20methods%20of%20data%20collection.pdf>

The Open University (--). 6 Methods of data collection and analysis. Available at:
<file:///C:/Users/Administrator/Downloads/6%20methods%20of%20data%20collection.pdf>

Think Reality(2018) What is root cause analysis. Available at :
<https://www.thinkreliability.com/cause-mapping/what-is-root-cause-analysis/>

United Nations (--). Project proposal template. Available at:
https://webcache.googleusercontent.com/search?q=cache:WWU8AZHIRigJ:https://www.un.org/disabilities/documents/unvf/unvf_application_form_instructions.doc+%&cd=20&hl=en&ct=clnk&gl=th

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

University of Kansas. Community Tool Box. "Section 2. Conducting Public Forum and Listening Session." Chapter 3. Assessing Community Needs and Resources. URL:
<http://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/describe-the-community/main>

University of Kansas. Community Tool Box. "Section 2. Understanding and Describing the Community." Chapter 3. Assessing Community Needs and Resources. URL:
<http://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/describe-the-community/main>

University of Kansas. Community Tool Box. "Section 23. Developing and Using Criteria and Processes to Set Priorities." Chapter 3. Assessing Community Needs and Resources. URL:
<http://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/describe-the-community/main>

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Washington State Department of Enterprise Service (2018) Root cause Analysis. Available at:
<https://des.wa.gov/services/risk-management/about-risk-management/enterprise-risk-management/root-cause-analysis>



WHO (2001). "Introduction." In *Community Health Needs Assessment: An introductory guide for the family health nurse in Europe.* pp. 1-3.

WHO (2001). "Section 3: What to do with the information" In *Community Health Needs Assessment: An introductory guide for the family health nurse in Europe.* pp. 17-31.