## Community Public health

**Course Number: PUBH 3002 THPH**

**(KKU 510 101)**

**Language of Instruction:**  English

**Course Meeting times:** Various

**Co-Course Director:** Assoc.Prof. Dr. Somsak Pitaksanurat

Dr.Anootnara Talkul

anootta@kku.ac.th; 081-3993082

**Fieldwork Assistant:** Aj. Ratthaphol Kraiklang

ratthaphol.bc@gmail.com;

085-0254221

**Office Hours:** By appointment

**Contact Hours:** 30 classroom hours, 60 practice/field hours

**Recommended Credit:** 4 semester/6 quarter hours

(KKU=4 credits)

**Course Description**

Community Public Health is the second course of the semester and is a combination of classroom instruction and structured community field visits. The course takes an integrated and multi-disciplinary approach that utilizes theories and practical guides of the social sciences and public health with a focus on community health and diseases, various community diagnostic tools, analysis of community health problems, identification of solutions to community health problems, and project conceptualization. This course provides a survey of quantitative and qualitative public health diagnostic tools and assessment methods along with opportunities to practice applying these data collection methods in local communities. Students then analyze and present the results of this data. The communities visited will be the same communities for the subsequent course, Public Health Field Practicum. Therefore, it is essential that information gathered in this course necessarily inform the nature of students’ practicum experience and final projects.

**Learning Objectives:**

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

* Understand different community demographics and their influence on public health.
* Recognize the relationship between cultural values, social determinants of health, and health issues on a community level.
* Identify, discuss, and compare existing community health diagnostic tools.
* Use diagnostic tools learned throughout this course to determine if community-level findings reflect community needs, whether expressed explicitly or implicitly.
* Understand how to choose appropriate diagnostic tools for data gathering in various community settings.
* Design, develop, and pilot qualitative and quantitative research instruments.
* Facilitate focus group discussions.
* Analyze and interpret community-level findings.
* Identify health need(s) and problem(s) of urban, semi-rural, and rural communities based on interpretation of community-level findings.
* Understand different ways to assess community-level realities for public health to address.
* Recognize and critically discuss priority and agenda setting strategies for community research projects that are appropriate and relevant to the community’s health need(s)

**Course Content:**

**Epidemiological research and methods**

* + History
  + Scientific Methods or Epidemiological Approach
  + Measuring the occurrence of disease and understanding the importance of different public health indices
  + Analytic studies (designs, methods, analysis, interpretation, evaluation, and recommendations)

**Social determinants of health**

* + Community demographics and their relation to PH
  + Relationship between cultural values & community health issues

**Appropriate primary & secondary diagnostic research instruments for data gathering**

* + Qualitative
    - Primary tools: observation, in-depths interviews, focus group discussions
    - Secondary tools: Seven Community Tools, Rapid rural appraisal
  + Quantitative:
    - Primary tools: questionnaires/surveys, triangulation
    - Secondary tools: secondary data, triangulation

**Instrument Designs**

* Questionnaire construction (format, coding, etc.)
* Interview guides
* Focus groups management strategies
* Researcher facilitation

**Data analysis and interpretation**

* Spreadsheets
* Data entry
* Dummy tables
* Results
* Interpretation
* Display/Presentation

**Priority and agenda setting**

**Course Prerequisites:** PUBH 3001 THPH

**Method of Instruction:** Classroom lectures make up at least 75 percent of classroom hours, and another 25 percent are workshop-style activities, including preparation and practice or research tools and priority and agenda setting. The field hours may include both structured exchanges on site, as well as community stays and exchanges.

**Course requirements:** Course requirements involve four aspects: readings, written work, oral and written reports, and field practice.

**Assessment for Course:**

3 Summaries of Community Work

(1 Presentation/2 Written Reports) 45%

Field Practice/Participation& Unit Facilitation 30%

Final Exam 25%

**Three Summaries of Community Work (1 Presentation/2 Written Reports):** At the conclusion of each community visit, you are expected to produce written data, research instruments, and evidence of your group’s analyses. You must turn in your research instruments and present your work to faculty and your peers in written and oral form. Each student presents his/her group’s work at least once during the course. You are also expected to turn in a printed version of your presentation. Each also student works in groups to produce a written summary of his/her group’s work on two occasions (when not presenting) during the course.Overall, the written summary should resemble a journal article in its format (as you are writing about primary data that you collected).All of your group’s summariescome from different types of data collected with different data collection tools, so you will need to adapt the different categories listed in the rubric to fit the situation.

**Grading for Data Presentations:**

Introduction 5%

Content 40%

Conclusion 5%

Focus, Sequencing, and Speed 30%

Question and Answer 10%

Presentation Format 10%

**Grading for Data Summary:**

Title and Abstract / Summary 5%

Introduction 5%

Review of the Research Instrument 10%

Methods 25%

(Including sample of population, sample size, measurement, outcome measurement, data analysis, ethics)

Results 15%

Discussion 15%

Conclusion 15%

(Including primary findings, strength & limitation, recommendation, future direction)

APA Format, Spelling, Grammar 10%

**Field Practice/Participation and Unit Facilitation:** In order to demonstrate research effectiveness, you will use the instruments you design in class to gather data in three different communities. *This data collection needs to be taken seriously as it will inform your final project for the practicum at the end of the semester*.For unit facilitation, students work in groups to plan and facilitate all educational activities that occur during their assigned unit. These activities include lectures, community visits, workshops, briefings, debriefings, presentations/summaries,and other scheduled activities. The broad goal of the student facilitators are to plan and direct activities in order to meet the student group’s educational goals and to help the student group to work smoothly together. The unit contains a workshop, which fosters fellow classmates’ understanding of the classroom content for that week and acts as a space for students to prepare their research tools together. Grading for facilitation activities is based on evaluation from the student group, fellow facilitators, CIEE staff, and KKU faculty.

**Final exam:** This is an open-book, take-home exam – you can refer to notes, lecture slides, internet sources, as well as sources from CIEE and KKU libraries. Extensive essay responses are not required. However, your responses must have enough substance to defend your argument while succinctly answering the questions. The total written length of the exam is a maximum of no more than 1,000 words per question.

**Grading for Final Exam (out of 100)**

Demonstrates CPH Course Concepts 50%

Effort/Thoughtfulness/Creativity 20%

Focus and sequencing 10%

Mechanics and grammar 10%

Meets requirements (word length,

answers all questions, etc.) 10%

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **No.** | **Lectures and Community Visits** | **Proposed**  **Lecturer** | **Hrs** | **Date and Time** |
|  |  |  |  |  |  |
| **Unit 1** | | | | | |
|  | 1 | Community Public Health + Fundamentals & Ethics of Working in a Community | Aj.Supanee | 2 | 17 March 10-12 |
|  | 2 | Qualitative Research Methods  (7 Community Tools, FGD) | Aj.Kessarawan | 3 | 17 March 1-4 |
|  | 3 | Instrument Design for Qualitative Research (FGD, Interviews, etc.) | Aj.Kessarawan | 2 | 18 March 10-12 |
|  | WS1 | Workshop 1: Preparation of 7 Community Tools for CV1 |  | 3 | 20 March 9-12 |
|  | **CV1** | **Lao Nadee (Data Method: 7 Community Tools)** | Aj.Anootnara Aj.Rattaphol |  | 21-22 March |
| **Unit 2** | | | | | |
|  | 4 | Student Presentations & Critique/ Quantitative Research and Instrument Design | Aj. Somsak  Aj.Anootnara | 3 | 24 March. 9-12 |
|  | 5 | Questionnaire Preparation | Aj.Anootnara | 3 | 24 March 9-12 |
|  | WS2 | Workshop 2: Data Analysis/Preparation of Questionnaire for CV2 |  | 3 | 26 March 9-12 |
|  | **CV2** | **Lawa Lake Area (Data Method: Questionnaire)** | Aj.Anootnara Aj.Rattaphol |  | 27-28 March |
| **Unit 3** | | | | | |
|  | 6 | Basics of Data Analysis I (Principles & Methods) | Aj.Bundit | 3 | 29 March 1-4 |
|  | 7 | Data Analysis II: How to Analyze Data Collected from CV2 (In-Class Workshop)  + Explanation and handing out of final exam | Aj.Bundit | 3 | 31 March 9-12 |
|  | WS3 | Workshop 3: Discussion of Community Work Concepts/Preparation of Focus Group Discussion (FDG) and In-Depth Interviews |  | 3 | 1 Apr. 9-12pm |
|  | 8 | Student Presentation & Critique/  Priority and Agenda Setting | Aj. Somsak  Aj.Anootnara | 3 | 2 Apr. 1-4 |
|  | **CV3** | **Bann Samran (Data Method: FGD & In-Depth Interviews)** | Aj.Anootnara Aj.Rattaphol |  | 3-4 April |
|  | 9 | CV3 Presentations |  | 2 | 7 April 1-3pm |
| **Unit 4** | | | | | |
|  | 10 | Critique/ Utilization of Priority Setting Workshop I (Criteria Selection and Review of Findings)  **DUE: Final Exam (11:59pm)** | Aj. Somsak  Aj.Anootnara | 3 | 8 April 9:30-12 |
|  | 11 | Utilization of Priority Setting Workshop II (Scoring, Ranking, & Selecting Topic and Site) and CPH Course Review | Aj. Somsak  Aj. Anootnara |  | 16 April. 9-12 |

**Communities**

**Loa-Nadi** –

**Lawa Lake Communities** – This area consists of several villages surround Lawa Lake, which is about 60 kilometers south of Khon Kaen. Liver fluke and subsequent bile duct cancer (cholangiocarcinoma) are endemic to this area. Dr. Banchob and his research team conduct significant field and laboratory research and community education to combat this problem.

**Tam Bon Bann Samran** – This area consists of 1,068 villages, which is about 9 kilometers north of Khon Kaen. It consists of 7 sub-villages or moo bann. Bann Samran and Bann None-Tae have been recommended by the director of Samran Health Promoting Hospital (HPH). These two sub-villages have been join-handed with college of Nursing, KKU on exchange-international students program for past few years.