The Community Public Health course introduces students to the role of assessment within the context of the community improvement process through a combination of classroom instruction and overnight stays in communities. The course will cover important community health topics surrounding community assessments, including the development and use of diagnostic tools; quantitative and qualitative methods; analysis of community health problems; building relationships with stakeholders; and participatory research. Students will conduct field visits in at least two different Thai communities and compare and contrast how approaches must differ to account for demographic, cultural, and socioeconomic differences among communities. The communities visited will be the same communities for the accompanying course, Public Health Field Practicum. Therefore, it is essential that information gathered in this course inform the nature of students' practicum experience and final projects.

**Learning Objectives**

By completing this course, students will:

- Identify, discuss, and compare existing community health diagnostic tools
- Choose appropriate diagnostic tools for data gathering in various community settings
- Initiate, adapt, and evaluate participatory methods for community assessment
- Discuss cultural, social, economic, and political influences on health decision making in Thai communities
- Organize and facilitate activities that foster relationships between “outsiders” and community members
- Facilitate focus group discussions and conduct interviews
- Identify and apply ethical standards and procedures relevant to human research
- Participate in learning experiences that reflect the responsibilities and competencies of entry-level community health workers

**Course Prerequisites**

PUBH 3001 THPH (concurrent)

**Methods of Instruction**

This course consists of classroom lectures by Khon Kaen University (KKU) faculty, field work, and student-led debriefing sessions. The field work includes community visits to two separate communities, in which students will conduct an abbreviated community health needs assessment with the goal of understanding and describing the community. Lectures will rely primarily on PowerPoint and group activities/discussion. Debriefing sessions will be led by students to reflect on findings from field work and identify techniques to improve methods.

Assignments, course announcements, and readings will be managed using the Google Classroom eLearning application.

**Assessment and Final Grade**

1. Community Description  
   20%
2. Community Mapping Analysis  
   15%
3. Field Practice  
   15%
4. Final Presentation  
   15%
5. Homework Assignments  
   20%
Course Requirements

Community Description

Students will use one or more of The 7 Community Tools, participatory tools from the PRA Toolbox, mapping, and other tools to collect information in a community via secondary data, interviews, focus groups, and observations to compose a Community Description of the community. Students will organize, record, and summarize information such as physical characteristics, social structures, government, institutions, demographics, and economics of the community into a format that provides a reasonably clear and objective description of the community, as well as a sense of how they saw it during their homestays. The description should include photographs, quotes, maps, diagrams, and charts to present a full picture of the community.

Community Mapping Analysis

Each student will make observations and supplement observations with interviews and focus groups to compose a map focused around a specific topic (e.g., family relationships, socioeconomic status, recreational opportunities, or environmental hazards). The map can be completed in GIS or on physical paper. Each student will then elaborate on their findings by exploring trends, relationships, or possible explanations for what they see in the map in a written report. If the analysis identifies a potential issue, students may propose a possible solution.

Field Practice

Students will evaluate their peers while in the field. Students will be evaluated on how well they perform the responsibilities in the field.

Assessment

Students will be assessed on:

1. Respectful Communication 15%
2. Team Building 10%
3. Leadership 10%
4. Accountability 10%
5. Integration of Community Input 15%
6. Community Relationship Building 15%
7. Conflict Resolution & Problem Solving 10%
8. Ethics 15%

Final Presentation

Individual students will choose one health issue, need, or asset within one community visited during the course and elaborate on the ramifications of this issue on the community’s overall health status. The presentation should provide evidence supporting your claim (learned while spending time in the community) and incorporate outside information. While students commonly use the traditional oral presentation format, other formats may be proposed by students, such as videos.

Presentation titles may be similar to “The Impact of Type 2 Diabetes on Ban Tha Pho Village,” “The Historical (de- )Evolution of the Riverine Fishing Industry in Ban Nawng Saeng Village, or “Village Health Volunteers in Ban Sam Ran Community: Providing Critical Care to the Elderly”

Assessment

The presentation will be assessed on:

1. Content: 40%
2. Organization and Preparation: 10%
3. Language and Delivery: 40%
4. Questions and Answers: 10%

Requirements

- Borrowed information, such as photos or statistics, must be properly cited (APA short format) on the slide where the information appears.

Suggestions
Do not “read from the slides.”
Whenever possible, use graphics, charts, or photos to support your discussion, rather than text-only PowerPoint slides.
Load your presentation onto a memory stick or hard drive. Internet access is not always available.
Keep in mind some audience members may not have English as their first language. Speak clearly, avoid euphemisms, and use simple, direct language, when possible.

Homework Assignments
Homework will be periodically assigned throughout the course with a due date. Homework must be submitted by the due date and via the prescribed method (e.g., email or hardcopy). Late submissions will have 10% deducted from their score. Assignments submitted later than 24 hours after the due date will not be accepted and given zero credit.

Participation (Discussion Forums)
Participation is assessed via participation in online discussion forums. Topics will be assigned for students to participate in online discussion forums (denoted in schedule with DF). You are required to post of minimum of three times for each discussion topic. Your first post should answer the assignment question directly. Your additional posts should respond to the initial post(s) of at least one of your classmates, elaborating on a point they have made, raising new questions, and carrying forward the discussion.

Your instructor will monitor and evaluate your posts by assessing the timely submission of the required posts and the quality of your posts. A quality post incorporates at least one criteria of critical thinking:

1) clarifying issues, 2) assessing some aspect of the debate or discussion, 3) demonstrating connection among ideas and proposing a hypothesis, and 4) proposing possible actions.

Each Discussion Forum will be an opportunity to earn six points for participation (two points each from the three minimum posts). Two points will be assigned for a timely (posted before the deadline) and quality (incorporating one or more criteria for critical thinking skills, as determined by the instructor) post; one point for a timely post not demonstrating critical thinking skills; and zero points for no post or for any post after the deadline.

The table below elaborates on these four critical thinking skills.

Criteria for Assessing Critical Thinking Skills

Attendance
Attendance is required at all lectures, debriefings, and community visits. Arriving more than 15 minutes late will be considered absent. Each absence will result in a 1% reduction of your overall course grade. One excused absence may be granted, if a request is submitted in writing to and approved by the Academic Director. Medical absences, in which the student visits a doctor or hospital and that visit is confirmed by CIEE staff, are not counted as absences.

N.B. Course schedule is subject to change due to study tours, excursions, or local holidays. Final schedules will be included in the final syllabus provided to students on site.

Weekly Schedule
Week 1
Class: Orientation

Week 2
Class: 2.1 CPH Session 1a
Foundations of Community Health
Readings:
- Health Needs Assessment (Bani 2008, 13-20)
- Community Health Needs Assessment: An introductory guide for the family health nurse in
Class: 2.2  CPH Session 2a

Subsystem Study I: Government, Politics, and Institutions

Reading:
- A brief version of Thai history by Aj. Anthony (Kuster, n.d.)

Week 3

Class: 3.1  CPH Session 2b

Subsystem Study I: Government, Politics, and Institutions

Reading:
Same as CPH Session 2a

Class: 3.2  CPH Session 3

Ethical and Cultural Considerations of Community Research

Readings:
- History and Ethical Principles (Bankert, n.d.)
- Assessing Risk in Social and Behavioral Sciences (Armwood & Panicker, n.d.)
- Thailand—A Loosely Structured Social System (Embree 1950, 93-181)

Week 4

Class: 4.1  CPH Session 4

Community Health Subsystems

Reading:
- Section 1: Profiling the population (WHO 2001, 4-11)

Class: 4.2  CPH Session 5

CHIP Case Study: Developing Community Waste Management

Readings:
- Learning from Strangers: The Art and Method of Qualitative Interview Studies (Weiss 1994, 1-14)
- Preparing for Interviewing (Weiss 1994, 39-60)

Class: 4.3  CPH Site Visit 1

Zero Waste Community

Week 5

Class: 5.1  CPH Session 6

Methods for Community Assessment and Priority Setting

Community Description

Readings:
- Community Health Needs Assessment: An introductory guide for the family health nurse in Europe (WHO 2001, 12-16)
- Assessing Community Needs and Resources (University of Kansas)

Class: 5.2  CPH Session 7
Stakeholder Engagement and Community Relations

Community Mapping Analysis

Reading:
- Rural appraisal: rapid, relaxed and participatory. IDS Discussion Paper (Chambers 1992, 311)
- Participatory Rural Appraisal and Planning Workbook. International Institute of Rural Reconstruction (Selener, Endara, & Carvajal, 1999)

Class: 5.3 CPH Site Visit 2: Kickoff Event

Week 6
Class: 6.1 CPH Session 8

Subsystem Study II: Economics and Natural Environment

Reading:
- The Agrarian Transformation in Northeastern Thailand: A Review of Recent Research (Rambo 2017, 45-215)

Class: 6.2 CPH Session 9

Selecting and Designing Tools for Community Assessment

Week 7
Class: Community Visit 1

Field Practice

Week 8
Class: 8.1 CPH Session 10

Student Presentations

Class: 8.2 CPH Session 11

Subsystems Study III: Physical Built & Natural Environments

Class: 8.3 CPH Session 12

Site Visit Briefing

Week 9
Class: Site Visit 3: Water Management

Week 10
Class: 10.1 CPH Session 13

Student Presentations

Week 11
Class: 11.1 CPH Session 14

Final Exam

Course Materials

Readings


