

กิจกรรม เข้าใจ Program Learning Outcome จากการออกแบบหลักสูตร
Material Appendix 2B (AUNQA Applied Approach)

เพื่อพัฒนาบุคลากรด้านสาธารณสุข ได้มีความร่วมมือในการนำหลักสูตรของประเทศแคนาดา
เข้ามาร่วมพัฒนาบุคลากรในประเทศไทย สำหรับบุคลากรที่จะทำงานบริหารและพัฒนาระบบ
การจัดการสาธารณสุข

หลักสูตร	พัฒนบริหารการสาธารณสุขบนฐานการวิจัย
ระดับ	Certificate for Diploma
เวลาเรียน	3 terms เทอมละ 4 รายวิชา 12+12+12
รายวิชาละ	3 หน่วยกิต

โจทย์ เมื่ออ่านทำความเข้าใจ Program objective แล้ว

- ๑) ให้ผู้ร่วมกิจกรรม เลือกรายวิชาที่คิดว่าเหมาะสมกับหลักสูตรบริหารการสาธารณสุขบนฐานการวิจัย เพื่อให้ ผู้ที่ไม่ได้จบตรงสาขาด้านสาธารณสุขสามารถเข้ามาศึกษาและจบออกไปทำงานด้านนี้ได้
- ๒) ให้เขียนสรุป PLO และ สมรรถนะของผู้จบหลักสูตรว่าไปทำงานอะไรได้บ้าง
- ๓) เพื่ออธิบายหลักสูตร ให้อาจารย์ผู้ออกแบบหลักสูตร ทำตาราง mapping โครงสร้างของหลักสูตรให้เข้ากับกรอบมาตรฐานคุณวุฒิอุดมศึกษาไทย TQF
- ๔) ระบุ Domains and levels of learning มิติและระดับการเรียนรู้ ให้คะแนน 1- 6 ตามระดับการเรียนรู้ Bloom's ดูภาพรวมว่าแต่ละเทอมมีการเรียนรู้ในลักษณะ Knowledge/ performance based และเป็น High - low order of thinking.

Appendix 2b – Curriculum Design and Mapping of HSPR

Design of Master's Programme in Health Services and Policy Research (HSPR)

Programme Objectives

The framework presented in [Appendix 2a](#) includes a long list of desirable attributes for graduates of master's-level HSPR programme. As the programme strives to help students develop these attributes, it will be important to recall that not every attribute requires a course to attain it. Indeed, some of the most important competencies are ones that can be developed only through interactions with the system and work experience. Others, including a range of subject knowledge, may be obtained in courses that cover a variety of content.

Some of the attributes identified through our consultations as key to success in HSPR-related careers may be seen as prerequisites for graduate training programmes themselves. Communication skills and various traits of “bright” individuals – critical thinking, problem-solving and ability to work productively, for example – were the attributes most commonly identified as required for success in HSPR-related careers. Of course, these skills should be enhanced or tailored for specific applications through various learning opportunities. But an HSPR training programme is not the place for remedial action to be taken on foundational attributes that are seriously deficient.

Finally, it would be a mistake to suggest that the stakeholders' consultations did not uncover sources of tension among the many shared beliefs. Perhaps the most troubling tension was the fact that a few of our peers did not appear comfortable with a vision of their students in non-academic careers. Even in this applied field, some scholars appear to have a lingering belief that a terminal master's degree is a failed doctorate. Some even put forward arguments against any framework that would encourage non-thesis master's degrees, citing evidence that students who complete thesis-based master's programmes take less time to complete their doctoral dissertations. While true in some respects, such arguments assume that the *raison d'être* for master's programmes is to prepare students for a doctorate.

While a master's programme for many students is a testing ground for their interest and ability to seek further academic training, most master's students graduate to a myriad of careers no less worthy than academe. It is believed that HSPR educators should not only accept this reality – and are glad that most already do – but that the HSPR community should view success in non-academic careers as a principal metric of excellence for a master's-level training programme. This view does not require us to “dumb down” HSPR training. Indeed, the final framework from our consultation places knowledge of illuminating theories and investigating methodologies at the core of master's-level HSPR programmes.

What might be encouraged, however, is greater consideration to attracting and nurturing well-rounded candidates and striving whenever possible to expose master's students to practical health system workplaces. If this is done correctly, the academic stars of our HSPR community will flourish no less – and perhaps to an even greater extent – under such a paradigm.

Curriculum Design

The curriculum of HSPR was designed based on OBE principles to satisfy the needs of the stakeholders. A team of experts was formed to suggest the initial expected learning outcomes and relevant courses or modules for the 2-year (4-semester) master's degree HSPR programme based on the graduate attributes framework as documented below.

Attributes		Expected Learning Outcomes	Proposed Modules/Courses
Lifelong Learner	Clear Communicator	Communicate theory and research findings effectively to various audience	Health Communication Risk Management Social Management
	Critical Thinker	Judge information and in broader context	Brain Thinking Technology
	Problem Solver	Solve different public health problems	Risk Management Ecohealth Environmental Health Occupational Health
	Ethical & Socially Responsible	Recognize social and ethical aspects	Health Ethic
	Inter-disciplinary	Design health solutions using different discipline backgrounds	Ecohealth Health Management Health Policy Field Placement
	Effective Workers	Demonstrate effective team work skills	Field Placement Internship Capstone Projects

	Attributes	Expected learning outcomes	Proposed Modules/Course
Health and Healthcare Systems	Health System	Describe the main features of national health care system Compare with international context	National and Global Health Systems
	Determinants of Health	Discuss concepts of health and determinants of health at different levels Apply determinants of health to solve health problems	Social determinants of health Health Sociology
	Health Research Methods	Distinguish qualitative and quantitative research methods To develop research proposal To conduct a health research	Epidemiology, Bio-statistics, Research methods, Qualitative Research Methods, Quantitative Research Methods
	Health Economic Theory	Describe core concepts in health economic Evaluate cost-effectiveness of health programmes	Health Economic Health Management Medical Equipment Management Evaluation of Cost-effective of Health Programs
	Evaluation Methods	Evaluate different methods and tools for solving health program Design a health program	Evaluation of Health Management and Programs Medical Equipment Management
	Organizational Theory	Describe theories concerning how people interact within an organization Apply organizational theories in managing health programmes and health system	Health System Organization and Management

	Attributes	Expected Learning outcomes	Modules/Subjects
Health Systems Improvement	HSPR Evidence Creation	Conduct research to collect evidence Interpret research results	Health Research Methods Health System Evaluation
	HSPR Knowledge Exchange	Communicate policy development & implementation with stakeholders	Health Policy Health Communication
	HSPR Evidence Synthesis	Evaluate relevant theory for application to particular context	Health Research Methods
	HSPR Theory	Apply core concepts of health services in organization	Health Policy Health Economics and Financing Health System Health Service Quality Management
	HSPR Methodology	Analyse strengths and weaknesses of research designs Develop appropriate research proposal	Health Research Methods Capstone projects
	HSPR Policy Insight	Demonstrate decision – making process in health problems Evaluate the factors influence health policy development and implementation	Determinants of Health Health Policy Leadership and Management