**Course: 352-527 Field Work Research** ⭘ Secondary responsibilities ⚫ Main responsibilities

**9 PLOs with 9 CLOs**

| **Program learning outcomes (PLOs)** |  | **Course Learning Outcomes (CLOs)** | **Teaching and learning approach** | **Student assessment** |
| --- | --- | --- | --- | --- |
| PLO1 To generate morally and ethically sound research. | ⚫ | 1. Students can develop a fieldwork research proposal with due considerations of ethical issues.  2. Students can design participant information sheet and informed consent form (or waiver of consent form) needed to conduct research as appropriate. | 1. Discussion on research methods and research ethics. 2. Taking online course on human research ethics from the Collaborative Institutional Training Initiative (CITI), Social and Behavioral Science Research Course, or Good Clinical Practice (GCP) research course. 3. Supervision on developing information sheet and consent form. | * 1. Active discussion and participation in group discussion   2. Certificate of Completion from CITI or GCP   3. Project’s ethical approval |
| PLO2 To design research studies in response to the needs of stakeholders. | ⚫ | 3. Students can produce appropriate research question(s) through discussions with stakeholders. | 1. Meetings with the local health personnel and academic staff as the stakeholders. 2. Submission of project to the ethics committee as one of stakeholders for project feedback. 3. Discussion with stakeholders on the project’s findings and report. | * 1. Active discussion with stakeholders   2. Stakeholder-oriented project developed |
| PLO3 To use information technology to search health-related information for research. | ⚫ | 4. Students can execute literature search with critical appraisal during proposal, report and/or manuscript preparations. | 1. Presentation of literature review for the project. 2. In-class discussions of the literatures | 1. In-classroom group work 2. Participation in classroom discussions 3. Skills in presentation of the literature review 4. Fieldwork report |
| PLO4 To relate theoretical health concepts into research through critical appraisal of the evidence. | ⭘ | 5. Students can apply their knowledge of principles and theories in health science, epidemiology, and statistical methods into the design of their research project. | 1. Pre-class review of the literatures 2. Presentation of background and methodology of project planned. 3. Group discussions in class, closely supervised by teaching staff. | 1. In-classroom group work 2. Participation in classroom discussions 3. Fieldwork report |
| PLO5 To generate community-based, community-oriented, community-participating field research with skills in leadership and problem-solving. | ⚫ | 7. Students can demonstrate leadership and ability to solve problems in community-oriented research | 1. Developing project based on stakeholder’s need.  2. Coordination with local health workers under supervision of the teaching staff.  3. Conducting research project in fieldwork course under supervision of the instructors.  4. Assigning the students to take leadership and make important decisions in preparation of the presentation to stakeholders. | 1. Stakeholder-oriented project in fieldwork course with ethical approval.  2. Active participation in discussions and being the leader during field data collection  3. Fieldwork report |
|  |  |  | 1. Presentation of data analysis and interpretation of analytic findings to the meeting among stakeholders.  2. Group discussion and group work under supervision of teaching staff. | 1. Fieldwork report |
| PLO6 To appropriately appraise research findings amidst the evolving state of knowledge in epidemiology. | ⚫ | 6. Students can apply current knowledge in epidemiology to examine fieldwork research findings | 1. Group discussion and group work on development of project proposal under supervision of teaching staff. | 1. In-classroom group work  2. Participation in classroom discussions  3. Fieldwork report |
| PLO7 To demonstrate mastery of principles of epidemiology and statistics in relation to health research. | ⚫ | 5. Students can apply their knowledge of principles and theories in health science, epidemiology, and statistical methods into the design of their research project. | 1. Group work on data analysis and interpretation under supervision of teaching staff in the fieldwork.  2. Discussion of major issues in the classroom or in the field office. | 1. Active participation during the preparation, fieldwork, and post-fieldwork analysis and writing process.  2. Presentation of fieldwork project. |
| PLO8 To analyze big or complex data with clear presentation advocating appropriate usage of the findings. | ⚫ | 8. Students can demonstrate analysis of research project data with appropriate interpretation of the analytical outputs and present the findings appropriately. | 1. Meetings with the local health personnel and academic staff as the stakeholders. 2. Submission of project to the ethics committee as one of stakeholders for project feedback. 3. Discussion with stakeholders on the project’s findings and report. | 1. Active discussion with stakeholders 2. Stakeholder-oriented project developed 3. Fieldwork report |
| PLO9 To produce high-quality research article(s) translatable to policy and practice. | ⭘ | 9. Students can report the findings of the fieldwork research project as a research manuscript and advocate for appropriate use of the results. | 1. Meetings with the local health personnel and academic staff as the stakeholders. 2. Submission of project to the ethics committee as one of stakeholders for project feedback. 3. Discussion with stakeholders on the project’s findings and report. | 1. Active discussion with stakeholders 2. Stakeholder-oriented project developed 3. Fieldwork report |

**Matrixes PLOs and CLOs of 352-527 Field Work Research**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **PLOs** | **CLOs** | | | | | | | | | |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 1 | ⚫ | x | x |  |  |  |  |  |  |  |
| 2 | ⚫ |  |  | x |  |  |  |  |  |  |
| 3 | ⚫ |  |  |  | x |  |  |  |  |  |
| 4 | ⭘ |  |  |  |  | x |  |  |  |  |
| 5 | ⚫ |  |  |  |  |  |  | x |  |  |
| 6 | ⚫ |  |  |  |  |  | x |  |  |  |
| 7 | ⚫ |  |  |  |  | x |  |  |  |  |
| 8 | ⚫ |  |  |  |  |  |  |  | x |  |
| 9 | ⭘ | x |  |  |  |  | x |  |  | x |