

3736670 PHPH/D : MAJOR: HEALTH ADMINISTRATION; Dr.P.H.

KEY WORDS : PROFESSIONAL ACCREDITATION MODEL/ PUBLIC HEALTH GRADUATE EDUCATION

USA LEK-UTHAI: PROFESSIONAL ACCREDITATION MODEL FOR PUBLIC HEALTH GRDUATE EDUCATION, THESIS ADVISORS: SWING SUWAN, Dr.P.H., THAVATCHAI VORAPONGSATHORN, Ph.D., EKASIT LIMSUWAN, Ph.D. 370 p. ISBN 974-663-831-9

The purpose of this study is to improve the system of accreditation for public health graduate education in Thailand. Normally accreditation is conceptualized in terms of an evaluation criteria measurement that is of a certain standard or quality. This study investigates the new more effective components, in order to accredit the public health program. A questionnaire was constructed using qualitative and quantitative aspects and reviewed theoretically. Data were collected by self-administered questionnaires sent by mail and completed by leader groups (academic directors, deans, deputy deans, curriculum chairmen), instructors/staff, public health students, public health graduate students, and employer groups such as Provincial Public Health Officers. A separate questionnaire was constructed for each group. The results of the questionnaires were used for model construction and the model was tested for validity and reliability standardization. 20 experts in Delphi's technique were first sent questionnaires, then interviewed in depth, and then sent a similar, but reduced questionnaire for confirmation. The results of the experts were compared with the results of the questionnaires of each of the above groups.

A consensus of 9 components was conducted namely, (1) Program Educational Mandate (PEM), (2) Quality System Approaches (QSA), (3) Professional Components (PC), (4) Program outcomes and assessment, (5) Information and Communication (IC), (6) Human Resource Development (HRD), (7) Institutional Support and Financial Resources, (8) Teaching - Learning Performance (TLP), and (9) Professional Accreditation (PA). The 180 items of pre-model were tested, and 81 items were added. They were developed and changed for content validity by 4 specialists in public health education, behavioral science and quality assurance approaches. The Cronbach's alpha coefficient method was employed to assess the reliability of the items. The principle component analysis with the orthogonal varimax rotation (factors analysis) was performed. The factor selection was presented by the eigenvalues, which was the assessment over 2.0 and factor loading was more than 0.3. The results were a developed guide for question improvement. Delphi round I presented the related agreement to 173 items or 66.28 % from 261 items. The interquartile (quartile 3 - quartile 1) among 88 items or 33.72 % were results over 1.5. For the conformed opinions, the experts also still revealed that 9.58 % should be removed. The mean comparison (paired-t test) within groups according to the 20 Delphi's agreement and others groups that were 20 each of leaders, instructors/staff, students, graduate students, and employers as defined above were designed. 191 items were recognized to be a model among the Delphi experts and the others. The presented pair correlation of the different mean scores for the professional accreditation model was significantly different within instructors/staff and students for each item at p-value < 0.05. They showed a correlation with a mean difference within PEM, IC, HRD, and PA among the Delphi experts and the student groups at p - value < 0.05 and the pair sample correlation of ISFR between Delphi and student group were not different at p - value > 0.05. The mean scores for the professional accreditation model among the Delphi experts and the student groups based on IC, and HRD were significantly different at p - value < 0.05, while they revealed similar agreement to PEM, ISFR and PA which were not different. The analysis of variance (ANOVA) showed no differences of QSA, PC, and POA among those items between each group particularly the Delphi experts to leaders, the Delphi experts to instructors/staff and the Delphi experts to students at p - value > 0.05 while there was a significant difference between these groups on TLP at p - value < 0.05. The finalized professional accreditation for public health education were presented within 2 aspects due to the specific criteria related to the study groups and Delphi's opinions. They were separated into 2 modes; general mode, which was the assessment criteria according to the Ministry of University Affairs requirement, the public health education aspect. The general mode identified 3 components namely PEM, QSA, and ISFR. The public health professional mode identified 8 components including PEM, QSA, PC, POA, IC, HRD, TLP, and PA. This model can be used not only specifically for public health graduate education programs, by generally for the improvement and quality assessment aspects of other programs.