



ด่วนที่สุด

## บันทึกข้อความ

ส่วนราชการ สถาบันพระบรมราชชนก สำนักงานอธิการบดี โทร. ๐ ๒๕๕๐ ๑๙๒๖

ที่ สธ.๑๑๐๑/๒๓๓๕

วันที่ ๒๕ เมษายน ๒๕๖๘

เรื่อง การคัดเลือกผู้เข้าอบรมหลักสูตรพัฒนาอาจารย์เพื่อความเป็นเลิศด้านปฐมภูมิ (PBRI Faculty Training for Primary Care Excellence)

เรียน คณบดีคณะพยาบาลศาสตร์ คณบดีคณะแพทยศาสตร์ คณะสาธารณสุขศาสตร์และสหเวชศาสตร์

ด้วยสถาบันพระบรมราชชนก ได้จัดหลักสูตรการอบรมพัฒนาอาจารย์เพื่อความเป็นเลิศด้านปฐมภูมิ (PBRI Faculty Training for Primary Care Excellence) มีวัตถุประสงค์เพื่อพัฒนาศักยภาพอาจารย์ในสังกัดสถาบันพระบรมราชชนก ในการจัดการสอน และพัฒนาหลักสูตรในการสร้างเสริมสุขภาพประชาชนและสร้างชุมชนสุขภาวะ เพื่อลดอุบัติการณ์การเกิดโรคไม่ติดต่อเรื้อรัง ในการสร้างองค์ความรู้และออกแบบนวัตกรรมในการสร้างเสริมสุขภาพประชาชนและสร้างชุมชนสุขภาวะ และนำนโยบายไปสู่การปฏิบัติ (Implementation research) ที่สอดคล้องกับศูนย์ความเป็นเลิศด้านบริการปฐมภูมิ การศึกษา วิจัย นวัตกรรมและบริการสู่ชุมชน (PBRI CoE) จำนวน ๗ เขต มีการดำเนินงานเชิงบูรณาการในการประสานในพื้นที่ซึ่งมีความแตกต่างในเชิงบริบทภูมิศาสตร์ สังคม และวัฒนธรรมในแต่ละพื้นที่ ที่มีสภาพปัญหาและปัญหาสุขภาพที่แตกต่างกัน ซึ่งส่งผลต่อการบรรลุวิสัยทัศน์ “World Class University for Primary Care” ด้วยความเชี่ยวชาญระดับโลกด้านสุขภาพปฐมภูมิ ภายใต้ความร่วมมือระหว่างสถาบันพระบรมราชชนก และมหาวิทยาลัยฮาร์วาร์ด สหรัฐอเมริกา หลักสูตร ๒ สัปดาห์ ระหว่างวันที่ ๒ - ๖ มิถุนายน ๒๕๖๘ (online) และวันที่ ๑๖ - ๒๐ มิถุนายน ๒๕๖๘ (onsite)

สถาบันพระบรมราชชนก จึงขอให้ ท่าน คัดเลือกผู้แทนของคณะเข้ารับการอบรมอย่างน้อย ๑ คน โดยให้ผู้ที่ได้รับคัดเลือกกรอกใบสมัครส่งมาที่ศูนย์ประสานงานความเป็นเลิศด้านปฐมภูมิ (PBRI-CEPC) หากต้องการข้อมูลเพิ่มเติม กรุณาติดต่อนางสาวกรรณก รังสีธรรมคุณ หมายเลข ๐๖๒-๖๒๓-๘๙๓๕ หรือ Scan ใบสมัครส่งมาที่ gtckn14@gmail.com พร้อมระบุชื่อ-นามสกุลของผู้สมัคร ภายในวันที่ ๒ พฤษภาคม ๒๕๖๘ ทั้งนี้ สถาบันพระบรมราชชนก จะดำเนินการสัมภาษณ์ผู้สมัครในวันที่ ๗ พฤษภาคม ๒๕๖๘ เวลา ๑๓.๓๐ น. ณ ห้องประชุมสมเด็จพระพุทธพจนวชิรมณี ๑ อาคาร ๔ ชั้น ๘ สถาบันพระบรมราชชนก สำนักงานปลัดกระทรวงสาธารณสุข

จึงเรียนมาเพื่อพิจารณา และแจ้งวิทยาลัยในสังกัดดำเนินการต่อไป

(ศาสตราจารย์พิเศษวิชัย เทียนถาวร)  
อธิการบดีสถาบันพระบรมราชชนก



รายละเอียดหลักสูตร



ใบสมัคร



**HARVARD**  
MEDICAL SCHOOL

BLAVATNIK INSTITUTE  
GLOBAL HEALTH &  
SOCIAL MEDICINE

# **Proposal**

## **PBRI faculty training for primary care excellence**

**Submitted to PBRI**

Harvard Medical School Program in Global Primary  
Care and Social Change

May 2024

## Background on Our Learning Philosophy and Expertise

Over the past 15 years, the Harvard Medical School (HMS) Program in Global Primary Care and Social Change (PGPCSC) have established a strong track record of partnering with a diverse set of institutions, governments and associations to develop training programs to advance excellence in primary healthcare (PHC). This includes courses for clinicians, health facility and program managers, health system leaders and faculty.

Delivered over variable timeframes and a mix of modalities, all courses leverage adult learning principles and utilize a learner-centered approach. This emphasizes active learning, reflection, and provides frequent opportunities for participants to apply course ideas to their own real-world challenges. There is also a recognition of the learning and expertise that the participants bring to the course, providing opportunities for peer coaching and collaborative problem-solving.

A key learning tool available to be integrated within courses are Harvard Business School style cases diving deep into high- functioning PHC systems representing a mix of high and low-middle income countries. These cases focus on various aspects of PHC such as financing, team-based care, and policy. HMS utilizes these cases to teach short-term and long-term courses on PHC delivery, systems design, policy, population health management, and leadership. Through the use of real-life cases, course participants are able to actively engage and bring their own examples to enrich classroom discussion.

Some examples of where these approaches have been successfully implemented include:

- **WHO Academy for Primary Health Care:** a hybrid course for healthcare leaders developed in partnership with a global consortium of academic partners, covering topics such as integrated service delivery, quality-improvement, and PHC-oriented research
- **Competency-based Medical Education for the 21<sup>st</sup> Century to Train Primary Care Physicians:** capacity-building course for faculty at 10 Vietnamese Universities of Medicine and Pharmacy in create competency-based primary care focused training courses for students, providing learners with the exposure and skills to become primary care physicians and work in team-based primary care and assessing the learning program.
- **Research Methods in Primary Healthcare:** Training on research question design, methodology, and publications. Also includes building a research infrastructure and motivating faculty to conduct research.
- **Strengthening Health Systems Through a Robust Primary Health Care System:** A 3 day in-person course for healthcare providers, managers and executives to develop strong, robust and resilient primary care systems.
- **Leading Change for Healthcare Professionals:** An executive education course for health university leaders in Vietnam over 8 months, training on how to be effective leaders at their universities.

As this experience shows, HMS can co-design and deliver curated training programs to meet the learning goals and logistical needs of a wide range of collaborators. We look forward to the opportunity to do this alongside the Praboromrajchanok Institute (PBRI).



## Rationale for PBRI Faculty Program for Primary Health Care Excellence

HMS faculty have recently been given the opportunity to learn more about PBRI and its plans to establish a Center of Excellence in Primary Care education, research and academic services, as part of its goal to be a World Class University in Primary Care. The Executive team are currently engaged in developing a 5 year strategic plan to support this vision.

By engaging in dialogue with PBRI leadership, we believe that HMS PGPCSC can be valuable partner in the co-design and delivery of a course to **upskill PBRI faculty members on achieve primary health care excellence**. Faculty development serves as the foundation for graduating highly skilled, innovative, community-based primary care providers prepared to rise to the challenges facing Thailand's health system. The work will support PBRI's mandate to produce 62,000 new primary care teams over the next 10 years and strengthen the Queen Saskrit health facilities to become leading centers for primary care service delivery.

The **PBRI Model already features many excellent principles and practices for PHC** that will serve as the foundation for the new faculty course to build upon. For example:

- The humanistic educational philosophy promotes person-centered care and the associated community-oriented approach encourages partnerships between the 6 regional campuses and their neighbouring populations.
- Teaching tools put a strong focus on prevention and health promotion, with the '7-traffic light ping pong' tool for chronic disease screening and management, and the '7 health station' system for comprehensive, differentiated service delivery.
- Multi-sectoral engagement is evident in partnerships with local religious, educational and political institutions through the School-Home-Temple outreach program.
- The newly developed digital platform in Supanburi Province is an exciting innovation that expands capacity for screening and an opportunity for systematic empanelment and population health management.

The new course will highlight these practices and their importance, while also integrating further core competencies necessary for excellence in primary health care.

## Course Format and Duration

**Core Certificate Course:** A team of HMS faculty and experts in PHC will co-develop and co-deliver a joint certificate-course for PBRI Faculty over approximately 2 weeks as a hybrid experience with in-person and virtual learning. This would involve a five day in-person component hosted by PBRI in Thailand, with two to three virtual sessions held prior. Virtual sessions will be a combination of asynchronous content delivery and synchronous, live discussion sessions between participants and HMS faculty. Theory and practice-based sessions and discussions will culminate in a capstone project proposal completed in teams.

**Optional Add-On 1:** A Capstone Project, which is a mentored experience for select participants to *implement* their project proposal at the completion of the core-course. Participants will be



paired with HMS faculty, provided 1:1 mentorship and coaching during the implementation of their project proposal, over a maximum 6-month period.

**Capstone projects** will be developed in self-selected groups according to specific areas of participant need and interest and priorities of PBRI leadership. Each group will be supported by expert faculty members in that topic. Examples of potential capstone projects include:

1. *Designing a Community Health Initiative*: Developing and evaluating a program to address a specific health issue such as diabetes or hypertension in a local community, integrating preventive care, patient education, community engagement and multi-sectoral collaboration
2. *Implementing a Quality Improvement Project*: Planning and executing a quality improvement project aimed at improving patient experience and outcomes in a primary care clinic
3. *Research Project on Team-Based Care Models*: Conducting a research project evaluating the effectiveness of different team-based care models (or other key primary care competencies) in improving patient outcomes in chronic disease management
4. *Technology Integration Plan*: Developing a comprehensive plan for integrating telehealth services into a primary care practice to improve access to care for rural or otherwise marginalized populations who are disengaged from the health system

**Optional Add-on 2:** An *immersion experience* on Harvard Medical School's campus in Boston, Massachusetts. This would be for a minimum of two and a half days and maximum of four days. The purpose of this experience is to gain a deeper understanding of primary healthcare, in the US context. Participants will be able to observe primary healthcare activities across multiple settings (hospital based, community-based), including innovations in primary healthcare delivery. Participants will have the opportunity to engage with HMS faculty and experts, on specific areas of desired focus **\*\*Subjected to United States and HMS travel policies\*\***

## Core Course Structure and Content

A proposed curriculum of key content areas are summarized below, and expanded upon in the Appendix.

### Part 1 – Foundational Practices for Excellence in Primary Care Delivery

- Introduction and overview of Primary Health Care
- Person-centered care, prevention and health promotion
- Team-based care and interprofessional collaboration
- Empanelment, care continuity and population health management
- Community engagement, cultural competence and health equity

### Part 2 – Advanced Applications and Training in Primary Care

- Quality improvement in primary care
- Competency-based medical education in primary care

- Research skills and implementation science
- Technology and digital tools to support primary health care
- Preparation, and presentation of Capstone projects (*if applicable*)

## Course Logistics and Administration

**Participant Selection:** At the decision of PBRI, participants for this course may be selected through an application process administered by HMS Faculty in collaboration with PBRI leadership. HMS Faculty and staff will review applications to determine eligibility requirements are met. Once applications are processed and reviewed, HMS PGPCSC, in collaboration with the PBRI leadership, will make final determination of participant list and participants will be notified. ***\*\*Participant recruitment is at the responsibility of the PBRI\*\****

**Assessment:** Participants will be assessed through both formative and summative approaches. Mini pre-class assessments will be administered online prior to sessions, and a final knowledge assessment will be conducted. In addition, if there is a Capstone Project, then the deliverable will also be taken into consideration. Participants achieving 70% or above on the combined formative and summative assessment, along with submission of a Capstone Project deliverable (*if applicable*) will receive an Certificate of Completion at the end of the course at a graduation ceremony.

## Course Faculty

This course will be taught by HMS faculty experts with deep and extensive knowledge on primary healthcare in global settings. The course will be made up of a minimum three core faculty, and may engage additional faculty, post-doctoral students or research assistants based on specific needs. Below are a sample selection of short biographies for proposed core faculty.

**Dr David Duong, MD, MPH** is the Director of the PGPCSC at Harvard Medical School, Associate Director of Partnerships and Health Systems for Harvard's Partnership for Health Advancement in Vietnam, and a practicing primary care physician at the Brigham and Women's Hospital Phyllis Jen Center. Through his leadership of the PGPCSC he has developed and sustained relationships with numerous organizations, creating initiatives around research, conferences, and training. He also has experience working with the Ministry of Health Leadership from Viet Nam, Kenya, Uganda, Haiti, and Korea in strategy and policy development around PHC and human resources for health strengthening. David is also a part of the inaugural WHO Young Primary Healthcare Leaders Network and serves on the World Economic Forum's 2020 Future Council on Health and Healthcare and 2021 Council on Clean Air.

**Dr. Amanda Berling, MD,** is a primary care physician specializing in geriatric medicine at the Brigham and Women's Hospital and an Assistant Professor of Medicine at Harvard Medical School. She serves as Medical Director of the Phyllis Jen Center for Primary Care, overseeing more than 200 faculty and staff who provide primary care via a multidisciplinary care team model to more than 22,000 patients. As a clinician educator, she teaches Internal Medicine residents at Brigham and Women's Hospital in their primary care and ambulatory training. She



previously served as the Associate Program Director of the Internal Medicine Residency program at Mount Auburn Hospital and worked with Harvard medical students in the Practice of Medicine course. In other leadership roles, she has served as Director of the Center for Memory Evaluation and Support at Mount Auburn and Medical Director of two skilled nursing facilities in the greater Boston, Massachusetts area. She enjoys teaching the next generation of physicians about the principles of comprehensive person-centered assessment as well as establishing goals of care to maximize the quality of life of her patients.

**Dr Bethany (Beth) Holt, MD, MPH**, is an Australian-trained medical doctor and global public health consultant who currently serves as the Associate Director of Health Systems for the PGPCSC at Harvard Medical School. She specializes in health systems and policy research, program design and strengthening service delivery to enable people-centered care, with a regional focus in the Asia-Pacific. Beth uses participatory methods to engage and empower local stakeholders and communities in the co-design of interventions and quality improvement. She also coordinates the global health immersion program for students at Harvard's Medical School and School of Public Health. Beth serves as an advisor to the WHO on strengthening primary care facilities, to Oxford Economics on strengthening laboratory systems, and Chairs the Board of a student and junior doctor-led foundation, One for Health, that partners with local community organizations to promote health equity.

## **Appendix: Detailed Course Overview**

### **Part 1: Foundational Practices for Excellence in Primary Care Delivery**

#### **Session 1: Introduction and Overview of Primary Care**

- Course introduction, objectives, and overview
- Defining primary care and its key roles in the health system
- Importance of essential professional skills in enhancing care delivery

#### **Session 2: Person-Centered Care, Communication, and Preventive Care**

- Principles and practices of person-centered care
- Effective communication techniques, including active listening and empathetic engagement
- Integrating preventive care strategies into patient interactions to promote overall health
- Role-playing exercises to practice skills

#### **Session 3: Team-Based Care and Interprofessional Collaboration**

- Overview of team-based care models in primary care
- Roles and responsibilities within interdisciplinary health care teams
- Collaborative activities to design team-based care scenarios

#### **Session 4: Empanelment, Care Continuity, and Population Health Management**

- Concepts of empanelment and managing patient panels for continuous care
- Strategies to optimize patient-provider relationships and improve health outcomes
- Integrating population health management practices to address broader health issues within the patient panel
- Case study analysis and discussion

#### **Session 5: Community Engagement, Cultural Competence, and Health Equity**

- Importance of engaging with the community in primary care settings
- Techniques for building trust and effective partnerships with community members
- Conducting community needs assessments to understand and address social determinants of health
- Workshop on creating culturally competent and inclusive health programs that promote health equity

### **Part 2: Advanced Applications and Training in Primary Care**

#### **Session 6: Quality Improvement in Primary Care**



- Introduction to quality improvement tools and strategies
- Applying QI methodologies to real-world primary care settings
- Group activity: Developing a QI initiative based on earlier discussions

#### Session 7: Competency-based medical education in primary care

- Developing competency-based primary care education program
- Competency-based curriculum design and assessment practices
- Implementation of competency-based medical education for primary care

#### Session 8: Research Skills and Implementation Science

- Critical research skills for evaluating and improving primary care
- Introduction to implementation science theories and their application in primary care
- Hands-on session: Designing a research project to test a new care delivery model

#### Session 9: Technology and Digital Health Applications to Support Primary Care

- Utilizing technology and health informatics to enhance care coordination and efficiency
- Case studies on successful technology integration in primary care
- Practical activity: Planning a technology implementation for a primary care practice

#### Session 10: Reflection and Future Directions

- Course reflections and participant feedback
- Discussion on the application of course learnings to real-world settings
- Certificate distribution and closing remarks



ใบสมัครเข้ารับการอบรมหลักสูตรพัฒนาอาจารย์เพื่อความเป็นเลิศด้านปฐมภูมิ  
(PBRI Faculty Training for Primary Care Excellence)

1. ข้อมูลส่วนบุคคล

ชื่อ ..... สกุล .....

วัน เดือน ปี เกิด ..... อายุ ..... ปี อายุราชการ ..... ปี

ปัจจุบันดำรงตำแหน่ง .....

สังกัดส่วนราชการ .....

โทรศัพท์ ..... E-mail .....

2. ประวัติการศึกษา

☐ ปริญญาตรี ..... สาขา .....

สถาบัน ..... เมื่อ พ.ศ. ....

☐ ปริญญาโท ..... สาขา .....

สถาบัน ..... เมื่อ พ.ศ. ....

☐ ปริญญาเอก ..... สาขา .....

สถาบัน ..... เมื่อ พ.ศ. ....

3. ประวัติการอบรม/ศึกษาดูงาน

☐ อบรมหลักสูตร ..... ระยะเวลา ..... ปี พ.ศ. ....

☐ อบรมหลักสูตร ..... ระยะเวลา ..... ปี พ.ศ. ....

☐ อบรมหลักสูตร ..... ระยะเวลา ..... ปี พ.ศ. ....

4. ประสบการณ์ในการบริหาร

☐ ตำแหน่ง ..... ตั้งแต่ ..... ถึง .....

5. ประสบการณ์ทางการจัดการศึกษา และ / หรือ พัฒนาบุคลากร / การสอน/ วิจัย (ดำเนินโครงการ สบช. โมเดล มีรายวิชาที่สอน/วิจัย/บริการวิชาการที่ประยุกต์ใช้แนวคิด สบช.โมเดลให้ระบุ)

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6. มีผลงานที่เกี่ยวกับการสอน/วิจัย/บริการวิชาการที่ประยุกต์ใช้แนวคิด สบช. โมเดลที่ได้รับการตีพิมพ์ /  
รางวัลหรือรับเชิญเป็นผู้ทรงคุณวุฒิในการสอน/บรรยาย/keynote speaker เป็นต้น (ให้ระบุ)

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7. มีทักษะการใช้ภาษาอังกฤษ (หากมีผลการสอบให้ระบุแนบหลักฐาน)

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8. เสนอแรงจูงใจและความคาดหวังเพื่อพัฒนาหลังอบรม (Statement of Purpose) เรียงความแรงจูงใจและเสนอ  
แนวทางในการพัฒนาให้กับหน่วยงานหรือหน่วยงานที่เกี่ยวข้อง ความยาวไม่เกิน 1 หน้ากระดาษ A4

ข้าพเจ้าขอรับรองว่าข้อมูลที่แจ้งไว้ในแบบฟอร์มนี้ ถูกต้องและเป็นจริงทุกประการหากตรวจสอบ  
ภายหลังแล้วพบว่าข้อมูลดังกล่าวเป็นเท็จหรือไม่ถูกต้องจะถือว่าหมดสิทธิได้รับการคัดเลือกและหากได้รับการ  
พิจารณาคัดเลือกแล้วจะถือเป็นโมฆะ

ลงชื่อผู้สมัคร .....

(.....)