

CHAPTER VI

BIBLIOGRAPHY

Abbatt, F. R., and Mejia, A. (1988). *Continuing the education of health workers*. Geneva: WHO.

This book refers to training which involves changing behavior and expanding employee knowledge and skills through an organized process by which employees learn skills, abilities, and attitudes needed to work better. The other aspects of HRD were also mentioned, such as, recruitment of the manpower.

Bligh, D., Jaques, D., and Piper, W. D. (1981). *Seven decisions when teaching students*. England: Wheaton & Co.

In this book the simplified model of the decision order in course planning is presented. The objectives of teaching curriculum are describe as, what student should be able to do at the end of the course that they can not do at the beginning. According to this book, unless we know what we want the students to achieve, we can not assess whether the students achieved it, we can not select the students who are most likely to achieve it, can not decide what to teach, and can not find the best way to achieve it.

A proposal on human resource development for public health through learning at the workplace (1994). (Available from College of Public Health, Chulalongkorn University, Bangkok).

This proposal mentions on learning at the workplace (LWP), Which involves the use of innovative materials and technologies such as computer-mediated communication (CMC) and computer-assisted instruction (CAI), and actual work situations on the learning context and content. It also mentions on increase access to and equity in educational opportunities and reduce the constraints of time and location on learning by integrating learning with applications in the workplace.

College of Public Health, (1993). Concept paper for a post graduate district health system development project. (Available from College of Public Health, Chulalongkorn University, Bangkok).

This is a concept paper for a post graduate district health system development project jointly organized by CPH, CU and the IHMD, MoPH. The objective of this project is to enhance capacities needed for national health development programs and the needs of communities by providing an alternative model for post graduate manpower development. This project focus on district level health system development and to enhance available appropriate method and technology for health manpower development. The characteristic and the outline of the proposed project is discussed including the estimated budget.

College of Public Health. (1993). Attributes and threshold capacities of public health graduates. Bangkok: Chulalongkorn University.

The workshop participants have developed a list of desirable comprehensive attributes of college graduate. An “input-process-output” model, including issue of evaluation has been discussed for the production of the public health graduate.

College of Public Health, (1995). Human resource for health development project. (Available from College of Public Health, Chulalongkorn University, Bangkok).

In this proposal the introduction of the project is mentioned on a need to develop Human Resource to respond to the current challenges facing the Health care System. The overall aim of this project is to contribute to and provide support for overall HRD of MoPH to face external challenges and internal changes. The objectives of this project are to strengthen the HRD capacities of the institutes, develop models of post graduate continuing education program at provincial level and develop teaching-learning methods for learning at the workplace. The expected outcome, outline and the characteristics of the purposed programme are also discussed.

Fulop, T., and Roemer, M. I. (1987). Reviewing health manpower development. Geneva: WHO.

In this book the authors suggested that essential to manpower planning is a knowledge of the types and numbers of all categories of health personnel in the country and their distribution. It also mentions that the heart of the health manpower development process is the production or training of health personnel.

Jindawatthana, Amphon., and Siripoon-Sozanski, M. (1995). Country experiences on health and human resources for health planning in Thailand. Nontaburi: MoPH.

In this report the authors have studied and found that Human Resources for health is the most important health resource of all as it has capacity to dictate and mobilize other resources in the development of public health work. Therefore, quality of health personnel needs to be maintained. This is being done by providing continuing education.

McGaghie, W. C., Miller, G. E., Sajid, A. W., and Telder, T. V. (1978).

Competency-based curriculum development in medical education :
An introduction. Geneva: WHO.

In this book various curriculum models, such as, subject centered curriculum, integrated curriculum and competency-based curriculum are discussed. The general consideration in defining competence are mentioned. Certain factors which influence competence like expert opinion, health problems, socio-economic development and need of the community or nation are discussed. The element and assessment of competence in terms of entry assessment, formative assessment and summative assessment are highlighted.

Megginson, D., Matthews, J. J., and Banfield, P.(1995). Human resource development. London: AMED.

This book addressed on the core process of Human Resource Development, viz., training, development, learning and education and also had been discussed on managers, management and human resource development.

NESDB. (1995). Development guidelines of the eighth national

economic and social development plan. Bangkok: Med Sai.

In this report, the committee had discussed Human Resource Development is the most important and continuing learning from experience and reality should be improved.

Rakich, J. S., Longest, B. B., and Darr, J. K. (1992). *Managing health services organizations*. (3rd ed.). Baltimore: Health Professional Press.

This book refer to training which involve changing behavior and expanding employee knowledge and skills through an organized process by which employees learn skills, abilities, and attitudes needed to work also mentioned such as, recruitment of the manpower.

United Nations Development Programme. (1995). *Human development report*. New York: Oxford University.

In this report, the committee had discussed the Human Development paradigm contains four main components, viz., (i) Productivity, (ii) Equity, (iii) Sustainability and (iiii) Empowerment.

WHO. (1985). *Health manpower requirements for the achievement of health for all by the year 2000 through primary health care*. Geneva: WHO.

In this report of WHO expert committee mention about the shortage of certain categories of health workers remains a common problem in the developing world. The development of health manpower to serve the development of health systems. In this process of health manpower development include planning, production and management.

Werther, WB., and Keithdavis, JR. (1987). *Personnel management and human resources*. Singapore: Chong Moh.

To this book emphasizes on training and development as an important part of Human Resource Development. The needs for training should be assessed to decide on benefit for the organization and individual after the training, the approaches for the training which should be able to response effectively with the changing problem and environmental challenges.

World Bank. (1995). *Workers in an integrating world*. New York: Oxford University.

In this report under the health and nutrition section, the population per physician and nursing person for the year 1970 and 1993 are tabulated. Based on the economic level the countries are grouped as low income economics, middle income economics (low and upper) and high income economics. Thailand is in low middle income economics group which show that population per physician is 8,290 in 1970 and 4,420 in 1993. Similarly population per nursing person is 1,170 and 910 in 1970 and 1993 respectively.