

Mid-Western University
Faculty of Educational Sciences
Surkhet, Nepal

Master of Educational Sciences
in
Health Education and
Promotion

SEMESTER-WISE BREAKDOWN OF THE COURSES

Semester I	Semester II
EDU 511: Philosophical Foundations of Education EDU 512: Education and Development MES HEP 513 Foundations and Principles of Health Education MES HEP 514 Health Promotion Strategies and Approach MES HEP 515 Human Sexuality Education MES HEP 516 Environment and Health	EDU 521: Managing Diversity in Education EDU 522: Application of Learning Theories in Education EDU 523: Research Methods in Education MES HEP 524 Adolescent Health Promotion MES HEP 525 Management of School Health Programme MES HEP 526 Teaching and Communication Strategies for Health
Semester III	Semester IV
MES HEP 631 Women's Health and Nutrition Education MES HEP 632 Community Organization and Development for Health Promotion MES HEP 633 Health Promotion Planning and Evaluation MES HEP 634 Social Sciences Approach to Health Promotion MES HEP 635 Applied Epidemiology and Research Methods in Health Education MES HEP 636 Seminar on Public Health Issues in Health Promotion	MES HEP 641 Teaching/Internship (On-Campus) MES HEP 642 Teaching/Internship (Off-Campus) MES HEP 643 Thesis Writing

Master of Educational Sciences in Health Education and Promotion

Introduction

Master of Educational Sciences (MES) in Health Education and Promotion (HEP) is a two-year fulltime professional course offered at the Mid-Western University of Nepal as component of the Master of Educational Sciences Programme. HEP course are designed to prepare researchers, educators and practitioners for leadership roles in higher education, public schools, community health care settings, government agencies, and voluntary health agencies. The programs emphasize a multidisciplinary, socio-behavioral and educational approaches to health promotion. Health promotion is any combination of health education and related organizational, socio-economic, or political interventions designed to facilitate behavioral or environmental changes conducive to health. The HEP programme emphasizes behavioral and organizational change principles to plan, implement, and evaluate interventions that enable individuals, groups, and communities to achieve personal, environmental, and social health. It covers the key professional areas of school and community health education including cross-cutting issues of social sciences such as sociology, anthropology, psychology, public health and epidemiology. The curriculum prepare students to utilize theoretical concept and methodological skills of health education and health promotion to develop, administer, implement, and evaluate socially acceptable and epidemiologically appropriate health education, behavior change and health promotion intervention, as well as to mobilize community resources for planned social change.

Goals of the program are to: ensure that Masters students have a mastery of health education and health promotion knowledge and skills, and prepare competent teacher educators to teach health education courses for undergraduate students and to engage in school and public health education and assume roles a wide variety of health education settings.

Objectives of the HEP Programme Course

Student completing HEP courses will be able to:

1. Analyze positive and negative affects of social, behavioural and environmental factors on our quality of life
 2. Apply theory in the development, implementation, and evaluation of health promotion interventions, programs, and policies.
 3. Develop interventions and programs to effect change at multiple levels, including individual, community, organization, and policy.
 4. Design and implement various strategies to promote health at school, community and workplace
 5. Design health education curriculum and resource materials
 6. Prepare teaching materials, aids and devices required for effective health education classes at different levels
 7. Design and deliver health communication messages.
 8. Evaluate and interpret results from program evaluations and other research.
 9. Define research problems, frame research questions, design research procedures, and outline methods of analysis.
- Apply ethical principles that govern the practice of health education

Contents

Semester-wise Breakdown of the courses	i
HEP 513: Foundations and Principles of Health Education	1
HEP 514: Health Promotion Strategies and Approaches.....	5
HEP 515: Human Sexuality Education.....	9
HEP 516: Environment and Health	13
HEP 524: Adolescent Health Promotion	17
HEP 525: Management of School Health Programme.....	21
HEP 526: Teaching and Communication Strategies for Health Promotion	25
HEP 631: Women’s Health and Nutrition Education	29
HEP 632: Community Organization and Development for Health Promotion	34
HEP 633: Health Promotion and Planning Evaluation	38
HEP 634: Social Science Approaches to Health Promotion	43
HEP 635: Applied Epidemiology and Research Method in Health Education	47
HEP 636: Seminar on Public Health Issues in Health Promotion.....	53
HEP 641 & 642 Teaching Internship (On-Campus and Off-Campus).....	57
HEP 643: Thesis Writing.....	60

HEP 513: FOUNDATIONS AND PRINCIPLES OF HEALTH EDUCATION

Mid-Western University

Faculty of Educational Sciences

M.E.S in Health Education & Promotion

Course Title: Foundations and Principles of Health Education Credit Hour: 6

Course No. : MES HEP 513

Full Marks:

Semester: First

Pass Marks:

1. Course Introduction

This course provides an opportunity for students to explore, apply and critique the foundations and principles of health education, and to learn more about applications in varied health promoting settings. The students will become familiar with the history, selected philosophies, selected theories, and approaches of health education.

2. Course Objective

Upon completion this course, the students will be able to:

- a) Conceptualize and discuss theories of health and diseases, and history of health
- b) Discuss and summarize histories, philosophies and principles of health education
- c) Select, critique and apply health behavior theories for planning health education programme
- d) Discuss and describe the scientific, educational, sociocultural, psychobehavioural and legal foundation of health education
- e) Identify the professional qualities of health educators and lobby for professional preparation of health education

3. Contents

Unit One: Conceptualization of Health and Health Education (10 hours)

- 1.1 Traditional and contemporary views of health
- 1.2 Models of health: Medical, social and ecological
- 1.3 Historical glimpse of health including Nepal
- 1.4 Theories of diseases
- 1.5 Concept and aims of health education
- 1.6 Principles health education
- 1.7 Approaches of health education: Traditional/preventive, dialogical and participatory

Unit Two: Philosophical Foundations (10 hours)

- 2.1 Concept of philosophy
- 2.2 Need of philosophy in health education
- 2.3 Leading philosophical view point
- 2.4 Developing philosophy
- 2.5 Predominant health education philosophies
- 2.6 Holistic philosophy and perspective of selected health educators

Unit Three: Scientific and Educational Foundations (20 hours)

- 3.1 Science, facts and evidences as bases of health education
- 3.2 Biology, environment, medical and other natural sciences as source of contents
- 3.3 Advances in diseases control and prevention
- 3.4 Advances in nutrition, fitness, safety and accident prevention
- 3.5 Advances in medicine and health care
- 3.6 Educational foundations
 - 3.6.1 History of health education
 - 3.6.2 Organization patterns of health education curriculum development
 - 3.6.3 Conceptual approach to health education curriculum development
 - 3.6.4 Instructional planning for health education
 - 3.6.5 Methods and strategies for teaching health education
 - 3.6.6 Materials and media for health education

Unit Four: Psycho-behavioral Foundations (20 hours)

- 4.1 Health education aims to change health behavior
- 4.2 Behaviour change theories and techniques draw on psychology and behavioural sciences
- 4.3 Application of learning theories in health education
- 4.4 Theories and models focusing on health behavior change: health belief model, theory of planned behavior, transtheoretical model, precaution and adoption process model (PAPM)
- 4.5 PRECEDE-PROCEED Model of health education
- 4.6 Knowledge, attitude, value and health behavior

Unit Five: Socio-cultural and Legal Foundations (20 hours)

- 5.1 Concept of society and culture
- 5.2 Social values, norms, socialization, social network and health behavior
- 5.3 Folks, mores, customs and sanctions in health related issues
- 5.4 Social theory and health education
- 5.5 Health education in social issues: family life, family planning, sex education, violence, gender equity, drug abuse, suicide, consumers health, safety and accidents etc.
- 5.6 Health culture, ethnomedicine and spiritualism
- 5.7 Health education in socio-cultural contexts and cultural competence in health education
- 5.8 Legal foundations
 - 5.8.1 Historical perspective on health legislation
 - 5.8.2 Government acts and policy on solid waste disposal, abortion, alcohol and smoking
 - 5.8.3 Health education and law: school health education and community health education
 - 5.8.4 Lobbying for mandatory health education in schools

Unit Six: Health Education Profession and Professional Ethics (10 hours)

- 6.1 Conceptualization of health education profession
- 6.2 Need of health education professionals
- 6.3 Professional responsibilities, competencies and credentialing in health education
- 6.4 Areas of professional specialization: community HE, School HE, College HE, Patient HE, employee health education
- 6.5 Professional preparation programme in health education and health promotion
- 6.6 Professional organization, agencies and associations
- 6.7 Need of ethics in health education profession
- 6.8 Career development trend and issues

4. Instructional Techniques

- Classroom Discussion
- Group Discussion
- Lecture cum Question-Answer
- Project work
- Self-study

Student participations and expected works

- Students are required to participate all the classes
- Actively participate in class discussion and activities
- Complete weekly reading and writing assignments
- Write two term papers/assignments/project work paper: first term paper at middle of semester and second term paper at the end of semester
- At least one oral presentation on given project work/final assignment/term papers

5. Evaluation Scheme

- Internal: 40%
- External: 60%

Internal evaluation will be based on the following criteria:

- Attendance and class participation 5%
- Individual assignment/first term paper 10%
- Project work/second term paper 10%
- Mid term exams 15%

External Evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple Choice	10	10 x 1 mark	10 marks
Short answer questions	6 with 2 'Or' questions	6 x 5 marks	30 marks
Long answer questions	2 with 2 'Or' Questions	2 x 10 marks	20 marks

6. Prescribed Text

- a) Baidya, P.C., Budhathoki, C.B., Wagle, B.P., & Bhandari, K. (2068 BS). *Foundations and principles of health education (Third Edition)*. Kathmandu: Pinnacle Publication
- b) Coreil, J., Bryant, C.A., & Henderson, J.,N. (2001). *Social and behavioural foundation of public health*. Thousand Oaks, California: Sage Publication
- c) Cottrell, R. R. , Girvan, J.T. & McKenzie, J.F. (2006). *Principles and foundations of health promotion and education, (Third edition)*. NY: Benjamin Cummings.
- d) Galli, N. (1978). *Foundations and principles of health education*. NY: John Wiley & Sons, Inc.
- e) Robinson, L. & Wisley, F. A. (1984). *Health education foundations for the future*. St. Louis: Times Mirror/Mosby College Publishing.
- f) Weiss, G.L., & Lonnquist, L. (1994). *The sociology of health, healing and illness (Second Ed.)*. New Jersey: Prentice-Hall, Inc.
- g) Winkelman, M. (2009). *Culture and health: Applying medical anthropology*. San Francisco: John Wiley and Sons.

HEP 514: HEALTH PROMOTION STRATEGIES AND APPROACHES

Mid-Western University

Faculty of Educational Sciences

M.E.S in Health Education & Promotion

Course Title: Health Promotion Strategies and Approaches

Credit Hour: 6

Course No. : MES HEP 514

Full Marks:

Semester : First

Pass Marks:

1. Course Introduction

This course is designed to enhance the understanding of health promotion theory, approaches and strategies. It aims to help the students develop the critical understanding of the conceptual and theoretical perspectives and approaches of health promotion. The course emphasizes on educational, behavioral, social and setting approaches of health promotion.

2. Course Objectives

Upon completion of this course, the students will be able:

- a) Describe concept and historical development of health promotion
- b) Conceptualize major approach and models of health promotion
- c) Describe behavioral theory of health promotion
- d) Identify and apply educational approaches to health promotion programme
- e) Critically analyze social change approach to health promotion
- f) Explain the importance of primary health care approaches to health promotion
- g) Gain basic understanding of setting approaches to health promotion

3. Contents

Unit One: Fundamental Concepts of Health Promotion (15 hours)

- 1.1 Concept and feature of health promotion
- 1.2 Historical development of health promotion
- 1.3 Paradigms of health promotion
- 1.4 An overview of five approaches to health promotion: Medical, Behavioral change, Educational, Empowerment and social change approach
- 1.5 Model of health promotion: Social ecological, health action, Pender and Beattie's health promotion model

Unit Two: Behavioral Theories of Health Promotion (15 hours)

- 2.1 Concept of theory and theoretical models
- 2.2 Roles of theories in health promotion practices and interventions
- 2.3 Health behaviour and its roles in health promotion
- 2.4 Theories and models of health behaviour changes
 - 2.4.1 Intrapersonal (individual theories): Health Belief model, Theory of planned behaviour, Stage Theories (TTM, PAPM), protection motivation theory, social cognitive theory
 - 2.4.2 Interpersonal theories: Social Cognitive Theory

- 2.4.3 Community theories: Diffusion theory of innovation and community coalition theory
- 2.5 Changing health behaviour by: Motivation, fear arousal, imitation, exercise/practice and changing environment and situation
- 2.6 Critiques of behavioural change approaches to health promotion

Unit Three: Educational Approaches (15 hours)

- 3.1 Symbiotic relationship between health education and health promotion
- 3.2 Contribution of health education to health promotion
- 3.3 Educational approaches: Preventive and new critical health education
- 3.4 Importance of new health education and health literacy in health promotion
- 3.5 Empowerment education and Freire's model of adult education
- 3.6 Roles of National Health Education, Information and Communication Centre (NHEICC), school and community health education in health promotion
- 3.7 Limitation of educational/communication approach

Unit Four: Social Change Approaches (15 hours)

- 4.1 Social determinants of Health
- 4.2 Social causes of social inequalities health
- 4.3 Equity and injustice in health
- 4.4 Socioeconomic basis of health promotion
- 4.5 Theories of social change
- 4.6 Principles and model of community development
- 4.7 Health promotion through community organization and community development
- 4.8 Social capital, social network, social support and social responsibility in health promotion
- 4.9 Critiques of community development and social change approach to health promotion

Unit Five: Primary Health Care Approaches (15 hours)

- 5.1 Concept, elements and principles of primary health care
- 5.2 Philosophy of primary health care
- 5.3 Selective and comprehensive approaches of PHC
- 5.4 PHC linkage with socioeconomic development and political situation
- 5.5 PHC approaches to health promotion: Community participation and community engagement, community development, health education, immunization and prevention of communicable diseases, supply of safe drinking water, environmental sanitation, maternal and child health, smoking cessation, nutrition, equitable access to health services

Unit Six: Setting Approaches to Health Promotion (15 hours)

- 6.1 Setting approach to health
 - 6.1.1 Concept and needs
 - 6.1.2 Development of setting approach
 - 6.1.3 Types of healthy settings
- 6.2 Workplace health promotion

- 6.2.1 Concept of WHP
- 6.2.2 Evolution of WHP
- 6.2.3 Importance of WHP
- 6.2.4 Categories of WHP activities
- 6.2.5 Practicing WHP
- 6.2.6 Planning of worksite health promotion programme
- 6.2.7 Implementing worksite health promotion programme

4. Instructional Techniques

- Classroom Discussion
- Group Discussion
- Lecture cum Question-Answer
- Project work
- Case study
- Field observation

Student participations and expected works

- Students are required to participate all the classes
- Actively participate in class discussion and activities
- Complete weekly reading and writing assignments
- Write two term papers/assignments/project work paper: first term paper at middle of semester and second term paper at the end of semester
- At least one oral presentation on given project work/final assignment/term papers

5. Evaluation Scheme

- Internal: 40%
- External: 60%

Internal evaluation will be based on the following criteria:

- Attendance and class participation 5%
- Individual assignment/first term paper 10%
- Project work/second term paper 10%
- Mid term exams 15%

External Evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple Choice	10	10 x 1 mark	10 marks
Short answer questions	6 with 2 'Or' questions	6 x 5 marks	30 marks
Long answer questions	2 with 2 'Or' Questions	2 x 10 marks	20 marks

6. Prescribed Texts

- a) Budhathoki, C.B. (2068 BS). *Health promotion: Theories and practice*. Kathmandu: Pinnacle Publication
- b) Bracht, N. (1999). *Health promotion at the community level*. Thousand Oaks: Sage Publication.
- c) Chenoweth, D.H. (2007). *Worksite health promotion* (Second Edition). Champaign, IL, USA: Human Kinetics.
- d) Conner, M. & Norman, P. (1995). *Predicting health behaviour*. Buckingham: Open University Press.
- e) Davies, M., & Macdowall, W. (2006). *Health promotion theory*. New Delhi: Tata McGraw-Hill Publishing Company Ltd.
- f) Green, J. & Tones, K. (2010). *Health promotion: Planning and strategies*. London: Sage Publication.
- g) Naidoo, J. & Will, J. (2000). *Health promotion: Foundation for practice*. London : Baillière Tindall
- h) O'Donnell, M. P. & Harris, J. S. (1994). *Health promotion in the workplace* (2nd ed.). Albany, New York: Delmar Publishers Inc.
- i) Talbot, L., & Verrinder, G. (2010). *Promoting health: A primary health care approaches*. Victoria Avenue, NSW Australia: Churchill Livingstone, an Imprint of Elsevier

HEP 515: HUMAN SEXUALITY EDUCATION

**Mid-Western University
Faculty of Educational Sciences
M.E.S in Health Education & Promotion**

Course Title: Human Sexuality Education
Course No. : MES HEP 515
Semester : First

Credit Hour: 6
Full Marks:
Pass Marks:

1. Course Introduction

This course examines human sexuality from psychological, biological, behavioral and social perspectives. In this course, topics include sexuality education, theoretical perspectives, values and sex, love and intimacy, male and female sexual anatomy and physiology, sexually transmitted diseases, patterns of sexual response, sexual problems and therapies, the development of sexuality, sexual orientation, reproductive sexuality and the law, forcible sexual behavior, and other social issues in sexuality education.

2. Course Objectives

Upon completion of this course, the students will be able:

- a) Identify key concepts and characteristics of effective sexuality education.
- b) Define trends in sexuality education curricula, including comprehensive sexuality education
- c) Describe and analyze major theoretical perspectives and overarching themes of human sexuality from biological, behavioral, social, political, and historical perspectives.
- d) Use creative thinking to address human sexuality-related issues.
- e) Design and implement comprehensive sexuality education

3. Course Contents

Unit One: Concept of Human Sexuality and sexuality Education (15 hours)

- 1.1 Concept of human sexuality
- 1.2 Concept of sex and gender
- 1.3 Dimensions of human sexuality
- 1.4 Concept and goals of sexuality education
- 1.5 Myths and misconceptions of sexuality education
- 1.6 Emergence of comprehensive sexuality education

Unit Two: Biological and Developmental Dimensions of Human Sexuality (20 hours)

- 2.1 Female sexual anatomy and physiology
- 2.2 Male sexual anatomy and physiology
- 2.3 Reproductive process: Menstruation, conception/fertilization, pregnancy and births
- 2.4 Development of human sexuality
 - 2.4.1 Infancy and childhood sexuality
 - 2.4.2 Adolescence sexuality
 - 2.4.3 Adult sexuality
 - 2.4.4 Elderly hood sexuality

2.5 The sexual response cycle

Unit Three: Psychological Dimensions and Sexual Behavior (20 hours)

- 3.1 Basic concept of love, affection and intimacy
- 3.2 Theories of love
- 3.3 Love, sex and relationship
- 3.4 Forms of sexual behaviour:
 - 3.4.1 Solitary sexual behaviours
 - 3.4.2 Heterosexuality
 - 3.4.3 Premarital and extramarital sexual behaviour and their issues
- 3.5 Sexual orientation: LGBTI and their sexual characteristics
- 3.6 The varieties of abnormal sexual behaviours
 - 3.6.1 Paraphilia
 - 3.6.2 Hyper sexuality
 - 3.6.3 High risk sexual behaviour
- 3.7 Responsible and safer sex behaviours
- 3.8 Forcible sex: paedophilia, rape, sexual violence

Unit Four: Sexual Disorders and other Problems (10 hours)

- 4.1 Concept of sexual dysfunction
- 4.2 Cause and treatment of male and female dysfunctions
- 4.3 Sexual desire disorders and their treatment
- 4.4 Causes, symptoms and preventions of RTIs and STIs
- 4.5 Sub-fertility/infertility and its management
- 4.6 Abortion and its management

Unit Five: Socio-cultural Dimensions of Human Sexuality (10 hours)

- 5.1 Socio-cultural construction of sexuality and gender
- 5.2 Religious perspective of sexuality and marriage
- 5.3 Legal aspect of sexuality
- 5.4 Teenage marriage and pregnancy
- 5.5 Issues of different forms of commercial sex and its management

Unit Six: Implementation of Sexuality Education (15 hours)

- 6.1 Contents of sexuality education in school curriculum
- 6.2 Education policy about sexuality education
- 6.3 Sexuality education approaches and guidelines
- 6.4 Planning sexuality education and its steps
 - 6.4.1 Involvement of relevant stakeholders (Planning team, advisory board etc.)
 - 6.4.2 Need assessment/situation analysis
 - 6.4.3 Formulating goals and objectives
 - 6.4.4 Evidence-based intervention design
 - 6.4.5 Programme adoption and implementation
 - 6.4.6 Monitoring and evaluation
- 6.5 Teaching-learning strategies for sexuality education
- 6.6 Effectiveness of sexuality education
- 6.7 Evaluation sexuality education

4. Instructional Techniques

- Classroom Discussion
- Group Discussion
- Lecture cum Question-Answer
- Project work
- Case study

Student participations and expected works

- Students are required to participate all the classes
- Actively participate in class discussion and activities
- Complete weekly reading and writing assignments
- Write two term papers/assignments/project work paper: first term paper at middle of semester and second term paper at the end of semester
- At least one oral presentation on given project work/final assignment/term papers

5. Evaluation Scheme

- Internal: 40%
- External: 60%

Internal evaluation will be based on the following criteria:

- Attendance and class participation 5%
- Individual assignment/first term paper 10%
- Project work/second term paper 10%
- Mid term exams 15%

External Evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple Choice	10	10 x 1 mark	10 marks
Short answer questions	6 with 2 'Or' questions	6 x 5 marks	30 marks
Long answer questions	2 with 2 'Or' Questions	2 x 10 marks	20 marks

6. Prescribed Texts

- a) Bruess, C.E., & Greenber, J.S. (2009). *Sexuality Education: Theory and Practice* (5th ed.). Sudbury, MA: Jones and Bartlett Company.
- b) Greenberg, J.S., Bruess, C.E., & Conklin, S.C. (2011). *Exploring dimensions of human sexuality* (4th ed.). Sudbury, MA: Jones and Bartlett Publishers
- c) Masters, W. H., Johnson, V. E., & Kolodny, R. C. (2007). *Human sexuality*, (Fifth edition) New Delhi: Pearson Education
- d) Masters, W. H., Johnson, V. E., & Kolodny, R. C. (2006). *Sex and human loving*. Delhi: Jaico Publishing House.

- e) Parker, R., & Aggleton, P. (2007). *Culture, Society and Sexuality*. London: Routledge, Taylor and Francis Group.
- f) Hyde, J & DeLamater, J (2011). *Understanding Human Sexuality* (11th Ed). McGraw-Hill Companies
- g) Westheimer, R.K., & Lopater, S. (2011). *Human sexuality: Psychological perspective* (2nd ed.). Lippincott Williams & Wilkins.
- h) World Population Foundation (2008). *IM Toolkit for planning sexuality education programme*. The Netherland: World Population Foundation, Maastricht University.

HEP 516: ENVIRONMENT AND HEALTH

Mid-Western University
Faculty of Educational Sciences
M.E.S in Health Education & Promotion

Course Title: Environment and Health
Course No. : MES HEP 516
Semester : First

Credit Hour: 6
Full Marks:
Pass Marks:

1. Course Introduction

This course is designed to provide comprehensive understanding of environmental health and diseases. This course addresses all the physical, chemical, and biological factors which may affect man health and emphasis is given on assessment and control of those environmental factors that potentially affect human health. Students will get an opportunity to learn how to prevent diseases and create healthy environment.

2. Course Objectives

Upon completion of this course, the students will be able to:

- a) Gain a broader understanding of relationship between environment, health and diseases
- b) Identify and describe the principles and core functions of environmental health
- c) Discuss and describe on global environmental health concerns
- d) Recognize and explain the health hazards of exposures to environmental pollutions
- e) Identify the agent that affects human health
- f) Discuss and summarize sanitation approaches and situation of Nepal
- g) Apply principles and methods of solid waste management at household to community level
- h) Describe occupational hazards, diseases and injuries and their preventions
- i) Discuss the epidemiology of environmental diseases

3. Contents

Unit One: Fundamental Concept of Environment and Environmental health (8 hours)

- 1.1 Concept of ecology and environment
- 1.2 Principles of ecology and their relations to environment health
- 1.3 Earth's outer environment: Lithosphere, hydrosphere and bio-sphere
- 1.4 Concept of environmental health
- 1.5 Principles of environmental health
- 1.6 Roles of environmental health in public health promotion

Unit Two: Global Issues in Environment Health (15 hours)

- 2.1 Population pressure, resource depletion and environment
- 2.2 Urbanization and environmental pollution
- 2.3 Deforestation and desertification
- 2.4 Sustainable development, balance of ecosystem and human health
- 2.5 Global warming and climate change

2.6 Consequences of climate change on human health

Unit Three: Environmental Pollutions and Their Impacts on Health (15 hours)

- 3.1 Air pollution and its effects on human health
- 3.2 Water pollution and its effects on human health
- 3.3 Pesticide pollution and its effects on human health
- 3.4 Concept of physical hazard including ionizing and non-ionizing radiation in environment
- 3.5 Health effects of exposure ionizing and non-ionizing radiation
- 3.6 Hazardous waste and congenital anomalies
- 3.7 Preventions and control of water, air and pesticide pollution

Unit Four: Environmental Sanitation and Solid Waste Management (20 hours)

- 4.1 Concept of sanitation and hygiene
- 4.2 Principles and approaches of total sanitation
- 4.3 Principles and practices of ecological sanitation
- 4.4 Access to improved drinking water and sanitation facilities in Nepal
- 4.5 Water supply and sanitation strategies and plan of Nepal
- 4.6 Purification of water at household level and large scale
- 4.7 Elimination of open defecation and creation of healthy and fecal contamination free village
- 4.8 Sewage and sewerage systems in Nepal
- 4.9 Modern treatment of sewage and Decentralized Wastewater Treatment Systems
- 4.10 Characteristics of solid waste and composition of municipal waste
- 4.11 Production of solid wastes in Nepal
- 4.12 Principles of solid waste management
- 4.13 Participatory management of solid waste management
- 4.14 Treatment of solid waste: Sanitary land fill and composting
- 4.15 Collection of solid wastes in municipality
- 4.16 Recover, recycle and reuse of solid waste
- 4.17 Solid waste management planning, monitoring and control
- 4.18 Law, policy and plans of solid waste management in Nepal

Unit Five: Occupational Health and Safety (10 hours)

- 5.1 Concept of occupational health and safety
- 5.2 Working environment
- 5.3 Legislative and administrative framework
- 5.4 Types and sources of occupational exposures to hazards
- 5.5 Exposure to toxic and dangerous substances
- 5.6 Occupational hazards of agriculture workers
- 5.7 Occupational diseases and injuries
- 5.8 Ergonomics and occupational safety
- 5.9 Prevention of occupational diseases and injuries
- 5.10 Wellness and health promotion programme in workplace

Unit Six: Food Safety and Hygiene (7 hours)

- 6.1 Introduction to food safety and hygiene
- 6.2 Food contamination, adulteration, fortification and preservation
- 6.3 Food borne diseases and food toxins
- 6.4 Food safety law and control
- 6.5 Meat and milk hygiene

Unit Seven: Environmental Diseases (15 hours)

- 7.1 Relationship between and environmental health and diseases prevention
- 7.2 Environmental diseases agent: Biological, chemical and physical agent
- 7.3 Epidemiology of environmental diseases: Communicable and non-communicable/chronic diseases
- 7.4 Host, parasites and environment relationship
- 7.5 Transmission of environmental diseases: Airborne, waterborne, food-borne, vector borne, zoonoses, soil, fomites and nosocomial infection.
- 7.6 Immunity and individual susceptible to diseases
- 7.7 Methods and principles of environmental diseases control
- 7.8 National and international efforts to control diseases

4. Instructional Techniques

- Classroom Discussion
- Group Discussion
- Lecture cum Question-Answer
- Problem solving
- Project work
- Case study
- Field observation

Student participations and expected works

- Students are required to participate all the classes
- Actively participate in class discussion and activities
- Complete weekly reading and writing assignments
- Write two term papers/assignments/project work paper: first term paper at middle of semester and second term paper at the end of semester
- At least one oral presentation on given project work/final assignment/term papers

5. Evaluation Scheme

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- External: 60%

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- Individual assignment/first term paper 10%
- Project work/second term paper 10%
- Mid term exams 15%

External Evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
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Short answer questions	6 with 2 'Or' questions	6 x 5 marks	30 marks
Long answer questions	2 with 2 'Or' Questions	2 x 10 marks	20 marks

6. Prescribed Texts

- a) Basset, W.H. Ed. (2004). *Clay's handbook of environmental health* (19th Edition). New York: Spon Press, Taylor & Francis Group
- b) Kar, K. & Robert, C. (2008). *Handbook on community led total sanitation (CLTS)*. UK: Institute of Development Studies.
- c) Moeller, D.W. (2005). *Environmental health* (Third edition). Cambridge: Harvard University Press
- d) Frumkin, H. (2010). *Environmental health: From global to local* (Second Edition). San Francisco: Jossey-Bass
- e) Tchobanglous, G., & Kreith, F. (2002). *Handbook of solid waste management*. New York: McGrahill Companies

HEP 524: ADOLESCENT HEALTH PROMOTION

Mid-Western University
Faculty of Educational Sciences
M.E.S. in Health Education & Promotion

Course Title: Adolescent Health Promotion
Course No. : MES HEP 524
Semester : Second

Credit Hour: 6
Full Marks:
Pass Marks:

1. Course Introduction

This course deals with the theoretical concepts and methodological approaches of adolescent health promotion. The students will get an opportunity to explore the health problems and issues of adolescents and gain in-depth understanding about prevention of risk behavior and promotion of adolescent health.

2. Course Objective

Upon completion of this course, the students will be able to:

- a) Discuss and summarize trend in adolescent health including morbidity and mortality pattern
- b) Critically analyze and summarize key concept of theories of adolescent risk taking
- c) Identify the risk behavior of adolescent and apply appropriate risk reduction and prevention strategies in adolescent health promotion programme
- d) Discuss and describe on eating habits and disorders of adolescent
- e) Discuss and describe on adolescent sexual health issues
- f) Critically analyze government health policies and programmes related to adolescent health including sexual and reproductive health

3. Course Contents

Unit One: Basic Concept of Adolescent Health (6 hours)

- 1.1 Concept and characteristics of adolescent
- 1.2 Demography of adolescent and youth in Nepal
- 1.3 Concept of adolescent health
- 1.4 Physician, nurse and lay perspective of adolescent health
- 1.5 Trend in adolescent and young adult morbidity and mortality

Unit Two: Theories of Adolescent Development, Self identity and Self-care (9 hours)

- 2.1 Theories of human development
- 2.2 Bio-ecological theory of human development
- 2.3 Cognitive and psychosocial development in puberty
- 2.4 Youth development model
- 2.5 Concept of self and theories of self
- 2.6 Ethnic, religious and sexual/gender identity
- 2.7 Identity and risk behavior
- 2.8 Self-care theory

Unit Three: Theories of Adolescent Risk Taking and Decision-Making (15 hours)

- 3.1 Bio-psychosocial theories of risk taking
 - 3.1.1 Biological based theories of risk taking
 - 3.1.2 Psychologically based theories of risk taking
 - 3.1.3 Social and environmental theories of risk taking
 - 3.1.4 Bio-psychosocial model of risk taking
- 3.2 Conceptual framework of resilience in adolescence
- 3.3 Theories and models of adolescent decision-making
- 3.4 Contemporary perspective of positive youth development

Unit Four: Preventing Key Health Risk Behaviors among adolescents (25 hours)

- 4.1 Health-enhancing and health compromising life styles of adolescent
- 4.2 Tobacco use and its effect on adolescent health
- 4.3 Factors leading to tobacco use among adolescents
- 4.4 Strategies for reducing risks of risk of tobacco use among adolescents
- 4.5 Epidemiology of alcohol use among teens
- 4.6 Promoting health and preventing risk of alcohol use
- 4.7 Risk and protective factors for adolescent's illicit substance/drug use
- 4.8 Prevention of adolescent illicit substance use
- 4.9 Treatment of adolescent's substance abuse and dependence
- 4.10 Unintentional injuries and motor vehicle injuries
- 4.11 Strategies for reducing motor vehicle injuries
- 4.12 Prevention of suicidal behavior among adolescents
- 4.13 Influence of social and economic factors on health-related behaviour
- 4.14 Concept of resilience and resilience in adolescence
- 4.15 Model and domains of resilience

Unit Five: Nutrition and Eating Disorders among Adolescents (10 hours)

- 5.1 Nutritional problems during adolescent
- 5.2 Restricting diets and malnutrition
- 5.3 Over eating disorders, overweight and obesity
- 5.4 Factors promoting obesity
- 5.5 Behavioural intervention for treating overweight and obesity
- 5.6 Cause and outcomes of under-eating disorders
- 5.7 Treatment of eating disorders

Unit Six: Adolescent Sexual Health (15 hours)

- 6.1 Concept of adolescent sexual health
- 6.2 Sexual risk behaviour in adolescents
- 6.3 Problems of sexually transmitted diseases including HIV
- 6.4 Problems of early marriage and teenage pregnancy
- 6.5 Intervention to promote adolescent sexual health and prevent pregnancy and sexually transmitted diseases
 - 6.5.1 Promotion of safer sexual behavior and contraceptive use
 - 6.5.2 Counselling on sexual behavior, teenage pregnancy and STDs
 - 6.5.3 Curriculum based sex STD/HIV education
 - 6.5.4 Youth development programme

Unit Seven: Government Policy and Programme on Adolescent Health (10 hours)

- 7.1 Principles of policy approaches
- 7.2 Adolescent health and reproductive health policy and strategies of Nepal
- 7.3 Needs and elements of adolescent friendly services
- 7.4 Government's policy and strategies for implementing adolescent friendly services
- 7.5 International efforts to promote adolescent health
- 7.6 Future of adolescent health

4. Instructional Techniques

- Classroom Discussion
- Group Discussion
- Lecture cum Question-Answer
- Cooperative learning
- Project work
- Case study

Student participations and expected works

- Students are required to participate all the classes
- Actively participate in class discussion and activities
- Complete weekly reading and writing assignments
- Write two term papers/assignments/project work paper: first term paper at middle of semester and second term paper at the end of semester
- At least one oral presentation on given project work/final assignment/term papers

5. Evaluation Scheme

- Internal: 40%
- External: 60%

Internal evaluation will be based on the following criteria:

- Attendance and class participation 5%
- Individual assignment/first term paper 10%
- Project work/second term paper 10%
- Mid term exams 15%

External Evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple Choice	10	10 x 1 mark	10 marks
Short answer questions	6 with 2 'Or' questions	6 x 5 marks	30 marks
Long answer questions	2 with 2 'Or' Questions	2 x 10 marks	20 marks

6. Prescribed Texts

- a) DiClemente, R., Santelli, J.S., & Crosby, R.A. (2009). *Adolescent health: Understanding and preventing risk behavior*. San Francisco: Jossey-Bass
- b) Gullotta, T.P., & Adams, G.R. (2005). *Handbook of adolescent behavioural problems*. New York: Springer
- c) Millestein, S.G., Petersen, A.C., & Nightangle, E.O. (1993). *Promoting health of the adolescents*. New York: Oxford University Press.
- d) Rew, L. (2005). *Adolescent health: Multidisciplinary theory, research and intervention*. Thousand Oaks, California: Sage Publication

HEP 525: MANAGEMENT OF SCHOOL HEALTH PROGRAMME

Mid-Western University
Faculty of Educational Sciences
M.E.S. in Health Education & Promotion

Course Title: Management of School Health Programme
Course No. : MES HEP 525
Semester : Second

Credit Hour: 6
Full Marks:
Pass Marks:

1. Course Introduction

This course is designed to provide knowledge and skills required for the management of school health programme (SHP). It will help to widen the horizon of students' knowledge and understanding on management, administration and supervision of the school health programme. The students will learn about how to manage school health programme with limited resources in Nepalese context.

2. Course Objectives

Upon completion of this course, the students will be able to:

- a) Describe philosophy, principles and approaches of comprehensive school programme and health promoting schools
- b) Discuss the components of school health p programme
- c) Explain principles and theories of management
- d) Demonstrate ability to apply the principles, functions and theories of management and administration in implementing school health programme.
- e) Demonstrate ability to plan, implement and organize school health programme
- f) Apply the technique of educational supervision in school health programme

3. Course Contents

Unit One: Introduction to School Health Programme (20 hours)

- 1.1 Concept of traditional and comprehensive school programme
- 1.2 Historical development of SHP
- 1.3 Philosophy and principles of SHP
- 1.4 Developing concept and elements of health promoting schools
- 1.5 Developing concept of Focusing Resource on Effective School Health (FRESH)
- 1.6 Needs and importance of school health programme in Nepalese context
- 1.7 An overview of components of comprehensive school health programme
 - 1.7.1 School health services: objectives, types and activities
 - 1.7.2 Healthy school environment: objectives, types and planning
 - 1.7.3 Nutrition services: Objectives, rationale and programme
 - 1.7.4 School health education: Goals, objectives, types and planning
 - 1.7.5 Physical education and sports: Objectives, types and activities
 - 1.7.6 Counseling and psychosocial services: objectives, rationale, types and services activities
 - 1.7.7 Health promotion for staff: Objectives, rationale, activities

- 1.7.8 Parent/community involvement: Objective, community participation, cooperation and utilization of community resources, joint programme in school and community

Unit Two: School Health Policy and Strategic Planning of SHP (10 hours)

- 2.1 Concept and Rationale of school health policy
- 2.2 School health policy in local, national and global context
- 2.3 National strategies for school health programme in Nepal
- 2.4 Strategic Planning of SHP
 - 2.4.1 Concept of strategic planning
 - 2.4.3 Strategic Plan Framework (Mission, Vision, Strategy, Goals, objectives, actions and supporting documents)
- 2.5 Strategic planning process

Unit Three: Theories and Principles of Management (15 hours)

- 3.1 Concept and principles of management
- 3.2 Functions of management
- 3.3 Theories of management
 - 3.3.1 Classical theory: Scientific management, administrative and bureaucracy
 - 3.3.2 Neo-classical theory: Human relation and behavioural science
 - 3.3.3 Modern management theory: Management science, system theory, contingency theory, Total management and team management
- 3.4 Managerial roles, skills and qualities for effective implementation of school health programme

Unit Four: Organization and Supervision of School health Programme (15 hours)

- 4.1 Concept of organization
- 4.2 Types of organizational structure
- 4.3 Organizational structure of school health programme
- 4.4 Roles of national school health policy, strategies and guidelines for organizing SHP
- 4.5 Organizational development and change
- 4.6 Concepts, types and models of school supervision
- 4.7 Management of supervisory work
- 4.8 Elements and process of clinical supervision

Unit Five: Management of School Programme in Action (30 hours)

- 5.1 Organization of school health services
 - 5.1.1 Decide objective and activities of appraisal aspects of health services
 - 5.1.2 Plan for health appraisal: Prepare schedule and budget, collect materials/forms and resources, and develop procedures of health examination, screening test, observation and health records
 - 5.1.3 Organize services for health appraisal of students
 - 5.1.4 Keep the records of health appraisal
 - 5.1.5 Plan and organize preventive and remedial health services

- 5.2 Organization of nutrition services in school
 - 5.2.1 Formation of school nutrition management committee and decide its roles
 - 5.2.2 Organize mid-day meal programme
 - 5.2.3 Supervise cafeteria and student's tiffin
- 5.3 Organization and management of healthy school environment
 - 5.3.1 Plan for healthy physical environment including school building, classroom, play grounds and sanitation facilities
 - 5.3.2 Plan for healthy mental environment
 - 5.3.3 Prepare schedule for classroom cleaning and waste managing, establish funds for maintenance of water supply and sanitation facilities, mobilize child clubs and students for school sanitation and healthy school environment
- 5.4 Organizing physical education, sport and fitness programme
 - 5.4.1 Planning and budgeting
 - 5.4.2 Select and purchase supplies and equipments, and establish facilities for physical education, sports and fitness programme
 - 5.4.3 Organize physical education, sports and fitness as components of SHP
- 5.5 Plan and organize school health education
 - 5.5.1 Prepare curriculum of health education based on local needs
 - 5.5.2 Prepare work plan, unit plan and lesson plan
 - 5.5.3 Organize health education activities outside and inside classroom
- 5.6 Plan and organize health promotion activities for staff and teachers
- 5.7 Organize school community cooperation programme
 - 5.7.1 Formation of School Health Council, PTA and Child Clubs
 - 5.7.2 Establish linkage between health institutions, local clubs, NGOs and other stakeholders
 - 5.7.3 Conduct school led health and sanitation programme in community
 - 5.7.4 Organize joint venture programme in school and community

4. Instructional Techniques

- Classroom Discussion
- Group Discussion
- Lecture cum Question-Answer
- Cooperative learning
- Problem solving
- Project work
- Field observation

Student participations and expected works

1. Students are required to participate all the classes
2. Actively participate in class discussion and activities
3. Complete weekly reading and writing assignments
4. Write two term papers/assignments/project work paper: first term paper at middle of semester and second term paper at the end of semester
5. At least one oral presentation on given project work/final assignment/term papers

5. Evaluation Scheme

- Internal: 40%
- External: 60%

Internal evaluation will be based on the following criteria:

- Attendance and class participation 5%
- Individual assignment/first term paper 10%
- Project work/second term paper 10%
- Mid term exams 15%

External Evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple Choice	10	10 x 1 mark	10 marks
Short answer questions	6 with 2 'Or' questions	6 x 5 marks	30 marks
Long answer questions	2 with 2 'Or' Questions	2 x 10 marks	20 marks

6. Prescribed Texts

- a) Anderson, C.L. (1972). *School health practice*. St. Louis: The CV Mosby Company.
- b) Bruuess, C.E. & Gay, J.(1978). *Implementing comprehensive school health*. New York: Macmillan Publishing Co., Inc.
- c) Budhathoki, C.B. & Wagle, B. (2068). *School health programme management*. Bagbazar: Pinnacle Publication Pvt.
- d) Bucher, C.A. (1979). *Administration of school health programme and physical education*. St. Louis: The CV Mosby Company.
- e) Kerry, J. R., Olsen, L. K. & Baffi, C. R. (1986). *Organization of school health programme*. New York: Macmillan Publishing House.
- f) Lear, J. G., Isaacs, S.L. & Knickman, J.R. (2006). *School health services and programs*. New Jersey: Jossy-Bass.
- g) Meeks, L., Hiet, P. & Page, R. (2003). *Comprehensive school health education: Totally awesome strategies for teaching health (3rd Edi.)*. New York: McGraw-Hill.

HEP 526: TEACHING AND COMMUNICATION STRATEGIES FOR HEALTH PROMOTION

**Mid-Western University
Faculty of Educational Sciences
M.E.S. in Health Education & Promotion**

Course Title: **Teaching and Communication Strategies for Health Promotion**

Credit Hour: 6

Course No. : MES HEP 526

Full Marks:

Semester : Second

Pass Marks:

1. Course Introduction

This course deals fundamentals of teaching and communication strategies for health education and health promotion. The students will learn how to teach health education in school and community settings using various teaching strategies, methods, materials and skills. It also aims to enable the students in designing, selecting and using appropriate teaching materials and media in health education. This course emphasizes on the effective use of teaching-learning process and communication strategies for health education and health promotion programme.

2. Course Objective

Upon completion of this course, the students will be able:

- a) Conceptualize teaching strategies, teaching models and theories
- b) Identify and apply appropriate teaching models and strategies in health education and health promotion programme
- c) Identify and develop teaching aids and materials for effective teaching health education
- d) Demonstrate ability to plan health education for effective implementation of teaching-learning process
- e) Explain characteristics of communication models and strategies
- f) Demonstrate ability to design effective communication strategies
- g) Identify and apply appropriate communication skills while communicating with individuals, small groups, large groups and mass

3. Course Contents

Unit One: Fundamental Concepts of Teaching Strategies and Teaching Theories (15 hours)

- 1.1 Nature and characteristics of teaching
- 1.2 Concept of teaching strategies, teaching methods and teaching technology
- 1.3 Forms and features of educational technology
- 1.4 Teaching task and its phase: Pre-active, interactive and post-active phase
- 1.5 Nature and importance of teaching theories
- 1.6 Types of teaching theories
- 1.7 Elements and characteristics of teaching models
- 1.8 Types of teaching models

Unit Two: Teaching Strategies (15 hours)

- 2.1 Characteristics teaching strategies

- 2.2 Difference between teaching strategies, methods and devices
- 2.3 Inductive, deductive and heuristic methods
- 2.4 Teacher centered teaching strategies
 - 2.4.1 Lecture and explanation strategies
 - 2.4.2 Questioning –answering strategies
 - 2.4.3 Demonstration strategies
 - 2.4.4 Story telling/narration strategies
 - 2.4.5 Guest lecture
- 2.5 Individualized/learners centered strategies
 - 2.5.1 Project strategy
 - 2.5.2 Problem solving strategy
 - 2.5.3 Case study strategy
 - 2.5.4 Brain-storming strategy
 - 2.5.5 Dramatization strategy
 - 2.5.6 Role-play strategy
 - 2.5.7 Independent study strategy
 - 2.5.8 Assignment strategy
 - 2.5.9 Tutorial strategy
 - 2.5.10 Exhibition strategy
 - 2.5.11 Games and simulation strategy
- 2.6 Group focus strategy
 - 2.6.1 Group discussion
 - 2.6.2 Panel discussion
 - 2.6.3 Seminar and workshop
 - 2.6.4 Cooperative learning
 - 2.6.5 Buzz session
- 2.7 Peer, life-skill and system approaches to teaching health education
- 2.8 Factors influencing selection and use of teaching strategies

Unit Three: Teaching Aids, Devices and Materials (20 hours)

- 3.1 Concept of teaching aids and devices
- 3.2 Types of teaching aids and devices: Audio, visual and audio-visuals
- 3.3 Hardware instructional aids: Radio, TV, Tape-recorder, Video cassette Recorders (VCR/DVD), CCTV, Film
- 3.4 Software/non-technical instructional aids: Chalkboard, Flannel board, Bulletin board, pictures, graphs, charts, maps, globes, diagram, photograph, cartoon, flash card, meta cards, models, posters, pamphlets, books and booklets, puppets
- 3.5 Principles of selecting teaching materials and media
- 3.6 Basic steps of selecting message and designing/constructing teaching materials
- 3.7 Preparation of teaching aids and materials using locally available materials

Unit Four: Management of Health Instruction and Teaching Learning Activities (15 hours)

- 4.1 Concept of health instruction, teaching and learning
- 4.2 Types of health instruction

- 4.3 Stage of management of teaching-learning
- 4.4 Planning health instruction and teaching-learning: Basic steps
- 4.5 Determining the contents and experiences for health instructions
- 4.6 Formulation of goals and objectives for health instruction: Taxonomy of instructional objective and writing objectives in behavioural terms
- 4.7 Developing learning opportunities for health instruction
- 4.8 Develop unit and less plans
- 4.9 Organization of health instruction
- 4.10 Evaluation of health instruction

Unit Five: Health Communication (25 hours)

- 5.1 Concept and elements of communication and health communication
- 5.2 Forms of communication: Oral, written and non-verbal
- 5.3 Types of communication: Intrapersonal, interpersonal, group, mass and public
- 5.4 Theories related to health communication: Symbolic interaction, Cognitive dissonance, social exchange and rational dialectic theory, health belief models and theory of planned behaviour
- 5.5 Models of communication
 - 5.5.1 Linear model: Shannon-Weaver model
 - 5.5.2 Interactional model: Schramm model and Hargie's model of interpersonal communication
 - 5.5.3 Transactional model (Frymier 2005 and Wilmot 1987)
 - 5.5.4 Northouse and Northouse's model of health communication
- 5.6 Strategic health communication: Concept and model
- 5.7 Participatory health communication: concept and process
- 5.8 Participatory communication as cultural renewal and dialogical process
- 5.9 Communication between patients and health service providers
- 5.10 Communication in groups: Methods and process
- 5.11 Participatory message development and production
- 5.12 Using setting to communicate health promotion
- 5.13 Mass media in health communication
- 5.14 Media advocacy for health promotion
- 5.15 Information technology in health communication
- 5.16 Developing effective communication strategy for health promotion
- 5.17 Factors influencing health communication
- 5.18 Socio-cultural and cross-cultural barriers to health communication

4. Instructional Techniques

- Classroom Discussion
- Group Discussion
- Demonstration
- Lecture cum Question-Answer
- Cooperative learning
- Problem solving
- Project work
- Role-play and simulation

- Practical exercise

Student participations and expected works

6. Students are required to participate all the classes
7. Actively participate in class discussion and activities
8. Complete weekly reading and writing assignments
9. Write two term papers/assignments/project work paper: first term paper at middle of semester and second term paper at the end of semester
10. At least one oral presentation on given project work/final assignment/term papers

5. Evaluation Scheme

- Internal: 40%
- External: 60%

Internal evaluation will be based on the following criteria:

- Attendance and class participation 5%
- Individual assignment/first term paper 10%
- Project work/second term paper 10%
- Mid term exams 15%

External Evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple Choice	10	10 x 1 mark	10 marks
Short answer questions	6 with 2 'Or' questions	6 x 5 marks	30 marks
Long answer questions	2 with 2 'Or' Questions	2 x 10 marks	20 marks

6. Prescribed Texts

- a) Berry, D. (2007). *Health communication: Theory and practice*. Berkshire: Open University Press
- b) Corcoran, N. (2007). *Communicating health: Strategies for health promotion*. London: Sage Publication
- c) Fodor, J.T., & Dalis, G.T. (1974). *Health instruction: Theory and practice*. London: Henry Kimpton Publisher
- d) Mangal, S.K., & Mangal, U. (2011). *Essential of educational technology*. New Delhi: PHI Learning Private Limited
- e) McKee, N., Bertrand, J.T, & Becker-Benton, A. (2004). *Strategic communication in the HIV/AIDS epidemic*. New Delhi: Sage Publication.
- f) Mefalopulos, P., & Kamlongera, C. (2004). *Participatory communication strategy design: A handbook*. Rome: The SADC Centre of Communication for Development
- g) West, R. & Turner, L.H. (2010). *Introducing communication theory: Analysis and communication*. Boston: McGraw-Hill Higher Education

HEP 631: WOMEN'S HEALTH AND NUTRITION EDUCATION

**Mid-Western University
Faculty of Educational Sciences
M.E.S. in Health Education & Promotion**

Course Title: Women's Health and Nutrition Education
Course No. : MES HEP 631
Semester : Third

Credit Hour: 6
Full Marks:
Pass Marks:

1. Course Introduction

This course deals with the fundamental issues of women's health and nutrition education. Students will gain understanding women health including reproductive health from medical, social and psychological perspective. It examines nutrition education including traditional models and theories of learning as well as emerging education models for promoting healthy eating and an active lifestyle. Emphasis is given on a stepwise procedure for designing Theory Based Nutrition Education in school and community by linking theory, research and practices. The students will learn about the impact of marketing and communication on the food and lifestyle choices that are made by consumers.

2. Course Objectives

Upon completion of this course, the students will be able:

- a) Understand the terminology and vocabulary used in the women's health literature.
- b) Analyze a women's health problem relative to its public health implications
- c) Identify and analyze social, economic, educational and environmental factors influencing women's health
- d) Analyse women health problem from different perspective
- e) Describe and discuss sexual and reproductive health of women
- f) Understand the life course perspective on women's health and health care interventions,
- g) programs, and policy.
- h) Conceptualize and apply educational and health behavior theories to successfully provide information about food, healthy eating and a healthy lifestyle to the target audience.
- i) Understand the basic principles of motivation and the relevance of these principles in reference
- j) Nutrition knowledge and the development of healthy eating behaviors.
- k) Improve critical thinking and problem solving skills about nutrition
- l) Understand the importance of developing nutrition education materials that are appropriately targeted for an audience in terms of gender, ethnicity, demographics, etc.
- m) Create an effective teaching plan with appropriate educational materials for the topic and audience by using team building skills.
- n) Understand the psychology of health promotion and marketing in reference to nutrition and healthy eating habits.

3. Course Contents

Unit One: Introduction to Women Health (10 hours)

- 1.1 Defining women's health
- 1.2 The traditional model of women's growth and development
- 1.3 Physiological and anatomical differences women's and men's health
- 1.4 Social, cultural, economic and ecological factors influencing women's health
- 1.5 Gender and class interaction in women health
- 1.6 Modern health care system and gender bias
- 1.7 Global context of women's health care

Unit Two: Women's Health Across Life Cycle (15 hours)

- 2.1 The maturation process and health: Adolescence, reproductive year, perimenopause and growing older
- 2.2 Psychosocial health across life cycle
 - 2.2.1 Women's psychosocial development
 - 2.2.2 Principles of psychosocial care for women
 - 2.2.3 Psychosocial health in adolescence period
 - 2.2.4 Psychosocial health of adult women
 - 2.2.5 Psychosocial health of older women
- 2.3 General health status and health problems in different phases of life
- 2.4 Food consumption pattern among women
- 2.5 Nutrition in adolescence
- 2.6 Nutrition in pregnancy and postpartum period
- 2.7 Nutrition for premenopausal and elderly women
- 2.8 Physical exercise, yoga and recreation for fitness and health

Unit Three: Sexuality and Reproductive Health (15 hours)

- 3.1 Concept of sexual and reproductive health
- 3.2 Women's sexuality and sexual experiences in adolescent, adult and older
- 3.3 Components of women reproductive health
 - 3.3.1 Family planning and contraception
 - 3.3.2 Safe motherhood
 - 3.3.3 Child health, infant and neonatal health
 - 3.3.4 Abortion care
 - 3.3.5 STIs and HIV/AIDS
 - 3.3.6 Prevention and management of sub-fertility
 - 3.3.7 Adolescent health
 - 3.3.8 Gender-base violence
 - 3.3.9 Health problems of elderly women
- 3.4 Common health problems of women: STIs, PID, uterus and breast cancer , heart diseases, diabetes, osteoporosis etc.
- 3.5 Mental health problems: Stress, depression, alcoholism and substance abuse

Unit Four: Introduction to Nutrition and Nutrition Education (10 hours)

- 4.1 Concept of food and nutrition
- 4.2 Biological and social functions of food and nutrition

- 4.3 Human requirement of nutrients: carbohydrate, protein, fats, vitamin and minerals
- 4.4 Digestion, absorption and utilization of nutrients in human body
- 4.5 Concept nutrition education
- 4.6 Dietary guidance history in brief
- 4.7 Different views of nutrition education
- 4.8 Needs and scope of nutrition education
- 4.9 Settings for nutrition education
- 4.10 Challenges of nutrition education in the least developed country like Nepal

Unit Five: Determinants of Food Choices and Dietary Habits (10 hours)

- 5.1 Food related determinants
- 5.2 Persons related determinants
- 5.3 Socio-cultural determinants
- 5.4 Economic determinants
- 5.5 Environmental determinants
- 5.6 Media and information
- 5.7 Roles of nutrition education changing dietary habits
- 5.8 Food habits and health problems
- 5.9 Nutrition and infectious diseases

Unit Six: Malnutrition and Assessment of Nutritional Status (10 hours)

- 6.1 Concept of malnutrition and undernutrition
- 6.2 Determinants of malnutrition
- 6.3 Hunger and malnutrition
- 6.4 Food production and food security in Nepal
- 6.5 Malnutrition and nutritional deficiency diseases in Nepal
- 6.6 Methods of assessment of nutritional status: Bio-chemical, clinical and anthropometric measurement, Body Mass Index (BMI) and, Growth Chart
- 6.7 Nutritional surveillance and survey for assessing nutritional problems

Unit Seven: Using Research and Theory in Practice: Stepwise procedure for Designing Nutrition Education Programme (15 hours)

- 7.1 Concept of theory and models
- 7.2 Link between theory, research and programme planning
- 7.3 Introduction to stepwise procedure for designing nutrition education
 - Steps 1: Analyzing health issues to specify the behavioural focus for a given audience
 - Steps 2: Identifying Potential Mediators of Program Behavioral Goals and Actions
 - Steps 3: Selecting Theory, Educational Philosophy, and Program Components
 - Steps 4: Translating Behavioral Theory into Educational and Support Objectives
 - Step 5 A: Translating Behavioral Theory into Educational Strategies: A Focus on enhancing Motivation for Action
 - Step 5 B: Translating Behavioral Theory Into Educational Strategies: A Focus on Facilitating the Ability to Take Action

Step 5 C: Designing Strategies to Promote Environmental Supports for Action:
 Making
 Action Possible
 Step 6: Planning the Evaluation for Theory-Based Nutrition Education

Unit Eight: Implementing Nutrition Education Programme (15 hours)

- 8.1 Developing printed materials, visual and audio-visual aids
- 8.2 Guidelines for developing and using teaching and supportive materials
- 8.3 Basic communication model
- 8.4 Understanding learning styles
- 8.5 Implementing learning in groups
- 8.6 Oral presentations and workshops
- 8.7 Mass media and social marketing
- 8.8 Working with children, adolescent, youths and adults
- 8.9 Working diverse cultural groups
- 8.10 Nutrition educators as change agent in the society
- 8.11 Local and national nutrition education programme
- 8.12 Ethics in nutrition education

4. Instructional Techniques

- Classroom Discussion
- Group Discussion
- Demonstration
- Lecture cum Question-Answer
- Cooperative learning
- Problem solving
- Project work
- Field observation

Student participations and expected works

- 11. Students are required to participate all the classes
- 12. Actively participate in class discussion and activities
- 13. Complete weekly reading and writing assignments
- 14. Write two term papers/assignments/project work paper: first term paper at middle of semester and second term paper at the end of semester
- 15. At least one oral presentation on given project work/final assignment/term papers

5. Evaluation Scheme

- Internal: 40%
- External: 60%

Internal evaluation will be based on the following criteria:

- Attendance and class participation 5%
- Individual assignment/first term paper 10%
- Project work/second term paper 10%
- Mid term exams 15%

External Evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
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Short answer questions	6 with 2 'Or' questions	6 x 5 marks	30 marks
Long answer questions	2 with 2 'Or' Questions	2 x 10 marks	20 marks

6. Prescribed Texts

- a) *Contento, I.R. (2007). Nutrition education. Linking research, theory, and practice:*
- b) Sudbury MA: Jones and Bartlett Publishers.
- c) Holli, B.B., and Calabrese, R.J. (2003). *Communication and Education Skills for Dietetic Professionals (4th Ed.)*. London: Williams and Wilkins
- d) Lewis, J.A., & Bernstein, J. (1996). *Women's health: A relational perspective across the life cycle*. Boston: John & Bartlett Publishers.
- e) Krummel, D.A., & Kris-Etherton, P.M. (1996). *Nutrition in women's health*. Aspen Publication
- f) Rosenfeld, J. A. (2009). *Handbook of women's health* (Second Ed.). New York: Cambridge University Press.

HEP 632: COMMUNITY ORGANIZATION AND DEVELOPMENT FOR HEALTH PROMOTION

Mid-Western University
Faculty of Educational Sciences
M.E.S. in Health Education & Promotion

Course Title: Community Organization and Development for Health Promotion

Nature of Course: Theory and Practical

Credit Hour: 6

Course No. : MES HEP 632

Full Marks:

Semester : Third

Pass Marks:

1. Course Introduction

This course is designed to provide knowledge and skills of community organization and community empowerment for health promotion. It focuses on practical knowledge and skills in organizing community, empowering people, doing survey, analyzing community health needs and problems, writing report of community organization and planning action program for community health education and promotion.

2. Course objectives

Upon completion of this course, the students will be able to:

- a) Describe characteristics of community and its structure
- b) Identify the basic approach and process of community organization and development for health promotion.
- c) Discuss and describe on community empowerment and collective action
- d) Gain in-depth understanding in group dynamic and group process
- e) Demonstrate ability to carry out field survey and assess the community needs
- f) Demonstrate ability to organize and empower people for health promotion
- g) Design health education and health promotion activities based on community needs
- h) Discuss the roles of health educators in community organizing and their ethical implications.
- i) Analyze data and field report of a team field experience on a community-based health education and health promotion program

3. Course Contents

Unit One: Understanding Community (15 hours)

- 1.1 Concept and types of community
- 1.2 Diversity in community: caste/ethnicity, gender and social class
- 1.3 Social institutions and organization
- 1.4 Social values, norms, folk, mores, customs and elements of culture
- 1.5 Community interaction and ladder of community based interaction
- 1.6 Community power structure
- 1.7 Social capital, social support, network, solidarity and cooperation in a community

Unit Two: Fundamentals of Community Organization and Development (15 hours)

- 2.1 Concept of community organization and community building
- 2.2 Philosophy and principles of community organization
- 2.3 Aims and objectives of community organization

- 2.4 Theoretical models and approaches to community organization (Rothman's model, Mandro and Wilson models, Fisher's neighbourhood organizing model, Neil Bracht five stage model)
- 2.5 Basic steps/process of community organization.
- 2.6 Methods of community organization
- 2.7 Community organization as process of empowering people and improving health
- 2.8 Concept and approaches of community development
- 2.9 Process of community development
- 2.10 Mapping community capacity for development
- 2.11 Building community capacity for health and development
- 2.12 Community organization, community coalition and partnership for community health development

Unit Three: Group Dynamics and Group Process (15 hours)

- 3.1 Concept, elements and principles of group dynamics
- 3.2 Group structure: types and roles
- 3.3 Formation of group in community and schools
- 3.4 Concept and types of leadership
- 3.5 Qualities of leadership
- 3.6 Strategies for leadership development in community
- 3.7** Communication for group dynamics
 - 3.7.1 Concept of communication and group communication
 - 3.7.2 Models and elements of group communication
 - 3.7.3 Strategies for effective communication in group

Unit Four: Community Empowerment (10 hours)

- 4.1 Concept and types of empowerment
- 4.2 Community empowerment as 5 point continuum
- 4.3 Power and powerlessness: power over, power within, power with and powerlessness
- 4.4 Dimension and methods of community empowerment
- 4.5 Evaluating community empowerment
- 4.6 Community empowerment in action: Case studies

Unit Five: Methods of Need Assessment and Community Participation (15 hours)

- 5.1 Concept of community needs (Felt, Expressed, Normative and Comparative)
- 5.2 Methods of community health need assessment
- 5.3 Community survey and analysis
 - Concept of community survey
 - Basic steps of community survey
 - Sampling design for community survey
 - Data collection tools and techniques
 - Analysis and interpretation of survey data
 - Report writing
- 5.4 Project cycle and project development
- 5.5 Steps and components of action program planning

- 5.6 Concept and types of community participation
- 5.7 Methods of community participation: Participatory Rural Appraisal (PRA), Rapid Assessment Procedure (RAP) and Ignition Participatory Rural Appraisal (IPRA)

Unit Six: Practicum for Community Organization for Health Promotion (20 hours)

- 6.1 Proposal development for community survey and organization for health education
- 6.2 Preparation of survey tools and designing need assessment strategies
- 6.3 Conducting a field work for gathering essential data
- 6.4 Data processing and analysis
- 6.5 Dissemination of survey/need assessment results in community and preparing action plan based on identified needs through participatory approach
- 6.6 Organization of community health council for implementation action program
- 6.7** Organizing community health education activities for health promotion
- 6.8** Developing report of community organization for health education and health promotion
- 6.9** Ethical issues in community organization and community participation

4. Instructional Techniques

- Classroom Discussion
- Group Discussion
- Demonstration
- Lecture cum Question-Answer
- Cooperative learning
- Problem solving
- Project work
- Field observation

Student participations and expected works

- 16. Students are required to participate all the classes
- 17. Actively participate in class discussion and activities
- 18. Complete weekly reading and writing assignments
- 19. Write two term papers/assignments/project work paper: first term paper at middle of semester and second term paper at the end of semester
- 20. At least one oral presentation on given project work/final assignment/term papers

5. Evaluation Scheme for theory (50%)

- Internal: 40%
- External: 60%

Internal evaluation will be based on the following criteria:

- Attendance and class participation 5%
- Individual assignment/first term paper 10%
- Project work/second term paper 10%
- Mid term exams 15%

External Evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple Choice	10	10 x 1 mark	10 marks
Short answer questions	6 with 2 'Or' questions	6 x 5 marks	30 marks
Long answer questions	2 with 2 'Or' Questions	2 x 10 marks	20 marks

Evaluation of community organization for health promotion including report writing will be jointly evaluated by the internal and external supervisors for 50 percent of marks.

Evaluation of the practical work will be based on the following criteria:

Internal			External		Total
Attendance	Participation in the field work and community action	Involvement in data analysis & report writing	Quality of survey report	Viva	
5	10	10	10	15	50

Note: Students having less than 80 percent attendance are not allowed to participate in the external examination.

6. Prescribed Texts

- a) Budhathoki, C.B., & Wagle, B.P. (2069 BS). *Community health and organization* (in Nepali). Kathmandu: Pinnacle Publication.
- b) Butterfoss, F.D. (2007). *Coalition and partnership in community health*. San Francisco: Jossey-Bass.
- c) Frank, F., & Smith, A. (1999). *The community development handbook: A tool for build community capacity*. Hull, Quebec: Human Resource Development Canada.
- d) Harris, T.E. & Sherblom, J. C. (2008). *Small group and team communication*. Boston: Pearson
- e) Kar, K. (2008). *Handbook on community led total sanitation (CLTS)*. UK: Institute of Development Studies.
- f) Laverack, G. (2007) *Health promotion practice: Building empowered communities*. Berkshire: Open University press.
- g) Minkler, M. (2004). *Community organizing and community building for health*. San Francisco: Jossey-Bass.
- h) Mikkelsen, B. (1995). *Methods for development work and research: A guide for practitioners*. New Delhi: Sage Publications.
- i) Murray G.R. (1976). *Community organization: theory, principles & practice*. New York: Harper & Raw Publications.
- j) Payne, J. (1999). *Researching health needs: community based approach*. London: Sage Publication.
- k) Pyles, L. (2009). *Progressive Community Organizing: A critical approach for globalizing world*. New York: Routledge

HEP 633: HEALTH PROMOTION AND PLANNING EVALUATION

**Mid-Western University
Faculty of Educational Sciences
M.E.S. in Health Education & Promotion**

Course Title: Health Promotion Planning and Evaluation
Course No. : MES HEP 633
Semester : Third

Credit Hour: 6
Full Marks:
Pass Marks:

1. Course Introduction

The course is designed to provide students an overview to develop, implement and evaluate health promotion programme/interventions to address the most important issues affecting human health at communities at local, national, and international levels. This course is an analysis of public health promotion program planning, implementation and evaluation process. Students will learn the process of health promotion programming including assessment, design, planning, implementations and evaluation.

2. Course Objectives

Upon completion of this course, the students will be able to:

- a) Explains roles of theory, evidence, and values in the planning of interventions in health promotion practice
- b) Apply/adapt the health promotion models to plan a health promotion program
- c) Gain understanding of the principles underlying best practice decision-making in the planning of interventions in health promotion practice
- d) Use data, the scientific knowledge base and other evidence-based principles in the planning, implementation, and evaluation of a program
- e) Demonstrate the ability to plan and design a needs assessment process
- f) Demonstrate the ability to plan and design a health promotion program to address an identified health issue for an identified target group.
- g) Organize and implement health promotion program systematically in different settings
- h) Develop a framework, based on a mission, goals, and objectives and/or competencies, to evaluate health promotion programs for their effectiveness and quality.
- i) Evaluate the process and outcomes of health promotion programme

3. Course Contents

Unit one : Introduction to Planning Models and Theory of Health Promotion (15 hours)

- 1.1 Concept of project, programme and intervention
- 1.2 Relationship between health education and health promotion
- 1.3 Health educators and health promoters
- 1.4 Assumptions of health promotion
- 1.5 Concept of planning
- 1.6 Scope and feature of planning
- 1.7 Planning as educational process

- 1.8 Stage of planning
- 1.9 Political, economic, social, demographic and epidemiological aspect of planning
- 1.10 Health system research in relation to planning
- 1.11 Difference between model and theory
- 1.12 Planning models in health education and health promotion
 - 6.1.1 Generalized model for programme development
 - 6.1.2 Precede-Proceed Model
 - 6.1.3 Planned approach to community health (PATCH)
 - 6.1.4 Multilevel approach to community health (MATCH)
 - 6.1.5 Comprehensive health education model
 - 6.1.6 Pen Model
 - 6.1.7 Model for health education planning (MHEP)
 - 6.1.8 Dignan and Carr's Planning model
- 6.2 Health promotion planning cycle

Unit Two: Planning Process (15 hours)

- b. Assessing needs
 - i. Types and nature of health need
 - ii. Concept of health need assessment
 - iii. Methods of need assessment: Rapid Assessment and appraisal and Community survey
 - iv. Conducting need assessment
 - v. Prioritization of health and other needs
 - vi. Making community profiling
- c. Mission and vision statement, goals and objective
 - i. Process of developing mission and visions of the programme
 - ii. Relationship between mission, vision, goals and objective
 - iii. Elements and types of objective
 - iv. Criteria for developing objective
- d. Selecting theory/models and programme components: Intrapersonal, interpersonal and community theories
- e. Selecting appropriate programme/interventions and methods: Education, communication, behavioural modification, community advocacy, social support, community organization/coalition, health services, regularities etc.
- f. Selecting resource and materials
- g. Planning programme
 - i. Identify programme components and sub-components
 - ii. Link mission, goals, objectives, interventions and activities
 - iii. Prepare logical framework and detailed plan
 - iv. Prepare action plan
- h. Plan for evaluation

Unit Three: Process of Implementing Health Promotion Intervention (15 hours)

- 3.1 Strategies for programme implementation: Pilot, phase in and total implementation
- 3.2 First and second implementation model

- 3.3 Programm input activities: resource collection, staff recruiting and establishing office/working unit/groups
- 3.4 Training and orientation
- 3.5 Conducting intervention as per plan
- 3.6 Coordination and coalition
- 3.7 Procurement and logistic supplies
- 3.8 Monitoring, supervision and control
- 3.9 Reporting and documenting
- 3.10 Dealing with implementation concerns and problems
- 3.11 Following strategic plan and project cycles for program sustainability

Unit Four: Process of Programme Evaluation (15 hours)

- 4.1 Concept of programme evaluation
- 4.2 Components of programme evaluation
- 4.3 Types of programme evaluation
- 4.4 Evaluation approaches and models
- 4.5 Evaluation design: Qualitative, quantitative and mixed methods
- 4.6 Review programme components and logical framework
- 4.7 Develop evaluation framework and select appropriate design
- 4.8 Collect and analyze data
- 4.9 Measure program or campaigns exposure
- 4.10 Measure impacts and outcomes
- 4.11 Prepare evaluation report and disseminate the results of evaluation

Unit Five: Economic Evaluation of Health Care System and Health Promotion Programme (15 hours)

- 5.1 Concept of health system, health care system and health services system
- 5.2 The field of health service research and policy analysis: Effectiveness, efficiency and equity
- 5.3 Framework for applying health service research in evaluating health policy
- 5.4 Evaluating effectiveness of health programme: concept and methods
- 5.5 Evaluating equity in health promotion programme
- 5.6 Health economic evaluation: Definition of health economics and economic evaluation
- 5.7 Defining cost in health economic evaluation: categories, measurement and valuation of cost
- 5.8 Cost of facilities, services and treatment, and cost of illness
- 5.9 Benefits: Intermediate endpoints, final output and outcomes, patient reported outcomes and Quality adjusted life year (QALY)
- 5.10 Demand and supply analysis
- 5.11 Types of economic analysis: cost effective analysis, cost-benefit analysis, cost utility analysis, cost consequence analysis, cost of illness study, budget impact analysis
- 5.12 Basic steps in economic evaluation

Unit Six: Practice Framework for Health Promotion (20 hours)

- 6.1 Introduction for practice framework

- 6.2 Nutrition and eating well
- 6.3 Physical exercise and activity
- 6.4 Oral health
- 6.5 Sexual health
- 6.6 Smoking cessation
- 6.7 Prevention of substance abuse
- 6.8 Injury prevention
- 6.9 Management of wastes
- 6.10 Promotion of total sanitation

4. Instructional Techniques

- Classroom Discussion
- Group Discussion
- Demonstration
- Lecture cum Question-Answer
- Cooperative learning
- Problem solving
- Project work

Student participations and expected works

21. Students are required to participate all the classes
22. Actively participate in class discussion and activities
23. Complete weekly reading and writing assignments
24. Write two term papers/assignments/project work paper: first term paper at middle of semester and second term paper at the end of semester
25. At least one oral presentation on given project work/final assignment/term papers

5. Evaluation Scheme

- a. Internal: 40%
- b. External: 60%

Internal evaluation will be based on the following criteria:

- | | |
|---|-----|
| 1) Attendance and class participation | 5% |
| 2) Individual assignment/first term paper | 10% |
| 3) Project work/second term paper | 10% |
| 4) Mid term exams | 15% |

External Evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple Choice	10	10 x 1 mark	10 marks
Short answer questions	6 with 2 'Or' questions	6 x 5 marks	30 marks
Long answer questions	2 with 2 'Or' Questions	2 x 10 marks	20 marks

6. Prescribed Texts

- a) Cottrell, R.R.; Girvan, J.T. and McKenzie, J.F. (2006). *Principles and foundations of health promotion and education (3rd Ed.)*. NY: Benjamin Cummings.
- b) Bartholomew, L.K., Parcel, G.S., Kok, G., & Gottlieb, N.H. (2006). *Health promotion planning: An intervention mapping approach*. San Francisco: Jossey-Bass.
- c) Drummond, M.F., et al. (2005). *Methods for the economic evaluation of health care programme*. New York: Oxford University Press.
- d) Fertman, C.I., & Allensworth, D.D. (Eds) (2010). *Health promotion programme: From theory to practice*. San Francisco: Jossey-Bass.
- e) Gorin, S.S., & Arnold, J. (2006). *Health promotion in practice*. San Francisco: Jossey-Bass
- f) Greenflint (2008). *Introduction to health economics concept: A beginner's guide*. Flinshire, UK: Greenflint Ltd.
- g) McKenzie, J.F. and Smeltzer, J.L. (2001). *Planning, implementing, and evaluating health promotion programme: A primer (5th Ed.)*. London: Allyn and Bacon.
- h) Sharma, M. & Romas, J.A. (2012). *Theoretical foundations of health education and health promotion (2nd Ed.)*. Sudbury MA.: Jones and Bartlett learning
- i) Valente, T.W. (2002). *Evaluating health promotion programmes*. Oxford: Oxford University Press

HEP 634: SOCIAL SCIENCE APPROACHES TO HEALTH PROMOTION

Mid-Western University
Faculty of Educational Sciences
M.E.S. in Health Education & Promotion

Course Title: Social Science Approaches to Health Promotion
Course No. : MES HEP 634
Semester : Third

Credit Hour: 6
Full Marks:
Pass Marks:

1. Course Introduction

The course examines the relevance of sociology, anthropology, psychology and political issues in health promotion. This course provides an opportunity for the students to develop a broader understanding health and health promotion and, discuss and analyse issues of health promotion from integrated social sciences perspectives. The students will be able to examine the health promotion from interdisciplinary/transdisciplinary perspective and advocate for social and political approaches to health promotion planning and implementation.

2. Course Objectives

Upon completion of this course, students will be able to:

- a) Describe and discuss health and health promotion as interdisciplinary/transdisciplinary field
- b) Describe and discuss the relevance of sociology and sociological factors in health promotion
- c) Describe and discuss the relevance of medical anthropology and cultural factors in health promotion
- d) Describe and discuss the relevance of health psychology in health promotion
- e) Discuss and summarize the politics of health promotion
- f) Analyse issues of health and health promotion from interdisciplinary/transdisciplinary perspectives
- g) Apply social sciences concepts and theories to design and implement health promotion interventions

3. Course Contents

Unit one: Introduction to Interdisciplinary Thinking in Health Promotion (10 hours)

- 1.1 Concept of disciplinary, interdisciplinary and transdisciplinary discipline
- 1.2 Health hierarchy and examples of human illness
- 1.3 The health hierarchy and health related disciplines/subjects
- 1.4 Health and health promotion as interdisciplinary disciplines
- 1.5 Health promotion from disciplinary to transdisciplinary research
- 1.6 Applying health social science to improve human health
 - 1.6.1 Health social sciences toward interdisciplinary/transdisciplinary approaches to health
 - 1.6.2 Indigenous work related social skill training model
 - 1.6.3 Cultural construction of risk
 - 1.6.4 Community approach to smoking cessation

Unit Two: Medical Sociology and Health Promotion (20 hours)

- 1.7 Definition and historical development of medical sociology
- 1.8 Social epidemiology and social model of health
- 1.9 Social nature and social production of health
- 1.10 Socioeconomic status and health
- 1.11 Social injustice, inequality and inequities in health
- 1.12 Gender differences in health
- 1.13 Socio-economic factors in health promotion
- 1.14 Health and treatment seeking behavior
- 1.15 Illness behavior and its stage
- 1.16 Deviance and social control
- 1.17 The social control of medicine
- 1.18 Relevance of sociology in health promotion
- 1.19 Sociological critique of health promotion
- 1.20 Feminist critique of health promotion
- 1.21 The modern and post-modernism in health promotion

Unit three: Medical Anthropology and Health Promotion (20 hours)

- 3.1 Definition of medical anthropology and critical medical anthropology
- 3.2 Evolution, health and medicine
- 3.3 Culture as environment, and health care/biomedicine as cultural systems
- 3.4 Bio-cultural paradigms and theoretical approach in medical anthropology
- 3.5 Critical-interpretative approach in medical anthropology
- 3.6 Cultural context of medicine: Ayurvedic, India, Chinese, African medicine
- 3.7 Indigenous health care systems: Health beliefs, ethno-medical systems and healthcare practices
- 3.8 Ethnomedical beliefs and patient adherence to treatment regimen
- 3.9 Ethnopharmacology: Biological and behavioural perspective
- 3.10 Therapeutic modalities: cross-cultural perspectives
- 3.11 Cultural adaptation to health and diseases
- 3.12 Ethnicity, health culture and health care practices
- 3.13 Anthropology of illness and sickness
- 3.14 Cultural competencies of health professional in health promotion
- 3.15 Relevance of medical anthropology in health promotion

Unit Four: Health Psychology and Health Promotion (20 hours)

- 4.1 Concept and historical evolution of health psychology
- 4.2 Field of health psychology
- 4.3 Bio-psychosocial model of health
- 4.4 Psycho-physiology, health and illness
- 4.5 Origin and concept of physiological psychology
- 4.6 Structure and functions of nervous systems, learning and memory
- 4.7 Schizophrenia, affective disorders, anxiety disorders and neurological disorders
- 4.8 Life style and health behavior to enhance health and prevent diseases
- 4.9 Psychological theories to explain modification of health behavior
- 4.10 Becoming ill and getting medical treatment

- 4.11 Stress, illness and coping
- 4.12 Management of stress
- 4.13 Management of pain and chronic illness and health problems
- 4.14 Nutrition, exercise and health
- 4.15 Psychoimmunology, AIDS, Cancer and arthritis
- 4.16 Relevance of health psychology in health education and health promotion

Unit Five: Politics and Policy of Health Promotion (20 hours)

- 5.1 Political nature of health and health promotion
- 5.2 Politics of health promotion: Insight from political theory
- 5.3 Neoliberal economy and health policy
- 5.4 Health promotion in the context of globalization, privatization and liberalization
- 5.5 Health promotion as social policy
- 5.6 Healthy public policy for health promotion
- 5.7 Media advocacy for healthy public policy
- 5.8 Community organization and new social movement for health promotion policy
- 5.9 Social exclusion, discrimination and the promotion of health
- 5.10 Concept and framework of health policy analysis
- 5.11 Analysis of national health policy
- 5.12 Linkage food, water, sanitation and environmental policy with health promotion

4. Instructional Techniques

- Classroom Discussion
- Group Discussion
- Demonstration
- Lecture cum Question-Answer
- Cooperative learning
- Problem solving
- Project work

Student participations and expected works

- Students are required to participate all the classes
- Actively participate in class discussion and activities
- Complete weekly reading and writing assignments
- Write two term papers/assignments/project work paper: first term paper at middle of semester and second term paper at the end of semester
- At least one oral presentation on given project work/final assignment/term papers

5. Evaluation Scheme

- a. Internal: 40%
- b. External: 60%

Internal evaluation will be based on the following criteria:

- a) Attendance and class participation 5%

- b) Individual assignment/first term paper 10%
- c) Project work/second term paper 10%
- d) Mid term exams 15%

External Evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple Choice	10	10 x 1 mark	10 marks
Short answer questions	6 with 2 'Or' questions	6 x 5 marks	30 marks
Long answer questions	2 with 2 'Or' Questions	2 x 10 marks	20 marks

6. Prescribed Texts

- a) Brown, P.J. (1998). *Understanding and applying medical anthropology*. Mount View, California: Mayfield publishing company.
- b) Bunton, R., & MacDonald, G. (1992). *Health promotion: Discipline and diversity*. London: Routledge
- c) Bunton, R., Nettleton, S., & Burrows, R. (1995). *Sociology of health promotion*. London: Routledge
- d) Coreil, J., Bryant, C.A., & Henderson, J.N. (2001). *Social behavioural foundations of public health*. Thousand Oaks: Sage publication.
- e) Higginbotham, N., Albrecht, G., & Connor, L. (2001). *Health social science: A transdisciplinary and complexity perspective*. South Melbourne, Australia: Oxford University Press.
- f) Higginbotham, N., Briceno-Leon, R., & Johnson, N. (2001). *Applying health social science: Best practice in the developing world*. London: Zed Books.
- g) Taylor, S.E. (1995). *Health Psychology*. New York: McGraw-Hill Inc.
- h) Saraino, E.P., & Smith, T.W. (2011). *Health Psychology: Biopsychosocial interactions* (7th edition). River Street, New Jersey: John Wiley & Sons Inc.
- i) Sargent, C.E., & Johnson, T.M. (1996). *Handbook of medical anthropology: contemporary theory and method*. New York: PRAEGER
- j) Signal, S. (1998). Politics of health promotion: insight from political theory. *Health Promotion International*, Vol, 13, No. 3, Pp. 257-263.
- k) Weiss, G.L., & Lonnquist, L.E. (1996). *The sociology of health, healing and illness* (second edition). New Jersey: Prentice Hall.
- l) White, K. (2002). *Introduction to sociology of health and illness*. London: Sage publication.

HEP 635: APPLIED EPIDEMIOLOGY AND RESEARCH METHOD IN HEALTH EDUCATION

**Mid-Western University
Faculty of Educational Sciences
M.E.S. in Health Education & Promotion**

Course Title: Applied Epidemiology and Research Method in Health Education

Credit Hour: 6

Course No. : MES HEP 635

Full Marks:

Semester : Third

Pass Marks:

1. Course Introduction

This course is designed to provide knowledge and skills required for studying the distribution and determinants of health and disease in human populations and improving health by altering human behavior, socio-cultural and environmental risk factors. It includes research methods, epidemiologic research design, qualitative research and data analysis in health education and health promotion. This course will help to develop in-depth knowledge and skills required for developing proposal, conducting survey research, epidemiological research, action research, qualitative health research, and qualitative and quantitative mixed health research, and writing research report. Epidemiological research and data analysis technique using statistical tools and computer software will be included.

2. Course Objectives

At the end of this course, the students will be able to:

- a) Explain the history and role of epidemiology within the broader field of public health.
- b) Apply knowledge of basic and advanced philosophy, theory (including causal inference), and principles of epidemiology as a scientific discipline to a study relevant to population health.
- c) Explain the strengths and limitations of epidemiological strategies (cohort, case-control, cross-sectional, ecological, and intervention study designs) for studying associations between risk factors or exposures and rates of morbidity and mortality.
- d) Develop a quantitative and qualitative research tools and techniques for research in health education
- e) Design, collect, manage, critically analyze, and interpret data from an epidemiological studies and quantitative research
- f) Analyze qualitative data collected from case interview, key informant interview and focus group discussion
- g) Explain the major sources of random and non-random error.
- h) Address ethical issues in health education and promotion research.

3. Contents

Unit II: Fundamental Concepts of Epidemiology (15 hours)

- 1.1 Historical Development of Epidemiological Science
- 1.2 Components and types of epidemiology
- 1.3 Epidemiological triad, web of causation, and health promotion models

- 1.4 Theories for social epidemiology in the 21st century
- 1.5 Lay epidemiology and health education
- 1.6 Natural history of disease and level of prevention
- 1.7 Measurement of morbidity, mortality and morbidity
- 1.8 Measurement of risk and association: Relative risks and odds ratio
- 1.9 Measurement of potential impact
- 1.10 Measurement of burden of diseases and quality of life
- 1.11 Causation in epidemiology and other fields
- 1.12 Use of epidemiology in health education and health promotion

Unit – I: Introduction to Research (15 hours)

- 2.1 Concept of basic and applied research in health education
- 2.2 Roles of theory in health education research
- 2.3 Steps in health education research
- 2.4 Getting ideas for research in health education
 - Source of research problem
 - Selection of research problem in health education
 - Analysis of research problem
 - Stating research problem
 - Developing good research questions
 - Formulating hypothesis
- 3 Review of literature
 - Concept and importance of literature review
 - Source of literature: Primary, secondary and online sources
 - Steps in literature review
 - Writing literature review report

Unit III: Epidemiologic/Quantitative Methods and Designs (15 hours)

- 3.1 Epidemiologic approaches and quantitative research methods
- 3.2 Types of epidemiologic studies: observational and interventional
- 3.3 Types of descriptive epidemiology: case report and case-series, cross-sectional
- 3.4 Steps in descriptive (survey) epidemiology
 - 3.4.1 Conceptualization and operationalization of dependent, independent and extraneous Variables
 - 3.4.2 Scales of measurement: nominal, ordinal, interval and ratio
 - 3.4.3 Probability and non-probability sampling designs
- 3.5 Case-control and cohort studies: An overview
 - 3.5.1 Steps in case control studies
 - 3.5.1 Analysis of case-control data
 - 3.5.2 Advantages and disadvantages of case-control studies
- 3.6 Cohort studies: An overview
 - 3.6.1 Steps in cohort studies
 - 3.6.2 Ascertain of study data
 - 3.6.3 Analysis of data from cohort studies: incidence rate, relative risks and attributable risks
 - 3.6.4 Advantages and disadvantages of cohort studies

- 3.7 Intervention/experimental studies
 - 3.7.1 Concept of interventions/experimental studies
 - 3.7.2 Types of intervention studies: Randomized and non-randomized
 - 3.7.3 Types of experimental studies: Pre-experimental, Quasi- and true experimental
 - 3.7.4 General framework and steps of randomized controlled trial
 - 3.7.5 General framework of cluster randomized controlled trial
 - 3.7.6 Non-randomized trial: community trial and pre-and post- intervention without control
 - 3.7.7 Analysis of intervention trials

Unit Four: Qualitative and Mixed Method Research (10 hours)

- 4.1 Concept and approaches of qualitative research
- 4.2 Basic steps in qualitative research
- 4.3 Sampling strategies in qualitative research
- 4.4 Reliability versus dependability and external validity/generalizability versus transferability in qualitative health research
- 4.5 Meaning of participatory action research
- 4.5 Need and importance of participatory action research in health education
- 4.6 Basic steps in participatory research
- 4.7 Mixed method research
 - Concept of mixed method research
 - Steps in mixed method research
- 4.8 Use of multiple methods and multiple sources of data in mixed method research

Unit Five: Development of Research Tools and Techniques (10 hours)

- 5.1 Meaning and types of data
- 5.2 Primary and secondary source of data
- 5.3 Quantitative techniques and tools
 - Questionnaire
 - Interview schedule
 - Observation checklist
 - Anthropometric measurements
 - Attitude scale: Likert and Thurston
- 5.4 Qualitative techniques and tools
 - Social mapping
 - Free listing and pile sorting
 - Interview: In-depth interview (IDI), Key informants interview (KII), ethnographic interview
 - Focus group discussion (FGD)
 - Participant and non-participant observation in qualitative research
 - Recording and diary maintaining qualitative research
- 5.5 Select and construct appropriate data collection tools in quantitative and qualitative research
- 5.6 Pre-testing/piloting and validation of data collection tools
- 5.7 Screening, bias and confounding

- 5.7.1 General principles and aims of screening
- 5.7.2 Qualities of screening test reliability and validity of screening test: variation in measurement, sensitivity and specificity, positive and predictive value.
- 5.7.3 Types of biases
- 5.7.4 Confounding and interaction
- 5.7.5 Methods of controlling confounding and biases

Unit Six: Statistical Methods in Epidemiology (20 hours)

- 6.1 Sample size determination in epidemiologic studies: Descriptive, case-control, cohort and intervention trial
- 6.2 General principles of data analysis
- 6.3 Data management and processing: Data checking, editing, coding, recoding, data entry and tabulation
- 6.4 Organizing and displaying epidemiologic data
- 6.5 An overview of descriptive statistics
- 6.6 An overview of inferential statistics and hypothesis testing
- 6.7 Analyzing simple epidemiologic data, inferring from estimates of association
- 6.8 Regressions methods and models in epidemiological analysis
- 6.9 Factor and stratified analysis in epidemiologic studies
- 6.10 Confounding and causal inferences
- 6.11 Computer application in data analysis
- 6.12 Use of SPSS and other Software in data analysis
- 6.13 Practical exercise data analysis using SPSS programme

Unit Seven: Qualitative Data Analysis (5 hours)

- 7.1 Concept of qualitative data analysis
- 7.2 Concept of qualitative data analysis
- 7.3 Approaches of qualitative data analysis: Thematic, inductive and domain
- 7.4 Steps in qualitative data analysis
- 7.5 Qualitative data analysis software: Atlas/ti and Nvivo

Unit Eight: Development of Research Proposal and Report writing (10 hours)

- 8.1 Proposal development
 - Select appropriate title for health education research
 - Components of research proposal
 - Steps in developing research proposal
 - Formulation of work schedule, estimated budget
- 8.2 Report Writing Techniques
 - Format of research report
 - Steps in research report writing
 - Techniques of citation and referencing: APA style
- 8.3 Ethics in health education research
 - Concept of ethics in health research
- 8.4 Ethical guidelines for health research

4. Instructional Techniques

- Classroom Discussion
- Group Discussion
- Demonstration
- Lecture cum Question-Answer
- Cooperative learning
- Problem solving
- Project work

Student participations and expected works

- a) Students are required to participate all the classes
- b) Actively participate in class discussion and activities
- c) Complete weekly reading and writing assignments
- d) Write two term papers/assignments/project work paper: first term paper at middle of semester and second term paper at the end of semester
- e) At least one oral presentation on given project work/final assignment/term papers

5. Evaluation Scheme

- Internal: 40%
- External: 60%

Internal evaluation will be based on the following criteria:

- a) Attendance and class participation 5%
- b) Individual assignment/first term paper 10%
- c) Group work on data analysis 10%
- d) Mid term exams 15%

External Evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple Choice	10	10 x 1 mark	10 marks
Short answer questions	6 with 2 'Or' questions	6 x 5 marks	30 marks
Long answer questions	2 with 2 'Or' Questions	2 x 10 marks	20 arks

6. Prescribed Texts

- a) Carver, R.H., & Nash, J.G. (2012). *Doing data analysis with SPSS version 18*. Boston: Brook/Cole Cengage Learning.
- b) Greg, M. (200). *Field epidemiology (Third edition)*. New York: Oxford university press
- c) Katz, M.H. (2010). *Evaluating clinical and public health interventions: A practical guide to study design and statistics*. Cambridge: Cambridge University Press
- d) Kestenbaum, B. (2009). *Epidemiology and biostatistics: An introduction to clinical research*. Seattle, WA: Springer

- e) Ludico, M.G., Spaulding, D.T., & Voegtle, K.H. (2006). *Methods in educational research: From theory to practice*. San Francisco: Jossey-Bass.
- f) Newman, S. (2001). *Bio-statistical methods in epidemiology*. New York: John Wiley and Son Inc.
- g) Nigel, B., Pope, D., & Stanistreet, D. (2008). *Quantitative methods for health research*. West Sussex: John Wiley & Son Ltd.
- h) Pant, P. R. (2009). *Research methodology and thesis writing*. Kathmandu: Buddha Publication. Peat, J.K. (2001). *Heath Science research: Handbook of quantitative research*. NSW, Australia: Allen and Unwin.
- i) Ulin, P.R., Robinson, E.T. & Tolley, E.E. (2005). *Qualitative in public health. A field guide for applied research*. San Francisco: Jossey-Bass.
- j) World Health Organization (2001). *Health Research Methodology*. Manila: WHO.

HEP 636: SEMINAR ON PUBLIC HEALTH ISSUES IN HEALTH PROMOTION

Mid-Western University
Faculty of Educational Sciences
M.E.S. in Health Education & Promotion

Course Title: Seminar on Public Health Issues in Health Promotion
Course No. : MES HEP 636
Semester : Third

Credit Hour: 6
Full Marks:
Pass Marks:

1. Course Introduction

This course is designed to make students familiar with public health issues and problems in relation to health education and health promotion. The aim of this course is to provide basic concepts and skills required for reviewing related literature, analysing public health issues from interdisciplinary perspective and prepare seminar paper on based review of literature. This course provides the students an opportunity to learn knowledge and skills required for analyzing issues from different perspective, critiquing papers, preparing and presenting seminar papers.

2. Course objectives

Upon completion this course, the students will be able to:

- a) Explain public health systems in Nepal and developing countries
- b) Identify and analyze important public health issues relevant to health promotion
- c) Discuss and summarize the important public health issues relevant to health promotion
- d) Demonstrate ability to make critique on published articles and other papers
- e) Demonstrate ability to prepare and present seminar papers

3. Course Contents

Unit One: Introduction to Public Health (10 hours)

- 1.1 Concepts, needs and scope of public health
- 1.2 Evolution of public health and new public health
- 1.3 Principles and functions of public health
- 1.4 History of public health in developing countries and Nepal
- 1.5 Methods and measures of public health to control public health problems.
- 1.6. Application of public health approach in health promotion
- 1.7 Public health toward integrative approaches

Unit Two: Health Services Management in Nepal (20 hours)

- a. Concept of health service management
- b. History and types of health services in Nepal
- c. Organizational structure of health services at various level
- d. Health service management at central level: Roles and functions of Ministry of Health and Population, and Department of Health services
- e. An overview of various health programmes in terms of objectives and activities: Malaria, Kala-zar control, tuberculosis control, Leprosy control,

- Goitre control, Diarrhea and ARI control, HIV/AIDS and STD Control, FP/MCH, Safe motherhood, Expanded Immunization Programme
- f. District health service management
- g. Grass root health service management
- h. Roles of private sectors in health services delivery
- i. Primary health care: principles and approach
- j. Comprehensive and selective primary health care
- k. Primary health care in Nepal
- l. Roles of primary health care and health services in health promotion

Unit Three: Social Determinants of Health (10 hours)

- 3.1 Concept of social determinants of health
- 3.2 Social origin and social determinants of health and illness
- 3.3 Social causes of social inequality in health
- 3.4 Relationship between education and income, occupation and health status
- 3.5 Gender, racial and ethnic/caste differences in health
- 3.6 Social patterning of individual health behaviours
- 3.7 Lifestyles and behavioural determinants
- 3.8 Poverty, social exclusion and health
- 3.9 Equity and social justice in health

Unit Four: Major Public Health Problems in Nepal and Developing Countries (15 hours)

- 4.1 Communicable diseases: Diarrhea, ARI, HIV/AIDS, Typhoid, Meningitis, TB, Malaria, Leprosy, Encephalitis, Kalaazar, filariasis, worm infestation, viral hepatitis etc
- 4.2 Emerging infectious diseases: Avian influenza, Swine Flu and Dengue
- 4.3 Non-communicable diseases: Cancer, cardio-vascular diseases, diabetes, peptic ulcer, Kidney failure etc.
- 4.4 Food insecurity, hunger and malnutrition
- 4.5 Maternal, infant and child mortality
- 4.6 Sex selection and induced abortion
- 4.7 Side effects of hormonal contraception and copper T
- 4.8 Public health impact of pesticide use in agriculture
- 4.9 Women's health problems
- 4.10 Mental health problems and suicide
- 4.11 Smoking, alcohol consumption and drug abuse

Unit Five: Gender, Women Empowerment and Participation (10)

- 5.1 Concept of gender and gender analysis
- 5.2 Gender in context: family, community and institutions, labour division and status in society
- 5.3 Gender based discrimination and inequality
- 5.4 Gender based violence and women health
- 5.5 Contraception and abortion debates
- 5.6 Gender issues in health and health promotion
- 5.7 Concept of women empowerment

- 5.8 Theory of women empowerment: Radical feminism, liberal feminism, reformist feminism etc
- 5.9 Approach and process of women empowerment
- 5.10 Women participation in health and development

Unit Six: Other Public Health Issues (10 hours)

- 6.1 Climate change and human health
- 6.2 Sanitation, waste management and public health
- 6.3 Changing nature of infectious diseases
- 6.4 Public health concerns of special needs populations: prison, disables, elderly people, LGBTI, single women etc.
- 6.5 Food, trade and health
- 6.6 Oral health problems
- 6.7 Public health issues in diverse ethnic groups

Unit Seven: Practicum (25 hours)

- 7.1 Formation of journal clubs
- 7.2 Review of published articles and books on selected issues of public
- 7.3 Weekly presentation of review and critique on issues by each students in journal clubs
- 7.4 Preparation of seminar paper by each students on selected issue
- 7.5 Organization of seminar and presentation seminar paper
- 7.6 Submission of seminar paper to the concerned department through the subject teacher

4. Instructional Techniques

- Classroom Discussion
- Group Discussion
- Demonstration
- Lecture cum Question-Answer
- Cooperative learning
- Problem solving
- Project work
- Field observation

Student participations and expected works

- a) Students are required to participate all the classes
- b) Actively participate in class discussion and activities
- c) Complete weekly reading and writing assignments
- d) Write two term papers/assignments/project work paper: first term paper at middle of semester and second term paper at the end of semester
- e) At least one oral presentation on given project work/final assignment/term papers

5. Evaluation Scheme for theory (50%)

- Internal: 40%
- External: 60%

Internal evaluation will be based on the following criteria:

- | | |
|---------------------------------------|-----|
| 1) Attendance and class participation | 5% |
| 2) Individual assignment/ term paper | 10% |
| 3) Group work/assessment | 10% |
| 4) Mid term exams | 15% |

External Evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple Choice	10	10 x 1 mark	10 marks
Short answer questions	6 with 2 'Or' questions	6 x 5 marks	30 marks
Long answer questions	2 with 2 'Or' Questions	2 x 10 marks	20 marks

Evaluation scheme for Practicum on Seminar

Evaluation of seminar on health promotion including report writing will be jointly evaluate by the internal and external supervisors for 50 percent of marks.

Evaluation of the practical work will be based on the following criteria:

Internal			External		Total
Attendance	Participation in journal clubs and group work	Paper writing and presentation skills	Quality of survey Seminar paper	Viva	
5	10	10	10	15	50

Note: Students having less than 80 percent attendance are not allowed to participate in the external examination.

6. Prescribed Texts

- Castello, J., & Haggart, M. (2003). *Public health and society*. New York: Palgrave MacMillan
- Finkel, M.L., Ed. (2011). *Public health in the 21st Century : Global issues in public health*. Santa Barbara, California: Praeger.
- Galea, S. (2007). *Macro-social determinants of population health*. Spring Street, New York: Springer
- Marmot, M. & Wilkinson, R. (2005). *Social determinants of health*. Oxford University Press.
- Markle, W.H., Fisher, M.A., & Smego, R.A. (2007). *Understanding global health*. New York: McGraw Hill Medical Publication
- Pomerleau, J., & McKee, M. (2005). *Issues in public health*. Berkshire, England: Open University Press
- Scuthfield, F.D., & Keck, C.W. (2003). *Public health practice* (Indian Edition). New Delhi: Cengage Learning India Pvt.

HEP 641 & 642 TEACHING INTERNSHIP (ON-CAMPUS AND OFF-CAMPUS)

Mid-Western University
Faculty of Educational Sciences
M.E.S. in Health Education & Promotion

Course Title: Teaching Internship (On-Campus and Off-Campus) Credit Hour: 12
Course No. : MES HEP 642 Full Marks:
Semester : Fourth Pass Marks:

1. Description of teaching internship

In university student should learn theory and techniques of teaching health education. In internship, they should learn to apply that knowledge and techniques in real setting with support, guidance and increased responsibility. Teaching internship is the most essential and valuable components of teacher education programme. It is an opportunity to practice what has been learned on the campus, and more importantly it is an opportunity to continue academic and professional growth. Teaching internship must be carefully designed to allow interns (student teachers) to gain breath of experience, reflect on their performances and teaching strategies, and to learn solve problems. The internship is the first steps on the path of novice to expert.

Student teaching is a full-time, 40 day teaching experience. It moves from observation and partial responsibility to assuming the responsibility for the full range of teaching duties under the direction and supervision of a competent cooperating teacher and a university supervisor.

2. Objective of the internship

Upon completion of the internship, students will be able to:

- a) Apply principles and methods of teaching health education in classroom setting
- b) Plan and apply instructional activities in real settings
- c) Use a variety of teaching aids, materials and communication skills in classroom
- d) Develop personal and professional competencies of health education teachers.
- e) Apply and test professional teaching skills.
- f) Evaluate your competencies and readiness to enter the teaching profession.
- g) Prepare to meet the challenges that confront a beginning teacher.
- h) Assume full responsibility for teaching.

3. Teaching internship is divided into two parts: On campus and Off campus activities

3.1. On Campus Activities

Orientation programme

At the beginning the fourth semester of the Master Programme, students should be prepared for going to be involved in student teaching practice. Department of Health Education will organize a two-day orientation workshop in order to introduce the mission, goal, objectives, process and procedure of teaching internship programme. In

Orientation programme, student will be familiar with roles and responsibilities of student teachers, university supervisor, cooperative teachers of the school/campus. After orientation programme, each student should fill up the internship form.

Micro-teaching

Students will be divided into several groups comprising 10-12 students for conducting micro-teaching practice on peer groups. Each student should develop instructional plans such as work plan, unit plan and lesson plan. Each student should develop a lesson plan and teach the lesson to their fellow students for 15 minutes. After teaching, s/he receives feedbacks from subject teacher and fellow students, re-plan the lesson and re-teach the lesson and re-received the feedback. Every student should teach at least five lesson within a period of three weeks. Micro-teaching practice creates an opportunity to rehearsal the teaching activities on campus and prepare for assuming the responsibilities of the student teacher in cooperative school/campus.

Conference and discussions

After assuming teacher responsibilities in assigned school/campus and class, students should come to the campus for interaction and discussion on real setting issues and problems with their classmates and campus teachers. For this purpose, campus should organize at least three conference in campus within the interval of two weeks. In this conference, participating student teachers will present their experiences, learning and issues in front of other friends and campus teachers. This activities will help student teachers to improve teaching practice and refine knowledge an skills.

4. Off campus activities: Student teachers should perform following activities in cooperative school/campus setting:

Teaching Lessons

Each student teacher must develop lesson plan on health related subject of the assigned class and teach at least 45 lessons in classroom setting within duration of two months. One lesson in one day should be toughed. Each lesson need to be taught as per plan using appropriate teaching techniques and teaching aids/materials. Student teachers' class should be supervised by subject teacher/cooperative teacher and university supervisors periodically. Fellow students also observe the classes and provide feedback to the student teacher. These activities will help them to improve lesson plan and teaching skills.

Maintain teaching logbook:

Case study of the school/campus programme

Each student should collect data and information about history, organization and activities of the cooperative school to write down the back ground of the institution. Students specializing health education and promotion should analyze the context, inputs, process and outcomes of the health education programme. In addition to this, attempts should be made to analyze SWOT (Strength, Weakness, Opportunities and Threat) of the programme. On the basis of in-depth analysis, each student should prepared a case study report independently.

Organization of health promotion activities in school/campus

A group of student teachers teaching health education should organize health promotion activities for student and teachers such as sanitation, waste management, healthy food habits, diet and weight control, smoking cessation, physical exercise and sports. After conducting such activities, each group should prepare a report on worksite health promotion activities.

Evaluation of text book and curriculum

Each student should review and analyze a textbook related to health education and analyze health education curriculum, and prepare a brief report on textbook and curriculum. Evaluation report should be presented in a seminar organized by student teachers with help of cooperative teachers and school/campus.

Reference

Cohen, L., Manion, L., & Morrison, K. (2004). A guide to teaching practice (fifth edition). London: Routledge.

HEP 643: THESIS WRITING

Mid-Western University
Faculty of Educational Sciences
M.E.S. in Health Education & Promotion

Course Title: Thesis Writing
Course No. : MES HEP 641
Semester : Fourth

Credit Hour: 12
Full Marks:
Pass Marks:

1. Course Description

Masters student must conduct a research work and prepare a thesis report under the supervision of academic supervisor in order to receive the degree of Master of Educational Sciences in Health Education and Health Promotion in the fourth semester of the Master Programme. The thesis constitutes a significant part of the work toward a Master's degree and is the culmination of all other activities. It includes a review of existing research, collection and analysis of data and conclusion about the issues raised in problem statement and research questions. The thesis must represent standards of scholarly inquiry, technical mastery, and literary skill. It should be a contribution to the student's area of study and should reflect the student's independent efforts with guidance from the thesis committee. It is intended to demonstrate the student's ability to conduct, document and communicate the results of independent research.

2. Course objectives

Upon completion of thesis work, students will be able to:

- a) Develop research proposal on a subject of research work
- b) Carry out review of related literature systematically and prepare review report
- c) Develop data collection tools
- d) Collect valid and reliable data from different sources
- e) Analyse the collected data using standard procedures, statistical tools and data analysis software
- f) Document findings of the research and prepare a standard research report independently
- g) Communicate the results of the research works by oral presentation and publishing research articles on journal and news paper.
- h) Demonstrate ability to analyze data, develop format of the report, write and edit research report independently.

3. General guidelines for thesis work

Selection of Thesis topic

Student should select a research topic in his areas of interest with help of teachers and research committee. Each students must write brief introduction, research questions and proposed methodology and orally present it in front the research committee. Research topic will be revised and finalized by the committee and thesis supervisor will be assigned to the student.

Review of literature

After selecting research topic, each students must review the existing research work and literatures available as research reports, published books, published articles. Based on the review of literature, research student should formulate research questions, hypothesis, write problem statements and develop research proposal.

Thesis proposal

The student submits a detailed proposal outlining the planned research. The proposal should be prepared according to the directions of the student's supervisor. The proposal must contain an introduction (background, problem statement, research questions/hypothesis and objectives), a review of the literature, and methods and procedures (research design, study population, sample size, data collection tools and techniques and planned analysis). The student's thesis may focus on any topic that has direct relevance to their area of specialty.

Data collection and analysis

After approval of the thesis proposal, each student must collect the required data from primary sources. In health education and promotion, students can carry out field works to collect empirical data. But all thesis may not require empirical data from the field. Some students may write thesis by collecting data and information that appeared as news, case story and articles in daily news paper such as HIV/AIDS issues, victim of domestic violence, traditional healing practice, suicide etc. according to nature of research work. Some students collect data from health institution records and some can use the data collected by other institutions. The collected data should be entered in computer software or in data entry formed developed by the student. Data must be properly documented and analyzed following standard procedure of qualitative and quantitative data analysis procedure. Thesis supervisor will help the students in collecting and analyzing data systematically.

Writing thesis and preparing report

After completion of research work including analysis and interpretation data, student should develop framework/template of research report considering the format prescribed by the university. Introduction, review literature, methodology, findings and discussion/interpretation, conclusion must be written coherently and cogently in order to produce as original research work. Draft report should be shown to the supervisor before finalizing the report. Students must revised or rewrite the certain sections of the report based on the supervisor's suggestion and contents. Proof reading should be done by students themselves. Before finalizing the report, students should read, revised and edit several times, and then they should request English language teacher to edit the language of the thesis. After approval of thesis report by the supervisor, each student produces several copies of the report on prescribed format and submit them to the concerned Depart of the University for viva voce.

Format of the thesis report

Following elements must include while preparing a thesis report. Thesis advisory committee can develop separate format for qualitative and quantitative or mixed type of thesis report.

- i) Preliminary Section: This section includes Title page, flying page, approval sheet, abstract, acknowledge, table of content, list of table, list of figure and abbreviation.
- ii) Main body/Section: This section is divided into five chapter: introduction, review of literature, methodology, results and discussion, conclusion and recommendation.
 Introduction chapter includes background, problem statement, research questions/hypothesis, significance, limitation/delimitation and operational definitions of key variables and terms
 Review of literature includes theoretical and empirical literature, conceptual framework.
 Methodology chapter includes research approach and design, study population, sample size and sampling procedure, data collection tools, data collection and analysis procedures.
 Results and discussion chapters presents the findings of the data analysis in under different topics and sub-topics with the help of tables, figures or verbatim and discussion of the findings
 Conclusion and recommendation chapters presents conclusion drawn from the findings about the issue/problem stated in the first chapter. Then some recommendations are forwarded for further study and policy implication.
- iii) Supplementary/End section: It includes references and appendix. APA style of citation and referencing need to be followed while preparing the list of the reference. Appendix section contains data collection tools, additional long tables, case study or additional materials related to the main body.

4. Oral Defense of Thesis

Every student who has completed a thesis is subject to a final oral examination (viva voce) of his or her work (final defense). Oral examination is scheduled when all degree requirements are satisfied. Prior to scheduling the oral defense, it is strongly recommended that the student must submit a final draft of the thesis to the concerned department with the recommendation letter of supervisor for viva voce and submit other documents to the thesis committee. The thesis committee must receive the final draft of the thesis two weeks prior to the scheduled final defense. The student and thesis committee must agree upon the date, time, and place of the final thesis defense. Thesis committee will appoint an external evaluator. The final thesis defense must be attended by the members of the student's thesis committee and teachers of the concerned department.

5. Approval Requirements

Before the final submission of the Thesis Report, approvals must be received from the thesis committee members, who sign the Approval sheet. Members of Thesis Committee and Supervisor will sign on the approval sheet only after reading revised report as suggested by the external evaluator and the committee members.

6. Submission of Hard and Electronic copies

After oral defense, revision of the draft report and approved by the Thesis Committee, each student must submit the required number of hard copy printed in standard format along with an electronic copy

7. Thesis Advisory Committee

University will form a Thesis Advisory Committee comprising the Head of Department, senior teachers, a supervisor and an external evaluator. The Advisory Committee is responsible for evaluating the research and the thesis/dissertation to ensure that

- the subject matter and methodology are appropriate
- the organization, content and format of the thesis/dissertation are appropriate
- the student has fulfilled the requirements of the degree for which he/she is a candidate
- final approval of the thesis

8. Evaluation of thesis

Thesis is evaluated by supervisor, thesis advisory committee members and external evaluator.

Internal evaluation = 60 %

External evaluation = 40 %

The criteria for thesis evaluation will be developed by the thesis advisory committee

References

- a) APA (2010). Publication manual of American Psychological Association. Washington, DC: American Psychological Association.
- b) Mauch, J.E., & Park, N. (2003). A guide to successful thesis and dissertation- A handbook for students and faculty. New York: Marcel Dekker Inc.