

## **Third Year**

## **Fifth Semester**

Purbanchal University; Curriculum of BPH, Third year (V and VI semester)

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Page 1 of 46

**Course Title Reproductive Health and Gender Third Year** Course Code: BPH 305.1-RHG **Fifth Semester Credit Hours: 3** Full Mark: 100 Pass Mark: 50

#### **Course Description**

This course builds on the applied reproductive health and gender content deals with the application of the knowledge in the respective fields. Additional knowledge and skills are gained in the area of adolescent and sexual health, gender analysis and mainstreaming, gender sensitive health planning with a right based approach. Gender based violence as public health problem and the role of health worker/manager in addressing the problem; the basic concept and the root causes of inequity and measures to address it in the health sector are also dealt with.

#### **Learning Objectives**

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

- Concept of adolescent health problems as social problems
- Concept of women's health, gender and development
- Gender and its effect on health
- Basic concept of gender analysis and mainstreaming
- Basic concept of marginalization and its impact on health
- Concept of gerontology, disability and rehabilitation

#### **Course contents**

#### Unit 1: Adolescent and sexual health

- Concept, meaning, goal objective of adolescent and sexual health •
- Adolescent health special need for growth and development of spiritual, physical emotional • and social life.
- Adolescent problems in Nepal, including teenage pregnancy, pre-marital sex, RTI, HIV/AIDS, drug abuse, alcoholism, smoking, accidents, violence, crime etc.
- National Adolescent Health and Development Strategy

#### Unit 2: Women health, Gender and development

- Introduction to women and health
  - Status of women's health in national and international contexts.
  - Concept of women and health, difference between the health of men and women

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- o Women specific health problems: Uterine prolapse, breast cancer, cervical cancer, fistula, STI/PID, HIV/AIDS and its implication on family health.
- Difficult life circumstances and its impact on women, the policy and programs in place to meet the basic health needs of socially and politically displaced persons:
  - Destitute (society, family)
  - Refugee (political)
  - Internally displaced (political and social)
  - Disaster and war

Purbanchal University; Curriculum of BPH, Third year (V and VI semester)

Page 2 of 46 6 Cath

#### **6** Hours





- Gender related health policy, program planning, monitoring and interventions programs
- Basic concept of gender analysis
  - Basic concept of gender mainstreaming including the national policy of mainstreaming gender
  - Role of men in bridging the gender gap
  - o Gender friendly health services
  - Women's empowerment and agenda for empowerment (legislation, female education, social and political participation, labour saving technologies, economic upliftment opportunities)
  - Empowerment and self-help of women

#### **Unit 3: Gender Based Violence**

- Concept, Scope and evolution of gender based violence
- Scope and evolution of violence against women
- Factors contributing to violence- illiteracy, low status, poverty, socio-cultural factors.
- Life cycle of violence
- Social and health effect of violence on age groups: children, adolescents, youth and adult
- Types of violence
  - o Domestic violence
  - Violence in school
  - Violence in work place
  - Violence in open place
  - Violence in correction centers including prison.
  - o Violence in health care settings
- Steps towards eliminating gender based violence;
  - o Public health responsibilities for preventing violence
  - o Education for violence prevention, including the role of the media
  - Roles of family members for prevention of violence at home
- Roles of family members on STDs, HIV/AIDS cases along with other chronic problems, consequences of violence, drug abuse and sexual abuse

#### **Unit 4: Gerontology**

- Epidemiology of gender, ageing and development problem.
- Socio-economic and legislative structure & their impact on care of elderly person.
- Helping elderly to cope with hearing and visual impairment, disability in mobility.
- Major problems of elderly including accidents, rehabilitation.
- Role of the state in social security community based rehabilitations vs. institutionalization.

#### Unit 5: Gender, Disability and Rehabilitation

• Concept of impairment, disability and major factors leading to disability in relation to gender

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- Concepts of rehabilitation including community based rehabilitation
- Preventive measures related to gender based disability

Purbanchal University; Curriculum of BPH, Third year (V and VI semester)

ster) Page 3 of 46

#### 8 Hours

12 Hours



• Policies, security and legal issues regarding persons who are differently able

#### Unit 6: Gender, Equity and access

#### 4 Hours

- Basic concept of equality, equity and inequalities
- Social exclusion and marginalization and its impact on health
- Social inclusion and empowerment
- Addressing equity and access issues in health sector

#### **Teaching learning methods**

Teaching learning methods of this course include didactic lectures, group work, and presentations review papers discussion in class room setting.

#### **Evaluation criteria**

Internal assessment in different forms 20% Final examination 80%

#### References

- 1. WHO "Women of South East Asia, A Health Profile"
- 2. Convention on Elimination of Discrimination against Women Population and Development UNFPA. Cairo- 1994
- 3. Gender Based Violence, Health System Response, Management Protocol for Health Service Providers and Managers, DoHS/ MoHP/WHO, Family Health Division, 2005
- 4. Integrating Poverty and Gender into Health Programmes: Module on Ageing A Sourcebook for Health Professionals, www.wpro.who.int, World Health Organization
- 5. A Workbook on how to plan and carry out research in MCH including FP Division of Family health WHO, Geneva 1984 or latest edition.
- 6. Besise, LH. Potanguy J "Violence against Women: the Hidden Health Burden".

Purbanchal University; Curriculum of BPH, Third year (V and VI semester)

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Page 4 of 46



Course Title	Clinical Epidemiology		
Third Year	Fifth SemesterCourse code: BPH 305.2-CE		
Credit Hours: 3	Full Mark: 100	Pass Mark: 50	

This course will give the epidemiological research perspective of clinical epidemiology. The course also aims to impart skills and techniques to evaluate, assess and examine different interventions, screening, surveillances and monitoring programs in the field of public health.

#### Learning Objectives

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

- Describe the clinical epidemiology of non-infectious disease and health problems.
- Understand and describe the application of epidemiological principles and methods in prevention and control of communicable and non- communicable diseases
- Implement epidemiological strategies in disease prevention, control and health promotion activities including screening.
- Understand the emerging and re-emerging diseases in public health
- Understand concept and principles of social epidemiology

#### **Course Contents**

#### Unit 1: Clinical epidemiology

- Introduction
  - o Concept, definition, element and application of clinical epidemiology
  - Public health context of clinical epidemiology
  - Principles of clinical epidemiology
  - o Uses of clinical epidemiology
- Diagnostic test function and confounding-
  - Definition, type and importance of; reliability, validity, precision, assumption of independence, confounding
  - Introduction, definition of normality and abnormality, diagnosis, ROC curve (receiver operating characteristic curve) and prevention in clinical practice

#### • Screening

- o Definition, aim, use and type of screening diagnostic test
- Criteria and process of screening
- o Advantage and disadvantage of screening test
- o Various screening programme in Nepal

#### • Types of screening diagnostic test

- o Qualitative diagnostic test
- o Quantitative diagnostic test

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Page 5 of 46



#### • Description of performance of diagnostic and calculation

- o Gold standard
- o Graphic and tabular representation of diagnostic test result
- o Definition, notation and calculation of test performance characteristics
  - Sensitivity
    - True positive
    - False positive
  - Specificity
    - True negative
    - False negative
  - False negative rate
  - False positive rate
  - Positive predicative value
  - Negative predicative value
- o Relation between test performance characteristic
  - Sensitivity and FNR
    - Calculating sensitivity in terms of FNR
    - Calculating of FNR in terms of sensitivity
  - Specificity and FPR
    - Calculating sensitivity in terms of FPR
    - Calculating of FPR in terms of sensitivity
  - Likelihood ratio and serial likelihood ratio
  - Uses of sensitivity and specificity test
  - Deference between sensitivity and specificity

#### • Surveillance

- o Definition, objective, types, component and composition, purpose and importance
- Process of surveillances
- Surveillance system in Nepal
- o Early Warning Reporting and Response System in Nepal

#### • Strategies of epidemiology

- Ways and means of assembling facts on types of people affected by disease and by various circumstances
  - Forming a hypothesis and testing it
    - Reviewing various epidemiological studies
- Standardization rationale, direct and indirect standardization
- Lead time of diseases mechanism
- Concept of risk, uses of risk, studies of risk and risk factors
- Clinical risk factors of non- communicable diseases.
- Comparing and interpretation of the risk factors and odds ratio

Purbanchal University; Curriculum of BPH, Third year (V and VI semester)

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Page 6 of 46



- Exposure, latency period, immediate cause
- Concept of prognosis of disease and prognostic factors
- Emerging and re-emerging infectious diseases and threat to clinical and public health

#### **Unit 2: Genetic epidemiology**

- Concept of gene, genetic and genetic epidemiology
- Classification of genetic disorder and disease related to genetic disorder
- Factor causing for genetic abnormalities
- Differences between congenital abnormalities and teratogenic effect
- Preventive and curative aspects of genetic disease

#### Unit 3: Social epidemiology

- Meaning, scope and application of social epidemiology
- Evolution of epidemiology with reference to social epidemiology
- Application of social epidemiology in public health
- Role of social epidemiology in designing disease, control plan and strategies
- Limitation of social epidemiology

#### **Teaching Learning Methods**

Lectures, group discussions, library study assignments and home assignments

Students will be assigned an example of a common disease for which they will conduct an epidemiological study using different study designs in a real life situation in order to understand the current prevalence, disease trends, and management for the prevention of that disease. In this unit following specific areas of applied epidemiology will be addressed.

#### Evaluation

Internal assessment in different forms 20% Final examination 80%

#### **References:**

- 1. MoHP/DoHS [Nepal]. Annual Report.
- 2. DOHS, Epidemiology and Disease Control Division. Control of Communicable Disease Manual 2003.
- 3. DOHS, Epidemiology and Disease Control Division. National Recommended Case Definitions and Surveillance Standards 2003.
- 4. Regmi B and Myia S: Principle and practice of fundamentals and clinical epidemiology
- 5. Gordis L Epidemiology. 2nd Edition, WB Saunders Company, Harcourt Health Sciences Company, Philadelphia, 2000.
- 6. Principles of Epidemiology: An Introduction to applied Epidemiology and Biostatistics.2nd Edition. US Department of Health and Human Service, CDC, Atlanta Georgia
- 7. Robert H. Fletcher, Suzanne W. Fletcher, Edward H. Wagner. Clinical epidemiology. Williams and Wilkins. Second edition 1996.

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Purbanchal University; Curriculum of BPH, Third year (V and VI semester)

Page 7 of 46

#### 6 Hours

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Course Title	Applied Health Education	
Third Year	Fifth SemesterCourse code : BPH 305.3-AHE	
Credit Hours: 3	Full Mark: 100	Pass Mark: 50

#### **Course description**

An education aspect of public health program is indispensable responsibility of health Professional specifically of preventive health care mangers. The graduates need to have a clear concept of planning, Implementation and overall management of the health education program therefore, this course has been designed with a view to develop necessary skills on the essential components of health education with special emphasis to health education program in occupational and institutional setting.

#### Learning Objectives

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

- Describe the need for a planned health education program.
- Analyze various models of planning of health education program.
- Describe various components of planning, implementation and evaluation of health education program
- Prepare plan for a health education program on any of the priority areas of EHCs and implement it in a real field situation
- Describe the implementation and evaluation process of health education in various occupational and institutional settings.
- Critically appraise policy, strategy and activities in health education and promotion in Nepal

#### **Course Contents**

#### Unit 1: Health promotion and education in Nepal

- Plan, Policy and strategy regarding health promotion and education in Nepal
- Review of historical development and current health promotion and education activities of Health education and health promotion program in Nepal
- Role and function of institutions responsible for designing and delivering the health promotion and education program in Nepal
- Activities carried at various levels for Health Promotion and Education and identification of the areas needing changes for effective accomplishment of National Goals.
- Participation of multiple sectors to take actions to strengthen policies and improve practices that are driven by the best available evidence and knowledge for e.g. school, workplace.

Purbanchal University; Curriculum of BPH, Third year (V and VI semester)

Page 8 of 46

8 Hours

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#### Unit 2: Planning of health promotion and education program

#### • Concept, meaning, importance and steps of Health education program planning

- Models of health education program planning
  - o Classical Model
  - o Precede-Proceed Model
- Concept, steps and its application in priority PHC program interventions by using both of the planning models
- Characteristics of a good health education program plan

#### Unit 3: Implementation of health promotion and education program6 Hours

- Concept, meaning and definition of implementation
- Implementation approaches and strategies.
- Definition, techniques, indicator and importance of monitoring the health education / health promotion program
- Definition, techniques, indicator and importance of supervising the health education / health promotion program

#### Unit 4: Evaluation of health education program

- Concept, meaning, definition and importance of evaluating health education program
- Techniques and tools of evaluating the health education program
- Stages of evaluating the health education program
- Indicators for evaluating health education program at different stages

### Unit 5: Special topic on Planning, implementation and evaluation of health education program: 16 Hours

- Health issues on public Health;
  - Reproductive Health Family planning, Safe motherhood, Immunization, Malnutrition
  - Infectious Diseases- ARI,CDD, Tuberculosis, Leprosy, HIV/AIDS and STIs Gastro-intestinal diseases
  - Non-Communicable Diseases- Diabetes, Heart diseases, Cancer, Mental illness,
  - o Vector borne diseases- Malaria, Kala-azar, Filariasis, Japanese Encephalitis
  - o Environmental and Personal Hygiene- Personal hygiene Environmental sanitation
  - o Social Problems- Substance abuse, rational use of drugs

#### Unit 6: Scope and HRH in Health promotion and education in Nepal6 Hours

- Overview of human resource in health education in Nepal
- Overview of health education program of MoHP; INGO, NGOs and bilateral Organizations

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• Career opportunities in health education

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ster) Page 9 of 46

#### 6 Hours



- Objectives, role, functions and activities of National Health Training Centre (NHTC) and other academic institutes in training and health education
- Objectives, strategy, role, functions and activities of National Health Education, Information and Communication Centre (NHEICC).

#### **Teaching Learning Methods**

- The teaching learning activities will be mini lecture, group work and discussion, seminar and report writing.
- The instructional materials will be usual classroom materials: White board, flip chart, overhead projector, power point presentations through LCD projector
- Flexible classroom for lecture and group work

#### Evaluation

Internal assessment20%Final examination80%

#### References

- 1. Green, LW. et. al. Health education Planning; A Diagnostic Approach. California: Mayfield Publishing Company, 1980.
- 2. Pradhan, HB., A Textbook of Health Education, Educational Resources for Health, Kathmandu
- 3. Shrestha, DB and Pradhananga, YP., Samudaya Swasthya Shikshyako Ruprekha,
- 4. Kathmandu
- 5. Pathak, RP and Giri, RK: A Textbook of Public Health and primary Health Care
- 6. Development, Vidhyarthi Prakasan (P) Ltd. Second Edition 2011.
- 7. David Werner and Bill Bower; Helping health Workers Learn; T Hesperian foundation, Palo Alto, USA
- 8. HS Ross and PR Mico; Theory and Practice in Health Education; Mary field Publishing Company; 285 Hamilton Avanue; Palo Alto, California, USA.
- 9. David Werner: Where There Is No Doctor; revised for India by Voluntary Health association of India
- 10. Green L W, Kreutr MW: Health Program Planning: An educational and ecological approach : McGraw-Hill companies inc. NY, 4th edition
- 11. Health behaviour and health education: Theory, Research and Practice; edited by Glanz
- 12. K, Lewis FM and Rimer BK; Jossey-bass Publishers, San Francisco
- 13. Armin MF Goidschmidt, Bemd Hofer: Communication between Doctor and Patients in Thailand, Saarbncken 1972.
- 14. International Journal of Health Promotion and Education, Quarterly- An official publication of International Union of Health Promotion and Education; Different volumes

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Purbanchal University; Curriculum of BPH, Third year (V and VI semester)

Page 10 of 46



Course Title	Behavioural Science and Mental Health	
Third Year	Fifth SemesterCourse code: BPH 305.4-BSMH	
Credit Hours: 3	Full Marks: 100	Pass Marks: 50

This course cultivates the students a holistic understanding of psychology, behavioural science and mental health its application in public health.

#### **Learning Objectives**

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

- Identity and trace out the sources and the impacts of mental health in Nepal
- Explain the issues and problems in mental health and its management.
- Analyze the factors influencing motivation in adopting of innovations on acceptance of modern health care facilities
- Health psychologists study the role of psychology in health and wellbeing;
- They examine health beliefs as possible predictors of health-related behaviours;
- Health psychology also examines beliefs about illness and how people conceptualize their illness;
- Stress is the product of the interaction between the person and their environment it can influence illness and the stress–illness link is influenced by coping and social support;
- Beliefs and behaviours can influence whether a person becomes ill in the first place, whether they seek help and how they adjust to their illness.

#### **Course contents**

#### **Unit 1: Psychology**

#### • Introduction to Psychology

o Concept, definition, branches of psychology

#### • Motivation

- Meaning and definitions of motivation.
- Maslow's concept of human motivation, including hierarchy of needs.
- o Motivation and adoption of innovation.
- Motivation towards utilizing modern health facilities.

#### • Perception

- Meaning and definition of attention perception and sensation.
- Role of perception
- Perception of health beliefs and practices

#### • Emotion

- Meaning, characteristics
- o Theories of Emotions

Purbanchal University; Curriculum of BPH, Third year (V and VI semester)

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Page 11 of 46



• States of Emotions: Positive emotion (Love, Laughter, Hope, Optimism, Self Confidence and Negative emotion (Anger, Fear, Sadness, Boredom, Guilt)

#### • Psychological relation

- Terminology and concepts useful in studying health problem.
- o Body mind relationship
- o Level of consciousness
- Dynamic system of personality.
- Drivers and motives

#### Unit 2: Behavioural health

#### • Health behaviour

- o Definitions of Health Behaviour and Health Status.
- o Relation of behaviour with morbidity and mortality
- Behavioural risk factor related to health
- Models of Health Behaviour.
  - Social Cognition Models
    - The Health Belief Model
    - Self-efficacy Theory
    - The Theory of Reasoned Action and
    - Theory of Planned Behaviour
  - The stages of change model
    - Precontemplation
    - Contemplation
    - Preparation
    - Action
    - Maintenance

#### • Illness Behaviour

Concept, definition, type and interpretations of illness behaviour

#### • Illness beliefs

- The dimensions of illness beliefs
- o A model of illness behaviour
- Health professionals' beliefs

#### The stress–illness link

- o Stress models
  - Cannon's 'fight or flight' model
  - Selye's general adaptation syndrome

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- Life events theory
- Stress causing illness

Purbanchal University; Curriculum of BPH, Third year (V and VI semester)

Page 12 of 46



- Chronic illness
  - Profile of an illness
  - o Psychology's role
  - Health professional beliefs

#### • Sickness role behaviour

- Concept, definition, type, importance of sick role behaviour.
- The sick role: an introduction to illness as deviance and sickness as social deviance and being sick.
- The influence of sex, age, race and ethnicity, and social class on the sick role.
- The physician- patient role relationship: model's of interaction and cultural difference in communication
  - Person's sick role model.
  - Swaz and Hollander's model.
  - Health service provider and patients relationship.

#### **Unit 3: Mental Health in Public Health**

#### **16 Hours**

- Concept of Mental Health
  - o Concept of normalcy, normal mind, characteristics of abnormalities
  - o Prevailing misconception about occurrence and treatment of mental illness
  - Description of measurable indicators of positive well-being, good psychological adjustment
  - Personality development including behavioural, psychodynamic, cognitive, moral and other schools of personality development

#### General psychopathology

- Providing information to the health community about type, causes, clinical features, treatment and prevention of the following groups of mental disorders
- o A. Organic, including symptomatic mental disorders
- Mental and behavioural disorders due to psychoactive substance use [with special emphasis on prevention of substance abuse]
- Schizophrenia, schizotypal and delusional disorders
- Mood disorders
- o Neurotic, stress- related and somatoform disorders
- o Behavioural syndromes associate with physiological disturbances and physical factors
- Disorders of adult personality and behaviour
- o Disorders of psychological development
- o Mental health education for the individual and the community
  - Providing information about the concept of integration of mental health with general health services
  - Techniques of case finding, information about treatment facilities

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- Epidemiology of mental illness

Purbanchal University; Curriculum of BPH, Third year (V and VI semester)

Page 13 of 46



#### • Applications of principles of prevention and control of mental illness

- Different level of prevention
- o Rehabilitation
- o Community Mental Health program
- o Policy and strategy of prevention and management strategy of Nepal Government

#### **Teaching learning methods**

Teaching learning methods of this course include didactic lectures, group work, and presentations review papers discussion in class room setting.

#### Evaluation

Internal assessment in different forms 20% Final examination 80%

#### References

- 1. Gldeifalis "Oxford Textbook of Psychiatry".
- 2. Gibbons, "Integrated Clinical Science Psychiatry".
- 3. Martin P "Care of the mentally ill. The essentials of Nursing "Macmillan Press. Londoeg
- 4. Nepal M. Wright C "Manual of Mental Health" HLMC. Kathmandu, 1994
- 5. Swift CR, "Mental Health" AMREF, Nairobi.
- Wallace HM & Girk K, "Health Care of Women and Children in Developing Countries" 1990.
- 7. Bhatia & Bhatia Psychology and Nurses.
- 8. Sharma, Sarita: Psychology, HLMD, IOM.
- 9. Volkov FM, et al edited Psychology: Progress Publishers: Moscow, 1986.
- 10. Wood Fundamental of Psychology.
- 11. Bennett, P. (2000). An Introduction to Clinical Health Psychology. Buckingham: Open University Press.
- 12. A useful introduction to how the theories and research of health psychology can be put into practice.
- 13. Bowling, A. (1995). Measuring Disease. Buckingham: Open University Press.
- 14. An overview of the theory behind measuring quality of life and a clear review of the existing scales for assessing health status.
- 15. Connor, M., & Norman, P. (eds) (1995). Predicting Health Behaviours. Buckingham: Open University Press.
- 16. A thorough description of social cognition models and the extent to which they predict health-related behaviour.
- 17. Ogden J. (2004). Health Psychology: A Textbook. 3rd edn. Buckingham: Open University Press.
- 18. This book has formed the basis for this chapter and provides grounding in health psychology at a more advanced level.

Purbanchal University; Curriculum of BPH, Third year (V and VI semester)

BPH, Third year (V and VI semester) Page 14 of 46

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Course Title	Community Health Diagnosis	
Third Year	Fifth Semester         Course code : BPH 305.5-CHD	
Credit Hours: 3	Full Mark: 100	Pass Mark: 50

#### **Course description**

Community Health Diagnosis is an integrated course comprising several sub-specialties within community medicine course at large. This course is designed to enable the students to apply the principles of Primary Health Care (PHC) in the process of community health diagnosis, The aim of the community health diagnosis is to acquire skills to apply basic methodologies of community medicine – epidemiology, biostatistics, demography, family health, environmental health, health education, and public health sociology/anthropology. The course will also be helpful in learning from the community.

#### **Course Objectives**

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

- Concept, importance, components and process of community health diagnosis
- Able to design and plan community diagnosis process to implement in practical setting
- Carry out a community diagnosis in actual setting/community
- Collect, analyze and interpret information required of a community diagnosis.
- Prioritize real problem in the community and conduct micro health project based on real needs
- Prepare a report of community diagnosis exercise and presentation in their respective college.

#### **Course contents**

Unit 1: Co	mmunity Health Diagnosis	48 Hours
• Inti	roduction to community health diagnosis	4 Hours
0	Concept and objectives of community health diagnosis	
	Differences and relationships between community heat diagnosis	th diagnosis and clinical
0	Discuss the importance and relevance of community health d	iagnosis for public health

- Components and processes of Community Health Diagnosis 22 Hours
  - o Components of Community health diagnosis
  - Steps and processes of community health diagnosis
  - o Different approaches to community health diagnosis
  - o Differences between community diagnosis and clinical diagnosis
  - Concept, definition and types of social mapping
  - o Designing of methodology, including sampling method, survey instruments,

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Purbanchal University; Curriculum of BPH, Third year (V and VI semester)

Page 15 of 46



- Different method/techniques (observation, interviews, focus group discussion, participatory appraisal, etc.) and tools (observation checklist, questionnaire, discussion guideline, etc.) used in Community Health Diagnosis.
- Qualitative and Quantitative data management and analysis of collected data during community diagnosis process
- Preparation of Dummy table, data analysis procedures and interpretation
- Techniques of findings presentation in the community and college
- o Ethnical aspects (Ethnical aspects of community diagnosis)
- Techniques of applying finding based recommendation
- Importance of community participation and ways to engage community people in community diagnosis
- Importance and ways of prioritization of the problems in the community: Observed need, felt need and real need
- o Resource (internal and external) identification and mobilization
- Concept, designing, implementation evaluation and sustainability activities of micro health project in relation to Community Health Diagnosis

#### • Format for report of community diagnosis

• Preparation of written community diagnosis report: steps, components and format.

#### • Orientation to the students

#### • Orientation about the proposed community

- Orientation about the community they will be posted
- **o** Designing of CD process for implementation in the field
  - Orientation about process of field work
  - Literature review: Review of epidemiological studies (Review of theories, formula and indicators)
  - Setting objectives; Development of the general and specific objectives by each group
  - Identification of variable based on objective to be met
  - PRA and PLA approaches
  - Development and pre-test of specific tools for data collection,
  - Development of work plan in the community
  - Logistic arrangement and its management

#### **Teaching Learning Methods**

Lectures, group discussions, library study assignments and home assignments Students will be assigned a household in the selected community where they will visit and collect the information.

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#### Evaluation

Internal assessment in different forms	20%
Final examination	80%

Purbanchal University; Curriculum of BPH, Third year (V and VI semester)

Page 16 of 46

#### 20 Hours



#### References

- 1. Hale. C; Shrestha IB and Bhattacharya. A "Community Diagnosis Manual" HLMC,IOM 1996.
- 2. Mc Curker J "Epidemiology in Community Health; American Medical and Research Foundation" Rural Health series, Kong M.et. al. "Tropical Medicine".
- 3. Programme. FJ Bennett [ED]: "Community Diagnosis and Health Action- a manual for tropical and rural areas" 1997.
- 4. Thapa J, Tandan M and Subedi RK., A Text book of Community Health Diagnosis, 2012
- 5. Sydney L. Kark MD. "The Practice of Community Oriented Primary Health Care". Appleton- Century Crafts, A Publishing Divisions of Prentice- Hall Inc 1987.
- 6. Vaughan JP and Morrow RH [ED]; Manual of Epidemiology for District Health Management". World Health organization. Geneva 1989.

Purbanchal University; Curriculum of BPH, Third year (V and VI semester)

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Page 17 of 46



Course Title	Term Paper Preparation	
	(Reproductive Health and Gender)	
Third Year	Fifth SemesterCourse code: TPP 305.1-RHG	
Credit Hour: 1	Full Mark: 50	Pass Mark: 30

TPP is a course designed to impart practical skill for students to do necessary field work. Students will collect field and lab based data/specimen, preservation and maintains all these collected things in log or practical book under the direct supervision of concern teacher. Students will acquire practical knowledge and skill on reproductive health and gender.

Details of TPP			
Subject Practical Content		Log or	
	Hour		practical book
Reproductive health and Gender	32	<ul> <li>One day concurrent field visit for RH material collection</li> <li>Preparation and submission of report to department with critically appraisal and necessary recommendation of improvement with collected materials</li> <li>Group presentation on term paper of any issue related to gender and reproductive health</li> </ul>	Maintain
Total practical :	32 Hours	1	1

#### Maintain process of log or practical book

- Write practical with specific detail, description, process and drawing manually
- All practical should be signed by respective teacher and head of the department
- All student must bring practical log book/ report in final examination
- Regular monitoring by local supervisor
- Supervision of class by respective faculty
- Final examination must be based on practical

Purbanchal University; Curriculum of BPH, Third year (V and VI semester)

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Page 18 of 46



Course Title	Practical Skill Development		
	(Applied Health Education)		
Third Year	Fifth Semester	Course code: PSD 305.2-AHE	
Credit Hour: 1	Full Mark: 50	Pass Mark: 30	

PSD is a course designed to impart practical skill for students to do necessary field work. Students will collect field and lab based data/specimen, preservation and maintains all these collected things in log or practical book under the direct supervision of concern teacher. Students will acquire practical knowledge and skill on applied health education.

Details of PSD			
SubjectPracticalContentLog practical		Log practical	
	Hour		book
Applied health education	32	<ul> <li>Development of different types of IEC materials by using different approach in specific area of public health problem (drawing, development and define its application, importance and process of use)</li> <li>Preparation of lesson plan, and classroom teaching (conduct at least 10 class on public health subjects) in/or nearest college of under year of current where you are studying</li> </ul>	Maintain
Total practical :	32 Hours		

#### Maintain process of log or practical book

- Write practical with specific detail, description, process and drawing manually
- All practical should be signed by respective teacher and head of the department/Coordinator
- All student must bring practical log book/ report in final examination
- Regular monitoring by local supervisor
- Supervision of class by respective faculty
- Final examination must be based on practical

#### **Process of teaching learning**

1. Taken approval of teaching from concern college administration and head of the department with full of specification of teaching our, time of teaching, duty hour in college, task you have to perform in college, content of teaching.

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- 2. Prepare and development of lesson plan of teaching hour and need to approve from the public health department of college of teaching and college you currently studying.
- 3. Development of necessary teaching methods, and media, approach of teaching

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Page 19 of 46



- 4. Daily class taken and close observation by concern college both college
- 5. Preparation of report and submission of report to department of both college and evaluation of individual will be assessed by teaching learning college
- 6. For evidence you have to submit (attendance sheet of your and class room) and final completion letter from the respective college and department.

Purbanchal University; Curriculum of BPH, Third year (V and VI semester)

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Page 20 of 46

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Course Title	Practical Skill Development	
	(Community Health Diagnosis)	
Third Year	Fifth Semester         Course code : PSD 305.3-CHD	
Credit Hours: 5	Full Mark: 100	Pass Mark: 60

#### **Course description**

Community Health Diagnosis is an integrated course comprising several sub-specialties within community medicine course at large. This course is designed to enable the students to apply the principles of Primary Health Care (PHC) in the process of community health diagnosis; the aim of the community health diagnosis is to acquire skills to apply basic methodologies of community medicine-epidemiology, biostatistics, demography, family health, environmental health, health education, and public health sociology/anthropology. The course will also be helpful in learning from the community.

#### **Course Objectives**

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

- Able to Communicate with the people in relation to socio-cultural context of the community and identify health problems prevalent in the community
- Apply different methods and tools to collect data required for community diagnosis.
- Analyze, interpret the collected data and explore for ways to solve them
- Identify the community resources to address the problems and conduct MHP
- Able to ensure community participation
- Write a report of community diagnosis.

#### **Details of Practical Skill Development**

- Orientation to the students
  - Orientation about the proposed community
    - Orientation about the community they will be posted
- Community Health Diagnosis (Residential field)

#### 160 Hours

- Community Health Diagnosis (Field)
  - In the community rapport building, meeting with the people, social mapping, data collection, preliminary analysis, community presentation, prioritization of the problem, implementation of micro health project
  - o Finding presentation and feedback session in college
  - o Submission of the report to the Department of Public Health in Respective College

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- Process
  - Teaching learning methods of CHD as per theory
  - Presentation by the students and integrated teaching.

Purbanchal University; Curriculum of BPH, Third year (V and VI semester)

Page 21 of 46



- Students will be placed in the community for the period of 30 days in small groups (Around 10 students). Prior to departure to the field, orientation will be given to the students.
- Student will sit in community completely in local setting (prohibited to take bed, junk and readymade food, conduct any political activities, fashionable clothes)
- Final report format according to annex attached

#### Maintain process of log or practical book

- Write practical with specific detail, description, process and drawing manually
- All practical should be signed by respective teacher and head of the department
- All student must bring practical log book/ report in final examination
- Final examination will be based on practical

Purbanchal University; Curriculum of BPH, Third year (V and VI semester)

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Page 22 of 46



# Third Year

## **Sixth Semester**

Purbanchal University; Curriculum of BPH, Third year (V and VI semester)

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Page 23 of 46

Course TitleHealth Service Management in NepalThird YearSixth SemesterCourse Code : BPH 306.1-HSMN

Pass Mark: 50

#### **Course Description**

**Credit Hours: 3** 

This course provides an opportunity to the students to get acquainted with the history of health services development in Nepal. The course also helps the students to better conceptualize the national health policy and how the policy has back enacted at the central, district and grass root levels, It is expected that the students will develop a critical awareness of the problems and issues facing the health service management at various levels and will equip them with appropriate measures to address the problems.

#### Learning Objectives

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

- Describe the history of the development of health services in Nepal.
- Critically analyze the Problems and issues of the health system management at the central, district and the grassroots levels.
- Develop, ensure and provide quality health services in Nepal.

#### **Course contents**

#### **Unit 1: Health Services**

- Concept of health services
- Development of health care services in Nepal
- Level of health care delivery system: (Home-based, Traditional Faith Healing, Community), primary, secondary and tertiary
- Approach of health services (Ayurvedic, Homeopathic, Unani, Acupuncture, Naturopathic, Allopathic, and other alternative systems)
- Integrated health services: advent, program, strengths and weaknesses.

#### **Unit 2: Central Health Services Management**

- Organizational structure of health services: central, regional, and district levels
- Descriptions and analysis of roles and responsibilities of divisions and centres of DoHS
- Inter-sectoral coordination between all levels including central level (between line ministries), district level (district level line authorities), and grass-root level (local level line organization) and coordination within the system.

#### **Unit 3: Management Information System**

- Introduction to Management Information System
  - Definition and evolution, components of an information system

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o Information system resources, objectives and limitations

Purbanchal University; Curriculum of BPH, Third year (V and VI semester)

Page **24** of **46** 

### 4 Hours

#### 6 Hours

14 Hours

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Full Mark: 100



- Concept of health information system, clinical information system
- Information System Frameworks
  - o Different perspectives on information system
  - System analysis: concept, system approach, system selection procedure
  - o Types of information system, need for system analysis, role of system analyst
- Health Sector Information System (HSIS)
  - Concept of health management information system and human resource information system
  - o Purposes and features of HSIS
  - HSIS tools and information dissemination
  - HSIS as monitoring and evaluation tool
- Ethical and Social Issues in Information System
  - A mode of thinking about ethical, social and political issues
  - o Ethics in an information society: responsibilities, accountability, liabilities
  - o Information rights: privacy and freedom in an information society
  - Property rights: intellectual property

#### **Unit 4: District Health Services Management**

# • Management of district health services: section, functions, organizational structure, human resources, job description of all levels of health workers, monitoring and supervision system, on-the-job training and performance appraisal policies, district level programmes, monitoring and evaluation of district health programmes, responsibility towards regional health directorate.

- Management of primary health centres: functions, organization structure, human resources, role and responsibilities of PHC in-charge, programmes run by PHC, monitoring and supervision of the programmes.
- Management of health posts, sub-health posts: management committee, functions, organizational structure, infrastructures, human resources, programmes, responsibility towards DPHO/DHO.
- Introduction, objectives, target, activities, strength and weaknesses of FCHW programme.
- Objectives, target strength and weakness of PHC/ORC and EPI clinic.
- Role of private sectors in health services and management.
- Referral systems for patients with in the district
  - Need for 2-way referral with feedback.
  - Need for coordination between district hospital and District Public Health Office and health posts.
- Local level programmes such as immunization, FP/MCH, nutrition, HIV/AIDS, and others.

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#### **Unit 5: Decentralization**

• Concept of decentralization,

- Function and role of DHO/PHO
- Functions and role of DDC, Municipality and VDC in the context of decentralization of health sector.

#### **Unit 6: Quality Assurance in Health Services**

- Definition and concept of quality assurance in health services
- Standard guidelines for different types of health services/health institutions
- Hindering factors to assure the quality in health services
- Role of MoHP/Professionals/individual role in order to maintain quality in health services.

#### **Teaching learning methods**

Teaching learning methods of this course include didactic lectures, seminar, group work, and presentations review papers discussion in class room setting.

#### Evaluation

Internal assessment in different forms 20% Final examination 80%

#### References

- 1. Nick Black and Reinhold Gruen. "Understanding Health Services" Understanding Public Health Series. Open University Press, 2005.
- 2. Tandan M. Thapa J. and Regmi B., A Text book of Health services management in Nepal.2012
- 3. Linda A Hill. "Becoming a Manager: How New Managers Master the Challenges of Leadership" Harvard Business School Press, 2003.
- 4. Kenneth Blanchard & Spencer Johnson. "The One Minute Manager" 2008.
- 5. Dixit H. "Quest for Health" 2nd Edition, Educational Enterprise, 2003.
- 6. WHO. "Policy Papers on Health Nepal" WHO & MoHP/GoN/Nepal, 2007.
- 7. Pradhananga YP. "Health and Health services in Nepal".
- 8. Gill Walt. "Health Policy: An Introduction to Process and Power" Zed Books, 1994.

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9. Relevant materials and national and international publications on the topics of course contents.

Purbanchal University; Curriculum of BPH, Third year (V and VI semester)

#### 2 Hours



Course Title	Public Health Administration and Management	
Third Year	Sixth Semester Course Code : BPH 306.2-PHAM	
Credit Hours: 3	Full Mark: 100	Pass Mark: 50

The course offers opportunity to learn the modern concepts and principles of public health administration and management in particular.

#### **Learning Objectives**

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

- Introduction, concepts and principle of public health administration and management
- Different model (Classical and scientific) of public Health Administration and management.
- Functioning of organization and its management in terms of human resources selection and placement, Responsibilities, motivation, delegation of authority and co-ordination skills
- Organizational management strategies
- Able to analyze the need for competent administration in health services in Nepal.

#### **Course Contents**

#### Unit 1: Introduction to Public Health Administration & Management 4 Hours

- Concept, scope, objectives, function and Principles of public health administration and Management
- Difference between public health Administration and Management
- Concept of Mission, vision, goal, objectives and target and setting different level of organizational goals and objectives
- Vision, mission and goals of Public Health Administrative bodies in Nepal

#### Unit 2: Models of PHA and Management

#### Classical Model: POSDCoRB

- **Planning:** 
  - Definition of planning
  - Elements/Characteristics of Planning
  - Concept of Top down and Bottom Up approaches in planning
  - Types of Planning: Broad sectoral Strategic planning, Organizational planning, Detail logistic and operational planning, long term and short term planning, Annual Planning, programme planning, Human resource planning, Economic planning
  - General planning cycle
  - Programme implementation planning (exercise with example)
  - Health service planning process in Nepal

#### • Organization of Health Service:

- Introduction, concept, characteristics and Importance of Organization

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- Formal and Informal structure of organizational Management

Purbanchal University; Curriculum of BPH, Third year (V and VI semester)

Page 27 of 46



- Organization theory: a] Classical b] modern
- Departmentalization and division of Work in the organization
- Organizational Structure Under Health system of Nepal (Organogram)

#### • Staffing Aspects of the Organizing Functions:

- Concept and Staffing pattern in different level of Health Organization in Nepal
- Staffing Process: Human Resources planning, recruitment, selection, employment, and orientation, deployment, Training and development, performance appraisal, Promotion, transfer, demotion and Separation and Placement
- Job description: Roles and responsibility of DPHO/DHO and supervisor of district level HR in health service delivery
- Career planning opportunities training promotion
- Staff grievances and negotiations

#### • Directing

- Introduction
- Keys to successful directing
- Delegation as a means of directing: Elements and Process of delegating authority
- Decision making and responsibility
- Motivational aspects
- Leadership
- Communication
- Monitoring, supervision and evaluation

#### • Controlling function in health services administration

- Concept and principle
- Financial, Human resources and activities controlling

#### • Co-ordination of Health Services

- Concept and elements of co-ordination
- Types of Co-ordination: Internal, External, Vertical, Horizontal, Functional and Organizational co-ordination
- Techniques of co-ordination

#### • Recording and Reporting

- Concept, definition and importance of recording and reporting

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- Pattern of recording and reporting
- Techniques of report writing, format and content

#### • Budget

- Introduction, Process of Health budgeting in Nepal

Purbanchal University; Curriculum of BPH, Third year (V and VI semester)

Page 28 of 46



#### • Scientific Model: System Approach- IPO Model

- o Management by Objectives
- Logical Framework Analysis Model (designing of log frame-exercise with examples)
- Strategies management: SWOT Analysis, Strategy formulation and its Process, Stages and process of strategic management

#### **Unit 3: Management Promotion Strategies**

#### 4 Hours

- Definition and components of Organizational Development
- Organizational Behaviour Management
- Organizational Communication
- Management Evaluation

#### **Teaching learning methods**

• Teaching learning methods of this course include didactic lectures, seminar, group work, and presentations review papers discussion in class room setting.

#### Evaluation

- Internal assessment in different forms 20%
- Final examination 80%

#### References

- 1. Dixit, H. "Nepal's Quest for Health" Educational Enterprises, Kathmandu, 2003.
- 2. Estimating costs for cost –effectiveness analysis guidelines for Managers of Diarrheal Diseases Control Programme.
- 3. Tandan M, Thapa J. and Regmi B., Principle and practices of Public Health administration. 2012
- 4. "Financial Health Service in Developing Countries" An Agenda for Reform. A World Bank Policy Study Washington D.C. 2004 USA.
- 5. Honion, Homian "Public Health Administration".
- 6. Tripathy PC and Reddy PN "Principles of Management"

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Course Title	Biodiversity, Climate Change and Health	
Third Year	Sixth Semester Paper : BPH 306.3-BCCH	
Credit Hours: 3	Full Mark: 100	Pass Mark: 50

Over the last 60 years, climate change has moved from the obscurity of key scientists to becoming one of the most widely publicized and discussed environmental challenges of modern times. We usually think of climate change as affecting the ecosystems of the earth, and not of the impact on our health. This course will examine the human health impacts of climate change from a number of perspectives.

#### Learning Objectives

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

- The main focus of the course is to give the student an understanding of the effects of climate change on health.
- Be able to lay out a research agenda for climate change and health.
- Describe the adaptive actions that various communities need to take in order to prevent the negative impacts on health, and the multi-disciplinary nature of this response.
- Discuss the underlying ethical issues involved in the climate change and health crisis, and specific roles for individuals and communities.

#### **Course content**

#### Unit 1: Biodiversity and its conservation • Basic concepts and importance of biodiversity • Biodiversity and biotechnology. • Basic concept on protected areas

- Strategy of protecting biodiversity.
- Challenges to the preservation of biodiversity

#### Unit 2: Natural resources, use, and exploitation

- Type of Natural resources
  - \_ Renewable
  - Non-renewable
- Rational use of natural resources
- Exploitation of natural resources
- Types of energy and its application in context of Nepal

#### **Unit 3: Emerging global environmental health problems**

• Overview of global environmental problems (Radiation, Acid Rain, Ozone Depletion, Deforestation)

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- Greenhouse effect, Global warming, and climate change
- Causes of Global warming and effect •

#### Purbanchal University; Curriculum of BPH, Third year (V and VI semester)

Page 30 of 46 6 B.M

#### **5** Hours

**6 Hours** 



• Relation of natural resource, health and environment

#### **Unit 4: Health consequences of global climate change**

- Conceptualize weather and climate changing human exposures
- Climate change and the wider determinants of health and disease
  - Socio-economic and environmental
  - National assessments of health impacts
  - Monitoring the health effects of climate change
  - Regional and national case studies
  - o Climate Change in Developing Countries (social health, economic, political, biodiversity, cultural, weather point of view)
- Direct and indirect health effects of climate change
- Climate change and emerging infectious and vector diseases
- Critically appraisal of "Climate change does not stand alone. There will be exploration into the effects of climate on health will interact with other factors to delay reaching the Millennium Development Goals."
- Critically analysis of Climate change is natural calamities or manmade disruption

#### **Unit 5: Global climate change: implications for international public health policy** 6 Hours

- Rethinking health in a changing environment: global strategy
  - Preventive environmental health interventions
  - Infectious disease surveillance and response
  - Environmental health in emergencies
  - Building capacity for health sector responses
  - o Strengthening alliances for sustainable development
- International environmental convention and treaty •
  - Declaration and strategy Quito, Copenhagen and recent convention

#### **Unit 6: Climate change adaptation**

- Adaptation and adaptive capacity in the public health context (Adaptation will require planning, and integration of multi-sectoral and multidisciplinary teams for effective response)
- Determinants of adaptive capacity
- Vulnerability assessment (Vulnerability to the health impacts of climate change is dependent on three variables: the degree of exposure to climate hazards; the sensitivity of the individual or population to the impacts; and the ability to cope, or adaptive capacity of the individual, population or community)
- Strategies for reducing vulnerability and strengthening adaptive capacity
- Climate and health information systems for strategic planning and reduction of risk

#### **Unit 7: Strategies for mitigation**

• Greenhouse gas emission trends and global debates on cost-sharing, carbon trade

Purbanchal University; Curriculum of BPH, Third year (V and VI semester)

6 Hours

#### Page 31 of 46 Statha fia - Enelogent 6 Bili

#### **10 Hours**



- Mitigation in the short, medium and long term
- Policies, measures and instruments to mitigate climate change
- Legal control
- Sustainable development and climate change mitigation
- Integrating climate change considerations into development policies •

#### **Teaching learning methods**

Multiple methods will be used to acquire the above mentioned specific objectives

- Didactic lecture: mainly on the basic concepts, principles and theories
- Presentations and seminars: mainly on the events and issues of debate and diverse opinions
- Self learning: mainly on the issues, where further explanations are desired and materials are easily available for reading.

#### **Evaluation**

Internal assessment in different forms	20%
Final examination	80%

#### Reference

- 1. State of the environment of Nepal, Kathmandu: ministry of pollution and Environmental Nepal.
- 2. MOPE\ICIMOD\UNEP [2002], Nepal: State of the Environment Report 2001, Kathmandu: UNEP\ICIMOD
- WHO (2005). Using climate to predict infectious disease epidemics. Geneva, World 3. Health Organization.
- 4. WHO (2006). Climate variability and change and their health effects in small island states: Information for adaptation planning in the health sector. Geneva, World Health Organization. WHO (2008). The global burden of disease: 2004 update. Geneva, World Health Organization.
- 5. WHO (2009). Protecting health from climate change: Connecting science, policy and people. Geneva, World Health Organization.
- 6. WHO (2010a). Malaria costing tool. Geneva, World Health Organization.
- WHO (2010b). Water and sanitation costing tool. Geneva, World Health Organization. 7.
- 8. WHO (2010c). WHO-CHOICE: Choosing interventions that are cost effective. Geneva, World Health Organization.
- 9. WHO/Europe (2010). Report of the first meeting of the steering committee of MKD for developing a health adaptation strategy.
- 10. WHO/PAHO (2010). Health Sector Self-Assessment Tool for Disaster Risk Reduction. Barbados, Pan American Health Organization Regional Office of the World Health Organization.
- 11. WHO/SEARO (2006). Human health impacts of climate variability and climate change in the Kovats R et al. (2003). Methods of assessing human health vulnerability and public

Purbanchal University; Curriculum of BPH, Third year (V and VI semester)

Page 32 of 46 Sletha f.a - Enelogent 6 Bini



*health adaptation to climate change*. Rome, World Health Organization European Centre for Environment and Health.

- 12. English PB et al. (2009). Environmental health indicators of climate change for the United States: Findings from the State Environmental Health Indicator Collaborative. *Environmental Health Perspectives*, 117:1673–1681.
- 13. FAO (2005). The state of food insecurity around the world: Eradicating hunger key to achieving the Millennium Development Goals. Rome, Food and Agriculture Organization.
- 14. McMichael A et al. (2003a). *Climate change and human health: Risks and responses*. Geneva, World Health Organization.
- 15. McMichael A et al. (2003b). *Human health and climate change in Oceania: A risk assessment*. Canberra, Commonwealth of Australia.
- 16. Hindu Kush–Himalaya region: Report of a regional workshop. Delhi, World Health Organization Carbon trade guideline and policy
- 17. Differences manifesto of conference, Copenhagen, Quito etc
- 18. Vulnerability and Adaptation Assessment, Climate change and health, WHO

Purbanchal University; Curriculum of BPH, Third year (V and VI semester)

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Page 33 of 46



Course Title	Training and Curriculum Development	
Third Year	Sixth Semester Course Code : BPH 306.4-TCD	
Credit Hours: 3	Full Mark: 100	Pass Mark: 50

This course offers an opportunity for conceptual understanding of training and curriculum development and its specific application in training and curriculum development. The course also provides opportunity to develop specific skills in the process of designing training courses and implementation and evaluation.

#### **Learning Objectives**

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

- Apply the concept of educational planning in the process of design, implementation and evaluation a training program.
- Carry out training need assessment, conduct training and evaluate the training program

#### **Course Contents**

#### Unit 1: Human Resource Training [HRT]

- Concept of health manpower training and education
  - Determining training needs:
    - Introduction of TNI and TNA
    - Level of training needs
    - Information for determining training needs
    - Methods of determining training needs
    - Instruments for training needs survey (tools)
  - Training process
  - Roles of training in HRD
  - Training cycle
- Types of training
  - o Orientation
  - Pre-service training
  - o In-service training (Basic and refresher training)
  - o OJT
  - Specialized training
  - Special purpose training
- Training design:
  - Content development, lesson plan, material development and delivery.

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- Developing training program: module preparation
  - Preparing agenda
  - Setting/formulating training objective

Purbanchal University; Curriculum of BPH, Third year (V and VI semester)

Page 34 of 46



- Development general plan for training
- Writing session objective
- Determine the training methods and technique.
- Determining resources
- Estimate the budget
- Selecting Training method according to need of the trainees.
  - o Lectures
  - o Brain storming
  - o Role play
  - Game and simulation
  - o Demonstration
  - $\circ \quad Discussion \setminus workshop$
  - o Debates and seminar
  - Case studies
- Selecting Training media according to need of the trainees. Introduction, effectiveness, criteria
  - o Audio
  - o Visual
  - o Audio-visual
- Implementation of training program Things to be done:
  - o Before the program
  - o During the program
  - o After program
- Evaluation of training program
  - o Concept of training program evaluation
  - o Process of Training Evaluation
    - Setting intended standards
    - Measuring actual outcomes
    - Finding deviations
    - Corrective actions
  - Criteria for evaluating training effectiveness
    - Reaction criteria
    - Learning criteria
    - Behaviour criteria
    - Outcomes criteria

Purbanchal University; Curriculum of BPH, Third year (V and VI semester)

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Page 35 of 46



- Method of evaluating training effectiveness:
  - Observation method
  - Test related method
  - Pre-post performance method
  - Experimental control group method
  - Trainee surveys
- Training report writing
- Training of Trainers
  - o Concept, definition, importance, objectives and types of ToT
  - o Differences between MToT and GToT
- Overview, objective, function, types of training and activities of NHTC in training development

#### **Unit 2: Curriculum Development**

#### **16 Hours**

- Introduction to curriculum development.
  - Definition of curriculum, curriculum development, curriculum design, lesson plan, instruction, syllabus
  - Principles of curriculum design.
  - o Component of curriculum
  - The steps of curriculum development:
    - Educational purposes (aim, goal, objectives)
    - Educational experiences needed to attain these purposes (Criteria for selecting experiences & selecting curriculum content)
    - Organization of educational experiences
    - Evaluation
  - o Different perspectives on curriculum development
  - o Participants in curriculum development process
- Curriculum designs
  - Types of curriculum approaches
    - Subject-centered
    - Learner-centered
    - Problem-centered
- Types of curriculum models

Purbanchal University; Curriculum of BPH, Third year (V and VI semester)

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Page 36 of 46



- o Content oriented
- o Behavioristic model
- o Process oriented
- Competency based
- The 'SPICES' model of curriculum design
- PRISMS model
- Evaluation
  - o Evaluation of the outcomes of curriculum

#### **Teaching learning methods**

Multiple methods will be used to acquire the above mentioned specific objectives

- Didactic lecture: mainly on the basic concepts, principles and theories
- Presentations and seminars: mainly on the events and issues of debate and diverse opinions
- Self learning: mainly on the issues, where further explanations are desired and materials are easily available for reading.

#### Evaluation

Internal assessment in different forms 20% Final examination 80%

#### References

- 1. Adhikari, D.R. (2009) "Human Resource Management" Kathmandu.
- 2. Agrawal, G R. (2005)"Human Resource Development in Nepal" Kathmandu.
- 3. Regmi, B. Human resource for health and training 2012
- 4. Decenzo, D.A and Robbins, S.P. (2003), Personnel Human resource Management. New Delhi: Prentice-Hall of India
- 5. HMGN, MOH: Human Resource Strategic Plan 2003 -20017, Ministry of Health, Ramsaha Path, Katmandu, April. 2003
- 6. Abbat F. Mc. Mahon R. " Teaching Health Care Workers: A Practical Guide" London:
- 7. Byars, LI Rue LW Rue "Human Resource Management". Boston: Richard D. Irwin, IMG. 1991.
- 8. Hornby. P et al. "Guidelines for Health Manpower Planning"Goneva: WHO, 1980.
- 9. Hall, TL and A Meija [Eds] "Health manpower planning" Geneva: WHO 1980.
- 10. Lynton and Pareek, "Training and Development".
- 11. Mager, RF Beach M "Developing Vocational Instruction" California: Fesaon Publishers.
- 12. Mager, "Preparation Instructional Objectives" California: Feason Publisher.
- 13. Pradhanga, YP "Health and Health Care in Nepal" [nepali] Bhaktapur.
- 14. Rajbhandari, SP. "Development Administration and Training" Kathmandu: Educational Enterprise, 1993. Machillian Education Limited, 1988.
- 15. Various Training Manuals Program conduct by National Health Training Centre, Ministry of Health HMG. Kathmandu, Nepal.

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Purbanchal University; Curriculum of BPH, Third year (V and VI semester)

Page **37** of **46** 

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Course Title	Health Economics and Health Financing	
Third Year	Sixth Semester Course Code : BPH 306.5-HEHF	
Credit Hours: 3	Full Mark: 100	Pass Mark: 50

#### **Course Introduction**

The course is designed to develop concepts on health economics and its various applications. The course attendants will learn how to apply the different principles of economics in public health. Students will develop economic viewpoints to identify and analyze the planning, implementation and evaluation of public health programs.

#### **Course objectives**

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

- Basic concepts of Health economics
- Principles and application of economics in public health
- Relationship of demand and supply of health care and its effect in price mechanism
- Techniques of cost analysis and economic evaluation of different public health programs
- Health budgeting and financing system of Nepal
- Concept and uses of different types of health insurance

#### **Course Contents**

#### **Unit 1: Concept of Health Economics**

- Meaning, scope of health economics
- Principles of health economics
- Role of health economics in health policy and planning
- Factors effecting health and development
- Relationship between health and development
- Macro -economics and health and clinical economics
  - National health account
  - o G.D.P. and G.N.P.
  - Total health care expenditure
  - Out of pocket payment
  - Contribution of government and external development partners
  - o Impact of out of pocket payment
- Equity in health- vertical equity and horizontal equity
- Economic efficiency- allocative efficiency and technical efficiency; production possibility frontier (PPF)

#### Unit 2: Demand and Supply of health care

• Concept of demand and supply; determinants; law of demand; law of supply; price mechanism

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- Health care demand
  - o Consumers as a health producer

Purbanchal University; Curriculum of BPH, Third year (V and VI semester)

Page 38 of 46

#### 10 Hours



- Health as a consumption good as well as investment good
- o Role of education, income and other factors in health care demand
- Suppler induced demand
  - o Doctor's monopoly, medicalization of health, information asymmetry, moral hazards
  - Conditional cash transfer and performance based payment
- Elasticity of demand and supply- price elasticity, income elasticity and cross elasticity of demand and supply

#### **Unit 3: Health Care Cost**

- Concept of different types of costs in health care;
  - o Accounting cost, financial and economic cost;
  - Opportunity cost;
  - Direct and indirect cost;
  - Total, average, and marginal cost;
  - Capital and recurrent cost,
  - Fixed and variable cost,
  - Tangible and intangible cost,
  - Contingency cost;
  - Short term and long term cost;
  - Explicit and implicit cost;
  - Historical and replacement cost;
  - Transaction cost and sunk cost.

#### Unit 4: Health Care Market

- Market structure and market power
- The monopoly model and perfectly competitive market
- Health care as a free market/command market/mixed market
- Role of government in health care market

#### **Unit 5: Economic Evaluation**

- Definition, importance, process and constraints of economic evaluation
  - o Cost effectiveness analysis
  - o Cost minimization analysis
  - Cost benefit analysis
  - Cost utility analysis

#### **Unit 6: Health Care Budgeting**

- Concept of budgeting in health care, principle and characteristics of budgeting
- Types- Regular, development, recurrent, program and operating budget
- Overview of national health budget- preparation, screening, sanction and receipt of budget

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#### Purbanchal University; Curriculum of BPH, Third year (V and VI semester)

Page **39** of **46** 

#### 4 Hours

4 Hours

#### 6 Hours

#### **Unit 7: Book Keeping and Auditing**

- Different methods: Single and double entry system
- Health care account- Concept, classification of accounts (real and nominal accounts, suspense accounts)
- Audit Concept of audit, types of audit- internal/external

#### **Unit 8: Health system and Financing**

- Concept, roles and functions of health system
- Concept of health financing
- Overview of health financing of Nepal

#### **Unit 9: Health Insurance**

- Concept of health insurance
- Overview of health insurance
- Types of health insurance- private, community, social
- Terminologies used in health insurance- premium, co-payment, deductibles, coinsurance, exclusions, maximum limit, capitation, limited coverage, adverse selection, medical underwriting, moral hazard (demand /supply side)

#### Unit 10: Socioeconomic factors and determinants of health

- Poverty
- Income distribution
- Education
- Employment
- Remittances
- Behaviour
- Demography

#### **Teaching learning methods**

Multiple methods will be used to acquire the above mentioned specific objectives

- Didactic lecture: mainly on the basic concepts, principles and theories
- Presentations: mainly on the events and issues of debate and diverse opinions
- Self learning: mainly on the issues, where further explanations are desired and materials are easily available for reading.

#### Evaluation

Internal assessment in different forms	20%
Final examination	80%

#### References

1. Rexford E. Santere, Stephen P. Neun. Health Economics: Theories, Insights, and Industry Purbanchal University; Curriculum of BPH, Third year (V and VI semester) Page 40 of 46 6 B.C.

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#### **3 Hours**

4 Hours

#### **3 Hours**



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- 3. Alastair M. Gray, Philip M. Clarke, Jane Wolstenholme, Sarah Wordsworth "Applied Methods of Cost-effectiveness Analysis in Healthcare" Oxford University Press, 2010
- 4. Mills A, Gilson L "*Health Economics for developing countries*" A survival kit, EPC publication number 17, summer 1988 (Reprinted August 1992)
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- 11. Cam Dondalson and Karen Gerard: *Economics of Health Care Financing: The visible Hands,* The Macmillan Press Ltd. 1993
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- 13. Commission on Macroeconomic and Health (CMH) Report WHO, Geneva 2001Dror DM, Preker AS.: Social Reinsurance, A New approach to Sustainable Community Health Financing, ILOand the World Bank, 2002
- 14. Santerre, Neun SP.: Health Economics-Theory and Practice, 1996HMG Nepal, Fiscal and Monetary Policy
- 15. Witter S., Ensor T., Jowett M.: *Health Economics for Developing Countries-practical guide,* The University of New York.
- 16. WHO, Economic Evaluation, 2000.
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Purbanchal University; Curriculum of BPH, Third year (V and VI semester)

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Page 41 of 46



Course Title	Practical Skill Development		
	(Health Service Management in Nepal)		
Third Year	Sixth Semester Course code: PSD 306.1-HSMN		
Credit Hour: 1	Full Mark: 50	Pass Mark: 30	

PSD is a course designed to deliver practical skills for the students to do necessary field visit and observation. Students will observe field based activities, collection of information, management and maintains all these things in log or practical book under the direct supervision of concern teacher and public health department. Students will acquire practical knowledge and skill on health service management in Nepal.

Details of PSD			
Subject	Practical Hour	Content	Log or practical book
Health services management in Nepal	32	<ul> <li>Seminar or workshop organize on any health issue, programme, plan, policy, strategy, public health law other emerging issue, international scenario etc (Process of seminar is depicted below)</li> <li>Preparation and submission of report to department</li> </ul>	Maintain
Total practical : 32 Hours			

#### Maintain process of log or practical book

- Write practical with specific detail, description, process and drawing manually
- All practical should be signed by respective teacher and head of the department/Coordinator
- All student must bring practical log book/ report in final examination
- Final examination will be based on practical

#### **Process of Seminar**

- Preparation (Title, background, objective, venue, date, time)
- Develop invitation letter both English and Nepali
- list of participant- any from bachelor level health sciences college (high coverage of all college; teacher and student) DOHS/DHO/DPHO/PHCC/HP/SHP, NGOs/INGOs/Bilateral/social organization/consultant etc)
- Implementation
  - Inauguration session
  - Methods- Round table discussion, panel discussion, desk review, presentation, brain storming, note taking etc)

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- Sort out the findings
- Sum up
- Report preparation and submission to public health department *Purbanchal University; Curriculum of BPH, Third year (V and VI semester)*

Page 42 of 46



#### **Organization of Seminar**

- Formation of groups
- Complete team work
- All management doing by student themselves (letter dispatch, communication, material management, venue management, refreshment, copy and printing, financial management)
- All the student must share all things in equality
- Supervision of student in terms of team working, sharing etc

Purbanchal University; Curriculum of BPH, Third year (V and VI semester)

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Page **43** of **46** 



Course Title	Term Paper Preparation		
	(Public Health Administration and Management)		
Third Year	Sixth Semester	Course code: TPP 306.2-PHAM	
Credit Hour: 1	Full Mark: 50	Pass Mark: 30	

TPP is a course designed to deliver practical skills for the students to do necessary field visit and observation. Students will observe field based activities, collection of information, management and maintains all these things in log or practical book under the direct supervision of concern teacher and public health department. Students will acquire practical knowledge and skill on public health administration and management.

Details of TPP			
Subject	Practical Hour	Content	Log or practical book
Public health administration	32	<ul> <li>Study and preparation of report on POSDCORB model of any social welfare organization/business organization/NGO/INGO or registered organization with managerial analysis</li> <li>Observe the recording, reporting, registration, reference in Nepali and English system in own college</li> <li>Presentation and submission of report to public health department of concern college and respective institution</li> </ul>	Maintain
Total practica	1: 32 Hour	rs	·

#### Maintain process of log or practical book

- Write practical with specific detail, description, process and drawing manually
- All practical should be signed by respective teacher and head of the department/Coordinator
- All student must bring practical log book/ report in final examination
- Final examination will be based on practical

Purbanchal University; Curriculum of BPH, Third year (V and VI semester)

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Page 44 of 46



Course Title	Practical Skill Development		
	(Training & Curriculum Development)		
Third Year	Sixth Semester Course code: PSD 306.3-TCD		
Credit Hour: 1	Full Mark: 50Pass Mark: 30		

PSD is a course designed to deliver practical skills for the students to do necessary field visit and observation. Students will observe field based activities, collection of information, management and maintains all these things in log or practical book under the direct supervision of concern teacher and public health department. Students will acquire practical knowledge and skill on training and curriculum development.

Details of PSD			
Subject	Practical Hour	Content	Log or practical book
Training and curriculum development	32	<ul> <li>At least 2 days training module preparation and development with detail lesson plan of any public and social health area</li> <li>Development of training curriculum to specify the target participant</li> <li>Organize the training programme within the college premise to the lower class and certification to them</li> <li>Presentation and submission of report to department</li> </ul>	Maintain
Total practical : 32 Hours			

#### Maintain process of log or practical book

- Write practical with specific detail, description, process and drawing manually
- All practical should be signed by respective teacher and head of the department/Coordinator
- All student must bring practical log book/ report in final examination
- Final examination will be based on practical

Purbanchal University; Curriculum of BPH, Third year (V and VI semester)

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Page 45 of 46



Course Title	Term Paper Preparation		
	(Health Economics and Health Financing)		
Third Year	Sixth Semester	Course code: TPP 306.4-HEHF	
Credit Hour: 1	Full Mark: 50	Pass Mark: 30	

TPP is a course designed to deliver practical skills for the students to do necessary field visit and observation. Students will observe field based activities, collection of information, management and maintains all these things in log or practical book under the direct supervision of concern teacher and public health department. Students will acquire practical knowledge and skill on Health economic and health financing

Details of TPP			
Subject	Practical Hour	Content	Log or practical book
Health Economics and Health Financing	32	<ul> <li>Development of financial proposal in any health related development, programme</li> <li>Analysis of cost effective and cost recovery of different programme of health</li> <li>Presentation and report to department</li> <li>Select any one title, preparation, presentation and submission of term paper on health economics and health financing</li> </ul>	Maintain
Total practical : 32 Hours			

#### Maintain process of log or practical book

- Write practical with specific detail, description, process and drawing manually
- All practical should be signed by respective teacher and head of the department/Coordinator
- All student must bring practical log book/ report in final examination
- Final examination will be based on practical

Purbanchal University; Curriculum of BPH, Third year (V and VI semester)

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Page 46 of 46