

<b>Course Title</b>	<b>Environmental Health and Ecosystem</b>	
<b>Second Year</b>	<b>Third Semester</b>	<b>Course Code - BPH 203.1-EHE</b>
<b>Credit Hours: 3</b>	<b>Full Mark: 100</b>	<b>Pass Mark: 50</b>

### *Learning Objectives*

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

- Understand the concept of ecosystem approaches and the environmental determination of human health.
- Describe and develop the ecosystem approach for assessing causal linkages between human health and the natural and anthropogenic environments.
- Apply ecosystem management approaches to improve human health with particular emphasis on the use of participatory methods.
- Know the existing states of the environmental problems and strategy of management
- Disseminate the concept of improving human health through better ecosystem (environment) management that respects humans development imperatives;
- Know the major types of pollution and their effects on human health with special reference to Nepal

**Course contents:**

<b>Existing</b>	<b>Micro-syllabus</b>
<p><b>Unit 1: Introduction (6 Hours)</b></p> <ul style="list-style-type: none"> <li>• Concept of environment</li> <li>• Dynamic of environment</li> <li>• Components of environment               <ul style="list-style-type: none"> <li>- Atmosphere</li> <li>- Hydrosphere</li> <li>- Lithosphere</li> <li>- Biosphere</li> </ul> </li>   <li>• Ecosystem               <ul style="list-style-type: none"> <li>- Concept of ecosystem</li> <li>- Structure of an ecosystem, overview of basic types</li> <li>- Flow of energy and biogeochemical cycles</li> <li>- Diversity, productivity and stability in an ecosystem</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Concept of Environment: Definition, Natural and Anthropogenic environment;</li> <li>○ Dynamic of environment: Justification: “why environment is dynamic”;</li> <li>○ Components of Environment:           <ul style="list-style-type: none"> <li>○ Atmosphere: Structure and importance of atmosphere(Troposphere,stratosphere, Mesosphere and Thermosphere)</li> <li>○ Hydrosphere: Global distribution of water, concept of Lentic and Lotic systems;</li> <li>○ Lithosphere: different layers of lithosphere, Component of soil and their importance</li> <li>○ Biosphere: concept of biosphere</li> </ul> </li>   <li>• Ecosystem:           <ul style="list-style-type: none"> <li>○ Concept of ecosystem, Structure of ecosystem: Abiotic and biotic components and their significant role in ecosystem;</li> <li>○ Basic types of ecosystem (Aquatic and Terrestrial ecosystem and their sub types);</li> <li>○ Flow of Energy: concept of Ecological efficiency, Justification of the statement “the more trophic levels or steps in a food chain or web, the greater the accumulative loss of usable energy as energy flows through the various trophic level”</li> <li>○ Biogeochemical cycle: concept of macro and micronutrient, major types of Nutrient cycles, water cycle, Carbon cycle, Nitrogen cycle and phosphorus cycle and their importance, human impact on these cycles;</li> <li>○ Diversity, productivity and stability in an ecosystem: concept of diversity, productivity (GPP, NPP and NP) and stability, relationship between Diversity, productivity and stability.</li> </ul> </li> </ul>

<p><b>Unit 2: Ecosystem Approaches to Human Health (4 Hours)</b></p> <ul style="list-style-type: none"> <li>• Concept of ecosystem approach</li> <li>• Health as a generic and holistic concept.</li> <li>• Ecosystem approach to human health and diseases</li> <li>- Agro ecosystem</li> <li>- Links between agro ecosystem and human health</li> </ul>	<ul style="list-style-type: none"> <li>• Concept of ecosystem approach and traditional approach, examples of ecosystem approach to improve human health/prevent diseases;</li> <li>• Health as a generic and holistic concept</li> <li>• Agroecosystem: concept and types</li> <li>• Links between Agroecosystem and Human Health</li> </ul>
<p><b>Unit 3: Common Environmental Problems in context of Nepal (6 Hrs)</b></p> <ul style="list-style-type: none"> <li>• Deforestation</li> <li>• Soil erosion</li> <li>• River siltation</li> <li>• Flooding and drought</li> <li>• Desertification</li> <li>• Acid rain</li> <li>• Loss of Biodiversity</li> <li>• Different types of pollution and pollutants</li> <li>• Global warming and green house gases</li> </ul>	<p>Common Environmental Problems: Causes, Status, effects, control and preventive measures</p> <ul style="list-style-type: none"> <li>• Deforestation</li> <li>• Soil erosion</li> <li>• River siltation</li> <li>• Flooding and drought</li> <li>• Desertification</li> <li>• Acid rain</li> <li>• Loss of Biodiversity</li> <li>• Different types of pollution and pollutants</li> <li>• Global warming and green house gases</li> </ul>

<p><b>Unit 4: Air Pollution and Human Health (6 Hours)</b></p> <ul style="list-style-type: none"> <li>• Concept, types and sources of air-pollution</li> <li>• Effects of air-pollution on human health</li> <li>• Effects of air-pollution on Ozone layer and global climate</li> <li>• Controlling air-pollution</li> </ul>	<ul style="list-style-type: none"> <li>• Air pollution: Concept, Types of air pollution (Outdoor, Indoor and Transboundary air pollution);</li> <li>• Air pollutants: classification of air pollutants including primary and secondary air pollutants, Major types of Air pollutants(CO, NO<sub>x</sub>, SO<sub>2</sub>, Hydrocarbons, Particulate matter (PM<sub>10</sub> and PM<sub>2.5</sub>);</li> <li>• Factors that affect air pollution; Concept of temperature inversion, Photochemical smog;</li> <li>• Effects of Air pollution on Human health: Effects of CO, NO<sub>x</sub>, SO<sub>2</sub>, Hydrocarbon, PM<sub>10</sub>, Lead, photochemical smog and human health, Key facts of air pollution on human health;</li> <li>• Effects of air pollution on ozone layer and global climate;</li> <li>• Controlling air pollution/WHO recommendation.</li> </ul>
<p><b>Unit 5: Water Pollution and Human Health (9 Hrs)</b></p> <ul style="list-style-type: none"> <li>• Human health and water quality</li> <li>• Types and sources of water-pollution</li> <li>• Effects of water-pollution on human health</li> <li>• Water and water related diseases</li> <li>• Water purification measures (Small and large scale)</li> <li>• Water quality and purification in emergency/disaster condition</li> <li>• WHO standard and prevention and control measures.</li> <li>• Control of water Pollution</li> </ul>	<ul style="list-style-type: none"> <li>• Water pollution: Types (Surface and Ground water pollution and sources (point and non-point sources); water pollution parameters; Effects of water pollution on human health, water related diseases( water borne, Water washed, water based and water related vector borne diseases)</li> <li>• Water and water purification: Safe and wholesome water, water quality parameter, water purification measures: Domestic: Boiling, Chemical disinfection, Filtration, SODIS), Large Scale: Slow and rapid sand Filtration, Water purification in emergency/disaster condition</li> <li>• Water pollution control: waste water treatment: need of treatment, working mechanism of primary, secondary and tertiary treatment</li> </ul>

<p><b>Unit 6: Solid and Hazardous Wastes and Human Health (6 Hrs)</b></p> <ul style="list-style-type: none"> <li>• Concept of waste, type, sources</li> <li>• Effects of hazardous and non hazardous waste</li> <li>• Resource recovery from solid waste</li> <li>• Solid waste disposal and management</li> </ul>	<ul style="list-style-type: none"> <li>• Concept, types and sources of solid and hazardous waste</li> <li>• Effects of waste on human health</li> <li>• Resource recovery from Solid waste: Composting, Vermicomposting, Pelletization, Pyrolysis, Energy (Biogas) recovery</li> <li>• waste hierarchy; Solid waste disposal and management: segregation, collection, transportation, and Final disposal (landfilling)</li> </ul>
<p><b>Unit 7: Noise Pollution and Human Health (3 Hrs)</b></p> <ul style="list-style-type: none"> <li>• Concept and sources of noise-pollution</li> <li>• Effects of noise-pollution on human health</li> <li>• Controlling air-pollution</li> </ul>	<ul style="list-style-type: none"> <li>• Concept of noise pollution: definition, safe/permissible noise level</li> <li>• Effects of noise pollution on human health: auditory and non-auditory effects</li> <li>• Control measures on noise and air pollution: source control, path control and receiver control</li> </ul>
<p><b>Unit 8: Pesticides and Human Health (4 Hrs)</b></p> <ul style="list-style-type: none"> <li>• Pesticides: types and effect on health</li> <li>• Pesticides pollution</li> <li>• Alternative method of pest control</li> <li>• Pesticide regulation</li> </ul>	<ul style="list-style-type: none"> <li>• Pesticides: major benefits of pesticides; major types of pesticides(Insecticide, Herbicides and Fungicides); First and Second generation pesticides and their use; Pesticides use in Nepal</li> <li>• Pesticide pollution: Problems associated with the use of pesticides: Persistence, Bioaccumulation and Biomagnification, Pesticide resistance); Effects on human health</li> <li>• Alternative methods of pest control: Mechanical control, Physical control, cultivation practices, Pheromonal control, Botanical pesticides, Biological control; Integrated Pest management(IPM), merits and demerits of IPM</li> <li>• Pesticide regulation</li> </ul>
<p><b>Unit 9: Shelter and Human Health (4 Hrs)</b></p> <ul style="list-style-type: none"> <li>• Definition of shelter</li> <li>• Detrimental effect of poor housing</li> </ul>	<ul style="list-style-type: none"> <li>• Shelter and Human Health: Definition of shelter, and housing</li> </ul>

<ul style="list-style-type: none"><li>• Principles of housing and health</li><li>• Standards of housing</li><li>• Concept of healthy cities and healthy villages</li></ul>	<ul style="list-style-type: none"><li>• Detrimental effects of poor housing: physical, and mental stress</li><li>• principles of healthy housing</li><li>• standards of Housing</li><li>• concept of healthy cities and villages and its solution</li></ul>
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<b>Course Title</b>	<b>Practical Skill Development (Environmental Health and Ecosystem)</b>
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<b>Second Year</b>	<b>Third Semester</b>	<b>Course code: PSD 203.1-EHE</b>
<b>Credit Hour: 1</b>	<b>Full Mark: 50</b>	<b>Pass Mark: 30</b>
<p><b>Course description</b>  PSD is a course designed to deliver practical skills for the students to do necessary lab demonstration. Students will observe the lab and field based demonstration, 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 environment health and ecosystem.</p>		

<b>Exixting content</b>	<b>Micro-syllabus</b>	<b>References</b>
<ul style="list-style-type: none"> <li>Demonstration of water purification in small scale in laboratory setting</li> </ul>	<ul style="list-style-type: none"> <li>SODIS, Filtration</li> </ul>	<p>Experimental methods on water quality analysis(K. K.Maharjan)</p>
<ul style="list-style-type: none"> <li>Lab test of water quality by using reagent (Turbidity, inorganic, organic pollutant, coliform)</li> </ul>	<ul style="list-style-type: none"> <li>Turbidity (Turbidity meter)</li> <li>Total Dissolved Solids(TDS meter)</li> <li>Chloride (Argentometric method)</li> <li>Dissolved Oxygen(Winkler Iodometric method)</li> <li>ph</li> <li>Coliform (Coliform test kit/MPN method)</li> </ul>	
<ul style="list-style-type: none"> <li>Test of hardness and softness of water</li> </ul>	<ul style="list-style-type: none"> <li>Total Hardness (EDTA-method)</li> </ul>	
<ul style="list-style-type: none"> <li>Mechanism of Alum, chlorine in water Purification</li> </ul>	<ul style="list-style-type: none"> <li>Use of alum and Bleaching powder/chlorine solution in raw water/tank/well.</li> <li>Free residual Chlorine(FRC)</li> </ul>	
<ul style="list-style-type: none"> <li>BOD measurement of water</li> </ul>	<ul style="list-style-type: none"> <li>BOD measurement (BOD-5 days incubation)</li> </ul>	
<ul style="list-style-type: none"> <li>Process of air quality test</li> </ul>	<ul style="list-style-type: none"> <li>Theoretical process</li> </ul>	
	<ul style="list-style-type: none"> <li>Noise measurement (Noise meter)</li> </ul>	
<ul style="list-style-type: none"> <li>Demonstration to public health and sanitation laboratory in college or special anywhere setting</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration of Compost bin, Vermicomposting, different types of latrines, model of Eco-san toilet, water harvesting model,</li> </ul>	
<ul style="list-style-type: none"> <li>Concurrent observation field visit</li> </ul>	<ul style="list-style-type: none"> <li>Rapid sand filtration/Slow sand</li> </ul>	

of water purification in large scale	filtration	
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<b>Course Title</b>	<b>Family Health, Maternal and Child Health</b>	
<b>First Year</b>	<b>Third Semester</b>	<b>Course code BPH 103.2-FHMCH</b>
<b>Credit Hours: 3</b>	<b>Full Mark: 100</b>	<b>Pass Mark: 50</b>

<ul style="list-style-type: none"> <li>Concurrent field visit of dumping site ( study of waste management process and environmental effects)</li> </ul>	<ul style="list-style-type: none"> <li>Landfill site, Transfer station</li> </ul>	
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Preparation and submission of all related visit, lab, report to department

Community habitual in water purification and waste management report (in group)

**Course Description:**

The course is designed and to impart the basic knowledge and understanding on family health, maternal and child health, parenthood, which will provide a better perspective in, managing public health care system in keeping with the knowledge of family, maternal and child health and their components.

**Learning Objectives:**

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

- Understand the importance and the implication of family and reproductive health.
- Conceptualized the problems and solutions of maternal and child health.
- Conceptualized the social issues and right of child
- Understand about the parenthood and theirs application in healthy family development

**Course Contents**

<b>Existing</b>	<b>Micro-syllabus</b>	<b>Text Book or Reference Mat</b>
<b>Unit1: Concept of Family Health 6 Hours</b>		
<ul style="list-style-type: none"> <li>Definition of family, family</li> </ul>	<ul style="list-style-type: none"> <li>Definition of family, family</li> </ul>	<b>Friedman MM “ Family Theo</b>



<p>health, family environment, family support, scope of family health and types of family</p> <ul style="list-style-type: none"> <li>• Describe holistic model of family health biomedical, bio-psycho- social models and their determinants</li> <li>• Functions of family and its importance in health, illness, recovery and rehabilitation</li> <li>• Major Indication of Family Health and reproductive health.</li> </ul>	<p>health, family environment, family support, scope of family health and types of family</p> <ul style="list-style-type: none"> <li>• Describe holistic model of family health biomedical, bio-psycho- social models and their determinants</li> <li>• Functions of family and its importance in health, illness, recovery and rehabilitation</li> <li>• Major Indication of Family Health and reproductive health.</li> </ul>	<p><b>practices”</b>  <b>Bhandari Gita “An Introduction to family health”</b></p>
<ul style="list-style-type: none"> <li>• Unit 2: Reproductive Health 4 Hours</li> </ul>		
<ul style="list-style-type: none"> <li>• Describe the concept of reproductive health, its determinants</li> <li>• Overview of components of reproductive health</li> <li>• Explain the major problems related to reproductive health</li> <li>• Describe the approaches to address the reproductive health problems</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the concept of reproductive health, its determinants</li> <li>• Overview of components of reproductive health</li> <li>• Explain the major problems related to reproductive health</li> </ul> <p>Describe the approaches to address the reproductive health problems</p>	
<p><b>Unit 3: Maternal health 12 Hours</b></p>		
	<ul style="list-style-type: none"> <li>• Concept and Scope of maternal</li> </ul>	<p><b>Recent Publication from n</b></p>

<ul style="list-style-type: none"> <li>• Concept and Scope of maternal health</li> <li>• Safe motherhood and its components</li> <li>• Overview of maternal health status</li> <li>• Safe motherhood components</li> <li>• Major conditions causing morbidity and mortality</li> <li>• Socio-economic, educational and cultural factors affecting maternal morbidity and mortality and utilization of material care.</li> <li>• Components of maternal health care inducing ANC, INC, PNC, prevention of teenage marriage and pregnancy, PMTCT and Safe motherhood, maternity waiting home, Safe birthing practices, safe medical abortion.</li> <li>• Concept, types and process of maternal and perinatal death review</li> <li>• Concept of infertility, causing infertility and sub-fertility</li> <li>• Concept of In-vitro fertilization (IVF), impact of IVF in family in context of Nepal</li> <li>• Educating women in health related materials.</li> <li>• Maternal cycle, maternal and child health problem in Nepal</li> <li>• Concept, objectives, strategy, activity and challenges of AamaSurakshyaKaryakram in Nepal</li> </ul>	<p>health</p> <ul style="list-style-type: none"> <li>• Overview of maternal health status</li> <li>• Safe motherhood and its components</li> <li>• Components of maternal health(Antenatal Care, Intra natal Care, Postnatal Care)</li> <li>• Concept of PMTCT</li> <li>• Maternity waiting home, Safe birthing practices</li> <li>• Concept of infertility, causes of infertility and sub-fertility</li> <li>• Concept of In-vitro fertilization (IVF), impact of IVF in family in context of Nepal</li> <li>• Maternal and child health problem in Nepal</li> <li>• Concept, objectives, strategy, activity and challenges of AamaSurakshyaKaryakram in Nepal</li> </ul>	<p>source (WHO, UNICEF)</p>
<p><b>Unit 4: Child Health 18 Hours</b></p>		

<ul style="list-style-type: none"> <li>• Define children, Overview of child health status</li> <li>• Major causes of infants and child morbidity and mortality in Nepal.</li> <li>• Socio-economic, educational and cultural factors affecting child rearing practices and child health care activities in Nepal.</li> <li>• Components of child health care –GOBI-FFF</li> <li>• Baby friendly hospitals, breast feeding, and complementary feeding.</li> <li>• Prioritizing the child health needs in modern condition</li> <li>• Principles of screening and child health surveillance.</li> <li>• Community based management of child health</li> <li>• EPI, NID, CDD, ARI, childhood nutrition problems, vaccines preventable childhood disease and parasitic diseases.</li> <li>• CB-IMCI, CBNCP</li> <li>• UN convention on the Rights of Child, concern of child in constitution and Nepalese law</li> <li>• Recommendations from World Summit for Children Cairo Habitat II</li> <li>• Social aspects of Child</li> <li>• Child abuse, child prostitution, child trafficking, street children, child labour, child</li> <li>• protection and child rights and child laws.</li> <li>• Effect of conflicting situation, urbanization and refuge situation of children.</li> <li>• Major causes of accident and handicapped conditions in</li> </ul>	<ul style="list-style-type: none"> <li>• Terminologies used in child health</li> <li>• Overview of child health status(Neonates, Infants and Child)</li> <li>• Major causes of neonates, infants and child morbidity and mortality in Nepal</li> <li>• Socio-economic, educational and cultural factors affecting child rearing practices and child health care activities in Nepal.</li> <li>• Components of child health care –GOBI-FFF</li> <li>• Baby friendly hospital (Baby friendly Hospital initiative, Criteria for Hospital to be said baby friendly)</li> <li>• Breast feeding (Concept of breast feeding, Importance of breastfeeding)</li> <li>• Complementary feeding.</li> <li>• Prioritizing the child health needs in modern condition</li> <li>• Child Health Surveillance</li> <li>• Community based management of child health</li> <li>• EPI, NID, CDD, ARI, childhood nutrition problems, vaccines preventable childhood disease and parasitic diseases.</li> <li>• CB-IMCI, CBNCP and any recent concept related to this</li> <li>• UN convention on the Rights of Child, concern of child in constitution and Nepalese law</li> <li>• Social aspects of Child</li> <li>• Child abuse, child prostitution, child trafficking, street children, child labour, child protection and child rights and child laws</li> <li>• Effect of conflicting situation, urbanization and refuge situation</li> </ul>	
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<ul style="list-style-type: none"> <li>○ Rehabilitation, CBR vs. Institutionalization.</li> <li>● Legal issues regarding handicapped persons.</li> <li>● Physical, sexual, drug and alcohol abuse among children</li> </ul>	<ul style="list-style-type: none"> <li>○ Rehabilitation, CBR vs. Institutionalization.</li> <li>● Legal issues regarding handicapped</li> <li>● Physical, sexual, drug and alcohol abuse among children</li> <li>●</li> <li>●</li> </ul>	
<b>Unit 5: Responsible Parenthood 8 Hours</b>		
<ul style="list-style-type: none"> <li>● Family health needs and determinants of healthy family</li> <li>● Functional and dysfunctional families and its effect on health</li> <li>● Meaning and concept of responsible parenthood</li> <li>● Responsible parenthood practices and its effect on family health</li> <li>● Men as fathers, family and community members</li> <li>● Motivating father for family health , personal hygiene, sexual hygiene, birth spacing</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Meaning and concept of responsible parenthood</li> <li>● Responsible parenthood practices and its effect on family health</li> <li>● Men as fathers, family and community members</li> <li>● (Economic providers, Father's responsibility in child care, women right, family support, health promotion and rehabilitation)</li> <li>● Motivating father for family health , personal hygiene, sexual hygiene,</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>

<b>Course Title</b>	<b>Population Studies and Family Planning</b>	
<b>Second Year</b>	<b>Third Semester</b>	<b>Course code : BPH 203.3-PSFP</b>
<b>Credit Hours: 3</b>	<b>Full Mark: 100</b>	<b>Pass Mark: 50</b>

### Course Descriptions:

The course imparts a basic knowledge of population concepts, theories and models in relationship with public health and identifying emerging issues in medical demographic and family planning. The understanding of medical demography will provide a better perspective in

managing public health delivery system and methods for calculating different demographic indicators and their interpretation.

### Learning Objectives:

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

- Understand the basic demographic techniques for population and health analysis
- Understand the structure, characteristics, and components of population and population growth
- Familiarize students with population dynamics of Nepal
- Identify the impact of population growth on public health, ecology and development
- Know the different method of family planning and provide counselling to the clients for the adoption of appropriate family planning scheme

### Course Contents

Existing	Micro-syllabus	Text Book or Reference Materials
<b>Unit 1: Introduction</b> <b>4 Hours</b>		
Introduction, and Importance of population health studies and medical demography in public health Application of medical demography in Public Health System, Program and Research Sources of population data and importance of population census, vital registration system, sample surveys, health institution data, national and international publications Demographic Health Surveys in Nepal	<ul style="list-style-type: none"> <li>• Concept of demography, and Population studies</li> <li>• Importance of demography and population studies in public health.</li> <li>• Sources of demographic data : primary and secondary</li> </ul>	Bhende, A.A. & Kanitkar, T.(2003), <i>Principles of Population Studies</i> . Mumbai: Himalayan Publishing House
<ul style="list-style-type: none"> <li>• Unit 2: Population Theories, policy and programs</li> </ul> <b>6 Hours</b>		
<ul style="list-style-type: none"> <li>• Early thinking on Population issues</li> <li>• Malthusian doctrine and Neo-Malthusians, Cornucopias concepts</li> <li>• Demographic transition theory</li> </ul>	<ul style="list-style-type: none"> <li>• Early thinking on Population issues(Ancient and medieval writings on population : Confucius, Plato, Aristotle, Kautilya and Cecero)</li> </ul>	Bhende, A.A. & Kanitkar, T.(2003), <i>Principles of Population Studies</i> .

<ul style="list-style-type: none"> <li>• Essential requisite of population policy</li> <li>• Recent goal, target, strategies and population program of Nepal</li> <li>• Analysis the population policy of Nepal and its comments <ul style="list-style-type: none"> <li>•</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Malthusian doctrine and Neo-Malthusians, &amp; Cornucopias concepts</li> <li>• Malthusian Vs Marxian concept</li> <li>• Demographic Transition theory : concept, History and stages</li> <li>• Population policy : concept, Types and importance of population polices in public health.</li> </ul> <p>Recent population policy and prorammes in Nepal</p>	<p>Mumbai: Himalayan Publishing House</p> <p><i>Documents of Recent and various development plans of Nepal</i></p>
<p>Population pyramid, types of population pyramid, trend analysis and comparison of population pyramid between developing and developed countries</p> <p>Importance of age and sex structure, Define literacy rate, sex ratio and dependency ratio</p> <p>Concept of young and old age population and aging of population, decaying of population</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b><u>Age composition</u></b></p> <ul style="list-style-type: none"> <li>• concept and importance of age and sex structure</li> <li>• concept of young and old age population and aging of population, decaying of population</li> <li>• <b><u>Measures of age composition</u></b> : index of ageing, dependency ratio, potential support ratio, mean and median age</li> </ul> <p><b><u>Sex Composition</u></b> Sex ratio, sex ratio at birth, sex ratio at death</p> <p><b><u>Measures of education characteristics</u></b> : Literacy rate</p> <p><b><u>Population Pyramid</u></b> : concept, construction, types, importance and comparison of population between developed and developing countries</p>	<p>Bhende, A.A. &amp; Kanitkar, T.(2003), <i>Principles of Population Studies</i>. Mumbai: Himalayan Publishing House</p> <p>Misra, B.D.(2004). <i>An Introduction to the study of Population</i>(3rd ed). New Delhi: South Asian Publishers Pvt Ltd.</p> <p>Gautam, L.P. (2071). <i>Basic Demographic Techniques and Measures</i>. Biratnagar: Popular Prakashan.</p>
<ul style="list-style-type: none"> <li>• Unit 4: Components of population growth 8 Hours</li> </ul>		
<p><b>Fertility</b></p>	<ul style="list-style-type: none"> <li>• Concept of fertility and fecundity</li> </ul>	<p>Misra, B.D.(2004). <i>An Introduction to</i></p>

<p>o Measure of fertility and its importance</p> <ul style="list-style-type: none"> <li>- Concept of fertility and its different measures such as; Crude birth rate, specific rates and total fertility rate</li> </ul> <p>o Other measures of fertility and some concepts</p> <ul style="list-style-type: none"> <li>- Child women ratio and its use</li> <li>- Standardized birth rates and its purpose</li> <li>- Replacement level of fertility</li> <li>- Population momentum</li> <li>- Factors affecting fertility</li> <li>- Baby boom and baby bust syndrome</li> </ul> <p>o Measures of reproduction</p> <ul style="list-style-type: none"> <li>- Concepts and importance of gross and net reproduction rate</li> <li>•</li> </ul>	<p>• <b>Measures of fertility:</b></p> <p><b><u>General rates</u></b> : Crude birth rate, General fertility rate, age specific fertility rate, total fertility rate , child women ratio,</p> <p><b><u>specific rates:</u></b> General marital fertility rate, age specific marital fertility rate and total marital fertility rate</p> <p><b><u>Reproduction rates</u></b> Gross reproduction rate and Net reproduction rate concept of:</p> <ul style="list-style-type: none"> <li>• Replacement level of fertility</li> <li>• Population momentum</li> <li>• Factors affecting fertility</li> <li>• Baby boom and baby bust syndrome</li> </ul>	<p><i>the study of Population</i>(3rd ed). New Delhi: South Asian Publishers Pvt Ltd.</p> <p>Gautam, L.P. ( 2071). <i>Basic Demographic Techniques and Measures</i>. Biratnagar: Popular Prakashan</p> <p>Ramakumar, R.( ). <i>Technical Demography</i>.New Delhi : Wiley Eastern Limited</p> <p>Shryock, H. S, Siegel, J.B. and Associates ( ). <i>The Methods and Materials of Demography</i> (condensed edition). New York : Academic Press INC.</p> <p>Pathak, K.B. &amp; Ram, F. (1992). <i>Techniques of Demographic Analysis</i>. Mumbai: Himalya Publishing House.</p>
<p><b>Mortality</b></p> <p>o Measure of mortality</p> <ul style="list-style-type: none"> <li>- Concepts and importance</li> <li>- Crude and specific rates, infant and</li> </ul>	<ul style="list-style-type: none"> <li>• Concept of mortality and morbidity</li> <li>• <b>measures of mortality:</b> <ul style="list-style-type: none"> <li>-Crude death rate,</li> <li>-Age specific death rate,</li> </ul> </li> </ul>	

<p>maternal mortality ratio</p> <ul style="list-style-type: none"> <li>- Other measures of mortality; Neonatal and post neonatal mortality, fetal, prenatal and perinatal mortality rates</li> <li>- Standardized death rate and its importance</li> <li>o Factors affecting mortality <ul style="list-style-type: none"> <li>•</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>-Infant mortality rate: Neonatal and post neonatal mortality rate,</li> <li>-Foetal and perinatal mortality rate</li> <li>-Child mortality rate and</li> <li>-Maternal mortality ratio</li> <li>• Concept and use of life table</li> <li>• Factors affecting mortality</li> </ul>	
<p><b>Migration</b></p> <ul style="list-style-type: none"> <li>o Some measures of migration</li> <li>o Concepts, some useful terms, types of migration</li> <li>o Estimation of life time and intercensal migration</li> <li>o Factors affecting migration <ul style="list-style-type: none"> <li>•</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Concept of migration and mobility</li> <li>• terms of migration</li> <li>• types of internal and international Migration</li> <li>• factors affecting migration</li> <li>• Basic measures of internal and international migration</li> </ul>	
<p><b>Unit 5: Population Projections 4 Hours</b></p>		
<p>Importance of population projection, difference between projection and estimation</p> <p>Population projection by balancing equation</p> <p>Population growth in Nepal and the growth pattern in the world</p> <p>Mathematical methods of population projection and their appropriate use and constraint</p> <ul style="list-style-type: none"> <li>o Arithmetical model</li> <li>o Geometric model</li> <li>o Exponential model <ul style="list-style-type: none"> <li>•</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• concept of population change</li> <li>• measures of population growth and doubling time <ul style="list-style-type: none"> <li>-Linear,</li> <li>-geometric and</li> <li>- exponential method</li> </ul> </li> <li>• Trend of Population growth in Nepal</li> <li>• concept of population projection, estimation and forecast</li> <li>• Method of population projection : <ul style="list-style-type: none"> <li>-Balancing equation,</li> <li>-linear,</li> <li>-geometric and</li> <li>-exponential model</li> </ul> </li> </ul>	<p>Misra, B.D.(2004). <i>An Introduction to the study of Population</i>(3rd ed). New Delhi: South Asian Publishers Pvt Ltd.</p> <p>Gautam, L.P. ( 2071). <i>Basic Demographic Techniques and Measures</i>. Biratnagar: Popular Prakashan.</p> <p>Shryock, H. S, Siegel, J.B. and Associates ( ). <i>The Methods and Materials of Demography</i></p>



		(condensed edition). New York : Academic Press INC.
<ul style="list-style-type: none"> <li>Unit 6: Medical Demography 3 Hours</li> </ul>		
<p>Concept, definition and importance of medical demography, Different measure and calculation of medical demography; Population ratio with different levels of health worker (Public health, doctor, nurse, paramedics), Doctor nurse ratio, hospital bed ratio, population coverage by different health institution</p> <p>Concept of medical record and its importance</p> <ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Concept, definition and importance of medical demography, and population health studies in public health system</li> <li>Different measure and calculation of medical demography: -Population ratio with different levels of health worker (Public health, doctor, nurse, paramedics), Doctor nurse ratio, hospital bed ratio, population coverage by different health institution</li> <li>Concept and importance of Health Management and Information System (HMIS) in Nepal</li> </ul>	<p>CBS, (various issues). Statistical Pocket Books. GON, MoHP, Department of Health service . <i>Health Management Information System</i></p>
<ul style="list-style-type: none"> <li>Unit 7: Population, Ecology and Development 5 Hours</li> </ul>		
<p>Relationship between population, ecology and development</p> <p>Population growth and economic development</p> <p>Population explosion and its effect in ecology and public health</p> <p>Interrelationship between population, resources, environment and development</p> <p>Quality of human life (Human development index and indicators)</p>	<ul style="list-style-type: none"> <li>Relation between population and development : causes and consequences of high fertility and its impact on economic development esp. in developing countries</li> <li>Population explosion and its effect in ecology and public health</li> <li>Relationship between population and ecology</li> </ul>	<p>Misra, B.D.(2004). <i>An Introduction to the study of Population</i>(3rd ed). New Delhi: South Asian Publishers Pvt Ltd.</p> <p>Todardo, M. P. &amp; Smith, S.C.(2007). <i>Economic Development</i>( 8th edition).</p>

<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Interrelation among population, resources and environment</li> <li>• Demographic dividend and its situation in Nepal</li> <li>• Quality of Human life: concept of Human development, human development indicator and index</li> </ul>	<p>Recent and various Human development reports  Kent , M.M. &amp;Haub, C. (2005) . <i>Population Bulletin: Global divide</i>. Washington D.C . Population Reference Bureau. and other recent population bulletin  Recent population datasheet published by PRB</p>
<ul style="list-style-type: none"> <li>• . Unit 8: Faming Planning 12 Hours</li> </ul>		
<p>Definition and concept of FP.  Describe types, their mode of action, benefit, side effects, indication and contraindication of contraceptive devices and recent trends in contraception  Discuss factors associated with use and non use of contraceptives  Importance of counselling, counselling of eligible couples and follow-up.  Calculation of indicators that are commonly used in FP  Analyze the importance of FP programme in health (social. economic, environment, quality of life etc.)  Discuss the role of men in family planning  Population problems and need for family planning in Nepal.  Explain the approaches to conduct the FP programmes  Planning, organizing, managing and evaluation FP activities including health education with special emphasis on the Nepalese.</p>	<ul style="list-style-type: none"> <li>• <b>Family Planning:</b> concept, Types,mode of action, possible side effects, indication and contraindication of contraceptive devices</li> <li>• <b>counselling :</b>concept, types, importance, follow up of counselling and counselling of eligible couples.</li> <li>• factors affecting the use of contraceptives</li> <li>• Role of male in family planning</li> <li>• Indicators commonly used in Family planning</li> <li>• Approaches to conduct the FP program</li> <li>• Importance of FP program in health from the point of view of social, economic, environment and quality of life</li> <li>• Need of family planning in Nepal.</li> <li>• Planning, organizing, managing and evaluation FP</li> </ul>	<p>Family planning : A  Global Hand book for providers  Park, K. ( latest).  <i>Preventive and social medicine</i>( edition).  Jabalpur : M/s  BanarsidasBhanot</p>

	<ul style="list-style-type: none"> <li>• activities including health education with special emphasis on the Nepalese</li> </ul>	
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**Teaching learning method** Class room teaching with the use of overhead projector and LCD, group discussion, group work, individual and group presentations and discussion in class room setting

**Evaluation** Internal assessment in different forms 20%

Final examination 80%

**Reference**

Bhende, A.A. &Kanitkar, T.(2003), *Principles of Population Studies*. Mumbai: Himalayan Publishing House

Family planning : A Global Hand book for providers

Gautam, L.P. ( 2071). *Basic Demographic Techniques and Measures*. Biratnagar: Popular Prakashan

Human development reports (Various issues)

Kent , M.M. &Haub, C. (2005) . *Population Bulletin: Global divide*. Washington D.C . Population Reference Bureau.

Misra, B.D.(2004). *An Introduction to the study of Population*(3rd ed). New Delhi: South Asian Publishers Pvt Ltd.

Pathak, K.B. & Ram, F. (1992). *Techniques of Demographic Analysis*. Mumbai: Himalya Publishing House.

Park, K. ( latest). *Preventive and social medicine*( edition). Jabalpur : M/s BanarsidasBhanot

Ramakumar, R.( latest ed ). *Technical Demography*.NewDelhi : Wiley Eastern Limited

Shryock, H. S, Siegel, J.B. and Associates ( ). *The Methods and Materials of Demography* (condensed edition). New York : Academic Press INC.

Todardo,M. P.& Smith, S.C.(2007). *Economic Development*( 8th edition).

<b>Course Title</b>	<b>Fundamentals of Health Education</b>
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<b>Second Year</b>	<b>Third Semester</b>	<b>Course code: BPH 203.4-FHE</b>
<b>Credit Hours: 3</b>	<b>Full Mark: 100</b>	<b>Pass Mark: 50</b>

### Course Descriptions:

The course has been designed to impart fundamental concepts and knowledge in health education activities of health service organizations. The graduates will be able to appreciate and apply the theories and principles of educational health to deal with practical problems encountered in real life and situation at community level

### Learning Objectives:

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

- Understand the meaning, scope , theories and role of health promotion and education in public health
- Apply the theories and principles of health behavioral sciences in the process of health education.
- Identify, select and utilize suitable health education tools, methods and media for successful implementation of health services program.

### Course Contents

Existing	Micro-syllabus	Text Book or Reference Material
<b>Unit 1: Introduction to Health Education and health promotion</b> <b>12 Hours</b>		
<ul style="list-style-type: none"> <li>• Definition and critical analysis of various definitions given by; DB Nuswander, C. E. Turner, RE Grant, LW Green, WHO scientific group, SOPHE/APPHER and CW Stewart</li> </ul>	<ul style="list-style-type: none"> <li>• Definition and critical analysis of various definitions given by; DB Nuswander, C. E. Turner, RE Grant, LW Green, WHO scientific group, SOPHE/APPHER and CW Stewart</li> </ul>	<b>A text book of Health Education (philosophy and Principles) -Prof.Hari Bhakta Pradhan</b>
<ul style="list-style-type: none"> <li>• Concepts, definition, objectives and strategies of health promotions.</li> </ul>	<ul style="list-style-type: none"> <li>• Concepts, definition, objectives and strategies of health promotions.</li> </ul>	

<p>□ □ Aims, purposes, principles and scope of health education in relation to health promotion.</p>	<p>purposes/Aims of health education Principles of health education Scope of health education in relation to health promotion.</p> <ul style="list-style-type: none"> <li>○ Different social setting</li> <li>○ Relationship with other social sciences.</li> </ul>	
<ul style="list-style-type: none"> <li>• International perspective in Health Promotion and health education: Ottawa Charter, Jakarta declaration SEARO charter on health development and the role of international and national organizations: International Union for health promotion and education (IUHPE).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ottawa Charter</b> and definition of health promotion</li> <li>• <b>Overview the Health Promotion strategies and actions as proposed by Ottawa Charter</b> <ul style="list-style-type: none"> <li>- Build healthy public policy</li> <li>- Create supportive environment</li> <li>- Strengthen community action</li> <li>- Develop personal skills</li> <li>- Reorient health services</li> </ul> </li> <li>• <b>Jakarta declaration</b> <ul style="list-style-type: none"> <li>- Key Priorities(strategies) for health promotion in the 21st Century</li> </ul> </li> <li>• <b>SEARO charter on health development</b></li> <li>• <b>the role of international and national organizations: International Union for health promotion and education (IUHPE)</b></li> </ul>	
<ul style="list-style-type: none"> <li>• Role of health Education Specialists.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Role of health Education Specialists.</b> <ul style="list-style-type: none"> <li>○ Educational and community diagnostician</li> </ul> </li> </ul>	<p><b>A text book of Health Education and Communication</b> - Shiva Prasad Sapkota</p>

	<ul style="list-style-type: none"> <li>○ Planner</li> <li>○ coordinator</li> <li>○ Trainer</li> <li>○ Advisor</li> <li>○ Evaluator</li> <li>○ Consultant and Teacher</li> <li>○ Researcher</li> </ul>	
<p>□ □ Various approaches in Health education:</p> <ul style="list-style-type: none"> <li>○ Impersonal Propagandist approach</li> <li>○ Pedagogy vs Andragogy approach (Paula Freire)</li> <li>○ Behavioural change approach (PRECEDE Model)</li> <li>○ Child to Child approach</li> </ul>	<p><b>Various approaches in Health education:</b></p> <p>Impersonal Propagandist approach  Definition of propaganda  11 Techniques of Propaganda  Pedagogy vs Andragogy approach (Paula Freire)  Assumptions of Pedagogy Knowles' Andragogical Assumptions  Paulo Freire  Child to Child approach  Six step of child to child program  Behavioural change approach (PRECEDE Model)</p>	
<ul style="list-style-type: none"> <li>● Distinguishing between education and propaganda.</li> </ul>	<ul style="list-style-type: none"> <li>● Distinguishing between education and propaganda.</li> </ul>	
<p>Role of health education/health promotion in primary health care/and health development in the concept of health promotion in 21st century.</p>	<p>Role of health education/health promotion in primary health care/and health development in the concept of health promotion in 21st century.</p>	
<p><b>Unit 2: Theories and modalities for behavior change 16 Hours</b></p>		
<p>Appraise of meaning, definition, principles and approaches of learning and its application in health Education.</p>	<p>Appraise of meaning, definition, principles and approaches of learning and its application in health Education.</p> <ul style="list-style-type: none"> <li>- steps of learning process</li> <li>- ways of learning</li> <li>- factors affecting learning</li> </ul>	

<p>Meaning, definition and determinants of perception and its significance in health education.</p>	<ul style="list-style-type: none"> <li>• Meaning and definition of perception</li> <li>• determinants of perception</li> <li>• Significance of perception in health education.</li> </ul>	
<p>Meaning and definition of motivation, motivates and drives and theories of motivation by Abraham Maslow, Rosenstock, Kurt Lewin. Buchman and Kelly.</p>	<p>Meaning and definition of motivation, motivates and drives a</p> <p><b>theories of motivation by</b></p> <ul style="list-style-type: none"> <li>- Abraham Maslow,</li> <li>- Rosenstock,</li> <li>- Kurt Lewin.</li> <li>- Buchman and Kelly.</li> </ul>	
<p>Concepts, meaning and definition of human behavior.</p> <ul style="list-style-type: none"> <li>○ Levels of human behaviour cognitive, affective and psychomotor and their relationship with the educational process.</li> <li>○ Concept and principle of behavioural changes and the changes process in health education.</li> </ul>	<p>Concepts, meaning and definition of human behavior.</p> <ul style="list-style-type: none"> <li>○ Levels of human behaviour <ul style="list-style-type: none"> <li>- cognitive,</li> <li>- affective</li> <li>- and psychomotor</li> <li>- and their relationship with the educational process.</li> </ul> </li> <li>○ Concept and principle of behavioural changes</li> <li>○ the changes process in health education.</li> </ul>	
<ul style="list-style-type: none"> <li>• E. M. Rogers Adoption Process and its application in the selection of health education and media.</li> </ul>	<ul style="list-style-type: none"> <li>• E. M. Rogers Adoption Process and its application in the selection of health education and media.</li> </ul>	
<p>Lewins' three phases: unfreezing, moving and refreezing theory and its application to health Education.</p>	<p><b>Lewins' three phases:</b> unfreezing, moving refreezing theory and its application to health Education.</p>	
<p>Meaning, elements and types of communication, its communication and principles of effective communication.</p>	<p>Meaning of communication elements of communication types of communication, Principles of effective</p>	

	communication.	
Theories and principles of interpersonal and mass communication	Theories and principles of interpersonal and mass communication	
<b>Unit 3: Health Education Methods and Media 20 Hours</b>		
<p>□ □ <b>Appraisal of various methods of health education such as:</b></p> <ul style="list-style-type: none"> <li>o Individual methods: Counseling interview.</li> <li>o Group methods: Demonstration, group discussion, buzzes session, field trip, workshop, symposium, mini-lecture, brainstorming, interview forum, role play.</li> <li>o Mass methods: Exhibition, advertisement, film show public addressing system, speeches, miking, radio broadcasting, and television telecast.</li> </ul>	<p>□ □ <b>Appraisal of various methods of health education such as:</b></p> <ul style="list-style-type: none"> <li>o <b>Individual methods:</b> <ul style="list-style-type: none"> <li>- <b>Counseling</b></li> <li>- Meaning and definition</li> <li>- Techniques of counseling</li> <li>- Advantages</li> <li>- Disadvantages</li> <li>- <b>Interview</b></li> <li>- Meaning and definition</li> <li>- Process of Interview</li> <li>- Advantages</li> <li>- Disadvantages</li> </ul> </li> <li>o <b>Group methods:</b> <ul style="list-style-type: none"> <li>- <b>Demonstration</b></li> <li>- Meaning and definition</li> <li>- Techniques of organizing and conducting demonstration</li> <li>- Advantages</li> <li>- Disadvantages</li> <li>- <b>group discussion</b></li> <li>- Meaning and definition</li> <li>- Process of group discussion</li> <li>- Members of group discussion and their roles</li> <li>- Advantages</li> <li>- Disadvantages</li> <li>- <b>buzzes session,</b></li> <li>- Meaning and definition</li> <li>- Advantages</li> <li>- Disadvantages</li> <li>- <b>field trip,</b></li> <li>- Meaning and definition</li> <li>- Techniques of organizing and conducting field trip,</li> <li>- Advantages</li> <li>- Disadvantages</li> <li>- <b>workshop,</b></li> </ul> </li> </ul>	<p><b>A text book of Health Education (philosophy and Principles) -Prof.Hari Bhakta Pradhan</b></p>



	<ul style="list-style-type: none"> <li>- Meaning and definition</li> <li>- Techniques of organizing and conducting workshop,</li> <li>- Advantages</li> <li>- Disadvantages</li> <li>- <b>symposium,</b></li> <li>- Meaning and definition</li> <li>- Process of symposium</li> <li>- Advantages</li> <li>- Disadvantages</li> <li>- <b>mini-lecture,</b></li> <li>- <b>brainstorming,</b></li> <li>- <b>interview forum,</b></li> <li>- <b>role play.</b></li> <li>- Meaning and definition</li> <li>- Techniques of roleplay</li> <li>- Advantages</li> <li>- Disadvantages</li> </ul> <p>o <b>Mass methods:</b></p> <ul style="list-style-type: none"> <li>- Exhibition,</li> <li>- advertisement,</li> <li>- film show public addressing system, speeches,</li> <li>- miking,</li> <li>- radio broadcasting,</li> <li>- and television telecast</li> </ul>	
<p><input type="checkbox"/> <input type="checkbox"/> Criteria for the selection and use of appropriate method of health education.</p>	<p><input type="checkbox"/> <input type="checkbox"/> Criteria for the selection and use of appropriate method of health education</p>	
<p><input type="checkbox"/> <input type="checkbox"/> Various types of health education media, its advantages and disadvantages including the process of its preparation;</p> <ul style="list-style-type: none"> <li>o Audio- radio programme, songs, stories</li> <li>o Visual - poster flash, cards flip chart, hand puppets, hand bill, pamphlets, slides film strip hoardings, banners, model</li> <li>o Audio and visual - film, video, television</li> </ul>	<p>Various types of health education media, its advantages and disadvantages including the process of its preparation;</p> <ul style="list-style-type: none"> <li>o Audio- radio programme, songs, stories</li> <li>o Visual - poster flash, cards flip chart, hand puppets, hand bill, pamphlets, slides film strip hoardings, banners, model</li> <li>o Audio and visual - film, video,</li> </ul>	

	television	
<input type="checkbox"/> <input type="checkbox"/> Preparation and use of selected health education media in classroom and field setting: poster, flashcard flip chart, hand puppets, models, handbills, pamphlet, slide song video film.	<input type="checkbox"/> <input type="checkbox"/> Preparation and use of selected health education media in classroom and field setting: poster, flashcard flip chart, hand puppets, models, handbills, pamphlet, slide song video film.	
<input type="checkbox"/> <input type="checkbox"/> Preparation of lesson plan, and classroom teaching.	<input type="checkbox"/> <input type="checkbox"/> Preparation of lesson plan, and classroom teaching.	

### 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. Anderson, C.L., School Health or Practice.
2. American Academy of Pediatrics, School of Health Politics, report of the committee on School health.
3. Amar, DS “Learning by Perception”: word health Forum, Vo. 13 No. 4 1992.
4. Dale, E. “Audio Visual Method in Teaching” The Dryden Press Inc. Honsdale, Illinois, USA. 1969.
5. Fodor, JTET AL., health Instruction theory and application.
6. Gunarantne, VTH “health for all by the year 200, The role of Health Education” International Journal of Health Education, No. L. Jan –March 980.
7. Gulley, HE “Discussion Conference and Group Process” Holt. Rinehart and Winston, Inc. USA 1996.
8. Hanson JJ. Design for health
9. Pradhan, HB “A Text Book of health Education” Educational Resources for health.
10. Park, JE and Park K. “Textbook of social and Preventive Medicine” 15th edition. 1994.

11. Pradhanaga YP “ VidyalayaSwastya RA SwasthyaKaryaKartaharu”
12. Ramachandaran, L and Dharmalinyam, T., “Text book of health Education” New Delhi, Vikas Publishing House, Pvt Ltd. 1983.
13. Shrestha DB and Pradhananga YP “SamudayaSwasthyaShikshyakpRooprekha” Kathmandu 1995.
14. Sharma,Sita; Behavioral Sciences, HLMX 1997.
15. Serchan LB. BinddyalayaSwastyashikshyaKaryakaram.

<b>Course Title</b>	<b>Primary Health Care and International Health (PHCIH)</b>	
<b>First Year</b>	<b>Third Semester</b>	<b>Course Code : 203.5-PHCIH</b>
<b>Credit Hours: 3</b>	<b>Full Mark: 100</b>	<b>Pass Mark: 50</b>

**Course description** The course offers an opportunity to develop a holistic understanding of international health, its functions and scope. The course attendants will learn the principles of Primary Health Care, the course is expected to help the students to understand and internalize international health and public health transition facilitating the integration of health sector with other sectors.

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

- Historical background and development, principles, and strategies of primary health care (PHC)
- Application of primary health care and health services in Nepal
- Global health issues and effects of globalization on public health system
- Global health initiatives, especially Alma Ata deceleration and MDGs
- Analyze comprehensive primary health care and selective primary health care
- Critically analyze the health system of different countries
- To increase the awareness of the global and local health situation and trends as it relates to economy, history, politics, and culture

### Course Contents

Existing	Micro-syllabus	Text Book or Reference Materials

<b>Unit 1: Primary Health Care (PHC) 24 Hours</b>		
<b>Alma-Ata Conference on Primary Health Care</b> o Concept of Primary Health Care o Declaration of Alma-Ata Conference o The twenty-two recommendations of the Alms Ata Conference. o Basic Components of Primary Health Care o Principles and strategies of Primary Health Care o Critically analyze the Comprehensive and Selective Primary Health Care (PHC) o Overview of operational aspects of PHC o Role of the District Public Health Office in meeting Basic Health Needs. o Health Care Concepts and Challenges o Challenges and obstacles to PHC:	<b>o Concept of Primary Health Care</b> <ul style="list-style-type: none"> <li>• Conceptualizing Primary Health Care <ul style="list-style-type: none"> <li>o Hardware</li> <li>o Software</li> </ul> </li> <li>• Philosophy of Primary Health Care</li> <li>• Health for all Strategy by 2000 AD</li> <li>• Aspects of Primary Health Care</li> <li>• Importance of Primary Care</li> <li>• Difference between Primary Health Care vs. Primary Care</li> <li>• Linkage of Primary Health Care to a health system</li> </ul> <b>o Declaration of Alma-Ata Conference</b> <ul style="list-style-type: none"> <li>• Ten declarations of Alma-Ata Conference (1978)</li> </ul> <b>o The twenty-two recommendations of the Alms Ata Conference.</b> <ul style="list-style-type: none"> <li>• The twenty-two recommendations of the Alma Ata Conference by describing the Conference topic with Recommendations</li> </ul> <b>o Principles and strategies of Primary Health Care</b> <ul style="list-style-type: none"> <li>• Basic component of Primary Health Care / 8 Essential Component / Elements</li> <li>• Levels of Health Care</li> <li>• Basic Requirements for Sound Primary Health Care</li> <li>• Strategies of Primary Health Care</li> <li>• Principle of Primary Health Care</li> </ul> <b>o Critically analyze the Comprehensive and Selective Primary Health Care (PHC)</b> <ul style="list-style-type: none"> <li>• Various Approaches to Primary Health Care</li> <li>• Models of primary health care</li> <li>• Selective Primary Health Care with advantages and disadvantages</li> <li>• Comprehensive Primary Health Care with advantages and disadvantages</li> </ul> <b>o Overview of operational aspects of PHC</b>	(World Health Organization 2008)  (Pauli 1980)  (Wright 2000)

<p>selective PHC, cost recovery of health services, Structural adjustment programs and investing in health care.</p>	<ul style="list-style-type: none"> <li>• Operational Aspects of Primary Health Care</li> <li>• Primary health care within the health system</li> </ul> <p><b>o Role of the District Public Health Office in meeting Basic Health Needs.</b></p> <ul style="list-style-type: none"> <li>• Fundamental health needs</li> <li>• Basic Minimum health needs</li> <li>• Policies of Basic Minimum Needs</li> <li>• Role of District public Health officer</li> <li>• Role of District public officer in meeting basic health needs</li> </ul> <p><b>o Health Care Concepts and Challenges</b></p> <ul style="list-style-type: none"> <li>• Concept of health</li> <li>• Concepts of health care</li> <li>• Challenges health care</li> <li>• Challenges health care in Nepali context</li> </ul> <p><b>o Challenges and obstacles to PHC: selective PHC, cost recovery of health services, Structural adjustment programs and investing in health care.</b></p> <ul style="list-style-type: none"> <li>• Functions of Primary Health Care</li> <li>• Obstacles to the implementation of the Primary Health Care strategy</li> <li>• Major assaults of Primary Health Care</li> <li>• Structural adjustment programmes and user-financed health services, introduced in the 1980s</li> <li>• Criticism of SAP concern in social sector</li> <li>• World Bank</li> </ul>	
<p><b>Revitalization of PHC</b></p> <p>o Concept and importance of revitalization of PHC</p> <p>o New challenges of revitalization of PHC in Nepal</p>	<p><b>o Concept and importance of revitalization of PHC</b></p> <ul style="list-style-type: none"> <li>• Background outline of revitalization of PHC</li> <li>• Concept of revitalization of PHC</li> <li>• Importance of revitalization of PHC</li> </ul> <p><b>o New challenges of revitalization of PHC in Nepal</b></p> <p><b>o Approach of health protection, community based health insurance and urban health</b></p>	<p>(Health 2010)</p>

<p>o Approach of health protection, community based health insurance and urban health</p> <p>o Free health services and essential health care service in Nepal</p>	<ul style="list-style-type: none"> <li>• Approaches of protection Health</li> <li>• Health Insurance Rules</li> <li>• Models of health insurance</li> <li>• Community based health insurance</li> <li>• <i>Benefits of community-based health insurance</i></li> <li>• Urban health insurance</li> <li>• <i>Benefits of urban health insurance</i></li> </ul> <p><b>o Free health services and essential health care service in Nepal</b></p> <ul style="list-style-type: none"> <li>• Concept of free health services</li> <li>• Essential health care service in Nepal</li> <li>• Essential health care service delivery in urban areas of Nepal</li> </ul>	
<p><i>Unit 2:</i> <i>International Health 24 Hours</i></p>		
<p><b>Introduction of international Health 12 Hours</b></p> <p>o Concept and evolution of global health/International Health</p> <p>o Globalization and its effects on health and health system</p> <p>o Major collaborative efforts in international health.</p> <p>o Roles and contributions of</p> <p>- Multi-lateral agencies (WHO, UNICEF, UNFPA, UNDP, World Bank, ADB, SAARC)</p> <p>- Bilateral Partners (USAID, GIZ,</p>	<p><b>o Concept and evolution of global health/International Health</b></p> <ul style="list-style-type: none"> <li>• International health</li> <li>• Global health</li> <li>• History of global health/International Health</li> <li>• Concept of global health/International Health</li> <li>• Evolution of global health/International Health</li> <li>• Measurement of health status</li> <li>• Importance of culture to health</li> <li>• Key action areas for a global public health</li> </ul> <p><b>o Globalization and its effects on health and health system</b></p> <ul style="list-style-type: none"> <li>• Global burden of disease</li> <li>• Global Health Issues</li> <li>• Key risk factors for various health problems/social problems</li> <li>• Leading individual global health problems</li> <li>• Organization and function of health systems</li> </ul> <p><b>o Major collaborative efforts in international</b></p>	<p>Riegelman</p> <p><b>2012</b></p>

<p>DFID, SDC)</p> <p>- Other health-related international organizations in health promotion and disease prevention programs in Nepal.</p>	<p><b>health.</b></p> <ul style="list-style-type: none"> <li>• Importance of collaborative efforts</li> <li>• Difference between bilateral and multilateral donors</li> </ul> <p><b>o Roles and contributions of</b></p> <p>- Multi-lateral agencies (WHO, UNICEF, UNFPA, UNDP, World Bank, ADB, SAARC)</p> <ul style="list-style-type: none"> <li>• Definition of Multi-lateral agencies</li> <li>• Working Areas Multi-lateral agencies</li> <li>• Roles and contributions</li> </ul> <p>- Bilateral Partners (USAID, GIZ, DFID, SDC)</p> <ul style="list-style-type: none"> <li>• Definition of Bilateral Partners</li> <li>• Working Areas Bilateral Partners</li> <li>• Roles and contributions</li> </ul> <p>- Other health-related international organizations in health promotion and disease prevention programs in Nepal.</p> <ul style="list-style-type: none"> <li>• Family planning association of Nepal (FPAN)</li> <li>• Nepal Red Cross Society</li> <li>• Aamaa Milan Kendra (MOTHERS CLUB)</li> <li>• Nepal CRS Company</li> <li>• Definition</li> <li>• Working Areas</li> <li>• Roles and contributions</li> </ul>	
<p><b>Current Global Health Issues 12 Hours</b></p> <p>o Health Indicators of selected countries (2 with HDI high and 2 with HDI low and 2 from South East Asian region (One high HDI and one low HDI) and their</p>	<p><b>o Health Indicators of selected countries (2 with HDI high and 2 with HDI low and 2 from South East Asian region (One high HDI and one low HDI) and their critical analysis.</b></p> <p>Definition of Health indicators</p> <p>Human Development Index</p> <p>Categories very high human development Index countries</p> <p>Categories very low human development Index countries</p> <p>Categories South East Asian region countries according to the human development Index</p> <ul style="list-style-type: none"> <li>• Socio-demographic situation</li> </ul>	

<p>critical analysis.</p> <p>- Comparison in Mortality Measures (Infant mortality, childhood mortality and maternal mortality and life expectancies), disability and other Global Disease burden and risk factor</p> <p>o International Health Regulation (IHR) policy</p> <p>o Cross border disease like HIV AIDS, Malaria, polio, TB, Swine flu, Bird flu etc and their impact in health system</p> <p>o Global Health Issues; Bioterrorism, World Bank, IMF, Trade Related Intellectual Property Rights and Health</p>	<ul style="list-style-type: none"> <li>• Overview of Health System</li> <li>• Organization and Governance</li> <li>• Types of Health Care Services</li> <li>• Facts of country</li> <li>• Health Indicators</li> <li>• Critical analysis of Health Indicators</li> </ul> <p>Comparison of major health indicators</p> <p>Mortality Measures (Neonatal mortality, Infant mortality, childhood mortality and maternal mortality and life expectancies)</p> <p>Disability</p> <p>Disease burden</p> <p>Top 10 diseases</p> <p>Non communicable disease and other Global Disease burden and risk factor</p> <p><b>o International Health Regulation (IHR) policy</b></p> <ul style="list-style-type: none"> <li>• Background</li> <li>• The purpose and scope of IHR</li> <li>• Importance IHR</li> </ul> <p><b>o Cross border disease like HIV AIDS, Malaria, polio, TB, Swine flu, Bird flu etc and their impact in health system</b></p> <ul style="list-style-type: none"> <li>• Global risks for health</li> <li>• Public health crisis in developing countries</li> <li>• Emerging infections</li> <li>• Cross-Border Health Risks</li> <li>• Cross border delivery of services</li> <li>• Positive impacts of Cross border disease in health system</li> <li>• Negative impacts of Cross border disease in health system</li> </ul> <p><b>o Global Health Issues; Bioterrorism, World Bank, IMF, Trade Related Intellectual Property Rights and Health</b></p> <ul style="list-style-type: none"> <li>• Definition of Global Health Issues</li> <li>• History of Global Health Issues</li> <li>• Trends of Global Health Issues</li> <li>• Recent global health issues</li> <li>• Advantages of Global Health</li> </ul>	
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**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. Rosemary McMahon, Elizabeth Barton & Maurice Piot. "On Being In-charge: A guide to management in Primary Health Care" 2nd Edition, WHO, 1992.
2. Thapa J, Tandan M., A Text book of Primary Health Care and International Health. 2012.
3. Kenneth Blanchard & Spencer Johnson. "The One Minute Manager" 2008.
4. Dixit H. "Quest for Health" 2nd Edition, Educational Enterprise, 2003.
5. Regmi, B: Fundamental development of public health, primary health care and community health, 2012
6. Michael Seear. "An Introduction to International Health" Canadian Scholars' Press Inc., 2007.
7. "The Family planning manager's handbook, basic skills and tools for managing family planning programs" editors, James A. Wolff, Linda J. Suttentfield, Susanna C. Binzen, 1991.
8. WHO. "Policy Papers on Health Nepal" WHO & MoHP/GoN/Nepal, 2007.
9. Pradhananga YP. "Health and Health services in Nepal".
10. Gill Walt. "Health Policy: An Introduction to Process and Power" Zed Books, 1994.
11. WHO. "Reports of Alma-Ata Conference on Primary Health Care" Vol. 1-6, 1978.
12. Relevant materials and national and international publications on the topics of course contents.

### **New References**

Health, R., 2010. P c r n.

Pauli, H.G., 1980. *Primary health care.*,

Riegelman R, 2012, 2<sup>nd</sup> edition, Global Health 101., APHA

World Health Organization, 2008. The World Health Report 2008. primary health Care - Now more than ever. *The World Health Report*, 26, p.148. Available at: [http://www.who.int/whr/2008/whr08\\_en.pdf](http://www.who.int/whr/2008/whr08_en.pdf).

Wright, D., 2000. Primary health care in nepal. *Training*.

Practical is as usual

**Drafted by:**

Ashok Pandey

Little Buddha College of Health Sciences

<b>Course Title</b>	<b>Community Health Organization and Development</b>	
<b>Second Year</b>	<b>Third Semester</b>	<b>Course code: BPH 203.6-CHOD</b>
<b>Credit Hours: 3</b>	<b>Full Mark: 100</b>	<b>Pass Mark: 50</b>

**Course Descriptions:**

The course offers an opportunity to develop a holistic understanding of community, organization and management. Student could able about the pattern of theoretical and conceptual knowledge to bring changes in the health of community through participation. The course is expected to internalize the dynamics of community development facilitating the integration of health sector with other sectors.

**Learning Objectives:**

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

- Understanding of group formation, community organization and community development
- Apply the process, principles and strategies of community participation in health and community development in the context of Nepal

- Student could able about the pattern of theoretical and conceptual knowledge to bring changes in the health of community participation

### Course Contents

Existing	Micro-syllabus	Text Refer Mat
<b>Unit 1: Community 6 Hours</b>		
<ul style="list-style-type: none"> <li>• Concept, definition, nature, elements, characteristics and types of community</li> <li>• Structure, process and expectations of community</li> <li>• Some hypotheses about community life</li> <li>• Formation process of community</li> <li>• Differences between community and society</li> </ul>	<ul style="list-style-type: none"> <li>• Meaning and Concept, definition, nature, elements, characteristics and types of community -2 hr</li> <li>• Some hypotheses about community life - 1/2 hr</li> <li>• Structure, process and expectations of community – ½ hr</li> <li>• Formation process of community -1 hr</li> <li>• Differences between community and society-1hr</li> </ul>	
<b>Unit 2: Community Health Development 16 Hours</b>		
<ul style="list-style-type: none"> <li>• Concept, definition, types of development and goals of community development</li> <li>• Different theory of community development</li> <li>• Process of community empowerment</li> <li>• Different aspects of health development [Economic, Political, Social, legal]</li> <li>• Relation of development with community health</li> <li>• Cross cutting issues of CHD</li> <li>• Techniques of community development and their application in public health programs:               <ul style="list-style-type: none"> <li>○ External agent technique</li> <li>○ Multiple agent technique</li> <li>○ Internal resource mobilization technique</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Concept, definition, types of development and goals of community development -1 hr</li> <li>• Different theory of community development- 1hr</li> <li>• Process of community empowerment – 1 hr</li> <li>• Different aspects of health development [Economic, Political, Social, legal] – 1 hr</li> <li>• Relation of development with community health -1/2 hr</li> <li>• Different Cross cutting issues of CHD - 1/2 hr</li> <li>• Techniques of community development and their application in public health programs: 1 hr               <ul style="list-style-type: none"> <li>○ External agent technique</li> </ul> </li> </ul>	

<ul style="list-style-type: none"> <li>• Concept of citizen charter of health institution, importance and implication</li> <li>• Key actors and factors in the community health care system</li> <li>• Community based primary health care development <ul style="list-style-type: none"> <li>○ Challenging &amp; health care reform</li> </ul> </li> <li>• Feature of community development in Nepal and their application in health programs:</li> <li>• Core functions, roles and areas of work of community health development in the health-care system</li> <li>• List the skills and role needed to be a community health development worker</li> <li>• Concept of Multilateral, Bilateral, INGO, NGO, CBO and local group</li> <li>• List out the Multilaterals, Bilaterals, INGOs, NGOs working in community health development</li> <li>• Immerging concept of community development <ul style="list-style-type: none"> <li>○ Decentralization- concept, definition, importance and decentralization of health service in community level, participation and challenges</li> <li>○ Cooperative -Introduction, definition, and strategies of Cooperative <ul style="list-style-type: none"> <li>- Cooperative approach of community development</li> <li>- Cooperative approach of health security, community support, and participation</li> </ul> </li> <li>○ Livelihood- Concept, definition and process of livelihood and their effect of health and maintenance</li> <li>○ Sustainable development <ul style="list-style-type: none"> <li>• Concept, definition and importance of sustainable, sustainable development,</li> <li>• Approaches of sustainability</li> <li>• Factor of sustainability to community organization,</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Multiple agent technique</li> <li>○ Internal resource mobilization technique</li> <li>• Concept of citizen charter of health institution, importance and implication – 1 hr</li> <li>• Key actors and factors in the community health care system – 1h r</li> <li>• Community based primary health care development – 1 hr <ul style="list-style-type: none"> <li>○ Challenging &amp; health care reform</li> </ul> </li> <li>• Feature of community development in Nepal and their application in health programs: -1hr</li> <li>• Core functions, roles and working area of community health development in the health-care system -1 hr</li> <li>• List the skills and role needed to be a community health development worker -1/2 hr</li> <li>• Stake holder of CHD: Multilateral and Bilateral, agencies/INGO, NGO, CBO and local group -1 hr</li> <li>• List out the Multilaterals, Bilaterals, INGOs, NGOs working in community health development- 1 hr</li> <li>• Immerging concept of community development -3and 1/2 hr <ul style="list-style-type: none"> <li>○ Decentralization- concept, definition, importance and decentralization of health service in community level, participation and challenges</li> <li>○ Cooperative -Introduction, definition, and strategies of Cooperative (1 hr) <ul style="list-style-type: none"> <li>- Cooperative approach of community development</li> <li>- Cooperative approach of health security, community support, and participation</li> </ul> </li> <li>○ Livelihood- Concept, definition and process of livelihood and their effect of health and</li> </ul> </li> </ul>
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<p>development programme and their challenges</p> <ul style="list-style-type: none"> <li>• Rio+20 declares health key to sustainable development</li> </ul>	<p>maintenance</p> <ul style="list-style-type: none"> <li>○ Sustainable development <ul style="list-style-type: none"> <li>• Concept, definition and importance of sustainable, sustainable development,</li> <li>• Approaches of sustainability</li> <li>• Factor of sustainability to community organization, development programme and their challenges</li> <li>• Rio+20 declares health key to sustainable development</li> </ul> </li> </ul>
<p><b>Unit 3: Community Organization 4 Hours</b></p>	
<ul style="list-style-type: none"> <li>• Concept, function, importance of community organization</li> <li>• Principles of community organization</li> <li>• Formation process of community organization and its component</li> <li>• Application of community organization in community health program</li> <li>• Community-based organizations: the intersection of social capital in context of rural and contemporary urban society</li> </ul>	<ul style="list-style-type: none"> <li>• Concept, function and importance of community organization – 1 hr.</li> <li>• Principles of community organization -1/2 hr</li> <li>• Formation process of community organization and its component – ½ hr</li> <li>• Application of community organization in community health program -1/2 hr</li> <li>• Community-based organizations: the intersection of social capital in context of rural and contemporary urban society – ½ hr</li> </ul>
<p><b>Unit 4: Community Participation in Community Health Service - 12 Hours</b></p>	
<ul style="list-style-type: none"> <li>• Introduction, objectives and importance of community participation (CP) with special reference to health service delivery and utilization <ul style="list-style-type: none"> <li>○ Levels of CP: compliance, collaboration and local control</li> <li>○ Model of CP: Four model of CP in PHC revitalization <ul style="list-style-type: none"> <li>• Voluntary or government</li> <li>• Infrastructure and service</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, objectives and importance of community participation (CP) with special reference to health service delivery and utilization (3 hr) <ul style="list-style-type: none"> <li>○ Levels of CP: compliance, collaboration and local control</li> <li>○ Model of CP: Four model of CP in PHC revitalization</li> </ul> </li> </ul>

<p>equality</p> <ul style="list-style-type: none"> <li>• Wide spread community participation</li> <li>• CP in fullest sense</li> </ul> <p>o Forms and process of CP in health programs</p> <p>o Participation of communities in health service delivery and utilization process:</p> <ul style="list-style-type: none"> <li>- Participation in community resources identification phase</li> <li>- Participation in community health needs identification phase</li> <li>- Participation in planning health program phase</li> <li>- Participation in health program phase</li> <li>- Participation in health program implementation phase</li> <li>- Participation in health program monitoring and assessment phase</li> </ul> <ul style="list-style-type: none"> <li>• Enabling process for community participation <ul style="list-style-type: none"> <li>o Process of conducting a successful meeting</li> <li>o Process of decision making in a group situation</li> <li>o Process of conducting a discussion in a meeting</li> <li>o Process of community based resource identification</li> </ul> </li> <li>• Barriers of community participation <ul style="list-style-type: none"> <li>o Lack of information</li> <li>o Insecurity</li> <li>o Injustice and inequalities</li> <li>o Lack of transparency</li> <li>o Geographical constraints</li> <li>o Other social and psychological factor</li> </ul> </li> <li>• Techniques of assessing the community problem and prioritization</li> <li>• Techniques of involving a community in planning, implementing and evaluation health</li> </ul>	<ul style="list-style-type: none"> <li>• Voluntary or government</li> <li>• Infrastructure and service equality</li> <li>• Wide spread community participation</li> <li>• CP in fullest sense</li> </ul> <p>o Forms and process of CP in health programs</p> <p>o Participation of communities in health service delivery and utilization process: (3 hr)</p> <ul style="list-style-type: none"> <li>- Participation in community resources identification phase</li> <li>- Participation in community health needs identification phase</li> <li>- Participation in planning health program phase</li> <li>- Participation in health program implementation phase</li> <li>- Participation in health program monitoring and assessment phase</li> </ul> <ul style="list-style-type: none"> <li>• Enabling process for community participation (2-hr) <ul style="list-style-type: none"> <li>o Process of conducting a successful meeting</li> <li>o Process of decision making in a group situation</li> <li>o Process of conducting a discussion in a meeting</li> <li>o Process of community based resource identification</li> </ul> </li> <li>• Barriers of community participation (2 hr) <ul style="list-style-type: none"> <li>o Lack of information</li> <li>o Insecurity</li> </ul> </li> </ul>
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<p>program activities</p>	<ul style="list-style-type: none"> <li>○ Injustice and inequalities</li> <li>○ Lack of transparency and accountability</li> <li>○ Geographical constraints</li> <li>○ Other social and psychological factor</li> <li>● Techniques of assessing the community problem and prioritization (1 hr)</li> <li>● Techniques of involving a community in planning, implementing and evaluation health program activities (1 hr)</li> </ul>
<p><b>Unit 5: Group Dynamic and Leadership- 10 Hours</b></p>	
<ul style="list-style-type: none"> <li>● Concept and definition groups</li> <li>● Natural and planned formation of groups</li> <li>● Concept of group dynamics</li> <li>● Stages of growth group formation <ul style="list-style-type: none"> <li>○ Individual oriented stage</li> <li>○ Emotional status and conflict</li> <li>○ Consolidation phase</li> <li>○ Cohesion or Cohesiveness</li> </ul> </li> <li>● Group Roles <ul style="list-style-type: none"> <li>○ Positive roles</li> <li>○ Group-building roles</li> <li>○ Group maintenance roles</li> <li>○ Group task roles</li> <li>○ Negative roles or blocking roles</li> </ul> </li> <li>● Group problems and their effects on community health programs <ul style="list-style-type: none"> <li>○ Apathy or non participation</li> <li>○ Conflict</li> <li>○ Inadequate decision</li> <li>○ Hidden agenda</li> <li>○ Blundering methods</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Concept , meaning and definition groups (1/2hr)</li> <li>● Concept of group dynamics (1/2 hr)</li> <li>● Formation of groups , its stages and growth (1 hr) <ul style="list-style-type: none"> <li>○ Natural and planned formation of groups</li> <li>○ Individual oriented stage</li> <li>○ Emotional status and conflict</li> <li>○ Consolidation phase</li> <li>○ Cohesion or Cohesiveness</li> </ul> </li> <li>● Group Roles (2 hr) <ul style="list-style-type: none"> <li>○ Positive roles <ul style="list-style-type: none"> <li>○ Group-building roles</li> <li>○ Group maintenance roles</li> <li>○ Group task roles</li> </ul> </li> <li>○ Negative roles or blocking roles</li> </ul> </li> <li>● Group problems and their effects on community health programs (2 hrs) <ul style="list-style-type: none"> <li>○ Apathy or non participation</li> <li>○ Conflict</li> <li>○ Inadequate decision power</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>○ Cash of interest</li> <li>○ Inadequate of leadership</li> <li>● Concept and process of decision making in groups</li> <li>● Conflict and conflict resolution <ul style="list-style-type: none"> <li>○ Concept, definition, types, effects of conflict in community health services</li> <li>○ Method and process of conflict resolution</li> </ul> </li> <li>● Leader and leadership <ul style="list-style-type: none"> <li>○ Concept of leader</li> <li>○ Types of leaders and leadership</li> <li>○ Importance of leadership</li> <li>○ Leadership roles of community leader in community health programs</li> <li>○ The Community health leader as a change agent, and case manager</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Hidden agenda</li> <li>○ Blundering methods</li> <li>○ Cash of interest</li> <li>○ Inadequate of leadership</li> <li>● Concept and process of decision making in groups (1 hr)</li> <li>● Conflict and conflict resolution (1 hr) <ul style="list-style-type: none"> <li>○ Concept, definition, types, effects of conflict in community health services</li> <li>○ Method and process of conflict resolution</li> </ul> </li> <li>● Leader and leadership (2 hrs) <ul style="list-style-type: none"> <li>○ Meaning and Concept</li> <li>○ Importance of leadership</li> <li>○ Types of leaders and leadership</li> <li>○ Roles of community leader in community health programs</li> <li>○ The Community health leader as a change agent, and case manager</li> </ul> </li> </ul>
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**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%

**Recommended Books:**

1. Hale C. Shrestha IB, Bhattacharya A “Community Diagnosis” HLMC 1997.
2. LalRamavadar. “Community Development: Principles practice and Problems”, BooklandPvt Ltd.
3. Oakley, Peter “Community involvement in health development an examination of the critical issues” WHO, Geneva. 1989.
4. Pradhananga Y. P. “ SamudayaVikashmaSwasthaPakshya”
5. Pradhan, Hari Bhakta. A Text book of Health Education” Educational Enterprises, Kathmandu.
6. Regmi, B,: Fundamental development of public health, primary health care and community health, 2012
7. Ramachandran, L and Dharmaligam, T “Text book of health Education,” Viskash Publishing House Pvt Ltd. 1983.



8. Ross. M. G. Community organization “ Harper and Row, 1967.
9. Shrestha and Pradhanaga “ SamudayaSwasthyaShikshyaoRooprekha”, Kathmandu Institute of Medicine, 1986.
10. Cartright D and Zander A “ Group Dynamic”
11. K Park. “Text book of preventive and social medicine.” recent edition.