

Course Title	Health Service Management in Nepal	
ThirdYear	Sixth Semester	Course Code : BPH 306.1-HSMN
Credit Hours: 3	Full Mark: 100	Pass Mark: 50

Course Description

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 been 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 explain:

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

4Hours

Concept of health services, and Development of health care services in Nepal – 1 hr.

Level of health care delivery system: (Home-based, Traditional Faith Healing, Community), and primary, secondary and tertiary

- 1 hr.

- Approach of health services (Ayurvedic, Homeopathic, Unani, Acupuncture, Naturopathic, Allopathic, and other alternative systems)

- 1 hr.

- **Models of Health Care**

Integrated health services: advent, program, strengths and weaknesses. -1 hr.

Unit 2: Central Health Services Management

6Hours Organizational

structure of health services: central, regional, and district levels – 1 hr.

Descriptions and analysis of roles and responsibilities of divisions and Centre of DoHS.- 1 hr.

Inter-sectoral coordination between all levels including central level (Betweenline ministries), district level (district level line authorities), and

Grass-root level (local level line organization) and coordination within the system.- 4 hrs.

Unit 3: Management Information System

14Hours

- **Introduction to Management Information System**

- 2 hrs.

- Definition and evolution, components of an information system

- Information system resources, objectives and limitations
 - **Information System Frameworks-3 hrs.**
- Different perspectives on information system-1 hr.
- System analysis: concept, system approach, system selection procedure-1 hr.
- Types of information system, need for system analysis, role of system analyst-1 hr.
- **Health Sector Information System(HSIS)-7 hrs.**
 - **Concept of health management information systems-1 hr.**
 - **Concept of District health information bank(DHIB)& National Health information Centre(NHIC)-2 hr.**
 - **Concept of Clinical information system-1 hr.**
 - Purposes and features of HSIS-1 hr.
 - HSIS tools and information dissemination-1 hr.
 - HSIS as monitoring and evaluation tool - 1 hr
- **Ethical and Social Issues in Information System-2 hrs.**
 - A mode of thinking about ethical, social and political issues
 - Ethics in an information society: responsibilities, accountability, liabilities
 - Information rights: privacy and freedom in an information society
 - Property rights: intellectual property

Unit 4: District Health Services Management

16Hours

- 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 programs, monitoring and evaluation of district health programs, responsibility towards regional health directorate. – 4 1/2 hrs.
- Management of primary health centres: functions, organization structure, human resources, role and responsibilities of PHC in-charge, programs run by PHC, monitoring and supervision of the programs. – 2 1/2 hrs.
- Management of health posts, sub-health posts: management committee, functions, organizational structure, infrastructures, human resources, programs, responsibility towards DPHO/DHO. – 3 hrs.
 - Introduction, objectives, target, activities, strength and weaknesses of FCHV program. -1 hr
 - Objectives, target strength and weakness of PHC/ORC and EPI clinic. - 2 hrs.
 - Role of private sectors in health services and management. - 1 hr.
 - Referral systems for patients within the district - 1 hr.
 - Need for 2-way referral with feedback.
 - Need for coordination between district hospital and District Public Health Office and health posts.
- Local level programs such as immunization, FP/MCH, nutrition, HIV/AIDS, and others.- 1 hr.

Unit 5: Decentralization**2Hours**

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**6Hours**

Definition and concept of quality assurance in health services - 1 hr.
Standard guidelines for different types of health services/health institutions - 1 hr.
Hindering factors to assure the quality in health services - 2 hrs.
Role of MoHP/Professionals/individual role in order to maintain quality in health services. - 2 hrs.

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

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	
Course description			
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 style="list-style-type: none"> - Seminar or workshop organize on any health issue, program, plan, policy, strategy, public health law other emerging issue, international scenario etc (Process of seminar is depicted below) ➤ (Divide the students in the groups of 3 to 5 students each group. Each group is assigned to choose a specific topic. Discuss each group on health issue, program, plan, policy, strategy, public health law other emerging issue, international scenario. -4 hrs. ➤ Discuss on how to organize a seminar or workshop – 2 hrs. ➤ Implementation of the workshops – 20 hrs. - Preparation and submission of report to 	Maintain
Total practical: 32Hours			

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

Course description: 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- **1 hr.**
- Difference between public health Administration and Management - **1 hr.**
- Concept of Mission, vision, goal, objectives and target and setting different level of organizational goals and objectives - **1 hr.**
- Vision, mission and goals of Public Health Administrative bodies in Nepal - **1 hr.**

Unit 2: Models of PHA and Management - 40 Hours

Classical Model: POSDCoRB

o Planning:9 hrs.

- Definition of planning (**1/2 hr.**)

- Elements/Characteristics of Planning (**1/2 hr.**)

- Concept of Top down and Bottom Up approaches in planning (**1 hr.**)

- Types of Planning: Broad sectoral Strategic planning, Organizational planning, Detail logistic and operational planning, long term and short term planning, Annual Planning , program planning, Human resource planning, Economic planning(3 hrs.)
- General planning cycle(1 hr.)
- Program implementation planning (exercise with example) (2 hr.)
- Health service planning process in Nepal (1 hr.)

o Organization of Health Service: - 5 hrs.

- Introduction, concept, characteristics and Importance of Organization (1 hr.)
- Formal and Informal structure of organizational Management (1 hr.)
- Organization theory: a] Classical b] modern (1 hr.)
- Departmentalization and division of Work in the organization(1 hr.)
- Organizational Structure Under Health system of Nepal (Organogram) (1 hr.)

o Staffing Aspects of the Organizing Functions: - 8 hrs.

- Concept and Staffing pattern in different level of Health Organization in Nepal.- 1 hr.
- Staffing Process: Human Resources planning, recruitment, selection, employment, and orientation, deployment, Training and development, performance appraisal, Promotion, transfer, demotion and Separation and Placement - 2 hrs.
- Job description: Roles and responsibility of DPHO/DHO and supervisor of district level HR in health service delivery - 3 hrs.
- Career planning opportunities training promotion- 1 hr.
- Staff grievances and negotiations- 1 hr

o Directing - Introduction - 6 hrs.

- Keys to successful directing - 1 hr.

- Delegation as a means of directing: Elements and Process of delegating authority – 1 hr.
- Decision making and responsibility - 1 hr.
- Motivational aspects - Leadership - 1 hr.
- Communication - 1 hr.
- Monitoring, supervision and evaluation - 1 hr.

o Controlling function in health services administration - 2 hrs.

- Concept and principle - Financial, Human resources and activities controlling - 2 hrs.

o Co-ordination of Health Services - 4 hrs.

- Concept and elements of co-ordination - 1 hr.
- Types of Co-ordination: Internal, External, Vertical, Horizontal, Functional and Organizational co-ordination - 2 hrs.
- Techniques of co-ordination - 1 hr.

o Recording and Reporting - 2 hrs.

- Concept, definition and importance of recording and reporting - 1 hr.
- Pattern of recording and reporting - 1 hr.
- Techniques of report writing, format and content - 1 hr.

o Budget - 1 hr.

- Introduction, Process of Health budgeting in Nepal - 1 hr.

• Scientific Model: System Approach- IPO Model - 1 hr.

- o Management by Objectives - ½ hr.

o Logical Framework Analysis Model (designing of log frame-exercise with examples) - ½ hr.

o **Strategies management: - 2 hr.**

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- 1 hr.
- Organizational Behaviour Management - 1 hr.
- Organizational Communication - 1 hr.
- Management Evaluation - 1 hr.

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”

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
<p>Course description</p> <p>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.</p>		
Details of TPP		

Subject	Practical Hour	Content	Log or practical book
Public health administration	32	<ul style="list-style-type: none"> - Study and preparation of report on POSDCORB model of any social welfare organization/business organization/NGO/INGO or registered organization with managerial analysis - Observe the recording, reporting, registration, reference in Nepali and English system in own college - Presentation and submission of report to public health department of concern college and respective institution 	Maintain
Total practical: 32 Hours			

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

Course Description

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

5Hours

- Basic concepts and importance of biodiversity - 1 hr.
- Biodiversity and biotechnology - 1 hr.
- Basic concept on protected areas - 1 hr.
- Strategy of protecting biodiversity- 1 hr.
- Challenges to the preservation of biodiversity- 1 hr.

Unit 2: Natural resources, use, and exploitation

5Hours

- Type of Natural resources- 1 hr.
 - Renewable
 - Non-renewable
- Rational use of natural resources - 1 hr.
- Exploitation of natural resources- 1 hr.
- Types of energy and its application in context of Nepal- 2 hrs.

Unit 3: Emerging global environmental health problems

6Hours

- Overview of global environmental problems (Radiation, Acid Rain, Ozone Depletion, Deforestation)- 2 hrs.
 - Greenhouse effect, Global warming, and climate change - 2 hrs.
 - Causes of Global warming and effect- 1 hr.
- Relation of natural resource, health and environment- 1 hr.

Unit 4: Health consequences of global climate change

10Hours

- Conceptualize weather and climate - changing human exposures - 1 hr.
- Climate change and the wider determinants of health and disease- 4 hrs.
 - Socio-economic and environmental- ½ hr.
 - National assessments of health impacts- 1 hr.
 - Monitoring the health effects of climate change- ½ hr.
 - Regional and national case studies- 1 hr.
 - Climate Change in Developing Countries (social health, economic, political, biodiversity, cultural, weather point of view)- 1 hr.
- Direct and indirect health effects of climate change- 1 hr.
- Climate change and emerging infectious and vector diseases- 1 hr.
- 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."- 2 hrs.

- Critically analysis of Climate change is natural calamities or manmadedisruption-**1 hr.**

Unit 5: Global climate change: implications for international publichealthpolicy-6Hours

- Rethinking health in a changing environment: globalstrategy- **4 hrs.**
 - Preventive environmental healthinterventions- **1 hr.**
 - Infectious disease surveillance andresponse- **½ hr.**
 - Environmental health inemergencies- **½ hr.**
 - Building capacity for health sectorresponses- **1 hr.**
 - Strengthening alliances forsustainabledevelopment – **1 hr.**
- International environmental convention andtreaty- **2 hrs.**
 - Declaration and strategy - Quito, Copenhagen and recentconvention

Unit 6: Climatechangeadaptation - 10Hours

- Adaptation and adaptive capacity in the public health context (Adaptation will require planning, and integration of multi-sectoral and multidisciplinary teams for effective response)- **2 hrs.**
 - Determinants of adaptive capacity- **1 hr.**
 - 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)- **3 hrs.**
 - Strategies for reducing vulnerability and strengthening adaptive capacity- **2 hrs.**
 - Climate and health information systems for strategic planning and reduction of risk- **2 hrs.**

Unit 7: Strategiesformitigation

6Ho

urs

Greenhouse gas emission trends and global debates on cost-sharing, carbon trade – **1 hr.**Mitigation in the short, medium and long term

Policies, measures and instruments to mitigate climate change – **2 hrs.**

Legal control- **1 hr.**

Sustainable development and climate change mitigation- **1 hr.**

Integrating climate change considerations into development policies– **1 hr.**

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
3. WHO (2005). *Using climate to predict infectious disease epidemics*. Geneva, World 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.
7. WHO (2010b). *Water and sanitation costing tool*. Geneva, World Health Organization.
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*

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 Vulnerability and Adaptation Assessment, Climate change and health, WHO

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

Course Description

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 **explain** and:

- 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

32 Hours

- 9 hrs.

- Determining training needs: (6 hrs.)
 - Introduction of TNI and TNA
 - Level of training needs
 - Information for determining training needs
 - Methods of determining training needs (Management audit, Performance appraisal method, Text analysis method, Supervisory recommendation method, Training need survey method.)
 - Instruments for training needs survey tools (1 hr.)
 - Training process (2 hrs.)
 - Identifying Training Needs
 - Establish Specific Objectives
 - Select Appropriate Methods
 - Implement Programs
 - Evaluate Program
 - Feedback
- Roles of training in HRD - 1 hr.
- Training cycle (Assess and analyze needs, Develop objectives, Design and develop the program, Implement the design, Evaluate performance) - 2 hrs.
- Types of training - 1 hr.
 - Orientation
 - Pre-service training
 - In-service training (Basic and refresher training)
 - OJT
 - Specialized training
 - Special purpose training
- Training design: - 5 hrs.
 - Content development, lesson plan, material development and delivery (1 hr.)
 - Developing training program: module preparation (4 hrs.)
 - Preparing agenda
 - Setting/formulating training objective
 - 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 - 4 hrs.
 - Lectures

- Brain storming
 - Role play
 - Game and simulation
 - Demonstration
 - Discussion \ workshop
 - Debates and seminar
 - Case studies
- Selecting Training media according to need of the trainees. - 2
hrs.
 - Introduction, effectiveness, criteria
 - Audio
 - Visual
 - Audio-visual
- Implementation of training program Things to be done: - 1
hr.
 - Before the program
 - During the program
 - After program
- Evaluation of training program - 5 hrs.
 - Concept of training program evaluation (1 hr.)
 - Process of Training Evaluation (1 hr.)
 - Setting intended standards
 - Measuring actual outcomes
 - Finding deviations
 - Corrective actions
 - Criteria for evaluating training effectiveness (1hr.)
 - Reaction criteria
 - Learning criteria
 - Behaviour criteria
 - Outcomes criteria
 - Method of evaluating training effectiveness: (1 hr.)
 - Observation method
 - Test related method
 - Pre-post performance method
 - Experimental control group method
 - Trainee surveys

- Training report writing (1 hr.)
- Training of Trainers- **- 1 hr.**
 - Concept, definition, importance, objectives and types of ToT
 - Differences between MToT and GToT
- Overview, objective, function, types of training and activities of NHTC in training development **- 1 hr.**

Unit 2: Curriculum Development

16 Hours

- Introduction to curriculum development. **- 7 hrs.**
 - Definition of curriculum, curriculum development, curriculum design, lesson plan, instruction, syllabus (1 hr.)
 - Principles of curriculum design. (1 hr.)
 - Component of curriculum (2 hrs.)
 1. Philosophy
 2. Conceptual model
 3. Instructional objectives
 4. Course of study
 5. Evaluation plan
 6. Calendar operation
 - The steps of curriculum development: (1 hr.)
 - Educational purposes (aim, goal, objectives)
 - Educational experiences needed to attain these purposes (Criteria for selecting experiences & selecting curriculum content)
 - Organization of educational experiences
 - Evaluation
 - Different perspectives on curriculum development (1 hr.)
 - Participants in curriculum development process (1 hr.)
- Curriculum designs **- 2 hrs.**
 - Types of curriculum approaches
 - Subject-centered
 - Learner-centered
 - Problem-centered
- Types of curriculum models **- 6 hrs.**
 - Content oriented
 - Behavioristic model
 - Process oriented

- Competency based
- The 'SPICES' model of curriculum design
- PRISMS model •
- Evaluation
 - 1 hr.
 - 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. Panthi, M P (2016) “ Text book of Training and Curriculum Development”
5. Decenzo, D.A and Robbins, S.P. (2003), Personnel Human resource Management. New Delhi: Prentice-Hall of India
6. HMGN, MOH: Human Resource Strategic Plan 2003 -20017, Ministry of Health, Ramsaha Path, Katmandu, April. 2003
7. Abbat F. Mc. Mahon R. " Teaching Health Care Workers: A Practical Guide" London:
8. Byars, LI Rue LW Rue "Human Resource Management". Boston: Richard D. Irwin, IMG. 1991.
9. Hornby. P et al. "Guidelines for Health Manpower Planning"Goneva: WHO , 1980.
10. Hall, TL and A Meija [Eds] "Health manpower planning" Geneva: WHO 1980.
11. Lynton and Pareek, "Training and Development".
12. Mager, RF Beach M "Developing Vocational Instruction" California: Fesaon Publishers.
13. Mager, "Preparation Instructional Objectives" California: Fesaon Publisher.
14. Pradhanga, YP "Health and Health Care in Nepal" [nepali] Bhaktapur.
15. Rajbhandari, SP. "Development Administration and Training" Kathmandu: Educational Enterprise, 1993. Machillian Education Limited, 1988.
16. Various Training Manuals Program conduct by National Health Training Centre, Ministry of Health HMG. Kathmandu, Nepal.

Course Title	Practical Skill Development (Training & Curriculum Development)		
Third Year	Sixth Semester	Course code: PSD 306.3-TCD	
Credit Hour: 1	Full Mark: 50	Pass Mark: 30	
Course description			
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			
Details of PSD			
Subject	Practical Hour	Content	Log or practical book
Training and curriculum development	32	<p>At least 2 days training module preparation and development with detail lesson plan of any public and social health area – 3 ½ hrs.</p> <ul style="list-style-type: none"> • Divide the students into groups comprising 3-5 students each group. – 15 mins. • Let the groups decide to choose any health topics. – 15 mins. • Discuss with each group about how a training module is prepared and developed. – 2 hrs. • Discuss the importance and process of developing a lesson plan – 1 hr. <p>• Development of training curriculum to specify the target participant (3 ½ hrs.)</p> <ul style="list-style-type: none"> ➤ Divide the students into groups comprising 3-5 students each group. – 15 mins. ➤ Let the groups decide to choose any health topics. – 15 mins ➤ Discuss with each group about how a training curriculum is prepared and developed. – 2 hrs. ➤ Discuss the importance and process of developing a curriculum. – 1 hr. 	Maintain
Total practical : 32 Hours			

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 explain:

- 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 10 Hours

- Meaning, scope of health economics -
- **2 hrs.**
- Principles role of health economics in health development and planning -
- **2 hrs.**
- Factors effecting health and development
- **- 1 hr.**
- Relationship between health and development
- **Macro -economics and health and clinical economics - 3 hrs.**
- National health account - 1/2 hr.
- G.D.P. and G.N.P. - 1/2 hr.
- Total health care expenditure - 1/2 hr.
- Out of pocket payment and Impact of out of pocket payment - 1 hr.
- Contribution of government and external development partners - 1/2 hr.
- Equity in health- vertical equity and horizontal equity
- **- 1 hr.**
- Economic efficiency- allocative efficiency and technical efficiency;

Production possibility frontier (PPF)
- 1 hr.

Unit 2: Demand and Supply of health care

8 Hours

- Concept of demand and supply; determinants; law of demand; Law of supply; Price mechanism - 2 hrs.
- Elasticity of demand and supply- price elasticity, income elasticity and Cross elasticity of demand and supply - 2 hrs.
- Health care demand- - 2 hrs.
 - Consumers as a health producer (1/2 hr.)
 - Health as a consumption good as well as investment good (1/2 hr.)
 - Role of education, income and other factors in health care demand (1 hr.)
- Supplier induced demand - 2 hr.
 - Doctor's monopoly, medicalization of health, information asymmetry, moral hazards (1 hr.)
 - Conditional cash transfer and performance based payment (1 hr.)

Unit 3: Health Care Cost

6

Hours

- Concept of different types of costs in health care;
 - Accounting cost, financial and economic cost; (1 hr.)
 - Opportunity cost; and Shadow Pricing (1 hr.)
 - Direct and indirect cost; (1/2 hr.)
 - Total, average, and marginal cost; - 1 hr.
 - Capital and recurrent cost, - 1/2 hr
 - Fixed and variable cost, - 15 mins.
 - Tangible and intangible cost, - 15 mins.
 - Contingency cost; - 15 mins.
 - Short term and long term cost; - 15 mins.
 - Explicit and implicit cost; - 1/2 hr.
 - Historical and replacement cost; - 15 mins.
 - Transaction cost and sunk cost. - 15 mins.

Unit 4: Health Care Market

3

Hours

- Market structure and market power - 1/2 hr.
- The monopoly model, perfectly competitive market – 1 hr.
- and Monopolistic market - 1/2 hr.
- Health care as a free market/command market/mixed market – 1/2 hr.
- Role of government in health care market - 1/2 hr.

Unit 5: Economic Evaluation **4**

Hours

- Definition, importance, process and constraints of economic evaluation
 - Cost effectiveness analysis - 1 hr.
 - Cost minimization analysis - 1 hr.
 - Cost benefit analysis - 1 ½ hr.
 - Cost utility analysis - ½ hr

Unit 6: Health Care Budgeting **4**

Hours

- Concept of budgeting in health care, principle and characteristics of budgeting –
- ½ hr. Types- Regular, development, recurrent, program and operating budget – 1 hr.
- Overview of national health budget- preparation, screening, sanction and receipt of budget - 1 ½ hr.

Unit 7: Book Keeping and Auditing **3 Hours**

- Different methods: Single and double entry system - ½ hr
- Health care account- Concept, classification of accounts (real and nominal accounts, suspense accounts) - 1 1/2 hrs.
- Audit - Concept of audit, types of audit- internal/external - 1 hr.

Unit 8: Health system and Financing **3 Hours**

- Concept, roles and functions of health system - 1
- ½ hr.
- Concept of health financing - 1/2 hr.
- Overview of health financing of Nepal - 1 hr.

Unit 9: Health Insurance **4 Hours**

- Concept of health insurance - ½ hr.
- Overview of health insurance - ½ hr.
- Types of health insurance- **Public**, private, community, social – 1 1/2 hr.
- Terminologies used in health insurance- premium, co-payment, deductibles, co-insurance, exclusions, maximum limit, capitation, limited coverage, adverse

selection, medical underwriting, moral hazard (demand /supply side) - 1 ½ hr.

Unit 10: Socioeconomic factors and determinants of health

3 Hours

- Poverty
- Income
- distribution
- Education
- Employment
- Remittances
- Behavior
- 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

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2. Phelps, Charles E “*Health Economics*” Boston: Addison Wesley, 2003
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)
5. Clewer Ann and D Parkins. *Economics for Health Care Management*. Prentice Hall.1998.
6. Folland, G., A.C. Goodman, and M. Stano. *The Economics of Health and Health Care*. Prentice Hall.1997.
7. Over M. *Economics for Health Sector Analysis: Concepts and Cases*. The World Bank.1991.
8. William Jack. *Principles of Health Economics for Developing Countries*. The World Bank.1999
9. Creese A., Parker D.: *Cost Analysis in Primary Health Care*, WHO, UNICEF, Aga Khan Foundation 1994.
10. Michael Drumond and etal.: *Methods for the Economic Evaluation if Health Care Program*, Oxford University Press, 2nd Edition, 1998
11. Cam Dondalson and Karen Gerard: *Economics of Health Care Financing: The visible Hands*, The Macmillan Press Ltd. 1993
12. Thomas E. Getzen: *Health Economics: Fundamentals and Flow of Funds*, Temple University USA. John Wieland Sons, 1997
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.
17. Barbara Mcpack, Lilani Kumaranayake and Charles Normand: *Health Economics: An International Perspective*, Routledge 11 New Fetter Lane, London, 2002
18. Ministry of Health and Population, *Nepal National Health Accounts*
19. *An Introductory Health Economics by Prof. Jagat Man Shrestha, NAMS*

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	
Course description 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
Health Economics and Health Financing	32	<ul style="list-style-type: none"> - Development of financial proposal in any health related development, program ➤ (Divide the students in the groups of 5 to 7 students each group. ➤ Each group is assigned to choose a specific program to develop. Discuss each group on how a financial proposal is developed - 4 hrs. ➤ Each group will develop a health program proposal including financial proposal including all required financial components – 10 hrs. - Analysis of cost effective and cost recovery of different program of health – 4 hrs. - Presentation and report to department – 6 hrs. - Select any one title, preparation, presentation and submission of term paper on health economics and health financing – 8 hrs. 	Maintain
Total practical : 32 Hours			

Maintain process of log or practical book

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

Final examination must be based on practical