

H. Ed. 515: Advanced Health Education

Level: M.Ed.

Semester: First

Nature of course: Theoretical

Credit hours: 3

Teaching hours: 48

1. Course Introduction

This course is designed to enhance the advanced knowledge and in-depth understanding of health education among students. It provides an opportunity for students to explore, apply, and critique the principles, philosophies, theories, foundations, and professionalization of health education, and to learn more about their applications in varied health education settings.

2. General Objectives

The general objectives of this course are as follows:

- To make the students familiar with different perspectives and theories of health and diseases.
- To develop critical understandings of health education and its approaches and models.
- To develop a deeper understanding in students about foundations of health education.
- To provide the students with in-depth knowledge of behaviour change theories.
- To acquaint the students with professionalization in health education.

3. Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none"> • Conceptualize and discuss different dimensions of health • Analyse and compare traditional and contemporary perspectives on health • Discuss and compare different models of health. • Critically review and analyse the theories of disease • Compare between health education and health promotion in terms of concepts, goals, and scopes • Describe history of health education • Explain principles of health education • Conceptualize and compare traditional, radical, and critical approaches to health education • Explore different settings for health education 	<p>Unit 1: Conceptualization of Health and Health Education (15)</p> <p>1.1 Concept, dimensions, and determinants of health</p> <p>1.2 Traditional and contemporary perspective on health</p> <p>1.3 Models/theories of health</p> <p>1.4 Review of theories of disease</p> <p>1.5 Concepts, goals, and scope of health education and health promotion</p> <p>1.6 Historical development of health education</p> <p>1.7 Principles of health education</p> <p>1.8 Traditional, radical and critical/new approaches to health education</p> <p>1.8 Settings for health education</p>
<ul style="list-style-type: none"> • Explain needs of philosophical foundation of in health education. • Discuss leading philosophical viewpoints of health education 	<p>Unit 2: Foundations of Health Education (13)</p> <p>2.1 Philosophical foundation</p> <p>2.1.1. Concept and need of philosophy in health education</p>

<ul style="list-style-type: none"> • Describe predominant philosophies of health education • Explore and discuss scientific studies, discovery, and innovation related to health and diseases as a foundation of health education • Discuss the government policy and programme that support health education in schools, colleges, and community • Explain the conceptual approach to curriculum development as foundation of health education • Discuss teaching strategies as key pillar of health education • Discuss psychology and theories of behaviour changes as psycho-behavioural foundation of health education • Explore and analyse learning theories and psychological theories that act as pillar of health education • Discuss relation of the social values, norms, mores, socialization, and cultural practices with health education • Analyse socio-cultural and economic foundations of health education • Identify and discuss folks, mores, customs, and sanctions in healthrelated issues • Explain influence of religious beliefs, ethno-medicine and spiritualism in health and health education • Analyze income, social class, and equity as foundations for health and health education 	<ul style="list-style-type: none"> 2.1.2. Leading philosophical view points (Loren Bensley 1993, Joyce Fetro-1993) 2.1.3 Predominant health education philosophies 2.2 Scientific foundation <ul style="list-style-type: none"> 2.2.1 Science, facts and evidences as bases of health education 2.2.2 Biology, environment, medical and other natural sciences as source of contents 2.2.3 Advances in diseases control and prevention, nutrition and fitness 2.3 Educational foundation <ul style="list-style-type: none"> 2.3.1 Government policy in supports of health education 2.3.2 Conceptual approach to health education curriculum development 2.3.3 Innovative teaching strategies 2.4 Psycho-behavioural foundation <ul style="list-style-type: none"> 2.4.1 Behaviour change theories and techniques draw on psychology and behavioural sciences 2.4.2 Application of learning and health behaviour theories in health education 2.4.3 Knowledge, attitude, value and health behavior as foundations 2.5 Socio-cultural and economic foundations <ul style="list-style-type: none"> 2.5.1 Concept of society and culture 2.5.2 Social values, norms, socialization, social network and health behaviour 2.5.3 Folks, mores, customs and sanctions in health related issues 2.5.4 Religion, ethno medicine and spiritualism 2.5.5 Income, social class and equity as foundation for health and health education
<ul style="list-style-type: none"> • Clarify the concept of health behaviour. • Discuss and analyze determinants of health behaviour change • Explain health education a process • Elucidate different theories of health behaviour changes • Explain roles of health education in health behaviour change process. • Discuss key concepts and constructs and variables of health belief model, theory of planned behaviour and 	<p>Unit 3: Health Behaviour Change (15)</p> <ul style="list-style-type: none"> 3.1 Concept and determinants of health behaviour 3.2 Health education as a change process of health behaviour 3.3 Theories of health behaviour change <ul style="list-style-type: none"> 3.3.1 Intrapersonal (Individual) theories <ul style="list-style-type: none"> • Health Belief Model (HBM) • Protection motivation theory • Theory of reasoned action and theory of planned behaviour • Trans-theoretical Model 3.3.2 Interpersonal theories

<p>social cognitive theory</p> <ul style="list-style-type: none"> • Explain how social support and network influence health behaviour change • Explain how process of diffusion of innovation contribute to the health behaviour change • Discuss and analyze roles social marketing approach to health behaviour change • Apply behaviour change theories in health education • Illustrate mass media and its effects on behavioural change 	<ul style="list-style-type: none"> • Social Cognitive Theory (SCT) • Social support and network theory <p>3.3.3 Community Level Theory:</p> <ul style="list-style-type: none"> • The Diffusion of innovation theory • Social marketing theory <p>3.3.4 Mass media and its effects on behavioural change</p>
<ul style="list-style-type: none"> • Discuss the concept of health education profession. • Determine the need of health education profession and professional qualities of health education professionals. • Justify the several approaches of professional preparation in health education. • Identify professional competencies of health educators • Assess the need of ethics and professionalism in health education. 	<p>Unit 4: Health education profession and professional ethics (5)</p> <p>4.1 Concept and needs of health education profession</p> <p>4.2 Professional qualities and competencies of health educators</p> <p>4.3 Approaches of professional preparation in health education</p> <p>4.4 Ethics and professionalism in health education profession</p>

4. Instructional Techniques

The instructional techniques for this course are divided into two groups. The first group consists of general instructional techniques applicable to most of the units. The second group consists of proposed specific instructional techniques applicable to specific units or sub units or content.

4.1 General Instructional Techniques

- Lecture
- Discussion
- Brain storming
- Presentation
- Guest speech
- Project work
- Interaction
- Research based learning

4.2 Specific Instructional Techniques

Unit	Activities and Instructional Techniques
I	Traditional and Contemporary perspectives on health

	<ul style="list-style-type: none"> • The students will be given assignment to collect materials on different perspectives on health' and categorize them into traditional and contemporary perspectives • With collaborative efforts of students and feedback of teacher the materials will be improved further. <p>Theories of health</p> <ul style="list-style-type: none"> • The students will collect materials on different theories of diseases through electronic sources or reference books. • By means of discussion and collaborative works of the students the materials will be arranged into major theories like ancient or less scientific theories, modern theories or scientific theories. • They will be encouraged to reinterpret ancient or less scientific theories into modern versions in the classroom. <p>Approaches to Health Education</p> <ul style="list-style-type: none"> • Students will be divided into three groups and the first group will review the traditional approach, the second group will review radical approach, and the third group will review empowerment approach. • Each group will present the key concepts of the given approach to health education in the class.
II	<p>Foundations of health education</p> <ul style="list-style-type: none"> • The students will be provided with task to collect materials from internet and reference books related to foundations of health education. • They will organize an interaction programme based on their reading. • The views of the students and teachers will be shared and collected ideas to improve the material. • With collaborative efforts of students and feedback from the teacher the materials will be improved further.
III	<p>Mass media and its effects on health behavioral change</p> <ul style="list-style-type: none"> • The students will be given task to collect materials related to 'Mass media and its effects on health behavioural change'. • They will organize an interaction programme on that title. • The views of the students and teachers will be shared in interaction programme and the students will utilize the collected ideas to improve the material. • A document will be prepared based on discussion, secondary sources, and teachers' feedback. <p>Behavioural change models:</p> <ul style="list-style-type: none"> • The students will collect related materials on models of behaviour change. • By their collaborative efforts they implement the concept of behaviour change model into health behaviour model and submit to the subject teacher.
IV	<p>Health education profession and professional ethics</p> <ul style="list-style-type: none"> • The students will be given task to collect information about health education profession and professional ethics. • They will be asked to prepare a paper from collected materials. • They will be asked to present the paper in the classroom. • After the feedback from the students and teacher, the paper will be finalized.

5. Evaluation Scheme

5.1 Internal Evaluation 40%

Internal evaluation will be conducted by course teacher based on following activities:

• Attendance	5 marks
• Participation in learning activities	5 marks
• First assignments: Review	10 marks
• Second assignment: Mid-term exam	10 marks
• Third assignment: Term paper	10 marks
Total	40 marks

5.2 External Examination (Final Examination) 60%

Examination Division, Office of the Dean, Faculty of Education will conduct final examination at the end of semester.

SN	Types of question	Marks
1	Objective type questions (multiple choice 10 x 1)	10
2	Short answer questions (6 questions x 5 marks with 2 or questions)	30
3	Long answer questions (2 questions x 10 marks with 1 or question))	20
Total		60

6. Recommended Books and References

6.1 Recommended Books

- Cottrell, R. R., Girvan, J.T. & McKenzie, J.F. (2006). *Principles and foundations of health promotion and education (3rd ed.)*. NY: Benjamin Cummings. **(For units I, II, III, VI & VII)**
- Galli, N. (1978). *Foundations and principles of health education*. NY: John Wiley & Sons, Inc. **(For units I, II, III and VI)**
- Glanz, K., Rimer, B. K. & Lewis, F.M. (2006). *Health behaviour and health education: Theories, research and practice (3rd ed.)*. San Francisco: John Wiley & Sons, Inc. **(For unit I & III)**
- Green, H.G. & Simons-Morton, B.G. (1984). *Introduction to health education*. New York: McMillan Publishing Company. **(For units I-IV)**
- Katz, J., Peberdy, A. & Douglas, J. (2000). *Promoting health: Knowledge and practices*. London: Open University Press. **(For unit I)**
- Park, K. (2011). *Park's textbook of preventive and social medicine (21st ed.)*. Jabalpur: M/S Banarsidas Bhanot. **(For units I and II)**
- Pradhan, H. B. (2008). *Textbook of health education: Philosophy and principles*. Kathmandu: Educational Publishing House. **(For unit I)**
- Naidoo, J. & Will, J. (2009). *Health promotion: Foundation for practice*. London: BaillièreTindall. **(For unit I and II)**
- Rubinson, L. & Wisley, F. A. (1984). *Health education foundations for the future*. St. Louis: Times Mirror/Mosby College Publishing. **(For units I & IV)**
- Tones, K. & Tilford, S. (1996). *Health education: Effectiveness, efficiency and equity*. London: Champan& Hall. **(For unit I)**

Winkelman, M. (2009). *Culture and health: Applying medical anthropology*. San Francisco: John Wiley and Sons. **(For unit II)**

6.2 References

- Department of Health Service, MoHP. *Annual report*. Kathmandu: Author.
- Ministry of Health and Population. *National health policies and programs*. Kathmandu: Author.
- National Planning Commission. *Five year plans of Nepal*. Kathmandu: NPC/CBS.
- Dixit, H. (2000). *Nepal's quest for health*. Kathmandu: Educational Publishing House.
- Harris, M. (1995). *Cultural anthropology* (4th ed.). New York: HarperCollins College Publishers.
- Tischler, H.L. (2007). *Introduction to sociology* (9th ed.). Belmont, CA: Thomson Wadsworth.
- Wallis, K., & Elmer, S. (2007). *Society, culture and health: An introduction to sociology for nurses*. South Melbourne, Australia: Oxford University Press.
- कार्की, अशोक कुमार (२०७०). *स्वास्थ्यशिक्षाको आधार*. काठमाडौं : पैरवीप्रकाशन .
- वैद्य पृथ्वीचरण, बुढाथोकी, चित्रबहादुर, वाग्ले विष्णु प्रसाद र भण्डारी, खिमानन्द. (२०६८). *स्वास्थ्यशिक्षाकोआधार र सिद्धान्तहरू*. काठमाडौं : पिनाकल पब्लिकेसन.
- महर्जन, श्यामकृष्ण. (२०६७). *स्वास्थ्यको आधार*. काठमाडौं. (दोस्रो संस्करण) भूँडि पुराणप्रकाशन.
- मुडवरी, नवराज. (२०६४). *वास्थ्यशिक्षाकोआधार र सिद्धान्तहरू*. कीर्तिपुर: स्नुपिटर प्रकाशक र वितरक (प्रा.लि.).
- पहाडी, तोया (२०६८). *वास्थ्यशिक्षाकोआधार र सिद्धान्तहरू*. कीर्तिपुर: क्षितिजप्रकाशन.
- प्रधानाङ्ग, योगेन्द्र प्रसाद (२०३६). *नेपालमा स्वास्थ्य र स्वास्थ्य सेवा*. काठमाडौं : जे. के. प्रकाशन .

H. Ed. 516: Fundamentals of Epidemiology

Level: M. Ed.

Semester: First

Nature of course: Theoretical

Credit hours: 3

Teaching hours: 48

7. Course Introduction

This course is designed to provide the students with in-depth knowledge of epidemiologic measures and methods which are applied in health research. Moreover, emphasis is placed on epidemiologic approach, measures, methods/designs, causation, and epidemiology of infectious and non-communicable diseases. Students will gain knowledge and experiences in epidemiologic measures and methods. The aim of this course is to widen the horizon of knowledge and understanding of the students with a view to making them able to design epidemiologic study and apply epidemiologic methods in diseases prevention and health promotion.

8. General Objectives

The general objectives of this course are as follows:

- To familiarize the students with the concept, history, components, and measurement of epidemiology
- To acquaint the students with epidemiologic study designs
- To make the students able to gain a broad understanding of methods of infectious epidemiology
- To familiarize the students with basic knowledge in error, bias, reliability, and validity in epidemiology
- To provide the students with necessary knowledge and skills to be able to critically analyze risk factors and preventive measures of non-communicable diseases

9. Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none">• Describe concepts and brief history of epidemiology.• Discuss major fields of epidemiology• Explain components of epidemiology• Calculate incidence and prevalence	Unit 1: Introduction to Epidemiology (10) 1.1 Concepts and history of epidemiology 1.2 Terminology used in epidemiology 1.3 Use and fields of epidemiology 1.4 Components of epidemiology 1.5 Measurement in epidemiology 1.5.1 Measurement tools

<p>rate of diseases and health problem.</p> <ul style="list-style-type: none"> • Calculate crude and specific mortality rate. • Conceptualize and estimate relative risk and odds ratio. 	<ul style="list-style-type: none"> • Rate • Proportion • Ratio <p>1.5.2 Measurement of diseases frequency</p> <ul style="list-style-type: none"> • Incidence rate • Prevalence rate <p>1.5.3 Mortality measurement</p> <p>1.5.4 Measurement of association</p> <ul style="list-style-type: none"> • Relative risk • Odds ratio
<ul style="list-style-type: none"> • Conceptualize epidemiologic methods and study designs. • Describe descriptive study design. • Explain case-control and cohort study design with illustration. • Analyze data from case-control and cohort study. • Explain randomized control trial, field, and community trial. • Critically review the selected epidemiologic studies published in national and international journals. • Discuss the concept of error, bias, and confounding variables in epidemiologic studies • Explain the types of reliability and validity in epidemiologic studies • Discuss the causation and association in epidemiologic studies. 	<p>Unit 2: Epidemiologic Methods (15)</p> <p>2.1 Concept of Epidemiologic methods and study design</p> <p>2.2 Types of Epidemiologic methods</p> <p>2.2.1 Observational method</p> <p>2.2.2 Experimental method</p> <p>2.3 Descriptive study</p> <p>2.3.1 Case report and case study</p> <p>2.3.2 Cross-sectional survey</p> <p>2.4 Analytical study designs</p> <p>2.4.1 Case-control study</p> <p>2.4.2 Cohort study</p> <p>2.5 Experimental/interventional study designs</p> <p>2.5.1 Randomized control trial</p> <p>2.5.2 Field trial</p> <p>2.5.3 Community trial</p> <p>2.6 Concept of error, bias, and confounding variables in epidemiological studies</p> <p>2.7 Reliability and validity in epidemiologic studies</p> <p>2.8 Concept of causation and association</p> <p>2.8.1 Causal relation</p> <p>2.8.2 Spurious/false association</p>

<ul style="list-style-type: none"> • Describe epidemiologic triad and theory of communicable diseases. • Identify and discuss social determinants of communicable diseases • Classify communicable/infectious diseases-based mode of transmissions. • Identify the ways and techniques for breaking chain of infections of communicable diseases • Discuss natural history of diseases • Explain steps in disease outbreak investigation. • Describe types of disease surveillance. • Discuss epidemiology of malaria, tuberculosis, influenza, and HIV/AIDS in Nepal. • Discuss the principles and methods of communicable diseases control 	<p>Unit 3: Infectious Disease Epidemiology(13)</p> <p>9.1 Epidemiologic triad and theory of communicable diseases</p> <p>9.2 Social determinants of communicable diseases</p> <p>9.3 Classification and breaking chain of infection of communicable diseases: Water washed, water/fecal borne, food borne, vector borne, air bone respiratory diseases, STIs, Diseases of soil contacts, skin infection diseases, ecto-parasite zoonosis, domestic zoonotic diseases</p> <p>9.4 Natural history of communicable disease diseases</p> <p>9.5 Steps in disease outbreak investigation</p> <p>9.6 Epidemiological surveillance of diseases</p> <p>9.7 Epidemiology of malaria, TB, influenza, HIV and AIDS in Nepal according to government's data</p> <p>3.8. Principles and methods of communicable disease controls</p>
<ul style="list-style-type: none"> • Conceptualize and discuss the nature of non-communicable, chronic, and hereditary diseases • Explain social determinants of non-communicable diseases • Conceptualize and classify the cardiovascular diseases • Discuss the risk factors, social determinants, and preventive strategy of coronary heart diseases 	<p>Unit 4: Epidemiology of Non-communicable diseases (10)</p> <p>4.1 Concept of non-communicable, chronic, and hereditary diseases</p> <p>4.2 Social determinants of non-communicable diseases</p> <p>4.3 Epidemiology of cardiovascular diseases</p> <p>4.3.1 Concept of cardiovascular diseases</p> <p>4.3.2 Types of cardiovascular diseases</p> <p>4.3.3 Risk factors, social determinants, and prevention of coronary heart diseases, hyper-</p>

<ul style="list-style-type: none"> • Explain risk factors and preventative strategies for hypertension and rheumatic heart diseases • Explain the causes and social determinants of cancer • Discuss the screening procedures and prevention of cancer • Explain types of diabetes and screening procedures • Explain risk factors, social determinants, and prevention of diabetes 	<p>tension, and rheumatic heart diseases</p> <p>4.4 Epidemiology of cancer</p> <p>4.4.1 Concept and types of cancer</p> <p>4.4.2 Causes and social determinants of cancers</p> <p>4.4.3 Cancer screening and prevention of cancer</p> <p>4.5 Epidemiology of diabetes</p> <p>4.5.1 Concept and types of diabetes</p> <p>4.5.2 Screening for diabetes</p> <p>4.5.3 Risk factors, social determinants, and prevention of diabetes</p>
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10. Instructional Techniques

The instructional techniques for this course are divided into two groups. The first group consists of general instructional techniques applicable to most of the units. The second group consists of specific instructional techniques applicable to specific units.

4.1 General Techniques

- Lecture
- Discussion
- Demonstration
- Presentation
- Guest speech
- Library visit
- Home assignment

4.2 Specific Instructional Techniques

Unit	Activities and instructional techniques
1	Group work on calculation of prevalence rate, prevalence rate, case fatality rate, infant mortality rate, and relative risk and odds ratio using raw data from district public health office or Annual Report of Department of Health Services of Ministry of Health
2	Cooperative learning techniques: Students will be divided into five groups and each group will be assigned to work on case-control study, cohort study, randomized

	control trial, field trial and community trial. Each group should do online research to find out published research articles on given type of the studies, and study them in group. Then each group should present different aspects of the studies in the class.
3	Review books and articles related to the prevention of communicable diseases in Nepal and organize oral presentation.
4	Student will be divided into four groups and each group will explore data on global burden, problems, and prevention strategies of major communicable diseases. Each group will present these issues in classroom.

11. Evaluation Scheme

11.1 Internal Evaluation 40%

Internal evaluation will be conducted by course teacher based on following activities:

1) Attendance	5 marks
2) Participation in learning activities	5 marks
3) First assignments. Review of epidemiologic studies	10 marks
4) Second assignment: Mid-term exam	10 marks
5) Third assignment: Writing a term paper	10 marks
Total	40 marks

5.2 External Examination (Final Examination) 60%

Examination Division, Office of the Dean, Faculty of Education will conduct final examination at the end of semester.

SN	Types of question	Marks
1	Objective type questions (multiple choice 10 x 1)	10
2	Short answer questions (6 questions x 5 marks with 2 OR questions)	30
3	Long answer questions (2 questions x 10 marks with 1 OR question))	20
Total		60

12. Recommended Books and References

12.1 Recommended Books

Beaglehole, R., Bonita, R. & Kjellstrom, T. (2001). *Basic epidemiology*. Geneva: World Health Organization. **(For Unit I and II)**

- CDC, *Principle of epidemiology in public health practice*. Available www.cdc.gov/training/products/ss1000. (Unit 1 and IV)
- Crrao, G. et al. (1993). Amount and duration of alcohol intake as risk factors of symptomatic liver cirrhosis: A case-control study. *Journal of Clinical epidemiology*, 46(7), 601-607. (Unit II)
- Beshai, D. et al., (2005). The impact of vitamin: A supplementation on mortality inequalities among children in Nepal. *Health Policy and Planning*, 20(1), 60-66. (Unit II)
- Park, K. (2010). *Park's textbook of preventive and social medicine*. Jabalpur, India: M/S BanarsidasBhanot Publishers. (Unit I, II, III and IV)
- Picado, A. et al. (2010). Long lasting insecticidal nets for prevention of leishmaniadonovani infection in India and Nepal: paired cluster randomized trial. *British Medical Journal*, 341:c6760 .doi:10.1136/bmj.c6760 (Unit III)
- Pradhan, E.K. et al. (2002). Risk of death following pregnancy in Nepal. *Bulletin of World Health Organization*, 80, 887-891. (Unit IV)
- Tamparo, C.D., & Lewis, M.A. (2011). *Diseases of human body* (Fifth Edition). Philadelphia, PA: F.A. Davis Company. (For unit III and IV)
- Webber, R. (2005). *Communicable diseases epidemiology and control: A global perspective*. Massachusetts Avenue: CABI Publishing. (Unit III)

12.2 References

- Bhopal, R. (2002). *Concepts of Epidemiology An integrated introduction to the ideas, theories, principles and methods of epidemiology*. New York: Oxford University Press.
- Budhathoki, C.B. &Wagle, B.P. (2069BS). *Community health and organization* (In Nepali). Pinnacle Publication.
- Gregg, M.B. (2008). *Field epidemiology (3rd edition)*. New York: Oxford University Press.
- Greenberg, S. et al. (1996). *Medical epidemiology*. London: Prentice Hall International Inc.
- Killewo, J. Heggenhougen, H.K., &Quah, S.R. (Eds.) (2008). *Epidemiology and demography in public health*. Amsterdam: Academic Press.

H. Ed. 517: Human Sexuality and Reproductive Health Education

Nature of course: Theoretical

Level: M.Ed.

Credit hours: 3

Semester: First

Teaching hours: 48

1. Course Introduction

This course is designed to equip students with deeper knowledge and understanding on conceptualization of sexual and reproductive health education, development of human sexuality, sexual behaviour, social aspects of human sexuality, recent reproductive health goals and strategies. This course also builds capacity in students to work as an expert in designing, implementing, and monitoring programme for the formal as well as non-formal educational sectors.

2. General Objectives

The general objectives of this course are as follows:

- To make the students familiar with sex, sex education, adolescent's education, sexual and reproductive health education, comprehensive sexuality education, and values and needs of sexual and reproductive health education.
- To acquaint the students with understanding on theories of human sexuality.
- To develop an in-depth knowledge on development of human sexuality.
- To familiarise the students with the sexual orientation, abnormal sexual behaviour, sexual dysfunction and promoting healthy and responsible sexual behaviour.
- To acquaint the students with the reproductive health policies and socio-political aspects in Nepal.

3. Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none">• Discuss the concept of sex, sex education, and the misconception of sex education• Make out the concept and needs of & SRH education.• Explain the recent concepts and needs of CSE.• Delineate the needs and values, of ASRH education.• Elucidate the problem and management of ASRH.	Unit 1: Introduction to Sexual and Reproductive Health Education (8) 1.1 Concept of sex, sex education, and the misconceptions of sex education. 1.2 Sexual and reproductive health education 1.3 Comprehensive sexuality education (CSE) 1.4 Concept, value, and needs of adolescence sexual and reproductive health (ASRH). 1.5 Problems of adolescent's sexual and reproductive health and their management.
<ul style="list-style-type: none">• Elucidate the biological and psychological theory of human sexuality.• Explain the psychological characteristics of sexuality in different stages of human life.	Unit 2: Development of Sexuality (15) 2.1 Concept and theories of human sexuality 2.2 Development of human sexuality (renatal, infancy, childhood, adolescence,

<ul style="list-style-type: none"> • Describe the human reproductive process. • Delineate the causes and impacts of teenage pregnancy, unsafe abortions, and their management. • Make clear the concept, causes, impacts, and management of sub-fertility 	<p>adulthood, elderly)</p> <p>2.3.Reproductive process</p> <p>2.3.1 Menstruation</p> <p>2.3.2 Fertilisation/Conception</p> <p>2.3.3 Birth</p> <p>2.4.Consequences of teenage pregnancy, unsafe abortion, and their management</p> <p>2.5.Sub-fertility/infertility and its management</p>
<ul style="list-style-type: none"> • Explain the concept of sexual behaviour • Discuss the values and ways of responsible and safer sexual behaviour • Examine the causes and impacts of premarital and extramarital sexual behaviour • Analyse the issues, causes/theories of homosexuality and characteristics of LGBTIQA. • Interpret the causes, impacts and management of abnormal sexual behaviour • Make clear the single life sexuality and uses of sex toys • Discuss the causes, impacts and management of sexual dysfunctions • Elucidate sexual disorder of disabled persons and its management 	<p>Unit 3: Sexual behaviour and Dysfunction/Disorder (15)</p> <p>3.1 Concept of sexual behaviour (Love, affection, intimacy, sexual arousal, and response)</p> <p>3.2 Values and ways of responsible and safer sex behaviours</p> <p>3.3 Premarital and extramarital sexual behaviours and their issues</p> <p>3.4 Sexual Orientation:</p> <p>3.4.1 Concept of sexual orientation</p> <p>3.4.2 Homosexuality</p> <p>3.4.3 Characteristics of LGBTIQA</p> <p>3.5 Abnormal sexual behaviour: Paraphilias, Hyper sexuality and High-risk sexual behaviours.</p> <p>3.6. Alternative ways of sexual satisfaction (Use of sexual toys and its consequences).</p> <p>3.7. Causes and treatment of male and female sexual dysfunction/disorder</p> <p>3.7.1 Male</p> <ul style="list-style-type: none"> • Sexual desire disorder (Hypoactive) • Impotence (Erectile dysfunction) • Premature ejaculation • Retarded ejaculation <p>3.7.2 Female</p> <ul style="list-style-type: none"> • Vaginismus • Anorgasmia

	<ul style="list-style-type: none"> • Rapid orgasm • Dyspareunia <p>3.8. Sexual problems of disabled persons and their managements</p>
<ul style="list-style-type: none"> • Explain the socio- cultural perception on sexuality. • Examine the issues of girls trafficking, commercial sex, sexual violence, exploitation, harassment and suggest their control measures • Examine the issues of girls trafficking, commercial sex and sexual harassment and suggest their control measures • Delineate the evolution of RH and reproductive rights • Analyse the goals, policies, and strategies of reproductive health • Prepare a report on youth friendly health services based on survey of health post/PHC/health provider • Discuss SRH in reference to the sustainable development. 	<p>Unit 4: Socio- political Aspects on Sexuality (10)</p> <p>4.1 Socio cultural perception on sexuality</p> <p>4.2 Religion and sexuality</p> <p>4.3 Legal aspects on sexuality</p> <p>4.4 Girls trafficking and commercial sex</p> <p>4.5 Sexual exploitation, harassment, and violence</p> <p>4.6 Women sexual and reproductive health rights</p> <p>4.7 Recent reproductive health plan and strategies of Nepal</p> <p>4.8 Youth friendly health service in Nepal</p> <p>4.9 Sustainable development goals (SDGs) in relation to sexual and reproductive health</p> <p>4.10 Sexual and reproductive health in public health emergencies.</p>

4. Instructional Techniques

The instructional techniques for this course are divided into two groups. The first group consists of general instructional techniques applicable to most of the units. The second group consists of proposed specific instructional techniques applicable to specific units or sub-units or content.

4.1 General Instructional Techniques

- Lecture
- Document review
- Discussion
- Brain storming
- Presentation
- Guest lecture
- Collaborative learning
- Independent learning
- Project work
- Critical thinking method

4.2 Specific Instructional Techniques

Unit	Activities and Instructional Techniques
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I	<p>Conceptualization on Sexual and Reproductive Health</p> <ul style="list-style-type: none"> • The students will be given reading materials to prepare papers on sex, sex education, sexual and reproductive health. • All the students will be asked to collect myths and misconceptions of sex and sexuality education and have a group discussion. Its copy will be distributed to students after editing. • The students will be given an assignment to prepare the notes on comprehensive sexuality education including ASRH.
II	<p>Development of Sexuality</p> <ul style="list-style-type: none"> • The students will be given assignment to prepare the notes on theories of human sexuality based on library/website visit and have a discussion in the class. The teacher will provide feedback for further improvement of the task. • The students will be given an assignment to prepare materials related to the development of human sexuality. They will also be instructed to present their assignment in the large group. • A guest lecture about sexuality development will be arranged. Very short answer type questions will be prepared to conduct quick review of the lessons and the students will be asked those questions in the class.
III	<p>Sexual Behaviour and Dysfunction/Disorder</p> <ul style="list-style-type: none"> • The students will be asked to develop a survey form to collect information on premarital sex and its consequences. They will be asked to collect information at least from ten people to draw ideas about premarital sex. • The students will be asked to organize an interaction program on LGBTIQ. If possible, a resource person will be invited for the interaction program. • The students will be given reading materials on sexual dysfunctions to review. They will also be asked to draw conclusions from the materials and submit it to the teachers as a home assignment. • The students will be asked to prepare notes on the consequences of unsafe abortion in Nepal based and have a group discussion. • A guest lecture about the use of sexual toys and its consequences will be arranged. • If possible, an expert will be invited to deliver on management of sub fertility. • Question answer session will be conducted after finishing the guest lecture
IV	<p>Socio-political Aspects on Sexuality</p> <ul style="list-style-type: none"> • The students will be asked to visit library or website to collect information on religion and sexuality. • The students will be given assignments to prepare the notes on girls trafficking, commercial sex, sexual harassment, and sexual violence. • They will be asked to prepare a report on the visit and present it in the large group. • The students will be assigned to visit a local health post/PHC to see whether or not they are providing youth friendly RH services and also asked them to share in the information with the group.

5. Evaluation Scheme

5.1 Internal Evaluation 40%

Internal evaluation will be conducted by subject teachers based on following aspects:

SN	Particular	Points
1	Attendance	5
2	Participation in learning activities	5
3	First assessment: Article review/ book review or open book test/ unit test	10
4	Second assessment: Midterm test	10
5	Third assessment: Project work or case study or field study/survey, or seminar/workshop	10
Total		40

5.2 External Examination (Final Examination) 60%

Examination Division, Office of the Dean, Faculty of Education will conduct final examination at the end of semester.

SN	Types of question	Marks
1	Objective type questions (multiple choice 10 x 1)	10
2	Short answer questions (6 questions x 5 marks with 2 OR questions)	30
3	Long answer questions (2 questions x 10 marks with 1 OR question)	20
Total		60

6. Recommended Books and References

6.1 Recommended Books

Bolin, A & Whelehan, P. (2009). *Human sexuality: Biological, psychological, and cultural perspectives*. New York: Rutledge Taylor and Francis Group. **(For unit II-IV)**

Bruess, C. E. & Greenberg, J. S. (2004). *Sexuality education: Theory and practice* (4th ed.). Sudbury: Jones and Bartlett Publishers. **(For units I, II and III)**

- Carroll, J. L. (2008). *Sexuality now: Embracing diversity* (3rd ed.). Belmont: Wadsworth. **(For units I, II – V)**
- Herdt, G. and Howe, C. (Eds) (2008). *21st centuries sexualities: Contemporary issues in health, education and rights*. USA: Routledge. **(For units I, III and V)**
- Masters, W. H., Johnson, V. E., & Kolodny, R. C. (2007). *Human sexuality*, (5th ed.) New Delhi: Pearson Education. **(For units I- VI)**
- Shrestha, D. R. (2008). *Reproductive health: National and international perspectives*. Dhulikhel: Mrs. Narayan Devi Shrestha. **(For unit VI)**
- WRREC Nepal. <http://www.worecnepal.org/programs/trafficking> **(For unit V)**

6.2 References

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- FPAN, Youth Section (2001). *Sexual abuse and all about (Youn shoshan ra yas bare thaha paunu parne kuraharu)*. Kathmandu: Author.
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- Joshi, S, Padam Simkhada, P. & Prescott, G. J. (2011). *Health problems of Nepalese migrants working in three Gulf countries*. BioMed Central Ltd.
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- Mamta. (2006). *Supplementary reading for facilitators on sexuality, gender and young people* (2nd ed.). New Delhi: SIDA.
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- Regmi, P., Simkhada, P. & Van Teijlingen, E.R. Sexual reproductive health status among young people in Nepal: opportunities and barriers for sexual health education and services utilization. *Kathmandu University Medical journal*, 6(2), 248-256.
- UNFPA. (1994). *International conference on population and development* (Draft programme of Action, 5 - 13 September). Cairo, Egypt: Author.

WHO (1999). *Programme for adolescence and development*. Geneva: WHO

ICPD programme of action para. <http://web.unfpa.org/adolescents/language/p4.htm>

Moving Forward: Dispelling misconceptions about sexuality education in India.

http://www.popcouncil.org/pdfs/frontiers/presentations/2007APCRSHR_Jejeebhoy.pdf

उपाध्याय, गोविन्दशरण (२००८). *केवल किशोर किशोरीका लागि*. काठमाण्डौ : ए के बुक्स एण्ड एुकेशनल इन्टरप्राइज.

जनसङ्ख्या शिक्षा एकाइ (२०६९). *यौन तथा प्रजनन स्वास्थ्य राष्ट्रिय स्रोत पुस्तक*. कीर्तिपुर: शि.शा. सङ्काय, त्रि. वि.

तुइतुइ, रोशानी र तुइतुइ, सावित्री (२०६४). *प्रजनन स्वास्थ्य*. काठमाडौं : प्रशान्ती प्रकाशन.

पोखेल, निता (२०६४). *यौन, गर्भ र सुत्केरी*. काठमाडौं : एडुकेशनल पब्लिकेशन हाउस.

महर्जन, श्यामकृष्ण (२०७०). *मानव यौनिकता र प्रजनन स्वास्थ्य (छैठौं संस्करण)*. कीर्तिपुर : सनलाइट प्रकाशन.

शिक्षाशास्त्र सङ्काय (२०५९). *सामाजिक न्याय शिक्षा*. कीर्तिपुर : डीनको कार्यालय, शिक्षाशास्त्र सङ्काय, त्रि. वि.

H. Ed. 518: Health Promotion

Level: M.Ed.

Semester: First

Nature of course: Theoretical

Credit hour: 3

Teaching hours: 48

1. Course Introduction

This course is designed to provide the students with the knowledge and understanding of health promotion in modern context. The emphasis is on the critical understanding of the theory, models, strategies, and methods of health promotion. It aims to develop critical understanding and appraisal of the nature of the relationship between people and their social-ecological contexts in terms of their impact on the health of individuals and community. It provides students an in-depth understanding of methods for planning, implementing, and evaluating health promotion interventions for promoting health at different focus areas and settings for health.

The general objectives of the course are as follows:

- To introduce students to basic concepts, features, evolution and Ottawa Charter of health promotion

2. General Objectives

- To familiarize the students with the social and political contexts of health promotion
- To enable the students to analyze and apply theoretical models in designing health promotion program
- To orient the students about different approaches of health promotion
- To equip the students with the knowledge of different strategies and methods of health promotion
- To develop deeper understanding of primary health care approach to health promotion
- To make the students able to apply behavioural change theories in developing personal skills required for health promotion
- To enable the students to apply approaches of community development and empowerment in strengthening community action for health promotion
- To equip the students with knowledge and methodological skills of planning, implementation and evaluation of health promotion interventions.
- To orient the students to the setting approach of health promotion with an emphasis on understanding of workplace health promotion

3. Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none"> • Define and identify key features of health promotion. • Explain scope and importance of health promotion • Discuss relationship between health education and health promotion • Highlight the historical milestones contributing to the emergence of health promotion and its development. • Explain social determinants of health and health promotion • Discuss the role of social model of health and health promotion • Discuss social responsibility of health promotion • Explore and analyze political context of health promotion • Summarize international efforts on health promotion 	<p>Unit 1: Introduction to Health Promotion (9)</p> <p>1.1 Concepts, features, and the importance of health promotion</p> <p>1.2 Scope of health promotion</p> <p>1.3 Symbiotic relationship between health education and health promotion</p> <p>1.4 Historical evolution of health promotion</p> <p>1.5 Social determinants of health in relation to health promotion</p> <p>1.6 Social model of health and health promotion</p> <p>1.7 Social responsibility of health and health promotion</p> <p>1.8 Equity and social justice in health promotion</p> <p>1.9 Politics of health promotion</p> <p>1.10 International efforts on health promotion</p>
<ul style="list-style-type: none"> • Identify major paradigms of health promotion • Explain Tannahil and Green and Tonnes model of health promotion • Illustrate empowerment model of health promotion • Discuss Beattie's model of health promotion • Explain social ecological model of health promotion • Discuss the scope and limitation of medical approach to health promotion • Explain behavioural change and educational approach in health promotion • Describe theories of social changes and its application in health promotion • Discuss the new social movement for health promotion 	<p>Unit 2: Theoretical Models and Approaches of Health Promotion (10)</p> <p>2.1 Paradigms of health promotion</p> <p>2.2 Major theoretical models of health promotion and its application in planning intervention</p> <p style="padding-left: 20px;">2.2.1 Tannahill's model of health promotion</p> <p style="padding-left: 20px;">2.2.2 Health action model</p> <p style="padding-left: 20px;">2.2.3 Empowerment model</p> <p style="padding-left: 20px;">2.2.4 Beattie's health promotion model</p> <p style="padding-left: 20px;">2.2.5 Social ecological model</p> <p>2.3 Approaches to health promotion</p> <p style="padding-left: 20px;">2.3.1 Medical approach</p> <p style="padding-left: 20px;">2.3.2 Behavioral change approach</p> <p style="padding-left: 20px;">2.3.3 Educational approach</p> <p style="padding-left: 20px;">2.3.4 Empowerment approach</p> <p style="padding-left: 20px;">2.3.5 Social change approach</p> <ul style="list-style-type: none"> • Concept and theories of social change • New social movement for health promotion

<ul style="list-style-type: none"> • Describe the concept of reorienting health services in health promotion • Discuss the roles of health promotion through health services and health promotion in health sector • Outline health promotion services in Nepal • Explain the role of PHC and equitable distribution of health services in health promotion • Discuss roles of intrapersonal theories in developing and modifying health behaviour • Explore and discuss the dimensions and methods of community empowerment • Discuss needs of the community development approach to health promotion • Describe the history and characteristics of healthy public policy (HPP) • Explore skills and resources required for HPP • Conduct advocacy and agenda setting for policy making • Discuss the adoption and implementation of process of HPP • Discuss the role of mass media campaign such as planned and unpaid coverage in health promotion • Describe the process of developing effective communication strategies • Discuss the media advocacy for health promotion • Write critique of social marketing approach to health promotion • Discuss the contribution of health education to health promotion • Summarize key concepts of contemporary approach to health promotion 	<p>Unit 3: Strategies and Methods of Health promotion (18)</p> <p>3.1 Reorienting health services</p> <p>3.1.1 Promoting health in and through health care sector and the role of health services</p> <p>3.1.2 Promotional health services in Nepal</p> <p>3.1.3 Promoting health through primary health care approach and equitable distribution to health services</p> <p>3.2 Developing personal skills</p> <p>3.2.1 Life skill development</p> <p>3.2.2 Developing and modifying personal skills and behaviour using protection motivation theory, stages of change model and precaution adoption process model</p> <p>3.3 Strengthening community and community action</p> <p>3.3.1 Dimensions and methods of community empowerment</p> <p>3.3.2 Community development approach to health promotion</p> <p>3.4 Developing healthy public policy (HPP)</p> <p>3.4.1 Concept, history, and the characteristics of HPP</p> <p>3.4.2 Skill and resources required for HPP</p> <p>3.4.3 Advocacy and agenda setting for policy making</p> <p>3.4.4 Adoption and implementation of HPP</p> <p>3.5 Using mass media in health promotion</p> <p>3.5.1 Mass media campaign and its effect on health promotion</p> <p>3.5.2 Developing effective communication strategies</p> <p>3.5.3 Media advocacy for health promotion</p> <p>3.5.4 Social marketing approach to health promotion</p> <p>3.6 Educating people for health</p> <p>3.6.1 Contribution of health education to health promotion</p> <p>3.6.2 New health education and health literacy for health promotion</p> <p>3.7 Creating supportive environment</p>
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<ul style="list-style-type: none"> • Discuss the facilitating process in health education • Explain the roles of new health education and health literacy for health promotion • Analyze the roles of health public policy, community development and setting approach to creating supportive environment for health promotion 	
<ul style="list-style-type: none"> • Discuss the need and types of setting approach to health promotion. • Explain the meaning and characteristics of workplace health promotion in recent period. 	<p>Unit 4: Setting Approach to Health Promotion (5)</p> <p>4.1 Settings for health</p> <p>4.1.1 Concepts and needs of setting approach to health promotion</p> <p>4.1.2 Development of setting approach</p> <p>4.1.3 Types of healthy settings in practice</p> <p>4.2 Workplace Health Promotion (WHP)</p> <p>4.2.1 Concept of WHP</p> <p>4.2.2 Evolution of WHP</p> <p>4.2.3 Importance of WHP</p> <p>4.2.4 Categories of WHP activities</p> <p>4.2.5 Practicing WHP</p>

4. Instructional Techniques

The instructional techniques for this course are divided into two groups. The first group consists of general instructional techniques applicable to most of the units. The second group consists of proposed specific instructional techniques applicable to specific units.

4.1 General Instructional Techniques

- Lecture
- Discussion
- Demonstration
- Presentations and guest speech
- Articles review
- Library visit
- School visits and observation
- Home assignment

4.2 Specific Instructional Techniques

Unit	Activities and instructional techniques
1	<p>Each student will be assigned to read relevant books and articles related to concept and evolution of health promotion and prepare short notes on concept, and the features and historical development of health promotion</p> <p>Students will be divided into four groups: The first group will prepare notes and</p>

	<p>present on relationship between health education and health promotion. The second group will prepare notes and present on link between social determinants and social model health and health promotion. The third groups will present social and state responsibility for health promotion and disease prevention. The fourth group will present on political context of health promotion and international efforts on health promotion.</p>
2	<p>Each student will be asked to read theoretical models of health promotion included in compendium before joining to the class. Teacher will use brain storming and buzz session techniques to explore their understanding about health promotion theories/models.</p> <p>Class will be divided into five groups and each group will read and prepare notes on given approach of health promotion through cooperative learning approach. Debate will be organized on health promotion approaches. One group will speak in favour of the given approach and another group will speak against the given approach. At the end of the debate, the students will note down the strong and weak aspects of each of the health promotion approaches.</p>
3	<p>The class will be divided into six groups and each group will work on given strategies of health promotion. Each group will review relevant books, articles and documents as well interview the experts working in the field of health promotion. Then each group will present key points of given health promotion strategy and method in class.</p>
4	<p>Student will visit different settings such as school, municipality, factory, and hospital and observe the situation and interview the concerned persons about health promotion activities. Then teacher will initiate the discussion based on the field visit.</p>

5.1 Internal Evaluation 40%

Internal evaluation will be conducted by course teacher based on following activities:

- Attendance

5 marks

- Participation in learning activities 5 marks
- First assignments. Review 10 marks
- Second assignment: Mid-term exam 10 marks
- Third assignment: Writing a term paper 10 marks

Total 40 marks

5.2 External Examination (Final Examination) 60%

Examination Division, Office of the Dean, Faculty of Education will conduct final examination at the end of semester.

SN	Types of question	Marks
1	Objective type questions (multiple choice 10 x 1)	10
2	Short answer questions (6 questions x 5 marks with 2 OR questions)	30
3	Long answer questions (2 questions x 10 marks with 1 OR question)	20
Total		60

6. Recommended Books and References

6.1 Recommended Books

Green, J. & Tones, K. (2010). *Health promotion: Planning and strategies*. London: Sage Publication. **(For units I, II & III)**

Laverack, G. (2004). *Health promotion practice; power and empowerment*. New Delhi: SAGE Publications India Pvt Ltd. **(For Unit III)**

McKenzie, J. F., & Smeltzer, J. L. (2001). *Planning, implementing, and evaluating health promotion program (3rd Ed.)*. London: Allyn and Bacon. **(For unit IV)**

Naidoo, J. & Wills, J. (2009). *Foundations for health promotion (3rd ed.)*. Edinburgh: Elsevier Limited. **(For Unit I, II, III and IV)**

O'Donnell, M. P. & Harris, J. S. (1994). *Health promotion in the workplace (2nd ed.)*. Albany, New York: Delmar Publishers Inc. **(For Unit IV)**

World Health Organization. (2009). *Milestones in health promotion: Statements from global conferences*. Geneva: Author. **(For Unit I)**

6.2 References

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- Breucker, G. & Sochert, R. (2006). Healthy employees in healthy enterprises - the European Network for Workplace Health Promotion. In E. Korzeniowska & K. Puchalski (Eds.), *Workplace health promotion in enlarging Europe* (p. 9-22). Poland: The Nofer Institute of Occupational Medicine.
- Green, L.W. & Kreuter, M.W. (1999). *Health promotion planning: An educational and environmental approach* (3rd ed.). London: Mayfield Publishing Company.
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World Health Organization Expert Committee on Comprehensive School Health Education and Promotion. (1997). *Promoting health through schools* (WHO technical report series; 870). Geneva, Switzerland: Author.

World Health Organization. (1986). *Ottawa charter for health promotion*. Geneva: Author.

World Health Organization. (1998). *Health promotion glossary*. Geneva: Author.

Young, I. (2005). Health promotion in schools-a historical perspective. *Promotion and Education*, 12(3-4), 112-117.