Course Title: **Instructional Technology in Health Education**

Course No. : H.Ed. 535 Nature of Course: Theoretical

Level: M.Ed. Credit hour: 3

Semester: Third Teaching hours: 48

|  |
| --- |
|  |

**1. Course Description**

This course is designed to equip the students with essential knowledge and skills pertaining to the innovative teaching strategies, communication in teaching and use of technology in health education. It enables the students in designing, selecting and using appropriate teaching materials and media in health education.

**2. General Objectives:**

The general objectives of this course are as follows:

* To equip the students with general knowledge of innovative instructional strategies in health education.
* To widen the horizon of knowledge and understanding of students with a view to making them able to select appropriative approaches and materials/media for classroom teaching.
* To enable the students to apply the innovative teaching strategies as per the situation of school and community.
* To enable the student to use information communication technology, multimedia and locally available materials for innovative and effective teaching
* To analyse critically the curriculum of health education.

1. **Specific Objectives and Contents**

|  |  |
| --- | --- |
| **Specific Objectives** | **Contents** |
| * Explain concepts of teaching and instructional technology in relation to health education * Describe formal, descriptive and normative theories of teaching * Discuss and apply different types of instructional designs in health education. | **Unit 1 : Instructional Designs in Health Education (10)**   * 1. Concept of teaching and instructional technology   2. Theories of teaching (formal, descriptive and normative)   1.3 Types of instructional design  1.3.1 Objective based  1.3.2 Skill based  1.3.3 Competency based  1.3.4 Learning-style based  1.3.5 Model based (ADDIE, Dick and Carey Models)  1.3.6 Constructivist-Instructional Design model |
| * Describe concept of innovation and innovative teaching strategies in health education * Delineate the need of innovative strategies and participatory approaches * Apply Different types of innovative strategies in teaching health education | **Unit 2: Innovative teaching strategies in Health Education(18)**  2.1 Concept and need of innovation and innovative teaching strategies in health education and related field  2.2 Innovative and participatory strategies  2.2.1 Workshop and Project method  2.2.2 Micro-teaching and peer teaching-learning  2.2.3 Games, simulation and imagination  2.2.4 Collaborative Learning  2.2.5 Critical Pedagogy  2.2.6 Problem-Based Learning (PBL)  2.2.7 Case study  2.2.8 Dialogical method  2.2.9 Inquiry-based learning  2.2.10 Active Teaching learning  2.2.11 Concept of Digital pedagogy |
| * Explain different model of communication such as Shannon-weaver model, Hargie and colleague's model, McGuire's communication- persuasion model, Northhouse and Northouse's model of health communication in health instruction * Explain model, strategies and tools of behavior change communication (BCC) * Appraise factors influencing and barriers to communication in classroom and mass media * Use different communication channels and methods in health education. * Plan a communication process in health education. | **Unit 3: Communication in Health Education (10)**  3.1 Models of health communication: Shannon-Weaver model, Hargie and Colleague's Model, McGuire's communication-persuasion ,model, Northouse & Northouse's model of health communication  3.2 Model, strategies and tools of Behaviour change communication (BCC)  3.3 Factors influencing communication  3.4 Barriers in classroom communication  3.5 Methods of communication: Intrapersonal, interpersonal, group, public and mass communication  3.6 Communication planning process in health education teaching |
| * Describe importance of information and communication technology in health education * Mention goals of multi-media delivery in classroom teaching * Apply multimedia in teaching health education in real setting * Able to use electronic communication devices and strategies in teaching health education * Discuss potential use of web-based instruction/online learning * Design and construct different instructional materials commonly used in health education * Critically analyse existing curriculum of basic, secondary and bachelor level. | **Unit 4: Use of Technology and Review of Health Education Curriculum (10)**  4.1 Importance of Information and Communication technology in health education  4.2 Goals of multi-media delivery and use of multimedia video, CDROM, slides/power point presentation in classroom  4.3 Use of electronic communication devices and (cell phone, tablet pc) strategies (email, internet, social media)  4.4 Potential use of internet for web-based instruction in health education  4.5 Design and construction different instructional materials in health education.  4.6 Innovative use of teaching board, low cost and locally available materials for effective health instruction  4.7 Analysis of the existing health education curriculum of Basic**,** Secondary and Bachelor level |

**4. Instructional Techniques**

The instructional techniques will be applied on the basis of the nature of lesson topics under each unit. In general, following instructional techniques are applicable in most of the contents and units;

**4.1 General Techniques**

* Lecture
* Discussion
* Brain storming
* Interaction
* Presentation
* Cooperative learning
* Active teaching learning( Peer Approach)

**4.2 Specific Instructional Techniques**

|  |  |
| --- | --- |
| **Units** | **Activities and Instructional Techniques** |
| 1 | The students will be asked to review theory of instruction and instructional designs and selected students will make a short presentation in classroom. |
| 2 | A panel discussion will be organized to clarify the theories and to determine innovative and participatory approaches of health education. Students will be divided into different groups to practice different teaching strategies and approaches in teaching health education. The teacher will explain and demonstrate the newly introduced teaching strategies. |
| 3 | The teacher will describe the theories of communication in teaching health education. The students will be asked to practice communication models in teaching health education in class.  The teacher will use active teaching learning approaches to engage to students on different contents.  The students will be asked to review of communication models and their use in health education class and make presentation in classroom. |
| 4 | The students will be asked to identify different ICT materials which can be applied in teaching population education.  Project work on innovative of multi-media, teaching board and locally available materials in classroom teaching.  The teacher will ask students to identify the criteria for reviewing curriculum of health education. Students will be asked to collect curriculum of health education of different levels. They will also be asked to review the curriculum in terms of objectives, contents and their relevancy. |

* 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/ open book test/ unit test etc | 10 |
| 4 | Second assessment: Midterm test | 10 |
| 5 | Third assessment: Project work/case study/field/study/survey/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 question(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** |

1. **Recommended Books and References**

**6.1 Recommended Books**

Aggrawal, J.C. (1999). *Principles, methods & techniques of teaching.* New Delhi: Vikas Publishing House Pvt. Ltd. (Unit I).

Bradshaw, M.J., and Lowenstain, A.J. (2011).*Innovative teaching strategies in nursing and related health professions*. Boston: Jones and Bartlett Publishers. ( For Unit II and IV)

Clervey, D. (2003). *Inquiry-based learning*. New York: Routledge. (For Unit II)

Corcorn, N. (2007). *Communicating health: strategies for health promotion.*London, New Delhi: Sage Publication (For Unit III)

Gagne, R. (2010). *Instructional technology foundations:* (Digital printing). Madison Avenue, New York: Routledge (For Unit I and IV)

Lee, M., and Winzenried, A. (2009).*The use of instructional technology in classroom.Lessons to be learnt*. Victoria, Australia: ACER Press. (For Unit IV)

Mangal, S. K. &Mangal, U. (2009).*Essential of educational technology*. New Delhi: PHI Learning Limited. (Unit I and IV)

**6.2 References**

Corcorn, N. (2013). *Communicating health: strategies for health promotion.*London, New Delhi: Sage Publication

Dahama, O.P&Bhatnagar, O.P (1997).*Education and communication for development.*New Delhi: Oxfor and IBHPublishing Co. Pvt Ltd

Dale,E, Audio-Visual Methods in Teaching (3rd Edition), Holt, Rinehart, and Winston (1969).

Gillbert, G.G., Sawyer, R.G., and McNeill, E.B. (2009). Health Educatin: Creating strategies for school and community. Boston: Jones and Bartlett Publisher

Hubley, John (1993). *Communicating health: An action guide to health education and health promotion.*Malaysia: Macmillan Education Limited.

Mohan, R. (2011). *Teacher education.*New Delhi: PHI Leaning Private Limited.

Mudwari, N. (2068 B.S.). (Nepali*) Modern approaches in heath education. Kathmandu:* Jupiter Publisher and Distributors

Petty, G Active Learning Works: the evidence, [www.geoffpetty.com](http://www.geoffpetty.com/)/downloads/WORD/ActiveLearningWorks.doc

Ramachandran, L. &Dharmalingham, T. (2004).*Health education: A new approach*. New Delhi: Vikash Publishing House Pvt. Ltd.

Sampath,K., Panneerselvam, A. &Santhanan, A. (2000). *Introduction to educational technology (4th edit.)* New Delhi: Sterling Publishers Pvt. Ltd.

Vedanaynyagam, E.G (1989). *Teaching technology for college teachers.*New Delhi: Sterling publishers Pvt. Ltd.

Vanja, M. (2010) *Educational technology*. Hyderabad: NeelkamalPublicaitonPvt Ltd.

<http://www.celt.iastate.edu/teaching-resources/effective-practice/revised-blooms-taxonomy/>

<http://www.utar.edu.my/fegt/file/Revised_Blooms_Info.pdf>

**Course Title: Seminar in Issues of Health and Health Education**

Course No.: M.Ed. 537 Nature of Course:

Theory/ Practical

Level: M.Ed. Credit hour: 3 (2th+1Pr)

Semester: Third Teaching hours: 64(Th: 32, Pr:32)

**1. Course Description**

This course has been designed to equip the students with in-depth knowledge on issues and challenges of health and health education. It has been developed with a view to enhance their knowledge and skills for identifying issues pertinent to health education, writing seminar papers on health issues and challenges and present in a seminar. It also provides them an opportunity to organize a seminar effectively.

**2. General Objectives**

The general objectives of the course are as follows:

* To make the students familiar with identification of resource materials in health related issues and challenges.
* To acquaint the students with global health issues and challenges such as health in all policies, social determinants of health, politics of health, health of senior citizens, human sexuality and reproductive health and health education in emergencies.
* To enhance the students knowledge and expertise in reviewing literature and peer review.
* To enable the students in writing seminar papers and present in a seminar.
* To develop among students hands on skills in conducting a seminar.
* To enable the students supply peer review comments on research papers and develop presentation skills.
* To enable the students in editing the seminar paper based on the feedback given

**3. Specific Objectives and Contents**

|  |  |
| --- | --- |
| **Specific Objectives** | **Contents** |
| * Discuss the concept and need of seminar. * Describe the types of Seminar * Explain the phases and process of seminar organization. * Develop a seminar proposal in brief. * Prepare a seminar report in brief. | **Unit 1: Seminar in Health Education and Promotion (10)**   * 1. Concept and need of seminar   2. Types of Seminar- Theoretical and empirical   3. Phases and process of seminar organization   4. Developing a seminar proposal   5. Presentation skills for seminar   6. Writing seminar report |
| * Analyze the situation and issues of workplace health policy and its implementation * Highlight the globalization and national policy space for Health in all policies (HiAP) * Analyze health policy based on security situation in terms of human, food, girl child and child labor. * Delineate the National Health Policy * Analyze adolescents health and development strategy of Nepal * Explore the senior citizen policy and act in Nepal * Discuss on the need and importance of health education during disasters and health emergencies * Analyze the issues of Sustainable Development Goals (SDGs) | **Unit 2: Review of Health Policies (10)**   * 1. Workplace health policy and its implementation   2. Globalization and national policy space for Health in All Policies (HiAP)   3. Health Security (health and human security, food security, girl child security, child labor)   4. National Health Policy   5. Adolescents health and development policy and strategy of Nepal   6. Senior citizen policy and act in Nepal   7. Health education for health services during emergencies (Disasters, epidemic such as Covid-19,Ebola, Swine Flu, armed conflict, Mental health)   8. Sustainable Development Goals(SDGs) |
| * Describe the social origin and social determinants of health and illness. * Explain the relationship between education, income, occupation and health status. * Analyze the caste/ethnic and gender variation in health status in Nepal. * Discuss life styles and Non communicable disease. * Explore issues and reducing activities of social exclusion, inequity and social injustice in health care * Discuss the politics and state responsibilities of health and health care in Nepal * Explore issues related to the impact of globalization, privatization and liberalization on health and health care * Discuss the situation of food security and its impact on malnutrition in Nepal | **Unit 3: Social Determinants and Politics of Health (12)**   * 1. Social origin and social determinants of health and illness   2. Relationship between education and income, occupation and health status   3. Gender, racial and ethnic/caste disparities in health   4. Lifestyles and non-communicable diseases   5. Social exclusion, equity and social justice in health   6. Politics of health and health care   7. State responsibility of health and health care services and it crises   8. Impact of globalization, liberalization and privatization on health and health care   9. Food security and malnutrition in Nepal. |
| * Selection of the title /area of the topic * Collect the data from reviewing different sources. * Tabulation and analysis of the data * Preparation of seminar paper based on specified format. * Present the paper | **Unit 4: Preparation of seminar paper and presentation on issues of health and health education.**   * 1. Selection of issues of the seminar paper based on its criteria   4.2.Area of study can be taken from the following-  Maternal and child health, adolescence health, adult health, population growth and Family planning, environmental health and sanitation, nutrition, personal hygiene, school health, disease and illness, health care and treatment, health teaching, health problems, health policies consumer health , occupational health etc. |

**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 specific instructional techniques applicable to specific units.

**4.1 General Techniques**

* Discussion
* Brain storming
* Case study
* Focus group discussion
* Interview
* Cooperative Learning
* Independent study
* Presentation

**4.2 Specific Instructional Techniques**

|  |  |
| --- | --- |
| **Unit** | **Activities and instructional techniques** |
| 1 | Each student will be asked to read relevant books and articles related to the concept and need of seminar, types of seminar, phases and process of seminar. Some students will present their notes in class and after presentation there will be interaction among students. Teacher will give the model of seminar proposal, and writing a seminar report and take discussion in the class. Likewise teacher will talk about the seminar presentation skills and also give the model presentation and conduct discussion in the class. |
| 2 | Class will be divided into several groups comprising 4-6 members in each groups and each group will study books, articles and documents related to issues of working health policy and implementation, globalization and national policy space for Health in All Policies (HiAP), health Security (health and human security, food security, girl child security, child labor)and national health policy, adolescents health and development policy and strategy of Nepal, senior citizen policy and act in Nepal, health education for health services during emergencies (Disasters, epidemic such as Covid-19,Ebola, Swine Flu, armed conflict, Mental health),Sustainable Development Goals(SDGs and prepare notes for presentation on assigned topic. Each group will present their notes in class. After presentation there will be discussion among the students. |
| 3 | Class will be divided into several groups and assigned one issue for one group related to social origin and social determinants of health and illness, relationship between education and income, occupation and health status, gender, racial and ethnic/caste disparities in health, lifestyles and non-communicable diseases, social exclusion, equity and social justice in health, politics of health and health care, state responsibility of health and health care services and it crises, impact of globalization, liberalization and privatization on health and health care of food security and malnutrition in Nepal and prepare their notes for presentation on assigned topic. Each group will present their notes in class. After presentation there will be discussion among the students. |

**4.3 Preparation of seminar paper and Specific Instructional Techniques (Practical 40%, 32hr)**

|  |  |
| --- | --- |
| **4** | Class will be divided into several groups comprising 5-6 students in each groups.  Each group will prepare detailed proposal of seminar issues with different themes. After having prepared the proposal, each group will consult the related materials and will collect the required data. After data collection, they will be analyzed and interpreted in group and prepare summary of findings for presentation. The detailed work plan of seminar is as given below. |
| 1st month | * Discussion and clarification of different issues on health education * Discussion about sources of learning materials * Visiting libraries and websites to identify related materials * Reviewing journals, reports and other references books   and collect information |
| 2rd month | * Discussion of concept of seminar and its procedure * Clarification about method of writing seminar papers * Writing papers |
| 3rd month | * Printing papers and distribution to the peers for collecting comments * Division of group and distribution of assignments * Organizing seminar-each group or individual presents papers in different themes or sub themes.(internal) * Collecting feedbacks, editing papers and submission * Viva –voice (external) |

**5. Evaluation**

* 1. **Internal Evaluation 40%(25) of 65 theory portion**

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

|  |  |  |
| --- | --- | --- |
| **SN** | **Particular** | **Points** |
| 1 | Attendance | 2 |
| 2 | Participation in learning activities | 3 |
| 3 | First assessment /midterm examination | 10 |
| 4 | Second assessment/term paper | 10 |
| **Total** | | **25** |

**5.2 External Examination (Final Examination) 60% (40) of 65 theory portion**

Examination section, Office of the Dean, Faculty of Education will appoint the external examiner at the end of semester. Both internal and external examiners will give the marks as follows

|  |
| --- |
| Examination Division, office of the Dean, Faculty of Education will conduct final examination at the end of semester.   1. Objective type question (Multiple choice 10 x 1ponts) -10 2. Short answer questions (6 questions x 5 points with 2 or questions ) - 30 |
| Total 40 points |

* 1. **Internal Evaluation 40% (15) of Practical portion( From Internal)**

Internal evaluations will be conduct by course teacher based on following activities.

|  |  |
| --- | --- |
| * Attendance | 2 marks |
| * Visiting libraries and websites to identify related materials   Reviewing journals, reports and other references books | 3 marks |
| * Reporting Writing | 5 marks |
| * Presentation of draft report | 5 marks |
| Total | 15 marks |

**5.3 Practical examination (From External) 20**

|  |  |  |
| --- | --- | --- |
| **S.N** | **Types of question** | **Points** |
| 1 | Quality of Seminar paper | 10 |
| 2 | Seminar Presentation | 5 |
| 3 | Viva Voce | 5 |
| **Total** | | **20** |

1. **Recommended Books and References**

**6.1. Recommended Books**

Adhikari, J., & Sedon, D. (2003). *Conflict and food security in Nepal.* Kathmandu: Report submitted to rural construction Nepal (For Unit II)

Anand, S., Peter, F., & Sen, A. (Eds.). (2004). *Public health, ethics, and equity*. New Delhi: Oxford University Press. (For unit II)

Charles, C/ (2014) What’s the World Health Organization For? *Final Report from the Centre on Global Health Security Working Group on Health Governance. Chatham House, London (Unit I)*

Devkota, B. (2010), Violent conflict and complex emergencies: Expanding the horizon of Health Education & Promotion in Nepal, *Journal of Health Promotion*, Vol 3 (Unit V).

GoN, MoHP (1994). *National health policy.* Kathmandu. (Unit I).

Hansen, G., Venturilli, P., & Fleckenstein, A. E. (2008). *Drugs and society*. London: Jones and Bartlett Publisher. (For unit VI)

Jones, L. J. (1994). *The social context of health and health work.* New York: Palgrave. (For units III and VIII)

*Lancet , Complex Emergencies*, [Volume 364, No. 9447](http://www.thelancet.com/journals/lancet/issue/vol364no9447/PIIS0140-6736(00)X9450-0), p1741–1742, 13 November 2004, Lancet Special series May 2015 (upcoming) (Unit V)

Marmot, M. & Wilkinson, R.G. (1999). *Social determinants of health*. Oxford: Oxford University Press.Park, K. (For unit III)

PMAC (2015). Security Interests in Global and Public Health,[file:///C:/Users/Bhisen/Downloads/PMAC2015\_CF\_PS1.1\_Session%20(1).pdf](file:///C:\Users\Lenovo\Desktop\Bhisen\Downloads\PMAC2015_CF_PS1.1_Session%20(1).pdf) (Unit I,Unit V)

Onta, S. (2004). State responsibility: public health perspective ( In Nepali). In M. Deshan and P.Onta (Eds), Nepalko Sandarbhama Samajshastriya chintan. Kathmandu, Social Science Baha.

Pradhan, A. and Strachan (2003). *Adolescent and youth reproductive health in Nepal*: status, issues, policies and program. Kathmandu: Family Health Division, Ministry of Health (Unit IV)

WHO (2008*).Closing the gap in a generation: Health equity through action on the social determinants of health.* Final Report of WHO Commission on Social Determinants of Health. Geneva: World Health Organization. (For Unit II)

**6.2 References**

UN : Synthesis report of the Secretary-General on the post-2015 sustainable development

agenda

<http://www.who.int/occupational_health/publications/healthy_workplaces_model.pdf> (Unit I)

**Course Title: Applied Health Education Research**

Course No.: H.Ed. 538 Nature of course: Theory

Level: M.Ed. Credit hour: 3

Semester: Third Teaching hours: 48

**1. Course Description:** This course has two prongs; applied research methods and statistics. Upon completing the course students will understand the basics of health education research methods and statistics. They will develop an understanding of various research methods and statistical tools that are applied in health education research. Students will be able to apply their knowledge and skills in developing research tools both in quantitative and qualitative researches, and collect and analyze qualitative and quantitative data. They will also be able to generate research questions, formulate, and test hypothesis based on the data they generate or given to them and prepare research proposal, report and articles in proper formats.

**2. General Objectives**

General objectives of this course are as follows:

* To familiarize the students with the basic concepts and steps of health education research.
* To familiarize the students with research designs, types of data, sources and organization of data, tools and methods of qualitative and quantitative research.
* To enable the students to develop research tools, collect data, analyze data and write reports.
* To enable the students to describe sampling designs and determine appropriate sample size using proper power calculations.
* To help the students to identify methodology-specific techniques for sampling; data generation, collection, and preparation; data analysis; interpretation and representation.
* To familiarize the students with SPSS in analyzing quantitative data and introduce NVivo and ATLAS. ti for qualitative data.
* To orient the students with ethics of health education research and biases.
* To provide the students with knowledge and skills required for developing proposal on topic of choice and write a research article.
* To make the students able to apply basic statistics in analyzing data.
* To provide knowledge and skills required for writing thesis, research report and research articles using proper format.

**3. Specific Objectives and Contents**

|  |  |
| --- | --- |
| **Specific Objectives** | **Contents** |
| * Explain key steps of health education research process with examples * Search literatures using manual and electronic databases * Review published articles and prepare review report * Identify, analyze and write research problem * Prepare research questions and hypothesis * Identify and operationalize variables in the process of developing research proposal * Describe the types of research designs and select a design in research process * Explain different types of sampling designs and calculate sample size scientifically. | **Unit 1:**  **Health Education Research Process (8)** |
| 1.1 Key steps in research process  1.2 Literature search (systematic database search)  1.3 Review of published articles and prepare review report  1.4 Identifying, analyzing and writing research problem  1.5 Formulating research questions and hypothesis  1.6 Identification and operationalization of variables  1.7 Types of health education research designs  1.8 Sample size calculation and sampling in quantitative and qualitative research |
| * Select appropriate methods and develop tools for quantitative and qualitative researches * Identify Validity Reliability and trustworthiness of research tools and methods * Identify and use various methods of validation and finalization of research tools * Simulate and mock drill the tool administration process in the classroom and the community. | **Unit 2: Research Methods and Tools in Health Education** (14)  2.1 Methods and tools of quantitative research **–**Structured interview, self-administered questionnaire, closed observation (Check list, Rating scales) and attitude study (Likert’s scale)  2.2 Methods and tools of qualitative research: In-depth interview, key informant interview, Focus Group Discussion (FGD), open observation, and case study  2.3 Validity Reliability and trustworthiness of research tools and methods  2.4 Validation and finalization of research tools in quantitative and qualitative research (Trail testing, Pre-testing and Pilot testing)  2.5 Simulations/Mock sessions on using various tools for sample data collection |
| * Identify methods and procedures for quantitative data analysis. * Explain measurement scales and apply them in quantitative data analysis * Apply data management skills such as data checking, coding, recoding, data entry and tabulation in quantitative data analysis * Develop data analysis framework in SPSS including defining variables and coding data * Enter and analyze data using SPSS * Apply basic statistical tests in analyzing data * Identify methods and procedure of qualitative data analysis * Use qualitative data analysis software with proper procedures * Apply mix methods (qualitative and quantitative) in health education research * Identify various types of triangulation and use that in research * Apply techniques of minimizing errors and avoiding biases in health education research process | **Unit 3: Analysis of Quantitative and Qualitative Data in Health Education Research** (16)   * 1. Methods and procedures for quantitative data analysis      1. Types of measurement scales and their application in quantitative data analysis      2. Data management skills: Data checking, editing, coding, recoding, data entry and tabulation      3. Data analysis framework- Dummy tables      4. Application of quantitative data analysis using SPSS software      5. Testing hypothesis- t-test, chi-square test, Z-test, correlation and multiple regression using SPSS   2. Methods and procedures for qualitative data analysis   3.2.1 Thematic method  3.2.2 Procedures: Recording and transcribing, translating, identifying themes/sub-themes, coding data, categorizing and organizing data by codes/themes, writing memo, reducing and displaying data  3.2.3 Introduction to qualitative data analysis using NVivo and ATLAS.ti software   * 1. Application of mixed methods in health education research- Concept and types   2. Triangulation in research: Concept and types   3. Biases and errors in research process including data analysis and interpretation in health education |
| * Develop a research proposal on health education and promotion related topic * Explain and apply basic steps of scientific report, thesis and article writing * Develop format and template of research report, thesis and article in the process of writing * Apply writing tips while writing abstract, results and discussion of findings, conclusion and implications * Write citation with sources and references using APA styles * Describe concept and important of ethics in research * Explain process of taking informed consent * Adopt measures for avoiding plagiarism in health rducation research writings | **Unit 4: Writing Research Proposal and Report and Ethics in Health Education Research (10)**   * 1. Development of a research proposal   2. Basics of research report and scientific writing      1. Basic steps of scientific report, thesis and article   writing   * + 1. Developing format/template of research report, thesis and article     2. Process of writing abstracts, results and   discussion of findings, conclusion and  implications   * + 1. Techniques of citation and referencing using   Latest APA style/format   * + 1. Concept and importance of ethics in health   Education research   * + 1. Informed consent and confidentiality     2. Incentives for participation and involving   vulnerable participants     * + 1. Ethics in health education research with Ethical Guidelines for health education research in Nepal     2. Plagiarism in health education research |

**4. Methods/Instructional Techniques**

The instructional techniques for this course comprise both general and specific methods

**4.1 General Instructional Techniques**

* Lecture
* Group discussion and presentation
* Guest speech
* Reviews of research paper
* Library visit
* Peer learning and group work
* Home assignment

**4.2 Specific Instructional Techniques**

|  |  |
| --- | --- |
| **Unit** | **Activity and instructional techniques** |
| 1. | The teacher will pose the class short questions on basic process of health education research and discuss on them one after another. S/He will remind students of the research designs and present them with question-answer approach. The teacher will demonstrate literature search methods using key word search methods and Boolean operators. The students will practice formulating research questions and hypothesis in the class. They will also discuss on methods of testing the hypothesis. |
| 2. | The students will prepare research tools and make a mock drill session in the classroom among peers. They will be later sent to the local community for practical experience. They will inform the class about the field experience after they accomplish sample data collection through the use of the tool. |
| 3. | A guest lecture will be organized to introduce and demonstrate basics of SPSS such as defining variables, data input, output saving and analysis for quantitative data. Similarly, NVivo and ATLAS.ti as the software programs for analysis of qualitative data will also be introduced. Students will be encouraged to bring laptops and practice the dummy data for the data entry and analysis. |
| 4. | Students are asked to either prepare a research proposal or write a scientific research article. |

1. **Evaluation**

**5.1 Internal Evaluation - 40%**

The course teacher based on following activities will conduct internal evaluation:

1. Attendance 5 points
2. Participation in learning activities 5 points
3. First assignments (Review of research reports/articles) 10 points
4. Second assignment (Preparation of tool and its simulation) 10 points
5. Third assignment (Preparation of proposal or research article) 10 points

**Total: 40 points**

**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 question(multiple choice 10 x 1 mark) | 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**

Abramson, J.H., & Abramson, Z.H. (2008) *Research methods in community medicine*: Survey, epidemiologic research, programme evaluation and clinical trial. West Sussex, England: John Wiley and Sons.

Argyrous, G. (2000). *Statistics for social and health research*. London: Sage publication (For Unit I and III)

Carver, R.H., & Nash, J.G. (2012). *Doing data analysis using SPSS version 18*. Boston, MA: Cengage Learnig (For Unit III)

Marek, P. *The basics of scientific writing in APA styles*. Kennesaw State University.

Murchison, J.M. (2010). Ethnography essentials. San Francisco: John Wiley and Sons.

Nepal Health Research Council(2011), *National Ethical Guidelines For Health Research in Nepal And Standard Operating Procedures* , Kathmandu, (Unit 4)

Peat, J. 2002. *Health science research: Handbook of quantitative research*. NSW, Australia: Allen & Unwi. (For Unit I and III)

PP Simkhada, , E van Teijlingen & V Hundley(2013). Writing an academic paper for publication, *Health Renaissance* 11(1): 1-5 (Unit IV)

Ulin, P.R., Robinson,E.T. & Tolley, E.E. (2005). *Qualitative methods in public health. A field guide for applied research*. San Francisco: Jossey-Bass. (For I, II and III )

Salzar, L.F, Crosby. R.A. & Diclemente, R.J. (2015). *Research methods in health promotion*. San Francisco CA: Jossey-Bass (Unit I,II, III & IV )

Stewart, A. (2002). *Basic statistics and epidemiology. A practical guide*. Abingdon, UK: Radicliffe Medical Press. (For unit I and III)

WHO (1994). *Teaching Health Statistics Twenty Lessons and Seminar Outlines*, New Delhi: CBS Publishers and Distributors (Unit II and III)

**6.2 References**

Andrew, S., and Halcomb, E.J. (2009*). Mixed method research in nursing and the health sciences.* West Sussex, England: Blackwell Publishing.

Budhathoki, C.B., and Wagle, B.P. (2069 BS). Community organization and health (in Neplai). Kathmandu: Pinnacle Publication.

Budhathoki, C.B. (2012). *Unheard voices of people on health. Case studies from rural areas of Nepal. A source book of case study research*. Kathmandu, Pinnacle Publication

CDC, *Principle of epidemiology in public health practice*. Available from [www.cdc.gov/training/products/ss1000](http://www.cdc.gov/training/products/ss1000)(Unit 1)

Denzin, N. K. & Lincoln, Y. S. (2005). *The Sage handbook of qualitative research* (3rd Ed.). Sage Publications Inc

Devkota, B. (2068 BS). *Health research methodology*. Kathmandu, Educational Resource and Development Center Nepal

Green, J., and Thorogood, Nicki (2004). *Qualitative methods for health research*. London: Sage Publication

Mahajan, BK.(1991).Methods *in Biostatistics-for Medical Students and Research Workers.* New Delhi, India, Jaypee Brothers Medical Publishers (P) Ltd.

Silverman D.(2001). Interpreting Qualitative data: methods for analysis talk, text andinteraction,2nd edition, London, Sage

Sylvia, W.S. (2004). *Biostatistics and epidemiology. A primer for health and biomedical professional.* New York: Springer.

Takashakkori, A, & Teddlie ,C.(2002).*Handbook of mixed methods in the social and behavioural research.* Thousan Oaks, CA, Sage Publication.

WHO.(1992). Health research methodology: A Guide for Training in Research Methods

World Health Organization. (2000). Operational Guidelines for Ethics Committees That Review Biomedical Research, Geneva(Unit IV)

**Course Title: Health Education Planning and Management**

Course No. : H.Ed. 539 Nature of course: Theoretical

Level: M.Ed. Credit hour: 3

Semester: Third Teaching hours: 48

1. **Course Description**

This course is designed to provide students with the concepts, procedures, theories and experiences of program planning and its management. It emphasizes on enabling the students to plan and manage health education instruction and programs in a systematic way.

1. **General Objectives**

The general objectives of this course are as follows:

* To make the students familiar with the concept of planning and its models used in health education.
* To provide the students with the knowledge of management functions and theories applicable in health education.
* To acquaint the students with the concept of organizational behavior and leadership approaches needed for a manager.
* To acquaint the students with the process of planning and managing health education instruction and programs.
* To familiarize students with the knowledge of motivation perspectives and classroom management strategies for effective instructional planning.
* To provide the students with the knowledge and skills of strengthening school health programs and management of school health service and healthy school environment.

1. **Specific Objectives and Contents**

|  |  |
| --- | --- |
| **Specific Objectives** | **Contents** |
| * Describe the need of planning in health education and promotion programs. * Identify the steps of planning in health education and promotion programs. * Conceptualize the types of health needs and the stages of assessing them. * Describe and apply various models of planning health education and promotion programs. | **Unit 1: Planning in Health Education and Promotion (12)**   * 1. Concept and need of planning in health education and promotion   2. Steps of planning in health education and promotion   3. Assessing health needs      1. Concept and types of health needs      2. Stages of assessing health needs   4. Model of planning health education and promotion program      1. McCarthy’s model of rational planning      2. PRECEDE-PROCEED model      3. Dignan and Carr's model      4. Theory of change/Logical framework of planning      5. SWOT analysis |
| * Describe the concept and principles of management used in health education and promotion. * Discuss the functions of management. * Identify managerial roles and skills needed for a health education and promotion manager in educational institution. * Mention the qualities of an effective manager. * Describe the theories of management used in managing health education and promotion programs. * Describe the concept and need of organization behavior for managers in health education and promotion. * Explain the concept and theories of leadership. | **Unit 2: Management in Health Education and Promotion (10)**   * 1. Concept and principles of management   2. Functions of management   3. Managerial roles and skills of a health education and promotion manager in educational institution   4. Qualities of an effective manager   5. Theories of management      1. Classical theories      2. Neo-classical theories      3. Modern management theories (system theory, total quality management and team management)   6. Concept and need of organizational behavior for managers   7. Concept and theories of leadership approaches |
| * Introduce instructional planning in health education. * Identify and use the teacher centered lesson planning, direct instruction and instructional strategies. * Identify and use the student centered principles and instructional strategies. * Describe the concept and need of motivation and motivation perspectives. * Use extrinsic and intrinsic motivation techniques. * Describe the concept and need of classroom management. * Identify and use the principles and styles of classroom arrangement during health instruction. * Analyze the strategies of creating positive environment for learning and dealing with problem behaviors and aggression. | **Unit 3: Planning and Management of Health Education Instruction (14)**   * 1. Introduction to instructional planning in health education   2. Teacher centered planning and instruction      1. Teacher centered lesson planning      2. Direct instruction      3. Teacher centered instructional strategies   3. learner centered planning and instruction      1. Learner centered principles      2. Learner centered instructional strategies   4. Planning for student motivation for effective learning      1. Concept and need of motivation      2. Motivation perspectives (behavioral, humanistic, cognitive and social)      3. Using extrinsic and intrinsic motivation   5. Health Education classroom management      1. Concept and need of classroom management      2. Principles and styles of classroom management      3. Strategies of creating positive environment for learning      4. Strategies for dealing with problem behaviors aggression and inclusive teaching. |
| * Describe the process of strategic planning in school health program. * Identify the challenges to achieving the vision of school health program in Nepal. * Analyze various strategies for strengthening school health programs. * Identify the indicators for planning and managing school health program. * Apply the ways to manage school health service in Nepal. * Apply the ways to manage healthy school environment in Nepal. * Review various case studies on cost effective interventions in school health programs. | **Unit 4: Planning and Management of School Health Program (12)**   * 1. Concept and process of planning in school health program   2. Challenges to achieving the vision of school health program in Nepal   3. Strategies for strengthening school health programs      1. Vision building and strategic planning      2. Advocacy      3. Networking and collaboration      4. Resource mobilization and allocation      5. Capacity building      6. Operations research   4. Indicators for planning and managing school health program   5. Management of school health service (through Nurse, health teacher, outsourcing and collaboration with local health facility)   6. Management of healthy school environment (through infrastructural planning, school community mobilization, School health committee, child clubs and generating operations maintenance fund)   7. Case studies on cost-effective interventions in school health program |

1. **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 and sub-units, while the second group consists of proposed specific instructional techniques applicable to the specific units and topics.

**4.1 General Instructional Techniques**

* Lecture
* Group work
* Presentation
* Question-answer
* Discussion
* Case study and field work
* Peer learning
  1. **Specific Instructional Techniques**

|  |  |
| --- | --- |
| **Unit** | **Activities and Instructional Techniques** |
| **1** | Students in groups will self-study the planning models and each group will present it in the class. The presentation will be followed by the discussion to find out the application of these models. |
| **2** | Students will visit a nearby school; meet the principal and other fellow teachers and interview with them about the managerial practice of the principal. Student will prepare a case study report including the qualities of the principal as a manager, his/her knowledge on organizational behavior and leadership approaches. |
| **3** | Students will be asked to prepare lesson plan following teacher centered or student centered approach. They will demonstrate a lesson of 20 minutes including classroom management skills. It will be discussed in the classroom and given feedback by the peers and teacher. |
| **4** | Students will be divided into groups and assigned to visit a nearby school to identify the status of school health program. They will apply a short program on school health service or healthy school environment. They will write a report at the end. |

1. **Evaluation**
   1. **Internal Evaluation - 40%**

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

1. Attendance 5
2. Class participation 5
3. First assignment (Group presentation) 10
4. Second assignment (Case study) 10
5. Third assignment (Observation on SHP and report writing) 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 question(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** |

1. **Recommended Books and References**

**6.1 Recommended Books**

Glanz, K., Rimer, B.K., & Lewis, F.M. (2002*). Health behavior and health education:*

*Theories, research and practice (3rd ed.).* San Francisco: John Wiley & Sons, Inc.

Government of Nepal (2006). National school health and nutrition strategy, Nepal, Ministry of Health Population and Ministry of Education and Sport, Kathmandu.

Government of Nepal( 2014). Joint action plan 2071/72- 2076/77 school health and nutrition, Ministry of Health and Population and Ministry of Education, Kathmandu

McKenzie, J. F., & Smeltzer, J. L. (2001). *Planning, implementing, and evaluating health promotion program: A miner (3rd ed.).* London: Allyn and Bacon.

Park, K. (2007). *Park’s textbook of social medicine* (19th ed.). Jabalpur: M/s Banarsidas Bhanot.

Pradhan, H. B. (2003). *A textbook of health education; Philosophy & principles.* Kathmandu: Educational Publishing House.

Robbins, S.P. (2003). *Organizational behavior* (10th ed.). Delhi: Pearson Education (Singapore) Pte. Ltd.

Rubinson, L., & Alles, W. F. (1984). *Health education foundation for the future*. Mosby USA: Times Mirror.

Santrock, J.W. (2006). *Educational psychology: Classroom update: preparing for praxis and practice* (2nd ed.). New Delhi: Tata McGraw-Hill. Pp. 374-485.

Thomas, R.K. (2002). *Health service planning* (2nd ed.). New York: Kluwer Academic Publishers

Zuckerman, A.M. (2006). *Healthcare strategic planning (2nd ed.)*. New Delhi: Prentice-Hall of India Pvt.

**6.2 References**

Green A. (1999). *An introduction to health planning in developing countries* (2nd ed.).New York: Oxford University Press

Baidhya, P. C. et al. (2068 BS). *Foundation and principle of health education*. Kathmandu: Pinnacle Publication.

Budhathoki, C.B., & Wagle, B.P. (2068).*School health programme management.* Kathmandu: Pinnacle Publication.

Fleming, I., & Steen, L. (2004). *Supervision and clinical psychology* (2nd ed.). East Sussex: Brunner-Routledge

GoN (2006). *National school health and nutrition strategy, Nepal.* Kathmandu Author.

Jones, R.A.P (2007). *Nursing leadership and management: Theory, process and practices.* Philadelphia: F.A. Davis Company.

Meeks, L. et al. (2003). *Comprehensive school health education:* *totally awesome strategies for teaching health.* New York: Mc. Graw–Hill.

Neupane, D., & Khanal, V. (2010). *A textbook of health service management in Nepal.* Kathmandu: Vidyarthi Pustak Bhandar.

SCHP (2062 BS). *School health program implementing guidelines (In Nepali)*. School and Community Health Project (SCHP), Teku, Kathmandu.

Sallis, E. (2005). *Total management in education* (3rd ed.). London: Kogan Page Ltd.

Tomkins, J. R. (2005). *Organization theory and public management*. Belmont, CA: Thomson Learning Inc.

UNESCO (2007). *Reforming school supervision for quality improvement: Module 7- Alternative model in reforming school supervision.* Paris: IIEP/UNESCO available from [www.unesco.org/iiep](http://www.unesco.org/iiep)