

लोक सेवा आयोग
नेपाल स्वास्थ्य सेवा, हेल्थ एजुकेशन समूह, एघारौँ (११) तहको खुला र आन्तरिक प्रतियोगितात्मक परीक्षाको
पाठ्यक्रम

Paper II: TECHNICAL SUBJECT

A. Introduction of Health Education and Health Promotion

1. Health Education
 - 1.1. Meaning, philosophy, aim and principles of health education
 - 1.2. Scope of health education- Individual, family, Community School, health care facilities, occupational setting
 - 1.3. Role of health education in public health programs and primary health care services
 - 1.4. Health Education for disaster prevention and management
2. Health Promotion
 - 2.1. Meaning and definition of health promotion; issues and challenges for health development
 - 2.2. Ottawa charter, Jakarta declaration and subsequent international conferences on health promotion
 - 2.3. Role of International Union for Health Promotion and Education, UN bodies (WHO, UNICEF, UNFPA), Bilateral organization (USAID, GTZ, DFID) and experience of Victoria Health Foundation in health education and health promotion
 - 2.4. Setting Approach in Health Promotion
 - 2.4.1. Health Promoting School - Meaning, concept and strategies (School Health Services, Healthful School Environment, Health Instruction and School Community Joint Actions)
 - 2.4.1.1. Adolescent health and sex education
 - 2.4.1.2. Life skill education (10 core skills)
 - 2.4.2. Health Promoting Hospital
 - 2.4.3. Health Promoting Workplace
 - 2.4.4. Health Promoting Community
 - 2.5. International and national commitment for health education and health promotion events - world health day, world no tobacco day and world AIDS day etc.
 - 2.6. International treaties on health education and health promotion - Framework Convention on Tobacco (FCTC) etc.
 - 2.7. Risk approach to health education and health promotion
 - 2.8. Critical appraisal of health education and health promotion situation & challenges in Nepal

B. Fundamentals for Health Education and Health Promotion

1. Communication in Health Education and Promotion
 - 1.1. Meaning, principles, elements of communication
 - 1.2. Theories and principles of mass communication
 - 1.3. Factors for effective communication
 - 1.4. Types of appeal for communication
 - 1.5. Message and its characteristics
 - 1.6. Communication methods
 - 1.6.1. Individual - interview, counseling

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- 1.6.2. Group - group discussion, demonstration, role play, seminar, workshop, symposium, panel discussion, drama (street performances)
- 1.6.3. Mass - Radio, TV, Newspaper, Movie, Exhibition
- 1.6.4 Folk - Folk song, folk dance, puppet show etc.
2. Sociology and Social Psychology in Health Education and Health Promotion
 - 2.1. Meaning and relation between sociology, social psychology and anthropology in health education and health promotion
 - 2.2. Perception, knowledge, attitude and behavior
 - 2.3. Culture and its component
 - 2.4. Community development and community organization - process and approaches
 - 2.5. Change process and change agent
 - 2.6. Group Dynamics and Group Process
3. Learning Theories - classical and modern theories of learning (Pavlov, Thorndike, Skinner, Kurt Lewin, Kelman and Gestalts) and its application in health education and health promotion
4. Motivation and Health Belief Model - Maslow, Rosenstock, Kurt Lewin, Rogers, Festingers etc. for behaviour change model
5. Behaviour Change Communication

C. Media for Health Education and Health Promotion

1. Classification and nature of health education and health promotion Media
2. Mass media - Electronic and Print media (Radio, FM, Television, Newspaper, Posters, Pamphlets, Leaflet, Booklets, Magazines, Email, Internet, Web hosting .etc.)
3. Group and individual - projected, non-projected and 3 dimensional (Flip chart, Flannel graph, Flash card, Film strip, Slide, Video Film, Models, specimen, & real objects)
4. Media development format and process: Need assessment; setting target audience; developing and testing message concepts; developing draft or dummy materials; pre-testing of materials with respect to reason, process and methods; review and revision of materials; finalization, production and distribution of materials; dissemination of information, evaluation of its effect and continuity
5. Consideration for choosing media
6. Use of computers for Graphic designing and Photoshop for the production of audio-visual aids

D. Curriculum Development and Training

1. Curriculum development models, methods and processes
2. Cognitive skills, Affective skills and psychomotor skills for setting objectives in curriculum development and training
3. Teaching learning process and lesson plan

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4. Teaching learning methods and media – preparation of teaching learning material such as Transparency, Power Point presentation etc. and use of Over Head Projector, LCD Projector, Slide and movie Projectors)
5. Non- formal education and Adult learning

E. Health Education and Health Promotion Program Planning, Implementation and Evaluation

1. Rationale and importance of a planned health education and health promotion programs at different levels
2. Overview of the national health education program and activities in Nepal at Central, Regional and District levels.
3. Role of NHEICC in health education and health promotion
4. Different health education program planning models - classical and modern (PIE, PRECEDE & PROCEED model for diagnosis, planning, monitoring and evaluation of health education and health promotion programs)
5. Health Education and Promotion Strategy Development
 - 5.1. Situation Analysis
 - 5.2. Approaches of Strategy Development
 - 5.2.1. Advocacy
 - 5.2.2. Social Mobilization/Social marketing/ Peer Education (Child to child) /Non-formal education
 - 5.3.3. Behaviour Change Communication
 - 5.3. Segmenting Target Audience
 - 5.4. Objective Setting
 - 5.5. Deciding Message, Methods and Channel
 - 5.6. Development of Action Plan with respect to activities, resources, place, time frame, responsibility and allies.
 - 5.7. Monitoring and Evaluation
 - 5.7.1. Monitoring of activities and events
 - 5.7.2. Impact, effect and process evaluation
 - 5.8. Review of evaluative studies (reports and researches) in Health Education & Health Promotion

F. Health Education and Health Promotion Aspect of Major Public Health Programs

1. PHC Priority Essential Health Care Services – Reproductive Health, Child Health (Integrated Management of Childhood Illness, Immunization, Vitamin A and other Nutrition Programs); Communicable disease control - TB, HIV/AIDS, Vector born disease, Hepatitis B, Leprosy etc and rational use of drugs.
2. Non-communicable disease control program - risk assessment and control strategies and patient education

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3. Environmental Health program
 - 3.1. Major Environmental Issues and its contribution in morbidity, mortality and environmental degradation
 - 3.2. Air pollution, its assessment and mitigation measures
 - 3.3. Sources of water, water quality assurance and household purification
 - 3.4. Solid waste and its management at community and household level
 - 3.5. Human excreta disposal management
 - 3.6. Fly and rodent control
4. Personal, domestic and community hygiene
5. Tobacco, drug abuse and Alcohol: effects, prevention and control.

G. Health education and health promotion research

1. Social and behavioral science researches: its meaning, steps and use in health education and health promotion
 2. Use of participatory action research tools and techniques - PRA, PLA tools and techniques
 3. Overview of health education and health promotion research in Nepal (Health System Researches -focused to awareness (knowledge), attitude (belief) and behavior (practices))
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