

Subject: Health Promotion and Education

Part A: Foundation of Health Promotion and Education

1. Objectives

At the end of the course the learners will be able to:

1. explain the concept, definition, history, objectives, and basic assumptions of health promotion and education.
2. define and differentiate principles and philosophies of health promotion and education.
3. appraise the role and responsibilities of the health promotion and education specialist and professional.
4. identify and apply the frameworks, models, theories and principles of health and behavioral sciences (Sociology, Social Psychology, Anthropology, Education and Communication) for effective planning, implementation and evaluation of health promotion and education strategies
5. describe the modern trends in the field of Health Promotion and Education.
6. describe different approaches in health promotion and education
7. communicate effectively to the clients, people from different social circumstances, children, health professionals or team members in multidisciplinary team.

2. Contents

Unit 1: Introduction 20 hrs

- a. Philosophy of Health Promotion and education – eastern and western
- b. Philosophies of important health promotion and education experts (Paulo Freire, John Dewey, Dorothy Nyswander, Bhagawat, Patanjali)
- c. Meaning, concept, definition, importance and Scope of health promotion and education
- d. Basic terminologies in health promotion and education
- e. Principles of health promotion and education
- f. Role, responsibilities, code of ethics and competencies of health promotion and education practitioners
- g. Health promotion in 21st century

Unit 2: International discourse in Health Promotion and Education 15 hrs

- a. Historical developments – milestones of Health Promotion and education
- b. Overview of international declarations, statements, charter and recommendations supporting the action areas of health promotion

- The Ottawa Charter
- The Adelaide Recommendations on Healthy Public Policy
- The Sundsvall Statement on Supportive Environment
- The Jakarta Declaration on Health Promotion
- The Mexico Statement
- The Bangkok Charter
- The Nairobi Declaration
- The Helsinki Statement
- a. Overview of International Union for Health Promotion and Education (IUHPE): background, goal, objectives, organization structure, activities
- b. Overview the vision, mission, goal, strategies and activities of Victoria Health Foundation in health promotion

Unit 3: Approaches to health promotion and education 15 hrs

- a. Formal and Non-formal adult education (NFE) approach
- b. Propaganda approach versus health education
- c. Social marketing approach
- d. Child to Child approach
- e. Distance learning approach
- f. Risk Approach: Tobacco use, Indoor smoke, Macro/Micro nutrition, sexual behavior etc
- g. Social mobilization approach
- h. Community development and community organization approach
- i. Setting approach in health promotion

Unit 4 Fundamental factors involved in health promotion and education process 15 hrs

- a. Learning in health education
 - Meaning and definitions of learning
 - Principles of learning
 - Steps in learning as: information, motivation readiness to act, taking action
 - Various modes of learning
 - Learning theories – Pavlov, Skinner, Thordike
- b. Perception in learning and health education
 - Meaning and definition of perception
 - Principles of perception – selective perception
 - Factors affecting perception: psychological and socio-cultural
 - Theories of perception – Signal detection theory, Gestalt laws
- c. Motivation in learning and health education

- Definition of motivation: Motives and drives Theories of motivation propounded by Maslow, Rosenstock, Kurt Lewin and Hertzberg.
- d. Change Process
 - Social and Planned change
 - Health behavior change
 - Kurt Lewin's model of behavior change

Unit 5: Health Communication 15 hrs

- a. Introduction to health communication - Behavior change communication and application
- b. Mass communication – theories, principles and methods
- c. Meaning, types, importance and selection criteria of health education methods
 - Individual, group and mass methods
- d. Meaning, types, importance and selection criteria of health education media
 - Audio, Visual, audiovisual media
 - Recent advances in use of social media (internet) in health promotion and education
 - Symbolic communication
- e. Introduction to communication program planning models (Eg. P-model)
- f. Interpersonal communication and counseling
 - Types and models of counseling,
 - clientvs service providers in counseling

Unit 6: Application of theories and models of Health Promotion and Education Program Planning, Implementation and Evaluation 30 hrs

Health promotion and education theories, models and frameworks in program planning, implementation and evaluation (Historical perspectives, Phases, constructs, Application and Limitations)

- Health Belief model
- Trans-theoretical model
- Theory of Reasoned action/Theory of Planned behavior
- Diffusion of Innovation theory
- Roger's adoption stages
- PRECEDE/PROCEED model

Unit 7: Health promotion and education in primary health care programmes 15 hrs

- a. Role and functions of health education specialist
- b. Role and functions of non-health education specialist, health professionals and health workers in health education in Nepal
- c. Role and functions of health education and health promotion as disciplines in
 - Primary Health Care

- Promotion of health, prevention of diseases, and control of epidemics
- Various public health programs such as EPI, IMCI, Nutrition, FP, SM, Newborn, ASRH, Malaria, Dengue, Kala-azar Tuberculosis, Leprosy, Free Health Service programs
- d. Current situation of Health promotion and education
 - Role, policy, strategies and activities of NHEICC in health promotion and education
 - Role of NGO, INGO, bilateral and multilateral organizations in health promotion and education

Paper B: Advanced Communication for Health Promotion and Education

1. Objectives

At the end of the course the learners will be able to:

- Overview concepts and principles of communication in various setting
- Analyze and apply relevant theory, principles and process of communication for behavior change communication applicable in planning and organizing health communication program.
- Analyze of situation, audience and media to design strategic health communication program in various setting including mass, group and interpersonal communication in health promotion and education programs.
- Design communication messages, materials and activities linking with situation analysis and evaluation of health promotion and education.
- Develop knowledge on computer assisted methods and material suitable for health communication program
- Develop skill to select methods and media for an individual, group, mass, and interpersonal communication in health promotion and education programmes for selected audiences.
- Analyze and write media brief to produce behavior change communication program in specific setting applying appropriate methods and media in specific setting.
- Carry out health communication project as practicum

2. Contents

Unit 1: Introduction of communication 10 hrs

- Definition, scope, elements, functions and significance of communication
- Determinants of communication effectiveness-
 - Skills, attitudes knowledge levels, social-cultural values, desires
 - The message, structure & treatment of message.
 - Treatment for effective communication

- Factors influencing communication.
 - Design of communication approaches
 - Selection of communication strategies (target audience, media, and message)
 - Relationship between communicator and receiver
 - Feedback in communication
 - Organizational communication system
 - Roles and capacity of planner
- Risk communication:
 - Introduction, areas, scope,
 - challenges,
 - prevention of health risk,
 - crisis management
- Non-violence communication:
 - Introduction, basis, steps, theories
 - Approaches
- Social media and methods media mix

Unit: 2 Overview of theory and principles health communication program for behavioral change communication 10 hrs

- Overview of various health belief and behavior models and its application in the selection and use of health education methods and media
- Principles and factors affecting effective health communication
- Information, education and communication (IEC)
- Behavioral change communication (BCC)
 - Meaning, aims and features of BCC
 - Framework and strategies of BCC for health promotion and disease prevention
- Transition to information, education and communication (IEC) to BCC

Unit 3: Situation analysis for planning for strategic health communication program 10 hrs

- P-process in planning, implementation and evaluation of health communication project including designing, pretesting of media
- Situation analysis to identify issues for health communication program
- Audience analysis for strategic identification of target group
- Media analysis for strategic identification of media mix as per the issues and target group analyzing media habit of target group
- Selection of method and materials as per the design of the program

Unit 4: Health promotion and education methods 10 hrs Comprehends the meaning, purpose, importance, strengths, limitation and use of health education methods:

Individual methods: counseling, interview

- Group methods: Mini-lecture, symposium, panel discussion, seminar, workshop, group discussion, role playing, demonstration, problem solving (nominal group methods), workshop
- Mass methods :Mass lecture or speech, exhibition, street drama

Criteria for the selection of suitable method: objectivity, nature and size of target population, stage in behavioral change (adoption) process, nature of health education contents (messages)

- Practice in techniques of use of individual, group and mass method in classroom and field setting
- Planning, organizing and conducting meeting, conferences, seminars, exhibitions and workshops

Unit 5: Health promotion and education media 10 hrs Appraisal of various media of health promotion and education, its classification and characteristics : traditional and modern media; audio, visual and A-V media..

Critical appraisal and use of the following media:

- Print media,: flash cards, flannel graph, flip charts, leaflets, pamphlet, models, exhibits, posters etc.
- Display boards: notice board, hording board, bulletin board, wall paper
- Projected media: slides, film strip, documentary, power point and LCD projector, overhead projector
- Modern social media: TV, Radio, FM, e-mail, face book, messenger, viber, professional groups, video conferencing, chatting by using viber, messenger, skype etc.
- Indigenious media: Folk song, folk dance, puppet show, theater drama, cultural presentations etc.
- Multi-media and method mix in health communication

Unit 6: Print Media 10 hrs

- Preparation, production, presentation and distribution of printed materials
- Health Education programmes; Steps involved (Handbills, folders and pamphlets).
- Preparation of scripts for press release, Steps involved.
- Preparation of printed material for special campaigns – Steps, Advantages & Disadvantages.
- Writing text for speeches and Art of Public speaking.
- Production process selection of photographs, printing process, calling quotations, preparation of layout, press copy, checking proofs and giving print order.
- Maintenance and distribution of printed materials, various procedures in maintaining the printed material, procedure for distribution.

- Collaboration with other agencies, procurement of the printed material and coordination for production of printed material

Unit 7. Projected Aids 10 hrs

- Definition and different types of Projected aids
- Role of projected aids in Health Education.
- Pattern of development of projected materials.
- Media production-concept and philosophy.
- Projected materials- types and their characteristics.
- Production of filmstrips and slides by photographic methods.
- Production of filmstrips and slides by non-photographic methods.
- Pretesting of filmstrips and slides.
- Production of cinema slides and audio-visual spots- planning and organization.
- Audio-visual programme in action-preview and selection of materials, organizing, implementing and evaluating the programme.
- Use and maintenance of equipment and materials.

Unit 8: Design, pretesting, production and dissemination message & materials 10 hrs

- Concept, content, script and message
- Pretesting and finalization of message and IEC materials
- Preparation of specification for production as per need
- Tools and technologies
- Operational regulation and financial aspects
- Planning of distribution of material as per strategic planning of health communication

Part C: Health Promotion and Education Practices and Project Management

1. Objectives

At the end of the course, the learners will be able to:

1. Describe various existing practices on health promotion and education at national and international context
2. Explain the principles, concept and strategies of health promotion in community, school, workplace and hospital.

3. Critically appraise the concept and purpose of settings approach in health promotion and education
4. Apply healthy lifestyle options and issue based approach to address priority risks behaviors.
5. Describe the meaning, importance and scope of HP&E program planning
6. Explain the virtue and limitation of classical and comprehensive models and frameworks in HP&E program planning
7. Develop intervention strategies, implements, monitors and evaluates indicators using suitable framework

2. Contents

Unit 1: Introduction to health promotion and education practices 15 hrs

- History- change pattern, disease scenario in developed and developing world
- Paradigm shift from health education to health promotion
- Scope and prospect of health promotion and education (UN charter, PHC/HFA to recent international discourses)
- Challenges in HPE practice (Political commitment, clinical bias, inappropriate infrastructure, Less priority in budget allocation) – Annual report – Vic health, IUHPE, Thai health,
- Code of conduct in HPE practice

Unit 2: National and international experiences in HPE practices 20 hrs

- Tobacco control – Global convention – FCTC, MPOWER, Tobacco act, WNTD
- HIV/AIDS prevention and control – GFATM, Bllomberg, Billgate Melinda
- Millenium Development Goals (MDG) and beyonds
- Maternal, child and neonatal health
- Reproductive health issues _ Safe motherhood policies and programs
- Critical review the existing health education and promotion component, activities of NHEICC, NCASC, NHTC and other national, international and bilateral organizations (SCF, USAID, DFid, GiZ etc.) Partner organizations, academic institutions and universities
- Health Promotion Practices in selected countries
 - Health Promotion in Canada, USA – Integration with other profession Medical, Nursing and its implementation modules
 - Health Promotion in EU – With special focus to T/L curricula, Health Promoting School approach including global initiatives
 - Health promotion in Thailand : with special focus to accreditation criteria for hospitals, schools, workplace etc.

Unit 3: Settings approach in Health Promotion and Education 20 hrs

- Definition and historical evolution of health promoting settings approach
- Ottawa Charter for Health Promotion and healthy settings strategies
- Brief overview of contextual elements of the following health promoting settings:
 - Healthy Cities
 - Healthy Villages
 - Healthy Markets
 - Health Promoting Schools
 - Health Promoting Hospitals
 - Health Promoting Workplaces
 - Health Promoting Universities
 - Health Promoting Prisons
- Planning a settings approach: Future of settings, risks and challenges
- Healthy cities approach
- Health Promoting Schools
 - Philosophy, principles, strategies and practice of Health Promoting Schools approach as compared to classical School Health Programme approach
 - Plan and develop strategies for a model health promoting school
 - Meeks Heit umbrella of Comprehensive School health Education
- Health Promoting Workplaces
 - Philosophy, principles, strategies and practice of Health Promoting Workplace approach
 - Plan and develop strategies for a model healthpromoting workplace
- Luxembourg Declaration on Workplace Health Promotion

Unit 4: Detail on the application of the following frameworks for health promotion program planning implementation and evaluation 55 hrs

- Critical analysis of some of the HP&E project planning implementation and evaluation frameworks
 - PRECEDE/PROCEED model
 - CHEM – Comprehensive Health Education Model
 - MHEP- Model for Health Education Planning
 - MHEPRD- model for Health Pducation Planning and Resource Development
 - CFHPPP – Comprehensive Framework for Health Promotion program Planning

- Develop a sample health promotion and education project in any one of the following areas using suitable framework
 - Healthy diets and eating behaviors
 - Tobacco-free initiative
 - Physical activity
 - Oral health promotion
 - Mental and emotional health promotion
 - Eye health promotion
 - Ear health promotion
 - Substance abuse prevention
 - Domestic violence prevention
 - injury and road traffic accident prevention
 - Stress management

Unit 5: Strategic approaches of health promotion and education 10 hrs

- Community participation, empowerment
- Leadership: type and model to address various group of community and society
- Partnership: Model, strategy,
- Social mobilization: models, strategy
- Mediation – strategic approach (stakeholders with examples from Vic health)
- Evidence based Advocacy
- Enabling (Skill development: Life skill; Healthful living skills and Income generating skill)

Part D: Research Methods

1. Objectives

At the end of the course, the learners will be able to:

- a. Explain the concepts, process and steps involved in conducting health research
- b. Select suitable approaches to quantitative and qualitative data analysis
- c. Design quantitative and qualitative research
- d. Apply mixed methods in different research activities
- e. Demonstrate a critical understanding of various research methods.
- f. Reflect critically on evidence-based practice in public health issues
- g. Demonstrate knowledge and understanding of the assumptions of the research approaches that are commonly used in public health and other relevant areas.
- h. Demonstrate skills in processing, interpretation and use of data
- i. Develop a research proposal on a selected health problem

2. Course contents

Unit 1: Theoretical orientation on research methodology 20hrs

- a. Research paradigm and knowledge generation
- b. Research problems
- c. Research objectives
- d. Research framework
- e. Research design
- f. Rationale of research
- g. Literature review
- h. Ethics and research

Unit2: Process of research 10 hrs

- a. Identifying research problems
- b. Setting research objectives
- c. Deciding research design
- d. Literature search and review
- e. Data collection – Techniques, tools and process
- f. Data analysis – management and analysis process
- g. Validity and reliability

Unit 3: Qualitative research Method 15hrs

- a. Qualitative research designs
- b. Selection of participants

- c. Instruments of qualitative study
- d. Qualitative data collection methods
- e. Qualitative data analysis
- f. Trustworthiness of Qualitative data

Unit4: Mixed method in health research 5hrs

- a. Introduction to Mixed Methods (MM) study
- b. Theory of mixed methods
- c. Variations on the MM Designs
- d. Characteristics of MM Studies

Unit 5: Development of research proposal 10hrs

- a. Proposal of a research project - concept of proposal, components of a research proposal, research development process, obtaining ethical approval.

Unit 6: Writing Research Report

- a. Concept of research report
- b. Components of research report
- c. Organizing results
- d. Discussions of the results
- e. Limitations of research
- f. Conclusion and recommendation

Unit 7: Research report dissemination

- a. Oral presentation
- b. Poster presentation
- c. Publication

Part E: Pedagogical methods

1. Objectives

At the end of the course, the learners will be able to:

1. Discuss the objectives and philosophies of pedagogy
2. Explain the required qualities for teaching in higher education
3. Discuss various pedagogical approaches used in education
4. Describe the relationship between curriculum and pedagogy
5. Describe the methods of student evaluation and assessment

2. Contents

- a. Objectives and philosophies of pedagogy
- b. Required qualities for teaching in higher education: individual, social and occupational/professional
- c. Pedagogical approaches (teaching methods and media) in education
- d. Curriculum and Pedagogy
- e. Balanced model of curriculum
- f. Methods of student evaluation and assessment: formative, summative and diagnostic