



**Far Western University**  
**Faculty of Education**  
**Bachelor in Health Education**

Course Title: **Foundation of Health Education**

Course No. : Hp.Ed.111

Level: Undergraduate

Credit: 3

Time Per Period: 1 Hour

Nature of Course: Theoretical

Semester: First

Total Periods: 45

## 1. Course Introduction

This course is designed to develop the student's knowledge and in-depth understanding of health and health education. This course aims to widen students' knowledge and experience to acquaint them with significant health problems and help apply their knowledge and understanding of different socio- economic, cultural, political and bio-medical thoughts to solve health problems.

## 2. General Objectives

The general objectives of this course are as follows:

- a) To familiarize students with the concept of health and disease in traditional and modern perspectives and social model norms a social model regarding health.
- b) To familiarize students with basic concepts of philosophy, health literacy, and public health along with the idea of health education.
- c) To acquaint the students with the basic concepts of demography and epidemiology and social epidemiology.

## 3. Contents in Detail with Specific Objectives

Specific Objectives	Contents
<ul style="list-style-type: none"> <li>Explain the traditional and contemporary concepts of health.</li> <li>Clarify the dimensions of health.</li> <li>Describe health and its economic implications.</li> <li>Explore the local perceptions of health and social model of health.</li> <li>Differentiate illness, sickness, and disease.</li> <li>To be familiar with the concept of theories of disease.</li> <li>Analyze the determinants of health and disease spectrum.</li> <li>To describe the major health indicators and calculate their measurements.</li> </ul>	<p><b>Unit I: Introduction to Health and Disease (15 hours)</b></p> <p>1.1 Concept of Health</p> <ol style="list-style-type: none"> <li>1.1.1 Traditional and contemporary</li> <li>1.1.2 Dimensions of health</li> <li>1.1.3 The interrelationship between health and economic status</li> </ol> <p>1.2 The Basic Concept of Social Norms in Health</p> <ol style="list-style-type: none"> <li>1.2.1 Concept of social norms and social model of health.</li> <li>1.2.2 Health education in the local concept</li> </ol> <p>1.3 Concept of Illness, Sickness, and Disease</p> <p>1.4 General Concept of Theories of Disease</p> <ol style="list-style-type: none"> <li>1.4.1 Ancient/Traditional Theories <ul style="list-style-type: none"> <li>Supernatural theory</li> <li>Miasmatic theory</li> <li>Humoral theory</li> <li>Magnetic theory</li> </ul> </li> <li>1.4.2 Modern Theories <ul style="list-style-type: none"> <li>Christian Science theory</li> <li>Subluxation theory</li> <li>Stress theory</li> <li>Germ theory</li> <li>Epidemiological theory</li> <li>Ecological theory</li> </ul> </li> </ol> <p>1.5 Determinants of Health and Disease</p> <ol style="list-style-type: none"> <li>1.5.1 Biological factors</li> <li>1.5.2 Physical factors (Environmental factors)</li> <li>1.5.3 Socio-cultural and economic factors</li> <li>1.5.4 Political factors (Political power and health policy)</li> </ol> <p>1.6 Health and Disease Spectrum</p> <p>1.7 Major Health Indicators and their Measurements</p>

<ul style="list-style-type: none"> <li>• Discuss the aims, objectives, and principles of health education.</li> <li>• Explain the importance of health education.</li> <li>• Explain the scope of health education.</li> <li>• Explain the foundations of health education in terms of an interdisciplinary perspective.</li> <li>• Clarify the concept of public health</li> <li>• Discuss the aim, functions, and scope of public health.</li> <li>• Describe the meaning of health literacy and its necessity for healthier living.</li> <li>• Describe the concept of philosophy in health and health education.</li> </ul>	<p><b>Unit II: Introduction to Health Education and Public Health (15 hours)</b></p> <p>2.1 Health Education</p> <p>2.1.1 Meaning, aims, and objectives of health education</p> <p>2.1.2 Importance of health education</p> <p>2.1.3 Principles of health education</p> <p>2.1.4 Scope of health education: family, community, school, worksite, and clinical setting</p> <p>2.1.5 Foundations of health education: scientific, socio-economic and cultural, educational, psycho-behavioral, and legal.</p> <p>2.2 Public Health</p> <p>2.2.1 Concept of public health</p> <p>2.2.2 Aims, functions, and scope of public health</p> <p>2.2.3 Relationship between health education and public health</p> <p>2.2.4 Basic concept of health literacy( Functional, critical, and interactive)</p> <p>2.2.5 Basic concept of philosophy in health and health Education</p>
<ul style="list-style-type: none"> <li>• Explain the concept, need, and scope of demography in public health.</li> <li>• Discuss the population trend and situation of Nepal.</li> <li>• Mention the fertility, morbidity mortality, and life expectancy in Nepal.</li> <li>• Describe the determinants of population change.</li> <li>• Discuss the consequences of rapid population growth in Nepal.</li> <li>• Clarify the concept of demographic and health transition.</li> <li>• Discuss the determinants of health and demographic transition.</li> <li>• Describe the fundamental concept, aim, and objectives of epidemiology.</li> <li>• Explain the uses and importance of epidemiology</li> <li>• Explain the components of epidemiology and social epidemiology.</li> <li>• Mention the role of epidemiology in public health.</li> </ul>	<p><b>Unit III: Demography and Epidemiology(15 Hours)</b></p> <p>3.1 Introduction to Demography</p> <p>3.1.1 Concept, need, and scope of demography in public health</p> <p>3.1.2 Population trends and situation of Nepal: size, composition and distribution, sex ratio, dependency ratio.</p> <p>3.1.3 Fertility, morbidity, mortalityand life expectancy in Nepal</p> <p>3.1.4 Determinants of population growth and change</p> <p>3.1.5 Consequences of rapid population growth in Nepal</p> <p>3.1.6 Demographic and health transition and its determinants</p> <p>3.2 Introduction to Epidemiology</p> <p>3.2.1 Concept, aim, and objectives of epidemiology</p> <p>3.2.2 Uses and importance of epidemiology</p> <p>3.2.3 Components of epidemiology and social epidemiology</p> <p>3.2.4 Role of epidemiology in public health practice</p> <p>3.2.5 Epidemiological concept of communicable and non-communicable diseases</p>

#### 4. Methodology and Techniques

This course is theoretical in nature. Lectures, discussions, demonstrations, question-answer, presentation techniques, guest speeches, library visits, home assignments, class interaction and projects are generally used in this course.

#### 5. Evaluation Scheme

Students will be assessed both through internal and external evaluation systems. Formative evaluation is used in internal evaluation whereas in external evaluation a theoretical examination will be conducted at the end of the semester by the Office of the Controller of Examinations of FWU. The full marks composition of both

internal and external evaluation will be 40% and 60% respectively. The internal and external evaluation consists of the following tasks:

#### 5.1 Internal Evaluation 40%

Activity	Marks
Attendance	5 marks
Participation in Class Activities	5 marks
Reflection Notes and Class Presentation	5 + 5=10 marks
Term Paper/Essay/Project Works and Interview	5 + 5= 10 marks
Mid-term Exam	10 marks

**Note:** Reflective notes on 2 to 4 questions given by teacher at the end of the every unit and presentation on any two questions among them. Logical essay/term paper/project on the topics chosen by students and approved by the teacher and interview.

#### 5.2 External Evaluation (Final Examination) 60%

Types of questions	Total Questions to be asked	Number of questions to be answered and marks allotted	Total marks
Group A: Multiple-choice items	10 questions	10 × 1 mark	10
Group B: Short answer questions	6 with 2 'or' questions	6 × 5 marks	30
Group C: Long answer questions	2 with 1 'or' question	2 × 10 marks	20
<b>Total</b>			<b>60</b>

## 6. References

- Botina, R., & Kjellstrom, T. (2006). *Basic epidemiology* (2<sup>nd</sup> ed.). World Health Organization. (Unit: 3)
- Centre Bureau of Statistics (2014). *Population monograph of Nepal*, vol. 1, 2, 3. Author. (Unit: 3)
- Kindig, D.A., Panzer, A.M., & Nielsen-Bohlman, L. (2004). *Health literacy: A prescription to end confusion*. National Academy Press. (Unit II)
- Laura, R. & Wesley, F. A. (1984). *Health education foundations for the future*. Times Mirror Mosby College Publishing. (Unit II)
- Park, K. (2015). *Textbook of prevention and social medicine*. M/S Banarsidas Bhanot. (Unit I, III)
- Reese, C.D. (2017). *Occupational safety and health: Fundamental principles and philosophies*. CRC Press. (Unit II)

#### Supporting Materials (in Nepali)

- Acharya, K.P., & Lama, C. K. (2055 B.S.). *Foundation of health*. Vidyarthi Pustakak Prakashan.
- Budhathoki, C.B., Wagle, B.P., Bhandari, K., & Acharya, D. (2079). *Foundation of health education* (ninth edition). Pinnacle Publication.
- Dhakal, S.N. (2063 B.S.). *Foundation of health*. Ratna Pustak Bhandar.
- Giri, S., & Adhikari, S. (2078 B.S.). *Foundation of health education*. Karudhara Publication.
- Jha, A. K. (2059 B.S.). *Foundation of health*. M.K. Publishers and Distributors (P.) Ltd.
- Maharjan, S. K. (2064 B.S.). *Foundation of health*. Bhundipurana Prakashan.
- Pahadi, T. (2073 B.S.). *Foundations and principles of health*. Quest Publication. (Unit: 1, 3)
- Sherchan, L., & Upreti, Y. (2072). *Foundation of health education*. Quest Publication.
- Sherchan, L., Upreti, Y., & Samant, H. (2075). *Foundation of health education*. Quest Publication.



**Far Western University**  
**Faculty of Education**

Course Title: **Basic Human Anatomy and Physiology**

Course No.: Hp.Ed. 112

Level: Undergraduate

Credit: 3

Time per period: 1 Hour

Nature of course: Theoretical

Semester: First

Total periods: 45

### 1. Course Introduction

This course deals with the anatomy and physiology of the human body. Anatomy is the study of structures of the body and their associations. Physiology is the study of the ways body parts work and assist together to maintain a healthy life. This course illustrates that the human body is a complex organ system. This organ system is also built on operational organs which are integrated with several smaller units. The human body is complex not only in structure but also in its functions. Health and Physical Education has to deal with essential bio-medical concepts and body functions. The students of this subject are expected to understand the basic structures and organization as well as the functions of body systems, organs, and other units. The contents are organized into four units, each explaining structures and roles of major parts of the human body.

### 2. General Objectives

The general objectives of this course are as follows:

- a. Be familiar with the cells, tissues, and sense organs of the human body.
- b. Describe the communication systems and their functions in the human body.
- c. Be acquainted with the composition and processes of intake and elimination systems of the human body.
- d. Explain the skeletal, muscular, and reproductive systems as the organization and survival systems of the human body.

### 3. Contents in Detail with Specific Objectives

Specific Objectives	Contents
<ul style="list-style-type: none"><li>Describe the structure and function of the cells in the human body.</li><li>Identify the type and process of cell division in the human body.</li><li>Classify the tissues in the human body.</li><li>Describe the structure and functions of the five sense organs of the human body.</li></ul>	<b>Unit I: Introduction to Human Body and its Constituents (10 hours)</b> 1.1. The Human Cell 1.1.1. Basic Structure, Types, and Functions 1.1.2. Cell Division 1.2. The Human Tissue 1.2.1. Classification, Structure, and Functions 1.3. The Sensory System in Human Body 1.3.1. Structure and Functions of Ear 1.3.2. Structure and Functions of Eyes 1.3.3. Structure and Functions of Nose 1.3.4. Structure and Functions of Tongue 1.3.5. Structure and Functions of Skin
<ul style="list-style-type: none"><li>Describe the type, structure, and functions of bones.</li><li>Identify the organizational structure of the axial and appendicular skeleton.</li><li>Explain the functions of various types of muscles in the human body.</li><li>List out the muscles in various parts of the human body.</li><li>Describe the process of moving.</li><li>Identify the roles of the respiratory system and its organs in the intake and elimination process in the body.</li><li>Describe the process of respiration.</li></ul>	<b>Unit II: Major Systems of the Human Body (35)</b> 1. Skeletal System 2.1. Type, Structure, and Functions of Bones 2.2. Structure and Functions of the Bones in Axial and Appendicular Skeleton 2.3. Type and Functions of the Joints 2. Muscular System 2.1. Type, Structure, and Functions of Muscles 2.2. Major Muscles of the Face, Neck, limbs, Back, Abdomen, and Pelvis 2.3. Movement 3. Respiratory System 3.1.1. Structure of Major Organs and their Functions

<ul style="list-style-type: none"> <li>• Draw the structure of the heart.</li> <li>• Identify the type and functions of blood vessels.</li> <li>• Analyze the importance of blood and blood circulation for life.</li> <li>• Explain the structure and functions of the digestive system's primary/major and accessory organs.</li> <li>• Define food metabolism.</li> <li>• Describe the structure and function of the male and female reproductive system in human beings.</li> <li>• Describe the process of reproduction.</li> <li>• Discuss the structure and function of major organs of the urinary system.</li> <li>• Describe the process of micturition.</li> <li>• Mention the roles of various endocrine glands in the body.</li> <li>• Describe the type and functions of lymph vessels.</li> <li>• Determine the structure and function of lymph organs.</li> <li>• Illustrate the types of the nervous system with their functions.</li> </ul>	<ul style="list-style-type: none"> <li>3.1.2. Respiration (Supporting Muscles, Cycle, Types, and Process)</li> <li>4. Cardiovascular System <ul style="list-style-type: none"> <li>4.1. Structure and Function of the Heart</li> <li>4.2. Type, Structure, and Function of Blood Vessels</li> <li>4.3. Blood and its Circulations</li> </ul> </li> <li>5. Digestive System <ul style="list-style-type: none"> <li>5.1. Structure of Major Organs and their Functions</li> <li>5.2. Accessory Organs (Salivary Glands, Pancreas, Liver, and Biliary tract)</li> <li>5.3. Concept of Metabolism</li> </ul> </li> <li>6. Reproductive System <ul style="list-style-type: none"> <li>6.1. Structure and Functions of Organs of the Female Reproductive System</li> <li>6.2. Structure and Functions of Organs of the Male Reproductive System</li> <li>6.3. Reproduction</li> </ul> </li> <li>7. Urinary System <ul style="list-style-type: none"> <li>7.1. Structure of Major Organs and their Functions</li> <li>7.2. Micturition</li> </ul> </li> <li>8. Glandular System <ul style="list-style-type: none"> <li>8.1 Concept of Endocrine and Exocrine System</li> <li>8.2. Structure and Functions of Endocrine glands (Pituitary, Thyroid, parathyroid, Adrenal, Pancreatic Islets, Pineal, Thymus Glands, and Gonads)</li> </ul> </li> <li>9. Lymphatic System <ul style="list-style-type: none"> <li>9.1. Lymph and its Circulation</li> <li>9.2. Type and Functions of Lymph Vessels</li> <li>9.3. Structure and Functions of Lymph Nodes, Spleen, and Thymus Gland</li> </ul> </li> <li>10. Nervous System <ul style="list-style-type: none"> <li>10.1. Neurons</li> <li>10.2. Type and Functions of the Nervous System</li> </ul> </li> </ul>
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#### 4. Instructional Techniques

This course is theoretical in nature. Lectures, discussions, guest lecture, question-answer, discussion, demonstrations, presentation techniques, library visits, home assignments, project works, showing figures/ drawing, video/ social sites/ u-tubes about different system followed by explanation and discussion are generally used in this course.

#### 5. Evaluation Scheme

Students will be assessed both through internal and external evaluations. Formative evaluation is. In contrast, used in the internal and external assessment, a theoretical examination will be conducted at the end of the semester by the Office of the Controller of Examinations of FWU. The total marks composition of both internal and external evaluation will be 40% and 60%, respectively. The internal evaluation consists of the following tasks:

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**Note:** Reflective notes on 2 to 4 questions given by teacher at the end of every unit and presentation on any two questions among them. Logical essay/term paper/project on the topics chosen by students and approved by the teacher and interview.

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## 6. References

### Main References

- Colville, T. P., & Bassert, J. M. (2015). *Clinical anatomy and physiology for veterinary technicians*. Elsevier Health Sciences. **(unit I -II)**
- Peate, I., & Evans, S. (Eds.). (2020). *Fundamentals of Anatomy and Physiology: For Nursing and Healthcare Students*. John Wiley & Sons. **(Unit I-II)**
- Patton, K. T. (2018). *Anatomy & Physiology (includes A&P Online course) E-Book*. Elsevier Health Sciences. (Unit I-II)
- Suwal, B. and Tuitui, R. (2063 B.S.). *Human anatomy and physiology*. Kathmandu: Vidyarthi Prakashan. **( For Units I - II)**
- Tortora, G. J., & Derrickson, B. H. (2018). *Principles of anatomy and physiology*. John Wiley & Sons.
- Tuitui, R. and Suwal, S.N. (2010). *Human anatomy and physiology*. (10<sup>th</sup> ed.). Vidyarthi Prakashan. **(For Unit: I - II)**
- Waugh, A. and Grant, A. (2001). *Ross and Wilson anatomy and physiology in health and illness*. Churchill Livingstone. **(For Units I – II)**

### Supporting Materials (In Nepali)

- Budhathoki, C.B., Wagle, B.P., Bhandari, K. and Acharya, D. (2079 BS). *Foundation of health education* (9th ed.). Pinnacle Publication.
- Dhakal, S. N. (2063 B.S.). *Foundation of health*. Ratna Pustak Bhandar.
- Giri, S. and Adhikari, S. (2078 B.S.). *Foundation of health education*. Karudhara Publication.
- Joshi, P. and Mahara, D. (2078 B.S.). *Basic human body structure and functions*. Intellectual Book Payless.
- Maharjan, S.K. (2067 BS). *Foundations of health*. (2<sup>nd</sup> ed.). Bhundi Puran Prakashan.