

# SUMANDEEP VIDYAPEETH

(Declared as Deemed to be University under Section 3 of the UGC Act 1956)

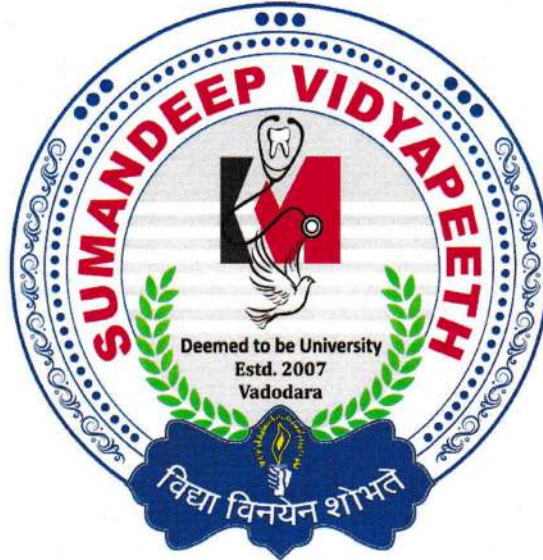
Accredited by NAAC with a CGPA of 3.53 out of four-point scale at 'A' Grade

Category – I deemed to be university under UGC Act - 2018

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## CURRICULUM

### Bachelor of Science (B.Sc) HEALTH EDUCATION

Attested CTC

*Sharaney*  
15/2/2021

Vice-Chancellor

Sumandeep Vidyapeeth

An Institution Deemed to be University

VIII. Piparia, Taluka: Waghodia.

Dist. Vadodara-391 760. (Gujarat)

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AMENDED UP TO DECEMBER -2020

## INTRODUCTION

### Scope

The quality of paramedical care has improved tremendously in the last few decades due to the advances in technology, thus creating fresh challenges in the field of healthcare. It is now widely recognized that health service delivery is a team effort involving both clinicians and non-clinicians, and is not the sole duty of physicians and nurses. Professionals that can competently handle sophisticated machinery and advanced protocols are now in high demand. In fact, diagnosis is now so dependent on technology, that paramedical and healthcare professionals are vital to successful treatment delivery.

Effective delivery of healthcare services depends largely on the nature of education, training and appropriate orientation towards community health of all categories of health personnel, and their capacity to function as an integrated team, with a range of skills and expertise, play key roles within the National Health Service, working autonomously, in multi-professional teams in various settings. All of them are first-contact practitioners and work across a wide range of locations and sectors within acute, primary and community care.

### Learning goals and objectives for paramedical healthcare professionals

The learning goals and objectives of the undergraduate and graduate education program will be based on the performance expectations. They will be articulated as learning goals (why we teach this) and learning objectives (what the students will learn). Using the framework, students will learn to integrate their knowledge, skills and abilities in a hands-on manner in a professional healthcare setting. These learning goals are divided into nine key areas, though the degree of required involvement may differ across various levels of qualification and professional cadres.

### Program outcomes

- Assess individual and community needs for health education;
- Plan effective health education programs;
- Implement health education programs;
- Evaluate the effectiveness of health education programs;
- Coordinate provisions of health education services;
- Act as a resource person; and
- Communicate health and health education needs, concerns and resources students

### Ethics and accountability

Will understand core concepts of clinical ethics and law so that they may apply these to their practice as healthcare service providers. Program objectives should enable the students to:

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- Describe and apply the basic concepts of clinical ethics to actual cases and situations
- Recognize the need to make health care resources available to patients fairly, equitably and without bias, discrimination or undue influence

  
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- Demonstrate an understanding and application of basic legal concepts to the practice
- Employ professional accountability for the initiation, maintenance and termination of patient-provider relationships
- Demonstrate respect for each patient's individual rights of autonomy, privacy, and confidentiality

### **Commitment to professional excellence**

The student will execute professionalism to reflect in his/her thought and action a range of attributes and characteristics that include technical competence, appearance, image, confidence level, empathy, compassion, understanding, patience, manners, verbal and non-verbal communication, an anti-discriminatory and non-judgmental attitude, and appropriate physical contact to ensure safe, effective and expected delivery of healthcare.

### **Eligibility for admission:**

He/she has passed the Higher Secondary (10+2) Science or a duly constituted Board with pass marks in Physics, Chemistry, Biology

### **Duration of the course:**

Duration of the course is 4 years including 1 year internship.

### **Attendance:**

A candidate has to secure minimum 80% attendance in overall with at least-

1. 75% attendance in theoretical
2. 80% in Skills training (practical) for qualifying to appear for the final examination.


*No relaxation, whatsoever, will be permissible to this rule under any ground including indisposition etc.*

### **Medium of instruction:**

English shall be the medium of instruction for all the subjects of study and for examination of the course.

**Assessment:** Assessments should be completed by the academic staff, based on the compilation of the student's theoretical & clinical performance throughout the training programme. To achieve this, all assessment forms and feedback should be included and evaluated. Student must attain at least 50% marks in each Theory, Internal assessment and Practical independently / separately for each individual subject.

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## COURSE OF INFORMATION

Course Name	Course Code	Theory (In hrs.) (Class and lab)	Practical (In hrs.) (Clinical)	Total (in Hours)
<b>First Year - Total Hours 510</b>				
<b>1<sup>st</sup> Year</b>				
Introduction to Health Education	BHE101	60	-	60
Health and Nutrition	BHE102	60	-	60
<b>2<sup>nd</sup> Year</b>				
Public Health	BHE201	60	40	100
Non communicable Diseases	BHE202	60	-	60
<b>3<sup>rd</sup> Year</b>				
Health Education	BHE301	60	40	100
<b>Total</b>		<b>300</b>	<b>80</b>	<b>380</b>

## SCHEME OF EXAMINATION

SUBJECT CODE	SUBJECTS	EXAMINATION PATTERN		
		Internal	Final	TOTAL
BHE101	Introduction to Health Education	20	80	100
BHE102	Health and Nutrition	20	80	100
BHE201	Public Health	20	80	100
BHE202	Non communicable Diseases	20	80	100
BHE301	Health Education	20	80	100

## FIRST YEAR B.SC IN HEALTH EDUCATION

### BHE101-INTRODUCTION TO HEALTH EDUCATION

60 HOURS

- Health - concept, dimensions, determinants, indicators,
- Disease-concept, Epidemiological triad,
- Prevention- concept, levels, modes of intervention,
- Health Education- def, concept, aims, objectives, types, approaches
- Principles of Health Education
- Methods (practices) of Health Education
- Contents of health education

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**BHE102-HEALTH AND NUTRITION****60 HOURS**

- Human Biology
- Nutrition
- Social factors in health & disease-Social & Behavioral science
- Psychological factors in health & disease

*Each student shall undergo training in Skill Simulation Laboratory for learning certain basic clinical skills like IV/IM injection, setting IV-line, Cardio-pulmonary resuscitation (CPR), and Life support skills in the beginning of second year, for duration of continuous four days. (Board of Studies letter No.:FPMS/SV/BOS-MIN/0006/2016-17, dated 19/04/2017, and vide notification of Board of Management resolution Ref.:No. SVDU/R/2017-18/5056, dated 09/01/2018).*

**SECOND YEAR B.SC IN HEALTH EDUCATION****BHE201-PUBLIC HEALTH****60 HOURS**

- Health care delivery system in India
- Family Health Care- MCH, FP, Immunization etc.
- Epidemiology- def, terminologies, triad, levels of prevention
- Population genetics

**BHE202-NON COMMUNICABLE DISEASES****60 HOURS**

- Hygiene- Individual & Environmental sanitation
- Non-Communicable diseases
- Communicable diseases

**THIRD YEAR B.SC IN HEALTH EDUCATION****BHE301-HEALTH EDUCATION****60 HOURS**

- Substance abuse & Rehabilitation
- Communication- concept, types, role, components, barriers
- Health Promotion
- Fundamentals of Health Program Planning and evaluation
- Counseling-as an approach for health education and awareness for family centered health education
- Technology in education- Health education in the information age.- The impact of technology on teacher & learner.
- Field work in the form of Project.

**Attested CTC****INTERNSHIP (INTEGRATED PRACTICE)****TOTAL HOURS 1440**

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- The internship will span 1 Year. This will include 6 hours of practice a day, totaling to 1440 hours during internship year. As a part of this, the students will maintain a work logbook which will be duly endorsed by the supervisor or trainer. At the end of internship, the candidate shall submit the work log book along with certificate from the training institute.
- The internship time period provides the students the opportunity to continue to develop confidence and increased skill in clinical delivery of services. Students will demonstrate competence in beginning and intermediate procedures. Students will observe the advanced and specialized procedures. The student will complete the clinical training by practicing all the skills learned in classroom and clinical instruction. The students are expected to work for minimum 6 hours per day and this may be more depending on the need and the healthcare setting.

## CODE OF PROFESSIONAL CONDUCT

### STANDARD OF PRACTICE AND CARE

Patients are entitled to the highest standard of practice and care. The essential elements of this are professional competence, good relationships with patients and colleagues and observance of professional ethical obligations.

#### In providing care you must therefore:

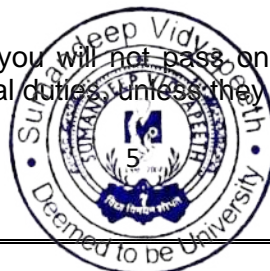
- recognize the limits of your professional competence.
- be willing to consult colleagues
- keep clear, accurate and contemporaneous patient records which report the relevant findings.
- keep colleagues informed.
- pay due regard to the efficacy and the prudent use of resources.
- be competent, truthful, and accurate, when reporting on investigations.
- be competent when giving or arranging treatment.

#### Patients' rights

- treat patients politely and considerately.
- respect patients' privacy and dignity.
- give information to patients in a way they can understand.
- respect the right of patients to be fully involved in decisions about their care.
- respect the right of patients to refuse treatment or to take part in teaching or research, reporting the refusal to the person requesting the procedure.
- respond to complaints promptly and constructively.
- ensure that your views about a patient's life style, culture, beliefs, race, colour, sex, sexuality, age, social status, or perceived economic worth, do not prejudice the service you give.

### CONFIDENTIALITY

Patients have a right to expect that you will not pass on any personal information which you learn in the course of your professional duties, unless they agree



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