

**CURRICULUM FOR
ADVANCED DIPLOMA IN PUBLIC HEALTH
(ADPH)**

(w. e. f. 2018-2019)

(STUDENT HANDBOOK)



**DEPARTMENT OF SOCIAL WORK
(UGC CENTRE OF ADVANCED STUDY)
FACULTY OF SOCIAL SCIENCES
JAMIA MILLIA ISLAMIA
(A CENTRAL UNIVERSITY)
NEW DELHI
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INDIA**

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About Jamia Millia Islamia, New Delhi, India:

Jamia Millia Islamia (JMI) is one of the premier universities of national importance. It came into existence at Aligarh in 1920 during the Khilafat and Non-cooperation movement in response to Gandhiji's call to boycott government supported educational institutions. JMI derives its name from Urdu language in which Jamia means University and Millia means National. Today, JMI is an ensemble of a multi layered educational system which covers all aspects of schooling, under-graduate, post-graduate and doctoral level education. JMI is now more than 93 years old. It has Nine Faculties: Natural Sciences, Social Sciences, Engineering & Technology, Education, Humanities & Languages, Architecture & Ekistics, Fine Arts, Law and Dentistry; it has more than 27 Centres for Research and Excellence which includes among others Mass Communication Research Centre, Centre for Peace and Conflict Resolution, Centre for Comparative Religions and Civilizations, Centre for Dalit and Minorities Studies, Centre for Nano-sciences and Nanotechnology etc. Jamia has also started several inter-disciplinary research centres that have given an edge to it in terms of critical research in various areas (for details please visit <http://www.jmi.nic.in>).

Department of Social Work (UGC Centre for Advanced Studies):

The Department of Social Work, with its precursor, the Jamia School of Social Work, came into being over 40 years ago to give yet another expression to Jamia's historic mission of service to the community. Jamia was known, among other activities, for rendering services to the neighbourhood through adult education programmes including night schools, literacy centers, and libraries for neo-literate, recreation for youth, and training of women and girls for their future social and economic roles. Establishment of Jamia School of Social Work with the introduction of Bachelors Programme in Social Work in 1967 was a pioneering effort to professionalize Social Work Education and Practice, and to cater to the emerging demand of social work professionals at the field and supervisory levels. Introduction of a Masters and a Doctorate Programme in Social Work in 1976 and a Masters Programme in Human Resource Management in 1993 have been some major milestones in the vibrant history of the Department.

The Department has been associated with several National and International organizations including corporate houses, non-governmental organizations, public sector and autonomous organizations, various ministries of the government, different consultancy organizations and reputed academic institutions. The department's community outreach programme was

instrumental in the setting up of the Zakir Husain Memorial Welfare Society and the Child Guidance Centre.

In recognition of its contribution in the field of social work, education and research, the University Grants Commission (UGC), accorded the status of Department of Special Assistance (DSA) in the year 1991 which was followed by two more phases of DSA. It was the first department in Jamia, and the youngest Social Work department in the country, to earn this status. The department was also sanctioned assistance from UGC under the ASSISH programme (2005-2010). The DSA and ASSISH put together have strengthened the department in terms of academic quality and infrastructure building.

In addition to the University library, the Department also has a library of its own with a collection of approximately 2500 books on various subjects and topics such as Social Work, Human Resource Management, Social Policy, Research methodology etc. The Social Work Department is also equipped with a computer lab catering to the research needs of the students and the faculty. All class rooms have the facility of a LCD projector, enabling teachers to use the latest innovations in ICT to impart class room teaching. The Department also has a fully furnished and well-equipped Seminar Room where various skill development laboratories, extension lectures, seminars and special lectures etc are organized to supplement the class room teaching.

Keeping in view the significant achievements as well as potential for excellence, the department was recently upgraded as the UGC Centre for Advanced Study in April 2010. The UGC CAS programme has, by providing the required infrastructure, enabled the department to focus on developing in new areas.

Departmental Initiatives:

Some of the unique initiatives of the Department of Social Work, Jamia Millia Islamia over the years are:

- BPEL (Behaviour and Personality Enrichment Laboratory)
- Capacity Development of NGOs and Government Functionaries
- Research and Resource Unit on Social Work with Minorities

- Interface with NGOs in Jamia neighbourhood for need assessment and capacity building
- Development of the Subject Framework for Social Work Education for the Northern Region
- Secretariat on North Zone Network of Schools of Social Work

Academic Programmes Offered:

- 1) M.Phil /Ph.D. Programme in Social Work.
- 2) Advanced Diploma in Public Health (ADPH)–One year fulltime professional programme.
- 3) Masters of Arts in Social Work M.A (SW) - Two years fulltime professional programme.
- 4) Masters of Arts in Human Resource Management (M.A.HRM) - Two years fulltime professional programme.

At the doctoral level, interdisciplinary focus is promoted. The research covers a spectrum which has insights into and implications for both macro and micro level. Three other academic programmes that the Department had in the past have been the Bachelors of Arts (Honours) in Social Work, Post Graduate Diploma in Management of NGOs and Post Graduate Diploma in Child Rights. The Department realizes and acknowledges the dynamism of the social situations and therefore the need to keep pace with the emerging demands and challenges to the profession periodic review of the courses, admission policy, teaching methodology and evaluation processes etc. constitute an integral part of the process of teaching and learning. The Department keeps reviewing, revising and restructuring the curriculum of the various courses to keep up with the latest developments in the paradigms of social work in close coordination with the welfare and developmental agencies and the alumni on a regular basis.

Teaching Methodology:

The Department strongly believes that only one-way lectures in the classroom are not the best way to teach and learn. In the context of growing literature on pedagogy and andragogy we practice participatory mechanisms of learning. This includes: behaviour and personality enrichment laboratories on identified core skills, extension lectures of well-known professionals from the field, presentations, assignments, guided field practicum, individual and group conferences, educational camp etc.

ADVANCED DIPLOMA IN PUBLIC HEALTH (ADPH)

Introduction:

The ADPH is a 12 months fulltime programme comprising of 46 credits courses. It has been designed to build and develop conceptual understanding of public health management, leadership skills, and interdisciplinary approach for better public health practice and healthcare management. It is meant for Post Graduates in discipline. The programme includes 8 main subjects; two block field internships and is supplemented by individual and group conferences.

Programme objectives:

To prepare professional public health practitioners as- planners, decision makers, managers, solution seekers, trainers, researchers on public health issues of individuals, families, communities, nations and across nations. The specific objectives of the ADPH are:

1. To prepare students to become professionally trained public health practitioners with a view to strengthen health delivery systems at various levels.
2. To develop interdisciplinary perspective in problem solving, decision making and research.
3. To understand the determinants of health and their relationship to health disparities.
4. To develop skills and knowledge base for managing public health problems.
5. To address contemporary public health management issues in emerging economies; particularly India.
6. To explore health challenges and epidemiological basis of the health system in emerging economies.
7. To conduct research and work as consultants in various aspects of public health.
8. To identify health problems and issues in communities.
9. To learn strategies and familiarity with international, national and local organisations working in the area of health.
10. To develop critical and creative thinking towards health and development.
11. To develop and learn the relevance of team work and problem solving skills .

Pre-requisites:

1. Good Communication skills in English and local language(s).
2. Analytical skills.
3. Graduation or Post Graduation.

Learning/expected outcomes and competencies:

Development of

1. Professional attitude, commitment, management and skills in adaptability and learning;
2. Core competencies in functions of public health;
3. Understanding and application of Epidemiology in India;
4. Application of interdisciplinary approaches to Health;
5. Ability to analyse and research emerging trends in public health in India; and
6. Foundation for further study and research.

Andragogy-Class room engagement of students comprising of the following:

1. Orientation programme
2. Class Room Teaching including any of the following: Lecture method, Case studies, Field visits, Group assignments, presentations, Seminars, Tutorials, Journal Clubs, Guest lectures
3. Field Work
4. Skill laboratories

Evaluation:

Continuous internal and external assessment including :

(i) Course work evaluation

- a) Internal Assessment (25 marks) including : 1Assignment(15 marks), 1 Test (10 marks)
- b) End Term Examination(75 marks)

(ii) Field Work Evaluation:

Sem I : 1. Term end evaluation Field Work (150Marks)

Sem II : 1.Term End Evaluation (150 Marks)

2. Viva (50 Marks)

Medium of instruction:

English

Eligibility:

Any Graduate with minimum of 55% marks or Post Graduate with 50% marks from a recognized University.

Course duration:

Two Semester full time programme.

Total intake:

15 seats

Admission procedure and selection criteria:

- **Part I:** Written test comprising of reasoning, social, economic and public health awareness, quantitative skill, data interpretation and English language and
- **Part II:** Group discussion and Interaction.

Career Opportunity in the Field of Public Health:

The ADPH prepares students for work in local, national and international; public, private, and non-governmental health services organisations. Such organisations also deal with health and development policy, implementing organisations, funding organisations, advocacy institutions, training and development, health promotion, media & governance, management of human services organisations. After pursuing ADPH students with Post graduation degree can also go for Doctor of Philosophy (Ph.D.) in Public Health and allied disciplines.

The Programme Structure:

ADVANCED DIPLOMA IN PUBLIC HEALTH (ADPH)

| Semesters | Paper codes | Course Title | Marks*/Credits | Hours per week (including 1 hour tutorial) |
|-----------------------------|---------------|--|----------------|---|
| <i>SEMESTER I</i> | | | | |
| Semester-I | ADPH - SI-01 | Elements of Public Health | 100/4 | 4 |
| Semester-I | ADPH -SI-02 | Health and Nutrition | 100/4 | 4 |
| Semester-I | ADPH -SI-03 | Research Methodology for Public Health | 100/4 | 4 |
| Semester- I | ADPH-SI-04 | Epidemiology | 100/4 | 4 |
| Semester-I | ADPH -SI-05 | Public Health Internship (Concurrent Field Work) | 150/6 | 1 month of block concurrent placement |
| | | | 550/22 | |
| <i>SEMESTER II</i> | | | | |
| Semester-II | ADPH -SII-06 | Social Work, Behavioural Sciences and Mental Health | 100/4 | 4 |
| Semester-II | ADPH -SII-07 | Environmental and Occupational Health | 100/4 | 4 |
| Semester-II | ADPH -SII-08 | Health Systems Management | 100/4 | 4 |
| Semester-II | ADPH - SII-09 | Indigenous Medicine and Health Communication | 100/4 | 4 |
| Semester-II | ADPH - SII-10 | Public Health Internship (Concurrent Field Work) Viva voce | 150/6 50/2 | 1 month of block concurrent placement |
| | | | 600/24 | |
| Grand Total (credit) | | | 1150/46 | |

SYLLABUS:

SEMESTER-I

ADPH - SI-01 Elements of Public Health

Course marks/credits: 100/4

Course objectives:

1. To understand the concepts of public health, and community health.
2. To learn the theoretical foundations of helping profession of public health.
3. To develop constructive understanding of various determinants of health and development in emerging economies.
4. To learn the historical development of public health practice.

Pre-requisites:

Understanding of parent discipline of student.

Pedagogy:

- Lecture method.
- Case study method.
- Tutorial.
- Group discussion.
- Faculty and practitioners mentoring and
- Seminar.

Learning outcomes:

1. Understand the foundations and relevance of public health profession in contemporary context.
2. To learn about the interdisciplinary perspectives to health and development

Course evaluation:

Part-I Internal assessment:

(Internal Assessment (25 marks) including: 1 Assignment (15 marks), 1 Test (10 marks)

Part-II Semester end examination: 75 marks for written examination.

Course outline:

Unit-I Introduction to Public Health and Health Policy

1. Public and Community health: Concept, definition and history.
2. Theoretical foundations and approaches of public health.
3. Understanding of the concepts of health, illness wellbeing, healthcare and Medical Care.
4. Components of Public Health

Unit-II Essentials and Determinants of Public Health

1. Determinants of health– Biological, Behavioural, Socio-economic, Cultural, Environmental, Geographical etc.
2. Essentials of public health services and public Health delivery system in India (including Govt, NGO and PPP).
3. Community Diagnosis, Needs Assessment and Community based healthcare system
4. Public health: surveillance, Challenges, preparedness and impact assessment

Unit-III Public Health Policies and Ethics

1. Health policy: concept, process, stakeholders and their role in health policy formulation and implementation.
2. Right to health and National Health Policy: 1983 & 2002,2015(Draft), National Population Policy – 2005
3. National Rural Health Mission (NRHM) and National Urban Health Mission (NUHM)
4. National Public Health Programs in India for: TB, Malaria, HIV/AIDS Cardio Vascular Diseases, Diabetes, Cancer

References:

1. Wilkinson, Richard G., and Michael Gideon Marmot, eds. *Social determinants of health: the solid facts*. World Health Organization, 2003.
 2. Park,K.(2015) Preventive and Social Medicine. Bhanot: New Delhi.
 3. Website of Ministry of Health and Family Welfare. <https://mohfw.gov.in>
 4. Jeffery, Roger. *The politics of health in India*. University of California Press, 1988.
 5. Smith, Elizabeth, Ruairi Brugha, and Anthony Zwi. *Working with private sector providers for better health care: an introductory guide*. London School of Tropical Medicine, 2001
- Additional Readings**
6. Solar, Orielle, and Alec Irwin. "A conceptual framework for action on the social determinants of health." (2007).
 7. Turnock, Bernard. *Public health*. Jones & Bartlett Publishers, 2011.
 8. Tulchinsky, Theodore H., and Elena A. Varavikova. *The new public health: an introduction for the 21st century*. Academic Press, 2008.
 9. Antosia, Robert E. "Public Health Preparedness." In *Handbook of Bioterrorism and Disaster Medicine*, pp. 23-24. Springer US, 2006.
 10. Noji, Eric K., ed. *The public health consequences of disasters*. Oxford University Press, 1996.
 11. Detels, Roger, Robert Beaglehole, Mary Ann Lansang, and Martin Gulliford. *Oxford textbook of public health*. Oxford University Press, 2011.
 12. Frenk, Julio. "Health Professionals for a New Century." *Transforming Education to* (2011).
 13. Rosen, George. *A history of public health*. JHU Press, 1993.

ADPH -SI-02 Health and Nutrition

Course marks/credits: 100/4

Course objectives:

1. To focus on issues in nutrition and public health.

Pre-requisites:

Human nutrition fundamentals

Pedagogy:

- Lecture method.
- Case study method.
- Tutorial.
- Group discussion.
- Faculty and practitioners mentoring and
- Seminar.

Learning outcomes:

1. To learn the process of framing scientific questions about nutrition and chronic diseases.
2. Understanding of relevance of balanced nutrition to maintenance of good health and prevention of chronic diseases.

Course evaluation:

Part-I Internal assessment:

(Internal Assessment (25 marks) including: 1 Assignment (15 marks), 1 Test (10 marks)

Part-II Semester end examination: 75 marks for written examination

Course outline:

Unit-I Public Health Nutrition

1. Foundations of public health nutrition: aim, scope and content.
2. Principles of human nutrition – relationship between nutrition, health & disease
3. Principles of human nutrition–food hygiene, nutritive values and Balanced Diet.
4. Role of Public Health Nutritionist in National development

UNIT II: Assessment of Nutritional Status of Individual and Community

1. Recommended dietary allowances
2. Assessment of Nutritional Status : Direct methods and Indirect methods
3. Nutritional surveillance & growth monitoring
4. National Nutrition Policy & Programmes

Unit-III Public Health Aspects of Under nutrition

1. Aetiology, public health implications, preventive strategies for: PEM/CED, Vitamin A deficiency, Nutritional Anaemia, Iodine Deficiency Disorders, Vitamin D deficiency and Osteoporosis, Zinc deficiency
2. Public health implications and preventive strategies for: Obesity, Hypertension, Coronary heart disease, Diabetes, Cancer, Dental Caries
3. Public health aspects of H.I.V/ AIDS
4. Food toxicants, food addition, food fortification, food adulteration

Essential Readings:

1. Swaminathan (1995): "Food & Nutrition", The Bangalore Printing & publishing co ltd., Vol I, Second Edition, Bangalore.
2. Srilakshmi (1997): "Food Science", New Age International (P) Ltd, Publishers, Pune.
3. Gopalan,C., Ramashatry, B.V., Subramanium,S.C. and Swaminathan,M.C(2011) Nutritive value of India, National Institute of Nutrition: Hyderabad
4. <http://www.icmr.nic.in/pricepubl/content/1.htm>Park and Park
5. Das,S (2015)Textbook of Community Nutrition. Academic Publisher
6. Park.K. (2009) Park's Textbook of Preventive and Social Medicine, 20th ed. M/s Banarsida Bhanot, Jabalpur

Additional Readings

1. Gibney M.J., Margetts, B.M., Kearney, J.M. Arab, I. eds (2004) Public Health Nutrition, NS Blackwell Publishing. .
2. Jelliffe, D. B and Jelliffe, E.F.P. (1989) Community Nutritional Assessment, Oxford University Press.
3. Owen, A.Y. and Frankle, R.T. (1986) Nutrition in the Community. The Art of Delivering Services, 2nd ed. Times Mirror/Mosby.
4. Wadhwa, A. and Sharma, S. (2003) Nutrition in the Community. A text book. SCN News, UN ACC/SCN Subcommittee on Nutrition
5. Whitney, Eleanor, and Sharon Rady Rolfes. *Understanding nutrition*. Cengage Learning, 2007.
6. Obert, Jessie Craig. *Community nutrition*. John Wiley & Sons, Inc., 1978.
7. King, Felicity Savage, and Ann Burgess. *Nutrition for developing countries*. New York: Oxford University Press, 1993.
8. World Health Organization, and UNICEF. *Global strategy for infant and young child feeding*. World Health Organization, 2003.

ADPH -SI-03 Research Methodology for Public Health

Course marks/credits: 100/4

Course objectives:

1. To learn the relevance of interdisciplinary perspectives in public health research.
2. To learn the relevant advanced cross-cutting research approaches essential for public health practice.
3. To learn the fundamentals of mixed methods of research and how they may be used.
4. To learn how to frame research problem (formulation or conceptualization of research problems), design.
5. To learn essential skills in research- home visits, interviews, data collection, observations, use of documents etc.
6. Learn to develop project specific objectives and assessment of community health needs.

Pre-requisites:

Fundamental understanding of social research process

Pedagogy:

- Lecture method.
- Case study method.
- Tutorial.
- Group discussion.
- Faculty and practitioners mentoring.
- Seminar

Learning outcomes:

1. To critically review scientific literature on public health issues (focusing on health and development).
2. To learn the research proposal writing to funding agencies.
3. Able to present /prepare poster for the national and international conferences.

Course evaluation:

Part-I Internal assessment:

Based on Practical assessment of computer application in Practical class of 25 marks.

Part-II Semester end examination: 75 marks for written examination

Course outline:

Unit-I Introduction to Public Health Research

1. Research in Public Health - concept, definition, and importance.
2. Types of Research and Research designs.
3. Steps in Research and writing a research proposal.
4. Ethics in Public Health research.

Unit-II Research Process and Quantitative analysis

1. Sampling: Qualitative and Quantitative
2. Tools and techniques of data collection: Qualitative and Quantitative.
3. Data Management: collation, editing, analysis, meta analysis and data interpretation.
4. Report writing: concept, process, dos and don'ts

Unit-III Computer application in Public Health Research

1. Use of Excel in data management
2. SPSS: Creating and saving a data file, Assigning names and values to variables, Creating syntax file for execution and running and obtaining simple analysis.
3. Creating Charts from Frequencies and Statistical Applications.
4. Interpreting Quantitative data and Use of Computers in Qualitative data

References:

1. Minkler, Meredith, and Nina Wallerstein, eds. *Community-based participatory research for health: From process to outcomes*. John Wiley & Sons, 2010.
2. Brandeau, Margaret L., François Sainfort, and William P. Pierskalla, eds. *Operations research and health care: a handbook of methods and applications*. Vol. 70. Springer, 2004.
3. Creswell, John W., and Vicki L. Plano Clark. *Designing and conducting mixed methods research*. Thousand Oaks, CA: Sage publications, 2007.
4. Pope, Catherine, and Nicholas Mays, eds. *Qualitative research in health care*. John Wiley & Sons, 2008.
5. Fixsen, Dean L., Sandra F. Naoom, Karen A. Blase, and Robert M. Friedman. "Implementation research: A synthesis of the literature." (2005).
6. De Vos, Anna Susanna, C. S. L. Delport, Christa B. Fouché, and H. Strydom. *Research at grass roots: A primer for the social science and human professions*. Van Schaik Publishers, 2011.
7. Whyte, William Foote Ed. *Participatory action research*. Sage Publications, Inc, 1991.
8. Kumar, Sameer, and Promma Phrommathed. *Research methodology*. Springer US, 2005.
9. Bowling, Ann. *Research methods in health*. Maidenhead: Open University Press, 2009.
10. Day, Robert, and Barbara Gastel. *How to write and publish a scientific paper*. Cambridge University Press, 2012.
11. Berg, Bruce Lawrence, and Howard Lune. *Qualitative research methods for the social sciences*. Vol. 5. Boston: Pearson, 2004.
12. Creswell, John W., and Vicki L. Plano Clark. *Designing and conducting mixed methods research*. Thousand Oaks, CA: Sage publications, 2007.
13. Moser, Claus Adolf, and Graham Kalton. "Survey methods in social investigation." *Survey methods in social investigation*. 2nd Edition (1971).
14. Cooper, Harris, Larry V. Hedges, and Jeffrey C. Valentine, eds. *The handbook of research synthesis and meta-analysis*. Russell Sage Foundation, 2009.
15. Daniel, Wayne W. "Biostatistics: a foundation for analysis in the health sciences." *New York, USA* (1995).

ADPH -SI-04 Epidemiology 100/4

Course objectives:

1. To learn the leading health problems including their causes, methods and strategies for prevention.
2. To learn the significance of interdisciplinary and systems approach to public health.
3. To learn the concepts and practice of alternative medical care service delivery system.
4. To learn role of media in healthcare and components of health communication.

Pre-requisites:

Fundamentals of Disease

Pedagogy:

- Lecture method.
- Case study method.
- Tutorial.
- Group discussion.
- Faculty and practitioners mentoring
- Seminar.

Learning outcomes:

1. To learn patterns of transmission, risk factors, prevention and control of communicable diseases.
2. To learn patterns of transmission, risk factors, prevention and control of non-communicable diseases.

Course evaluation:

Part-I Internal assessment:

(Internal Assessment (25 marks) including: 1 Assignment (15 marks), 1 Test (10 marks)

Part-II Semester end examination: 75 marks for written examination

Course outline:

Unit-I Introduction to Epidemiology

1. Epidemiology: concept, definition, components.
2. Measures of casual associations, disease frequency.
3. Epidemiological study designs-ecological, cross sectional, case control, cohort and clinical trials.
4. Uses of Epidemiology

Unit- II Epidemiology of communicable and Vector Borne diseases

1. Epidemiology & control of communicable diseases: Focusing on patterns of transmissions, risk factors, preventions and control of HIV /AIDS, STD, Leprosy
2. Epidemiology and control of Vector borne diseases: Malaria, Filarial, Plague, Yellow fever, Chikungunya, Japanese Encephalitis
3. Epidemiology and control of vaccine preventable diseases I: Diphtheria ,Whooping cough, Tetanus, Poliomyelitis Worm Infestation ,cholera and typhoid.
4. Epidemiology and control of Common Infections: Tuberculosis, leprosy, pneumonia, measles, mumps , rubella

Unit -III Epidemiology & control of Non Communicable Diseases:

1. Epidemiology, Prevention and Control of -Asthma , Cancer
2. Epidemiology, Prevention and Control of Cardiovascular diseases, rheumatic diseases, Diabetes , Hypertension
3. Substance Abuse
4. Health aspects of Disaster management-Definition, types and management

Essential Readings

1. Park,K.(2017) Park's Textbook of Preventive and Social Medicine. Bhanot Publishers: Bhopal
2. Wallace,R.B, et al (1998) Maxcy-Rosenau-Last Public Health and Preventive Medicine. McGraw Hill: Michigan
3. Bonita, R., Beaglehole, R. & Kjellstrom,T. (2007). Basic epidemiology (2nd ed.). Geneva: World Health Organization.
4. Friis,R.S. and Sellers,T.A.(2014) Epidemiology for Public Health Practice. Jones and Barlett Publishers: Burlington
<https://books.google.co.in/books?id=CaFhNI7CcbUC&printsec=frontcover&dq=4.%09+Epidemiology+by+Leon+Gordis&hl=en&sa=X&ved=0ahUKEwjPofXk4oPYAhVKRiYKHBUPADgQ6AEIQzAF#v=onepage&q&f=false>
5. Practical Epidemiology by D.J.P Barker e book
<https://books.google.co.in/books?id=uqVMAQAAlAAJ>
6. MacMahon, B., and Trichopoulos, D. (1996) Epidemiology: principles and methods. Boston, MA: Little, Brown and Company.
7. PV Sathe and AP Sathe(1991) Epidemiology and management for health-care for all., Popular: Bombay
8. Clark DW, MacMahon B (eds).(2012) Preventive and Community Medicine, 2nd edit. Little Brown, Boston

ADPH -SI-05 Public Health Internship (Concurrent Field Work)

Field work outline:

Placement: Field work placement in healthcare setting of public/private/non-governmental organisations.

Fieldwork days:

Concurrent Field Work in a block of one month in Agency of placement. Observe full agency timings and Holidays.

Individual conferences with the faculty supervisor:

Once in a week (minimum)

Learning objectives and tasks:

1. Familiarization with the organization, its structure, management dimensions.
2. Establishing rapport with personnel.
3. Familiarization with overall functioning of health service delivery systems.
4. Understanding of health policies and programmes relating to the relevant field area.
5. To learn various determinants of health.
6. To understand essential components of community health services.
7. Active participation in organisational activities to learn public health practice skills.
8. To learn to work as part of an interdisciplinary team and
9. To develop analytical skill in report writing.

Field work report content:

The weekly report must include- a brief description of activities planned, activities carried out, observations, self learning and future plan.

SEMESTER-II

ADPH -SII-06 Social Work, Behavioural Sciences and Mental Health

Course marks/credits: 100/4

Course objectives:

1. To learn the relevance of Social Work interventions and behavioural sciences approaches to public health.
2. To identify the causes and nature of key social and behavioural factors that affect health of individuals and the community.
3. To learn social and behavioural dimensions of health and various and relevant Social Work interventions including the therapeutic measures and
4. To learn the relevance of helping profession in the mental health setting.

Pre-requisites:

Preliminary understanding of social, economic and political institutions and basic concepts of mental health and wellbeing.

Pedagogy:

- Lecture method.
- Case study method.
- Tutorial.
- Group discussion.
- Faculty and practitioners mentoring.
- Seminar.

Learning outcomes:

1. To apply evidence based approach for designing and evaluation health problems, policies and interventions to improve the health of individuals and the total population.
2. To design and develop micro, mezzo and macro level public health programmes and strategies response to the emerging scenario.

Course evaluation:

Part-I Internal assessment:

(Internal Assessment (25 marks) including: 1 Assignment (15 marks), 1 Test (10 marks)

Part-II Semester end examination:

75 marks for written examination

Course outline:

Unit-I Behavioural Sciences and Public Health

1. Behavioural sciences in public health: concepts, purpose and approaches.
2. Health Psychology- Concepts, Understanding & health seeking behaviours
3. Health services for special groups-I children, adolescents and elderly.
4. Health services for special groups- II HIV AIDS afflicted, Migratory populations and Sexual Minorities.

Unit-II Social Work and Public Health Practice

1. Social Work: concept, definition, process, methods, principles, and ethics.
2. Working with individuals-concepts, process, principles, components, skills required.
3. Working with Groups-concepts, process, principles, components, skills required.
4. Working with Communities-concepts, process, principles, components, skills required.

Unit-III Mental Health

1. Mental Health: Classification, diagnosis , intervention and support services
2. Concept of Mental Health Burden of Mental Diseases: Depression, Schizophrenia, Alzheimer's, Parkinson's, Senile dementia ,Suicides and Substance Abuse
3. National Mental Health Programme and Role of Voluntary organizations and self-help groups
4. Core competencies of public health professionals in the field of mental health.

References:

1. APA Ed. (2013)Diagnostic and Statistical Manual of Mental Disorders , Fifth Edition. Published by American Psychiatric Association Publishing
2. Golightley,M(2004) Social Work and Mental Health (Transforming Social Work Practice Series) . Sage:London
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ADPH -SII-07 Environmental and Occupational Health

Course marks/credits: 100/4

Course objectives:

1. To understand the significance of political economy of health.
2. To learn the environmental health system.

Pre-requisites:

Conceptual understanding and awareness of occupational and environmental health issues and problems.

Pedagogy:

- Lecture method.
- Case study method.
- Tutorial.
- Group discussion.
- Faculty and practitioners mentoring and
- Seminar.

Learning outcomes:

1. To develop skills in dealing with legal, occupational and environmental dimensions of health.
2. Develop inter-sectoral policy approach and advocacy strategies for health policies.

Course evaluation:

Part-I Internal assessment:

(Internal Assessment (25 marks) including: 1 Assignment (15 marks), 1 Test (10 marks)

Part-II Semester end examination: 75 marks for written examination

Course outline:

Unit-I Occupational Health

1. Occupational Health : Concept, Principles, relevance and legal aspects
2. Occupational health: disorders and diseases
3. Occupational Safety and Health: Chemical and physical exposures, control of occupational exposures, injury control
4. Occupational health of working population of organized and unorganized sectors- Farmers, Industrial Workers, health workers, CSW, etc

Unit-II Environmental Health

1. Environment: concept, types, components and Environmental Pollution- Sources, Impacts and treatments of Air (Indoor/Outdoor), Water, Soil, Nuclear, Solid waste, Biomedical waste, e- waste etc.
2. Environmental Ethics, Global Warming, Climate Change, Ozone Depletion, Acid Rain etc. And Eco-friendly environmental practices-Waste management, Energy practices, Agriculture Practices
3. Environmental Disaster- Definition, types and management.
4. Environment & Health Impact Assessment-Concept, Steps and application

Unit-III Healthcare Legislation

1. Public health, relevant laws, need and scope.
2. Important health Acts in India-I: Drug, birth and death, Factories Act 1948, prevention of adulteration Act, ESI, Consumer protection Act.
3. Important health Acts in India-II: Medical termination of pregnancy Act, the pre-natal diagnostic techniques Act, Bio-medical waste rules, the transplantation of human organs Act.
4. The role of Community participation in effective enforcement of these laws

References:

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ADPH -SII-08 Health Systems Management

Course marks/credits: 100/4

Course objectives:

1. To learn relevant management skills used in public health practice.
2. To understand the relevance of management practice areas in healthcare.
3. To learn analytical, communicative, policy development, programme management skills used in health system management.

Pre-requisites:

Foundations of Management.

Pedagogy:

- Lecture method.
- Case study method.
- Tutorial.
- Group discussion.
- Faculty and practitioners mentoring.
- Seminar.

Learning outcomes:

1. Understanding of core aspects of health systems management.
2. Significance of roles and responsibilities of stakeholder's participation in healthcare service delivery.

Course evaluation:

Part-I Internal assessment:

(Internal Assessment (25 marks) including: 1 Assignment (15 marks), 1 Test (10 marks)

Part-II Semester end examination: 75 marks for written examination

Course outline:

Unit-I Relevance of Management in Healthcare

1. Management: concept, definitions, principles, functions.
2. Management theories: classical, behavioural, human relations, systems and contingency.
3. Functional areas of management-human resource, organisational behaviour, social marketing and finance.
4. Quality management, standardisation, regulation and quality control.

Unit-II Healthcare Management

1. Health services organisations-types and relevance.
2. Health services : Models, definitions, types and components.
3. Healthcare service delivery organisations at different levels (Primary, Secondary & Tertiary Health care providers including (Government, Private, Voluntary/NGO)
4. Integrated health care delivery-Preventive, promotive, curative & rehabilitative

Unit-III Core Management Skills for Public Health Practitioners

1. Leadership skills in public health, concept, theories, relevance.
2. Motivation and interpersonal skills in public health, theories, relevance.
3. Programme management skills, networking and advocacy skills.
4. Health Information Management Systems.

References:

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2. Armstrong, Michael, (2003), A Handbook of Human Resource Management Practice, Kogan Page, London.
3. Decenzo, David A., P. Stephen Robbins, (2005), Fundamentals of Human Resource Management, John Wiley & Sons, USA.
3. Health Care Administration: Planning, Implementing, and Managing Organized Delivery Systems, Third Edition, by Lawrence Wolper, Jones and Bartlett Publishers International, UK.
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ADPH -SII-09 Indigenous Medicine and Health Communication

Course marks/credits: 100/4

Course objectives:

1. To learn the significance of interdisciplinary and systems approach to public health.
2. To learn the concepts and practice of alternative medical care service delivery system.
3. To learn components of health communication and role of media in healthcare.

Pre-requisites:

Fundamentals and essentials of information, education and communication

Pedagogy:

- Lecture method.
- Case study method.
- Tutorial.
- Group discussion.
- Faculty and practitioners mentoring.
- Seminar.

Learning outcomes:

1. To learn the concepts and practice of alternative medical care service delivery system.
2. To learn the relevance of media in disease prevention and control.

Course evaluation:

Part-I Internal assessment:

(Internal Assessment (25 marks) including: 1 Assignment (15 marks), 1 Test (10 marks)

Part-II Semester end examination: 75 marks for written examination

Course outline:

Unit-I Indigenous Medicine and Public Health

1. Indigenous medicine: concept, importance.
2. Typology of indigenous systems of medicine.
3. Evidence based indigenous medicine.
4. Contemporary and emerging issues in practice of alternative medicine.

Unit-II Health Communication and Media

1. Communication – Concept, Process, Types and Models
2. Communication: Principles, Barriers and Gateways
3. Theories of interpersonal communication (Johari Window, Transactional Analysis, etc.).
4. Health Communication-concept, types, need and significance.

Unit-III Health Communication and Media

1. Health education/communication- Principles & Practice and Approaches.
2. Health education/communication :Models and Content
3. Mass media: definition, types, functions and significance to public health practice.
4. Relevance of Information, Education and Communication (IEC) in public health.

References:

1. Arnold, David. *Science, technology and medicine in colonial India*. Vol. 3. Cambridge University Press, 2000.
2. Thompson, Teresa L., Alicia Dorsey, Roxanne Parrott, and Katherine Miller, eds. *Handbook of health communication*. Routledge, 2003
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ADPH - SII-10 Concurrent Public Health Practice-

Field work outline:

Placement: Field work placement in healthcare setting of public/private/non-governmental organisations.

Fieldwork days:

Concurrent Field Work in a block of one month in Agency of placement. Observe full agency timings and Holidays.

Individual conferences with the faculty supervisor:

Once in a week (minimum)

Group conference:

The group conference which will be held in the second week of March (exact dates/months will be decided by the field work committee).

Learning objectives and tasks:

1. Familiarization with programme management skills.
2. Active participation in organisational activities to learn public health practice skills
3. To understand the significance of helping profession interventions in public health practice.
4. To learn to work as part of an interdisciplinary team.
5. To learn intersectoral health policy approach and advocacy strategies for healthcare policies and programmes.
6. To develop analytical skill in report writing.
7. To learn to use the relevance of various tools including research, documentation, advocacy, training etc.
8. To gain practical and experimental skills.
9. To attain effective communication skills (written and oral).

Field work report content:

The weekly report must include- a brief description of activities planned, activities carried out, observations, self learning and future plan.

Viva Voce: It will include aspects of integration of theory with field work. Total marks will be 50.