

प्रदेश लोक सेवा आयोग

बागमती प्रदेश

मदन भण्डारी स्वास्थ्य विज्ञान प्रतिष्ठान

प्राध्यापन सेवा, नन-मेडिकल समूह, पब्लिक हेल्थ उपसमूह, नवौ तह, लेक्चरर पदको खुला प्रतियोगितात्मक लिखित परीक्षाको पाठ्यक्रम

यस खुला प्रतियोगितात्मक परीक्षामा उम्मेदवार छनौटको आधार निम्न बमोजिम हुनेछः

| आधार | अङ्कभार |
|----------------------------|------------|
| शैक्षिक योग्यता | २० |
| अनुसन्धान तथा कृति प्रकाशन | ३० |
| लिखित परीक्षा | २०० |
| अन्तर्वार्ता | ५० |
| जम्मा | ३०० |

प्रथम चरण : लिखित परीक्षा

पूर्णाङ्क: २००

| Paper | Subject | | Marks of Parts | Number of Questions & Weightage | Full Marks | Pass Marks | Time Allowed |
|-------|-------------------|--|----------------|--|------------|------------|--------------|
| I | General Subject | Part I: Research, Biostatistics and Ethics | 50 | 2x10=20 (Long answer) [LAQ] 6x5=30 (Short answer) [SAQ] | 100 | 40 | 3.00 hours |
| | | Part II: Health Professions Education | 40 | 1x10=10 (Long answer) [LAQ] 6x5=30 (Short answer) [SAQ] | | | |
| | | Part III: Relevant Acts and Laws | 10 | 5x2=10 (Multiple Choice) [MCQ] | | | |
| II | Technical Subject | | - | 20x1=20 (Multiple Choice) [MCQ] | 100 | 40 | 3.00 hours |
| | | | | 8x5=40 (Short answer) [SAQ] | | | |
| | | | | 2x20=40 (Problem-based) [PBQ] | | | |

द्वितीय चरण : अन्तर्वार्ता

पूर्णाङ्क: ५०

द्रष्टव्य :

- लिखित परीक्षाको माध्यम भाषा अंग्रेजी हुनेछ ।
- प्रथम पत्रको बहु-वैकल्पिक प्रश्नको प्रत्येक सहि उत्तर वापत २ अङ्क र द्वितीय पत्रको बहु-वैकल्पिक प्रश्नको प्रत्येक सहि उत्तर वापत १ अङ्क प्रदान गरिनेछ भने प्रत्येक गलत उत्तर वापत २०% अङ्क कट्टा गरिनेछ ।
- प्रथम पत्रको Part-I, Part-II र Part-III को लागि छुट्टाछुट्टै (Part-I को लागि एउटा, Part-II को लागि एउटा र Part-III को लागि एउटा) उत्तरपुस्तिका हुनेछ भने द्वितीय पत्रको Part-I र Part-II को लागि पनि छुट्टाछुट्टै (Part-I को लागि एउटा र Part-II को लागि एउटा) उत्तरपुस्तिका हुनेछ ।
- Paper I - General Subject को पाठ्यक्रम बमोजिमको विषयगत अङ्कभार निम्न बमोजिम हुनेछः

| पाठ्यक्रमको भाग | Part I: Research, Biostatistics and Ethics | | | | | | | |
|----------------------|--|-----|-----|-----|-----|-----|-----|-----|
| प्रश्न न. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| किसिम | LAQ | LAQ | SAQ | SAQ | SAQ | SAQ | SAQ | SAQ |
| पाठ्यक्रमको बुँदा न. | 1.3 | 2.2 | 1.2 | 1.1 | 1.4 | 2.1 | 2.3 | 3 |

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प्राध्यापन सेवा, नन-मेडिकल समूह, पब्लिक हेल्थ उपसमूह, नवौ तह, लेक्चरर पदको खुला प्रतियोगितात्मक लिखित परीक्षाको पाठ्यक्रम

| पाठ्यक्रमको भाग | Part II: Health Professions Education | | | | | | |
|----------------------|---------------------------------------|-----|-----|-----|-----|-----|-----|
| प्रश्न न. | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| किसिम | LAQ | SAQ | SAQ | SAQ | SAQ | SAQ | SAQ |
| पाठ्यक्रमको बुँदा न. | 2 | 1 | 3 | 4 | 5 | 6 | 7 |

| पाठ्यक्रमको भाग | Part III: Relevant Acts and Laws | | | | |
|----------------------|----------------------------------|----|----|----|----|
| प्रश्न न. | 16 | 17 | 18 | 19 | 20 |
| किसिम | Multiple Choice Questions (MCQ) | | | | |
| पाठ्यक्रमको बुँदा न. | 1 | 2 | 3 | 4 | 5 |

५. Paper II- Technical Subject को पाठ्यक्रम बमोजिमको विषयगत अङ्कभार निम्न बमोजिम हुनेछः

| पाठ्यक्रम भाग | Part II: Technical Subject (Public Health) | | | | | |
|----------------------|---|---|----|----|----|----|
| प्रश्न संख्या | 1 | 5 | 4 | 4 | 4 | 2 |
| किसिम | Multiple Choice Questions (MCQ) | | | | | |
| पाठ्यक्रमको बुँदा न. | 1 | 2 | 12 | 13 | 14 | 15 |

| पाठ्यक्रमको भाग | Part II: Technical Subject (Public Health) | | | | | | | | | |
|----------------------|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| प्रश्न संख्या | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| किसिम | SAQ | SAQ | SAQ | SAQ | SAQ | SAQ | SAQ | SAQ | PBQ | PBQ |
| पाठ्यक्रमको बुँदा न. | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 11 | 1 | 10 |

६. प्राध्यापन सेवा अन्तर्गतका सबै समूह/उपसमूहहरूको लागि प्रथम पत्रको पाठ्यक्रमको विषयवस्तु एउटै हुनेछ।तर द्वितीय पत्रको पाठ्यक्रम समूह/उपसमूह अनुरूप फरक फरक हुनेछ ।

७. यस पाठ्यक्रम योजना अन्तर्गतका पत्र/विषयका विषयवस्तुमा जुनसुकै कुरा लेखिएको भएता पनि पाठ्यक्रममा परेका कानूनहरू परीक्षाको मिति भन्दा ३ महिना अगाडि (संशोधन भएका वा संसोधित भई हटाईएका) कायम रहेकालाई यस पाठ्यक्रममा परेको मानिनेछ ।

८. पाठ्यक्रम लागू हुने मिति: २०७८/०८/१२

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Paper-I: General Subject

Part I: Research, Biostatistics and Ethics (50 marks)

1. Research

- 1.1. Research principles (Scientific Method) and research proposal development
- 1.2. Ethical clearance
 - 1.2.1. Research ethics on non-vulnerable population
 - 1.2.2. Research ethics on vulnerable population
 - 1.2.3. Roles of regulatory bodies
 - 1.2.3.1. National Health Research Council (NHRC), its guidelines and Ethical Review Board
 - 1.2.3.2. Institutional Review Committees, formation, use and mandate, coordination with NHRC
- 1.3. Research methods and materials
 - 1.3.1. Sample selection and randomization
 - 1.3.2. Sample size calculation
 - 1.3.3. Ensuring reliability and validity of the instruments
 - 1.3.4. Methods proposed for health research
 - 1.3.4.1. Quantitative studies: Study design (including systematic review and meta-analysis and Double blind RCT), inclusion and exclusion criteria, sample size calculation, tool development and validation techniques, data management (good practice on data entry, data verification, data cleaning)
 - 1.3.4.2. Qualitative studies: Guiding questions, Saturation point, memo, notes, transcribe, themes,
- 1.4. Research writing
 - 1.4.1. Abstract Section: writing abstract or executive summary for the appropriate study/research
 - 1.4.2. Introduction Section: Background, Rationales, Statement of the Problem, Aim and Objectives of the research, research hypothesis
 - 1.4.3. Methodology Section: Research protocol
 - 1.4.4. Result Section: Presentation of results, tables, graphs, diagrams, plots, maps
 - 1.4.5. Discussion Section: Compare and contrast the results, literature review and citation, limitation of the study
 - 1.4.6. Conclusion section: writing conclusion, lesson learnt, and recommendation for appropriate research studies
 - 1.4.7. Publication ethics, plagiarism including self-plagiarism, and peer-reviewing
 - 1.4.8. Commonly used referencing styles

2. Biostatistics

- 2.1. Descriptive statistics
- 2.2. Inferential statistics with statistical hypotheses and appropriate tools/methods for quantitative studies, commonly used statistical softwares, and data visualization
- 2.3. Data analysis for qualitative data - theme and code generation, thematic analysis, content analysis, grounded theory for qualitative and triangulation for mixed method studies

3. Ethics

- 3.1. Principles of medical ethics
- 3.2. Human dignity and human rights
- 3.3. Benefit and Harm
- 3.4. Autonomy and Individual responsibility
- 3.5. Consent and capacity to consent

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- 3.6. Privacy and confidentiality
- 3.7. Equality, justice and equity
- 3.8. Non-discrimination and non-stigmatization
- 3.9. Respect for cultural diversity and pluralism
- 3.10. Solidarity and cooperation
- 3.11. Professionalism

Part II: Health Professions Education (40 marks)

1. Achievements and Challenges of Health Professions Education

- 1.1. Definition of health professions education
- 1.2. History
- 1.3. Current status of health professions education – global and Nepal
- 1.4. Changes proposed or required in health professions education after the Coronavirus pandemic
- 1.5. International dimensions of health professions education – standards, trends, and challenges
- 1.6. Advances in Health Professions Education
 - 1.6.1. Health professions education research
 - 1.6.2. Involving patients as educators
 - 1.6.3. Digital technologies in health professional education

2. Curriculum Planning and Development

- 2.1. Definitions of curriculum, syllabus, and microsyllabus
- 2.2. Theories of curriculum design in health professions education
- 2.3. Types of curricula
- 2.4. Undergraduate Curriculum
 - 2.4.1. Forces shaping the undergraduate curriculum
 - 2.4.2. Critical components of the undergraduate health professions education programs
- 2.5. Postgraduate Medical Education
 - 2.5.1. Key elements of postgraduate health professions education programs
 - 2.5.2. Competency-based health professions education
- 2.6. The Hidden Curriculum
 - 2.6.1. Definition
 - 2.6.2. Applications: exploring/assessing the hidden curriculum
- 2.7. Curriculum themes
 - 2.7.1. Curricular models – traditional, SPICES, PRISMS
 - 2.7.2. Relevance of foundational sciences (basic sciences) to the curriculum
 - 2.7.3. Social and behavioral sciences in the curriculum
 - 2.7.4. Clinical Communication Skills in the curriculum
 - 2.7.5. Professionalism, ethics, empathy, and attitudes in the curriculum
 - 2.7.6. Medical research in the curriculum
 - 2.7.7. Evidence-based medicine in the curriculum
 - 2.7.8. Medical humanities in the curriculum
 - 2.7.9. Integrative medicine in the curriculum
 - 2.7.10. Clinical reasoning in the curriculum
 - 2.7.11. Information management in the digital era in the curriculum

3. Learning Situations

- 3.1. Science of learning
 - 3.1.1. Assumptions around learning
 - 3.1.2. Multiple definitions of learning
 - 3.1.3. Learning theories and strategies

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- 3.1.4. Metacognition
- 3.1.5. Learning skills and learning styles
- 3.1.6. Learning approaches and contexts
- 3.2. Lectures in health professions education
 - 3.2.1. Pros and cons of lectures as a primary learning event
 - 3.2.2. Learning in a lecture environment
 - 3.2.3. Organizing a lecture
 - 3.2.4. Developing teaching materials
 - 3.2.5. Active learning in the lecture hall
- 3.3. Learning in small groups
 - 3.3.1. Definition of small group learning
 - 3.3.2. Situations for using small group learning
 - 3.3.3. Conducting a small group learning session effectively
- 3.4. Clinical teaching
 - 3.4.1. Definitions
 - 3.4.2. Educational strategies for clinical teaching – inpatient, outpatient, ward, hospital units, and ambulatory care
- 3.5. Learning in community settings - urban and rural communities
 - 3.5.1. Community posting and health camps
 - 3.5.2. Community-based learning
 - 3.5.3. Use, importance, and outcomes in Nepal and beyond
- 3.6. Workplace-based learning
 - 3.6.1. Experiential learning
 - 3.6.2. Learning in longitudinal integrated clerkships
 - 3.6.3. Continuing professional development
- 3.7. Learning in a Simulated Environment
 - 3.7.1. Terminologies and definitions
 - 3.7.2. Simulated patients and role plays
 - 3.7.3. Simulation in the skill lab
- 3.8. Independent learning and distance education
 - 3.8.1. Self-directed learning
 - 3.8.2. Self-regulated learning
 - 3.8.3. Digital world and distance learning
 - 3.8.4. Digital literacies for independent learning and distance learning
- 3.9. Outcome-Based Education
 - 3.9.1. Definitions
 - 3.9.2. Implementation of outcome-based education
- 3.10. Integrated Learning
 - 3.10.1. Definitions
 - 3.10.2. Rationale for integrated learning
 - 3.10.3. Curricular/program integration
 - 3.10.4. Horizontal versus vertical integration
 - 3.10.5. Course level versus session level integration and the benefits of causal networks
 - 3.10.6. Strategies to achieve integrated learning at the session level
 - 3.10.7. Challenges to integration
- 3.11. Interprofessional Education
 - 3.11.1. Interprofessional education and collaborative practice
 - 3.11.2. Evidence for the effectiveness of interprofessional education

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3.11.3. Theories underpinning interprofessional education and interprofessional collaborative practice

3.11.4. Implementation of interprofessional education

3.12. Problem-Based Learning

3.12.1. Philosophy, principles, and techniques

3.12.2. Implementation of problem-based learning

3.13. Team-Based Learning

3.13.1. Philosophy, principles, and techniques

3.13.2. Implementation of team-based learning

4. Assessments

4.1. Basics of assessments

4.1.1. Measurement theories

4.1.2. Types of assessment

4.1.3. Qualities of good assessment

4.1.4. Score interpretation

4.1.5. Self-assessment

4.1.6. Objective versus subjective assessments

4.1.7. Formative versus summative assessments

4.2. Written assessment

4.2.1. Types of written assessment

4.2.2. Response formats

4.2.3. Stimulus formats

4.3. Performance and workplace assessment

4.3.1. Types of performance assessment

4.3.2. Assessments of clinical skills and competence

4.3.3. Assessing performance in the workplace

4.4. Portfolios, projects, and theses

4.4.1. Objectives and contents of portfolios

4.4.2. Portfolio assessment

4.4.3. Thesis and project work

4.5. Feedback, reflection, and coaching

4.5.1. Giving feedback

4.5.2. Critical reflection

4.5.3. Coaching in health professions education

4.6. Assessment of attitudes and professionalism

4.6.1. Rationales

4.6.2. Tools

4.7. Programmatic Assessment

4.7.1. Definition

4.7.2. Approach

5. Students and Trainees

5.1. Selection of students and trainees - types of selection errors

5.2. Students and trainees in need of additional support

5.3. Student engagement in the educational program – peer-to-peer teaching

5.4. Professional identity and career choice

6. Health Professional Teachers

6.1. The changing roles of the medical teacher

6.2. The teacher as an information provider and coach

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- 6.3. The teacher as a facilitator and mentor
- 6.4. The teacher as a curriculum developer and implementer
- 6.5. The teacher as an assessor and diagnostician
- 6.6. The teacher as a role model as teacher and practitioner
- 6.7. The teacher as a manager and leader
- 6.8. The teacher as a scholar and researcher
- 6.9. The teacher as a professional

7. Health Professional Schools

- 7.1. Health professions education leadership
- 7.2. Role in curriculum evaluation
- 7.3. Role in teacher evaluation
- 7.4. Role in social accountability
- 7.5. Role in faculty development program and mentoring
- 7.6. Role in providing the educational environment
- 7.7. Role in maintaining the well-being of health professional teachers, staff, and students

Part III: Relevant Acts and Laws (10)

1. Madan Bhandari Academy of Health Sciences
 - 1.1. Act, Mission, Goals, Organogram
 - 1.2. Scope and function of Madan Bhandari Academy of Health Sciences executive bodies (Senate, Executive Committee, Academic Council, Faculty Board, Hospital Management Committee, Subject Committee) and various other committees
2. Constitution of Nepal (Part 1 to 5, 13 to 23 and All Schedules 1-9)
3. Health-related provisions
 - 3.1. Health related aspects of Sustainable Development Goals (SDGs)
 - 3.2. Ministry of Health and Population
 - 3.3. Ministry of Health of Bagmati Province
4. Health Insurance
 - 4.1. Health Insurance Act, 2074
 - 4.2. Health Insurance Regulation, 2075
 - 4.3. Social Health Security (Health Insurance) Program
5. General Information
 - 5.1. Prevention of Corruption Act, 2059
 - 5.2. Right to Information Act, 2064
 - 5.3. Knowledge on Geographical, Economical and Social Sectors of Bagmati Province

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Paper-II: Technical Subject

1. Epidemiology

1.1 Basic Epidemiology:

- 1.1.1 Epidemiological measurements
- 1.1.2 Measurements of Burden of disease (DALY, QALY)
- 1.1.3 Standardization – rationale, direct and indirect standardization
- 1.1.4 Epidemiological study design
- 1.1.5 Concept of cause and effect association
- 1.1.6 Natural history and progress of the disease
- 1.1.7 Control and prevention of diseases
- 1.1.8 Disease surveillance
- 1.1.9 Screening

1.2 Applied Epidemiology:

- 1.2.1 Infectious Diseases of public health concern in Nepal
- 1.2.2 Non-communicable diseases common in Nepal
- 1.2.3 Emerging and re-emerging infectious diseases
- 1.2.4 Outbreak investigation
- 1.2.5 Social epidemiology
- 1.2.6 A critical review of scientific papers
- 1.2.7 A critical review of current policies/strategies/programs on prevention/control of selected CDs & NCDS in Nepal.

2. Biostatistics and Computer Application

- 2.1 Descriptive statistics
- 2.2 Probability distribution
- 2.3 Correlation and regression analysis
- 2.4 Sampling theory, sampling distribution and estimation
- 2.5 Hypothesis testing
- 2.6 Data analysis software (Epi-info, SPSS)
- 2.7 Data management (coding, processing, importing, exporting)
- 2.8 Data analysis

3. Health Education and Promotion

- 3.1 Introduction
- 3.2 National and international discourse in health promotion and education
- 3.3 Frameworks/models/theories of health promotion and education
- 3.4 Settings in health promotion and education
- 3.5 Strategies of health education and promotion and their application in individual, groups (school, community), and mass situations.
- 3.6 Planning, implementation and evaluation of health education and promotion programs and feedback mechanism.
- 3.7 Health communication
- 3.8 Health Promotion Policy and Principles
- 3.9 Roles of health promotion and education in public health programs
- 3.10 Community participation in public health promotion and education
- 3.11 Group dynamics and leadership

4. Medical Sociology and Anthropology

- 4.1 Introduction to sociology/anthropology
- 4.2 Social problems
- 4.3 Social and cultural factors in health
- 4.4 Medical Systems
- 4.5 Provider-consumer relationship
- 4.6 Health politics

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प्राध्यापन सेवा, नन-मेडिकल समूह, पब्लिक हेल्थ उपसमूह, नवौ तह, लेक्चरर पदको खुला प्रतियोगितात्मक लिखित परीक्षाको पाठ्यक्रम

- 4.7 Research methods of sociology/anthropology applied to public health
5. **Family Health**
 - 5.1 Women and Child health (Safe motherhood, Family planning, STIs, HIV/AIDS, ASRH; child health)
 - 5.2 Gender and health (Gender issues in health, GBV, Girls trafficking, Aging and health)
 - 5.3 Community mental health
6. **Nutrition**
 - 6.1 Nutrition science
 - 6.2 Nutritional requirements in different stages of life
 - 6.3 Nutrition policy, strategies, and nutritional deficiency disease
7. **Demography**
 - 7.1 Demography & health
 - 7.2 Sources of demographic data, population structure, characteristics and population growth.
 - 7.3 Population movement, demographic cycles, demographic transition
 - 7.4 Population growth rates, population projection, and methods of population standardization
 - 7.5 Measures of fertility/mortality/migration, urbanization, nuptiality & their relationships
 - 7.6 Human development index
 - 7.7 Relationship between population, ecology & development
 - 7.8 Migration: Push and Pull factors, Internal and external migration, seasonal migration, cross border migration, international migration.
 - 7.9 Relation between Migration and socio-economic conditions.
 - 7.10 Population policy and program in Nepal.
8. **Environmental Health**
 - 8.1 Environment and health
 - 8.2 Water and health
 - 8.3 Sanitation and health
 - 8.4 Waste management
 - 8.5 Food security/quality/hygiene and sanitation/ food act
 - 8.6 Air pollution and its impact
 - 8.7 Noise pollution and its impact
 - 8.8 Housing and health
 - 8.9 Other environmental issues- Global environmental problem (radiation, global warming, acid rain, ozone depletion, deforestation), Natural and man-made disasters, urbanization
 - 8.10 Environmental policy and planning, Environmental Act & Role of Private Sector
 - 8.11 Infectious and tropical diseases control bacteria and parasites of public health importance, public health entomology/control of vector-borne diseases,
9. **Occupational Health**
 - 9.1 Occupation health & its components
 - 9.2 Occupational environment and Hazards (Physical, Chemical, Biological, Mechanical, Psychosocial)
 - 9.3 Occupational safety, occupational health situation (occupational disease) in Nepal
 - 9.4 Ergonomics and workers' compensation
10. **Health System, Health Planning and Management and Health Care Services**
 - 10.1 Models of health system around the world
 - 10.2 Health care delivery system
 - 10.3 Health information system
 - 10.4 Infrastructure and logistics management
 - 10.5 Organizational diagnosis and managing change in an organization
 - 10.6 Hospital management
 - 10.7 Concept of health systems management (management theories)

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प्राध्यापन सेवा, नन-मेडिकल समूह, पब्लिक हेल्थ उपसमूह, नवौ तह, लेक्चरर पदको खुला प्रतियोगितात्मक
लिखित परीक्षाको पाठ्यक्रम

- 10.8 Management process / managerial functions: Planning, organizing, directing, coordinating, and controlling (PODCC) perspectives.
- 10.9 Concept of planning, Strategic planning (need and process)
- 10.10 Health care policy
- 10.11 Structure and function of the health system
- 10.12 Human resource and financial management
- 10.13 Information management systems and their use
11. **Health Economics**
 - 11.1 Health economics and health care finance
 - 11.2 Demand and supply theory
 - 11.3 Health care financing
 - 11.4 National health budget
 - 11.5 Private and public spending in health
 - 11.6 Equity and the evaluation of health care interventions and program
 - 11.7 Health Insurance and its types, Factors affecting the quantity demanded for health insurance, Government and private sector as a health insurer, Moral hazards of health insurance
12. **Public Policy & Health Policy**
 - 12.1 Theory and practice of health policy
 - 12.2 Human resource management policy
 - 12.3 Education in health and curriculum development policy
 - 12.4 Training policy
 - 12.5 Review of health policies in Nepal
 - 12.6 Health system and policy research
13. **International Health and Primary Health Care**
 - 13.1 Primary health care and other initiatives
 - 13.2 Globalization and health and global institutional players
 - 13.3 Recent advancement in international health
14. **Project design & Project work**
 - 14.1 Project management knowledge and skills
 - 14.2 Project life cycle
 - 14.3 Project planning tools and application
 - 14.4 Project quality management
 - 14.5 Social entrepreneurship
 - 14.6 The role of project manager
15. **Recent advances in evidence-based public health practices**
 - 15.1 Evidence-based public health
 - 15.2 Advances in public health system research
 - 15.3 Appraisal of roles of public health discipline in health and national development
