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**Abstract: Research Objectives:** The objective of this trial is to compare the low-density lipoprotein cholesterol (LDL-C) outcome in atherosclerotic cardiovascular disease (ASCVD) patients receiving mobile device-based cognitive behavior therapy (CBT) to conventional interventions. **Methodology:** This trial is designed as a multicenter, prospective randomized controlled trial with a 6-month follow-up. Mean LDL-C level and the percentage of different LDL-C levels, General Self-Efficacy Scale (GSEs), quality of life index (QL-index), etc., between the two groups at baseline, 1, 3, and 6 months will be measured. **Findings:** This trial should demonstrate that the implementation of mobile-based CBT intervention will be potentially effective in lowering LDL-C levels in ASCVD patients. **Research Outcomes:** In patients with ASCVD receiving standard treatment, the efficacy of mobile-based CBT intervention will be compared with conventional interventions, including changes in objective parameters of LDL-C levels. The differences in self-efficacy and quality of life between the two groups will be measured by scales and questionnaires. **Future Scope:** The novel mobile-based intervention is expected to reduce LDL-C level at a population level due to the high accessibility and availability of technologies. Moreover, this CBT treatment can potentially fill the existing gaps of limited professional lifestyle interventions in ASCVD patients.

**Keywords:** ASCVD; LDL; Mobile-based; CBT.

## **Development of Guidance Activities in An Elementary School**

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**Abstract:** This study aims to develop guidelines for guidance activities in elementary schools and

disseminate knowledge guidelines to teachers to organize guiding activities for students. This article defines guidance activities, types of guidance jobs, guidance services, guidance principles in elementary schools, the role of guidance teachers in elementary education, types and characteristics of guidance activities, ideas for developing guidance activities, and the role of personnel involved the development of guidance. Guidance activities are activities organized to encourage and develop students to grow to their full potential, and the development of guidance activities in elementary schools must receive cooperation from administrators, teachers, parents, students, and external agencies. The activities must align with the problems, needs, interests, and nature of each student. A student-centered should help students to their own and give them the freedom to think and make their own decisions, help them develop thinking and decision-making skills to solve problems, deal with what is happening appropriately, and live in society happily.

**Keywords:** Guidance, Activities, Development, Services, Nature, Types

**Introduction:** Guidance activities became part of student development activities in the core curriculum in 2008. The school must provide for students in conjunction with teaching to develop students' key competencies in five areas: communication, thinking, problem solving, life skills, and technology. However, elementary schools have done less to recognize the importance of guiding activities and have not provided enough guidance classes for students compared to secondary schools or extension schools. This deficiency means that students lack opportunities for "guiding activities." Guidance activities are activities that promote and develop abilities and must focus on the particular needs of the individual student. The organization of activities must be consistent with a student's problems, needs, interests, and nature. Guidance activities must cover all five aspects of guidance services, individual data collection services, information services, consulting services, personnel placement, and follow-up services. Successful guidance activities require cooperation from many parties, including administrators, teachers, parents, teachers of librarians, school nurses, and external agencies. All parties play an essential role in the development of guidance activities. It is imperative to develop or organize guiding activities for students; teachers are important because they are the ones closest to the students. Teachers, including guidance teachers, homeroom teachers, and classroom teachers, are integral to the process. Guidance teachers are responsible for providing advice to teachers and parents of students in providing knowledge, advice, and guidelines for knowing and understanding students through various methods such as homeroom and education guidance activities. The classroom teacher and the course teacher are responsible for helping to contact students so that they can get to know each other and have a good attitude towards guidance services. This includes cooperation with guidance teachers in collecting student information and organizing guidance activities for students and teaching and learning activities that focus on giving students the freedom to think and make decisions on their own and, understand emotions, feelings, know how to think, and have a decision-making process to solve problems on their own, know how to set goals and plan life in terms of education, professional and personal, and social interests, be able to adapt quickly to all changes, be able to face problems and challenges, deal with what is happening appropriately, and live in society happily. **Definition of Guidance Activities:** Guidance activities have been defined in various ways. For example, Jetsada Bunma Home (2020, p. 41) defined guidance activities as "various activities organized to encourage and develop students to grow to their full potential." The organized activities must align with the needs of learners and society by considering the difference between individuals, enhancing life skills, emotional maturity, multi-cognitive learning, and building good relationships. Therefore, the guidance activities cover various activities of the guidance service, including organized in-class and outside-of-class. Nutthawee Nongnuch (2009) said guidance activities were the mass of experiences that allow each client or group to act or participate in achieving goals by which they will develop or strengthen themselves and prevent or solve problems appropriately in education, professional, personal, and social realms. **Guidance Services: Aspects of Guidance Services:** Atchara Erbsuksiri (2021, p. 214) summarized three aspects of guidance services as follows: Education guidance is a process of assisting students on specific learning matters like further education guidelines and creating clarity in learning and helps students to make appropriate choices and adapt themselves in their studies. Vocational guidance is a process of helping students to get to know the world of the profession so that students can make plans and decide on a

career that matches their aptitudes, interests, and needs. Personal and social guidance is a process to help students understand themselves and their surroundings, such as physical personality and composition, making friends, taking care of health, etc., to live and adapt happily to society.

**Types of Guidance Services:** Wananya Kaewkaewpan (2020) stated that guidance services are divided into five types as follows: 1. An Individual Inventory Service helps teachers get to know and understand their students better by recognizing the differences between individuals and employing various techniques and methods, such as observation and interviews. 2. An Information Service provides information, news, and knowledge to students by presenting information in various forms like signs, communications, electronic media exhibitions, inviting speakers, and study tours. 3. A Counseling Service is considered at the heart of guidance services and provides counseling to students with personal problems, continuing education, and future careers. 4. A Placement Service systematically provides internal and external scholarships for students. 5. A Follow-up Service monitors student behaviors and development and relies on the cooperation of the teacher's advisor in following up with students, such as following up on student entrance exam results. **Guidance Principles at the Elementary Level:** Pornwalai Ariyarasamesap (2011) discussed the principles of guidance services at the elementary school level and said that guidance services should be organized to help all students equally and acknowledge differences between students. Teachers will have a proactive duty to guide students to choose and make decisions in solving various problems and help students to help themselves. Guidance must be included in teaching and learning activities for each subject, and the content taught should be related to present and future situations through guidance activities. All teachers must work together with homeroom teachers, and successful guidance activities require the cooperation of parents and the community. **The Role of Guidance Teachers in Primary Education:** Somporn Wongwithoon (2012) stated that guidance teachers are essential in mentoring teachers and parents of all students. Guidance teachers are responsible for coordinating with those involved inside and outside of an educational institution and take the lead in organizing guidance activities and supervising students. Guidance teachers provide information, knowledge, advice, and techniques. Guidance should be based on psychological principles to understand and screen students through various methods such as observation, interviews, and questionnaires. Guidelines for taking care, helping, promoting, and developing students should be provided to all teachers. These included guidelines for organizing homeroom activities or activities for all groups of learners in line with their abilities, aptitudes, and interests. Understanding the nature of each student's differences can help students develop themselves to their full potential.

**Types and Characteristics of Guidance Activities:** The Office of the Basic Education Commission (2016, pp. 15-19) has classified the types of guidance activities into three types as follows: 1. Individual Guidance Activities approaches seek to meet individual needs by recognizing students' differences. This guidance relies on the main principles based on service to the recipients. In the scope of service, personal and social development, educational development, and professional development should be provided. 2. Group Guidance Activities are those that have been designed to provide an experience for groups of students with the same or similar interests. Students learn together in class to apply knowledge to develop skills and abilities through activities orientation, play activities to explore career paths, and interpersonal communication development activities like friends helping friends activities. Group Guidance activities are designed to prevent problems. The scope covers personal and social development in educational development, and group activities should be characterized by meeting the needs of small and large student groups. 3. Guidance Activities are special projects that respond to the needs of groups of students with specific special needs or who require a service method. These differ from the individual counseling or guidance activities mentioned above, which must be organized and experienced systematically. Guidance activities may require time, opportunity, or suitable learning resources such as vocational camp projects or guiding parents of students with special needs in hospitals. **Concepts for Developing Guidance Activities:** Saiyud Mikrit and Chatchai Pitakthanakom (2017) discussed development guidance activities concerning education, professional, personal, and social levels. The following are the principles that should be

followed. 1. There is a clear structure and arrangement of guidance activities based on a survey of student needs. There are regular guidance activities, and the objectives are a set of activities that are evaluated clearly. Age, gender, education level, and socio-economic status should be considered. 2. Activities that focus on content rather than fun should be organized. Students should have the opportunity to discuss and practice skills rather than merely lecturing or giving examples. 3. Academic principles should be employed to check the quality of the guidance activities package, and various psychological techniques should be applied. **Roles of Those Involved in Developing Guidance Activities: Administrators:** Supin Chaikaew (2018, pp. 227-237) stated that the successful development of guidance activities requires the cooperation and assistance from personnel of all departments, such as administrators, first class teachers, subject teachers, guidance teachers, parents, librarians and nurses, in which each department has different roles and responsibilities. School administrators play an important role in advancing educational institutions. First, they provide the budget, place, equipment, and various tools of guidance. Second, they must initiate work, set guidelines for school guidance, and appoint and coordinate the responsibilities of the guidance committee. Third, administrators must support guidance counselors and offer them the opportunity to attend training seminars or organize training to educate them. Fourth, school administrators must continually assess the guidance service in meeting student and community needs. Fifth, school administrators must recruit guidance teachers with the appropriate qualifications and suitable personalities. Last, school administrators are responsible for setting the teaching and learning schedule following the guidance activities such as organizing homeroom activities.

**Classroom Teachers:** A classroom teacher is essential in organizing the guidance activities and providing an environment necessary for students to adapt. Therefore, classroom teachers have several roles and responsibilities towards guidance services. They are to: 1. Study and understand the objectives and scope of the guidance program; 2.Cooperate and coordinate with the guidance department in gathering information and conducting meetings; 3.Help coordinate and publicize for students to know and understand and have a good attitude towards service. 4.Advise and encourage students to use the guidance service; 5.Cooperate with the guidance department in organizing homeroom activities by providing information about learning the etiquette of being in society; 6.Participate in the new student orientation program by helping educate students about the rules and regulations;7.Use various guidance techniques and tools, such as observations, interviews, and study, to understand student behavior; 8.Help refer students who deserve counseling to the guidance department; and 9.Act as a communication medium between the parents of the students and the school to promote cooperation in helping or solving students' problems. **Subject Teachers:** Subject teachers have the following roles and responsibilities in providing guidance services to students: 1.They are responsible for providing a teaching atmosphere that helps students learn better. 2. The subject teacher must try to explain the importance of the subject and occupations related to the subjects studied to the students. 3.They must assist the guidance teacher in collecting information about each student and organizing student guidance activities. 4. They sometimes must serve as a mentor and a resource for students. 5. They liaise with parents of students and support students in using the guidance service. 6. They must be a mentor for students in organizing various activities. **Guidance Counselor:** Guidance counselors play a direct role and have several responsibilities. They are to: 1. Be a leader in the implementation of guidance activities in schools by providing comprehensive guidance services: collection, information, consultation, personalization, and follow-up services; 2. Coordinate and work with school administrators to organize training for knowledge about guidance to school personnel; 3. Provide public relations activities like inviting school personnel to be interested in guidance work and using the guidance service; 4. Educate teachers, personnel of various departments of the school, and parents about the purpose and importance of the guidance service; 5. Acting as a contact for cooperation from agencies, institutions, or people in the community in organizing guidance activities such as requesting to see places and seeking scholarships for economically disadvantaged students; 6. Educate students about the guidance service and disseminate information among various groups of people to inform them of the progress; and 7. Measure and evaluate guidance work to develop more appropriate guidance activities. **Parents:** Parents are the closest people to students.

Parents should cooperate closely with schools to help promote the smooth development of students. Parents have the following roles and responsibilities towards the guidance service. They should 1. Cooperate with guidance teachers in collecting information about children in need and provide accurate information, not concealed; 2. Cooperate with guidance teachers in adjusting children's behavior willingly; 3. Give full support to children's teaching and learning activities; 4. Always take care and support children in receiving guidance services; and 5. Inform the school when there a problem or conflict exists.

**Development of Guidance Activities:** Kanchana Noiwiwimol (2017) studied the development of guidance activities to promote the education and career development of Mathayomsuksa 3 students. Noiwiwimol developed a set of guidance activities to promote education and career development for Mathayomsuksa 3 students, according to specified criteria. Students studied through a series of educational and occupational activities. Learning outcomes after learning were significantly higher than before, and students expressed high satisfaction with the educational and career promotion activities. Sareewan Suparerkchatkul (2020) studied enhancing the optimism of adolescent students through guidance activities. Suparerkchatkul found that students were overall optimistic, and each aspect was at a medium level. Students who participated in the guidance activities were more optimistic after the experimental intervention than those who did not. Jirapat Thipanya (2020) studied the effect of using guided activities according to the metacognition strategy to enhance the self-efficacy perceptions and decision-making skills of grade 5 students. Thipanya found that the self-efficacy perception and decision-making skills of Prathomsuksa 5 students after participating in the guidance activities according to the metacognitive strategy were higher than before they participated. Hellen chelagat kuchi, Joshua manduku, and Hellen sang (2017) studied the effectiveness of guidance activities in managing undisciplined behavior in schools for secondary education. They found that guidance activities can help regulate the behavior of a good level student. Digdem M. SiYEZ Alim KAYA and Asli UZ BAS (2012) surveyed the teacher feedback on the classroom guidance program. The study found that many elementary teachers were interested in classroom guidance activities, but most high school teachers were reluctant to participate in class guidance activities. However, 80% of primary and secondary teachers said that most classroom guidance activities were essential to students. In primary and secondary teachers, 84.3% of primary school students wanted advice on classroom guidance activities, and 49.6% of elementary school teachers wanted advice on teaching and learning programs in the classroom.

**Summary:** The development of guidance activities will be successful when cooperation from many parties, including school administrators, teachers, parents, and students, is received. Guidance teachers play an essential role in developing guidance activities. This is because knowledge and understanding of the science of psychology are critical in helping young students and developing direct guidance principles. However, in the current situation, most elementary schools do not have school guidance teachers. Class teachers and subject teachers play critical roles in learning, and they can learn to understand student behavior via various techniques such as observation, interviews, and tests. The social dimension has a primary role in organizing guidance activities for students to suit their age range and align with their needs. Each student's interests must be recognized to organize activities, and teachers must consider student differences and organize appropriate activities to encourage independent thinking and decision-making so students think about and solve problems by themselves, quickly adapt to changes, and live happily in society.

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## Challenges in Nigeria Health System and The Need for Integrating Adequate Medical Intelligence and Surveillance System

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**Abstract: Objectives:** As an important element of National Security, Public Health is not only functions to provide adequate and timely Medical Care but also track, monitor and control disease outbreak. The Nigerian health care had suffered several infections disease outbreaks year after year. Hence, there is need to tackle the problems. This article aims to review the state of Nigeria health care system and to provide possible recommendations for the Nigerian health care system, this article also aims at reviewing the dynamics of health care in the limited states, Britain and Europe with regards to methods of Medical Intelligence/Surveillance. **Materials and Methods:** Medical Intelligence and Surveillance represent a very useful component in the health care system and control diseases outbreak, bio attack, Covid-19, Ebola, Laser-fever e.t.c. There is increasing role of automated-based medical Intelligence and Surveillance system, in addition to the traditional manual pattern of document retrieval in advance medical setting such as those in Western and European Countries. **Conclusion:** Nigerian health care system is poorly developed. No adequate and functional surveillance system are developed. To achieve success in health care in this modern era, a system well-grounded in routine surveillance and medical intelligence as the backbone of the health sector is necessary, besides adequate Management Couple with Strong Leadership Principles.

## Effect of High-Intensity Interval Training on Cardiovascular Function in Postmenopausal Women