



كلية الطب  
وحدة ضمان الجودة



Faculty of Medicine  
Quality Assurance Unit

Medical Doctorate (M.D.) Degree Program and Courses Specifications for  
**Population Reproductive Health & Demography**

(According to currently applied credit point **bylaws**)

**DEPARTMENT OF  
PUBLIC HEALTH AND  
COMMUNITY MEDICINE**

*Faculty of Medicine  
Assiut University*

**2022-2023**

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## M.D. degree of Population Reproductive Health & Demography

### A. Basic Information

- ✚ Program Title: **Doctoral degree of Population Reproductive Health & Demography**
- ✚ Nature of the program: **Single.**
- ✚ Responsible Department: **Public Health and Community Medicine**
- ✚ Program Academic Director (Head of the Department):  
**Prof. Eman Mohammad Morsy**
- ✚ Coordinator (s):  
Principle coordinator:  
**Prof. Omaima EL Gibaly Mohammed Hilmy**
- ✚ Assistant coordinator (s)  
**Ass. Prof. Mirette Mamdouh Aziz**
  
- ✚ Internal evaluators: **Prof. Eman Monazea , Assiut University**
- ✚ External evaluators:  
**Prof. Refaat Raouf, El Menia University Faculty of Medicine**  
**Prof. Yousef Wahieb, Suez Canal University Faculty of Medicine**
- ✚ Date of Approval by the Faculty of Medicine Council of Assiut University: -----
- ✚ Date of most recent approval of program specification by the Faculty of Medicine Council of Assiut University: **27-11-2022**
- ✚ Total number of courses: **10 courses**, first part 4 courses, second part 6 course and 2 elective courses.

## B. Professional Information

### 1- Program aims

**1-1** Graduates of this program must be competent in assessing sexual, reproductive health problems in the population while maintaining life course perspective on health. Be able to identify associated risk factors and relative importance of each factor.

**1-2** Apply frameworks in design of SRH projects or programs

**1-3** Evaluate health services and programs designed to address population SRH needs.

**1-4** To conduct independently sound, publishable research about a clearly defined research question while considering ethical principles in research.

### 2-Intended learning outcomes (ILOs) for the whole program:

#### **2/1 Knowledge and understanding:**

**2-1-A-** Demonstrate updated knowledge and understanding of foundations of population sexual and reproductive health, epidemiologic methods and describe current reproductive health issues across the life span.

**2-1-B** Discuss the value of integrating multiple perspectives to understanding human health. Explain how a longitudinal, **life course approach** provides a different perspective to the determinants of health.

**2-1-C-** Demonstrate knowledge of quantitative and qualitative research methods, principles of ethics in research and public health practice. To be able to Identify, define, and analyze ethical issues in the context of human subject research.

**2-1-D-**To be able to describe different models of the policy process and analyze any public health policy rationally and relate it to quality of health care.

**2-1-E-** Acquire the **knowledge base underlying program evaluation**. Be able to differentiate between the different types of evaluation and their purpose. Identify the different levels of measurement whether at the population or program level and the possible sources of data. Select

appropriate study design, including randomized control trials, and identify the threats to validity.

## **2/2 Intellectual outcomes:**

**2-2-A- Differentiate between methods used in assessing and analyzing population reproductive health** and demonstrate epidemiologic reasoning in solving public health problems.

**2-2-B-Critically appraise evidence from scientific papers** on sexual and reproductive health, intervention studies, qualitative and quantitative research, systematic reviews, **and have the ability to conduct and write publishable research.**

**2-2-C-Identify gaps in reproductive health practices and translate them into sound research questions, plan appropriate interventions for improvement.** Identifying the successful innovative approaches RH field.

**2-2-D- Demonstrate the ability to select the appropriate indicators of monitoring health. Justify choice of using scales or indices in research.**

## **2/3 Skills**

### **2/3/1/ Public Health Practice skills**

**2-3-1-A** Use exit interviews or other methods to assess quality of health care among clients in PHC.

**2-3-1-B Observe the practice counseling** and health education in patient care settings and compare to standards of good practice.

**2-3-1-C Conduct group discussion** with different population groups on reproductive health issues.

**2-3-1-D- Apply skills in evaluation to surveillance systems** of reproductive health; maternal mortality surveillance system; perinatal mortality surveillance system; nutrition surveillance etc.

**2-3-1-E- Design an advocacy campaign** on a reproductive health issue.

**2-3-1-F-Program evaluation skills:** Develop an **evaluation plan** that is based on the design of a conceptual framework for the program effectiveness,

development of objectives, indicators, and be able to perform FGDs, process services statistics.

**2-3-1-G- Demonstrate analytic skills of policy makers:** Assessing need and demand, economic concerns, analyzing legal and ethical consequences. Assessing existing programs and policies.

**2-3-1-H-** Acquire skills needed to effectively communicate about a wide spectrum of reproductive health research to policy makers and the public

**2-3-1-I- Use computer software** efficiently in epidemiologic research studies, in training and teaching public health issues.

**2-3-1-J Review different types of records** of health care practices: death certificates, hospital records: discharge records, admission records, medical records and conduct audit of medical practice.

## 2/3/2 General skills Including:

### Interpersonal & Communication skills

**2-3-2-A** Demonstrate of teaching, training, and presentation skills.

**2-3-2-B** To demonstrate competency in oral and written communication with different stakeholders that result in achieving public health mission of prevention of disease, prolonging life, promotion of health at different levels whether public, organizational, community, or individual levels.

**2-3-2-C** Able to communicate effectively to create networks of interested parties and develop partnerships with different types of organizations and individuals to achieve the public health mission.

**2-3-2-D** Be supportive to needs of others to fulfill their function that serve reproductive health of the different population groups.

**2-3-2-E** To demonstrate the capacity to resolve conflicts peacefully and possess negotiation skills without jeopardizing effectiveness of public health programs.

### Professionalism

**2-3-2-F- Demonstrate professionalism** in public health practice work in implementation of interventions, communicating with other stakeholders, research conduct, commitment to the mission of public health.

**2-3-2-G Demonstrate respect to communities** by involving them in implementation of activities and be responsive to their needs.

**2-3-2-H** Be sensitive to the variable cultural background of population groups; and considerate to people with disabilities. Be gender aware and realize how gender impacts RH programs.

**2-3-2-I** Be **committed to the ethical principles of public health practice** as well as that involving human research subjects with particular focus on reproductive health issues.

### **Leaderships and management skills, system thinking, IT skills**

**2-3-2-J-** Identify system problems in sexual and reproductive and health services delivery and propose and test possible corrective measures.

**2-3-2-K** Effectively use computer and internet in public health practice, training and teaching and research.

**2-3-2-L-** Demonstrate basic skills of **management of public health projects and programs**.

**2-3-2-M- Demonstrate leadership skills** in managing public health team, in developing teaching and training on reproductive health issues using innovative methods.

## **3- Program Academic Reference Standards (ARS) (Annex 2)**

### **Academic standards for Medical Doctorate (MD) degree in Population Reproductive Health and Demography**

Assiut Faculty of Medicine developed MD degree programs' academic standards for different clinical specialties.

In preparing these standards, the General Academic Reference Standards for post graduate programs (GARS) were adopted. These standards set out the graduate attributes and academic characteristics that are expected to be achieved by the end of the program.

These standards were approved by the faculty council on 20/3/2010. These standards were revised and approved by the Faculty Council on 23/9/2014. These standards were recently revised and reapproved by the Faculty Council on 27/11/2022.

#### 4- Program External References (Benchmarks)

1. ACGME (Accreditation Council for Graduate Medical Education).

[http://www.acgme.org/acWebsite/navPages/nav\\_Public.asp](http://www.acgme.org/acWebsite/navPages/nav_Public.asp)

2- Johns Hopkins Bloomberg School of Public Health.

[http://en.wikipedia.org/wiki/johns\\_Hopkins\\_School\\_of\\_Public\\_Health](http://en.wikipedia.org/wiki/johns_Hopkins_School_of_Public_Health).

#### 5- Program Structure

A. Duration of program: 4 -6 years

B. Structure of the program:

Total number of credit points: = 420 CP

Master degree: 180 credit point

Didactic #: 37 CP (23.1%), practical 123(76.9%), total 160 CP Thesis and researches: 80 CP (33.3%)

**First part: 10 CP**

Didactic 5 (50%), practical 5 (50 %), total 10 CP

**Second part: 147 CP**

Didactic 24, (16.3 %), practical, or assignments, or fieldwork 123 (83.7 %), total 147 CP

**Elective courses: 3 credit points**

# Didactic (lectures, seminars, tutorial)

**Thesis & 2 published papers: 50 CP + 15CP + 15CP= 80 CP**

**According the currently applied bylaws:**

Total courses: 160 credit point

Compulsory courses: 157 credit point (98.1%)

Elective courses: 3 credit point (1.9%)



	Credit point	% from total
Essential basic courses	10	4.1%
Elective courses	3	1.2%
Population RH Specialized courses	147	61.3%
Others( Computer, ...)	-	0
Field training	123	51.3%

### C. Program Time Table

Duration of program **4 years** divided into:

#### Part 1

#### Program-related basic science courses

- Medical Statistics
- Research methods
- Medicolegal aspects and Ethics in Medical Practice and Scientific research
- Advanced epidemiologic & statistical methods in reproductive health

Students are allowed to sit the exams of these **courses 12 months** after registering to MD degree.

#### Part 2

#### Program –related **speciality** courses and ILOs

Students are not allowed to sit the exams of these courses before 4 years from registering the MD degree.

For the **two elective courses** students are allowed to sit for the exam during either the 1<sup>st</sup> or 2<sup>nd</sup> parts.

#### Thesis and 2 publications of the MD thesis

##### For the M D thesis;

MD thesis subject should be officially registered within 1 year from application to the MD degree,

Discussion and acceptance of the thesis should not be set before 24 months from registering the M D subject;

It could be discussed and accepted either before or after passing the second part of examination.

The students pass if they get **50% from the written exams** and **60% from oral exams, 60% from practical exams** of each course and 60% of summation of the written exams, oral and practical exams of each course:

**Total degrees 1700 marks.**

500 marks for first part

1200 for second part

**Written exam 40% - 70%.**

Practical and oral exams 30% - 60%.

## Curriculum Structure: (Courses):

✚ Levels and courses of the program:

Modules/ Units delivering courses and student work load list	Course code	Didactic CP	Training CP	Total CP
<b>First Part</b>				
<b>Essential Courses</b>				
Course # 1: Medical statistics	FAC309A	0.5	0.5	1 CP
Course # 2: Research methodology	FAC309B	0.25	0.75	1 CP
Course 3: Medicolegal <b>aspects and</b> ethics in medical practice and scientific research	FAC310C	0.75	0.25	1CP
Course # 4: Advanced epidemiologic methods and statistics in reproductive health	PRH309A	3	4	7
<b>Total CP first part</b>				<b>10 CP</b>
<b>Elective Courses (2) Total CP</b>				
				<b>3 CP</b>
Systems thinking in reproductive health	FAC309M			1.5
Evidence Based Medicine	FAC300F			1.5
Advanced Infection control	FAC307M			1.5
<b>Second Part</b>				
<b>Speciality courses(Advanced Population Reproductive Health &amp; Demography)</b>				
<b>Course 5:</b> Reproductive Public Health problems	PRH309B	10	43	53
<b>Course 6:</b> Advanced demography	PRH309C	2	8	10
<b>Course 7:</b> Qualitative research methods	PRH309D	3	18	21
<b>Course 8:</b> Public health practice	PRH309E	3	18	21
<b>Course 9:</b> Fundamentals of program evaluation	PRH309F	3	18	21
<b>Course 10:</b> Gender and reproductive health	PRH309G	3	18	21
<b>Total CP second part</b>				<b>147 CP</b>
<b>Thesis and at least 2 published papers</b>		15+15+50		80 CP
<b>Master Degree in Population RH &amp; Demography</b>				<b>180 CP</b>
<b>Total Number of CP</b>				<b>420 CP</b>

### # Didactic (lectures, seminars, tutorial)

\* Elective courses can be taken during either the 1<sup>st</sup> or 2<sup>nd</sup> parts.

### Student work load calculation:

Work load hours are scheduled depending on the type of activities and targeted competences and skills in different courses

### 3. Thesis / Research

40 CP are appointed to the completion and acceptance of the thesis.

\*\* Another 40 points are appointed to acceptance or publication of one research from the thesis in international indexed medical journals or publication of 2 researches from the thesis in local specialized medical journals.

## 6. Courses Contents (Annex 1)

The competency based objectives for each course/module/rotation are specified in conjunction with teaching/training methods, requirements for achieving these objectives and assessment methods.

See Annex 1 for detailed specifications for each course/ module

Annex 6 II: Program Matrix

## 7-Admission requirements

### 1) Admission Requirements (prerequisites) if any :

#### I. General Requirements:

- Master degree in Population Reproductive health and Demography.

#### II. Specific Requirements:

- Fluent in English (study language)

### VACATIONS AND STUDY LEAVE

The current departmental policy is one week in the mid-year and two weeks during the summer months and after finishing the summer field work.

### FEES:

As regulated by the postgraduate studies rules and approved by the faculty vice dean of post graduate studies and the faculty and university councils.

## 8-Progression and completion requirements

- + Students are allowed to sit the exams of the basic science courses of the first part after 12 months from applying to the MD degree.
- + Examination of the second part cannot be set before 4 years from registering to the degree.
- + Discussion of the MD thesis could be set after 2 years from officially registering the MD subject, either before or after setting the second part exams.
- + The minimum duration of the program is 4 years.

The students are offered the degree when:

1. Passing the exams of all essential and specialized courses of this program as regulated by the post graduates approved rules by the faculty council.
2. Discussion and acceptance of the MD thesis and publication of at least one scientific paper from the thesis in preferably specialized medical journals.

## 9-Program assessment methods and rules (Annex IV)

Method	ILOs measured
<b>Written examinations:</b> Structured essay questions Objective questions MCQ Problem solving	K & I
<b>Practical:</b> OSPE	K ,I, P &G skills
<b>Structured oral</b>	K ,I &G skills
<b>Logbook assessment</b>	All
<b>Research assignment</b>	I &G skills

## Weighting of assessments:

Courses	Course Code	Degrees			
		Written Exam	Oral and/or Practical Exam/ Assignment		Total
<b>Essential Courses:</b>					
Course # 1: Medical statistics	FAC309A	35	-	15	50
Course # 2: Research methodology	FAC309B	35	-	15	50
Course 3: Medicolegal aspects and ethics in medical practice and scientific research	FAC310C	35	-	15	50
Course # 4: Advanced epidemiologic methods and statistics in reproductive health	PRH309A	200		150	350
<b>Elective Courses: (Only two)</b>					
Systems thinking in RH	FAC309M	50	50		100
EBM	FAC300F	50	50		100
Advanced Infection control	FAC307M	50	50		100
<b>Second Part</b>					
<b>Speciality Courses(Advanced Population Reproductive Health &amp; Demography):</b>	Course code	written	Oral	Practical/ assignment	Total
					1200
<b>Course 5:</b> Reproductive public health problems	PRH309B	200	200	100	500
<b>Course6:</b> Advanced demography	PRH309C	70		30	100
<b>Course7:</b> Qualitative research methods	PRH309D	100		50	150
<b>Course8:</b> Public health practice relevant to reproductive health	PRH309E	100		50	150
<b>Course9:</b> Fundamentals of program evaluation	PRH309F	100		50	150
<b>Course10:</b> Gender and reproductive health	PRH309G	100		50	150
<b>Total</b>					100%

### Examination system:

#### First part:

- Written exam 2 hours in Medical Statistics and Research Methods + oral examination.
- Written exam 1 hours in Medicolegal Aspects and Ethics in Medical Practice and Scientific Research + oral examination.
- Written exam 3 hours in Advanced epidemiologic methods and statistics in reproductive health + practical exam.

➤ **Second part**

- Written exam paper 3 hours for each in Reproductive public health problems + Oral exam + Practical exam
- Written exam paper 2 hours for each in Advanced demography + Practical exam
- Written exam paper 2 hours for each in Qualitative research methods + Practical exam
- Written exam paper 2 hours for each in Public health practice relevant to reproductive health + Practical exam
- Written exam paper 2 hours for each in Fundamentals of program evaluation + Practical exam
- Written exam paper 2 hours for each in Gender and reproductive health + Practical exam

➤ **Elective courses**

- Written exam one paper 1 hour in Elective course 1 + Oral & Practical exam
- Written exam one paper 1 hour in Elective course 2 + Oral & Practical exam

## 10-Program evaluation

By whom	Method	sample
Quality Assurance Unit	Reports Field visits	#
External Evaluator (s): According to department council External Examiner (s): According to department council	Reports Field visits	#
Stakeholders	Reports Field visits Questionnaires	#
Senior students	Questionnaires	#
Alumni	Questionnaires	#

# Annex 5 contains evaluation templates and reports (joined in the departmental folder).

## 11-Declaration

We certify that all of the information required to deliver this program is contained in the above specification and will be implemented.

All course specifications for this program are in place.

Contributor	Name	Signature	Date
Program Principle Coordinator:	Prof. Dr. Omaila El Gibaly		
Head of the Responsible Department (Program Academic Director):	Prof. Dr. Eman Mohammad Morsy		



# Annex 1, Specifications for Courses / Modules

## Annex 1: Specifications For Courses/ Modules

### First Part: Required Basic Courses

- 1) **Course 1:** Medical statistics
- 2) **Course 2: Research** methods
- 3) **Course 3:** Medicolegal aspects and ethics in medical practice and scientific research
- 4) **Course 4:** Advanced epidemiologic & statistical methods in reproductive health

## Course 1: Medical statistics

**Name of department: Public Health and Community Medicine**

**Faculty of medicine**

**Assiut University**

**2022-2023**

### 1. Course data

**+ Course Title: Medical statistics**

**+ Course code: FAC309A**

**+ Specialty: Population Reproductive Health and Demography**

**+ Number of credit points: 1 credit point , Didactic 0.5 (50%), Practical 0.5 (50%)**

**+ Department (s) delivering the course: Pubic Health and Community Medicine**

**+ Coordinator (s):**

Course coordinator: Prof. Omaima El-Gibaly

Assistant coordinator (s): Ass. Prof. Doaa Mohamed

• **Last date of review : May 2022**

**+ Requirements (pre-requisites) if any :**

➤ None

## 2. Course Aims

By the end of this course the student should be able apply biostatistics in epidemiologic descriptive and analytic research.

## 3. Intended learning outcomes (ILOs):

### A. Knowledge and Understanding

ILOS	Methods of teaching/ learning	Methods of Evaluation
A. Identify different types of sampling methods from population.	Lectures and exercise	Written assessment
B. Demonstrate an understanding of basic concepts of probability and identify the commonly used probability distributions.	Lectures and exercise	Written assessment
C. Distinguish the difference between the types of variables.	Reading	Written
D. Explain different measures used in descriptive statistics	Reading & discussion	Practical test
E. Identify the basic methods of statistical inference and hypothesis testing	Lecture & tutorials	Written and practical
F. Identify the required information to calculate sample size for epidemiologic study.	Lecture & tutorials	Written and practical

### B. Intellectual

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Formulate a hypothesis for statistical testing	Lectures &Tutorials	Written and practical
B. Distinguish the difference between alpha and beta errors. Power and level of significance.	Lectures &Tutorials	Written and practical
C. Interpret output of different statistical tests used in SPSS.	Lectures &Tutorials	Written and practical
D. Choose the appropriate statistical tests for different study designs	Lectures &Tutorials	Written and

### C. Practical skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Use SPSS or Stata statistical packages	Statistics Lab	Practical
B. Compute sample size using EPI-info	Statistics Lab	Practical
C. Draw a probability sample	Statistics Lab	Practical

### D. General skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Presentation skills	Demonstration	assignment
B. Time management skills	Deadline for tasks	assignment

## 4. Course contents (Topics/modules)

### Course Matrix

#### Time Schedule: First Part

Topic	Covered ILOs			
	Knowledge A	Intellectual B	Practical skills C	General Skills D
Population and samples	A, B			A, B
Revisiting types of variables and presentation of data	C			A, B
Basics of probability and probability distributions	B		C	A, B
Sampling methods and sample size	F		B	A, B
Measures of central tendency	D			A, B
Measures of dispersion	D			A, B
Hypothesis testing	E	A		A, B
How to choose the appropriate statistical test?	E	B, C, D		A, B
Using SPSS or STATA on a sample dataset			A	A, B
Interpreting the output of SPSS or STATA of different statistical tests		B, C, D	A	A, B

## 5. Course Methods of Teaching/Learning

1. Lectures
2. Assignments
3. Discussions
4. Exercises
5. Tutorials

## 6. Course Assessment Methods:

### i. Assessment tools:

1. Attendance and active participation
2. Assignments
3. Written examination

ii. **Time schedule:** After 12 months from registering for MD degree.

iii. **Marks: 50** (35 for written exam and 15 for oral exam).

## 7. List of References

### i. Lectures notes

Department lecture notes

### ii. Essential books

Essential Medical Statistics Betty R. Kirkwood and Jonathan A.C Sterne, second edition

### iii. Recommended books

Medical Statistics. A Guide to Data Analysis and Critical Appraisal  
Jennifer Peat Belinda Barton, BMJ books Blackwell Publishing

### iv. Foreword by Periodicals, Web sites, etc

<https://www.stata.com/links/video-tutorials/>

## 8. Signatures

<b>Course Coordinator:</b>	<b>Head of the Department:</b>
<b>Date:</b>	<b>Date:</b>

## Course 2: Research Methods

Name of department: Public Health & Community Medicine

Faculty of medicine

Assiut University

2022-2023

### 1. Course Data

- + Course Title: Research methods
- + Course code: FAC309B
- + Specialty: Offered to all public health postgraduates
- + Number of credit points: 1 credit point , Didactic 0.5 (50%),  
Practical 0.5
- + Department (s) delivering the course: Department of public health
- + Coordinator (s):  
Course coordinator: Prof. Omaima El Gibaly  
Assistant coordinator (s): Ass. Prof. Amira El-Gazzar
- + Date last reviewed: May 2022
- + Requirements (prerequisites) if any :
  - Completed an introductory course in research methods



## 2. Course Aims

Introduce students to innovative ways of research used in the field:  
implementation research in health

## 3. Intended Learning Outcomes (ILOs)

### A. Knowledge and Understanding

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Explain the significance and need for implementation research and how it is used.	Lectures & Reading assignments	Written
B. Describe what is meant by implementation research.	Lectures & Reading assignments	Written
C. Identify the approaches and methods that are appropriate for implementation research and who should be involved in implementation.	Lectures & Reading assignments	Written
D. Describe the steps involved in conducting implementation research.	Lectures & Reading assignments	Written

### B. Intellectual

Competency and Skills	Methods of teaching/ learning	Methods of Evaluation
A. Select the appropriate approach for answering an implementation research question	Lectures & Reading assignments	Written
E. Realize the potential of implementation research	Lectures & Reading assignments	Written

### C. Practical skills

Competency and Skills	Methods of teaching/ learning	Methods of Evaluation
A. Write a implementation research proposal	Discussion	Assignment
B. Plan and conduct a FGD	Demonstration	Assignment
C. Conduct a participatory rapid appraisal	Lecture	Assignment
D. Design a questionnaire	Demonstration	Assignment

### D. General skills

Competency and Skills	Methods of teaching/ learning	Methods of Evaluation
A. Team work	Groupwork	Assignment
B. Communication with partners	Group work	Assignment

## 4. Course Contents (topics/modules/)

### Course Matrix

#### Time Schedule: First Part

Topic	Covered ILOs			
	Knowledge	Intellectual	Practical skills	General Skills
	A	B	C	D
Introduction to implementation research	A, B, E			
Approaches that are appropriate for implementation research	C	A	A	B
Qualitative methods used in implementation research	D		A, B, C	A, B
Quantitative methods used in implementation research	D	A	A, D	A, B
Conducting an implementation research	D	A, E	A	A, B

## 5. Course Methods of Teaching/Learning:

1. Lectures
2. Assignments
3. Statistics lab tutorials
4. Discussions
5. Exercises

## 6. Course Assessment Methods:

### i. Assessment tools:

1. Written examination
2. Attendance and active participation in class

4. Assignments

ii. **Time schedule:** After 6 months from registration to the MD degree.

iii. **Marks:** 50 (35 for written exam and 15 for practical exam).

## 7. List of references

### i. Lectures notes

Department lecture notes

### ii. Essential books

Implementation Research in Health: A Practical Guide

David H. Peters, Nhan T. Tran, Taghreed Adam – WHO 2013

### iii. Recommended books

A Guide to Implementation Research (Urban Institute Press) 2004 by Alan Werner

### iv. Periodicals, Web sites, ... etc

<https://prevention.nih.gov/research-priorities/dissemination-implementation>

## 8. Signatures

<b>Course Coordinator:</b>	<b>Head of the Department:</b>
<b>Date:</b>	<b>Date:</b>

## Course 3: Medico legal aspects ethics in medical practice and scientific research

**Name of department:**

**Forensic medicine and clinical toxicology**

**Faculty of medicine**

**Assiut University**

**2021/2022**

### 1. Course data

- ✚ **Course Title: Medicolegal Aspects and Ethics in Medical Practice and Scientific Research**
- ✚ **Course code: FAC310C**
- ✚ **Speciality: *General medicine, Special medicine, Pediatrics, Public health, Oncology and Rheumatology critical care Medicine (1<sup>st</sup> part).***
- ✚ **Number of credit points: 1 credit point**
- ✚ **Department (s) delivering the course: Forensic Medicine and Clinical Toxicology**
  
- ✚ **Coordinator (s):**
  - **Course coordinator:**  
Prof. Ghada omran
  - **Assistant coordinator (s) Assist.**  
Prof. Zaghoul Thabet
  
- ✚ **Date last reviewed: 4-2022.**
- ✚ **Requirements (prerequisites) if any :**
  - **Completed Master degree.**

## 2. Course Aims

To describe the basic ethical and medicolegal principles and bylaws relevant to practice in the field of General medicine, Special medicine, Pediatrics, Public health, Oncology and Rheumatology

## 3. Intended learning outcomes (ILOs):

### A knowledge and understanding

Competency and Skills	Methods of teaching/ learning	Methods of Evaluation
A. Mention principals of Taking consent.	Lecture and discussion	Oral &Written exam
B. Mention principals of Writing a death certificate	Lecture and discussion	Oral &Written exam
C. Mention principals of diagnosing death.	Lecture and discussion	Oral &Written exam
D. Mention principals of writing toxicological reports.	Lecture and discussion	Oral &Written exam
E. Explain principals of medical reports.	Lecture and discussion	Oral &Written exam
F. List indications and principals of induced emesis, gastric lavage and samples collection.	Lecture and discussion	Oral &Written exam

## B. intellectual

Competency and Skills	Methods of teaching/ learning	Methods of Evaluation
A. Present case , seminars in death certificate	Lecture and discussion	Oral &Written exam
B. Present case, seminars in toxicological cases	Lecture and discussion	Oral &Written exam

## C. Practical skills

Competency and Skills	Methods of teaching/ learning	Methods of Evaluation
A. Identify medical ethics and ethics in research.	Lecture and discussion	Reading Discussion
B. Prepare and write consent.	Lecture and discussion	Reading Discussion
C. Identify medical responsibilities.	Lecture and discussion	Reading Discussion
D. Write death certificate.	Lecture and discussion	Reading Discussion and active participation
E. Deal with a case of Suspicious death	Lecture and discussion	Reading Discussion and active participation
F. Perform gastric lavage, induce emesis, and obtain samples.		
G. Write medical and toxicological reports	Lecture and discussion	Reading Discussion and active participation

H. Develop and carry out patient management plans for Euthanaesia, and Organ Transplantation		
I. Counsel patients and their families about speciality related conditions including Permanent infirmities, Euthanasia, and Organ Transplantation		

### D general skills

Competency and Skills	Methods of teaching/ learning	Methods of Evaluation
A. Present a case.	Lecture and discussion	Global rating logbook
B. Write a consultation note	Lecture and discussion	Global rating logbook
C. Inform patients and maintaining comprehensive.	Lecture and discussion	Global rating logbook
D. Make timely and legible medical records	Lecture and discussion	Global rating logbook
E. Acquire the teamwork skills	Lecture and discussion	Global rating logbook

## 4. Course contents (topic s/modules/rotation Course Matrix

### Time Schedule: First Part

Topic	Covered ILOs			
	Knowledge A	Intellectual B	Practical skills C	General Skills D
1. Death and death certificate.	B,C	A	D,E	A
2. Medical Reports	A		G	A,D,E
3. Toxicological reports	D,F	B	G,F	A,E
4. Ethics in research.	A		A	
5. Medical ethics.	E		A,B,C,H,I	B,C,E

## 5. Course Methods of teaching/learning:

1. Lectures.
2. Discussions.
3. Exercises.

## 6. Course assessment methods:

### i. Assessment tools:

1. Written examination.
2. Attendance and active participation.
3. Oral examination.

**ii. Time schedule:** After 6 months from applying to the M D degree.

**iii. Marks:** 50 (35 for written exam and 15 for oral exam).

## 7. List of references

### i. Lectures notes

- Course notes.
- Staff members print out of lectures and/or CD copies.

### ii. Essential books

- Bernard Knight and Pekka Saukko (2015: Knight Forensic Pathology. Hodder Arnold press



- Goldfrank, Lewis R.; Howland, Mary Ann; Hoffman, Robert S.; Nelson, Ewis S.; Lewin, Neal A (2019): Goldfrank's Toxicologic Emergencies, 11<sup>th</sup> ed. McGraw Hill / Medical.
  - Medical Ethics Manual. World medical association. Third edition 2015.
  - Medical ethics and law. Dominic Wilkinson, 3<sup>rd</sup> edition 2019.

### iii. Recommended books

- Biswas Gautam (2021): Review of Forensic Medicine & Toxicology. 5<sup>th</sup> ed. Jaypee Brothers Medical Pub.

### iv. Journal and web site

- Journals of all Egyptian Universities of Forensic Medicine and Clinical Toxicology.
- All International Journals of Forensic Medicine and Clinical Toxicology which available in the university network at [www.sciencedirect.com](http://www.sciencedirect.com). As :  
Forensic Science International Journal.  
Toxicology Letter.

## 8. Signatures

<b>- Course Coordinator:</b> <b>Prof. Ghada Omran</b>	<b>- Head of the Department:</b> <b>Prof. Randa Hussein Abdel hady</b>
<b>Date: 17-4-2022</b>	<b>Date: 17-4-2022</b>

## **Course 4: Advanced epidemiologic & statistical methods in reproductive health**

**Name of department: Public Health & Community Medicine  
Faculty of medicine  
Assiut University  
2021-2022**

### **1. Course Data**

- + Course Title:** Advanced epidemiologic & statistical methods in reproductive health
- + Course code:** PRH309A
- + Specialty:** Offered to Population Reproductive health & Demography postgraduates
- + Number of credit points:** 7 credit points (3 Didactic and 4 Practical)
- + Department (s) delivering the course:** Department of public health
- + Coordinator (s):**
  - a. Course coordinator:** Prof. Omaima El-Gibaly
  - b. Assistant coordinator (s):** Prof. Ghada Al-Attar
  
- + Date last reviewed:** May 2022
- + Requirements (prerequisites) if any :**
  - Completed an introductory course in Basic Biostatistics**

## 2. Course Aims

Introduce students to fundamentals of analysis of complex survey data using multivariate regression and survival analysis.

## 3. Intended Learning Outcomes (ILOs)

### A. Knowledge and Understanding

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. List steps of survey data analysis	Lectures & Reading assignments	Written
B. Explain weights in population surveys	Lectures & Reading assignments	Written
C. Describe survey errors: sampling and non-sampling	Lectures & Reading assignments	Written
D. Identify methods for handling missing data	Lectures & Reading assignments	Written
E. Define design-based analysis	Lectures & Reading assignments	Written
F. Explain the concepts of confidence interval and P values.	Lectures & Reading assignments	Written
G. Explain multilevel analysis and GEE	Lectures & Reading assignments	Written

### B. Intellectual

Competency and Skills	Methods of teaching/ learning	Methods of Evaluation
A. Interpret survey errors	Lectures & Reading assignments	Written
B. Interpret confidence interval and P values in research results.	Lectures & Reading assignments	Written
C. Interpret ANOVA, correlation & regression results	Lectures & Reading assignments	Written

### C. Practical skills

Competency and Skills	Methods of teaching/ learning	Methods of Evaluation
A. Use weights in regression models for analysis of population survey	Journal club & practical lab. demonstration	Assignment
B. Use imputation & other methods	Demonstration	Assignment
C. Run ANOVA, correlation & regression analysis models using statistical software.	Practical lab. demonstration	Assignment

### D. General skills

Competency and Skills	Methods of teaching/ learning	Methods of Evaluation
A. Work in Team work	Groupwork	Assignment
B. Communicate with partners	Group work	Assignment

## 4. Course Contents (topics/modules/)

### Course Matrix

#### Time Schedule: First Part

Topic	Covered ILOs			
	Knowledge	Intellectual	Practical skills	General Skills
	A	B	C	D
Introduction in survey data analysis	A	-	-	A, B
Weighting issues in survey	B	-	A	A, B
Errors in surveys	C	A	-	A, B
Missing data	D		B	A, B
Analysis of large population surveys	E, F, G	B, C	C	A, B
Analysis of clinical trials	E, F, G	B, C	C	A, B

## 5. Course Methods of Teaching/Learning:

1. Lectures
2. Assignments
3. Statistics lab tutorials/ demonstrations
4. Discussions
5. Exercises

## 6. Course Assessment Methods:

### i. Assessment tools:

1. Written examination
2. Attendance and active participation in class
3. Assignments
4. Formative assessment

ii. **Time schedule:** After one year from registration to the MD degree.

iii. **Marks:** 350 (200 for written exam and 150 for practical exam).

## 7. List of references

### i. Lectures notes

- Lecture notes

### ii. Essential books

- Steve G. Heeringa, Brady West, Patricia A. Berglund. Applied Survey Data Analysis (Chapman & Hall/CRC Statistics in the Social and Behavioral Science) 2010

### iii. Recommended books

- The Secondary Analysis of Survey Data [Martin Bulmer](#) - University of Surrey, UK [Patrick J Sturgis](#) - University of Southampton, UK [Nick Allum](#) - Essex University, UK

### ii. Periodicals, Web sites, ... etc

- Stata Manual for Survey Data, Texas: Stata v12
- Andy Field, 2010 Understanding statistics using SPSS

## 8. Signatures

<b>Course Coordinator:</b>	<b>Head of the Department:</b>
<b>Date:</b>	<b>Date:</b>

## **Advanced Population Reproductive Health & Demography Speciality Courses**

### **Second Part Required Courses ( 6 courses):**

**Course 5:** Reproductive public health problems

**Course 6:** Advanced demography

**Course 7:** Qualitative research methods

**Course 8:** Public health practice relevant to reproductive health

**Course 9:** Fundamentals of program evaluation

**Course 10:** Gender and reproductive health

## Course 5: Reproductive Public Health Problems

**Name of department: Public Health and Community  
Medicine**

**Faculty of medicine**

**Assiut University**

**2021-2022**

### 1. Course data

**+ Course Title: Reproductive Public Health Problems**

**+ Course code: PRH309B**

**+ Specialty: Population Reproductive Health and  
Demography**

**+ Number of credit points: 53 credit point**

**+ Hours: Didactic 10 (18.9%), Practical 43 (81.1%)**

**+ Department (s) delivering the course: Pubic Health and  
Community Medicine**

**+ Coordinator (s):**

- Course coordinator: Prof. Omaima El-Gibaly
- Assistant coordinator (s): Mirette Mamdouh;  
Amira ElGazzar, Heba Mahmoud, Eman  
Monazea, Doaa Mohamed, Mahmoud Atteya,  
Faten Rabea, Asmaa Soliman, Sabra Ahmad

• Date last reviewed: May 2022

**+ Requirements (pre-requisites) if any : None**

## 2. Course Aims

To demonstrate knowledge and understanding of a wide range of current reproductive health issues and topics related to public health in developing countries and Egypt.

### 3. Intended learning outcomes (ILOs):

#### A. Knowledge and Understanding

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Explain the evolution of the <b>concepts of sexual reproductive health and rights</b> and how it relates to development and SDGs.	Lectures / discussion Self Directed Learning	Written exams
B. Discuss how to a <b>life course perspective</b> impacts reproductive health	Lecture & discussion	Formative & summative assessment
C. Distinguish the <b>reproductive health indicators</b> used at global level and current local levels.	Lecture & discussion	Formative & summative assessment
D. Demonstrate knowledge of current issues of <b>safe motherhood and perinatal health</b> , evidence-based practices, successful programs, strategies and policies addressing maternal mortality and morbidity.	Lectures and Self-directed learning Videos	Assignments
E. Demonstrate knowledge and understanding of <b>early childhood development 'ECD'</b> processes, its determinants and evidence-based interventions for ECD.	Lectures and self directed learning	Formative & summative assessment
F. Demonstrate knowledge and	Lectures &	Assignment and



<p>understanding of <b>breastfeeding</b> physiologic process, determinants of its success at individual level and population level, national and international goals for breast feeding rates and practices. Indicators of success at the institutional and population level.</p>	<p>self directed learning Web-based online tutorials &amp; discussions</p>	<p>formative &amp; summative assessment Presentations</p>
<p>G. Define <b>FGM/C</b>, recognize its trend globally and in Egypt, explain its underlying sociocultural determinants and demonstrate an understanding of elements of successful intervention.</p>	<p>Lectures &amp; self directed learning Web-based online tutorials &amp; discussions</p>	<p>Assignment and formative assessment Presentations</p>
<p>H. Recognize the <b>current adolescent reproductive health problems</b> in Egypt; epidemiology of early marriage, magnitude, trend and evidence based successful projects to prevent early marriage and its complications I low income countries and Egypt.</p>	<p>Lectures &amp; self directed learning Web-based online tutorials &amp; discussions</p>	<p>Assignment and formative assessment Presentations</p>
<p>I. Demonstrate an updated knowledge on <b>family planning program</b> issues in Egypt</p>	<p>Lectures / discussion SDL</p>	<p>formative assessment</p>
<p>J. Identify the key definitions and magnitude <b>of infertility</b> at national and Global level. Explain the biological, social and ethical aspects of infertility. Demonstrate knowledge of economic impact and barriers of infertility care in developing countries.</p>	<p>Lectures / discussion SDL</p>	<p>formative assessment</p>
<p>K. Describe the <b>epidemiology of selected RTIs and STD's</b>; identify barriers to implement control programs.</p>	<p>Lectures / discussion SDL</p>	<p>formative assessment</p>
<p>L. Identify the approaches of surveillance</p>	<p>Lectures /</p>	<p>formative</p>

and monitoring of RTIs, STDs	discussion SDL	assessment
M. Describe the epidemiology of <b>reproductive malignancies</b> of public health importance, (e.g. breast, cervical, endometrial and prostate cancer)	Lectures / discussion SDL	
N. Identify the cancer registries in Egypt, and evidence based approaches to prevention and control of cancer.	Lectures / discussion	formative assessment

### B. Intellectual

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Demonstrate an understanding of efficacy and effectiveness of reproductive health intervention programs using appropriate measures and indicators.	Reading assignments	Oral discussion
B. Synthesize evidence from available literature on epidemiology of any reproductive health problem	Written assignments	Oral discussion
C. Write a sound research proposal on a reproductive health problem	Written assignments	Oral discussion
D. Appraise reproductive health measurement tools.	Reading & Discussion	Assignment
E. Develop appropriate indicators for monitoring and evaluation of ongoing programs	Discussion	Assignment
F. Differentiate between infertility indicators and other relevant reproductive indicators	Discussion	Formative assessment

### C. Practical skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Apply skills of assessment in public health to a range of reproductive health problems; ECD, breastfeeding, safe motherhood, breast cancer etc.	Discussion & Field training	Assignment
B. Acquire skills needed to effectively communicate oral and/or in written on RH problems, suggested strategies, policies	Discussion & Field training	Assignment
C. Apply frameworks in designing programs, describing reproductive health issues	Lectures	Assignment
D. Design a psychosexual counselling program of girls with FGM, or for safe motherhood; etc	Discussion & Field training	Assignment
E. Design a questionnaire or a measurement tool for assessing a RH issue.	Lecture	Assignment
F. Calculate long-term outcome indicators for RTIs,	Lecture	Assignment
G. Calculate basic measurement of reproductive malignances burden	Lecture	Assignment

### D. General skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Develop Presentation skills	SDL	Observation
B. Practice work in Teamwork	Group work	Assignments

## 4.Course contents (Topics/modules)

### Course Matrix

#### Time Schedule: Second Part

Topic	Covered ILOs			
	Knowledge A	Intellectual B	Practical skills C	General Skills D
Introduction to SRH concepts and SDGs	A	-	-	-
Life course approach to reproductive health	B	B	C	B
Current safe motherhood and perinatal health issues	C,D,H	A,D,E	A,B,C,E	A,B
Early childhood development: golden opportunity	E	A	A,B,C,E	A
Breastfeeding: failing practices: a serious public health issue	F,H	A,B,C	A,B,C,E	A,B
FGM/C: A global and local public health issues	G,H	A,D,E	A,B,C,E	A,B
Current adolescent reproductive health problems and child marriage	H	A,D,E	A,B,C,E	A,B
Updates on family planning programs	I	A,D,E	A,B,C	A
Infertility & sterility from public health perspective	J	D,F	C	A
RTIs and STDs of public health importance	K,L	D	C	A
Reproductive health cancers and its public health burden	M,N	C	G	A
Communication skills for RH issues	A-N		B	A,B
Surveillance systems for RH of different population groups	A-N	E	F	A
Successful policies and programs in selected reproductive health issues.	A-N	A	-	B

## 5. Course Methods of Teaching/Learning

1. Lectures
2. Reading and written assignments
3. Video web based tutorials
4. Discussions
5. Exercises
6. Class tutorials

## 6. Course Assessment Methods:

### iii. Assessment tools:

1. Attendance and active participation
2. Assignments
3. Written examination

### ii. Time schedule:

At the end of the second part

iii. Marks: **500** (200 for written exam , practical 100 and 200 for oral exam).

## 7. List of References

### i. Lectures notes

Department lecture notes

### ii. Essential books

Text book of Reproductive and Child health with focus on Ethiopia and other developing countries; Johns Hopkins Bloomberg School of Public Health

### iii. Recommended books

Global Population and Reproductive Health 1st Edition - Deborah R. McFarlane (Author)

### iv. Periodicals, Web sites, etc

<https://globalhealthlearning.org/certificate-programs>

## 8. Signatures

Course Coordinator:

Head of the Department:

Date:

Date:

## Course 6: Advanced Demography

**Name of department: Public Health and Community Medicine**

**Faculty of medicine**

**Assiut University**

**2021-2022**

### 1. Course data

**+ Course Title: Advanced Demography**

**+ Course code: PRH309C**

**+ Specialty: Population Reproductive Health and Demography**

**+ Number of credit points: 10 credit point , Didactic 2 (20%), Practical 8 (80%)**

**+ Department (s) delivering the course: Pubic Health and Community Medicine**

**+ Coordinator (s):**

- Course coordinator: Prof. Ghada Al Attar
- Assistant coordinator (s): Doaa Mohamed
- Date last reviewed: May 2022

**+ Requirements (pre-requisites) if any :**

- Completed a course in basic demography

## 2. Course Aims

To provide graduate students with the skills of:  
Understanding the concepts and methods of population analysis and  
analyze population distribution at the regional and local levels

## 3. Intended learning outcomes (ILOs):

### A. Knowledge and Understanding

ILOS	Methods of teaching/ learning	Methods of Evaluation
A. Define population composition, distribution and density	Lecture	Assignments / formative assessment
B. Understand the significance of population composition, distribution and spatial units	Lectures / discussion	Assignments / formative assessment
C. Comprehend the basic measures of population distribution and composition	Lectures / discussion	Assignments / formative assessment
D. Understand the methods of population projection	Lectures / discussion	Assignment
E. Describe the basic concepts of event-history analysis	Lectures / discussion	Assignment/ formative assessment
F. List considerations in writing a demographic paper	Journal club	Assignment

### B. Intellectual

ILOs	Methods of teaching/ Learning	Methods of Evaluation
A-Calculate the basic measures of population distribution and composition	Lecture/ computer demonstration	Assignments / formative assessment
B-Compare different types of population maps	Lecture/ computer demonstration	Assignments / formative assessment
C-Compare between population projection and population estimation	Lecture/ computer demonstration	Assignments / formative assessment
D-Interpret event-history analysis in papers	Journal	Assignment
E-Apply principles of interpreting demographic data	Journal club	Assignments / formative assessment

### C. Practical skills

ILOs	Methods of teaching/ Learning	Methods of Evaluation
A-Use excel spread sheet to calculate the basic measures of population distribution	Computer demonstration	Assignments / formative assessment
B-Use computer soft wares to project Egypt population	Computer demonstration	Assignments / formative assessment
C-Project population composition	Computer demonstration	Assignments / formative assessment
D-Interpreting life tables	Journal club	Assignment
E-Critique of a demographic paper	Journal club	Assignment



### D. General skills

ILOs	Methods of teaching/ Learning	Methods of Evaluation
A. Demonstrate Communication skills	Seminars / journal club	Assignment
B. Develop Presentation skills	Seminars / journal club	Assignment

### 5. Course contents (Topics/modules)

#### Course Matrix

#### Time Schedule: Second Part

Topic	Covered ILOs			
	Knowledge skills A	Intellectual skills B	Practical skills C	General Skills D
	1. Introduction & revisiting basic demography	A	-	-
2. Population distribution 1 (Measures)	B, C	A	A	A
3. Population distribution 2 (Mapping & GIS)	B	B	A	A
4. Population projection 1 (Concepts and applications)	D	C	B, C	-
5. Population projection 2 (Methods)	D	C	B, C	-
6. Population composition 1 (Definitions & concepts)	B, C	A	C	-
7. Population composition 2 (Measures)	B, C	A	C	-
8. Revisiting life tables	D	C	D	-
9. Event-history analysis (Concepts)	E	D	-	-
10. Event-history analysis	E	D	-	-

(Measures & interpretation)				
11. Writing a demographic paper 1	F	E	E	B
12. Writing a demographic paper 2	F	E	E	B
13. Writing a demographic paper 3	F	E	E	B
14. Writing a demographic paper 4	F	E	E	B
15. Revision	A, B, C, D, E, F	A, B, C, D, E	-	-

### 5. Course Methods of Teaching/Learning

- 1-Lectures
- 2-Assignments
- 3-Discussions
- 4-Journal club
- 5-Computer demonstration

### 6. Course Assessment Methods:

#### v. Assessment tools:

1. Attendance and active participation
2. Assignments
3. Written examination

#### ii. Time schedule:

At the end of the second part

iii. Marks: 100 (70 for written exam and 30 for assignments).

## 7. List of References

### i. Lectures notes

Lectures' handouts

### ii. Essential books

- Rowland, D T. (2011). *Demographic Methods and Concepts*. Oxford University Press. Oxford.
- O'Neill et al. (2001). A guide to global population projections. *Demographic Research* 4(8). <http://www.demographic-research.org/volumes/vol4/default.htm>
- Andersson, Gunnar and Dimiter Philipov, 2002. "Life-table representations of family dynamics in Sweden, Hungary, and 14 other FFS countries: A project of descriptions of demographic behavior". *Demographic Research* 7(4): 67-144. Available <http://www.demographic-research.org/Volumes/Vol7/4>.

### iii. Recommended books

- Medical Statistics & Demography Made Easy 2008 Devashish Sharma

### vi. Periodicals, Web sites, etc

<https://www.prb.org/>  
<https://capmas.gov.eg/>

## 8. Signatures

<b>Course Coordinator:</b> Prof. Ghada Al Attar	<b>Head of the Department:</b>
<b>Date:</b>	

## Course 7: Qualitative Research Methods

**Name of department: Public Health and Community Medicine**

**Faculty of medicine**

**Assiut University**

**2021-2022**

### 1. Course data

- + **Course Title:** Qualitative research methods
- + **Course code:** PRH309D
- + **Specialty:** Population Reproductive Health and Demography
- + **Number of credit points:** 21 credit point , 3 for practical (14.3%) and 18 fro practical (85.7%)
- + **Department (s) delivering the course:** Pubic Health and Community Medicine
- + **Coordinator (s):**
  - Course coordinator: Prof. Omaima El-Gibaly
  - Assistant coordinator (s): Ass. Prof. Mirette Aziz
- **Date last reviewed: May 2022**
- + **Requirements (pre-requisites) if any :**
  - None

## 2. Course Aims

To provide graduate students with the skills of Qualitative research methods

## 3. Intended learning outcomes (ILOs):

### A. Knowledge and Understanding

ILOS	Methods of teaching/ learning	Methods of Evaluation
A-Understand the concept of qualitative research and different methods of data collection	Lecture /discussion	Formative assesment
B-Identify different analysis approaches for qualitative studies	Lecture /discussion	Formative assesment
C-Describe various styles of interpretation of qualitative	Lecture /discussion	Formative assesment
D-Describe special issues in ethics for qualitative research	Lecture /discussion	Formative assesment

### B. Intellectual

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Critique a qualitative research paper	discussion	Written assignment

### C. Practical skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
A-Conduct a focus group discussion and in-depth-interview	Lecture/role play/practical session	Assignment
B-Manage qualitative data files effectively to ensure ease of use and participant confidentiality	Lecture/practical session	Assignment
C-Write up a draft for a qualitative paper	Lecture/ group presentations	Assignment

### D. General skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
A-Develop Communication skills	Lecture/group presentations	Assignment
B-Develop and improve Presentation skills	Lecture/group presentations	Assignment

#### 4. Course contents (Topics/modules)

##### Course Matrix

#### Time Schedule: Second Part

Topic	Covered ILOs			
	Knowledge	Intellectual	Practical skills	General Skills
	A	B	C	D
Introduction to qualitative research and methods of qualitative data collection	A	-	A	A
Transcription/Data Management of qualitative data	C	-	B	-
Interpretive Frameworks for Analysis	B	-	B & C	-
Narrative Analysis and Case Study Approaches	B	-	B	-
Grounded Theory Approach and Code book development	B	-	B	-
Hiring, Training, Managing Teams of Data Collectors	C-	-	A	A
Tips and Techniques for Writing Up a qualitative paper	A,C	-	C	B
Ethical Issues in Qualitative Research	D	-	C	-

#### 5. Course Methods of Teaching/Learning

- Lectures
- Assignments
- Discussions
- Exercises
- Tutorials

## 6. Course Assessment Methods:

### i. Assessment tools:

1. Attendance and active participation
2. Assignments
3. Written examination

**i. Time schedule:** At the end of the second part

**ii. Marks:** 150 (100 for written exam and 50 for practical exam).

## 7. List of References

### i. Lectures notes

Department lecture notes

### ii. Essential books

Qualitative Data Analysis Mathew B. Miles, A. Michael Huberman

### iii. Recommended books

Qualitative Research Methods. Monique Hennink - Inge Hutter - Ajay Bailey  
SAGE Publishing

### vii. Periodicals, Web sites, etc

<https://atlasti.com/video-tutorials/>

## 8. Signatures

**Course Coordinator:**

**Head of the Department:**

**Date:**

**Date:**



## Course 8: Public Health Practice Relevant to Reproductive Health

**Name of department: Public Health and Community Medicine**

**Faculty of medicine**

**Assiut University**

**2021-2022**

### 1. Course data

**+ Course Title:** Public Health Practice Relevant to Reproductive Health

**+ Course code:** PRH309E

**+ Specialty:** Population Reproductive Health and Demography

**+ Number of points:** 21 credit point , 3 for practical (14.3%) and 18 fro practical (85.7%)

**+ Department (s) delivering the course:** Pubic Health and Community Medicine

**+ Coordinator (s):**

- Course coordinator: Prof. Omaina El-Gibaly
- Assistant coordinator (s): Amira El-Gazzar

**• Date last reviewed: May 2022**

**+ Requirements (pre-requisites) if any :**

- Reproductive public health problems course

## 2. Course Aims

This course aims to prepare students to translate their knowledge into public health practice activities

### 3. Intended learning outcomes (ILOs):

#### A. Knowledge and Understanding

ILOS	Methods of teaching/ learning	Methods of Evaluation
A. Describe the Public Health System at multiple levels	Lecture/reading assignment	Written
B. List the 3 Core Functions of Public Health and identify the 10 essential services	Lecture/reading assignment	Written
C. Recall the core competencies of Public Health	Lecture/reading assignment	Written

#### B. Intellectual

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Demonstrate Evaluation of a reproductive health surveillance system	Case Study	Oral
B. Plan Designing an advocacy campaign FP	Reading assignment	Oral

#### C. Practical skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Apply Advocacy skills for family planning	Communicating with policy makers	Observing
B. Perform exit interviews for RH clients to assess quality of service	Conducting exit interviews	reporting

### D.General skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Develop Team work skills	Assignments	Observation
B. Demonstrate Leadership	Field work	Observation

### 4. Course contents (Topics/modules)

#### Course Matrix

#### Time Schedule: Second Part

Topic	Covered ILOs			
	Knowledge	Intellectual	Practical skills	General Skills
	A	B	C	D
Essential Public Health Functions	A,B	-	-	-
Competencies of public health professionals	C	-	-	-
RH surveillance systems	-	A	-	-
Advocacy campaigns	-	B	A	A,B
Assessing quality of care in service delivery	-	-	B	A

### 5. Course Methods of Teaching/Learning

- Lectures
- Assignments
- Discussions
- Exercises
- Field work
- Tutorials

## 6. Course Assessment Methods:

### i. Assessment tools:

1. Attendance and active participation
2. Assignments
3. Written examination

At the end of the second part

### ii. Time schedule:

- ### iii. Marks: 150 (100 for written exam and 50 for practical exam).

## 7. List of References

### i. Lectures notes

Department lecture notes

### ii. Essential books

Public Health Surveillance Applied to Reproductive Health

Reproductive Health Epidemiology Series – CDC safe motherhood 2003

### iii. Recommended books

-Advocacy toolkit. A guide to influencing decisions that improve children's lives. UNICEF 2010

-Client and Provider Experiences with Facility-Based Delivery, Post-Abortion, and Family Planning Care Services in Kigoma Region, Tanzania. April–July, 2016

### viii. Periodicals, Web sites, etc

<https://publichealth.wustl.edu/wp-content/uploads/2016/03/Policy-Analysis-Toolkit-PDF.pdf>

## 8. Signatures

<b>Course Coordinator:</b>	<b>Head of the Department:</b>
<b>Date:</b>	<b>Date:</b>

## Course 9: Fundamentals of Program Evaluation

**Name of department: Public Health and Community  
Medicine**

**Faculty of medicine  
Assiut University  
2021-2022**

### 1. Course data

- + **Course Title:** Fundamentals of Program Evaluation
- + **Course code:** PRH309F
- + **Specialty:** Population Reproductive Health and Demography
- + **Number of points:** 21 credit point , 3 for practical (14.3%) and 18 fro practical (85.7%)
- + **Department (s) delivering the course:** Pubic Health and Community Medicine
- + **Coordinator (s):**
  - Course coordinator: Omaima El-Gibaly MH
  - Assistant coordinator (s): Mirette Mamdouh & Ahmad Khair
- **Date last reviewed:** May 2022
- + **Requirements (pre-requisites) if any :**
  - **None**

## 2. Course Aims

To provide graduate students with the required skills to conduct an evaluation of a public health program or project.

## 3. Intended learning outcomes (ILOs):

### A. Knowledge and Understanding

ILOS	Methods of teaching/ learning	Methods of Evaluation
A. Describe the importance of program evaluation in public health	Lecture/discussion	Written/oral
B. Differentiate between the different types of program evaluation	Lecture/discussion	Written/oral
C. Identify the sources of data needed for evaluation	Lecture/discussion	Written/oral
D. Explain the study designs in evaluation including RCTs and field trials	Lecture/discussion	Written/oral
E. Identify the steps of a process evaluation	Lecture/discussion	Written/oral
F. Identify the threats to validity of related to evaluation of a field program	Lecture/discussion	Written/oral

### B. Intellectual

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Plan Designing a conceptual framework that describes the project to be evaluated	Reading Assignment and discussion	Presentation
B. Develop objectives and indicators to evaluate the program	Reading Assignment and discussion	Presentation

### C. Practical skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Conduct focus group discussions to evaluate programs	Tutorial/Conducting a FGD	Report findings written
B. Use participatory research methods	Tutorial/Conducting a participatory research	Report findings written
C. Able to use and interpret service statistics	Tutorial	Written/oral
D. Write up a program evaluation plan	Assignment	Written

### D. General skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Demonstrate Communication skills with stakeholders involved in the program	Assignments	Reporting findings
B. Develop Team working skills	Group Assignments	Reporting findings

## 6. Course contents (Topics/modules)

### Course Matrix

#### Time Schedule: Second Part

Topic	Covered ILOs			
	Knowledge	Intellectual	Practical skills	General Skills
	A	B	C	D
Introduction to program evaluation concepts	A,B, C	-	-	-
Steps in program evaluation	E	-	-	-
Indicators of RH program evaluation	E	A,B	C,D	-
Quantitative and qualitative methods used in program evaluation	D,F	-	A,B	-
Program evaluation plan	-	-	D	A,B

### 1. Course Methods of Teaching/Learning

2. Lectures
3. Assignments
4. Discussions
5. Exercises
6. Tutorials

### 6. Course Assessment Methods:

#### i. Assessment tools:

1. Attendance and active participation
2. Assignments
3. Written examination

ii. **Time schedule:** After completing 4 years after registration for doctoral degree

iii. **Marks:**



150 (100 for written exam and 50 for practical exam).

## 7. List of References

### i. Lectures notes

-Department lecture notes

### ii. Essential books

-Introduction to Program Evaluation for Public Health Programs: A Self-Study Guide. U.S. Department of Health and Human Services Centers for Disease Control and Prevention. Centers for Disease Control and Prevention, 2011. OCTOBER 2011

-Indicators for reproductive health program evaluation. Carolina Population Center •university of North Carolina at Chapel Hill

### iii. Recommended books

-Framework for monitoring and evaluation of reproductive health programmes in the Eastern Mediterranean Region. WHO 2010

### ix. Periodicals, Web sites, etc

Framework for program evaluation in public health

<https://www.cdc.gov/mmwr/preview/mmwrhtml/rr4811a1.htm>

## 8. Signatures

<b>Course Coordinator:</b>	<b>Head of the Department:</b>
<b>Date:</b>	<b>Date:</b>

## Course 10: Gender and Reproductive Health

**Name of department: Public Health and Community Medicine**

**Faculty of medicine**

**Assiut University**

**2021-2022**

### 1. Course data

**+ Course Title:** Gender and Reproductive Health

**+ Course code:** PRH309G

**+ Specialty:** Population Reproductive Health and Demography

**+ Number of credit points:** **21 credit point , 3 for practical (14.3%) and 18 fro practical (85.7%).**

**+ Department (s) delivering the course:** Pubic Health and Community Medicine

**+ Coordinator (s):**

- Course coordinator: Prof. Omaima El-Gibaly
- Assistant coordinator (s): Ghada Al-Attar
- **Date last reviewed: May 2022**

**+ Requirements (pre-requisites) if any :**

➤ None

## 2. Course Aims

To provide graduate students with the skills of:  
 Doing a gender analysis and identifying gender constraints to a RH program  
 and identify the steps of integration of gender into programs.

## 3. Intended learning outcomes (ILOs):

### A. Knowledge and Understanding

ILOS	Methods of teaching/ learning	Methods of Evaluation
A. Define gender and related concepts	Reading/ discussion	Written/oral
B. Understand the importance of gender integration and analysis in sexual and reproductive health programs	Reading/ discussion	Written/oral
C. Describe the process of gender analysis	Reading/ discussion	Written/oral
D. Set specific goals to start working toward gender transformative sexual and reproductive health programming	Reading/ discussion	Written/oral

### B. Intellectual

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Differentiate between gender exploitative, accommodative, transformative integration in RH programs	Discussion	Written/oral or presentation
B. Identify gender constraints that affect RH programs and how to overcome them	Discussion	Written/oral or presentation
C. Interpret findings from secondary data	Discussion	Written/oral or

in gender analysis		presentation
D. Recognize gender based violence and how it impact reproductive health	Discussion	Written/oral or presentation

### C. Practical skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Conduct a gender analysis	Assignment	Completing the assignment
B. Develop a gender analysis questionnaire suitable for health system level	Assignment	Completing the assignment

### D. General skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. To be gender aware	lecture	Written/oral
B. Demonstrate skills for Producing a report on gender	Assignment	Completing assignment

#### 4. Course contents (Topics/modules)

##### Course Matrix

#### Time Schedule: Second Part

Topic	Covered ILOs			
	Knowledge	Intellectual	Practical skills	General Skills
	A	B	C	D
Gender & RH	A,B,C	D	-	-
Fundamentals of gender Integration	A,B,C,D	A	-	-
Gender analysis frameworks	-	-	A,B	B
Steps of gender analysis	-	-	A,B	A
Tools of gender analysis	-	-	-	-
Examples from RH projects & programs	D	A,B	-	-

#### 5. Course Methods of Teaching/Learning

- Lectures
- Assignments
- Discussions
- Exercises
- Tutorials

#### 6. Course Assessment Methods:

##### i. Assessment tools:

1. Attendance and active participation
2. Assignments
3. Written examination

ii. **Time schedule:-** : After completing 4 years after registration for doctoral degree

##### iii. Marks:

150 (100 for written exam and 50 for assignment exam).

## 7. List of References

### i. Lectures notes

Lecture notes

### ii. Essential books

-Gender analysis toolkit for health systems JPIGO 2016

-A Manual for Integrating Gender Into Reproductive Health and HIV Programs: From Commitment to Action (2nd Edition). August 2009 By Deborah Caro of Cultural Practice, LLC, For the Interagency Gender Working Group

### iii. Recommended books

Nanda, Geeta. 2011. Compendium of Gender Scales. Washington, DC: FHI 360/C-Change.5

### x. Periodicals, Web sites, etc

<https://www.globalhealthlearning.org/program/gender-and-health>

## 8. Signatures

<b>Course Coordinator:</b>	<b>Head of the Department:</b>
<b>Date:</b>	<b>Date:</b>

# Annex 2, Methods of teaching/learning

## *1- Graduate attributes for medical doctorate in Population Reproductive Health and Demography*

**The Graduate (after training and medical doctorate years of study) must:**

- 1-** Demonstrate competency and mastery of basics, methods and tools of epidemiologic research in population sexual and reproductive health.
- 2-** Have continuous ability to add knowledge to public health and population reproductive health through research and publication.
- 3-** Appraise and utilise relevant scientific knowledge to continuously update and improve public health practice.
- 6-** Identify and create solutions for health problems in reproductive health as population level.
- 7-** Acquire an in depth understanding of common areas of population reproductive health, and possession of required skills to manage independently all problems in these areas.
- 8-** Demonstrate leadership competencies including interpersonal and communication skills that ensure effective information exchange with other stakeholders in the community and teamwork with other health professions, the scientific community and the public.
- 9-** Function as teacher in relation to colleagues, medical students and other health professions.
- 10-** Master decision making capabilities in different situations related to public health.
- 11-** Show leadership responsiveness to the larger context of the health care system, including e.g. the organisation of health care, partnership with health care providers and managers, practice of cost-effective health care, health economics, and resource allocations.
- 12-** Demonstrate in depth awareness of public health and health policy issues including independent ability to improve health care, and identify and carryout system-based improvement of care.



- 13-** Show model attitudes and professionalism.
- 14-** Demonstrate commitment for lifelong learning and maintenance of competence and ability for continuous medical education and learning in subsequent stages and in Public health and community medicine or one of its subspecialties.
- 15-** Use recent technologies to improve his practice in Public health and community medicine.

## **2- Competency based Standards for medical doctorate in Population Reproductive Health and Demography**

### **2/1 Knowledge and understanding:**

**2-1-A-** Demonstrate updated knowledge and understanding of foundations of population sexual and reproductive health, epidemiologic methods and describe current reproductive health issues across the life span.

**2-1-B** Discuss the value of integrating multiple perspectives to understanding human health. Explain how a longitudinal, **life course approach** provides a different perspective to the determinants of health.

**2-1-C-** Demonstrate knowledge of quantitative and qualitative research methods, principles of ethics in research and public health practice. To be able to Identify, define, and analyze ethical issues in the context of human subject research.

**2-1-D-**To be able to describe different models of the policy process and analyze any public health policy rationally and relate it to quality of health care.

**2-1-E-** Acquire the **knowledge base underlying program evaluation**. Be able to differentiate between the different types of evaluation and their purpose. Identify the different levels of measurement whether at the population or program level and the possible sources of data. Select appropriate study design, including randomized control trials, and identify the threats to validity.

### **2/2 Intellectual outcomes:**

**2-2-A- Differentiate between methods used in assessing and analyzing population reproductive health** and demonstrate epidemiologic reasoning in solving public health problems.

**2-2-B-Critically appraise evidence from scientific papers** on sexual and reproductive health, intervention studies, qualitative and quantitative research, systematic reviews, **and have the ability to conduct and write publishable research.**

**2-2-C-Identify gaps in reproductive health practices and translate them into sound research questions, **plan appropriate interventions for improvement.****

Identifying the successful innovative approaches RH field.

**2-2-D- Demonstrate the ability to select the appropriate indicators of monitoring health. **Justify choice of using scales or indices in research.****

### **2/3 Skills**

#### **2/3/1/ Public Health Practice skills**

**2-3-1-A** Use exit interviews or other methods to assess quality of health care among clients in PHC.

**2-3-1-B Observe the practice counseling** and health education in patient care settings and compare to standards of good practice.

**2-3-1-C Conduct group discussion** with different population groups on reproductive health issues.

**2-3-1-D- Apply skills in evaluation to surveillance systems** of reproductive health; maternal mortality surveillance system; perinatal mortality surveillance system; nutrition surveillance etc.

**2-3-1-E- Design an advocacy campaign** on a reproductive health issue.

**2-3-1-F-Program evaluation skills:** Develop an **evaluation plan** that is based on the design of a conceptual framework for the program effectiveness, development of objectives, indicators, and be able to perform FGDs, process services statistics.

**2-3-1-G- Demonstrate analytic skills of policy makers:** Assessing need and demand, economic concerns, analyzing legal and ethical consequences. Assessing existing programs and policies.

**2-3-1-H-** Acquire skills needed to effectively communicate about a wide spectrum of reproductive health research to policy makers and the public

**2-3-1-I- Use computer software** efficiently in epidemiologic research studies, in training and teaching public health issues.

**2-3-1-J Review different types of records** of health care practices: death certificates, hospital records: discharge records, admission records, medical records and conduct audit of medical practice.

## **2/3/2 General skills Including:**

### **Interpersonal & Communication skills**

**2-3-2-A** Demonstrate of teaching, training, and presentation skills.

**2-3-2-B** To demonstrate competency in oral and written communication with different stakeholders that result in achieving public health mission of prevention of disease, prolonging life, promotion of health at different levels whether public, organizational, community, or individual levels.

**2-3-2-C** Able to communicate effectively to create networks of interested parties and develop partnerships with different types of organizations and individuals to achieve the public health mission.

**2-3-2-D** Be supportive to needs of others to fulfill their function that serve reproductive health of the different population groups.

**2-3-2-E** To demonstrate the capacity to resolve conflicts peacefully and possess negotiation skills without jeopardizing effectiveness of public health programs.

### **Professionalism**

**2-3-2-F- Demonstrate professionalism** in public health practice work in implementation of interventions, communicating with other stakeholders, research conduct, commitment to the mission of public health.

**2-3-2-G Demonstrate respect to communities** by involving them in implementation of activities and be responsive to their needs.

**2-3-2-H** Be sensitive to the variable cultural background of population groups; and considerate to people with disabilities. Be gender aware and realize how gender impacts RH programs.

**2-3-2-I** Be **committed to the ethical principles of public health practice** as well as that involving human research subjects with particular focus on reproductive health issues.

### **Leaderships and management skills, system thinking, IT skills**

**2-3-2-J-** Identify system problems in sexual and reproductive and health services delivery and propose and test possible corrective measures.

**2-3-2-K** Effectively use computer and internet in public health practice, training and teaching and research.

**2-3-2-L-** Demonstrate basic skills of **management of public health projects and programs**.

**2-3-2-M- Demonstrate leadership skills** in managing public health team, in developing teaching and training on reproductive health issues using innovative methods.

# Annex 3, Methods of teaching/learning

### Annex 3, Methods of teaching/learning

	Patient care	Medical knowledge	Practice-based learning/Improvement	Interpersonal & communication skills	Professionalism	Systems-based practice
Didactic (lectures, seminars, tutorial )		X		X	X	X
Journal club		X	X			
Educational prescription		X	X	X	X	X
Present a case (true or simulated) in a grand round		X	X	X	X	
Observation and supervision			X	X	X	X
conferences		X	X	X		X
Written assignments		X	X	X	X	X
Oral assignments		X	X	X	X	X

### **Teaching methods for knowledge**

- ❖ Didactic (lectures, seminars, tutorial )
- ❖ journal club
- ❖ Critically appraised topic
- ❖ Educational prescription (a structured technique for following up on clinical questions that arise during rounds and other venues).
- ❖ Present a case (true or simulated) in a grand round
- ❖ Others

### **Teaching methods for patient care**

- ❖ Observation and supervision /Completed tasks procedure/case logs
- ❖ On-the-job” training without structured teaching is not sufficient for this skill (checklists).
- ❖ Simulation is increasingly used as an effective method for skill/teamwork training.

### **Teaching methods for other skills**

- ❖ Written communication (e.g., orders, progress note, transfer note, discharge summary, operative reports, and diagnostic reports).
- ❖ Oral communication (e.g., presentations, transfer of care, interactions with patients, families, colleagues, members of the health care team) and/or non verbal skills (e.g., listening, team skills)
- ❖ Professionalism, including medical ethics, may be included as a theme throughout the program curriculum that includes both didactic and experiential components (e.g., may be integrated into already existing small group discussions of vignettes or case studies and role plays, computer-based modules) and may be modeled by the faculty in clinical practice and discussed with the resident as issues arise during their clinical practice.



# Annex 4, Assessment methods

**Annex 4, ILOs evaluation methods for MD students.**

Method	Practical skills	K	Intellectual	General skills			
	Patient care	K	I	Practice-based learning/Improvement	Interpersonal and communication skills	Professionalism	Systems-based practice
Record review	X	X	X		X	X	X
Checklist	X				X		
Global rating	X	X	X	X	X	X	X
Simulations	X	X	X	X	X	X	
Portfolios	X	X	X	X	X		
Standardized oral examination	X	X	X	X	X		X
Written examination	X	X	X	X			X
Procedure/case log	X	X					
OSCE		X	X	X	X	X	X

#### **Annex 4, Glossary of MD Students Assessment Methods**

- ❖ Record Review – Abstraction of information from patient records, such as medications or tests ordered and comparison of findings against accepted patient care standards.
- ❖ Chart Stimulated Recall – Uses the MD doctor’s patient records in an oral examination to assess clinical decision-making.
- ❖ Mini clinical evaluation: Evaluation of Live/Recorded Performance (single event) – A single resident interaction with a patient is evaluated using a checklist. The encounter may be videotaped for later evaluation.
- ❖ Standardized Patients (SP) – Simulated patients are trained to respond in a manner similar to real patients. The standardized patient can be trained to rate MD doctor’s performance on checklists and provide feedback for history taking, physical examination, and communication skills. Physicians may also rate the MD doctor’s performance.
- ❖ Objective Structured Clinical Examination (OSCE) – A series of stations with standardized tasks for the MD doctors to perform. Standardized patients and other assessment methods often are combined in an OSCE. An observer or the standardized patient may evaluate the MD doctors.
- ❖ Procedure or Case Logs – MD doctors prepare summaries of clinical experiences including clinical data. Logs are useful to document educational experiences and deficiencies.
- ❖ PSQs – Patients fill out Patient Survey questionnaires (PSQs) evaluating the quality of care provided by MD doctors.
- ❖ Case /problems – assess use of knowledge in diagnosing or treating patients or evaluate procedural skills.
- ❖ Models: are simulations using mannequins or various anatomic structures to assess procedural skills and interpret clinical findings. Both are useful to assess practice performance and provide constructive feedback.

- ❖ 360 Global Rating Evaluations – MD doctors, faculty, nurses, clerks, and other clinical staff evaluate MD doctors from different perspectives using similar rating forms.
- ❖ Portfolios – A portfolio is a set of project reports that are prepared by the MD doctors to document projects completed during the MD study years. For each type of project standards of performance are set. Example projects are summarizing the research literature for selecting a treatment option, implementing a quality improvement program, revising a medical student clerkship elective, and creating a computer program to track patient care and outcomes.
- ❖ Examination MCQ – A standardized examination using multiple-choice questions (MCQ). The in-training examination and written board examinations are examples.
- ❖ Examination Oral – Uses structured realistic cases and patient case protocols in an oral examination to assess clinical decision-making.
- ❖ Procedure or Case Logs – MD doctors prepare summaries of clinical experiences including clinical data. Logs are useful to document educational experiences and deficiencies.
- ❖ PSQs – Patients fill out Patient Survey questionnaires (PSQs) evaluating the quality of care provided by MD doctors.

# Annex 5, Program evaluation tools

By whom	Method	sample
Quality Assurance Unit	Reports Field visits	#1
External Evaluator (s):According to department council External Examiner (s): According to department council	Reports Field visits	#2
Stakeholders	Reports Field visits questionnaires	#5
Senior students	questionnaires	#2
Alumni	questionnaires	#

# Annex 6, Program Correlations:

صفوفة توافق المعايير القومية القياسية العامة لبرامج الدكتوراه مع المعايير الأكاديمية المعتمدة  
من كلية الطب – جامعة أسيوط لدرجة الدكتوراه في الدراسات السكانية و الصحة الإنجابية

## 1-General Academic Reference Standards (GARS) versus program ARS.

### 1- Graduate attributes

Faculty ARS	NAQAAE General ARS for Postgraduate Programs
1- Demonstrate competency and mastery of basics, methods and tools of scientific research and clinical audit in Population Reproductive Health & Demography.	1- إتقان أساسيات و منهجيات البحث العلمي
2- Have continuous ability to add knowledge new developments to Public health and community medicine through research and publication.	2- العمل المستمر علي الإضافة للمعارف في مجال التخصص
3- Appraise and utilise scientific knowledge to continuously update and improve clinical practice and relevant basic sciences.	3- تطبيق المنهج التحليلي والناقد للمعارف في مجال التخصص و المجالات ذات العلاقة
4- Acquire excellent level of medical knowledge in the basic biomedical, clinical, behavioural and clinical sciences, medical ethics and medical jurisprudence and apply such knowledge in health patient care and scientific.	4- دمج المعارف المتخصصة مع المعارف ذات العلاقة مستنبطا و مطورا للعلاقات البينية بينها
5- Function as a leader of a team to provide patient care that is appropriate, effective compassionate for dealing with health and Problems and health promotion. 7- Acquire an in depth understanding of common areas of speciality, from basic clinical care to evidence based clinical application, and possession of skills to manage independently all problems in these areas.	5- إظهار وعيا عميقا بالمشاكل الجارية و النظريات الحديثة في مجال التخصص
6- Identify and create solutions for health problems in Population Reproductive Health & Demography.	6- تحديد المشكلات المهنية و إيجاد حلولاً مبتكرة لحلها
5- Function as a leader of a team to provide patient care that is appropriate, effective and compassionate for dealing with health problems and health promotion. 7- Acquire an in depth understanding of common areas of Public health and community medicine, from basic clinical care to evidence based clinical application, and possession of skills to manage independently all problems in these areas.	7- إتقان نطاقا واسعا من المهارات المهنية في مجال التخصص



8 - Share in updating and improving clinical practice in Population Reproductive Health & Demography. - Function as teacher in relation to colleagues, medical students and other health professions.	8- التوجه نحو تطوير طرق و أدوات و أساليب جديدة للمزاولة المهنية
9- Use recent technologies to improve his practice in Population Reproductive Health & Demography.	9-استخدام الوسائل التكنولوجية المناسبة بما يخدم ممارسته المهنية
8- Demonstrate leadership competencies including interpersonal and communication skills that ensure effective information exchange with individual patients and their families and teamwork with other health professions, the scientific community and the public. 5- Function as a leader of a team to provide patient care that is appropriate, effective and compassionate for dealing with health problems and health promotion.	10-التواصل بفاعلية و قيادة فريق عمل في سياقات مهنية مختلفة
10- Master decision making capabilities in different situations related to Population Reproductive Health & Demography.	11-اتخاذ القرار في ظل المعلومات المتاحة
11- Show leadership responsiveness to the larger context of the health care system, including e.g. the organisation of health care, partnership with health care providers and managers, practice of cost-effective health care, health economics, and resource allocations.	12-توظيف الموارد المتاحة بكفاءة و تنميتها والعمل على إيجاد موارد جديدة
12- Demonstrate in depth awareness of public health and health policy issues including independent ability to improve health care, and identify and carryout system-based improvement of care.	13-الوعي بدوره في تنمية المجتمع والحفاظ على البيئة
13- Show model attitudes and professionalism.	14-التصرف بما يعكس الالتزام بالنزاهة و المصداقية و قواعد المهنة
14- Demonstrate commitment for lifelong learning and maintenance of competence and ability for continuous medical education and learning in subsequent stages and in Public health and community medicine or one of its subspecialties. 15- Use recent technologies to improve his practice in Population Reproductive Health & Demography.	15-الالتزام بالتنمية الذاتية المستمرة و نقل علمه و خبراته للآخرين

## 2- Academic standards

Faculty ARS	NAQAAE General ARS for Postgraduate Programs
2.1. A- Established, updated and evidence- based theories, basics and developments of Population Reproductive Health & Demography and relevant sciences.	2-1-1-أ- النظريات و الأساسيات والحديث من المعارف في مجال التخصص والمجالات ذات العلاقة
2.1. B- Basic, methods and ethics of medical research.	2-1-2-ب- أساسيات و منهجيات و أخلاقيات البحث العلمي و أدواته المختلفة
2.1. C- Ethical and medicological principles of medical practice related to Population Reproductive Health & Demography.	2-1-2-ج- المبادئ الأخلاقية و القانونية للممارسة المهنية في مجال التخصص
2.1. D- Principles and measurements of quality in Population Reproductive Health & Demography.	2-1-2-د مبادئ و أساسيات الجودة في الممارسة المهنية في مجال التخصص
2.1. E- Principles and efforts for maintains and improvements of public health.	2-1-2-هـ - المعارف المتعلقة بآثار ممارسته المهنية على البيئة وطرق تنمية البيئة وصيانتها
2.2. A- Application of basic and other relevant science to solve Population Reproductive Health & Demography related problems.	2-2-2-أ -تحليل و تقييم المعلومات في مجال التخصص و القياس عليها و الاستنباط منها
2.2.B- Problem solving based on available data.	2-2-2-ب -حل المشاكل المتخصصة استنادا علي المعطيات المتاحة
2.2.C- Involvement in research studies related to Population Reproductive Health & Demography.	2-2-2-ج -إجراء دراسات بحثية تضيف إلى المعارف
2.2. D- Writing scientific papers.	2-2-2-د- صياغة أوراق علمية
2.2. E- Risk evaluation in the related clinical practice.	2-2-هـ-تقييم المخاطر في الممارسات المهنية
2.2.F- Planning for performance improvement in Population Reproductive Health & Demography.	2-2-و-التخطيط لتطوير الأداء في مجال التخصص
2-2-G- Creation and innovation in the Population Reproductive Health & Demography.	2-2-ز- الابتكار /الإبداع
2.2. H- Evidence – based discussion.	2-2-ح- الحوار والنقاش المبني على البراهين والأدلة
2.2.I- Discussion making in different situations related to Population Reproductive Health & Demography.	2-2-ط -اتخاذ القرارات المهنية في سياقات مهنية مختلفة
2.3. A- MD students must be able to provide extensive level of patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health extensive level means in depth understanding and from basic science to evidence – based clinical application and possession of skills to manage independently all problems in Population Reproductive Health & Demography.2.3. B- Master patient care skills relevant to Population Reproductive Health &	2-3-أ - إتقان المهارات المهنية الأساسية و الحديثة في مجال التخصص

Demography or patients with all diagnoses and procedures.	
2.3. C- Write and evaluate reports for situations related to the field of Population Reproductive Health & Demography.	2-3-2-ب- كتابة و تقييم التقارير المهنية.
2.4.A-Master practice-based learning and improvement skills that involves investigation and evaluation of their own patient care, appraisal and assimilation of scientific evidence, improvements in patient care and risk management	2-3-2-ج- تقييم و تطوير الطرق و الأدوات القائمة في مجال التخصص
2.4. B- Use competently all information sources and technology to improve his practice.	2-3-2-د - استخدام الوسائل التكنولوجية بما يخدم الممارسة المهنية
2.4.A-Master practice-based learning and improvement skills that involves investigation and evaluation of their own patient care, appraisal and assimilation of scientific evidence, improvements in patient care and risk management 2.4. G- Participate in improvement of the education system.	2-3-2-هـ- التخطيط لتطوير الممارسة المهنية وتنمية أداء الآخرين

## II-Program ARS versus program ILOs

### Comparison between ARS- ILOS for medical doctorate degree in Population Reproductive Health and Demography

<b>(ARS)</b>	<b>(ILOs)</b>
<p style="text-align: center;"><b><u>2-1- Knowledge and understanding</u></b></p> <p><b>2-1-A-</b> Established, updated and evidence-based theories, basics and developments of public health with specific relevance to population reproductive health.</p>	<p style="text-align: center;"><b><u>2-1- Knowledge and understanding</u></b></p> <p><b>2-1-A-</b> Demonstrate updated knowledge and understanding of foundations of population sexual and reproductive health, epidemiologic methods and describe current reproductive health issues across the life span.</p> <p><b>2-1-B</b> Discuss the value of integrating multiple perspectives to understanding human health. Explain how a longitudinal, <b>life course approach</b> provides a different perspective to the determinants of health.</p>
<p><b>2-1-B</b> Basics, methods and ethics of medical (epidemiologic) research.</p>	<p><b>2-1-C-</b> Demonstrate knowledge of quantitative and qualitative research methods, principles of ethics in research and public health practice. To be able to Identify, define, and analyze ethical issues in the context of human subject research.</p>
<p><b>2-1-C-</b> Ethical and medicological principles of medical practice related to Population Reproductive Health &amp; Demography.</p>	<p><b>2-1-C-</b> Demonstrate knowledge of principles of ethics in research and public health practice.</p>
<p><b>2-1-D-</b> Principles and measurements of quality in the Population Reproductive Health &amp; Demography.</p>	<p><b>2-1-D-</b>To be able to describe different models of the policy process and analyze any public health policy rationally and relate it to quality of health care.</p>
<p><b>2-1-E-</b>Principles and efforts for maintaining and improving public health.</p>	<p><b>2-1-E-</b> Acquire the <b>knowledge base underlying program evaluation</b>. Be able to differentiate between the different types of evaluation and their purpose. Identify the different levels of measurement whether at the population or program level and the possible sources of data. Select appropriate study design, including randomized control trials, and identify the threats to validity.</p>
<p><b><u>2-2- Intellectual skills:</u></b></p> <p><b>2-2-A-</b>Application of basic and other relevant science to solve public health problems related to population reproductive health.</p>	<p><b><u>2-2- Intellectual skills</u></b></p> <p><b>2-2-A-</b> Differentiate between methods used in assessing and analyzing population reproductive health and <b>demonstrate epidemiologic reasoning in solving public health problems</b>.</p>

2-2-B-Problem solving based on available data.	<b>2-2-A- Differentiate between methods used in assessing and analyzing population reproductive health</b> and demonstrate epidemiologic reasoning in solving public health problems.
2-2-C- Involvement in research studies related to the Population Reproductive Health & Demography.	<b>2-2-B-Critically appraise evidence from scientific papers</b> on sexual and reproductive health, intervention studies, qualitative and quantitative research, systematic reviews, <b>and have the ability to conduct and write publishable research.</b>
2-2-D Writing scientific papers.	<b>2-2-B-Critically appraise evidence from scientific papers</b> on sexual and reproductive health, intervention studies, qualitative and quantitative research, systematic reviews, <b>and able to conduct and write publishable research.</b>
2-2-E-Risk evaluation in the related clinical practice.	Not Applicable to PH
2-2-F-Planning for performance improvement in the Public health and community medicine field.	<b>2-2-C-Identify gaps in reproductive health practices and translate them into sound research questions, plan appropriate interventions for improvement.</b> Identifying the successful innovative approaches RH field.
2-2-G-Creation and innovation in the population reproductive health field.	<b>2-2-C-Identify gaps in reproductive health practices and translate them into sound research questions, plan appropriate interventions for improvement. Identifying the successful innovative approaches in RH field.</b>
2-2-H-Evidence –based discussion.	<b>2-2-B-Critically appraise evidence from scientific papers on sexual and reproductive health, intervention studies, qualitative and quantitative research, systematic reviews,</b> and able to conduct and write publishable research.
2-2-I-Decision making in different situations related to Public health and community medicine fields.	<b>2-2-D- Demonstrate the ability to select the appropriate indicators of monitoring health. Justify choice of using scales or indices in research.</b>

continuous <b>(ARS)</b>	continuous <b>(ILOs)</b>
<p><b>2-3- Clinical skills:</b></p> <p><b><u>NOT APPLICABLE TO PUBLIC HEALTH PRACTICE . Only when public health is concerned with assurance of delivery of quality of services.</u></b></p> <p><b>2-3-A-</b> MD students must be able to provide extensive level of patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health extensive level means in depth understanding and from basic science to evidence – based clinical application and possession of skills to manage independently all problems in his field of practice.</p> <p><b>2-3-B-</b> Master patient care skills relevant to Public health and community medicine for patients with all diagnoses and procedures.</p>	<p><b><u>2/3/1/ Public Health Practice skills</u></b></p> <p><b>PUBLIC HEALTH AND CLINICAL SERVICES OVERLAP WHEN THE ISSUE IS ASSURANCE OF DELIVERY OF QUALITY SERVICES IS THE FOCUS OF PUBLIC HEALTH PROFESSIONALS.</b></p> <p><b>2-3-1-A</b> Use exit interviews or other methods to assess quality of health care among clients in PHC.</p> <p><b>2-3-1-B Observe the practice counseling</b> and health education in patient care settings and compare to standards of good practice.</p> <p><b>2-3-1-C Conduct group discussion</b> with different population groups on reproductive health issues.</p> <p><b>2-3-1-D- Apply skills in evaluation to surveillance systems</b> of reproductive health; maternal mortality surveillance system; perinatal mortality surveillance system; nutrition surveillance etc.</p> <p><b>2-3-1-E- Design an advocacy campaign</b> on a reproductive health issue.</p>
<p><b>2-3-C-</b> Write and evaluate reports for situations related to the field public health and population reproductive health.</p>	<p><b>2-3-1-F-Program evaluation skills:</b> Develop an <b>evaluation plan</b> that is based on the design of a conceptual framework for the program effectiveness, development of objectives, indicators, and be able to perform FGDs, process services statistics.</p> <p><b>2-3-1-G- Demonstrate analytic skills of policy makers:</b> Assessing need and demand, economic concerns, analyzing legal and ethical consequences. Assessing existing programs and</p>

	<p>policies.</p> <p><b>2-3-1-H-</b> Acquire skills needed to effectively communicate in written and oral about a wide spectrum of reproductive health research to policy makers and the public</p> <p><b>2-3-1-I- Use computer software</b> efficiently in epidemiologic research studies, in training and teaching public health issues.</p> <p><b>2-3-1-J Review different types of records of health care practices:</b> death certificates, hospital records: discharge records, admission records, medical records and conduct audit of medical practice.</p>
<p><b>2-4- General skills</b></p> <p><b>2-4-A-</b> Master practice-based learning and improvement skills that involves investigation and evaluation of their own patient care, appraisal and assimilation of scientific evidence, improvements in patient care and risk management.</p>	<p>Not Applicable to Public Health</p>
<p><b>2-4-B-</b> Use competently all information sources and technology to improve his practice.</p>	<p><b>2-3-2-K</b> Effectively use computer and internet in public health practice, training and teaching and research</p>
<p><b>2-4-C-</b> Master skills of teaching and evaluating others.</p>	<p><b>2-3-2-A</b> Demonstrate teaching, training, facilitating, presentation skills.</p>
<p><b>2-4-D-</b> Master interpersonal and communication skills that result in effective information exchange and teaming with patients, their families, and other health professionals.</p>	<p><b>2-3-2-B</b> To demonstrate competency in oral and written communication with different stakeholders that result in achieving public health mission of prevention of disease, prolonging life, promotion of health at different levels whether public, organizational, community, or individual levels.</p> <p><b>2-3-2-C</b> Able to communicate effectively to create</p>

	<p>networks of interested parties and develop partnerships with different types of organizations and individuals to achieve the public health mission.</p> <p><b>2-3-2-D</b> Be supportive to needs of others to fulfill their function that serve reproductive health of the different population groups.</p> <p><b>2-3-2-E</b> To demonstrate the capacity to resolve conflicts peacefully and possess negotiation skills without jeopardizing effectiveness of public health programs.</p>
<p><b>2-4-E-</b> Master Professionalism behavior, as manifested through a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population.</p>	<p><b>2-3-2-F- Demonstrate professionalism</b> in public health practice work in implementation of interventions, communicating with other stakeholders, research conduct, commitment to the mission of public health.</p> <p><b>2-3-2-G Demonstrate respect to communities</b> by involving them in implementation of activities and be responsive to their needs.</p> <p><b>2-3-2-H</b> Be sensitive to the variable cultural background of population groups; and considerate to people with disabilities. Be gender aware and realize how to</p> <p><b>2-3-2-I</b> Be <b>committed to the ethical principles of public health practice</b> as well as that involving human research subjects with particular focus on reproductive health issues.</p>
<p><b>2-4-F-</b> Demonstrate an awareness of and responsiveness to the larger context and system of health care and the ability to effectively use system resources to provide care that is of optimal value.</p>	<p><b>2-3-2-J-</b> Identify system problems in sexual and reproductive and health services delivery and propose and test possible corrective measures.</p>



<p><b>2-4-G-</b> Participate in improvement of the education system.</p>	<p><b>2-3-2-K</b> Effectively use computer and internet in public health practice, training and teaching and research.</p>
<p><b>2-4-H-</b> Demonstrate skills of leading scientific meetings including time management</p>	<p><b>2-3-2-L-</b> Demonstrate basic skills of <b>management of public health projects and programs.</b></p> <p><b>2-3-2-M-</b> Demonstrate leadership skills in managing public health team, in developing teaching and training on reproductive health issues using innovative methods.</p>

**III-Program matrix  
Knowledge and understanding 2/1**

Course	Program covered ILOS				
	2/1/A	2/1/B	2/1/C	2/1/D	2/1/E
Course 1 : Medical statistics	√		√		
Course 2 : Research Methods	√		√		
Course 3 : Medicolegal aspects and ethics in medical practice and scientific research			√		
Course 4 : Advanced epidemiologic & statistical methods in reproductive health	√		√		
Course 5 : Reproductive public health problems	√	√			
Course 6 : Advanced demography	√				
Course 7: Qualitative research methods			√		
Course 8: Public health practice and reproductive health				√	
Course 9: Fundamentals of program evaluation					√
Course 10: Gender and reproductive health	√				

**Intellectual 2/2**

Course	Program covered ILOS			
	2/2 A	2/2 B	2/2 C	2/2 D
Course 1 : Medical statistics		√		√
Course 2 : Research Methods	√	√		
Course 3 : Medicolegal aspects and ethics in medical practice and scientific research				
Course 4 : Advanced epidemiologic & statistical methods in reproductive health	√	√		√
Course 5 : Reproductive public health problems			√	
Course 6 : Advanced demography	√			
Course 7: Qualitative research methods	√	√		
Course 8: Public health practice and reproductive health			√	
Course 9: Fundamentals of program evaluation				√
Course 10: Gender and reproductive health			√	

## Public Health Practice Skills: 2/3/1

Course	Program covered ILOS									
	2/3/1									
	2/3/1 A	2/3/1 B	2/3/1 C	2/3/1 D	2/3/1 E	2/3/1 F	2/3/1 G	2/3/1/ H	2/3/1 I	2/3/1 J
Course 1 : Medical statistics									√	
Course 2 : Research Methods									√	
Course 3 : Medicolegal <b>aspects and</b> ethics in medical practice and scientific research							√			
Course 4 : Advanced epidemiologic & statistical methods in reproductive health									√	
Course 5 : Reproductive public health problems				√				√	√	
Course 6 : Advanced demography									√	√
Course 7: Qualitative research methods			√						√	
Course 8: Public health practice and reproductive health					√		√	√	√	√
Course 9: Fundamentals of program evaluation	√	√					√	√		√
Course 10: Gender and reproductive health	√	√						√		

## General Skills 2/3/2: General Skills

Course	Program covered ILOS												
	2/3/2												
	2/3/2 A	2/3/2 B	2/3/2 C	2/3/2 D	2/3/2 E	2/3/2 F	2/3/2 G	2/3/2 H	2/3/2 I	2/3/2 J	2/3/2 K	2/3/2 L	2/3/2 M
Course 1 : Medical statistics													
Course 2 : Research Methods					√	√							
Course 3 : Medicolegal <b>aspects and</b> ethics in medical practice and scientific research									√				
Course 4 : Advanced epidemiologic & statistical methods in reproductive health					√	√			√			√	√
Course 5 : Reproductive public health problems	√		√		√		√		√	√	√		
Course 6 : Advanced demography													
Course 7: Qualitative research methods						√				√			
Course 8: Public health practice and reproductive health		√				√	√			√			
Course 9: Fundamentals of program evaluation		√					√						
Course 10: Gender and reproductive health	√						√				√		

Annex 7,  
Additional information:

## **Department information: Public Health & Community Medicine**

### **Staff members:**

Prof. Dr. Farida Ahmed Morshed Allam  
Prof. Dr. Ali Hussein Zarzour  
Prof. Dr. Hosny Shaaban Ahmed  
Prof. Dr. Kawthar Abdel Motagally Fadel  
Prof. Dr. Farag Mohamed Moftah  
Prof. Dr. Mahmoud Atteya Abdel Aaty  
Prof. Dr. Mohammad Hassan Qayed  
Prof. Dr. Ahmed Mohamed Mahmoud Hany  
Prof. Dr. Hosnia Said Abdel Megeed  
Prof. Dr. Omaima El-Gibaly Mohamed Helmy  
Prof. Dr. Randa Mohamed Shams El-Deen Moustafa  
Prof. Dr. Eman Morsy Mohamed  
Prof. Dr. Eman Mohamed Monazea  
Prof. Dr. Ekram Mohamed Abdel Khalek  
Prof. Dr. Dalia Galal Mahran  
Prof. Dr. Sabra Mohamed Ahmed  
Prof Hala Hassan Abou Fadan  
Prof Faten Mohamed Rabee  
Prof Ghada Salah El-Deen Tawfeek Al-Attar  
Prof Medhat Araby Khalil  
Prof Manal Moustafa Darwish  
Prof Ahmed Khair Shabib  
Ass. Prof Tagreed Ismail  
Ass. Prof Asmaa Mohamed Ahmed Soliman  
Ass. Prof. Wafaa Sedeek Hamza  
Ass. Prof. Dr. Mirret Mamdoh Wesly  
Ass. Prof. Amira Fathy El Gazzar  
Ass. Prof. Doaa Mohamed  
Ass. Prof. Shaimaa Abdel Sameea  
Dr. Wafaa Shabaan  
Dr. Heba Mahmoud Mohamed  
Dr. Mariam Roushdy El-Khayaat  
Dr. Shimaa Hosny  
Dr. Heba Gafaar

### **Opportunities within the department:**

- Post graduate Computer Lab
- Internet availability
- Specialist of computer and statistics

### **Department quality control insurance for completing the program:**

- Evaluation by the department head and staff members.
- Regular assessments.
- Log book monitoring.