



**كلية الطب**  
**وحدة ضمان الجودة**



**Faculty of Medicine**  
**Quality Assurance Unit**

***Master (MSC) Degree Program and Courses Specifications for  
Population Reproductive Health & Demography***

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

***Department of Public Health &  
Community Medicine  
Faculty of medicine  
Assiut University  
2022-2023***

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# Master degree of Population Reproductive Health & Demography

## A. Basic Information

- ✚ **Program Title: Population Reproductive Health & Demography**
- ✚ **Nature of the program: Single.**
- ✚ **Responsible Department:**  
✚ Department of Public Health & Community Medicine
- ✚ **Program Academic Director (Head of the Department):**  
Prof. Eman Morsy Mohamed
- ✚ **Coordinator (s):**
  - ✚ **Principle coordinator:** Prof. Omaima El-Gibaly M.H.
  - ✚ **Assistant coordinator(s):** Dr. Doaa Mohamed Mahmoud
- ✚ **Internal evaluators: Prof. Mahmoud Attia**
- ✚ **External evaluators: Prof. Refaat Raouf -Menia University**  
**Prof. Nahla Abd-Al-Tawab-director of the Population Council's Egypt office.**
- ✚ **Date of Approval by the Faculty of Medicine Council of Assiut University: 23-9-2014**
- ✚ **Date of most recent approval of program specification by the Faculty of Medicine Council of Assiut University: 27-11-2022**
- ✚ **Total number of courses: 11 courses**

## **B. Professional Information**

### **1- Program aims**

**I/1** To prepare physicians to be leaders in their communities by assessing RH needs of women, monitoring and evaluating their services, develop and implement interventions, have the communication skills with other stakeholders in their community.

**1/2** Apply analytic skills of core public health courses to women's reproductive health.

**1/3** To acquire competence in areas related to socio-economic, cultural, environmental, political determinants of reproductive health of women.

**1/4** To prepare Primary Health Care (PHC) physicians to provide competent clinical reproductive health services relevant to the needs of the Ministry Of Health & Population (MOHP) Reproductive Health (RH) programs.

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

**2/1 Knowledge and understanding:**

- A- Describe the scientific foundation of the field of public health
- B- Identify prominent events in the history of the public health profession relevant to reproductive health
- C- Relate public health science skills to the Core Public Health Functions and Ten Essential Services of Public Health
- D- Describe the relation between the basic public health sciences (including, but not limited to biostatistics, epidemiology, environmental health sciences, health services administration, and social and behavioural health sciences) and family planning, maternal and child health, and other reproductive health policies and programs
- E- Explain the scientific evidence related to a public health issue, concern, or, intervention.

**2/2 Intellectual outcomes: Analytic/Assessment Skills in population reproductive health (epidemiologic reasoning skill)**

- A. Assess the reproductive health status of populations, illnesses and their related determinants.
- B. Describe the characteristics of a population-based reproductive health problem.
- C. Select variables that measure reproductive public health conditions
- D. Use methods and instruments for collecting valid and reliable quantitative and qualitative data on relevant reproductive health problems
- E. Use the identified sources of reproductive health data and information, indicators and describe the possible gaps in data sources
- F. Evaluate the integrity and comparability of data
- G. Employ ethical principles in the collection, maintenance, use, and dissemination of data and information
- H. Interpret population data on reproductive health whether quantitative and qualitative.

- I. Make community-specific inferences from quantitative and qualitative data on reproductive health issues.
- J. Use information technology to collect, store, and retrieve data.
- K. Utilize data to address scientific, political, ethical, and social public health issues with impact on reproductive health of women.

## **2/3 Skills**

### **2/3/1 Practical skills**

#### **Including:**

- **Community dimension of practice skills**
- **Clinical competence in providing preventive and primary care Obstetrics & Gynecology serving current reproductive health programs in Egypt**

#### **Community dimension of practice skills**

- A. Recognize the community linkages and relationships among multiple factors affecting health (socio-ecological model)
- B. Demonstrate the capacity to work in community based participatory research efforts.
- C. Identify stakeholders related to Population Reproductive Health & Demography.
- D. Collaborate with community partners to promote the health of the population related to Population Reproductive Health & Demography.
- E. Maintain partnership with key stakeholders
- F. Use group processes to advance community involvement

#### **Clinical competence in providing preventive and primary care Obstetrics & Gynecology serving current reproductive health programs in Egypt**

- G. Communicate effectively and demonstrate caring and respectful behaviors when interacting with women and their families in the outpatient, in-patient, and emergency care. Communicate properly with the health care team.

- H. Apply clinical reasoning skills in clinical care for women at the primary health care level.
- I. Develop and/or carry out patient management plans for normal pregnancy, normal delivery, emergency obstetric care, primary gynecologic problems of the reproductive tract.
- J. Counsel and educate women and their families about reproductive health prevention and early diagnosis, and family planning needs.
- K. Refer the patient to secondary level of care. Register all referrals and follow up on the patient condition.

### **2/3/2 General skills**

#### **Including:**

- Communication skills
- Cultural competency Skills
- Financial planning and management skills
- Leadership and system thinking skills
- Policy development / Program planning skills

### **Communication Skills**

- A. Assess the health and specifically reproductive health literacy of community members of populations served
- B. Communicates in writing and orally, in person, and through electronic means, with linguistic and cultural proficiency.
- C. Utilize a variety of approaches to disseminate reproductive health information
- D. Present demographic, statistical, programmatic, and scientific information for use by professional and lay audiences
- E. Apply communication strategies in interactions with individuals and groups

- **Cultural competency skills**

F. Incorporate strategies for interacting with persons from diverse backgrounds (socio-economic, religious, racial, age, etc.)

G. Recognizes the role of cultural, social, behavioural factors in the accessibility, availability, acceptability, and delivery of public health services.

H. Respond to the diverse needs that are the result of cultural differences

I. Describe the dynamic forces that contribute to cultural diversity

J. Describe the need for a diverse public health workforce

K. Participates in the assessment of cultural competency of the organization

### **Financial planning and management skills**

L. Describe the public health care, and health care systems

M. Describe the organizational structures, functions, and authorities of the district, governorate, central health agency.

N. Adhere to organizational policies and procedures.

### **Leadership and system thinking skills**

O. Apply basic human relations skills to the management of organizations, motivation of personnel, and resolution of conflicts.

P. Contribute to the measuring, reporting and continuous improvement of organizational performance

Q. Identify internal and external problems that may affect the delivery of essential reproductive health services



## Policy Development/Program Planning Skills

- R. Describe how policy options can influence public health programs
- S. Explain the expected outcomes of policy options
- T. Gather information that will inform policy decisions
- U. Gather information relevant to specific public health policy issues

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

#### **Academic standards for master degree in *Population Reproductive Health & Demography***

Assiut Faculty of Medicine developed master 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 17-6-2009. These standards were revised and approved without changes by the Faculty Council on 23-9-2014. These standards were recently revised and reapproved without changes 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. Core competencies of Public health professionals. At web site:  
[http://www.phf.org/resourcestools/pages/core\\_public\\_health\\_competencies.aspx](http://www.phf.org/resourcestools/pages/core_public_health_competencies.aspx)
3. *Master of Population and Reproductive Health program Johns Hopkins University*  
[http://www.jhsph.edu/departments/population-family-and-reproductive-health/Tracks/population\\_health/index.html](http://www.jhsph.edu/departments/population-family-and-reproductive-health/Tracks/population_health/index.html)

The core competencies for a population reproductive health and demography master's for physicians encompass public health skills and clinical skills. Public health core competencies include public health science skills (knowledge and understanding), analytic/assessment skills of population reproductive health, communication skills, leadership and system thinking skills. Clinical skills encompass competency in providing preventive and clinical reproductive health care services to women at the primary health care level.

<b>Comparison between program and external reference</b>		
<b>Item</b>	<b>Population Reproductive Health &amp; Demography program</b>	<b>Population Reproductive Health Program at JHSPH</b>
<b>Goals</b>	Matched	Matched
<b>ILOS</b>	Matched	Matched
<b>Duration</b>	Different	Different
<b>Requirement</b>	Different	Different
<b>Program structure</b>	Different	Different
<b>Out patient skills</b>	Gained through 6 months residency at Ob. & Gyn. Department and at a primary health care unit at the Ministry of Health & Population	Gained as a separate program.

## 5. Program Structure and Contents

**A. Duration of program: 3 – 5 years**

**B. Structure of the program:**

Total number of points 180

Didactic = 40 CP= 120 CP= 160 CP + 20 CP Thesis = 180 CP

First part

Didactic = 16CP (28.57%), practical = 40 CP (71.43%).total = 56 CP

Second part

Didactic = 24 CP (23.1%) practical = 80 (76.9%) total = 104 CP

**According the currently applied bylaws:**

Compulsory courses: 158 CP

Elective courses: 2 CP

	Points	% from total
▪ Basic science courses	56	31.1%
▪ Humanity and social courses	16	8.9%
▪ Speciality courses	104	57.8%
▪ Others ( Computer, ...)	7	3.9%
▪ Field training	120	66.7%

**C. Program Time Table**

**A. Duration of program 3 years maximally 5 years divided into**

○ **Part 1: (One year)**

Program-related basic science courses and ILOs + elective courses

Students are allowed to set the exams of these courses after 12 months from applying to the MSc degree.

- **Thesis**

For the MSc thesis;

MSc thesis subject should be officially registered within 6 months from application to the MSc degree,

Discussion and acceptance of the thesis could be set after 12 months from registering the MSc subject;

It should be discussed and accepted before passing the second part of examination)

- **Part 2 (2 years)**

Program –related speciality courses and ILOs

Students are not allowed to set the exams of these courses before 3 years from applying to the MSc degree.

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

Total degrees 1900 marks.

700 marks for first part

1200 for second part

Written exam 40% - 70%.

Clinical/practical and oral exams 30% - 60%.

## D. Curriculum Structure: (Courses):

✚ courses of the program:

courses	Course Code	Core Credit points		
		Lectures	training	total
<b>First Part</b>				
<b>Basic science courses</b>				
Course 1: Epidemiologic methods for Reproductive Health	PRH 209A	4	3	7
Course 2: Basic demography	PRH 209B	2	2	4
Course 3: Basic Biostatistics and statistical reasoning	PRH 209C	4	3	7
Course 4: Environmental health	PRH 209D	2	2	4
<b>General clinical course</b>				
Course 5: Primary Obstetrics & Gynecology	PRH 224	2	30	32
<b>Elective courses*</b>				
		2CP		
- Elective course				
<b>Thesis</b>				
		20 CP		
<b>Second Part</b>				
Speciality courses 24 CP				
Speciality Clinical Work (log Book) 80 CP				
Speciality Courses		24	80	104
Population reproductive Health & Demography including 6 courses:				
Course 6: Maternal Health in Developing countries	PRH209E	4	12	16
Course 7: Quality in Reproductive Health services	PRH 209 F	4	12	16
Course 8: Communication & counselling	PRH 209 G	4	20	24
Course 9: Family Planning policies and programs	PRH 209 H	4	12	16
Course 10: Adolescent health	PRH 209 I	4	12	16
Course 11: Social and behavioural determinants of health	PRH 209 J	4	12	16
<b>Speciality Clinical Work (80 CP)</b>				
			80	
<b>Total</b>				
				<b>180</b>

✚ 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

### **Elective Courses#:**

- Evidence based medicine.
- Medicolegal Aspects and Ethics in Medical Practice and Scientific Research.
- Quality assurance of medical education.
- Quality assurance of clinical practice.
- Hospital management

# One of the above mentioned courses are prerequisites for fulfillment of the degree.

### **Thesis:**

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

## **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**

## 7-Admission requirements

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

#### I. General Requirements:

- a. MBChB Degree from any Egyptian Faculties of Medicine
- b. Equivalent Degree from medical schools abroad approved by the Ministry of Higher Education

#### II. Specific Requirements:

- Full time study at the department.

### VACATIONS AND STUDY LEAVE

The current departmental policy is to give working residents 2 weeks leave prior to first/ second part exams.

### 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

- ✚ Examinations of the first part could be set at 12 months from registering to the MSc degree.
- ✚ Examination of the second part cannot be set before 3 years from registering to the degree.
- ✚ Discussion of the MSc thesis could be set after 1 year from officially registering the MSc subject before setting the second part exams.
- ✚ The minimum duration of the program is 3 years.

## **The students are offered the degree when:**

1. Passing the exams of all basic science, elective and speciality courses of this program as regulated by the post graduates approved rules by the faculty council.
2. Completing all scheduled CP and log book (minimum 80%).
3. Discussion and acceptance of the MSc\_thesis.

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

<b>Method</b>	<b>ILOs measured</b>
<b>Written examinations: Structured essay questions Objective questions: MCQ Problem solving</b>	<b>K &amp; I</b>
<b>Clinical: Long/short cases OSCE</b>	<b>K ,I, P &amp;G skills</b>
<b>Structured oral</b>	<b>K ,I &amp;G skills</b>
<b>Logbook assessment</b>	<b>All</b>
<b>Research assignment</b>	<b>I &amp;G skills</b>



## Weighting of assessments:

Courses		Degrees			
First Part	Course Code	Written Exam	(Oral) Attendance/ Assignments	Practical / Clinical Exam	Total
<b>First part</b>					
<b>Basic academic Courses:</b>					
Epidemiologic methods for Reproductive Health	PRH 209A	120	80		200
Basic demography	PRH 209B	60	40		100
Basic Biostatistics and statistical reasoning	PRH 209C	120	40	40	200
Environmental health	PRH 209D	60	40		100
<b>General clinical courses</b>					
Primary Obstetrics & Gynecology	PRH 224	40	30	30	100
<b>Second Part</b>					
<b>Speciality Courses:</b>					
Maternal Health in Developing countries	PRH209E	120	80		200
Quality in Reproductive Health services	PRH 209 F	120	80		200
Communication & counseling	PRH 209 G	120	80		200
Family Planning policies and programs	PRH 209 H	120	80		200
Adolescent health	PRH 209 I	120	80		200
Social and behavioural determinants of health	PRH 209 J	120	80		200
<b>Elective course</b>		50	50		50

**\* 25% of the oral exam for assessment of logbook**

## Examination system:

### ➤ **First part:**

- Written exam 3 hours in Epidemiological methods in Reproductive Health + (Oral Exam) Attendance/ Assignments
- Written exam 2 hours in Basic Demography + (Oral Exam) Attendance/ Assignments
- Written exam 3 hours in Basic Biostatistics & Statistical reasoning + (Oral exam) Attendance/ Assignments + Practical exam
- Written exam 2 hours in Environmental Health + (Oral exam) Attendance/ Assignments
- Written exam 2 hours in Primary Gynecology & Obstetrics + (Oral exam) Attendance/ Assignments + Practical exam

### ➤ **Second part:**

- Written exam 3 hours in Maternal Health in Developing countries + (Oral exam) Attendance/ Assignments
- Written exam 3 hours in Quality in Reproductive Health services + (Oral exam) Attendance/ Assignments
- Written exam 3 hours in Communication & Counseling + (Oral exam) Attendance/ Assignments
- Written exam 3 hours in Family Planning Policies and Programs + (Oral exam) Attendance/ Assignments
- Written exam 3 hours in Adolescent Health + (Oral exam) Attendance/ Assignments
- Written exam 3 hours in Social and Behavioral Determinants of Health + (Oral exam) Attendance/ Assignments

## 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
<b>Program Principle coordinator:</b>	<b>Prof. Omaima El-Gibaly</b>		
<b>Program Assistant coordinator</b>	<b>Ass. Prof. Doaa Mohamed Mahmoud</b>		

# Annex 1, Specifications for Courses / Modules

## Annex 1: specifications for courses/

### Course 1 Epidemiologic methods in reproductive health

- **Name of department:** Public Health & Community Medicine
- **Faculty of medicine**
- **Assiut University**
- **2022-2023**

#### 1. Course data

- + **Course Title:** Epidemiologic methods in reproductive health
- + **Course code:** PRH 209A
- + **Speciality** Public Health
- + **Number of points:** Didactic 4 CP (42.8%) Practical 3 CP (57.1%) total 7 CP
- + **Department (s) delivering the course:** Public Health & Community Medicine
- + **Coordinator (s):**
  - **Course coordinator:** Prof. Omaila El-Gibaly M.H.
  - **Assistant coordinator(s):** Prof. Ghada Salah El-Deen Tawfeek
- + **Date last reviewed:** May 2022
- + **General requirements (prerequisites) if any :** None
- + **Requirements from the students to achieve course ILOs are clarified in the joining log book.**

## 2. Course Aims

Students will learn how to describe and interpret reproductive health issues using research methods

## 3. Course intended learning outcomes (ILOs):

### **A- Knowledge and understanding**

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Describes the scientific foundation of the field of public health	Lectures – tutorials- assignments – seminars - discussions	Written examination+ attendance+ assignments
B. Identifies prominent events in the history of the public health profession relevant to reproductive health		
C. Describes the characteristics of a population-based reproductive health problem		
D. Identify sources of reproductive health data and information, indicators and describe the possible gaps in data sources		
E. Explain the scientific evidence related to a public health issue, concern, or, intervention related to reproductive health using epidemiological methods.		

### **B- Intellectual outcomes**

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Interprets population data on reproductive health whether quantitative and qualitative	Journal club, case-studies, designing an	Written examination+ attendance+
B. Explain how to assess the reproductive health status of population		

C. Selects variables that measure reproductive public health conditions	instrument, analyzing data-	assignments+ practical
Use methods and instruments for collecting valid and reliable quantitative and qualitative data on relevant reproductive health problems		
E. Use the identified sources of reproductive health data and information, indicators and describe the possible gaps in data sources		
F. Evaluate the integrity and comparability of data		
G. Employ ethical principles in the collection, maintenance, use, and dissemination of data and information		
H. Interpret population data on reproductive health whether quantitative and qualitative.		
I-Make community-specific inferences from quantitative and qualitative data on reproductive health issues.		
J-Use information technology to collect, store, and retrieve data.		
K. Utilize data to address scientific, political, ethical, and social public health issues with impact on reproductive health of women.		

**C- Practical skills**

<b>ILOs</b>	<b>Methods of teaching/ learning</b>	<b>Methods of Evaluation</b>
A. Uses methods and instruments for collecting valid and reliable quantitative and qualitative data on relevant reproductive health problems	role play, structured on-job training, reporting on current program activities, presenting,	Clinical +attendance+ assignments written or oral
B. Utilizes data to address scientific, political, ethical, and social public health issues with impact on reproductive health of women		

**D-General Skills**  
**Communication skills**

<b>ILOs</b>	<b>Methods of teaching/ Learning</b>	<b>Methods of Evaluation</b>
A-Assess the health and specifically reproductive health literacy of community members of populations served	-Observation and supervision -Written & oral communication	- Oral Exam - Logbook
B. Communicates in writing and orally, in person, and through electronic means, with linguistic and cultural proficiency.		
C-Utilize a variety of approaches to disseminate reproductive health information		
D- Present demographic, statistical, programmatic, and scientific information for use by professional and lay audiences		

**Cultural competency skills**

<b>ILOs</b>	<b>Methods of teaching/ learning</b>	<b>Methods of Evaluation</b>
E-Describe the need for a diverse public health workforce	-Observation and supervision -Written & oral communication	- Oral Exam - Logbook - Check list



### Financial planning and management skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
F-Adhere to organizational policies and procedures.	-Observation -Senior staff experience	- Oral Exam - Logbook

### Leadership and system thinking skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
G-Contribute to the measuring, reporting and continuous improvement of organizational performance	-Observation -Senior staff experience	--360o global rating

### Policy Development/Program Planning Skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
H-Gather information that will inform policy decisions	-Observation -Senior staff experience	--Oral Exam - Logbook
I-Gather information relevant to specific public health policy issues		

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

##### Time Schedule: First Part

Topic	Covered ILOs			
	Knowledge	Intellectual	Practical skills	General Skills
1. Sources of reproductive health data and information	A-E	A-C	A-B	A-I
2. Assessment of reproductive health measurements	A-D	A-C	A-B	A-I
3. Descriptive studies	A-D	A-C	A-B	A-I
4. Analytic studies	A-D	A-C	A-B	A-I
5. Quantitative research	A-D	A-C	A-B	A-I
6. Qualitative research	A-D	A-C	A-B	A-I

#### 5. Course Methods of teaching/learning:

1. Lectures
2. Assignments
3. Exercises
4. Discussion

#### 6. Course Methods of teaching/learning: for students with poor achievements

1. NA

## 7. Course assessment methods:

- i. Assessment tools:** Attendance 20% [requires 80% at least]  
Assignments 40%  
Final written Examination 40%
- ii. Time schedule:** Final examination at the end of part one
- iii. Marks:** 200 marks

## 8. List of references

### i. Lectures notes

### ii. Essential books

- An epidemiologic Approach to Reproductive Health. CDC, FHI, WHO. Phyllis Wingo, James E. Higgins, George L. Rubin, S. Christine Zahniser 1994
- Medical Epidemiology. Raymond S. Greenberg, Steven R. Daniels, W. Dana Flanders, J. William Eley, and John. R. Boring 3rd edition (December 1, 2000).

### iii. Recommended books

- **Basic Epidemiology.** R. Bonita, R. Beaglehole, Tord Kjellström, World Health Organization 2006

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

- <http://www.who.int/en/>

## 9. Signatures

Contributor	Name	Signature	Date
Program Principle coordinator:	Prof. Omaina El-Gibaly		
Program Assistant coordinator	Prof. Ghada Salah El-Deen Tawfeek		

## Course 2 Basic Demography

- **Name of department: Public Health & Community Medicine**
- **Faculty of medicine**
- **Assiut University**
- **2022-2023**

### 1. Course data

- + **Course Title: Basic Demography**
- + **Course code: PRH 209B**
- + **Speciality: Public Health**
- + **Number of points: Didactic: 2 CP (50%) practical: 2CP (50% ) total = 4 CP**
- + **Department (s) delivering the course: Public Health & Community Medicine**
- + **Coordinator (s):**
  - **Course coordinator: Prof. Omaima El-Gibaly M.H.**
  - **Assistant coordinator (s) Prof. Ghada Salah El-Deen Tawfeek**
- + **Date last reviewed: May 2022**
- + **General requirements (prerequisites) if any :**  
**None**
- + **Requirements from the students to achieve course ILOs are clarified in the joining log book.**

## 2. Course Aim

Students will learn how demographic methods can be used to address specific public health problems

## 3. Course intended learning outcomes (ILOs):

### A-Knowledge and understanding

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Describes the scientific foundation of the field of demography	Lectures – tutorials- assignments – seminars - discussions	Written examination+ attendance+ assignments
B. Describe and analyze the theories and empirical evidence to explain the observed trends in fertility, mortality, migration, and urbanization in the developing and developed world.		
C. Identify the different sources of data and describe the advantages and disadvantages of each.		
D. Describe basic demographic indicators		
E. Describe the current status and trends in population size, composition and distribution.		

### B-Intellectual outcomes

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Perform direct and indirect methods of standardization	Journal club, case-studies, designing an instrument, analyzing data-discussing a problem	Written examination+ attendance+ assignments+ practical examination
B. Analyze the causes and consequences of changes in size and composition of populations		
C. Selects appropriate techniques to ensure comparability of the measures across population		

### C-Practical skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Constructing and applying life tables	Structured on-job training, reporting on different population, presenting a seminar	Attendance+ written / oral assignments
B. Project a population using SPECTRUM software; DEMPROJ and Uses FAMPLAN to evaluate FP programs		

### D-General Skills Communication Skills

ILOs	Methods of teaching/ Learning	Methods of Evaluation
A-Assess the health and specifically reproductive health literacy of community members of populations served	-Observation and supervision -Written & oral communication	- Oral Exam - Logbook
B-Present demographic, statistical, programmatic, and scientific information for use by professional and lay audiences		

## Cultural competency skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
C-Describe the dynamic forces that contribute to cultural diversity	-Observation and supervision -Written & oral communication	- Oral Exam - Logbook - Check list

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

#### Time Schedule: First Part

Topic	Covered ILOs			
	Knowledge	Intellectual	Practical skills	General Skills
Sources of data	A, C	C	-	A-C
Population composition	E	B, C	B	A-C
Lexis diagram	A, B	B, C	-	A-C
Mortality & its measurements	B, D	A – C	B	A-C
Standardization	B, D	A	B	A-C
Life tables	B, E	B, C	A	A-C
Fertility and its measurements	B, D	A – C	B	A-C
Measurement of migration	B, D, E	A – C	B	A-C
Measures of marriage & divorce	B, D	A – C	B	A-C
Population projection	A, E	A – C	B	A-C

## 5. Course Methods of teaching/learning:

1. Lectures
2. Assignments
3. Exercises
4. Discussion

## 6. Course Methods of teaching/learning: for students with poor achievements

NA

## 7. Course assessment methods:

**i. Assessment tools:** Attendance 20% [requires 80% at least]

Assignments 40%

Final written Examination 40%

**ii. Time schedule:** Final examination at the end of part one

**iii. Marks:** 100 Marks



## 8. List of references

### i. Lectures notes: Handouts of the lectures

### ii. Essential books

- Park's textbook of preventive and social medicine, Park, J .  
E , 26<sup>th</sup> edition,2021.

### iii. Recommended books

- Wallace/Maxcy-Rosenau-Last Public Health And  
Preventive Medicine, Wallace, R 16th edition,2021

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

- <http://www.who.int/en/>
- <http://www.prb.org/>

## 9. Signatures

Contributor	Name	Signature	Date
Program Principle coordinator:	Prof. Omaina El-Gibaly		
Program Assistant coordinator	Prof. Ghada Salah El-Deen Tawfeek		

## Course 3 Basic Biostatistics & statistical reasoning

- **Name of department:** Public Health & Community Medicine
- **Faculty of medicine**
- **Assiut University**
- **2022-2023**

### 1. Course data

- ✚ **Course Title:** Basic Biostatistics and statistical reasoning  
**Course code:** PRH 209C
- ✚ **Speciality Public Health**
- ✚ **Number of points:** Didactic= 4CP (57.1 %) practical = 3CP (42.9 %) total = 7 CP
- ✚ **Department (s) delivering the course:** Public Health & Community Medicine
- ✚ **Coordinator (s):**
  - **Course coordinator:** Prof. Omaima El-Gibaly M.H.
  - **Assistant coordinator (s)** Dr. Doaa Mohamad
- ✚ **Date last reviewed:** May 2022
- ✚ **General requirements (prerequisites) if any :**None
- ✚ **Requirements from the students to achieve course ILOs are clarified in the joining log book.**

## 2. Course Aims

Students will be able to choose the appropriate statistical tests for the different statistical analyses and interpret the results of each

### 3. Course intended learning outcomes (ILOs):

#### A- Knowledge and understanding

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Describes the types of variables, scales of measurement in epidemiologic studies.	tutorials- assignments – seminars	Written examination+ attendance+ assignments
B. Describes tabular presentation of data		
C. Describes graphical presentation of data		
D. Describes the normal distribution curve characteristics & other types of distributions.		
E. Identify types and uses of the different significance tests		

#### B-Intellectual outcomes

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Calculate measures of central tendency and dispersion for a population sample.	Discussions- Journal club, analyzing data- problem solving	Written examination+ attendance+ assignments+ practical examination
B. Calculate standard normal scores and resulting probabilities.		
C. Interpret the results of a two-sample t-test; test of 2 proportions, chi-square		
D. Interpret and explain a p-value.		
E. Interpret confidence intervals for population means and proportions		
F. Understand and interpret results from Analysis of Variance (ANOVA).		

### C-Practical skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Uses SPSS statistics package to analyze a dataset	STAT LAB & tutorials	Attendance+ assignments written

### D-General Skills

#### Communication Skills

ILOs	Methods of teaching/ Learning	Methods of Evaluation
A-Assess the health and specifically reproductive health literacy of community members of populations served	-Observation and supervision	- Oral Exam - Logbook
B. Communicates in writing and orally, in person, and through electronic means, with linguistic and cultural proficiency.	-Written & oral communication	
C-Present demographic, statistical, programmatic, and scientific information for use by professional and lay audiences		

#### Leadership and system thinking skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
D-Contribute to the measuring, reporting and continuous improvement of organizational performance	-Observation and supervision -Written & oral communication	- Oral Exam - Logbook - Check list

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

##### Time Schedule: First Part

Topic	Covered ILOs			
	Knowledge	Intellectual	Practical skills	General Skills
Types of variables	A	-	A	A-D
Tabular presentation of data	B	-	A	A-D
Graphical presentation of data	C	-	A	A-D
Measures of central tendency & dispersion	D	A, B	A	A-D
Significance tests & p-value	E	C – F	A	A-D

#### 5. Course Methods of teaching/learning:

1. Lectures
2. Assignments
3. Exercises
4. Discussion

#### 6. Course Methods of teaching/learning: for students with poor achievements

NA

#### 7. Course assessment methods:

- i. Assessment tools:** Attendance 20% [requires 80% at least]  
Assignments 40%  
Final written Examination 40%
- ii. Time schedule:** Final examination at the end of part one
- iii. Marks: 200**

#### 8. List of references

- i. Lectures notes**  
Open courseware JHSPH
- ii. Essential books**

- Moore, D., McCabe, G. Introduction to the Practice of Statistics Eighth Edition ©2015.
- iii. Recommended books
- iv. Periodicals, Web sites, ... etc
- <http://ocw.jhsph.edu/courses/StatisticalReasoning1>

## 9. Signatures

Contributor	Name	Signature	Date
<b>Program Principle coordinator:</b>	<b>Prof. Omaila El-Gibaly</b>		
<b>Program Assistant coordinator</b>	<b>Ass. Prof. Doaa Mohamed Mahmoud</b>		

## Course 4 Environmental health

- **Name of department:** Public Health & Community Medicine
- **Faculty of medicine**
- **Assiut University**
- **2022-2023**

### 1. Course data

- ✚ **Course Title:** Environmental health
- ✚ **Course code:** PRH 209D
- ✚ **Speciality Public Health**
- ✚ **Number of points: Didactic= 2 CP (50%) practical: 2CP  
(50% ) total = 4 CP**
- ✚ **Department (s) delivering the course:** Public Health & Community Medicine
- ✚ **Coordinator (s):**
  - **Course coordinator:** Prof. Omaima El-Gibaly M.H.
  - **Assistant coordinator(s):** Prof. Ghada Salah El-Deen Tawfeek, Prof. Etmad El shreif, Ass. Prof. Shimaa Abed El Sameea, and Dr Mariam Rushdy El Khayat.
- ✚ **Date last reviewed:** May 2022
- ✚ **General requirements (prerequisites) if any :** None
- ✚ **Requirements from the students to achieve course ILOs are clarified in the joining log book.**

## 2. Course Aims

2/1-Students will learn how to assess and manage common environmental problems related to reproductive health

## 3. Course intended learning outcomes (ILOs):

### A- Knowledge and understanding

ILOs	Methods of teaching/ learning	Methods of Evaluation
A-Define the major sources and types of environmental agents	Lectures – tutorials- assignments – seminars - discussions	Written examination+ attendance+ assignments
B-Identify environmental agents that have an impact on reproductive health		
C-Describe how environmental agents interact with biological systems, and the mechanisms by which they exert adverse health effects.		
D-Identify and define the steps in the risk-assessment and risk-management processes and current prevention strategies.		

### B- Intellectual outcomes

ILOs	Methods of teaching/ learning	Methods of Evaluation
A-Critique the steps involved in risk assessment, risk management process, prevention strategies	Journal club, case-studies, designing an instrument, analyzing data-discussing a problem	Written examination+ attendance+ assignments+ practical examination
B- Report on environmental health hazards in urban and rural settings relevant to reproductive health		



### **C- Practical skills**

<b>ILOs</b>	<b>Methods of teaching/ learning</b>	<b>Methods of Evaluation</b>
A. Recognizes the community linkages and relationships among multiple factors affecting health (socio-ecological model)	Structured on-job training, reporting on current program activities, presenting	attendance+ assignments written or oral
B. Demonstrates the capacity to work in community based participatory research efforts.		
C. Identifies stakeholders		

### **D- General Skills Communication Skills**

<b>ILOs</b>	<b>Methods of teaching/ Learning</b>	<b>Methods of Evaluation</b>
A-Assess the health and specifically reproductive health literacy of community members of populations served.	Role play- writing a report-verbal communication-	Written examination+ attendance+ assignments
B-Communication skills written and oral		

### **Cultural competency skills**

<b>ILOs</b>	<b>Methods of teaching/ Learning</b>	<b>Methods of Evaluation</b>
C-Describe the dynamic forces that contribute to cultural diversity	Role play- writing a report-verbal communication-	Written examination+ attendance+ assignments

## Financial planning and management skills

ILOs	Methods of teaching/ Learning	Methods of Evaluation
D-Apply basic human relations skills to the management of organizations, motivation of personnel, and resolution of conflicts.	Role play- writing a report-verbal communication-	Written examination+ attendance+ assignments

## Policy Development/Program Planning Skills

ILOs	Methods of teaching/ Learning	Methods of Evaluation
E-Gather information that will inform policy decisions	Role play- writing a report-verbal communication-	Written examination+ attendance+ assignments
F-Gather information relevant to specific public health policy issues		

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

##### Time Schedule: First Part

Topic	Covered ILOs			
	Knowledge	Intellectual	Practical skills	General Skills
Sources and types of environmental agents	A, B	B	A	A-F
Impact of environmental agents on reproductive health	A, B	B	A	A-F
Risk- assessment and risk management of environmental health problems	C, D	A, B	A, B, C	A,B
Prevention of environmental health problems	C, D	A, B	A, B, C	A,B

#### 5. Course Methods of teaching/learning:

1. Lectures
2. Assignments
3. Exercises
4. Discussion

#### 6. Course Methods of teaching/learning: for students with poor achievements

NA

## 7. Course assessment methods:

- i. Assessment tools:** Attendance 20% [requires 80% at least]  
Assignments 40%  
Final written Examination 40%
- ii. Time schedule:** Final examination at the end of part one
- iii. Marks: 100**

## 8. List of references

**i. Lectures notes**

Handouts of the lectures based on Harvard environmental course

**ii. Essential books**

- Park's textbook of preventive and social medicine, Park, J . E , 1991

**iii. Recommended books**

- Wallace/Maxcy-Rosenau-Last Public Health And Preventive Medicine, *Wallace, R 1998*

**iv. Periodicals, Web sites, ... etc**

## 9. Signatures

Contributor	Name	Signature	Date
Program Principle coordinator:	Prof. Omaima El-Gibaly		
Program Assistant coordinator	Prof. Etmad El shreif		

## Course 5 Primary Gynecology & Obstetrics


- **Name of department: Gynecology & Obstetrics**
- **Faculty of medicine**
- **Assiut University**
- **2022-2023**


### 1. Course data

 **Course Title: Primary gynecology & obstetrics**

**Course code: PRH 224**

 **Speciality Public Health**

 **Number of points: Didactic = 2CP,.(6.25%) practical= 30  
CP (93.75%).total = 32 CP**


 **Department (s) delivering the course: Public Health &  
Community Medicine**


 **Coordinator (s):**

- **Course coordinator: Prof. Omaima El-Gibaly M.H.**

- **Assistant coordinator (s): Dr. Ahmad Abbas**

 **Date last reviewed: May 2022**

 **General requirements (prerequisites) if any :None**

 **Requirements from the students to achieve course ILOs  
are clarified in the joining log book.**

## 2. Course Aims

Students will be able to manage (diagnose and treat) common gynecologic & obstetrics problems at PHC level

## 3. Course intended learning outcomes (ILOs):

### A. Knowledge and understanding

ILOs	Methods of teaching/ Learning	Methods of Evaluation
A. Demonstrate sound knowledge of physiology & anatomy of reproductive tract	Lectures – tutorials- assignments – seminars – discussions	Written examination + attendance+ assignments
B. Identify common gynaecologic problems at PHC level		
C. Describe management of common gynecologic problems during women life cycle		
D. Demonstrate knowledge of symptoms and signs of normal pregnancy, labor, puerperium		
E. Identify indications & side effects of different contraceptive methods		

### B- Intellectual outcomes

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Clinical reasoning of common gynecologic problems at PHC	Rounds of case-studies, attending outpatient and emergency room	Written exam+ attendance+ + clinical exam
B-Clinical reasoning skills of normal pregnancy, high risk pregnancy, and emergency situation for referral		

### **C-Practical skills**

<b>ILOs</b>	<b>Methods of teaching/ learning</b>	<b>Methods of Evaluation</b>
A. Taking history, examination, and requesting investigations and DD for proper management of common gynaecologic problems at PHC level.	Residency training at Ob&Gyn., department	Attendance+ assignments written or oral
B. Perform a normal delivery, refer high risk pregnancy,		
C. Counsel clients on normal development during adolescence, antenatal care, family planning (FP) methods, , Manage side effects		
D. Prescribe and provide [or insert] suitable FP method		
E. Follow-up patient and record information in practice records.		
F. Provide emergency obstetric care		

### **D-General Skills**

#### **Communication Skills**

<b>ILOs</b>	<b>Methods of teaching/ Learning</b>	<b>Methods of Evaluation</b>
A-Communication skills written and oral	Role play- writing a report-verbal communication	Written examination+ attendance+ assignments

#### **Financial planning and management skills**

<b>ILOs</b>	<b>Methods of teaching/ Learning</b>	<b>Methods of Evaluation</b>
B- Describe the public health care, and health care systems	Role play- writing a report-verbal communication	Written examination+ attendance+ assignments
C-Adhere to organizational policies and procedures.		

### **Leadership and system thinking skills**

<b>ILOs</b>	<b>Methods of teaching/ Learning</b>	<b>Methods of Evaluation</b>
D-Apply basic human relations skills to the management of organizations, motivation of personnel, and resolution of conflicts.	Role play- writing a report-verbal communication	Written examination+ attendance+ assignments
E-Identify internal and external problems that may affect the delivery of essential reproductive health services		

### **Policy Development/Program Planning Skills**

<b>ILOs</b>	<b>Methods of teaching/ Learning</b>	<b>Methods of Evaluation</b>
F-Gather information that will inform policy decisions	Role play- writing a report-verbal communication	Written examination+ attendance+ assignments
G-Gather information relevant to specific public health policy issues		



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

##### Time Schedule: First Part

Topic	Covered ILOs			
	Knowledge	Intellectual	Practical skills	General Skills
Anatomy & physiology of reproductive tract	A	-	B, C	G
Normal pregnancy, labor, puerperium	D	A	A, B, C, E	A
Family planning	E	-	A, D, E	A
Common gynecologic problems	B, C	A	A, E	A-G
Emergency Obstetric Care	D	B	F	A-G

#### 5. Course Methods of teaching/learning:

1. Lectures
2. Assignments
3. Exercises
4. Discussion

#### 6. Course Methods of teaching/learning: for students with poor achievements

NA

#### 7. Course assessment methods:

- i. Assessment tools:** Attendance 20% [requires 80% at least]  
Assignments 40%  
Final written Examination 40%
- ii. Time schedule:** Final examination at the end of part one
- iii. Marks: 100**

## 8. List of references

### i. Lectures notes

Gates Institute CD course: Maternal Healthcare in Developing Countries by [Dr. Cynthia Stanton](#) 2005

### ii. Essential books

### iii. Recommended books

World Health Organization. International confederation of midwives and FIGO 2004. Making pregnancy safer. The critical role of the skilled attendant. Geneva Pp 3-5

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

- <http://www.who.int/en/>
- <http://www.who.int/hrp/rhl/en/>
- <http://apps.who.int/rhl/videos/en/index.html>

## 9. Signatures

Contributor	Name	Signature	Date
Program Principle coordinator:	Prof. Omaila El-Gibaly		
Program Assistant coordinator	Ass.Prof. Ahmed Abass		

## Course 6: Maternal and Child Health in Developing Countries


- **Name of department:** Public Health & Community Medicine
- **Faculty of medicine**
- **Assiut University**
- **2022-2023**


### 1. Course data

 **Course Title:** Maternal and child health in developing countries

**Course code:** PRH209E

 **Speciality** Public Health

 **Number of points:** Didactic = 4 CP, (25%) practical = 12 CP (75%), total = 16 CP

 **Department (s) delivering the course:** Public Health & Community Medicine


 **Coordinator (s):**

- **Course coordinator:** Prof. Omaima El-Gibaly M.H.

- **Assistant coordinator (s)** Ass. Prof. Dalia Galal

 **Date last reviewed:** May 2022

- **General requirements (prerequisites) if any :** None

 **Requirements from the students to achieve course ILOs are clarified in the joining log book.**

## 2. Course Aims

Students will be able to identify policies and evaluate Maternal & Child program impacts in developing countries

## 3. Course intended learning outcomes (ILOs):

### A. Knowledge and understanding

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. To list the determinants of maternal mortality in Egypt and explain the factors that contributed to its decline over the years in Egypt.	Lectures – tutorials- assignments – seminars – discussions	Written examination+ attendance+ assignments
B. To describe the current content of maternal and child health services in Egypt and emergency obstetric care.		
C. To identify best practices in reducing maternal mortality and morbidity		

### B- Intellectual outcomes

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. To be able to select the appropriate indicators of effectiveness of the services offered in reducing maternal mortality and morbidity.	Journal club, case-studies, discussing a problem	Written examination+ attendance+ assignments
B. To explain surveillance of maternal death as a monitoring tool to identify gaps in the healthcare system		
C. Discuss mechanisms to influence policy, clinical and social behavior to reducing maternal mortality		

### **C-Practical skills**

<b>ILOs</b>	<b>Methods of teaching/ learning</b>	<b>Methods of Evaluation</b>
A. Recognizes the community linkages and relationships among multiple factors affecting health (socio-ecological model)	Structured on-job training, presenting a seminar	Attendance+ assignments written or oral
B. Demonstrates the capacity to work in community based participatory research efforts.		
C. Identifies stakeholders		

### **D-General Skills**

#### **Communication Skills**

<b>ILOs</b>	<b>Methods of teaching/ learning</b>	<b>Methods of Evaluation</b>
A. Communication skills written and oral	Role play-writing a report-verbal communication-	Written examination+ attendance+ assignments

#### **Cultural competency skills**

<b>ILOs</b>	<b>Methods of teaching/ learning</b>	<b>Methods of Evaluation</b>
B-Describe the need for a diverse public health workforce.	Role play-writing a report-verbal communication-	Written examination+ attendance+ assignments
C-Participates in the assessment of cultural competency of the organization		

### Financial planning and management skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
D-Describe the public health care, and health care systems	Role play- writing a report- verbal communication-	Written examination+ attendance+ assignments
E- Adhere to organizational policies and procedures		

### Leadership and system thinking skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
F-Apply basic human relations skills to the management of organizations, motivation of personnel, and resolution of conflicts.	Role play- writing a report- verbal communication-	Written examination+ attendance+ assignments
G-Identify internal and external problems that may affect the delivery of essential reproductive health services .		

### Policy Development/Program Planning Skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
H-Gather information that will inform policy decisions	Role play- writing a report- verbal communication-	Written examination+ attendance+ assignments
I-Gather information relevant to specific public health policy issues		

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

#### Time Schedule: Second part

Topic	Covered ILOs			
	Knowledge	Intellectual	Practical skills	General Skills
Maternal mortality	A, C	A, B, C	B, C	A-I
MCH services	B, C	A, C	B, C	A-I
Service & program indicators	A, B	A, B	A	A-I
Surveillance of maternal death	B, C	A, B, C	B, C	H,I
How to influence policies	A, B, C	C	A, B, C	H,I

#### 5. Course Methods of teaching/learning:

1. Lectures
2. Assignments
3. Exercises
4. Discussion

#### 6. Course Methods of teaching/learning: for students with poor achievements

NA

#### 7. Course assessment methods:

- i. Assessment tools:** Attendance 20% [requires 80% at least]  
Assignments 40%  
Final written Examination 40%
- ii. Time schedule:** Final examination at the end of part two
- iii. Marks: 200**

#### 8. List of references

##### i. Lectures notes

Gates Institute CD course: Maternal Healthcare in Developing Countries by [Dr. Cynthia Stanton](#) 2005.

##### ii. Essential books

##### iii. Recommended books

World Health Organization. International confideration of midwives and FIGO 2004. Making pregnancy safer. The critical role of the skilled attendant. Geneva Pp 3-5

**iv. Periodicals, Web sites, ... etc**

- <http://www.who.int/en/>
- <http://www.who.int/hrp/rhl/en/>
- <http://apps.who.int/rhl/videos/en/index.html>

**9. Signatures**

<b>Contributor</b>	<b>Name</b>	<b>Signature</b>	<b>Date</b>
<b>Program Principle coordinator:</b>	<b>Prof. Omaila El-Gibaly</b>		
<b>Program Assistant coordinator</b>	<b>Prof. Omaila El-Gibaly</b>		



## Course 7: Quality in reproductive health services

- **Name of department:** Public Health & Community Medicine
- **Faculty of medicine**
- **Assiut University**
- **2022-2023**

### 1. Course data

- ✚ **Course Title:** Quality in reproductive health services  
**Course code:** PRH 209 F
- ✚ **Speciality** Public Health
- ✚ **Number of points:** Didactic = 4 CP, (25%) practical = 12 CP (75%), total = 16 CP
- ✚ **Department (s) delivering the course:** Public Health & Community Medicine
- ✚ **Coordinator (s):**
  - **Course coordinator:** Prof. Omaima El-Gibaly M.H.
  - **Assistant coordinator (s):** Prof. Ghada Salah El Dein
- ✚ **Date last reviewed:** May 2022
- ✚ **General requirements (prerequisites) if any:** None
- ✚ **Requirements from the students to achieve course ILOs are clarified in the joining log book.**

## 2. Course Aims

Students will be able to apply solutions and demonstrate skills in developing a monitoring approach to track the quality of health services.

## 3. Course intended learning outcomes (ILOs):

### A- Knowledge and understanding

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Define concepts of quality, quality assurance, continuous quality improvement, total quality management.	Lectures – tutorials- assignments – seminars - discussions	Written examination+ attendance+ assignments
B. To identify the dimensions of quality		
C. To identify the different types of customers in quality.		
D. To be able to identify what quality means from the standpoint of a variety of stakeholders		

### B - Intellectual outcomes

ILOs	Methods of teaching/ Learning	Methods of Evaluation
A. Identifies internal and external problems that may affect the delivery of essential reproductive health services	Discussing a problem	Written examination+ attendance+ assignments
B. Identifies stakeholders		
C. To map a process and identify a problem of quality;		
D. To nominate a quality problem, analyze it to identify root causes;		

### **C-Practical skills**

<b>ILOs</b>	<b>Methods of teaching/ learning</b>	<b>Methods of Evaluation</b>
<b>A.</b> Contributes to the measuring, reporting and continuous improvement of organizational performance.	Simulation of a quality improvement project, presenting,	Attendance+ assignments written or oral
<b>B.</b> Applies steps of quality improvement to fix a default in the service delivery		
<b>C.</b> Applies basic human relations skills to the management of organizations, motivation of personnel, and resolution of conflicts.		

### **D-General Skills**

#### **Communication Skills**

<b>ILOs</b>	<b>Methods of teaching/ learning</b>	<b>Methods of Evaluation</b>
A-Communicate with written and oral skills.	Role play-writing a report-verbal communication	Written examination+ attendance+ assignments
B-Utilize a variety of approaches to disseminate reproductive health information		
C-Present demographic, statistical, programmatic, and scientific information for use by professional and lay audiences.		
D-Apply communication strategies in interactions with individuals and groups		

### Cultural competency skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
E-Incorporate strategies for interacting with persons from diverse backgrounds (socio-economic, religious, racial, age, etc.)	Role play- writing a report- verbal communication-	Written examination+ attendance+ assignments
F-Recognizes the role of cultural, social, behavioural factors in the accessibility, availability, acceptability, and delivery of public health services.		
G-Respond to the diverse needs that are the result of cultural differences		
H-Describe the dynamic forces that contribute to cultural diversity		
I-Describe the need for a diverse public health workforce		
J-Participates in the assessment of cultural competency of the organization		

### Financial planning and management skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
K- Describe the public health care, and health care systems	Role play- writing a report- verbal communication-	Written examination+ attendance+ assignments
L-Adhere to organizational policies and procedures		

### Leadership and system thinking skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
M-Apply basic human relations skills to the management of organizations, motivation of personnel, and resolution of conflicts.	Role play- writing a report- verbal communication-	Written examination+ attendance+ assignments
N-Contribute to the measuring, reporting and continuous improvement of organizational performance		
O-Identify internal and external problems that may affect the delivery of essential reproductive health services		

### Policy Development/Program Planning Skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
P-Gather information that will inform policy decisions	Role play- writing a report- verbal communication-	Written examination+ attendance+ assignments
Q-Gather information relevant to specific public health policy issues		

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

#### Time Schedule: Second part

Topic	Covered ILOs			
	Knowledge	Intellectual	Practical skills	General Skills
Introductory session	A, D	-	-	B,C
Dimensions of quality	B, C	A, B	A, B, C	B,C
Problems of quality	B	A, C, D	A, B, C	E-Q
Quality assurance	A, B	A	A, C	A-Q
Quality improvement	A, B, D	A, D	A, B, C	A-Q

#### 5. Course Methods of teaching/learning:

1. Lectures
2. Assignments
3. Exercises
4. Discussion

#### 6. Course Methods of teaching/learning: for students with poor achievements

NA

#### 7. Course assessment methods:

- i. Assessment tools:** Attendance 20% [requires 80% at least]  
Assignments 40%  
Final written Examination 40%
- ii. Time schedule:** Final examination at the end of part two
- iii. Marks: 200**

## 8. List of references

### **i. Lectures notes: Handouts of the lectures**

### **ii. Essential books**

- Quality Assurance Methodology Refinement Series- Quality Assurance of Health Care In Developing Countries-Lori DiPrete Brown, Lynne Miller Franco, Nadwa Rafeh, Theresa Hatzell, Quality Assurance Project 1993

### **iii. Recommended books**

- Quality improvement in primary health care: a practical guide/ by Assaf F. Al-Assaf, Mubashar Sheikh.[editors] p. (WHO Regional Publications, Eastern Mediterranean Series ; 26) ISBN 92-9021-296-9 ISSN 1020-041X 1. Primary health care 2. Quality of health care I. Al-Assaf, Assaf F.II. Sheikh, Mubashar III. WHO Regional Office for the Eastern Mediterranean IV. Series 2004.

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

## 9. Signatures

<b>Contributor</b>	<b>Name</b>	<b>Signature</b>	<b>Date</b>
<b>Program Principle coordinator:</b>	<b>Prof. Omaima El-Gibaly</b>		
<b>Program Assistant coordinator</b>	<b>Prof. Ghada Salah El Dein</b>		

## Course 8: Communication and Counseling

- **Name of department:** Public Health & Community Medicine
- **Faculty of medicine**
- **Assiut University**
- **2022-2023**

### 1. Course data

- + **Course Title:** Communication and counseling  
**Course code:** PRH 209 G
- + **Speciality Population and Public Health**
- + **Number of points:** Didactic = 4 CP, (16.7%) practical = 20 CP (83.3%), total = 24 CP
- + **Department (s) delivering the course:** Public Health & Community Medicine
- + **Coordinator (s):**
  - **Course coordinator:** Prof. Omaima El-Gibaly M.H.
  - **Assistant coordinator (s)** Prof. Eman Monazea & Ass.Prof. Amira El-Gazzar
- + **Date last reviewed:** May 2022
- + **General requirements (prerequisites) if any :** None
- + **Requirements from the students to achieve course ILOs are clarified in the joining log book.**



## 2. Course Aims

Students will gain the skills of communication & counseling with the patients & be able to design health education messages

## 3. Course intended learning outcomes (ILOs):

### A- Knowledge and understanding

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Understand the importance and types of frameworks used for effective health communication programs.	Lectures – tutorials- assignments – seminars – discussions	Written examination+ attendance+ assignments
B. Describe the process of health communication program analysis <b>and evaluation</b>		
C. Outline the steps of a program analysis action plan		
D. Identify and describe the 9 Ps of entertainment education as a vehicle for health messages		
E. Identify the management– improvement framework that is essential for the success of the health communication campaign		

### **B- Intellectual outcomes**

<b>ILOs</b>	<b>Methods of teaching/ learning</b>	<b>Methods of Evaluation</b>
A. Appreciate the importance of audience segmentation in communication planning in primary health care units offering reproductive health services	Case-studies, discussing a problem	Written examination+ attendance+ assignments+ practical examination
B. Explain how to segment audiences using socioeconomic variables, sociopolitical, geographical units, access to media, and behavior and needs		
C. Discuss the importance of offering a benefit— or reason to change Behavior- to the audience		
D. Recognize the threats to internal and external evaluation of health communication programs		

### **C- Practical skills**

<b>ILOs</b>	<b>Methods of teaching/ learning</b>	<b>Methods of Evaluation</b>
A. Use the P Process framework as a communication strategy for reproductive health programs	Reading assignments and presenting,	Attendance+ assignments written or oral
B. Use the Steps of Behavior Change Framework		
C. Analyze program data to identify strengths, weaknesses, opportunities, and threats		
D. Establish SMART project/campaign objectives		
E. Use the 7Cs communication tool to develop and assess materials used in the communication process		
F. Use entertainment to make health messages more effective		

**D-General Skills**  
**Communication Skills**

<b>ILOs</b>	<b>Methods of teaching/ learning</b>	<b>Methods of Evaluation</b>
A. Work effectively with others as a member of a health care team in primary health care settings offering reproductive health services and as a leader of a health care	Role play- writing a report-verbal communication	Written exam + attendance+ assignments
B-Communicates in writing and orally, in person, and through electronic means, with linguistic and cultural proficiency. C-Utilize a variety of approaches to disseminate reproductive health information D-Present demographic, statistical, programmatic, and scientific information for use by professional and lay audiences E-Apply communication strategies in interactions with individuals and groups		

**Cultural competency skills**

<b>ILOs</b>	<b>Methods of teaching/ learning</b>	<b>Methods of Evaluation</b>
F-Participates in the assessment of cultural competency of the organization.	Role play- writing a report-verbal communication	Written exam + attendance+ assignments

**Leadership and system thinking skills**

<b>ILOs</b>	<b>Methods of teaching/ learning</b>	<b>Methods of Evaluation</b>
G-Apply basic human relations skills to the management of organizations, motivation of personnel, and resolution of conflicts.	Role play-writing a report-verbal communication	Written exam + attendance+ assignments
H-Identify internal and external problems that may affect the delivery of essential reproductive health services		

**Policy Development/Program Planning Skills**

<b>ILOs</b>	<b>Methods of teaching/ learning</b>	<b>Methods of Evaluation</b>
I-Gather information that will inform policy decisions J-Gather information relevant to specific public health policy issues.	Role play-writing a report-verbal communication	Written exam + attendance+ assignments

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

#### Time Schedule: Second part

Topic	Covered ILOs			
	Knowledge	Intellectual	Practical skills	General Skills
Health communication program	A, B, C	A, B, D	A, B, D,E	A-J
Entertainment education	D	-	C,D, F	A
Management improvement framework	E	D	-	A-J
Behavior Change Framework	-	C	B	A

#### 5. Course Methods of teaching/learning:

1. Lectures
2. Assignments
3. Exercises
4. Discussion

#### 6. Course Methods of teaching/learning: for students with poor achievements

NA

#### 7. Course assessment methods:

- i. Assessment tools:** Attendance 20% [requires 80% at least]  
Assignments 40%  
Final written Examination 40%
- ii. Time schedule:** Final examination at the end of part two
- iii. Marks:** 200

## 8. List of references

### i. Lectures notes

- + Gates Institute CD for distant learning.
- + Health Communication by Phyllis Piotrow and Benjamin V. Lozare, Department of Population and Family Health Sciences, Johns Hopkins University School of Public Health, Baltimore, USA 1988

### ii. Essential books

- Park's textbook of preventive and social medicine, Park, J. E 1991.
- Wallace/Maxcy-Rosenau-Last Public Health And Preventive Medicine, *Wallace, R* 1998.

### iii. Recommended books

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

## 9. Signatures

Contributor	Name	Signature	Date
Program Principle coordinator:	Prof. Omaina El-Gibaly		
Program Assistant coordinator	Prof. Eman Monazee		

## Course 9: Family planning policies and programs

- **Name of department:** Public Health & Community Medicine
- **Faculty of medicine**
- **Assiut University**
- **2022-2023**

### 1. Course data

- ✚ **Course Title:** Family planning policies and programs  
**Course code:** PRH 209 H
- ✚ **Speciality:** population and reproductive Health
- ✚ **Number of points:** Didactic = 4 CP, (25%) practical = 12 CP (75%), total = 16 CP
- ✚ **Department (s) delivering the course:** Public Health & Community Medicine
- ✚ **Coordinator (s):**
  - **Course coordinator:** Prof. Omaima El-Gibaly M.H.
  - **Assistant coordinator (s)** Prof. Manal Darwish & Ass. Prof. Mirete Aziz
- ✚ **Date last reviewed:** May 2022
  - **General requirements (prerequisites) if any :** None
- ✚ **Requirements from the students to achieve course ILOs are clarified in the joining log book.**

## 2. Course Aims

Students will be able to identify & evaluate family planning policies and programs

## 3. Course intended learning outcomes (ILOs):

### A- Knowledge and understanding

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Describes the public health care, and health care systems	Lectures – tutorials- assignments – seminars - discussions	Written examination+ attendance+ assignments
B. Describes the organizational structures, functions, and authorities of the district, governorate, central health agency.		
C. Identify family planning methods, advantages and disadvantages of each method		
D. List and explain the determinants of family planning methods use and non use in Egypt		
E. Able to describe the determinants of discontinuation of family planning methods use in Egypt.		
F. Able to identify best indicators to describe family planning use		



### **B- Intellectual outcomes**

<b>ILOs</b>	<b>Methods of teaching/ learning</b>	<b>Methods of Evaluation</b>
A. To be able to select the appropriate indicators of effectiveness of the family planning services offered in reducing maternal mortality and morbidity.	Case-studies, discussing a problem	Written examination+ attendance+ assignments
B. Discuss mechanisms to influence policy, clinical and social behavior to increase use of family planning methods		

### **C- Practical skills**

<b>ILOs</b>	<b>Methods of teaching/ learning</b>	<b>Methods of Evaluation</b>
A. Evaluate the role of incentives and disincentives in a family planning program	Structured on-job training, reporting on current program activities, presenting,	Attendance+ assignments written or oral
B. Evaluate the different family planning policies in Egypt		

### **D- General Skills** **Communication skills**

<b>ILOs</b>	<b>Methods of teaching/ learning</b>	<b>Methods of Evaluation</b>
A-Utilize a variety of approaches to disseminate reproductive health information Discuss the pros and cons of integrated versus vertical family planning and reproductive health service delivery programs	Reporting on current program activities, presenting	Attendance+ assignments written or oral

### **Cultural competency skills**

<b>ILOs</b>	<b>Methods of teaching/ learning</b>	<b>Methods of Evaluation</b>
B-Describe the need for a diverse public health workforce. C-Participates in the assessment of cultural competency of the organization	Reporting on current program activities, presenting	Attendance+ assignments written or oral

### **Financial planning and management skills**

<b>ILOs</b>	<b>Methods of teaching/ learning</b>	<b>Methods of Evaluation</b>
D- Describe the public health care, and health care systems E-Describe the organizational structures, functions, and authorities of the district, governorate, central health agency. F-Adhere to organizational policies and procedures.	Reporting on current program activities, presenting	Attendance+ assignments written or oral

### **Leadership and system thinking skills**

<b>ILOs</b>	<b>Methods of teaching/ learning</b>	<b>Methods of Evaluation</b>
G-Apply basic human relations skills to the management of organizations, motivation of personnel, and resolution of conflicts. H-Discuss the pros and cons of integrated versus vertical family planning and reproductive health service delivery programs	Reporting on current program activities, presenting	Attendance+ assignments written or oral

## Policy Development/Program Planning Skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
I-Describe how policy options can influence public health programs J-Explain the expected outcomes of policy options K-Gather information that will inform policy decisions L-Gather information relevant to specific public health policy issues.	Reporting on current program activities, presenting	Attendance+ assignments written or oral

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

#### Time Schedule: Second part

Topic	Covered ILOs			
	Knowledge	Intellectual	Practical skills	General Skills
Health care system	A, B	B	-	A-L
Family planning methods	C	-	-	G-L
Determinants family planning methods use	D	B	A	G-L
Determinants of discontinuation	E	B	A	G-L
Effectiveness of family planning programs	F	A	A, B	H

### 5. Course Methods of teaching/learning:

1. Lectures
2. Assignments
3. Exercises
4. Discussion

## 6. Course Methods of teaching/learning: for students with poor achievements

NA

## 7. Course assessment methods:

- i. Assessment tools:** Attendance 20% [requires 80% at least]  
Assignments 40%  
Final written Examination 40%
- ii. Time schedule:** Final examination at the end of part two
- iii. Marks: 200**

## 8. List of references

- i. Lectures notes:** handouts of the lectures
- ii. Essential books**
- iii. Recommended books**
- **Basic Epidemiology.** R. Bonita, R. Beaglehole, Tord Kjellström, World Health Organization 2006
- iv. Periodicals, Web sites, ... etc**
- <http://www.who.int/en/>

## 9. Signatures

Contributor	Name	Signature	Date
Program Principle coordinator:	Prof. Omaina El-Gibaly		
Program Assistant coordinator	Prof. Manal Darwish & Ass. Prof. Mirete Aziz		

## Course 10: Adolescent health

- **Name of department:** Public Health & Community Medicine
- **Faculty of medicine**
- **Assiut University**
- **2022-2023**

### 1. Course data

- ✚ **Course Title:** Adolescent health  
**Course code:** PRH 209 I
- ✚ **Speciality** population and reproductive health
- ✚ **Number of points:** Didactic = 4 CP, (25%) practical = 12 CP (75%), total = 16 CP
- ✚ **Department (s) delivering the course:** Public Health & Community Medicine
- ✚ **Coordinator (s):**
  - **Course coordinator:** Prof. Omaima El-Gibaly M.H.
  - **Assistant coordinator (s)** Prof. Ghada Salah El Dein
- ✚ **Date last reviewed:** May 2022
- ✚ **General requirements (prerequisites) if any :** None
- ✚ **Requirements from the students to achieve course ILOs are clarified in the joining log book.**

## 2. Course Aims

Students will be able to identify and deal with common adolescent health problems in Egypt

## 3. Course intended learning outcomes (ILOs):

### A- Knowledge and understanding

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Describe the biological and psychological developmental processes that occur during adolescence and puberty	Lectures – tutorials- assignments – seminars - discussions	Written examination+ attendance+ assignments
B. Defines health status, determinants and factors influencing prevention and use of health services among adolescents		
C. Identify major public health issues affecting adolescents in Egypt		
D. Identifies responsibilities within Essential Public Health Services		

### B- Intellectual outcomes

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. To be able to select the appropriate indicators of effectiveness of the services offered to adolescents.	Journal club, case-studies, discussing a problem	Written examination+ attendance+ assignments+ practical
B. To recommend effective interventions to improve the health of adolescents.		

### **C-Practical skills**

<b>ILOs</b>	<b>Methods of teaching/ learning</b>	<b>Methods of Evaluation</b>
A. Consult youth on reproductive health issues	Observe consultation	Attendance + assignments + practical examination
B. Consult youth on premarital counseling		

### **D-General Skills**

#### **Cultural competency skills**

<b>ILOs</b>	<b>Methods of teaching/ learning</b>	<b>Methods of Evaluation</b>
A-Recognizes the role of cultural, social, behavioural factors in the accessibility, availability, acceptability, and delivery of public health services.	Observe consultation	Attendance + assignments + Logbook

#### **Financial planning and management skills**

<b>ILOs</b>	<b>Methods of teaching/ learning</b>	<b>Methods of Evaluation</b>
B-Describe the public health care, and health care systems	Observe consultation	Attendance + assignments + Logbook

#### **Leadership and system thinking skills**

<b>ILOs</b>	<b>Methods of teaching/ learning</b>	<b>Methods of Evaluation</b>
C-Apply basic human relations skills to the management of organizations, motivation of personnel, and resolution of conflicts.	Observe consultation	Attendance + assignments + Logbook

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

##### Time Schedule: Second part

Topic	Covered ILOs			
	Knowledge	Intellectual	Practical skills	General Skills
Biological and psychological development of adolescents	A, B	-	A, B	A,C
Public health problems affecting adolescent	B, C	A	A, B	A,B
Adolescent health services in Egypt	D	A, B	A, B	A
Indicators of effective adolescent health services	D	A, B	A, B	A,B

#### 5. Course Methods of teaching/learning:

1. Lectures
2. Assignments
3. Exercises
4. Discussion

#### 6. Course Methods of teaching/learning: for students with poor achievements

NA

#### 7. Course assessment methods:

- i. Assessment tools:** Attendance 20% [requires 80% at least]  
Assignments 40%  
Final written Examination 40%
- ii. Time schedule:** Final examination at the end of part two
- iii. Marks: 200**



## 8. List of references

**i. Lectures notes**

**ii. Essential books**

Adolescent Health: A Multidisciplinary Approach to Theory, Research, and Intervention by Lynn Rew 2004.

**iii. Recommended books**

**iv. Periodicals, Web sites, ... etc**

- <http://www.who.int/en/>


## 9. Signatures

Contributor	Name	Signature	Date
Program Principle coordinator:	Prof. Omaila El-Gibaly		
Program Assistant coordinator	Prof. Ghada Salah El Dein		

## Course 11: Social and behavioral determinants of health


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

### 1. Course data

 **Course Title:** Social and behavioral determinants of health

**Course code:** PRH 209 J

 **Speciality** Public Health

 **Number of points:** Didactic = 4 CP, (25%) practical = 12 CP (75%), total = 16 CP


 **Department (s) delivering the course:** Public Health & Community Medicine


 **Coordinator (s):**

- **Course coordinator:** Prof. Omaima El-Gibaly M.H.

- **Assistant coordinator (s)** Prof. Ghada Salah El Dein

 **Date last reviewed:** May 2022

 **General requirements (prerequisites) if any :**None

 **Requirements from the students to achieve course ILOs are clarified in the joining log book.**

## 2. Course Aims

Students will apply relevant social and behavioral theories to diagnose and understand individual, social network, organizational, community, and policy-maker behaviors associated with the planning, implementation, evaluation, and maintenance of community-based primary health care programs.

## 3. Course intended learning outcomes (ILOs):

### **A-Knowledge and understanding**

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Defines health status, determinants and factors influencing prevention and use of RH health services among women and adolescents	Lectures – tutorials- assignments – seminars - discussions	Written examination+ attendance+ assignments
B. Describes the characteristics of a population-based reproductive health problem		
C. Define key concepts and terms in social and behavioral science : culture, race/ethnicity, gender, poverty/disparities, factors related to behavior change, community, organizational climate, family		
D. Identify the factors that promote and inhibit community involvement in PHC program development and implementation, and outline indigenous management strategies to sustain PHC at the community level		

### **B- Intellectual outcomes**

<b>ILOs</b>	<b>Methods of teaching/ learning</b>	<b>Methods of Evaluation</b>
A. Explain how social and behavioral science theory affects planning of PHC programs.	Journal club, case-studies, discussing a problem	Written examination+ attendance+ assignments
B. Assesses the reproductive <u>health status of populations, illnesses</u> related to social and behavioral determinants.		
C. Selects variables that measure reproductive public health conditions		

### **C- Practical skills**

<b>ILOs</b>	<b>Methods of teaching/ learning</b>	<b>Methods of Evaluation</b>
A. Recognizes the community linkages and relationships among multiple factors affecting health (socio-ecological model)	Structured on-job training, reporting on current program activities, presenting,	attendance+ assignments written or oral
B. Uses methods and instruments for collecting valid and reliable quantitative and qualitative data on relevant reproductive health problems		
C. Makes community-specific inferences from quantitative and qualitative data on reproductive health issues.		

## D-General Skills

### Communication Skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
A-Assess the health and specifically reproductive health literacy of community members of populations served.	Discussion , reporting on current program activities, presenting,	attendance+ assignments written or oral

### Cultural competency skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
<p>B-Recognizes the role of cultural, social, behavioural factors in the accessibility, availability, acceptability, and delivery of public health services.</p> <p>C-Respond to the diverse needs that are the result of cultural differences.</p> <p>D-Describe the dynamic forces that contribute to cultural diversity.</p>	Discussion reporting on current program activities, presenting,	attendance+ assignments written or oral

### Policy Development/Program Planning Skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
<p>E-Describe how policy options can influence public health programs</p> <p>F-Explain the expected outcomes of policy options</p>	Discussion, reporting on current program activities, presenting,	attendance+ assignments written or oral

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

#### Time Schedule: Second part

Topic	Covered ILOs			
	Knowledge	Intellectual	Practical skills	General Skills
Introductory lecture	A, C	-	-	A
Characteristics of a population-based reproductive health problem	B	B, C	-	B
Factors affecting community involvement in PHC program	D	B	A-C	E
Social and behavioral theories	-	A	A-C	D
Determinants of social & behavioral factors	-	A	A-C	A-F

#### 5. Course Methods of teaching/learning:

1. Lectures
2. Assignments
3. Discussion

#### 6. Course Methods of teaching/learning: for students with poor achievements

NA

#### 7. Course assessment methods:

- i. **Assessment tools:** Attendance 20% [requires 80% at least]  
 Assignments 40%  
 Final written Examination 40%
- ii. **Time schedule:** Final examination at the end of part two
- iii. **Marks:** 200

## 8. List of references

### i. Lectures notes

### ii. Essential books

The Impact of Social and Cultural Environment on Health –  
/Genes <https://www.ncbi.nlm.nih.gov/books/NBK19924>  
by LM Hernandez - 2006

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

- <http://www.who.int/en/>

## 9. Signatures

Contributor	Name	Signature	Date
Program Principle coordinator:	Prof. Omaima El-Gibaly		
Program Assistant coordinator	Prof. Omaima El-Gibaly		

## **ANNEX 2**

# **Program Academic Reference Standards (ARS)**

### *1- Graduate attributes for master degree in **Population Reproductive Health & Demography***

*The Graduate (after residence training and master degree years of study) must:*

1- Have the capability to be a scholar, understanding and applying basics, methods and tools of scientific research and clinical audit in *Population Reproductive Health & Demography*.

2- Appraise and utilise scientific knowledge to continuously update and improve clinical practice in related *Population Reproductive Health & Demography*.

3- Acquire sufficient medical knowledge in the basic biomedical, clinical, behavioural and clinical sciences, medical ethics and medical jurisprudence and apply such knowledge in patient care in the field of *Population Reproductive Health & Demography*.

4- Provide patient care that is appropriate, effective and compassionate for dealing with common health problems and health promotion using evidence-based and updated information.

5- Identify and share to solve health problems in his speciality.

6- Acquire all competencies –including the use of recent technologies- that enable him to provide safe, scientific, and ethical and evidence based clinical care including update use of new technology in *Population Reproductive Health & Demography*.

7- Demonstrate 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.

8- Function as supervisor, and trainer in relation to colleagues, medical students and other health professions.



- 9-** Acquire decision making capabilities in different situations related to *Population Reproductive Health & Demography*.
- 10-** Show 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.
- 11-** Be aware of public health and health policy issues and share in system-based improvement of health care.
- 12-** Show appropriate attitudes and professionalism.
- 13-** Demonstrate skills of lifelong learning and maintenance of competence and ability for continuous medical education and learning in subsequent stages in *Population Reproductive Health & Demography* or one of its subspecialties.

## ***2- Competency based Standards for clinical master degree graduates***

### **2.1- Knowledge and understanding**

***By the end of the program, the graduate should demonstrate satisfactory knowledge and understanding of***

**2-1-A-** Established basic, biomedical, clinical, epidemiological and behavioral sciences related conditions, problem and topics.

**2-1-B-** The relation between good clinical care of common health problems in the *Population Reproductive Health & Demography* and the welfare of society.

**2-1-C-** Up to date and recent developments in common problems related to *Population Reproductive Health & Demography*.

**2-1-D-** Ethical and medicolegal principles relevant to practice in *Population Reproductive Health & Demography*.

**2-1-E** -Quality assurance principles related to the good medical practice in *Population Reproductive Health & Demography*.

**2-1-F-** Ethical and scientific basics of medical research.

### **2.2- Intellectual skills:**

***By the end of the program, the graduate should be able to demonstrate the following:***

**2-2-A-** Correlation of different relevant sciences in the problem solving and management of common diseases of *Population Reproductive Health & Demography*.

**2-2-B-** Problem solving skills based on data analysis and evaluation (even in the absence of some) for common clinical situations related to *Population Reproductive Health & Demography*.

**2.2- C-** Demonstrating systematic approach in studying clinical problems relevant to *Population Reproductive Health & Demography*

**2-2-D-** Making alternative decisions in different situations in *Population Reproductive Health & Demography*.

### **2.3- Clinical skills**

***By the end of the program, the graduate should be able to***

**2-3-A** - Provide patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health.

**2-3-B**- Demonstrate patient care skills relevant to *Population Reproductive Health & Demography* for patients with common diseases and problems.

**2-3- C**- Write and evaluate reports for situations related to the field of *Population Reproductive Health & Demography*.

### **2.4- General skills**

***By the end of the program, the graduate should be able to***

#### ***Competency-based outcomes for Practice-based Learning and Improvement***

**2-4-A**- Demonstrate 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-B**- Use all information sources and technology to improve his practice.


**2-4-C**- Demonstrate skills of teaching and evaluating others.

#### ***Competency-based objectives for Interpersonal and Communication Skills***

**2-4-D**- Demonstrate interpersonal and communication skills that result in effective information exchange and teaming with patients, their families, and other health professionals.

#### ***Competency-based objectives for Professionalism***

**2-4-E**- Demonstrate professionalism behaviors, as manifested through a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population.

 ***Competency-based objectives for Systems-based Practice***

**2-4-F-** 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.

**2-4-g-** Demonstrate skills of effective time management.

**2-4-H-** Demonstrate skills of self and continuous learning.

# Annex 3, Methods of teaching/learning

**Annex 3, Methods of teaching/learning**

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

#### *Annex 4, Glossary of Master Degree doctors 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 MSc 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 MSc doctor’s performance on checklists and provide feedback for history taking, physical examination, and communication skills. Physicians may also rate the MSc doctor’s performance.
- ❖ Objective Structured Clinical Examination (OSCE) – A series of stations with standardized tasks for the MSc doctors to perform. Standardized patients and other assessment methods often are combined in an OSCE. An observer or the standardized patient may evaluate the MSc doctors.
- ❖ Procedure or Case Logs – MSc 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 a MSc 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 – MSc doctors, faculty, nurses, clerks, and other clinical staff evaluate MSc doctors from different perspectives using similar rating forms.

- ❖ Portfolios – A portfolio is a set of project reports that are prepared by the MSc doctors to document projects completed during the MSc 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 – MSc 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 MSc doctors.

# Annex 5, Program evaluation tools

<b>By whom</b>	<b>Method</b>	<b>Sample</b>
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 6, Program Correlations:

مصفوفة توافق المعايير القومية القياسية العامة لبرامج الماجستير مع المعايير  
الأكاديمية المعتمدة من كلية الطب □ جامعة أسيوط لدرجة الماجستير في الدراسات  
السكانية والصحة الانجابية

## I- General Academic Reference Standards (GARS) versus Program ARS

### 1- Graduate attributes

Faculty ARS	NAQAAE General ARS for Postgraduate programs
1- Have the capability to be a scholar, understanding and applying basics, methods and tools of scientific research and clinical audit in <i>Population Reproductive Health &amp; Demography</i> .	1- إجادة تطبيق أساسيات و منهجيات البحث العلمي واستخدام أدواته المختلفة
2- Appraise and utilise scientific knowledge to continuously update and improve clinical practice in <i>Population Reproductive Health &amp; Demography</i> .	2- تطبيق المنهج التحليلي واستخدامه في مجال التخصص
3- Acquire sufficient medical knowledge in the basic biomedical, clinical, behavioural and clinical sciences, medical ethics and medical jurisprudence and apply such knowledge in patient care in <i>Population Reproductive Health &amp; Demography</i> .	3- تطبيق المعارف المتخصصة و دمجها مع المعارف ذات العلاقة في ممارسته المهنية
4- Provide patient care that is appropriate, effective and compassionate for dealing with common health problems and health promotion using evidence-based and update information.	4- إظهار وعيا بالمشاكل الجارية و الرؤى الحديثة في مجال التخصص
5- Identify and share to solve health problems in <i>Population Reproductive Health &amp; Demography</i> .	5- تحديد المشكلات المهنية و إيجاد حلول لها
6- Acquire all competencies that enable him to provide safe, scientific, ethical and evidence based clinical care including update use of new technology in <i>Population Reproductive Health &amp; Demography</i> .	6- إتقان نطاق مناسب من المهارات المهنية المتخصصة، واستخدام الوسائل التكنولوجية المناسبة بما يخدم ممارسته المهنية

<p>7- Demonstrate 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.</p> <p>8- Function as supervisor, and trainer in relation to colleagues, medical students and other health professions.</p>	<p>7-التواصل بفاعلية و القدرة على قيادة فرق العمل</p>
<p>9- Acquire decision making capabilities in different situations related to <i>Population Reproductive Health &amp; Demography</i>.</p>	<p>8-اتخاذ القرار في سياقات مهنية مختلفة</p>
<p>10- Show 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.</p>	<p>9- توظيف الموارد المتاحة بما يحقق أعلي استفادة و الحفاظ عليها</p>
<p>11- Be aware of public health and health policy issues and share in system-based improvement of health care.</p>	<p>10-إظهار الوعي بدوره في تنمية المجتمع و الحفاظ على البيئة في ضوء المتغيرات العالمية و الإقليمية</p>
<p>12- Show appropriate attitudes and professionalism.</p>	<p>11-التصرف بما يعكس الالتزام بالنزاهة و المصداقية و الالتزام بقواعد المهنة</p>
<p>13- Demonstrate skills of lifelong learning and maintenance of competence and ability for continuous medical education and learning in subsequent stages in <i>Population Reproductive Health &amp; Demography</i> or one of its subspecialties.</p>	<p>12-تنمية ذاته أكاديميا و مهنيا و قادرا علي التعلم المستمر</p>



## 2. Academic standard

Faculty ARS	NAQAAE General ARS for Postgraduate programs
2.1.A -Established basic, Biomedical, clinical, epidemiological and behavioral sciences related conditions, problems and topics.	2-1-أ-النظريات و الأساسيات المتعلقة بمجال التعلم وكذا في المجالات ذات العلاقة.
2.1.B- The relation between good clinical care of common health problems in <i>Population Reproductive Health &amp; Demography</i> and the welfare of society.	2-1-ب-التأثير المتبادل بين الممارسة المهنية وانعكاسها علي البيئة.
2.1. C- Up to date and recent developments in common problems related to <i>Population Reproductive Health &amp; Demography</i> .	2-1-ج-التطورات العلمية في مجال التخصص.
2.1. D- Ethical and medicolegal principles relevant to practice in the <i>Population Reproductive Health &amp; Demography</i> .	2-1-د-المبادئ الأخلاقية و القانونية للممارسة المهنية في مجال التخصص.
2.1. E-Quality assurance principles related to the good medical practice in <i>Population Reproductive Health &amp; Demography</i> .	2-1-هـ- مبادئ و أساسيات الجودة في الممارسة المهنية في مجال التخصص
2.1. F- Ethical and scientific basics of medical research.	2-1-و- أساسيات وأخلاقيات البحث العلمي
2.2. A-Correlation of different relevant sciences in the problem solving and management of common diseases of <i>Population Reproductive Health &amp; Demography</i> .	2-2-أ- تحليل و تقييم المعلومات في مجال التخصص والقياس عليها لحل المشاكل
2.2. B- Problem solving skills based on data analysis and evaluation (even in the absence of some) for common clinical situations related to	

<i>Population Reproductive Health &amp; Demography.</i>	
2.2. B- Problem solving skills based on data analysis and evaluation (even in the absence of some) for common clinical situations related to <i>Population Reproductive Health &amp; Demography.</i>	2-2-ب- حل المشاكل المتخصصة مع عدم توافر بعض المعطيات
2.2. A-Correlation of different relevant sciences in the problem solving and management of common diseases of <i>Population Reproductive Health &amp; Demography.</i>	2-2-ج- الربط بين المعارف المختلفة لحل المشاكل المهنية
2.2. C- Demonstrating systematic approach in studying clinical problems relevant to the <i>Population Reproductive Health &amp; Demography.</i>	2-2-د- إجراء دراسة بحثية و /أو كتابة دراسة علمية منهجية حول مشكلة بحثية
2.4.A-Demonstrate 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	2-2-هـ- تقييم المخاطر في الممارسات المهنية في مجال التخصص
2.4.A-Demonstrate practice-based learning and Improvement skills that involves investigation and evaluation of their own patient care, appraisal and assimilation of scientific improvements in evidence, patient care and risk management	2-2-و- التخطيط لتطوير الأداء في مجال التخصص
2.2.D- Making alternative Decisions in different situations in the field of <i>Population Reproductive Health &amp; Demography.</i>	2-2-ز- اتخاذ القرارات المهنية في سياقات مهنية متنوعة
2.3.A- provide patient care that is Compassionate, appropriate, and effective for	2-3-أ- إتقان المهارات المهنية الأساسية و الحديثة في مجال التخصص

<p>the treatment of health problems and the promotion of health.</p> <p>2.3.B- Demonstrate patient care skills relevant to <i>Population Reproductive Health &amp; Demography</i> for patients with common diseases and problems.</p>	
<p>2.3.C- Write and evaluate reports for Situation related to <i>Population Reproductive Health &amp; Demography</i>.</p>	2-3-ب- كتابة و تقييم التقارير المهنية
<p>2.3.A- provide patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health.</p> <p>2.3.B- Demonstrate patient care skills relevant to that <i>Population Reproductive Health &amp; Demography</i> for patients with common diseases and problems.</p>	2-3-ج- تقييم الطرق و الأدوات القائمة في مجال التخصص
<p>2.4.D- Demonstrate interpersonal and communication skills that result in effective information exchange and teaming with patients, their families, and other health professionals.</p>	2-4-أ- التواصل الفعال بأنواعه المختلفة
<p>2.4.A- Demonstrate 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>2.4.B- Use all information sources and technology to improve his practice.</p>	2-4-ب- استخدام تكنولوجيا المعلومات بما يخدم الممارسة المهنية
<p>2.4.A- Demonstrate practice-based learning and improvement skills that involves</p>	2-4-ج- التقييم الذاتي وتحديد احتياجاته التعليمية الشخصية

<p>investigation and evaluation of their own patient care, appraisal and assimilation of scientific evidence, improvements in patient care and risk management</p> <p>2.4.B- Use all information sources and technology to improve his practice.</p> <p>2.4.E-Demonstrate 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>2.4.A-Demonstrate 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>2-4-2-د- استخدام المصادر المختلفة للحصول على المعلومات و المعارف</p>
<p>2.4. C- Demonstrate skills of teaching and evaluating others.</p>	<p>2-4-2-ه- وضع قواعد ومؤشرات تقييم أداء الآخرين</p>
<p>2.4. F- 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>2-4-2-و- العمل في فريق ، وقيادة فرق في سياقات مهنية مختلفة</p>
<p>2.4.G- Demonstrate skills of effective time management.</p>	<p>2-4-2-ز- إدارة الوقت بكفاءة</p>
<p>2.4.H- Demonstrate skills of self and continuous learning.</p>	<p>2-4-2-ح- التعلم الذاتي و المستمر</p>

**Comparison between ARS and ILOS for master degree  
in Population Reproductive Health &  
Demography**

<b>(ARS)</b>	<b>(ILOS)</b>
<p><b><u>2-1- Knowledge and understanding</u></b></p> <p><b>2-1-A-</b> Established basic, biomedical, clinical, epidemiological and behavioral sciences related conditions, problem and topics.</p>	<p><b><u>2-1- Knowledge and understanding</u></b></p> <p><b>2-1-A-</b> Describe the scientific foundation of the field of public health</p> <p><b>2-1-B-</b> Identify prominent events in the history of the public health profession relevant to reproductive health</p> <p><b>2-1-C-</b> Relate public health science skills to the Core Public Health Functions and Ten Essential Services of Public Health</p>
<p><b>2-1-B</b> The relation between good clinical care of common health problem in the <i>Population Reproductive Health &amp; Demography</i> and the welfare of society.</p>	<p><b>2-1-D-</b> Describe the relation between the basic public health sciences (including, but not limited to biostatistics, epidemiology, environmental health sciences, health services administration, and social and behavioural health sciences) and family planning, maternal and child health, and other reproductive health policies and programs</p>
<p><b>2-1-C-</b> Up to date and recent developments in common problems related to the field of <i>Population Reproductive Health &amp; Demography</i>.</p>	<p><b>2-1-E-</b> Explain the scientific evidence related to a public health issue, concern, or, intervention in the field of <i>Population Reproductive Health &amp; Demography</i>.</p>
<p><b>2-1-D-</b> Ethical and medicolegal Principles relevant to practice in the <i>Population Reproductive Health &amp; Demography</i> field.</p>	<p><b>2-1-E-</b> Explain the scientific evidence related to a public health issue, concern, or, intervention in the field of <i>Population Reproductive Health &amp; Demography</i>.</p>
<p><b>2-1-E-</b>Quality assurance principles related to the good medical practice in the <i>Population Reproductive Health &amp; Demography</i> field.</p>	<p><b>2-1-E-</b> Explain the scientific evidence related to a public health issue, concern, or, intervention in the field of <i>Population Reproductive Health &amp; Demography</i>.</p>

<p><b>2-1-F-</b> Ethical and scientific basics of medical research.</p>	<p><b>2-1-E-</b> Explain the scientific evidence related to a public health issue, concern, or, intervention in the field of <i>Population Reproductive Health &amp; Demography</i>.</p>
<p><b>2-2- Intellectual skills:</b></p> <p><b>2-2-A-</b>Correlation of different relevant sciences in the problem solving and management of common diseases of the <i>Population Reproductive Health &amp; Demography</i>.</p>	<p><b>2-2- Intellectual skills:</b></p> <p><b>2-2-A-</b> Assess the reproductive health status of populations, illnesses and their related determinants.</p> <p><b>2-2-B-</b> Describe the characteristics of a population-based reproductive health problem.</p> <p><b>2-2-C-</b> Select variables that measure reproductive public health conditions</p> <p><b>2-2-I-</b> Make community-specific inferences from quantitative and qualitative data on reproductive health issues.</p>
<p><b>2-2-B-</b>Problem solving skills based on data analysis and evaluation (even in the absence of some) for common clinical situations related to <i>Population Reproductive Health &amp; Demography</i>.</p>	<p><b>2-2-E-</b> Use the identified sources of reproductive health data and information, indicators and describe the possible gaps in data sources</p> <p><b>2-2-J-</b> Use information technology to collect, store, and retrieve data.</p> <p><b>2-2-F-</b> Evaluate the integrity and comparability of data</p>
<p><b>2-2-C-</b> Demonstrating systematic approach in studding clinical problems relevant to the <i>Population Reproductive Health &amp; Demography</i> field.</p>	<p><b>2-2-G-</b> Employ ethical principles in the collection, maintenance, use, and dissemination of data and information</p> <p><b>2-2-K-</b> Utilize data to address scientific, political, ethical, and social public health issues with impact on reproductive health of women.</p> <p><b>2-2-H-</b> Interpret population data on reproductive health whether quantitative and qualitative.</p>
<p><b>2-2-D</b> Making alternative decisions in different situations in the field of the <i>Population Reproductive Health &amp; Demography</i>.</p>	<p><b>2-2-D-</b> Use methods and instruments for collecting valid and reliable quantitative and qualitative data on relevant reproductive health problems</p>

<p>continuous</p> <p><b>(ARS)</b></p>	<p>continuous</p> <p><b>(ILOs)</b></p>
<p><u>2-3- Clinical skills:</u></p> <p><b>2-3-A-</b> Provide patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health.</p> <p><b>2-3-B-</b> Demonstrate patient care skills relevant to that <i>Population Reproductive Health &amp; Demography</i> for patients with common diseases and problems.</p>	<p><u>2/3/1/Practical skills:</u></p> <p><b>2-3-1-G-</b> Communicate effectively and demonstrate caring and respectful behaviors when interacting with women and their families in the outpatient, in-patient, and emergency care. Communicate properly with the health care team.</p> <p><b>2-3-1-A-</b> Recognize the community linkages and relationships among multiple factors affecting health (socio-ecological model)</p> <p><b>2-3-1-B-</b> Demonstrate the capacity to work in community based participatory research efforts.</p> <p><b>2-3-1-C-</b> Identify stakeholders related to Population Reproductive Health &amp; Demography.</p> <p><b>2-3-1-D-</b> Collaborate with community partners to promote the health of the population. related to Population Reproductive Health &amp; Demography..</p> <p><b>2-3-1-E-</b> Maintain partnership with key stakeholders</p> <p><b>2-3-1-F-</b> Use group processes to advance community involvement</p> <p><b>2-3-1-H-</b> Apply clinical reasoning skills in clinical care for women at the primary health care level.</p> <p><b>2-3-1-I-</b> Develop and/or carry out patient management plans for normal pregnancy, normal delivery, emergency obstetric care, primary gynecologic problems of the reproductive tract.</p> <p><b>2-3-1-J-</b> Counsel and educate women and their families about reproductive health prevention and early diagnosis, and family planning needs.</p>
<p><b>2-3-C-</b> Write and evaluate reports for situations related to the field of <i>Population Reproductive Health &amp; Demography</i>.</p>	<p><b>2-3-1-K-</b> Refer the patient to secondary level of care. Register all referrals and follow up on the patient condition.</p>
<p><u>2-4- General skills</u></p> <p><b>2-4-A-</b> Demonstrate practice-based</p>	<p><u>2/3/2 General skills</u></p>

<p>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><b>2-3-2-F-</b> Incorporate strategies for interacting with persons from diverse backgrounds (socio-economic, religious, racial, age, etc.)  <b>2-3-2-G-</b> Recognizes the role of cultural, social, behavioural factors in the accessibility, availability, acceptability, and delivery of public health services.  B.3. Respond to the diverse needs that are the result of cultural differences</p>
<p><b>2-4-B-</b> Use all information sources and technology to improve his practice.</p>	<p><b>2-3-2-C-</b> Utilize a variety of approaches to disseminate reproductive health information  <b>2-3-2-D-</b> Present demographic, statistical, programmatic, and scientific information for use by professional and lay audiences</p>
<p><b>2-4-C-</b> Demonstrate skills of teaching and evaluating others.</p>	<p><b>2-3-2-E-</b> Apply communication strategies in interactions with individuals and groups</p>
<p><b>2-4-D-</b> Demonstrate 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-A-</b> Assess the health and specifically reproductive health literacy of community members of populations served  <b>2-3-2-B-</b> Communicates in writing and orally, in person, and through electronic means, with linguistic and cultural proficiency.  <b>2-3-2-C-</b> Utilize a variety of approaches to disseminate reproductive health information  <b>2-3-2-D-</b> Present demographic, statistical, programmatic, and scientific information for use by professional and lay audiences  <b>2-3-2-E-</b> Apply communication strategies in interactions with individuals and groups</p>
<p><b>2-4-E-</b> Demonstrate professionalism behaviors, 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-O</b> Apply basic human relations skills to the management of organizations, motivation of personnel, and resolution of conflicts.  <b>2-3-2-P-</b> Contribute to the measuring, reporting and continuous improvement of organizational performance</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-R-</b> Describe how policy options can influence public health programs  <b>2-3-2-S-</b> Explain the expected outcomes of policy options  <b>2-3-2-T-</b> Gather information that will inform policy decisions  <b>2-3-2-U-</b> Gather information relevant to specific public health policy issues</p>
<p><b>2-4-G-</b> Demonstrate skills of effective time management</p>	<p><b>2-3-2-L-</b> Describe the public health care, and health care systems  <b>2-3-2-M-</b> Describe the organizational structures, functions, and authorities of the district, governorate, central health agency.  <b>2-3-2-N-</b> Adhere to organizational policies and procedures.  <b>2-3-2-O-</b> Apply basic human relations skills to the management of organizations, motivation of personnel, and resolution of conflicts.  <b>2-3-2-P-</b> Contribute to the measuring, reporting and continuous improvement of organizational performance  <b>2-3-2-Q-</b> Identify internal and external problems that may affect the delivery of essential reproductive health services</p>
<p><b>2-4-H-</b> Demonstrate skills of self and continuous learning.</p>	<p><b>2-3-2-U-</b> Gather information relevant to specific public health policy issues</p>

### III - Program matrix

#### Knowledge and understanding

Course	Program covered ILOs				
	2/1/A	2/1/B	2/1/C	2/1/D	2/1/E
Epidemiologic methods for Reproductive Health	X	X	X	X	X
Basic demography	X	X	X	X	X
Basic Biostatistics and statistical reasoning	X		X	X	X
Environmental health	X	X	X	X	X
Primary Obstetrics & Gynecology			X	X	X
Maternal Health in Developing countries		X	X	X	X
Quality in Reproductive Health services		X	X	X	X
Communication & counseling	X		X	X	X
Family Planning policies and programs		X	X	X	X
Adolescent health		X	X	X	X
Social and behavioural determinants of health	X	X	X	X	X

## Intellectual

Course	Program covered ILOs										
	2/2/A	2/2/B	2/2/C	2/2/D	2/2/E	2/2/F	2/2/G	2/2/H	2/2/I	2/2/J	2/2/K
Epidemiologic methods for Reproductive Health	X	X	X	X	X	X	X	X	X	X	X
Basic demography	X	X	X					X			X
Basic Biostatistics and statistical reasoning	X	X	X	X	X	X	X	X	X	X	X
Environmental health	X	X		X	X						X
Primary Obstetrics & Gynecology	X	X		X	X		X				X
Maternal Health in Developing countries	X	X		X	X	X	X	X			X
Quality in Reproductive Health services	X	X		X	X	X					X
Communication & counseling											X
Family Planning policies and programs	X			X	X	X	X	X			X
Adolescent health	X	X		X	X						X
Social and behavioural determinants of health	X	X		X							X

## Practical Skills

Course	Program covered ILOs										
	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	2/3/1/K
Epidemiologic methods for Reproductive Health	X		X		X						
Basic demography	X										
Basic Biostatistics and statistical reasoning											
Environmental health	X		X	X	X	X					
Primary Obstetrics & Gynecology	X	X	X	X	X	X	X	X	X	X	X
Maternal Health in Developing countries	X		X	X	X	X	X			X	
Quality in Reproductive Health services	X	X	X	X	X	X	X			X	
Communication & counseling	X	X	X	X	X	X	X			X	
Family Planning policies and programs	X		X	X	X	X	X			X	
Adolescent health	X		X	X	X	X				X	
Social and behavioural determinants of health	X		X	X	X	X	X				

## General Skills

Course	Program covered ILOs							
	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
Epidemiologic methods for Reproductive Health	X	X	X	X				
Basic demography	X			X				
Basic Biostatistics and statistical reasoning	X	X		X				
Environmental health	X							
Primary Obstetrics & Gynecology		X						
Maternal Health in Developing countries								
Quality in Reproductive Health services			X					
Communication & counseling		X	X	X	X	X		
Family Planning policies and programs			X					
Adolescent health							X	
Social and behavioural determinants of health	X						X	X

## General Skills

Course	Program covered ILOs							
	2/3/2/I	2/3/2/J	2/3/2/K	2/3/2/L	2/3/2/M	2/3/2/N	2/3/2/O	2/3/2/P
Epidemiologic methods for Reproductive Health						X		X
Basic demography	X							
Basic Biostatistics and statistical reasoning								X
Environmental health	X						X	
Primary Obstetrics & Gynecology				X		X	X	
Maternal Health in Developing countries		X	X	X		X	X	
Quality in Reproductive Health services		X	X	X		X	X	X
Communication & counseling			X				X	
Family Planning policies and programs		X	X	X	X	X	X	
Adolescent health				X			X	
Social and behavioural determinants of health	X							

## General Skills

Course	Program covered ILOs				
	2/3/2/Q	2/3/2/R	2/3/2/S	2/3/2/T	2/3/2/U
Epidemiologic methods for Reproductive Health				X	X
Basic demography					
Basic Biostatistics and statistical reasoning					
Environmental health				X	X
Primary Obstetrics & Gynecology	X			X	X
Maternal Health in Developing countries	X			X	X
Quality in Reproductive Health services	X			X	X
Communication & counseling	X			X	X
Family Planning policies and programs		X	X	X	X
Adolescent health					
Social and behavioural determinants of health		X	X		

Annex 7,  
Additional information:



 **Department information:**  
**Department information: Public Health and Community  
Medicine**

**Staff members:**

Prof. Dr. Eman Morsy Mohamed  
Prof. Dr. Farida Ahmed Morshed Allam  
Prof. Dr. Ali Hussein Zarzour  
Prof. Dr. Mohammad Hassan Qayed  
Prof. Dr. Ahmed Mohamed Mahmoud Hany  
Prof. Dr. Hosnia Said Abdel Megeed  
Prof. Dr. Oaima El-Gibaly Mohamed Helmy  
Prof. Dr. Etemad El shreif  
Prof. Dr. Randa Mohamed Shams El-Deen Moustafa  
Prof. Dr. Eman Mohamed Monazea  
Prof. Dr. Ekram Mohamed Abdel Khalek  
Prof. Dr. Dalia Galal Mahran  
Prof. Dr. Sabra Mohamed Ahmed  
Prof. Dr. Hala Abou Fadan  
Prof. Dr. Faten Rabee  
Prof. Dr. Medhat Araby Khalil  
Prof. Dr. Manal Moustafa Darwish  
Prof. Dr. Ahmed Khair Shabib  
Ass. Doaa Mazen Abel Salam  
Ass. Asmaa Mohamed Ahmed Soliman  
Ass. Tagreed Ismail  
Ass. Mirret Mamdoh Wesly  
Ass. Doaa Mohamed Mahmoud  
Ass. Shiemaa Abdel Sameea  
Dr. Heba Mahmoud Mohammed  
Dr. Mariam Rushdy El Khayat  
Dr. Shimaa Hosny  
Dr. Heba Gafer

**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.

**(End of the program specifications)**