



كلية الطب
وحدة ضمان الجودة



Faculty of Medicine
Quality Assurance Unit

Community Medicine Course Specification

Code: AMED 014

Fourth year of M.B.B.Ch. Program

2016-2017

Assiut University
Faculty of Medicine

Faculty of Medicine
Quality Assurance Unit

Course specifications:

Programs on which the course is given: M.B.B.Ch. program

Major or minor elements of program: Major

Department offering the course: Community Medicine Department

Academic year / Level: Fourth year

Date of specification approval: 10-2016

A- basic course information

Course title: Community Medicine **Code:** Amed 014a

Academic year / Level: Fourth year

Programme(s) on which the course is given: M.B.B.Ch. program

Department offering the course: Public health and Community medicine

Lecture: 128 hours

Practical: 64 hours

Field training: 8 visits (1 hours each)

Total : 200 hours

B- Professional information

1- Overall aims

- **Introduce** students to the concepts and functions of public health/community medicine.
- It deals with the generic professional competencies of quality **Health Care Practice and Management** that help graduates to carry out administrative and service responsibilities as health team leader.
- To develop an understanding of the basic principles of the infectious process, susceptibility and resistance, and prevention and control measures in general and of **some selected communicable diseases**
- To help the student to gain awareness of potential **emerging / threatening** diseases and act as the first line of defense
- To encourage the role of PHC physician in improving the lifestyle of individuals and families in order to modify the risk factors associated with the increased prevalence of **non-communicable diseases**
- To emphasize the skill needed by a physician in **Communication and Behavior** changes.
- Inclusion of **Mental health** in the curriculum help student's gaining important competencies in provision of basic mental health services in primary health care (PHC).
- To learn about the health care systems in Egypt and the function of **Primary health Care (PHC)** is a core domain in the curriculum.
- To understand the concept of **Reproductive health** including maternal and child care as well as meeting the needs of adolescent and the elderly support gender mainstreaming in medical education.
- **Nutrition** as a basic concern in medical profession was addressed throughout the human life cycle.
- The area of **Environmental health** help students acquire key knowledge and skills needed for effective management of environmental hazards within PHC package.

- To understand the concept that **occupational health** is essentially a preventive discipline
- To develop physicians capable of dealing with groups of the workforce who perform different types of jobs in order to help provide them with a safe and healthy work environment, and to render services for the promotion of their health
- To appreciate the special needs of **elderly** and **adolescents**
- To contribute to promoting the health and addressing the special needs of this age group
- To Sensitize graduates to the health problems of the country and improve their capability to analyze situations and assess health needs by using appropriate **vital indicators**
- To understand the value and uses of **epidemiologic methods** and study disease in the community or clinical setting.
- To develop the concept of **critical interpretation of data** and enable future doctors to use **statistical principles** to improve their professional work
- Understand the **rural community and its problems** through the health services, the organizational setup of rural health unit, and its relation with other organization in the rural health.
- Orient the medical student to his/her role in addressing rural health problems through the health services

2- Intended learning outcomes (ILOs)

A- knowledge and understanding

By the end of the course, students should be able to:

- A1- Define health and disease and describe the spectrum of health (A15 a)
- A2- Mention the three interacting ecological factors; agent, host, and environment affecting the occurrence of disease (A15 a)
- A3- Describe the determinants of health on the individual, the family, and the community levels(A15 a)
- A4- Define life expectancy, vital statistics and data sources for vital statistics(A16).
- A5- Describe the study designs, uses, and limitations and define clinical epidemiology and its basic components(A19)
- A6- Describe the principle of disease surveillance and its use in the community setting (A17)
- A7- Define the screening tests pertinent to selected diseases and explain their usefulness. (A17)
- A8- Define the sources of data, methods of collection, sampling techniques and advantages of sampling. (A16)
- A9- Describes the infectious cycle and explain different methods for prevention and control in general and for **some communicable and non-communicable diseases**. (A15 a)
- A10- Define epidemiologic approaches to measure the occurrence of disease in communities. (A12)
- A11- Identify routine, recommended, and potential vaccines(A12)

- A12- List risk factors relevant to selected non-communicable diseases(A12)
- A13- Define terms: communication, health education, counseling and explain how behavior and social variables can have an impact on health and diseases(A18)
- A14- Describe the process of behavior change, the communication process and list barriers (personal, environmental) to effective communication and how to communicate a message skillfully (knowledge) and the different health education methods and materials, stating their characteristics, utilities, and limitations(A20).
- A15- Describe the different health education planning models: PRECEDE, PROCEED, social learning, social marketing and explain how to activate and mobilize the community. (A18)
- A16- Identify the interaction among physical and mental symptoms and illnesses and factors affecting mental health (psychological, social, and biological) and primary and secondary prevention in mental health. (A12)
- A17- Identify nutrient sources, functions requirements, effects of deficiency, and effects of excess and characteristics of an adequate diet (A12)
- A18- Describe diets for normal individuals throughout the life cycle, especially the vulnerable groups and explaining malnutrition problems and methods of assessment of nutritional status. (A12)
- A19- Identify management functions: planning and its components, implementation and its basic functions, and evaluation and its indicators. (A12)
- A20- Define steps for community needs assessment and principles of leadership and team building (A17)
- A21- Define quality and identify the dimensions of quality in health care. (A15)
- A22- Define the three major aspects of health economics: financing, cost analysis, and cost-effectiveness and identify principles of cost analysis and define some measures for cost containment (A19)
- A23- Identify the different types of health systems in Egypt and the organizational structure of the MOHP at the central, governorate, and district level. (A15 b)
- A24- Describe the different levels of health care in urban and rural areas, and the health team at each level and the referral system (A15 b)
- A25- Explain the different types of health insurance (A15 b)
- A26- Define the patterns of curative care. (A12)
- A27- Explain care on the individual, family level, and community levels (A15 b)
- A28- Define PHC and explain the characteristics of PHC. (A15 b)
- A29- List the PHC services in Egypt and the elements of PHC(A15 b)
- A30- Explain the human life cycle, including stages and transitional events and describe the family practice approach currently implemented in Egypt(A18)
- A31- List members of the health team working in the different types of rural health service settings and their job descriptions and identify rural health health-related problems (A15 b)

- A32- Define terminologies related to RH, women's health, MCH, and FP (A15 b)
- A33- List the components of RH and define the RH services in Egypt (A15 b)
- A34- Define the goal, objectives, and components of MCH and describe the MCH program (A15 b)
- A35- Explain factors affecting fertility and fertility motives and describe the Egyptian FP program. (A12)
- 36- Identify the health problems, health needs and interventions to promote health of adolescents (A12)
- A37- Define the importance and explain the components of the faculty health program and identify the role of the faculty in community health development (A19)
- A38- Define gerontology and geriatrics and explain the components of the faculty health program and identify the role of the faculty in community health development (A8)
- A39- Define health needs, health problems and health care program of the elderly (A8)
- A40- Define disability and enumerate the causes of disability and levels of prevention and list the details of rehabilitation (A12)
- A41- Identify the nature, health effects, sources of environmental risks and prevention and / or control of these risks for water, waste management (A17)
- A42- Define basic terminologies of occupational health and identify potential hazards and stresses in different types of jobs and their health effects (A12)
- A43- Describe the occupational health program and the role of the occupational health physician and the occupational health team(A12)
- A44- Define the needs of special groups of workers (women, children, people with disabilities, farmers, migrants and seasonal workers). (A17)

B- Intellectual skills

By the end of the course, students should be able to:

- B1- Draw Egypt's population pyramid and identify the information obtained from the pyramid (B9)
- B2- Calculate and interpret vital rates including fertility, morbidity, and mortality rates, both crude and specific (B9)
- B3- Select various epidemiological strategies in evaluation of health services (B12a)
- B4- Calculate sensitivity, specificity, and predictive value (B9)
- B5- Measure disease risk factors (B12 b)
- B6- Summarize data, construct tables and graphs, calculate measures of central tendency and dispersion and describe the normal curves and its uses by using SPSS program (B12 b)
- B7- Interpret selected tests of significance and the inferences obtained from such tests by SPSS program (B12 b)
- B8- Make a decision about the appropriate control measures related to specific situations (B12 b)

- B9- Prepare the health education messages pertinent to a healthy life style, prevention, and control (B10)
- B10- Conduct a counseling session, plan a session for health education for two priority problems (B10)
- B11- Carry out a health education session and assess performance (self / peer) (B10)
- B12- Apply methods of assessment of nutritional status (B8)
- B13- Use data / information for situation analysis and identification and prioritization of health and health-related problems (B8)
- B14- Calculate relevant vital indices, and identify health problems related to the health of mothers and children as well as risk factors (B5)
- B15- Build a model explaining the environmental background of human diseases. (B2)

C- Professional and practical skills

By the end of the course, students should be able to:

- C1- Perform community diagnosis (C12)
- C2- Carry out a social & health surveys(C12)
- C3- Make a diagnosis of an epidemic(C13)
- C4- Conduct a counseling session(C13)
- C5- Carry out a health education session (C13)
- C6- Perform Cardio pulmonary resuscitation (first aid measures) (C10)

D- General skills

By the end of the course, students should be able to:

- D1- Use standard computer programs effectively (D3)
- D2- Utilize computers in conducting researches (D3)
- D3- Organize a group of people in a work environment (D3)
- D4- Act in a group and assess performance (self/peer) (D8)
- D5- Communicate well with his colleagues, top management and subordinates (D1)
- D6- Help establishing a good patient- physician relationship (D2)

4- Course contents

TOPICS	NO. OF HOURS	LECTURE	PRACTICAL	FIELD TRAINING
GENERAL INTRODUCTION	2	2		
Measurements of Health: Demography, Vital Statistics, and Disease Burden	10	4	6	
EPIDEMIOLOGICAL AND QUANTITATIVE DOMAIN				
Epidemiological Methods	10	4	6	
Medical Statistics	14	6	8	
General Epidemiology of Communicable Diseases	6	6		
Epidemiology of Selected Communicable Diseases	34	26	6	1
Non-Communicable Diseases	13	8	4	1
COMMUNICATION AND HEALTH BEHAVIOR	20	12	8	
Mental Health	2	2		
Nutrition in Health and Disease	12	8	4	
MANAGEMENT AND ADMINISTRATION				
Health Care Management and Administration	14	8	6	
Health Systems and Health Services in Egypt	2	2		
RURAL HEALTH	8	2	4	1
Adolescent and Family Health	4	4		
PRIMARY HEALTH CARE PROGRAMS				
Primary Health Care, Basic Health Services, and Family Practice	4	4		
Reproductive Health, including Maternal and Child Health and Family Planning	14	6	6	2
Health of the Elderly	5	2	2	1
Health of People with Special Needs, including People with Disabilities	2	2		
Health of People with Special Needs, including People with Disabilities	2	2		
ENVIRONMENTAL AND OCCUPATION HEALTH				
ENVIRONMENTAL HEALTH	10	8		1
OCCUPATIONAL HEALTH	18	12	4	1
TOTAL HOURS	200	128	64	8*(8h)

* Field visits

4- Teaching and learning Methods

- 1- Lectures
- 2- Practical sessions
- 3- Field visits
- 4- Community based training in a village
- 5- Brainstorming
- 6- Discussions
- 7- Case studies
- 8- Role plays
- 9- E-Learning system interactive discussions.

5- Facilities required for teaching and learning

1. Adequate conditioned spaces and teaching facilities
2. Audiovisual Aids: Data show, white boards & their requirements
3. Transport for students during the community field visits.
4. Computers for computer student lab
5. E-Learning

6- Student assessment methods

1. Written exams to assess knowledge and understanding
2. Oral exams to assess knowledge and understanding, attitude, communication skills and problem solving capabilities
3. Observation of attendance and absenteeism
4. Practical skills: computer based (using SPSS), problem solving
5. Assess the communication skills in community based training in rural areas and asses the practice of community diagnosis, counseling and dynamics of interaction with community members.

Assessment schedule

Assessment 1: Written practical exam by the end of each round

Assessment 2: Written midterm exam

Assessment 3: Written exam by the end of the year

Assessment 4: Oral exam by the end of the year

Assessment 5: Attendance and absenteeism throughout the year

Assessment 6: Two days rural community field visits twice during the round.

Weighing of assessments

- Mid term exam (practical exam at end of round (10%= 30 degrees) and mid term written exam – its timing not yet determined - (10% = 30 degrees) total 20 % = 60 degrees
- Practical exam (practical notes, absenteeism) and Community campaign 10 % = 30 degrees
- Final written exam 50% = 150 degrees
- Final Oral exam 20 % = 60 degrees

Total 100% = 300 degrees

6 List of references:

1- Course notes:

Department course notes, lectures and handouts.

2- Essential books:

- Jekel's Epidemiology, Biostatistics, Preventive Medicine, and Public Health, Fourth edition, 2014
- Maxcy-Rosenau-Last: Public Health & Preventive Medicine, fifteenth edition, 2008
- Text Book of Public Health and Community Medicine, First Edition, 2009

3- Recommended books:

Dimensions of Community Health, Boston Burr Ridge Dubuque, short Textbook of preventive and social Medicine. Prentice-Hall International Inc., Epidemiology in medical practice, 5th edition. Churchill Livingstone. New York, London and Tokyo

4- Periodicals and web sites:

American Journal of Epidemiology.
British Journal of Epidemiology and Community Health,
CDC and WHO websites

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