



**Faculty of Medicine
Quality Assurance Unit**



**Aswan University
Faculty of Medicine**

Community Medicine Course Specifications

Code: AMED 014

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

2011- 2012

**Aswan University
Faculty of Medicine**

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University: Aswan
Faculty: Medicine
Department: public health and Community Medicine

Course specifications:

1- Basic information

Title: Community Medicine **Code: Amed014**
Department offering the course: public health and Community Medicine
Department
Academic year / Level: Fourth year of M.B.B.Ch
Lecture: 128 hours Practical: 64 hours Field training: 24 hours

Total: 216 hours (&Community Medicine campaign for 2 week)
External evaluator: Prof. Dr. Abdel Razek Aly Awadah

Date of last revision :5-2010

2-Overall aims

- To provide the student with an appropriate background about the concepts and functions of public health/community medicine, primary health care, Health Care Practice and Management, Communication skills, Mental Health, and health of elderly and adolescents
- To enable the student to understand the basic principles of the infectious process, susceptibility and resistance, and prevention and control measures in general and of some selected communicable diseases, emerging/threatening diseases and Non- communicable diseases.
- To provide a core knowledge about the concept of Reproductive health including maternal and child care
- To provide core knowledge about Nutrition as a basic concern in medical profession was addressed throughout the human life cycle.
- To enable the student to understand the concepts of occupational health and Environmental health
- To provide the student with an appropriate background about about the health problems of the country and improve their capability to analyze situations and assess health needs by using appropriate

vital indicators, epidemiologic methods, critical interpretation of data, statistical principles.

- To enable the student to understand the rural community and its problems through the health services, the organizational setup of the rural health unit, and its relation with other organizations in the rural areas

3 Intended learning outcomes (ILOs)

A- knowledge and understanding

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

- A1-** Mention the three interacting ecological factors; agent, host, and environment affecting the occurrence of disease, determinants of health.
- A2-** Define life expectancy, vital statistics and data sources for vital statistics, methods of collection, sampling techniques and advantages of sampling, morbidity, fertility and mortality data.
- A3-** Describe the study designs, uses, and limitations and define clinical epidemiology and its basic components
- A4-** Describe the public health surveillance system and its use in the community setting, Define the screening tests pertinent to selected diseases and explain their usefulness.
- A5-** Describe the infectious cycle and explain different methods for prevention and control in general and for some communicable and non-communicable diseases
- A6-** Define terms: communication, health education, counseling and explain how behavior and social variables can have an impact on health and disease
- A7-** Describe 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
- A8-** State nutrient sources, functions requirements, effects of deficiency, and excess and characteristics of an adequate diet. Describe diets for normal individuals throughout the life cycle, especially the vulnerable groups and explaining malnutrition problems and methods of assessment of nutritional status
- A9-** Mention management functions: planning and its components, implementation and its basic functions, and evaluation and its indicators. Define Primary Health Care and lists elements of primary health care

- A10-List members of the health team working in the different types of rural health service settings and their job descriptions and identify rural health and health-related problems
- A11-List the components of Reproductive Health, Maternal and Child Health Care and define the Reproductive Health services in Egypt.
- A12-Define the health problems, health needs and interventions to promote health of adolescents and elderly.
- A13-Define disability and list the causes of disability and levels of prevention and list the details of rehabilitation
- A14-Describe the nature, health effects, sources of environmental risks and prevention and/or control of these risks for water, waste management, Define basic terminologies of occupational health and list potential hazards and stresses in different types of jobs and their health effects

B- Intellectual skills

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

- B1** –Create Egypt’s population pyramid and analyze the information obtained from the pyramid
- B2- Calculate, and analyze vital rates including fertility, morbidity, and mortality rates, both crude and specific.
- B3 -Design various epidemiological strategies in evaluation of health services.
- B4- Calculate sensitivity, specificity, and predictive value
- B5- Measure disease risk factors
- B6- Summarize data, construct tables and graphs, calculate measures of central tendency and dispersion and analyze the normal curves and its uses, by using SPSS program
- B7- Analyze selected tests of significance and the inferences obtained from such tests using SPSS program.
- B8-Assess the appropriate control measures related to specific situations
- B9-Create the health education messages pertinent to a healthy life style, prevention, and control
- B10-Develop a counseling session
Generate a session for health education for two priority problems
- B11-Develop a health education session and assess performance (self/peer)
- B12-Use methods of assessment of nutritional status

B13-Use data/information for situation analysis and identification and prioritization of health and health-related problems

B14-Calculate relevant vital indices, and categorize health problems related to the health of mothers and children as well as risk factors.

B15-Create a model explaining the environmental background of human diseases

C- Professional and practical skills

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

C1- Perform community diagnosis

C2- Carry out a social & health surveys

C3- Make a diagnosis of an epidemic

C4- Carry out a health education session

C5- Perform Cardio pulmonary resuscitation (first aid measures)

C6- Make a care plan for a patient including investigation and continuous care

D- General skills

D1- Communicate using standard computer programs effectively

D2- Utilize computers in conducting researches

D3- Organize a group of people in a work environment

D4- Communicate and discuss well within a group

D5- Communicate well with his colleagues, top management and subordinates, with patients and their family

D6- Help establishing a good client - physician relationship

D7- Display information to the patient in a clear human manner

D8- Assist all patients equally regarding their believes, cultures, and behavior

D9- Identify the need to engage in lifelong learning

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	4
Non-Communicable Diseases	13	8	4	2
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	4
Adolescent and Faculty 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 FGM Early marriage	14	6	6	4
Health of the Elderly	5	2	2	2
Health of People with Special Needs, including People with Disabilities	2	2		
ENVIRONMENTAL AND OCCUPATIONAL HEALTH				
Environmental Health	10	8		4
Occupational Health	18	12	4	4
TOTAL HOURS	216	128	64	24h)

* Field visits

5- Teaching and learning Methods

- 1- Lectures
- 2- Practical sessions
- 3- Field visits
- 4- Community campaign for one week
- 5- Brain storming
- 6- Discussions
- 7- Case studies
- 8- Role plays
- 9- Skills laboratory

Facilities used for teaching and learning

- 1- Adequate conditioned spaces and teaching facilities
- 2- Audiovisual Aids: Data show, overhead and slide projectors and their requirements
- 3- Transport and full board facilities for students during the community campaigns.
- 4- Computers for computer student lab.

6- Teaching and learning Methods for students with learning difficulties:

- 1- Lectures.
2. Special classes outside the teaching schedule
3. Case studies

7- Student assessment

A- Methods

- 1- Written exams (short essay, MCQ, case study) to assess knowledge and understanding (a1-a14, b1-b15)
- 2- Oral exams to assess knowledge and understanding, attitude, communication skills and problem solving capabilities (a1-a14, b1-b15)
- 3- Observation of attendance and absenteeism
- 4- Community campaigns to assess communication skills and practice community diagnosis and survey applications (c1-c5, d1-d6)

B-Assessment schedule

Assessment 1: practical exam by the end of each round

Assessment 3: Final written exam by the end of the year

Assessment 4: Final Oral exam by the end of the year

Assessment 5: Attendance and absenteeism throughout the year

Assessment 6: Community campaign and world days

Assessment 7: E learning (Questions of different topics available online for students assessments)

C-Weighting of assessments

- practical exam by the end of each round = 50 degrees
- practical notes, absenteeism and Community campaign and world days = 40 degrees
- Final written exam 50% = 150 degrees
- Final Oral exam 20 % = 60 degrees

Total 100% = 300 degrees

8- List of references:

1- Course notes:

Department course notes, lectures and handouts.

2- Essential books:

- Maxcy-Rosenau (2009): Public health and preventive medicine, Prentice- Hall International Inc. 13th edition
- Park K. (2008): Environment and Health at Park's textbook of preventive and social medicine. Ms Banarsidas Bhanot, ., India.

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 (2008)

4- Periodicals and web sites:

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

Course coordinator:

Dr. Shaimaa Sayed Abdel-Rheem

Head of Department:

Date: