



Master (MSC) Degree Program and Courses Specifications for

**PUBLIC HEALTH AND COMMUNITY
MEDICINE**

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

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Master degree of **Public Health and Community Medicine**

A. Basic Information

-  **Program Title:** **Master Degree in Public Health and Community Medicine**
-  **Nature of the program:** Single.
-  **Responsible Department:** Public health and community medicine
-  **Program Academic Director (Head of the Department):**
Prof. Hosnia Saeid Abdel Mageed
-  **Coordinator (s):**
Principle coordinator: Prof. Omaima Mohammad Helmy El-Gibaly
 - **Assistant coordinator (s)** Dr Manal MM Darwish
-  **Internal evaluators:** Prof. Mohammad Hasan Quayed
-  **External evaluator:** Dr. Mohammad Ali El-Daidamony
-  **Date of Approval by the Faculty of Medicine Council of Assiut University:**
-  **Date of most recent approval of program specification by the Faculty of Medicine Council of Assiut University:**
.....
-  **Total number of courses:** 5 courses

B. Professional Information

1- Program aims

I/1 To graduate a specialist in public health and community medicine

1/2 To graduate a specialist capable to maintain continuous medical education in public health and community medicine field and practice.

2-Intended learning outcomes (ILOs)

For the whole program:

2/1 Knowledge and understanding:

- A. Explain the essential facts and principles of relevant basic sciences including, Biostatistics and epidemiological methods, environmental health, behavioral sciences microbiology and parasitology related to Public health and community medicine.
- B. Mention essential facts of clinically supportive sciences related to Public health and community medicine.
- C. Demonstrate sufficient knowledge of etiology, clinical picture, diagnosis, prevention and treatment of common diseases and health problems related to Public health and community medicine.
- D. Give the recent and update developments in the pathogenesis, diagnosis, prevention and treatment of common diseases related to Public health and community medicine.
- E. Mention the basic ethical and medicolegal principles relevant to the Public health and community medicine.
- F. Mention the basics of quality assurance to ensure good clinical care in the field of practice.
- G. Mention the ethical and scientific principles of medical research.
- H. State the impact of common health problems in the field of Public health and community medicine on the society.

2/2 Intellectual outcomes

- A. Correlate the facts of relevant basic and clinically supportive sciences with clinical reasoning, diagnosis and management of common diseases of the Public health and community medicine.
- B. Demonstrate an investigatory and analytic thinking approach (problem solving) to common clinical situations related to Public health and community medicine.
- C. Design and present case for common problem related to Public health and community medicine.
- D. Formulate management plans and alternative decisions in different situations in the field of the Public health and community medicine.

2/3 Skills

2/3/1 Practical skills (Patient Care)

- A. Obtain proper history and examine patients in caring and respectful behaviors.
- B. Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment for common conditions related to **Public health and community medicine**.
- C. Carry out patient management plans for common conditions related to **Public health and community medicine**.
- D. Use information technology to support patient care decisions and patient education in common clinical situations related to **Public health and community medicine**.
- E. Perform competently non invasive and invasive procedures considered essential for the **Public health and community medicine**.

- F. Provide health care services aimed at preventing health problems related to **Public health and community medicine**.
- G. Provide patient-focused care in common conditions related to **Public health and community medicine**, while working with health care professionals, including those from other disciplines
- H. Write competently all forms of patient charts and sheets including reports evaluating these charts and sheets (Write a consultation note, Inform patients of a diagnosis and therapeutic plan, completing and maintaining medical records)

2/3/2 General skills

Including:

- Practice-based Learning and Improvement
- Interpersonal and Communication Skills
- Professionalism
- Systems-based Practice

Practice-Based Learning and Improvement

- A. Perform practice-based improvement activities using a systematic methodology (share in audits and risk management activities and use logbooks).
- B. Appraises evidence from scientific studies.
- C. Conduct epidemiological Studies and surveys.
- D. Perform data management including data entry and analysis and using information technology to manage information, access on-line medical information; and support their own education.

- E. Facilitate learning of students and other health care professionals **including their evaluation and assessment.**

Interpersonal and Communication Skills

- F. Maintain therapeutic and ethically sound relationship with patients.
- G. Elicit information using effective nonverbal, explanatory, questioning, and writing skills.
- H. Provide information using effective nonverbal, explanatory, questioning, and writing skills.
- I. Work effectively with others as a member of a health care team or other professional group.

Professionalism

- J. Demonstrate respect, compassion, and integrity; a responsiveness to the needs of patients and society
- K. Demonstrate a commitment to ethical principles including provision or withholding of clinical care, confidentiality of patient information, informed consent, business practices
- L. Demonstrate sensitivity and responsiveness to patients' culture, age, gender, and disabilities

Systems-Based Practice

- M. Work effectively in relevant health care delivery settings and systems **including good administrative and time management.**
- N. Practice cost-effective health care and resource allocation that does not compromise quality of care.
- O. Assist patients in dealing with system complexities.

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

Academic standards for master degree in *Public health and Community Medicine*

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.

4- Program External References (Benchmarks)

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

http://www.acgme.org/acWebsite/navPages/nav_Public.asp.

2. Master of Science in Public Health Program (MSPH), Health services Academy Ministry of Health, Government of Pakistan, Quaid- I- Azam University July 2006.

(<http://www.hsa.edu.pk/students/handbook/hand8.html>)

5. Program Structure and Contents

A. Duration of program: 3 – 5 years

B. Structure of the program:

Total number of points : 180 (20 out of them for thesis)

Didactic 40(22.2%), practical 120(66.7%) thesis 20 (11.1%)

total 180

First part

Didactic 16(8.8%), practical 24(13.3%). Total 40 (22.2%)

Second part

Didactic 24, (13.3%) practical 96(53.3%). Total 120 (66.7%)

According the currently applied bylaws:

Total courses 160 CP

Compulsory courses: 98.9%

Elective course: 2 credit point: 1.1%

	Points	% from total
▪ Basic courses	8	4.4
Humanity and social courses	2	1.1%
▪ Specialized courses		
○ Clinical courses	6	3.3
○ Practicals for 1 st part	24	13.3
○ Advanced public health	24	13.3
○ Practicals for 2 nd part	96	53.3
○ 2 nd part		
▪ Others (Computer, ...)		
▪ Field training		
Thesis	20	11.1%

C. Program Time Table

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

○ Part 1: (One year)

Program-related essential courses and ILOs + elective courses

Students are allowed to sit the exams of these courses after 12 months from applying to the M Sc degree.

One elective course can be set during either the 1st or 2nd parts.

○ Thesis

For the M Sc 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 specialized science courses and ILOs
Students are not allowed to sit 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 exams of each course and 60% of summation of the written exams, oral and clinical exams of each course

Total degrees 1900 marks.

700 marks for first part

1200 for second part

Written exam 40% - 70%.

Clinical and oral exams 30% - 60%.

D. Curriculum Structure: (Courses):

 **courses of the program:**

courses	Course Code	Core Credit points		
		Lectures	training	total
First Part				
Academic basic Courses (8CP)				
1) Course 1: Biostatistics and epidemiological methods	COM209A	3	1	4
2) Course 2: Environmental Health	COM209B	2	0.75	2.75
3) Course 3: Microbiology and	COM209C#	2	0.5	2.5

Parasitology 4) Course 4: Behavioral and social sciences	COM209D	1	0.0	1
General clinical compulsory courses (6 points)		6	7.75	13.75
Elective courses*	2CP			
- Elective course				
Clinical training and scientific activities:				
Clinical training and scientific activities: (10 CP)			10	
Clinical training and scientific activities in Specialized course (14 CP)			14	
Total of the first part		16	24	40
Second Part	Specialized courses 24 CP Specialized Clinical Work (log Book) 96 CP			
Specialized Courses Course 5 Public health and community medicine	COM209E	24		
Training and practical activities in specialty (96 CP) (96 CP)			96	
Total of the second part		120		
Thesis		20		
Total of the degree		180		

Didactic (lectures, seminars, tutorial)

* Elective courses can be taken during either the 1st or 2nd 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#:

- Medical statistics.
- 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. MBBCh Degree from any Egyptian Faculties of Medicine

- b. Equivalent Degree from medical schools abroad approved by the Ministry of Higher Education
- c. One year appointment within responsible department (for non Assiut University based registrars)

II. Specific Requirements:

- a. Fluent in English (study language)

VACATIONS AND STUDY LEAVE

The current departmental policy is one week in the mid-year and two weeks during the summer months and after finishing the summer field work. Also, one week before start of 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 essential, elective and specialized 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)

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

Weighting of assessments:

Courses		Degrees			
First Part	Course code	Written Exam	Oral Exam	Practical / Clinical Exam	Total
			*		
First part					
Basic academic Courses:					
1) Biostatistics and epidemiological methods	COM209A	100	20	30	150
2) Environmental Health	COM209B	70	30	-	100
3) Microbiology and Parasitology	COM209C#	50	30	20	100
4) Behavioral and social science	COM209D	30	20	-	50
General clinical					

courses					
		150	60	90	300
Total of the first part		400	110	140	700
Second Part					
Specialized Courses:					
Course 5 Public Health and Community Medicine	COM209E	600 (4X150)	300	300	1200
Total of the degree					
Elective course		50	50		100

* 25% of the oral exam for assessment of logbook

Total degree 1900

700 marks for first part

1200 for second part

Written exam 52.2% (1000 marks).

Clinical and oral exams 47.8% (900 marks)

Examination system:

➤ **First part:**

-

➤ **Second part:**

-

➤ **Elective courses**

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

10-Program evaluation		
By whom	method	sample
Quality Assurance Unit	Reports Field visits	#
External Evaluator (s):According to department council External Examiner (s): According to department council	Reports Field visits	1 1
Stakeholders	Reports Field visits Questionnaires	0
Senior students	Questionnaires	2
Alumni	Questionnaires	3

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

11-Declaration

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

All course specifications for this program are in place.

Contributor	Name	Signature	Date
▪ Program Principle Coordinator:	Prof. Omaima El Gibaly		
▪ Head of the Responsible Department (Program Academic Director):	Prof. Hosnia Saied		

Annex 1, Specifications for Courses / Modules

Annex 1: specifications for courses/


Course 1 Biostatistics and epidemiological methods

- Name of department: *Public health and Community Medicine Department*
- Faculty of medicine
- Assiut University
- 2012-2013/2013-2014

1. Course data

- + **Course Title:** Biostatistics and epidemiological methods
- + **Course code:** COM209A
- + **Specialty** Public health and Community Medicine
- + **Number of points:** Didactic.....,(-----%) practical.....(-----%).total.....
- + **Department (s) delivering the course:** Public health and Community Medicine
- + **Coordinator (s):**
 - + **Course coordinator:** professor Etemad A. El- Shereef
 - **Assistant coordinator (s)** Dr. Manal M M. Darwish
- + **Date last reviewed:**
- + **General requirements (prerequisites) if any :**
 - General Requirements:
 - MBChB from any Egyptian Faculty of medicine
 - Equivalent degree from medical schools abroad approved by the ministry of higher education

- Regulatory role of post graduate studies of Assiut Faculty of Medicine
- Specific Requirements:
 - candidates graduated from Egyptian Universities should have at least grade Good in their final year examination, and grade Good in Public health and community medicine
 - candidates should be fluent in English (study language).
 - Basic computing skills




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

2. Course Aims

1. The candidate acquires the basics of medical biostatistics and epidemiological methods necessary for reasoning and management of common problems in Public health and community medicine.

3. Course intended learning outcomes (ILOs):

A- Knowledge and understanding

ILOs	Methods of teaching/ learning	Methods of Evaluation
A- Define the following in biostatistics and epidemiological methods in Medicine: <ul style="list-style-type: none"> - Variables, their types and the scales of measurements. - Descriptive statistics for different types of variables. - Sampling and its techniques. - Mortality, morbidity and fertility measures. - screening, sensitivity ,specificity, predictive values, reliability and yield of screening test -Incidence, prevalence, risk, relative risk and odds 	lectures seminar	 written exam tasks  log book assignments  oral exam






















ratio		
B-Describe the following in biostatistics and epidemiological methods: <ul style="list-style-type: none"> - Population and its relation to sample. - study design, uses, and limitations 	lectures seminar	<ul style="list-style-type: none"> • written exam • tasks • log book assignments • oral exam
c- List the following: <ul style="list-style-type: none"> - types of study designs. - types of samples - examples of different types of variables 	lectures seminar	<ul style="list-style-type: none"> • written exam • tasks • log book assignments • oral exam
D. Explain the following: <ul style="list-style-type: none"> - Value of screening tests, sensitivity, specificity, and predictive values. - Rationale for Statistics in Medicine. - Impact of population growth on development and health issues. - Rationale for selecting certain study design and sampling technique. 	lectures seminar	<ul style="list-style-type: none"> • written exam • tasks • log book assignments • oral exam
E. State updated and evidence based Knowledge of <ul style="list-style-type: none"> - Statistical analysis - Study design applied 	lectures seminar	<ul style="list-style-type: none"> • written exam • tasks • log book assignments • oral exam
F. Mention the basic ethics for conducting a research and medicolegal principles relevant to data confidentiality.	lectures seminar	<ul style="list-style-type: none"> • written exam • tasks • log book assignments • oral exam
G. Mention the basics of quality control in conducting researches	lectures seminar	<ul style="list-style-type: none"> • written exam • tasks • log book

		assignments • oral exam
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B- Intellectual outcomes

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Analyze and interpret given data related to common health problems using Biostatistics and epidemiological methods.	lectures seminar	<ul style="list-style-type: none"> • written exam • tasks • log book assignments • oral exam
B. Demonstrate an investigatory and analytic thinking (problem solving) in common clinical situations related to public health and community medicine.	lectures seminar	<ul style="list-style-type: none"> • written exam • tasks • log book assignments • oral exam
C. Design research and present study data , in seminars	lectures seminar	<ul style="list-style-type: none"> • written exam • tasks • log book assignments • oral exam
D-Formulate management plans and alternative decisions in different situations in the field of the public health and community medicine	lectures seminar	<ul style="list-style-type: none"> • written exam • tasks • log book assignments • oral exam
E- Discuss the impact of population growth on development and health issues.	lectures seminar	<ul style="list-style-type: none"> • written exam • tasks • log book assignments • oral exam

C- Practical skills (Patient Care)

ILOs	Methods of teaching/ learning	Methods of Evaluation
A-Examine data using statistical test of the following: - Different types of variables. - Frequency distribution to a given data and its interpretation	lectures seminar	 <i>written exam</i> <i>tasks</i>  <i>log</i> <i>book</i> <i>assignments</i>  <i>oral exam</i>
A- Interpret the following: - results of significant statistical tests - different mortality, morbidity and fertility measures	lectures seminar	 <i>written exam</i> <i>tasks</i>  <i>log</i> <i>book</i> <i>assignments</i>  <i>oral exam</i>
B- Conduct epidemiological Studies and surveys	lectures seminar	 <i>written exam</i> <i>tasks</i>  <i>log</i> <i>book</i> <i>assignments</i>  <i>oral exam</i>
C- Measure disease risk factors	lectures seminar	 <i>written exam</i> <i>tasks</i>  <i>log</i> <i>book</i> <i>assignments</i>  <i>oral exam</i>
D- Compute fertility , mortality and morbidity rates	lectures seminar	 <i>written exam</i> <i>tasks</i>  <i>log</i> <i>book</i> <i>assignments</i>  <i>oral exam</i>
E- Calculate and interpret sensitivity, specificity, and predictive values of a screening test	lectures seminar	 <i>written exam</i> <i>tasks</i>  <i>log</i> <i>book</i> <i>assignments</i>  <i>oral exam</i>
F- Design suitable epidemiological study.	lectures seminar	 <i>written exam</i> <i>tasks</i>  <i>log</i> <i>book</i> <i>assignments</i>  <i>oral exam</i>

G- <u>Managing data collection</u> team	lectures seminar	✚ written exam tasks ✚ log book assignments ✚ oral exam
H- Summarize and present data.	lectures seminar	✚ written exam tasks ✚ log book assignments ✚ oral exam
I- Use information technology to support data management	lectures seminar	✚ written exam tasks ✚ log book assignments ✚ oral exam

D- General Skills
Practice-Based Learning and Improvement

ILOs	Methods of teaching/ learning	Methods of Evaluation
A- Perform practice-based improvement activities using a systematic methodology(audit, logbook, critical appraisal)	- Lectures -Practical sessions - Discussion - Readings - Community campaign	critical appraisal
B- Appraise evidence from scientific studies(journal club)	- Lectures -Practical sessions - Discussion - Readings - Community campaign	critical appraisal

C- Conduct epidemiological Studies and surveys.	<ul style="list-style-type: none"> - Lectures - Practical sessions - Discussion - Readings - Community campaign 	attendance and participation
D- Perform data management including data entry and analysis.	Summer field work. participation in projects	attendance and participation
E- Facilitate training of junior students and other health care professionals.	Summer field work. participation in projects	attendance and participation

Interpersonal and Communication Skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
F- Maintain ethically sound relationship with community members.	<ul style="list-style-type: none"> - Lectures - Practical sessions - Discussion - Readings - Community campaign 	<p>Written exams</p> <p>Oral exams</p> <p>Practical exams</p>
G- Provide information using effective nonverbal, explanatory, questioning, and writing skills.	<ul style="list-style-type: none"> - Lectures - Practical sessions - Discussion - Readings - Community campaign 	<p>Written exams</p> <p>Oral exams</p> <p>Practical exams</p>

H- Work effectively with others as a member of a health care team or other professional group.	<ul style="list-style-type: none"> - Lectures - Practical sessions - Discussion - Readings - Community campaign 	<p>Written exams</p> <p>Oral exams</p> <p>Practical exams</p>
I- Present results of researches in seminars	<ul style="list-style-type: none"> - Lectures - Practical sessions - Discussion - Readings - Community campaign 	<p>Written exams</p> <p>Oral exams</p> <p>Practical exams</p>
J- Write a report on summer field work	<ul style="list-style-type: none"> - Lectures - Practical sessions - Discussion - Readings - Community campaign 	<p>Written exams</p> <p>Oral exams</p> <p>Practical exams</p>

Professionalism

ILOs	Methods of teaching/ learning	Methods of Evaluation
K- Demonstrate respect, compassion, and integrity to the needs of society	<ul style="list-style-type: none"> - Lectures - Practical sessions - Discussion - Readings - Community campaign 	<p>Written exams</p> <p>Oral exams</p> <p>Practical exams</p>

L- Demonstrate a commitment to ethical principles including confidentiality of participants' information and informed consent	<ul style="list-style-type: none"> - Lectures - Practical sessions - Discussion - Readings - Community campaign 	<p>Written exams</p> <p>Oral exams</p> <p>Practical exams</p>
M- Demonstrate sensitivity and responsiveness to population culture, age, gender, and disabilities	<ul style="list-style-type: none"> - Lectures - Practical sessions - Discussion - Readings - Community campaign 	<p>Written exams</p> <p>Oral exams</p> <p>Practical exams</p>

Systems-Based Practice

ILOs	Methods of teaching/ learning	Methods of Evaluation
N- Perform data management including data entry and analysis.	<ul style="list-style-type: none"> - Observation and supervision - Written and oral communication 	Log book

Course Matrix

Time Schedule: First Part/ Second part

Topic	Covered ILOs			
	Knowledge	Intellectual	Practical skills	General Skills
introduction to statistics	A	A	A-C	A
basic statistical concepts	B-E	A,B	A-D,F,J	A
presentation of data	A-C	B,C	A-D,G,H	A
measures of central tendency	A-C	C,D	A,C,J	B-G,L-N
measures of dispersion	A-C	A-E	B,C	B,C,L-M
significance tests for quantitative variables	E-G	B-D	F,G,H	C,D,F-L
significance tests for qualitative variables	E-G	B-D	A-C	B-G,L-N
correlation	E-G	A-E	A-D	A,F,F-L
introduction to epidemiologic methods	A-C	A-C	B,C	A,B,C,F-I
sources of data and data collection	A-C	A-E	A-D	B-G,L-N
sampling techniques	C-F	A,B	B,C	A,F,L-N
sample size calculation	C-F	A-E	C-J	B-G,L-N
study design	C-G		A,C-J	A,B,C,H-L
screening	C-G	A-E	B,F-J	A,D,H,L,N
introduction to statistics	A	A	A-C	A
basic statistical concepts	B-E	A,B	A-D,F,J	A
presentation of data	A-C	B,C	A-D,G,H	A
measures of central tendency	A-C	C,D	A,C,J	B-G,L-N
measures of dispersion	A-C	A-E	B,C	B,C,L-M
significance tests for quantitative variables	E-G	B-D	F,G,H	C,D,F-L
significance tests for qualitative	E-G	B-D	A-C	B-G,L-N

variables				
correlation	E-G	A-E	A-D	A,F,F-L
introduction to epidemiologic methods	A-C	A-C	B,C	A,B,C,F-I
sources of data and data collection	A-C	A-E	A-D	B-G,L-N
sampling techniques	C-F	A,B	B,C	A,F,L-N

5. Course Methods of teaching/learning:

1. Lectures , seminars
2. Practical sessions
3. Discussion
4. Readings
5. Community campaign
6. Observation and supervision
7. Written and oral communication
8. Summer field work.
9. participation in projects

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

More;

1. Lectures , seminars
2. -Practical sessions
3. - Discussion
4. - Readings
5. - Community campaign
- 6-Observation and supervision
- 7-Written and oral communication
- 8- Summer field work.
- 9- Participation in projects

7. Course assessment methods:

i. Assessment tools: written exam

Oral exam

Practical exams

Log book

Quizzes

ii. Time schedule:- 1st part

iii. Marks: written: 38

Oral: 38

Total: 76.

8. List of references

i. Lectures notes

ii. Essential books

- Maxcy-Rosenau (2010): Public health and preventive medicine, Prentice- Hall International Inc. 15th edition
- Park K. (2007) eighteenth edition: Environment and Health at Park's textbook of preventive and social medicine. Ms Banarsidas Bhanot, ., India.
- R. Beaglehole , R.Bonita and T Kjellström (2006): Basic Epidemiology .

iii. Recommended books

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

iv. Periodicals, Web sites, ... etc

- International Journal of epidemiology
- ECMA periodicals
- www. Who. Int
- www.cdc.org
- www. BMJ.com
- www. JAMA.com

v. Others

other relevant books and web sites

9. Signatures

Course Coordinator: Prof Etmad El Sherief	Head of the Department: Prof. Hosnia Saied
Date:	Date:

Course 2 **Environmental Health**

I. Course data

- ✚ **Course Title:** Environmental Health
- ✚ **Course code:** COM209B


- ✚ **Specialty:** Public health and Community Medicine

- ✚ **Number of hours** Didactic **52h** (50%); practical **52h** (50%). Total: 104 h

- ✚ **Department (s) delivering the course:** Public health and Community Medicine Department
- ✚ **Coordinator (s):**
- ✚ **Course coordinator:** Assistant professor Etemad A. El- Shereef
- ✚ **Assistant coordinator (s)** Dr. Dalia Galal Mahran
Dr. Manal M M. Darwish

- ✚ **Date last reviewed:** October 2010
- ✚ **General requirements (prerequisites) if any :**
 - General Requirements:
 - MBBCh from any Egyptian Faculty of medicine
 - Equivalent degree from medical schools abroad approved by the ministry of higher education
 - Regulatory role of post graduate studies of Assiut Faculty of Medicine
 - Specific Requirements:
 - candidates graduated from Egyptian Universities should have at least grade Good in their final year examination, and grade Good in Public health and community medicine

- candidates should be fluent in English (study language).
- Basic computing skills

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

2. Course Aims

The candidate acquires the basics of environmental health necessary for diagnosis and management of common environmental health problems in the community.

3. Course intended learning outcomes (ILOs):

A-Knowledge and understanding

ILOs	Methods of teaching/ learning	<i>Methods of Evaluation</i>
<p>a. Describe the core issues in Environmental Health including the following:</p> <ul style="list-style-type: none"> - core issues in Environmental Health. - The mechanism of interaction between environmental agents and biological systems. - The mechanism of environmental agents mediating and exerting adverse health effects. - Sources, pathways of exposure and methods of control of the principal physical, chemical, biologic and psychosocial hazards. -important current and emerging environmental problems that pose a risk to public health. - water sources and purification - standards of potable water - water pollution - water borne diseases - housing - sewage disposal - refuse - dangerous and medical waste disposal 	<ul style="list-style-type: none"> - Lectures -field visits - Discussion - Readings - Community campaign 	<p>Written exams</p> <p>Oral exams</p> <p><i>log book</i></p>

- rodent control		
B. Mention the following in Environmental Health problems: 1. major sources and types of environmental agents 2. carriers or vectors that promote the transfer of these agents from the environment to the human 3. sources, pathways of exposure and methods of control	- Lectures -field visits - Discussion - Readings - Community campaign	Written exams Oral exams <i>log book</i>
C. State updated and evidence based Knowledge of major sources and types of environmental agents and their vectors. - water pollution - water borne diseases - disposal of hazardous and medical wastes	- Lectures -field visits - Discussion - Readings - Community campaign	Written exams Oral exams <i>log book</i>
D. Describe the processes of transforming environmental health problems and environmental health data into public health policy and environmental law.	-Discussion	-Oral exams
E. Memorize the facts and principles of the relevant basic and supportive sciences related to environmental health problems	- Lectures -field visits - Discussion - Readings - Community campaign	Written exams Oral exams <i>log book</i>
F. Mention the basic ethics and medical principles of environmental health problems relevant to the public health and community medicine.	- Lectures -field visits - Discussion - Readings - Community campaign	Written exams Oral exams <i>log book</i>
G. Mention the basics of quality assurance to ensure effective prevention of environmental health problems	- Lectures -field visits - Discussion - Readings - Community campaign	Written exams Oral exams <i>log book</i>
H. State the impact of common health problems in the field of environmental health related to public health and community medicine on the society.	- Lectures -field visits - Discussion - Readings - Community campaign	Written exams Oral exams <i>log book</i>

b. Intellectual outcomes

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Correlates the facts of relevant basic sciences with	- Lectures -field visits	Written exams

diagnosis and management of common diseases related to environmental public health problems.	<ul style="list-style-type: none"> - Discussion - Readings - Community campaign 	Oral exams log book
B. Demonstrate an investigatory and analytic thinking (problem solving) approaches to common clinical situations of Environmental health problems related to public health.	<ul style="list-style-type: none"> - Lectures -field visits - Discussion - Readings - Community campaign 	Written exams Oral exams log book
C. Design and present cases , seminars in common environmental health problems.	<ul style="list-style-type: none"> - Lectures -field visits - Discussion - Readings - Community campaign 	Written exams Oral exams log book
D-Formulate management plans and alternative decisions in different situations in the field of the Enviromental health problems related to public health.	<ul style="list-style-type: none"> - Lectures -field visits - Discussion - Readings - Community campaign 	Written exams Oral exams log book

C-Practical skills (Patient Care)

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Examine important current and emerging environmental problems that predispose a risk to public health.	<ul style="list-style-type: none"> - Lectures -field visits - Discussion - Readings - Community campaign 	Written exams Oral exams log book
B. Conduct environmental management plans for common conditions related to Environmental Health problems.	<ul style="list-style-type: none"> - Lectures -field visits - Discussion - Readings - Community campaign 	Written exams Oral exams log book
C. Use information technology to support patient education in common environmental health problems related to public health.	<ul style="list-style-type: none"> - Lectures -field visits - Discussion - Readings - Community campaign 	Written exams Oral exams log book

D- General Skills

Practice-Based Learning and Improvement

ILOs	Methods of teaching/ learning	Methods of Evaluation
<p>A. Perform practice-based improvement activities using a systematic methodology(audit, logbook)</p> <p>Water treatment.</p> <p>Outdoor (ambient) Air pollution.</p> <p>Solid and Hazardous Waste.</p> <p>Food Borne Diseases.</p> <p>Noise Pollution.</p> <p>Radiation.</p> <p>Healthy Cities and Villages</p>	<ul style="list-style-type: none"> - Lectures -field visits - Discussion - Readings - Community campaign 	<p>Written exams</p> <p>Oral exams</p> <p>log book</p>
<p>B. Appraises evidence from scientific studies(journal club)</p> <p>1- Water treatment.</p> <p>2- Outdoor (ambient) Air pollution.</p> <p>3- Solid and Hazardous Waste.</p> <p>4- Food Borne Diseases.</p> <p>5- Noise Pollution.</p> <p>6- Radiation.</p> <p>7-Healthy Cities and Villages</p>	<ul style="list-style-type: none"> - Lectures -field visits - Discussion - Readings - Community campaign 	<p>Written exams</p> <p>Oral exams</p> <p>log book</p>
<p>C. Conduct epidemiological Studies and surveys for:</p> <ul style="list-style-type: none"> ○ Water borne diseases. 	<ul style="list-style-type: none"> - Lectures -field visits - Discussion - Readings 	<p>Written exams</p> <p>Oral exams</p>

<ul style="list-style-type: none"> ○ Outdoor (ambient) Air pollution. ○ Solid and Hazardous Waste. ○ Food Borne Diseases. ○ Noise Pollution. ○ Radiation. 	- Community campaign	log book
<p>D. Perform data management including data entry and analysis on:</p> <ul style="list-style-type: none"> - Outdoor (ambient) Air pollution. - Solid and Hazardous Waste. - Water and Food Borne Diseases. - Noise Pollution. - Radiation. 	<ul style="list-style-type: none"> - Lectures -field visits - Discussion - Readings - Community campaign 	<p>Written exams</p> <p>Oral exams</p> <p>log book</p>
<p>E. Facilitate learning of junior students and other health care professionals.</p> <ul style="list-style-type: none"> - Outdoor (ambient) Air pollution. - Solid and Hazardous Waste. - Water and food Borne Diseases. - Noise Pollution. - Radiation. 	<ul style="list-style-type: none"> - Lectures -field visits - Discussion - Readings - Community campaign 	<p>Written exams</p> <p>Oral exams</p> <p>log book</p>

Interpersonal and Communication Skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
F. Maintain ethically sound relationship with patients during field visits and community campaign	<ul style="list-style-type: none"> - Lectures -field visits - Discussion - Readings - Community campaign 	<p>Written exams</p> <p>Oral exams</p>
G. Provide information using effective nonverbal, explanatory, questioning, and writing skills.	<ul style="list-style-type: none"> - Lectures -field visits - Discussion - Readings - Community 	<p>Written exams</p> <p>Oral exams</p>

	campaign	
H. Work effectively with others as a member of a health care team or other professional group.	<ul style="list-style-type: none"> - Lectures -field visits - Discussion - Readings - Community campaign 	<p>Written exams</p> <p>Oral exams</p>
I. Present an environmental health problem in seminar	<ul style="list-style-type: none"> - Lectures -field visits - Discussion - Readings - Community campaign 	<p>Written exams</p> <p>Oral exams</p>
J. Write a report in summer field work	<ul style="list-style-type: none"> - Lectures -field visits - Discussion - Readings - Community campaign 	<p>Written exams</p> <p>Oral exams</p>
K. Counsel patients and families about: personal hygiene nutrition breast feeding care of sick child immunization common communicable diseases common non communicable diseases	<ul style="list-style-type: none"> - Lectures -field visits - Discussion - Readings - Community campaign 	<p>Written exams</p> <p>Oral exams</p>

Professionalism

ILOs	Methods of teaching/ learning	Methods of Evaluation
L. Demonstrate respect, compassion, and integrity; a responsiveness to the needs of patients and society	<ul style="list-style-type: none"> - Lectures -field visits - Discussion - Readings - Community campaign 	<p>Written exams</p> <p>Oral exams</p>
M. Demonstrate a commitment to ethical principles including provision or withholding of clinical care,	<ul style="list-style-type: none"> - Lectures -field visits - Discussion 	<p>Written exams</p> <p>Oral exams</p>

confidentiality of patient information, informed consent, business practices	- Readings - Community campaign	
N. Demonstrate sensitivity and responsiveness to patients' culture, age, gender, and disabilities	- - Lectures -field visits - Discussion - Readings - Community campaign	Written exams Oral exams

Systems-Based Practice

ILOs	Methods of teaching/ learning	Methods of Evaluation
O. Work effectively in relevant health care delivery settings and systems.	- - Lectures -field visits - Discussion - Readings - Community campaign	Written exams Oral exams
P. Practice cost-effective health care and resource allocation that does not compromise quality of care.	- Lectures -field visits - Discussion - Readings - Community campaign	Written exams Oral exams
Q. Assist patients in dealing with system complexities.	- Lectures -field visits - Discussion - Readings - Community campaign	Written exams Oral exams

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

Time Schedule: First Part

Topic	Covered ILOs			
	Knowledge	Intellectual	Practical skill	General Skills
introduction to environmental health	A-D, F,H	A	A	A-D, M-P
water sources and purification standards of potable water	A,B,G,H	B	B	B-H, L-M
water pollution	B	D	B,C	D,F,H,Q
water borne diseases	A,B	C	A-C	A-C,E L,M,
housing	C-H	A-D	A-C	B,F-M
sewage disposal	D,G	A-D	A-C	D,J,L-Q
refuse	F	A,C	A-C	A-D,F-M
dangerous and medical waste disposal	F	C,D	A-C	A,C,F,L-Q
rodent control	A,F,H	B,D	A-C	A-D,M,P,Q

5. Course Methods of teaching/learning:

- Lectures
- field visits
- Discussion
- Readings
- Community campaign

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

- More lectures
- More field visits
- More discussion and contact
- Reading of simpler articles
- Community campaign

7. Course assessment methods:

i. Assessment tools: written exam

Oral exam

Practical exams

Log book

Quizzes

ii. Time schedule:- 1st part.

iii. Marks: written: 37

Oral: 37

Total: 74 marks

8. List of references

i. Lectures notes

ii. Essential books

- Maxcy-Rosenau (2010): Public health and preventive medicine, Prentice- Hall International Inc. 15th edition
- Park K. (2007) eighteenth edition: Environment and Health at Park's textbook of preventive and social medicine. Ms Banarsidas Bhanot, ., India.
- R. Beaglehole , R.Bonita and T Kjellström (2006): Basic Epidemiology

iii. Recommended books

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

iv. Periodicals, Web sites, ... etc

- International Journal of epidemiology
- ECMA periodicals
- www. Who. Int
- www.cdc.org
- www. BMJ.com
- www. JAMA.com

v. Others

Other relevant books and web sites

9. Signatures

Course Coordinator:	Head of the Department:
Date:	Date:

Course 3 Microbiology and Parasitology

I. Course data

- **Course Title:** Microbiology and Parasitology
- **Course code:** COM209C#
- **Specialty:** Public health and Community Medicine
- **Number of hours** Didactic **52.** (50%) practical **52 h**(50%).
Total: 104(100%)
- **Department (s) delivering the course:** microbiology and parasitology departments
- **Coordinator (s):**
 - **Course coordinator:** Assistant professor Etemad A. El- Shereef
 - **Assistant coordinator (s)** Dr. Dalia Galal Mahran
Dr. Manal M M. Darwish
- **Date last reviewed:** October 2010
- **General requirements (prerequisites) if any :**
- **General Requirements:**
 - a. MBChB from any Egyptian Faculty of medicine
 - b. Equivalent degree from medical schools abroad approved by the ministry of higher education
 - c. Regulatory role of post graduate studies of Assiut Faculty of Medicine
- **Specific Requirements:**
 - d. candidates graduated from Egyptian Universities should have at least grade Good in their final year examination, and grade Good in Public health and community medicine
 - e. candidates should be fluent in English (study language).
 - f. Basic computing skills
- **Requirements from the students to achieve course ILOs are clarified in the joining log book.**

2. Course Aims

The candidate acquires the basics of microbiology and parasitology necessary for diagnosis and management of common public health problems in the community.

3. Course intended learning outcomes (ILOs):

A- Knowledge and understanding

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Illustrate principles of the following: <ul style="list-style-type: none"> - General microbiology - General bacterial morphology and genetics. - Endemic parasites.. - National microbial and parasitic problems. - Immunology. - Virology. - termatodes - cestodes -nematodes - schistosoma - protozoa -Malaria -entomology. 	1. Lectures 2. Field visits 3. Practical sessions 4. Discussion 5. Community campaign	written exam Oral exam Practical exams
B- Explain the physiology of the immune system, its role, as well as its detrimental role in hypersensitivity, autoimmunity and transplant rejection.		
C- Describe etiology, clinical picture, diagnosis and management of common communicable disease.	- Lectures - Field visits - Practical sessions - Discussion Community campaign	
D. Outline the principles of (diagnostic and preventive tools of common communicable disease	Lectures Practical sessions Field visits Discussion Community campaign	written exam Oral exam Practical exams
E. State update and evidence based Knowledge of common communicable disease	Lectures Field visits Practical sessions Discussion Community campaign	written exam Oral exam Practical exams
F- Outline the principles of the general outline of treatment,		

prevention and control of microbial and parasitic infection.		
G- Mention the basics of quality assurance to ensure good clinical care in his field	Lectures Field visits Practical sessions Discussion Community campaign	written exam Oral exam Practical exams
H. State the impact of common health problems in the field of public health and community medicine on the society.	Lectures Field visits Practical sessions Discussion Community campaign	written exam Oral exam Practical exams

B-Intellectual outcomes

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Correlates the facts of relevant basic sciences with diagnosis and management of common communicable diseases related to public health	lectures seminar	written exam Oral exam Practical exams
B. Demonstrate an investigatory and analytic thinking (problem solving) approaches to common clinical situations related to microbiology and parasitology .	lectures seminar	written exam Oral exam Practical exams
C. Design and present cases , seminars in common problem	lectures seminar	written exam Oral exam Practical exams
D-Formulate management plans and alternative decisions in different situations in the field of the public health and community medicine	lectures seminar	written exam Oral exam Practical exams

C- Practical skills (Patient Care)

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Prepare proper history and examine patients in caring and respectful behaviors.	lectures seminar	written exam Oral exam Practical exams
B. Carry out patient management plans for common conditions related to public health and community medicine.		
B. Use information technology to support patient and community education in common situations related to public health and community medicine		

D- General Skills
Practice-Based Learning and Improvement

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Perform practice-based improvement activities using a systematic methodology(audit, logbook)	- Lectures -Practical sessions - Discussion - Readings - Community campaign	critical appraisal
B. Appraises evidence from scientific studies(journal club)	- Lectures -Practical sessions - Discussion - Readings - Community campaign	critical appraisal
C. Conduct epidemiological Studies and surveys.	- Lectures -Practical sessions - Discussion - Readings - Community campaign	attendance and participation
D. Facilitate training of junior students and other health care professionals.	Summer field work. participation in projects	attendance and participation

Interpersonal and Communication Skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
E. Maintain therapeutic and ethically sound relationship with patients and communities.	- Lectures -Practical sessions - Discussion - Readings - Community campaign	Written exams Oral exams Practical exams
F. Provide information using effective nonverbal, explanatory, questioning, and writing skills.	- Lectures -Practical sessions - Discussion - Readings - Community campaign	Written exams Oral exams Practical exams
G. Work effectively with others as a member of a health care team or other professional group.	- Lectures -Practical sessions	Written exams

	<ul style="list-style-type: none"> - Discussion - Readings - Community campaign 	Oral exams Practical exams
H. Present a case in seminar	<ul style="list-style-type: none"> - Lectures - Practical sessions - Discussion - Readings - Community campaign 	Written exams Oral exams Practical exams
I. Write a report in summer field work	<ul style="list-style-type: none"> - Lectures - Practical sessions - Discussion - Readings - Community campaign 	Written exams Oral exams Practical exams

Professionalism

ILOs	Methods of teaching/ learning	Methods of Evaluation
J. Demonstrate respect, compassion, and integrity; a responsiveness to the needs of patients and society	<ul style="list-style-type: none"> - Lectures - Practical sessions - Discussion - Readings - Community campaign 	Written exams Oral exams Practical exams
K. Demonstrate a commitment to ethical principles including clinical care, confidentiality of patient information, informed consent	<ul style="list-style-type: none"> - Lectures - Practical sessions - Discussion - Readings - Community campaign 	Written exams Oral exams Practical exams
L. Demonstrate sensitivity and responsiveness to patients' culture, age, gender, and disabilities	<ul style="list-style-type: none"> - Lectures - Practical sessions - Discussion - Readings - Community campaign 	Written exams Oral exams Practical exams

Systems-Based Practice

ILOs	Methods of teaching/ learning	Methods of Evaluation
M. Work effectively in relevant health care delivery settings and systems.	<ul style="list-style-type: none"> - Lectures - Practical sessions - Discussion - Readings - Community campaign 	<p>Written exams</p> <p>Oral exams</p> <p>Practical exams</p>
N. Practice cost-effective health care and resource allocation that does not compromise quality of care.	<ul style="list-style-type: none"> - Lectures - Practical sessions - Discussion - Readings - Community campaign 	<p>Written exams</p> <p>Oral exams</p> <p>Practical exams</p>
o. Assist patients in dealing with system complexities.	<ul style="list-style-type: none"> - Lectures - Practical sessions - Discussion - Readings - Community campaign 	<p>Written exams</p> <p>Oral exams</p> <p>Practical exams</p>

4. Course contents (topic s/modules/rotation)

Course Matrix

Time Schedule: First Part

Topic	Covered ILOs			
	Knowledge	Intellectual	Practical skill	General Skills
introduction to microbiology	A	A	A	A-D, M-O
general microbiology	A	B	A	B,C
special microbiology	A, C	A,C	A	H-M
virology	A	D	B	F
immunology	A,B		B	F,G, M-O
introduction to parasitology	A	A	C	B
ternatodes	A,E	A	C	C
cestodes	A,E	B	A,C	D
nematodes	A	B,C	A-C	F,G,M-O
schistosoma	A	C,D	A-C	J,K,L
protozoa	A	C	A-C	B,D,F,M
Malaria	A	D	A-C	C,G,F,L-O
entomology	A	A	A-C	D,F,H,J-N

5. Course Methods of teaching/learning:

- Lectures
- -Practical sessions
- Discussion
- Readings
- Community campaign

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

- More lectures
- More paractical sessions
- More discussion and contact
- Reading of simpler articles
- Community campaign.

7. Course assessment methods:

i. Assessment tools: written exam

Oral exam
Practical exams
Log book
Quizzes

ii. Time schedule:- AT 1ST PART

iii. Marks: written: 38

oral: 38

total: 76 marks

8. List of references

i. Lectures notes

ii. Essential books

- Maxcy-Rosenau (2010): Public health and preventive medicine, Prentice- Hall International Inc. 15th edition
- Park K. (2007) eighteenth edition: Environment and Health at Park's textbook of preventive and social medicine. Ms Banarsidas Bhanot, ., India.
- R. Beaglehole , R.Bonita and T Kjellström (2006): Basic Epidemiology

iii. Recommended books

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

iv. Periodicals, Web sites, ... etc

- International Journal of epidemiology
- ECMA periodicals
- www. Who. Int
- www.cdc.org
- www. BMJ.com
- www. JAMA.com

v. Others

Other relevant books and web sites

9. Signatures

Course Coordinator:

.....

Head of the Department:

.....

Date:

Date:

Course 4 Behavioral and Social sciences

I. Course data

+ Course Title: Behavioral and social science

+ Course code: COM209D

+ Specialty: Public health and Community Medicine

+ **Number of hours** Didactic **104.** (100%) practical: **zero** (0%).
Total: 104 (100%)

Department (s) delivering the course: A specialized department in Faculty of Social Work

+ **Coordinator (s):**

+ **Course coordinator:** Assistant professor Etemad A. El- Shereef

+ **Assistant coordinator (s)** Dr. Dalia Galal Mahran
Dr. Manal M M. Darwish

+ **Date last reviewed:** October 2010

+ **General requirements (prerequisites) if any :**

- **General Requirements:**
 - MBBSCh from any Egyptian Faculty of medicine
 - Equivalent degree from medical schools abroad approved by the ministry of higher education
 - Regulatory role of post graduate studies of Assiut Faculty of Medicine
- **Specific Requirements:**
 - candidates graduated from Egyptian Universities should have at least grade Good in their final year examination, and grade Good in Public health and community medicine
 - candidates should be fluent in English (study language).
 - Basic computing skills

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

2. Course Aims

1. Explain key concepts in the social and behavioral aspects of public health: culture, race/ethnicity, gender, poverty/disparities,
2. Describe the factors related to behavior change, community, organizational climate and family structure
3. Demonstrate understanding of the social determinants of health
4. Describe how social determinants influence population health
5. Critically assess the relevance of ethics in public health

3. Course intended learning outcomes (ILOs):

A-Knowledge and understanding

ILOs	Methods of teaching/ learning	Methods of Evaluation
<p>A. Describe update and evidence based Knowledge of</p> <ul style="list-style-type: none"> - Medical sociology - Socialization - Culture and health - Social medicine - Social influence on health and role of prevention. - Patient career - Sociology and health care - Social epidemiology - Social aspects as a determinants of health and disease - Social consequences of some diseases 	<p>Lectures Discussion Readings</p>	<ul style="list-style-type: none"> - written exam - oral exam
<p>B. List the principles of the relevant basic supportive sciences related to Social aspects as a determinants of health and disease</p>	<p>Lectures Discussion Readings</p>	<p>written exam oral exam</p>
<p>C. Mention the ethical and scientific principles of medical research in social aspects as a determinants of health and disease</p>	<p>Lectures Discussion</p>	<p>written exam oral exam</p>
<p>D. Write the impact of culture and social influence on health in the field of public health problems related to social aspects on the society.</p>	<p>Lectures Discussion</p>	<p>written exam oral exam</p>

B-Intellectual outcomes

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Analyse the facts of relevant basic supportive sciences with clinical reasoning, diagnosis of common diseases related to social aspects related to health problems on public health and community medicine .	Lectures Discussion Campaigns	written exam oral exam
B. Demonstrate an investigatory and analytic thinking (problem solving) approaches to common diseases related to social behaviors in the community and social determinants of health .	Lectures Discussion Campaigns	writtenexam oral exam
C. Design and present cases , seminars in common problem	Lectures Discussion Campaigns	written exam oral exam
D-Formulate management plans and alternative decisions in different situations in the field of the social aspects related to health.	Lectures Discussion Campaigns	written exam oral exam

C-Practical skills (Patient Care)

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Obtain proper history and examine problems on health related to social behaviors and culture and health in respectful behaviors.	Lectures Discussion Campaigns Field visits	written exam oral exam
B. Interpret the following non invasive/invasive diagnostic procedures: -Field visits. -Campaigns.	Lectures Discussion Campaigns Field visits	written exam oral exam
C. Perform the following non invasive/invasive	Lectures	written

therapeutic procedures Not applicable	Discussion Campaigns Field visits	exam oral exam
D. Prescribe the following non invasive/invasive therapeutic procedures : Not applicable	Lectures Discussion Campaigns Field visits	written exam oral exam
E. Carry out management plans for common conditions related to social aspects related to health problems in public health and community medicine .	Lectures Discussion Campaigns Field visits	written exam oral exam
F. Use information technology to support health education in common clinical situations related to health problems related to social aspects and culture and health.	Lectures Discussion Campaigns Field visits	written exam oral exam
G-Provide community-focused care in common conditions related to public health and community medicine , while working with health care professionals, including those from other disciplines.	Lectures Discussion Campaigns Field visits	written exam oral exam

D-General Skills

Practice-Based Learning and Improvement

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Perform practice-based improvement activities using a systematic methodology(audit, logbook)	- Lectures - Discussion - Readings - Community campaign	written exam oral exam
B. Appraises evidence from scientific studies(journal club)	- Lectures - Discussion - Readings - Community	written exam oral exam

	campaign	
C. Conduct epidemiological Studies and surveys to search for social determinants of health.	<ul style="list-style-type: none"> - Lectures - Discussion - Readings - Community campaign 	written exam oral exam
D. Perform data management including data entry and analysis.	Summer field work. participation in projects	attendance and participation
E. Facilitate learning of junior students and other health care professionals.	Summer field work. participation in projects	attendance and participation

Interpersonal and Communication Skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
F. Maintain therapeutic and ethically sound relationship with patients.	<ul style="list-style-type: none"> - Lectures - Discussion - Readings - Community campaign 	Written exams Oral exams
G. Elicit information using effective nonverbal, explanatory, questioning, and writing skills.	<ul style="list-style-type: none"> - Lectures - Discussion - Readings - Community campaign 	Written exams Oral exams
H. Provide information using effective nonverbal, explanatory, questioning, and writing skills.	<ul style="list-style-type: none"> - Lectures - Discussion - Readings - Community campaign 	Written exams Oral exams
I. Work effectively with others as a member of a health care team or other professional group.	<ul style="list-style-type: none"> - Lectures - Discussion - Readings - Community campaign 	Written exams Oral exams
J. Present a case in seminar	<ul style="list-style-type: none"> - Lectures - Discussion - Readings - Community campaign 	Written exams Oral exams
K. Write a report in summer field work	<ul style="list-style-type: none"> - Lectures - Discussion - Readings - Community campaign 	Written exams Oral exams

Professionalism

ILOs	Methods of teaching/ learning	Methods of Evaluation
L. Demonstrate respect, compassion, and integrity; a responsiveness to the needs of patients and society	<ul style="list-style-type: none"> - Lectures - Discussion - Readings - Community campaign 	<p>Written exams</p> <p>Oral exams</p>
M. Demonstrate a commitment to ethical principles including provision or withholding of clinical care, confidentiality of patient information, informed consent, business practices	<ul style="list-style-type: none"> - Lectures - Discussion - Readings - Community campaign 	<p>Written exams</p> <p>Oral exams</p>
N. Demonstrate sensitivity and responsiveness to patients' culture, age, gender, and disabilities	<ul style="list-style-type: none"> - Lectures - Discussion - Readings - Community campaign 	<p>Written exams</p> <p>Oral exams</p>

Systems-Based Practice

ILOs	Methods of teaching/ learning	Methods of Evaluation
O. Work effectively in relevant health care delivery settings and systems.	<ul style="list-style-type: none"> - Lectures - Discussion - Readings - Community campaign 	<p>Written exams</p> <p>Oral exams</p>
P. Practice cost-effective health care and resource allocation that does not compromise quality of care.	<ul style="list-style-type: none"> - Lectures - Discussion - Readings - Community campaign 	<p>Written exams</p> <p>Oral exams</p>
Q. Assist patients in dealing with system complexities.	<ul style="list-style-type: none"> - Lectures - Discussion - Readings - Community campaign 	<p>Written exams</p> <p>Oral exams</p>

4. Course contents (topic s/modules/rotation)

Course Matrix

Time Schedule: First Part

Topic	Covered ILOs			
	Knowledge	Intellectual	Practical skill	General Skills
Medical sociology	A-D	-	-	-
Medical anthropology	A	-	-	-
Socialization	A	-	-	-
Culture and health	A-D	A-D	A	A-Q
Social medicine	A-C	A-D	A-G	A,Q
Determinants of health	C,D	A-C	B-G	A,-Q
Patient career	B,D	-	C,D,E	-
Sociology and health care	A,D	C,D	B,C,G	B,C,F
Social epidemiology	C,D	B,D	A,C,D	A-Q

5. Course Methods of teaching/learning:

- 1. Lectures**
- 2. Discussion**
- 3. Readings**
- 4. Community campaign**
- 5. Field visits**

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

- 1. More lectures**
- 2. More discussion and contact**
- 3. Reading of simpler articles**
- 4. Community campaign.**

7. Course assessment methods:

- i. Assessment tools:** written exam
Oral exam
Log book
Quizzes
- ii. Time schedule:-** quizzes every 6 month
- Others at scheduled exam time i.e one year following the enrollment
- iii. Marks:** written: 37
Oral: 37
Total: 74 Marks.

8. List of references

- i. Lectures notes**
- ii. Essential books**
- Maxcy-Rosenau (2010): Public health and preventive medicine, Prentice- Hall International Inc. 15th edition
 - Park K. (2007) eighteenth edition: Environment and Health at Park's textbook of preventive and social medicine. Ms Banarsidas Bhanot, ., India.
 - R. Beaglehole , R.Bonita and T Kjellström (2006): Basic Epidemiology
- iii. Recommended books**
- Dimensions of Community Health, Boston Burr Ridge Dubuque, short Textbook of preventive and social Medicine.
 - Epidemiology in medical practice, 5th edition. Churchill Livingstone. New York, London and Tokyo
- iv. Periodicals, Web sites, ... etc**
- International Journal of epidemiology
 - ECMA periodicals
 - www. Who. Int
 - www.cdc.org
 - www. BMJ.com
 - www. JAMA.com
- v. Others**
- Other relevant books and web sites

9. Signatures

Course Coordinator:	Head of the Department:
Date:	Date:

Course 5 public health and community medicine

Name of department: *Public health and Community Medicine*

Department

Faculty of medicine

Assiut University

2010-2011/2011-2012

I. Course data

Course Title: *Public health and Community Medicine*

Department

- **Course code:** COM209E
- **Specialty:** Public health and Community Medicine
 - **Number of hours** Didactic 1456(70%) practical 624h (30%). Total: 2080H(100%)
 - **Department (s) delivering the course:** Public health and Community Medicine Department
 - **Coordinator (s):**
 - **Course coordinator:**
Assistant professor Etemad A. El- Shereef
 - **Assistant coordinator (s)**
Dr. Dalia Galal Mahran
Dr. Manal M M. Darwish
- **Date last reviewed:** October 2010
- **General requirements (prerequisites) if any :**
 - **General Requirements:**
 - a. MBChB from any Egyptian Faculty of medicine
 - b. Equivalent degree from medical schools abroad approved by the ministry of higher education
 - c. Regulatory role of post graduate studies of Assiut Faculty of Medicine
 - **Specific Requirements:**
 - d. candidates graduated from Egyptian Universities should have at least grade Good in their final year examination, and grade Good in Public health and community medicine
 - e. candidates should be fluent in English (study language).
 - f. Basic computing skills
- **Requirements from the students to achieve course ILOs are clarified in the joining log book.**

2. Course Aims

The candidate acquires the basics of prevention and control of common communicable and non-communicable diseases, occupational health hazards, rural health problems, mental health hazards, emerging and reemerging health problems.

3. Course intended learning outcomes (ILOs):

A-Knowledge and understanding

ILOs	Methods of teaching/ learning	Methods of Evaluation
<p>A. Define the followings in Public health and Community Medicine:</p> <ul style="list-style-type: none"> - Epidemiology, Public health and community medicine - Communicable diseases - Occupational health - Reproductive health - Mental health - Health planning and management - Family health - Rural health - zoonotics 	<ul style="list-style-type: none"> - Lectures - -field visits - Discussion - Readings - Seminars - Critical appraisal - Journal club - Community campaign 	<ul style="list-style-type: none"> - written exam - oral exam - log book - formative assessment sheet
<p>B. Describe the etiology, modes of transmission, prevention and control of the following diseases and community health problems:</p> <ul style="list-style-type: none"> - Common communicable diseases - Emerging and reemerging infectious diseases - Hospital acquired infections 	<ul style="list-style-type: none"> - Lectures - -field visits - Discussion - Readings - Seminars - Critical appraisal - Journal club - Community campaign 	<ul style="list-style-type: none"> - written exam - oral exam - log book - formative assessment sheet
<p>C. Outline the principles and preventive tools of:</p> <ul style="list-style-type: none"> - Common communicable diseases - Common non- communicable disease - Some occupational health problems - Some nutritional problems 	<ul style="list-style-type: none"> - Lectures - -field visits - Discussion - Readings - Seminars 	<ul style="list-style-type: none"> - written exam - oral exam - log book - formative

<ul style="list-style-type: none"> - Reproductive health problems - Child health problems - Geriatric health problems - Maternal health problems - Adolescent health problems - Accidents - Rural health problems 	<ul style="list-style-type: none"> - Critical appraisal - Journal club - Community campaign 	assessment sheet
<p>D. State update and evidence based Knowledge of</p> <ul style="list-style-type: none"> - Common communicable diseases - Common non- communicable disease - Some occupational health problems - Some nutritional problems - Reproductive health problems - Family health problems - Accidents - Maternal health problems - Nutritional health problems - Rural health problems 	<ul style="list-style-type: none"> - Lectures - -field visits - Discussion - Readings - Seminars - Critical appraisal - Journal club - Community campaign 	<ul style="list-style-type: none"> - written exam - oral exam - log book <p>formative assessment sheet</p>
<p>E. Memorize the facts and principles of the relevant basic and supportive sciences related to Public Health and community medicine</p>	<ul style="list-style-type: none"> - Lectures - -field visits - Discussion - Readings - Seminars - Critical appraisal - Journal club - Community campaign 	<ul style="list-style-type: none"> - written exam - oral exam - log book <p>formative assessment sheet</p>
<p>F. Mention the basic ethical and medicolegal principles relevant to the public health and community medicine.</p>	<ul style="list-style-type: none"> - Lectures - -field visits - Discussion - Readings - Seminars - Critical appraisal - Journal club - Community campaign 	<ul style="list-style-type: none"> - written exam - oral exam - log book <p>formative assessment sheet</p>
<p>G.Mention the basics of quality assurance to ensure preventive and control practices in the field.</p>	<ul style="list-style-type: none"> - Lectures - -field visits - Discussion - Readings - Seminars - Critical appraisal - Journal club - Community 	<ul style="list-style-type: none"> - written exam - oral exam - log book <p>formative assessment sheet</p>

	campaign	
H. Mention the ethical and scientific principles of medical research in community medicine.	<ul style="list-style-type: none"> - Lectures - -field visits - Discussion - Readings - Seminars - Critical appraisal - Journal club - Community campaign 	<ul style="list-style-type: none"> - written exam - oral exam - log book formative assessment sheet
I. State the impact of common health problems in the field of public health and community medicine on the society.	<ul style="list-style-type: none"> - Lectures - -field visits - Discussion - Readings - Seminars - Critical appraisal - Journal club - Community campaign 	<ul style="list-style-type: none"> - written exam - oral exam - log book formative assessment sheet

B-Intellectual outcomes

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Correlates the facts of relevant basic sciences with diagnosis, prevention and control of common communicable and non- communicable diseases.	<ul style="list-style-type: none"> - Lectures - -field visits - Discussion - Readings - Seminars - Critical appraisal - Journal club - Community campaign 	<ul style="list-style-type: none"> - written exam - oral exam - log book formative assessment sheet
B. Demonstrate an investigatory and analytic thinking (problem solving) approaches to common health problems and situations related to public health and community medicine .	<ul style="list-style-type: none"> - Lectures - -field visits - Discussion - Readings - Seminars - Critical appraisal - Journal club - Community campaign 	<ul style="list-style-type: none"> - written exam - oral exam - log book formative assessment sheet
C. Design and present seminars in common	<ul style="list-style-type: none"> - Lectures - -field visits - Discussion 	<ul style="list-style-type: none"> - written exam

community health problems	<ul style="list-style-type: none"> - Readings - Seminars - Critical appraisal - Journal club - Community campaign 	<ul style="list-style-type: none"> - oral exam - log book formative assessment sheet
D-Formulate management plans and alternative decisions in different situations in the field of the public health and community medicine	<ul style="list-style-type: none"> - Lectures - -field visits - Discussion - Readings - Seminars - Critical appraisal - Journal club - Community campaign 	<ul style="list-style-type: none"> - written exam - oral exam - log book formative assessment sheet

C-Practical skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Measuring the Level of Health in a Population : Epidemiological Measures (Indicators) of Health and Disease in a Community	<ul style="list-style-type: none"> - Lectures - -field visits - Discussion - Readings - Seminars - Critical appraisal - Journal club - Community campaign 	<ul style="list-style-type: none"> - written exam - oral exam - log book formative assessment sheet
B. Perform the following procedures in the field: Assessing “Health Status” and “Health Needs” and Community diagnosis	<ul style="list-style-type: none"> - Lectures - -field visits - Discussion - Readings - Seminars - Critical appraisal - Journal club - Community campaign 	<ul style="list-style-type: none"> - written exam - oral exam - log book formative assessment sheet
C. Prescribe the following procedures in the field: Personnel Management and Human Resource Development in community.	<ul style="list-style-type: none"> - Lectures - -field visits - Discussion - Readings - Seminars - Critical appraisal - Journal club - Community campaign 	<ul style="list-style-type: none"> - written exam - oral exam - log book formative assessment sheet
D. Carry out Planning and Evaluation of intervention Health Services / Programs related to public health	<ul style="list-style-type: none"> - Lectures - -field visits - Discussion 	<ul style="list-style-type: none"> - written exam - oral exam - log book

and community medicine.	<ul style="list-style-type: none"> - Readings - Seminars - Critical appraisal - Journal club - Community campaign 	formative assessment sheet
E. Use information technology to support community diagnosis decisions and patient education in common filed situations related to public health and community medicine	<ul style="list-style-type: none"> - Lectures - -field visits - Discussion - Readings - Seminars - Critical appraisal - Journal club - Community campaign 	<ul style="list-style-type: none"> - written exam - oral exam - log book formative assessment sheet
F. Provide community-focused care in common conditions related to public health and community medicine.	<ul style="list-style-type: none"> - Lectures - -field visits - Discussion - Readings - Seminars - Critical appraisal - Journal club - Community campaign 	<ul style="list-style-type: none"> - written exam - oral exam - log book formative assessment sheet
G. Provide health care services aimed at preventing health community problems.		
H. Write competently all forms of paper critique.		

D-General Skills

Practice-Based Learning and Improvement

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Perform practice-based improvement activities using a systematic methodology(audit, logbook)	<ul style="list-style-type: none"> - Lectures - -field visits - Discussion - Readings - Seminars - Critical appraisal - Journal club - Community campaign 	<ul style="list-style-type: none"> - written exam - oral exam - log book formative assessment sheet
B. Appraises evidence from scientific studies(journal club)	<ul style="list-style-type: none"> - Lectures - -field visits - Discussion - Readings - Seminars - Critical appraisal - Journal club - Community campaign 	<ul style="list-style-type: none"> - written exam - oral exam - log book formative assessment sheet
C. Conduct epidemiological studies community diagnosis and surveys.	<ul style="list-style-type: none"> - Lectures - -field visits - Discussion - Readings - Seminars - Critical appraisal - Journal club - Community campaign 	<ul style="list-style-type: none"> - written exam - oral exam - log book formative assessment sheet
D. Perform data management including data entry and analysis.	<ul style="list-style-type: none"> - Lectures - -field visits - Discussion - Readings - Seminars - Critical appraisal - Journal club - Community campaign 	<ul style="list-style-type: none"> - written exam - oral exam - log book formative assessment sheet
E. Facilitate learning of junior students and other community health leaders.	<ul style="list-style-type: none"> - -field visits - Discussion - Readings - Seminars - Community campaign 	formative assessment sheet

Interpersonal and Communication Skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
F. Maintain ethically sound relationship with community members and leaders.	<ul style="list-style-type: none"> - Lectures - -field visits - Discussion - Readings - Seminars - Critical appraisal - Journal club - Community campaign 	<ul style="list-style-type: none"> - written exam - oral exam - log book formative assessment sheet
G. Elicit information using effective nonverbal, explanatory, questioning, and writing skills.	<ul style="list-style-type: none"> - Lectures - -field visits - Discussion - Readings - Seminars - Critical appraisal - Journal club - Community campaign 	<ul style="list-style-type: none"> - written exam - oral exam - log book formative assessment sheet
H. Provide information using effective nonverbal, explanatory, questioning, and writing skills.	<ul style="list-style-type: none"> - Lectures - -field visits - Discussion - Readings - Seminars - Critical appraisal - Journal club - Community campaign 	<ul style="list-style-type: none"> - written exam - oral exam - log book formative assessment sheet
I. Work effectively with others as a member of a community health care team.	<ul style="list-style-type: none"> - Lectures - -field visits - Discussion - Readings - Seminars - Critical appraisal - Journal club - Community campaign 	<ul style="list-style-type: none"> - written exam - oral exam - log book formative assessment sheet
J. Present a community health problems in seminar	<ul style="list-style-type: none"> - Lectures - -field visits - Discussion - Readings 	<ul style="list-style-type: none"> - written exam - oral exam - log book

	<ul style="list-style-type: none"> - Seminars - Critical appraisal - Journal club - Community campaign 	formative assessment sheet
K. Write a report in summer field work	<ul style="list-style-type: none"> - Lectures - -field visits - Discussion - Readings - Seminars - Critical appraisal - Journal club - Community campaign 	<ul style="list-style-type: none"> - written exam - oral exam - log book formative assessment sheet
L. Counsel patients and families about: <ul style="list-style-type: none"> - Common communicable diseases - Common non- communicable disease - Some occupational health problems - Some nutritional problems - Reproductive health problems - Child health problems 	<ul style="list-style-type: none"> - Lectures - -field visits - Discussion - Readings - Seminars - Critical appraisal - Journal club - Community campaign 	<ul style="list-style-type: none"> - written exam - oral exam - log book formative assessment sheet

Professionalism

ILOs	Methods of teaching/ learning	Methods of Evaluation
M. Demonstrate respect, compassion, and integrity; a responsiveness to the needs of community	<ul style="list-style-type: none"> - Lectures - -field visits - Discussion - Readings - Seminars - Critical appraisal - Journal club - Community campaign 	<ul style="list-style-type: none"> - written exam - oral exam - log book formative assessment sheet
N. Demonstrate a commitment to ethical principles including provision or withholding of diagnosis, confidentiality of information, informed consent.	<ul style="list-style-type: none"> - Lectures - -field visits - Discussion - Readings - Seminars - Critical appraisal - Journal club - Community campaign 	<ul style="list-style-type: none"> - written exam - oral exam - log book formative assessment sheet
O. Demonstrate sensitivity and responsiveness to community culture, age, gender, and disabilities	<ul style="list-style-type: none"> - Lectures - -field visits - Discussion - Readings - Seminars - Critical appraisal - Journal club - Community campaign 	<ul style="list-style-type: none"> - written exam - oral exam - log book formative assessment sheet

Systems-Based Practice

ILOs	Methods of teaching/ learning	Methods of Evaluation
P. Work effectively in collaboration with community health care members, settings and systems.	<ul style="list-style-type: none"> - Lectures - -field visits - Discussion - Readings - Seminars - Critical appraisal - Journal club - Community campaign 	<ul style="list-style-type: none"> - written exam - oral exam - log book formative assessment sheet
Q. Practice cost-effective health care and resource allocation that does not compromise quality of care.	<ul style="list-style-type: none"> - Lectures - -field visits - Discussion - Readings - Seminars - Critical appraisal - Journal club - Community campaign 	<ul style="list-style-type: none"> - written exam - oral exam - log book formative assessment sheet
R. Assist community members in dealing with health system complexities.	<ul style="list-style-type: none"> - Lectures - -field visits - Discussion - Readings - Seminars - Critical appraisal - Journal club - Community campaign 	<ul style="list-style-type: none"> - written exam - oral exam - log book formative assessment sheet

4. Course contents (topic s/modules/rotation)

Course Matrix

Time Schedule: Second part

Topic	Covered ILOs			
	Knowledge	Intellectual	Practical skill	General Skills
module 1: epidemiology:				
- introduction to epidemiology	A	A	A	A
- general epidemiology	B, C	B	B, C, D	B-D
- droplet infections	B, C	B	B, C, D	B-D
- food-borne diseases	B, C	C,D	B, C, D	B-D
- arthropode –borne diseases	B, C	C,D	B, C, D	B-D
- zoonotic diseases	B, c	B	B, C, D	B-D
- sexually transmitted diseases	B, C	C, D	B, C, D	B-D
- emerging and reemerging diseases				
- hospital acquired infections	C, D	C,D	B, C, D	B-D
- coronary heart diseases	C, D	C,D	B, C, D	B-D
- cancer	C, D	C, D	B, C, D	B-D
- accidents	C, D	C, D	B, C, D	B-D
Module 2: Occupational Health	A-I	A-D	A-H	A-R
-introduction to occupational health	A	A	A	A
-occupational hazards	C, D	C, D	B, C, D	B-F
-occupational lung diseases	C, D	C, D	B, C, D	B-F
-occupational cancer	C, D	C, D	B, C, D	B-F
- occupational accidents	C, D	C, D	B, C, D	B-F
-prevention of occupational diseases	C, D	C, D	B, C, D	B-F

module 3: Rural Health -introduction to rural health -rural health problems - rural health program -rural health services	C, D, F C, D, F C, D, F C, D, F	C, D C, D C, D C, D	B, C, D B, C, D B, C, D B, C, D	B-F, B-F P,R B-F P,R B-F, P,R
Module 4: Nutrition -introduction to nutrition -food groups -fat- soluble vitamins -water- soluble vitamins -minerals and trace elements -nutrition of vulnerable groups -nutrition assessment	B, C B, C B, C B, C B, C B, C B, C	C, D C, D C, D C, D C, D C, D C, D	B, C, D B, C, D B, C, D B, C, D B, C, D B, C, D B, C, D	B-F B-F B-F B-F B-F B-F B-F
Module 5: Health of vulnerable groups -maternal health - Child health -reproductive health -adolescents health - geriatrics - school health	A-I A, B, C A, B, C A, B, C A, B. C A, B, c A, B, c	A-D C, D C, D C, D C, D C, D C, D	A-H B, C, D B, C, D B, C, D B, C, D B, C, D B, C, D	A-R B-F B-F B-F B-F B-F B-F
Module 6: Mental Health -introduction to mental health -background and size of the problem -risk factors and barriers -protective factors -prevention of mental health	A-I A, C A, C A, C A, C A, c A, c	A-D C, D C, D C, D C, D C, D C, D C, D	A-H B, C, D B, C, D B, C, D B, C, D B, C, D B, C, D	A-R B-F B-F B-F B-F B-F B-F
Module 7: Health Care	A-I	A-D	A-H	A-R

Management				
-definitions & principles of management	A, C, D, G	C, D	B, C, D	B-F
-functions of management	A, C, D, G	C, D	B, C, D	B-F
-planning	A, C, D, G	C, D	B, C, D	B-F
-implantation and evaluation	A, C, F, G	C, D	B, C, D	B-F
-introduction to quality	A, C, F, G	C, D	B, C, D	B-F

5. Course Methods of teaching/learning:

- Lectures
- field visits
- Discussion
- Readings
- Seminars
- Critical appraisal
- Journal club
- Community campaign

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

- More Lectures
- More field visits
- More Discussion
- More Readings
- More Seminars
- More Critical appraisal
- More Journal club
- More Community campaign

7. Course assessment methods:

- i. **Assessment tools:** written exam
Oral exam
Formative assesment
Log book
Quizzes

ii. **Time schedule:-** 2nd part

iii. **Marks:** written: 280
oral: 200+ practical 220
total: 700 MARKS

8. List of references

i. **Lectures notes**

ii. **Essential books**

- Maxcy-Rosenau (2010): Public health and preventive medicine, Prentice- Hall International Inc. 15th edition
- Park K. (2007) eighteenth edition: Environment and Health at Park's textbook of preventive and social medicine. Ms Banarsidas Bhanot, ., India.
- R. Beaglehole , R.Bonita and T Kjellström (2006): Basic Epidemiology

iii. **Recommended books**

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

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

- International Journal of epidemiology
- ECMA periodicals
- www. Who. Int
- www.cdc.org
- www. BMJ.com
- www. JAMA.com

v. **Others**

other relevant books and web sites

9. Signatures

Course Coordinator: Etemad El- Shereef. Dalia Mahran Manal Darwish.....	Head of the Department:
Date:	Date:

ANNEX 2

Program Academic Reference Standards (ARS)

*1- Graduate attributes for master degree **in Specialty***

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 **Specialty**.
- 2-** Appraise and utilise scientific knowledge to continuously update and improve clinical practice in related **specialty**.
- 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 **Specialty**.
- 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 specialty.
- 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 **Specialty**.
- 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 **Specialty**

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 **Specialty** 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 **specialty** and the welfare of society.

2-1-C- Up to date and recent developments in common problems related to **Specialty**.

2-1-D- Ethical and medicolegal principles relevant to practice in **Specialty**.

2-1-E -Quality assurance principles related to the good medical practice in **Specialty**.

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 **Specialty**.

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

2.2- C- Demonstrating systematic approach in studying clinical problems relevant to **Specialty**.

2-2-D- Making alternative decisions in different situations in **Specialty**.

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 **Specialty** for patients with common diseases and problems.

2-3- C- Write and evaluate reports for situations related to the field of **Specialty**.

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

	Patient care	Medical knowledge	Practice- based learning/ Improvement	Interpersonal and communication skills	Professionalism	Systems- based practice
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

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 6, Program Correlations:

مصفوفة توافق المعايير القومية القياسية العامة لبرامج الماجستير مع المعايير
الأكاديمية المعتمدة من كلية الطب – جامعة أسيوط لدرجة الماجستير في

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>Specialty</i> .	١- 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>Specialty</i> .	٢- 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>Specialty</i> .	٣- 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.	٤- إظهار وعيا بالمشاكل الجارية و الرؤى الحديثة في مجال التخصص
5- Identify and share to solve health problems in <i>Specialty</i> .	٥- 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>Specialty</i> .	٦- 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>Specialty</i>.</p>	<p>٨-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>٩ - توظيف الموارد المتاحة بما يحقق أعلى 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>١٠-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>١١-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>Specialty</i> or one of its subspecialties.</p>	<p>١٢-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.	١-٢-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>Specialty</i> and the welfare of society.	١-٢-ب- التأثير المتبادل بين الممارسة المهنية وانعكاسها علي البيئة.
2.1. C- Up to date and recent developments in common problems related to <i>Specialty</i> .	١-٢-ج- التطورات العلمية في مجال التخصص.
2.1. D- Ethical and medicolegal principles relevant to practice in the <i>Specialty</i> .	١-٢-د- المبادئ الأخلاقية و القانونية للممارسة المهنية في مجال التخصص.
2.1. E-Quality assurance principles related to the good medical practice in <i>Specialty</i> .	١-٢-هـ- مبادئ و أساسيات الجودة في الممارسة المهنية في مجال التخصص
2.1. F- Ethical and scientific basics of medical research.	١-٢-و- أساسيات وأخلاقيات البحث العلمي
2.2. A-Correlation of different relevant sciences in the problem solving and management of common diseases of <i>Specialty</i> .	١-٢-٢-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>Specialty</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>Specialty</i> .	٢-٢-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>Specialty</i> .	٢-٢-ج- الربط بين المعارف المختلفة لحل المشاكل المهنية
2.2. C- Demonstrating systematic approach in studying clinical problems relevant to the <i>Specialty</i> .	٢-٢-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	٢-٢-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 patient evidence, care and risk management	٢-٢-و- التخطيط لتطوير الأداء في مجال التخصص
2.2.D- Making alternative decisions in different situations in the field of <i>Specialty</i> .	٢-٢-ز- اتخاذ القرارات المهنية في سياقات مهنية متنوعة
2.3.A- provide patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health.	٢-٣-أ- إتقان المهارات المهنية الأساسية و الحديثة في مجال التخصص
2.3.B- Demonstrate patient care skills relevant to <i>Specialty</i> for patients with common diseases and	

problems.	
2.3.C- Write and evaluate reports for Situation related to <i>Specialty</i> .	٢-٣-ب- كتابة و تقييم التقارير المهنية
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 that <i>specialty</i> for patients with common diseases and problems.	٢-٣-ج- تقييم الطرق و الأدوات القائمة في مجال التخصص
2.4.D- Demonstrate interpersonal and communication skills that result in effective information exchange and teaming with patients, their families, and other health professionals.	٢-٤-أ- التواصل الفعال بأنواعه المختلفة
2.4.A-Demonstrate practice-based learning and improvement skills that investigation and involves 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.	٢-٤-ب- استخدام تكنولوجيا المعلومات بما يخدم الممارسة المهنية
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.E-Demonstrate professionalism behavior, as manifested through a	٢-٤-ج- التقييم الذاتي وتحديد احتياجاته التعليمية الشخصية

commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population.	
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.	٢-٤-د- استخدام المصادر المختلفة للحصول على المعلومات و المعارف
2.4. C- Demonstrate skills of teaching and evaluating others.	٢-٤-هـ- وضع قواعد ومؤشرات تقييم أداء الآخرين
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.	٢-٤-و- العمل في فريق ، وقيادة فرق في سياقات مهنية مختلفة
2.4.G- Demonstrate skills of effective time management.	٢-٤-ز- إدارة الوقت بكفاءة
2.4.H- Demonstrate skills of self and continuous learning.	٢-٤-ح- التعلم الذاتي و المستمر

**Comparison between ARS and ILOS for master degree
in *Specialty***

(ARS)	(ILOs)
<p><u>2-1- Knowledge and understanding</u></p> <p>2-1-A- Established basic, biomedical, clinical, epidemiological and behavioral sciences related conditions, problem and topics.</p>	<p><u>2-1- Knowledge and understanding</u></p> <p>2-1-A- Explain the essential facts and principles of relevant basic sciences including, , -----, ----- and -- -----related to <i>Specialty</i>.</p> <p>2-1-B- Mention <u>essential facts</u> of clinically supportive sciences including Basics of -----, ----- related to <i>Specialty</i>.</p> <p>2-1-C- Demonstrate sufficient knowledge of etiology, clinical picture, diagnosis, prevention and treatment of the common diseases and situations related to <i>Specialty</i>.</p>
<p>2-1-B The relation between good clinical care of common health problem in the <i>Specialty</i> and the welfare of society.</p>	<p>2-1-H- State the impact of common health problems in the field of <i>Specialty</i> on the society and how good clinical practice improve these problems.</p>
<p>2-1-C- Up to date and recent developments in common problems related to the field of <i>Specialty</i>.</p>	<p>2-1-C- Demonstrate sufficient knowledge of etiology, clinical picture, diagnosis, prevention and treatment of the common diseases and situations related to <i>Specialty</i>.</p> <p>2-1-D- Give the recent and update developments in the pathogenesis, diagnosis, prevention and treatment of common diseases related to <i>Specialty</i>.</p>
<p>2-1-D- Ethical and medicolegal Principles relevant to practice in the <i>Specialty</i> field.</p>	<p>2-1-E- Mention the basic ethical and medicolegal principles that should be applied in practice and are relevant to the field of <i>Specialty</i>.</p>
<p>2-1-E-Quality assurance principles related to the good medical practice in the <i>Specialty</i> field.</p>	<p>2-1-F- Mention the basics and standards of quality assurance to ensure good clinical practice in the field <i>Specialty</i>.</p>

2-1-F- Ethical and scientific basics of medical research.	2-1-G- Mention the ethical and scientific principles of medical research methodology.
<u>2-2- Intellectual skills:</u> 2-2-A- Correlation of different relevant sciences in the problem solving and management of common diseases of the <i>Specialty</i> .	<u>2-2- Intellectual skills:</u> 2-2-A- Correlate the facts of relevant basic and clinically supportive sciences with clinical reasoning, diagnosis and management of common diseases of the <i>Specialty</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>Specialty</i> .	2-2-B- Demonstrate an investigatory and analytic thinking approach (problem solving) to common clinical situations related to <i>Specialty</i> .
2-2-C- Demonstrating systematic approach in studying clinical problems relevant to the <i>Specialty</i> field.	2-2-C- Design and /or present a case or review (through seminars/journal clubs.) in one or more of common clinical problems relevant to the <i>Specialty</i> field.
2-2-D Making alternative decisions in different situations in the field of the <i>Specialty</i> .	2-2-D- Formulate management plans and alternative decisions in different situations in the field of the <i>Specialty</i> .

continuous (ARS)	continuous (ILOs)
<p><u>2-3- Clinical skills:</u></p> <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>Specialty</i> for patients with common diseases and problems.</p>	<p><u>2/3/1/Practical skills (Patient Care :)</u></p> <p>2-3-1-A- Obtain proper history and examine patients in caring and respectful behaviors.</p> <p>2-3-1-B- Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment for common conditions related to <i>Specialty</i>.</p> <p>2-3-1-C- Carry out patient management plans for common conditions related to <i>Specialty</i>.</p> <p>2-3-1-D- Use information technology to support patient care decisions and patient education in common clinical situations related to <i>Specialty</i>.</p> <p>2-3-1-E- Perform competently non invasive and invasive procedures considered essential for the <i>Specialty</i>.</p> <p>2-3-1-F- Provide health care services aimed at preventing health problems related to <i>Specialty</i>.</p> <p>2-3-1-G- Provide patient-focused care in common conditions related to <i>Specialty</i> while working with health care professionals, including those from other disciplines.</p>
<p>2-3-C- Write and evaluate reports for situations related to the field of <i>Specialty</i>.</p>	<p>-3-1-H Write competently all forms of patient charts and sheets including reports evaluating these charts and sheets. (Write a consultation note, Inform patients of a diagnosis and therapeutic plan, completing and maintaining medical records).</p>

<p><u>2-4- General skills</u></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><u>2/3/2 General skills</u></p> <p>2-3-2-A- Perform practice-based improvement activities using a systematic methodology (share in audits and risk management activities and use logbooks).</p> <p>2-3-2-B- Appraises evidence from scientific studies.</p> <p>2-3-2-C- Conduct epidemiological studies and surveys.</p>
<p>2-4-B- Use all information sources and technology to improve his practice.</p>	<p>2-3-2-C- Conduct epidemiological studies and surveys.</p> <p>2-3-2-D. Perform data management including data entry and analysis and using information technology to manage information, access on-line medical information; and support their own education.</p>
<p>2-4-C- Demonstrate skills of teaching and evaluating others.</p>	<p>2-3-2-E- Facilitate learning of students other health care professionals including their evaluation and assessment.</p>
<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>	<p>2-3-2-F- Maintain therapeutic and ethically sound relationship with patients.</p> <p>2-3-2-G- Elicit information using effective nonverbal, explanatory, questioning, and writing skills.</p> <p>2-3-2-H- Provide information using effective nonverbal, explanatory, questioning, and writing skills.</p> <p>2-3-2-I- Work effectively with others as a member of a health care team or other professional group.</p>

<p>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.</p>	<p>2-3-2-J- Demonstrate respect, compassion, and integrity; a responsiveness to the needs of patients and society.</p> <p>2-3-2-K- Demonstrate a commitment to ethical principles including provision or withholding of clinical care, confidentiality of patient information, informed consent, business practices.</p> <p>2-3-2-L-Demonstrate sensitivity and responsiveness to patients' culture, age, gender, and disabilities.</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>2-3-2-M-Work effectively in relevant health care delivery settings and systems including good administrative and time management</p> <p>2-3-2-N- Practice cost-effective health care and resource allocation that does not compromise quality of care.</p> <p>2-3-2-O- Assist patients in dealing with system complexities.</p>
<p>2-4-G- Demonstrate skills of effective time management</p>	<p>2-3-2-M-Work effectively in relevant health care delivery settings and systems including good administrative and time management</p>
<p>2-4-H- Demonstrate skills of self and continuous learning.</p>	<p>2-3-2-A- Perform practice-based improvement activities using a systematic methodology (share in audits and risk management activities and use logbooks).</p>

III - Program matrix

Course	Program Covered ILOs								

Annex 7, Additional information:

 **Example:**

 **Department information:**

 **Staff members:**

 **Opportunities within the department:**

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

(End of the program specifications)