

Course Specification

University: Al Azhar
 Faculty: Medicine
 Department: Community Medicine

1- Data of the course:

Code of the course: 402-fcm	Title of the course: Community medicine for the 4 th year students	Year: 4 th year of the MBBCh Duration: 32 weeks
Specialty: Community medicine	Number of teaching units: 2	Lectures: 100 hours Field: 30 hrs Practical: 80 hours Total: 210 hrs

2- Objectives of the course:	<ol style="list-style-type: none"> 1. To develop a community-oriented physician capable of working in the community for improving the health of its members. 2. To influence the students to adopt a healthy life style, good morals, and sound behavior to become a role model for the individuals, the families, and the community at large.
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3- ILOs

A- Knowledge and understanding	<ol style="list-style-type: none"> 1. To define health and disease. 2. To describe the spectrum of health. 3. To describe the determinants of health on the individual, the family and the community level 4. To define Public health and community medicine 5. To define patterns of care as preventive and curative and describe the levels of preventive care 6. To describe population estimations in the census and inter-census years. 7. To describe the different profiles of the population pyramid and their interpretation. 8. To define life expectancy. 9. To define data sources for vital statistics 10. To list at least four uses for health indicators. 11. To list at least 4 types of study designs. 12. To describe the study design, uses and limitations 13. To define clinical epidemiology and its basic components. 14. Define the sources of data and methods of collection 15. Describe 5 sampling techniques and list at least 3 advantages for sampling.. 16. Describe the normal curve and its uses. 17. To define health related activities relevant to prevent and/or control these risk 18. To identify nutrient sources, functions requirements, effects of deficiency and effects of excess.
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19. To describe the relation between nutrition and health
20. To describe diets for normal individuals throughout the life cycle, specially the vulnerable groups.
21. To define malnutrition problems.
22. To define communication, health education, counseling, social marketing, advocacy.
23. To describe the communication process including different methods and channels for communicating health messages
24. To explain the process of behavioral / educational diagnosis in the preparation of the HE messages.
25. To describe the role of the community in HE and behavioral changes.
26. To describe the infectious cycle
27. To define epidemiologic approaches to measure the occurrence of disease in communities
28. To list risk factors relevant to selected non-communicable diseases
29. To explain the importance of periodic examination.
30. To define the screening tests pertinent to selected diseases and the at-risk-approach in the application of screening tests.
31. To define the role of the PHC physician in prevention and control of non-communicable diseases.
32. To list the health education messages pertinent to a healthy life style, prevention and control.
33. To describe the planning function and its components
34. To define steps for community needs assessment.
35. To list the basic implementation functions
36. To define the principles of leadership and team building
37. To define the evaluation function and demonstrate ability for evaluating inputs, process and output by the use of appropriate indicators
38. To define quality, and identify the dimensions of quality in health care.
39. To describe the family practice approach implemented now in Egypt.
40. To define terminologies related to RH, Women's Health, Maternal health and family planning.
41. To list the components of RH and define the reproductive health services in Egypt and to define the goal, objectives, and components of maternal health.
42. To describe the Egypt family planning program
43. To define terminologies related to child health and to list the components of child health services in Egypt.
44. To define the goal, objectives, and components of child health.
45. To describe the child health program
46. To define gerontology and geriatrics.
47. To define health needs and health problems of the elderly.
48. To define disability and to enumerate the causes of disability, levels of prevention and to give the details of rehabilitation.

II-Occupational health:

	<ol style="list-style-type: none"> 1. To define basic terminologies. 2. To identify potential hazards and stresses in different types of jobs 3. To spell out the health effects of different types of hazards. 4. To discuss the role of the different organizations in relation to the health of workers. 5. To describe the occupational health program 6. To define the role of the occupational health physician and the occupational health team 7. To define the needs of special groups of workers (women, children, the disabled, farmers, migrants and seasonal workers,).
<p>B- Intellectual Skills:</p>	<ol style="list-style-type: none"> 1. To define, calculate, and interpret vital rates including fertility, morbidity, and mortality rates, both crude and specific, and be able to compare between populations through the use of adjusted / standardized rates 2. Interpret selected tests of significance and the inferences obtained from such tests. 3. Summarize data construct tables and graphs 4. To explain the three interacting ecological factors: Agent, Host, and Environment affecting the occurrence of disease 5. To explain Egypt population pyramid and define the information obtained from the pyramid 6. To explain the usefulness of screening tests, and calculate sensitivity, specificity, and predictive value. 7. To identify the nature, health effects and sources of environmental risks 8. To build a, model explaining the environmental background of human diseases. 9. To explain methods of assessment of the nutritional status. 10. To explain the process of behavioral / educational diagnosis in the preparation of the HE messages. 11. To explain different methods for prevention and control 12. To identify the infectious cycle for each of the selected diseases 13. To define methods of prevention and control for each of these diseases. 14. To identify management functions as planning, implementation and evaluation 15. To define the three major aspects of "Health Economics", as Financing, Cost Analysis and Cost-Effectiveness. 16. To identify the principles of cost analysis and define some measures for cost containment. 17. To identify the different types of health systems in Egypt 18. To define the organizational structure of the MOHP at the Central, Governorate and District level. 19. To describe the different levels of health care in urban and rural areas, the health team at each level and the referral system. 20. To explain the different types of health insurance and to define the

	<p>patterns of curative care.</p> <ol style="list-style-type: none"> 21. To identify the health problems and health needs of adolescents 22. To define interventions to promote health and address the health needs of adolescents 23. Identify the specific health problems for school children. 24. Explain the components of the school health program. 25. Identify the role of the school in community health development 26. To explain the causes of aging within the concept of epidemiologic transition and demographic transition. 27. To explain the health care programs directed to the aged. 28. To identify the interaction between physical and mental symptoms and illnesses. 29. To describe the factors affecting mental health (psychological, social, and biological). 30. To explain primary, and secondary prevention in Mental Health
<p>C- Professional and practical Skills:</p>	<ol style="list-style-type: none"> 1. Calculate measures of central tendency and measures of dispersion 2. To calculate Crude Birth Rate, Crude Death Rate, Rate of Natural Increase, and average growth rates from given data. 3. To measure disease risk factors. 4. To profile the characteristics of an adequate diet 5. To develop a diet plan using dietary guides and food exchange lists. 6. To prescribe diet plans for selected disease conditions (therapeutic diets). 7. To identify routine, recommended and potential vaccines. 8. To describe the MOHP programs for prevention and control of selected diseases (e.g., Tuberculosis, Schistosoma, polio eradication.). 9. To make a decision on the appropriate control measures related to specific situations. 10. To identify the levels of prevention 11. To describe activities for health promotion 12. To explain the individual level of care, the family level and the community level and to define PHC and explain the characteristics of PHC. 13. To list the elements of PHC, and relate them to the functions of the different health services in Egypt. 14. To explain the human life cycle including stages and transitional events. 15. To calculate relevant vital indices, identify health problems related to the health of mothers and risk factors 16. To describe the maternal health program and to calculate fertility rates. 17. To explain factors affecting fertility and the fertility motives. 18. To calculate relevant vital indices, identify health problems related to the health of children and risk factors

D- General Skills:	<ol style="list-style-type: none"> To use data / information for situation analysis, identification and prioritization of health and health related problems. Communicate appropriately with staff members and colleagues 																																																																																						
4- Course Content	<table border="1"> <thead> <tr> <th data-bbox="520 479 906 555">Topics</th> <th data-bbox="912 479 1082 555">Lectures</th> <th data-bbox="1088 479 1241 555">Practical</th> <th data-bbox="1248 479 1482 555">Field Visits</th> </tr> </thead> <tbody> <tr><td data-bbox="520 564 906 595">General Introduction</td><td data-bbox="912 564 1082 595">4</td><td data-bbox="1088 564 1241 595">0</td><td data-bbox="1248 564 1482 595">0</td></tr> <tr><td data-bbox="520 604 906 680">Measurements of Health & Demography</td><td data-bbox="912 604 1082 680">6</td><td data-bbox="1088 604 1241 680">6</td><td data-bbox="1248 604 1482 680">0</td></tr> <tr><td data-bbox="520 689 906 721">Epidemiologic methods</td><td data-bbox="912 689 1082 721">6</td><td data-bbox="1088 689 1241 721">8</td><td data-bbox="1248 689 1482 721">0</td></tr> <tr><td data-bbox="520 730 906 761">Medical Statistics</td><td data-bbox="912 730 1082 761">8</td><td data-bbox="1088 730 1241 761">8</td><td data-bbox="1248 730 1482 761">0</td></tr> <tr><td data-bbox="520 770 906 801">Health and Environment</td><td data-bbox="912 770 1082 801">6</td><td data-bbox="1088 770 1241 801">0</td><td data-bbox="1248 770 1482 801">1</td></tr> <tr><td data-bbox="520 810 906 842">Health and Nutrition</td><td data-bbox="912 810 1082 842">6</td><td data-bbox="1088 810 1241 842">4</td><td data-bbox="1248 810 1482 842">0</td></tr> <tr><td data-bbox="520 851 906 927">Health education and communication</td><td data-bbox="912 851 1082 927">4</td><td data-bbox="1088 851 1241 927">2</td><td data-bbox="1248 851 1482 927">0</td></tr> <tr><td data-bbox="520 936 906 967">General Epidemiology</td><td data-bbox="912 936 1082 967">6</td><td data-bbox="1088 936 1241 967">0</td><td data-bbox="1248 936 1482 967">0</td></tr> <tr><td data-bbox="520 976 906 1052">Epidemiology of Communicable Diseases</td><td data-bbox="912 976 1082 1052">28</td><td data-bbox="1088 976 1241 1052">6</td><td data-bbox="1248 976 1482 1052">2</td></tr> <tr><td data-bbox="520 1061 906 1093">Non-Communicable Diseases</td><td data-bbox="912 1061 1082 1093">8</td><td data-bbox="1088 1061 1241 1093">4</td><td data-bbox="1248 1061 1482 1093">1</td></tr> <tr><td data-bbox="520 1102 906 1133">Health Management</td><td data-bbox="912 1102 1082 1133">6</td><td data-bbox="1088 1102 1241 1133">6</td><td data-bbox="1248 1102 1482 1133">0</td></tr> <tr><td data-bbox="520 1142 906 1218">Health Care systems and services in Egypt</td><td data-bbox="912 1142 1082 1218">6</td><td data-bbox="1088 1142 1241 1218">4</td><td data-bbox="1248 1142 1482 1218">2</td></tr> <tr><td data-bbox="520 1227 906 1258">Reproductive Health</td><td data-bbox="912 1227 1082 1258">4</td><td data-bbox="1088 1227 1241 1258">3</td><td data-bbox="1248 1227 1482 1258">1</td></tr> <tr><td data-bbox="520 1267 906 1299">Child Health</td><td data-bbox="912 1267 1082 1299">4</td><td data-bbox="1088 1267 1241 1299">3</td><td data-bbox="1248 1267 1482 1299">1</td></tr> <tr><td data-bbox="520 1308 906 1339">Adolescent and School Health</td><td data-bbox="912 1308 1082 1339">4</td><td data-bbox="1088 1308 1241 1339">0</td><td data-bbox="1248 1308 1482 1339">0</td></tr> <tr><td data-bbox="520 1348 906 1379">Health of the Elderly</td><td data-bbox="912 1348 1082 1379">2</td><td data-bbox="1088 1348 1241 1379">2</td><td data-bbox="1248 1348 1482 1379">0</td></tr> <tr><td data-bbox="520 1388 906 1420">Mental health</td><td data-bbox="912 1388 1082 1420">2</td><td data-bbox="1088 1388 1241 1420">0</td><td data-bbox="1248 1388 1482 1420">0</td></tr> <tr><td data-bbox="520 1429 906 1505">Health of the People with Special Needs</td><td data-bbox="912 1429 1082 1505">2</td><td data-bbox="1088 1429 1241 1505">0</td><td data-bbox="1248 1429 1482 1505">0</td></tr> <tr><td data-bbox="520 1514 906 1545">Occupational Health</td><td data-bbox="912 1514 1082 1545">8</td><td data-bbox="1088 1514 1241 1545">4</td><td data-bbox="1248 1514 1482 1545">1</td></tr> <tr><td data-bbox="520 1554 906 1585">Total hours</td><td data-bbox="912 1554 1082 1585">120</td><td data-bbox="1088 1554 1241 1585">60</td><td data-bbox="1248 1554 1482 1585">10 hours</td></tr> </tbody> </table>			Topics	Lectures	Practical	Field Visits	General Introduction	4	0	0	Measurements of Health & Demography	6	6	0	Epidemiologic methods	6	8	0	Medical Statistics	8	8	0	Health and Environment	6	0	1	Health and Nutrition	6	4	0	Health education and communication	4	2	0	General Epidemiology	6	0	0	Epidemiology of Communicable Diseases	28	6	2	Non-Communicable Diseases	8	4	1	Health Management	6	6	0	Health Care systems and services in Egypt	6	4	2	Reproductive Health	4	3	1	Child Health	4	3	1	Adolescent and School Health	4	0	0	Health of the Elderly	2	2	0	Mental health	2	0	0	Health of the People with Special Needs	2	0	0	Occupational Health	8	4	1	Total hours	120	60	10 hours
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5-Methods of teaching:	<p>LEARNING ACTIVITIES</p> <ol style="list-style-type: none"> Lectures Seminars Practical session at the department Field visits. Self Learning as appropriate <p>TIME ALLOCATED FOR THE COURSE</p> <p>1. Theoretical: 4 hours per week (Total 4 x 30 = 120 hours) Community Medicine Curriculum by Prof. Mohamed El-Hady 6</p> <p>2. Practical Sessions and Seminars: 2 hours per week (Total 2 x 30 = 60 hours)*.</p> <p><input type="checkbox"/> Practical sessions include exercises, case studies, student presentation, group discussions, and seminars.</p>
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	<p>☐ Work sheets are given to students for developing of problem solving skills in identification and management of health problems and in data presentation, analysis and interpretation.</p> <p>☐ Office research on main public health problems including social and environmental determinants.</p> <p>3. Field visits: The visits would cover at least a rural health unit, an urban health center, a health office, a fever hospital, a chest hospital, a factory, and a water purification plant.</p> <p>4. Self learning according to student initiative. The academic year is 32 weeks; two weeks are devoted to the examination.</p>
6-Methods of teaching of handicaps	Not present

7- Students evaluation and assessment:

A- Method of assessment:	<p>1- Final Written Examination (Short Question)</p> <p>2- Final Examination (MCQ)</p> <p>3- Final Oral Examination</p> <p>4- Mid-Year Written Examination</p> <p>5- Ongoing Practical Periodic Assessment, Performance in practical work sheets, Performance in field visits and attendance</p>												
B- Time of assessment	<ul style="list-style-type: none"> - End- year exam: in May or August - Mid -year exam: in January - Ongoing Practical Periodic Assessment, Performance in practical work sheets, Performance in field visits and attendance during the academic year 												
C- Allocated marks/Distribution	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">1- Final Written Examination (Short Question)</td> <td style="text-align: right;">100 degrees</td> </tr> <tr> <td>2- Final Examination (MCQ)</td> <td style="text-align: right;">80 degrees</td> </tr> <tr> <td>3- Final Oral Examination</td> <td style="text-align: right;">60 degrees</td> </tr> <tr> <td>4- Mid-Year Written Examination</td> <td style="text-align: right;">30 degrees</td> </tr> <tr> <td>5- Ongoing Practical Periodic Assessment, Performance in practical work sheets, Performance in field visits and attendance</td> <td style="text-align: right;">30 degrees</td> </tr> <tr> <td>Total</td> <td style="text-align: right;">300 degrees</td> </tr> </table>	1- Final Written Examination (Short Question)	100 degrees	2- Final Examination (MCQ)	80 degrees	3- Final Oral Examination	60 degrees	4- Mid-Year Written Examination	30 degrees	5- Ongoing Practical Periodic Assessment, Performance in practical work sheets, Performance in field visits and attendance	30 degrees	Total	300 degrees
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8- Teaching books, notebooks, and references:

- Books/Notebooks:	<ul style="list-style-type: none"> - Departmental books - Handouts
- References:	<ul style="list-style-type: none"> - Student logbook for practical - Learning materials

Head of the department

Course Coordinator: