



Quality Assurance Unit



**Tanta University
Faculty of Medicine**

Department of Public Health, Preventive and Social Medicine

Course Specifications

Public Health, Preventive and Social Medicine Fourth Year

2011-2012

Public Health, Preventive and Social Medicine Fourth Year Course specifications

University: Tanta Faculty: Medicine Department: Public Health, Preventive and Social Medicine

1- administrative Information

Course title : Public Health, Preventive and Social Medicine

- **Code: TMED.04:04**
- **Department offering the course: Public Health**
- **Programme (s) on which this course is given: M.B.B.Ch Medicine Program**
- **Academic year/ Level : 4th year of 2011-2012**
- **date of specifications /revision: 31/8/2011**
- **date of approval by department :14 /9/2011**
- **date of approval by faculty council : 21/9/2011**
- **Credit / taught hours: 204 hours per 8 weeks**

Lectures : 128 hours (16 hrs/week)- Practical : 64 hrs (8 hrs/week)

Field visits: 12 hrs in 10 field visits (1.5 hr/week)-Total :204 for 8 weeks (25-26 hrs/ week)

2- Overall Course aims

- Prepare a community oriented physician capable of anticipating and responding to community health needs, besides the ability to address needs of people with disability.
- Prepare a community- oriented physician capable of implementing preventive and control measures for common communicable and non-communicable diseases through community-based prevention strategies and within the primary health care (PHC) settings following Ministry of Health and Population (MOHP) policies, regulations and protocols.
- Develop a graduate who is aware about the potential emerging/ threatening diseases and can act ,investigate and manage the possible outbreaks or epidemics.
- Develop a graduate who will apply the knowledge and skills learned, and set a role model in motivating the community to adopt a healthy lifestyle and sound behaviors.
- Sensitize graduates to health problems of the country and improve their capability to analyze situations and assess health needs by using appropriate vital indicators

3 – Intended learning outcomes (ILOs):

a- Knowledge and Understanding:

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

- a.1-Define concepts of health, ecology and epidemiology and understand the ecological factors (epidemiologic triad) and determinants (risk factors) that affect health.
- a.2-Recognise the infectious cycle and the different levels for disease prevention and control. Define the different epidemiologic approaches to measure the occurrence of disease in communities.
- a.3-Name the value and uses of epidemiologic methods including the types of study designs. Explain the usefulness of screening tests and describe the public health surveillance system and its use in the community.
- a.4-Identify the infectious cycle for each of the selected common diseases and define methods of its prevention and control according to the (MOHP) protocols and regulations for preventions and control. Also, understand methods of hospital acquired infections and waste management as an important sequence of infection control.
- a.5-List risk factors relevant to selected non-communicable diseases, define screening tests pertinent to them and define role of primary health care in prevention and control.
- a.6- Describe the health care systems in Egypt and become oriented with it , know the different organizations and interaction between them and identify the different levels of health care in Egypt.
- a.7-Define the concept of Primary health care and how it relates to basic health services, the concept of family practice and how it relates to PHC in Egypt.
- a.8-Identify the role of nutrition in health and disease and understand the principles of adequate nutrition, dietary patterns and methods of assessment of nutritional status among individuals, families and communities.
- a.9-Name the concept of occupational health as an essential preventive discipline, identify potential hazards and stresses in different types of jobs, know measures for prevention and control of occupational hazards and describe the occupational health program
- a.10-Describe the complementary role of maternal and child health and family planning within the context of reproductive health approach (RH), know maternal and child health problems, list the components of RH and its services in Egypt and describe the MCH program
- a.11-Identify health problems and health needs of adolescent age group and explain the components of their health program
- a.12- Describe the different health education/communication strategies and methods for use with clients, the health care team, and the community
- a.13-Describe the factors affecting mental health, explain preventive measures and describe mental health program

- a.14-Define gerontology and geriatrics and health needs and health problems of the elderly and explain the health care programs directed to them
- a.15-Identify rural health and health related problems and describe the rural health program.
- a.16-Identify the nature, health effects and sources of environmental risks and define health related activities relevant to prevention and control of these risks
- a.17-Describe the principles of health care management and the management cycle of planning, implementation and evaluation and know the role of primary health care physician as a team leader capable of managing the health programs and services effectively.
- a.18-Identify demography and population aspects change over time and know tools and measurements of health to compare between populations.
- a.19-Discover special needs of people with disabilities and handicap, describe levels of prevention and know aspects of rehabilitation

b-Intellectual Skills

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

b.1-Analyse Data and do problem solving including:

- Determine appropriate use of data and statistical methods for problem identification, prioritization and resolution, and for program planning, implementation, and evaluation.
- Evaluate the integrity and comparability of data and identify gaps in data sources.

b.2-Determine public health surveillance and screening to address specific public health problems and issues

b.3-Acquire systemic thinking in disease analysis and causal relationship as well in planning of health programs.

c- Professional and Practical Skills

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

c.1-Participate actively as member of a multidisciplinary group in health promotion, disease prevention and national health care programs applying MOHP standards and protocols for different settings and age groups.

c.2-Analyze data and use statistical methods for problem identification, prioritization and resolution, and for program planning, implementation, and evaluation.

c.3-Conduct, document and analyze a comprehensive situation analysis recognizing non biological factors that may influence disease causation/ management, client's perception of health/ disease, access to care and adequately respond to these factors in the benefit of the client , patient& community .

c.4-Apply screening tests pertinent to selected morbidity conditions and the at-risk approach in its application

c.5-Develop a diet plan using dietary guides and food exchange lists, describe diets for normal individuals throughout the life cycle, especially the vulnerable groups and prescribe diet plans for selected disease conditions (therapeutic diets)

c.6- Investigate appropriate infection control practices

c.7-Deal with different groups of the workforce to provide them with a safe and healthy work environment. Also to plan services for the promotion of their health.

d- General and Transferable Skills

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

d.1- Do appropriate counseling, health education and communication strategies in different health care settings using behavioral change models.

d.2-Acquire data, retrieve information and able to use computers and information technologies.

d.3-Show leadership and act as a team manager in motivating the community served.

d.4-Interact and communicate effectively, and professionally with persons or patients from diverse cultural, socioeconomic, educational, and professional backgrounds, and with persons of all ages and lifestyle preferences.

d.5-Collaborate with colleagues in a team work during field visits, class discussion, as well as solving problems

d.6- Behave ethically in making research.

d.7-Respect the different cultural beliefs of the community and behaves ethically with teachers, colleagues as well as other personnel in the field.

4- Contents

Topic	Hours for lectures	Hours for Practical	Field training	Total No. of hours
1-Introduction & orientation to public health	2			2
2-General epidemiology	8	4		12
3-Primary Health Care (PHC) and family practice	2	2	1	5
4-Nutrition	10	6	1	17
5-Occupational health	10	5	2	17
6-Reproductive Health (RH) (including maternal health & family planning (FP))	8	6	2	16
7-Child health	6	4	2	12
8-Adolescent and faculty health (Including school health)	4			4
9-Rural health	2			2
10-Geriatric Health (Health of the elderly)	2	2		4
11-Mental Health	2			2
12-Environmental health	8			8

13-Epidemiology of selected communicable diseases	30	16	1	47
14-iv-Hospital acquired infection and Infection control	2	2	1	5
15-Epidmiology of selected non-communicable diseases	10	7	1	18
16-Drug addiction and Tobacco smoking	5			5
17-Health care management and administration & Health systems and services in Egypt	4			4
18-Demography and vital statistics	6	6	1	13
19-Healh of people with special needs (including people with Disabilities and Handicapping)	3			3
20-Communication and health behavior	2	4		6
21-Revision	2			2
Total	128	64	12	204

5-Teaching and learning methods

5.1- Lectures (128 hrs)

Fourth year Students are divided to four groups in the academic year distributed in the four departments teaching the fourth year. Each group (N=150 to 200 student) . In Public Health Department, each group will be subdivided into two further groups (N= 75 to 100 student).

Lectures: Two lectures /day (each lecture 1.5-2 hours) for eight weeks will be given for both groups of students. lectures will be held in the two lecture halls inside the Public health department. Lectures are traditional, using the recent learning facilities as data show, beside white board.

5.2 Practical activities including (64 hrs)

(a) Lectures: Theoretical subjects of the practical course will be given in 1-1¼hrs / day for 6 weeks. Lectures are held in the two lecture halls inside the Public Health Department and given for the two groups of students at the same time. The main subjects learned are (how to investigate an outbreak if happens?, the health care system in Egypt and the importance of the primary health care for the public, how to choose a population sample for a survey, research methodology and study designs, how to assess the nutritional status for subjects, statistical methods,)

(b) Practical sessions for practical application of the lectures, in the form of problem solving, scenarios, role playing, video tapes. Each session take from 1-1¼hrs/day for 6 weeks.

5.3 Field Visits: (12 hrs)

Objective : to prepare the student for community service through the different health care settings, and learn students how to write a report and or checklist to comment and criticize each site seen by the end of course.

Settings:

Ten visits for different sites in ten days all over 8 weeks. Each visit takes from 1 to 2 hours, (1,2)-Primary Health Care center in Tanta city and a rural health unit to identify the health care system and primary health care activities..

3-Fever hospital as an example of 2nd level of health care, surveillance system, isolation precautions and infection control..

4-Delta spinning factory for cotton industry, for identification of occupational health care program.

(5,6)-Tanta University Hospitals and its kitchen for environmental & food sanitation and practices about risk factors for the non-communicable diseases .

7-School visit: to be aware about the school health program.

(8,9)-Water and sewage plants: to be aware about the procedures taken for water and sewage sanitation.

10-Preventive Medicine Directorate affiliated to Administration of health affairs.

6-Student Assessment:

a Methods used

6.1 Mid-Term written Examination (in the form of short questions from 6 to 8 questions), to assess knowledge (a.1 to a.5 + a.8 + a.12 = 37% of knowledge), (b.3= 33.6% of intell.skills).

6.2 Practical Examination, including:

- MCQ exam (20 MCQs) to assess knowledge (a.1, a.3, a.6, a.7, a.9, a.10, a.14= 37% of knowledge), intellectual skills (b.1 =33.6%).

-Report for Field visits: -discussion of reports assess skills (b.1 = 33.6%, c.1,c.2, c.7 = 43% of professional skills , d.2, d.3, d.5, d.7 = 57% of general skills).

-Checklists activities done to assess (b.1, b.3 [67%] c.2, c.3, c.4 [43%] d.2, d.3, d.5, d.7 [57%] intellectual +practical+ general skills)

6.3 Final-term written Examination (one paper only, in the form of short account questions beside short questions)to assess from (a.1 to a.19) and (b.1, b.2, b.3)(Knowledge and intellectual skills)

6.4- Final-term oral Examination: - two oral sessions to assess (a.1 to a.19), (b.2, b.3 [67%]), (c.3 [14%])

b- Assessment schedule

Assessment	Week
1 Mid-term Examination	24 th week
2 Practical Examination	End of clinical round
3 Final-term written Examination	End of the academic year (32 nd week)
4 Final-term oral Examination	End of the academic year (32 nd week)

c- Weighing of assessments

	Mark	%
Mid term examination	60	20%
Final examination	150	50%
Oral examination	60	20%
Practical exam. consists of MCQ questions and problem solving.	20	6.66%
Checklist activities	5	1.67%
Discussion of reports about field visits	5	1.67%
Total	300	100%

List any formative only assessment:

- Some of the staff members give quizzes for the student during the lectures
- By the end of practical course , a formative assessment in the form of MCQs will be done.

d) Attendance criteria:

- 1. Practical attendance
- 2. Practical books

e) Grading System

Examination	Topic	Description	Marks
Periodical Examinations	Sheet examinations		marks
Midterm exam			marks
Final Examination	Written		
	Practical exam		marks
	Oral exam		marks
Total			

7- List of references

7.1 Course notes

Standard department book (Theoretical and practical department books).

7.2 Text book

Maxcy- Rosenau-Last. Public Health & Preventive Medicine

7.3 Recommended books

-Essentials of Public Health: L. J. Donaldson, R. J. Donaldson

-Public Health & Preventive Medicine: Maxcy – Rosenau- Last(available at the faculty library)

-Communicable Disease Epidemiology and Control: Roger Webber, London School of Hygiene and Tropical Medicine

7.4 Periodicals and web sites

American Journal of epidemiology, Journal of Epidemiology, Journal of Geriatric health.

Web Sites: www.who.com , www.emro.com

8-Other resources/ facilities required for teaching and learning to achieve the above ILOs

The available teaching facilities:

8.1-Three lecture halls inside the department for teaching the students. One hall capacity is from 70 to 80 students and the other hall capacity is from 90 to 100 student. The third one capacity is about 50 to 60 students. Each hall is equipped with a computer, data show and screen beside a white board.

The needed resources:

8.2- An outpatient clinic affiliated to Tanta University hospital to introduce primary health care activities as a demonstration, teaching and learning facilities.

8.3-A computer lab. To teach statistical programs and their application in research models.

9-we certified that all of the information required to deliver this course is contained in the above specifications and will be implemented

Course coordinator

Name: Prof. Dr. Nihal Salah Shihab . Signature..... Date: 14/9/2011

Head of department. Name: Prof. Dr.Safinaz Shalaby Signature.....Date:
14/9/2011

Intended learning outcomes of the course (A)

<input checked="" type="checkbox"/> The name of course	Public Health
Code of course	TMED 04-04

Tanta University:.....
 Faculty: Medicine.....
 Department: Public Health, Preventive and social :
 Medicine.....

Topics of the course	Total hour lect.+pract	Knowledge & Understanding	Intellectual Skills	Professional Skills	General transferable skills
1-Introduction & orientation to public health	2 First week	A1, a2			
2-General epidemiology	12 First week	A1, a2, a3, a4	B2, b3	C1	D7
3-Primary Health Care (PHC) and family practice	5 First week	A6, a7		C3, c5	
4-Nutrition	17second week	A 8	B3		
5-Occupational health	17second week	A9,		C7	D7
6-Reproductive Health (RH) (including maternal health & family planning (FP))	16 third week	A10	B3,	C1	D2, d4, d5

In the course specification :- Knowledge = a1 to a19, Intellectual skills = b1 to b3, Practical and professional skills = c1 to c7, general and transferable skills = d1 to d7

In the program specification: knowledge =a1 to a31, Intellectual skills = b1 to b13, Practical and professional skills = c1 to c24, general and transferable skills = d1 to d20

Topics of the course	Total hour lect.+pract	Knowledge & Understanding	Intellectual Skills	Professional Skills	General transferable skills
7-Child health	12 third week	A10	B3	c1	D2, d4, d5
8-Adolescent and faculty health (Including school health)	4 third week	A11			

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9-Rural health	2 fourth week	A15			
10-Geriatric Health (Health of the elderly)	4 Fourth week	A14			D4
11-Mental Health	2 Fourth week	A13			
12-Environmental health	8 Fourth week	A16			
13-Epidemiology of selected communicable diseases	47 Fifth week	A4	b3, b2		
14-iv-Hospital acquired infection and Infection control	5Fifth week	A4	B1, b2		
15-Drug addiction and Tobacco smoking	5 Fifth week	A5, a16		c3	
16-Epidmiology of selected non-communicable diseases	18 Sixth week	A5	b2, b3	c3	
17-Health care management and administration & Health systems and services in Egypt	4 Sixth week	A17	B1		
18-Demography and vital statistics	13 Sixth week	A18, a3	B1	C2	

Topics of the course	Total hour lect.+pract	Knowledge & Understanding	Intellectual Skills	Professional Skills	General transferable skills
19-Healh of people with special needs (including people with Disabilities and Handicapping)	3 Seventh week	A19	B3		
20-Communication and health behavior	6 Seventh week	A12			D1, d4, d7

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PRACTICAL application					
1-Field visits	12 eighth week		b.1	c.1,c.2, c.7,	d.2, d.3, d.5, d.7
2- Survey application, reports and checklists	eighth week		b.1, b.3,	c.2, c.3, c.4,	d.2, d.3, d.5, d.7

Course coordinator :
 department:.....

Head of the

