

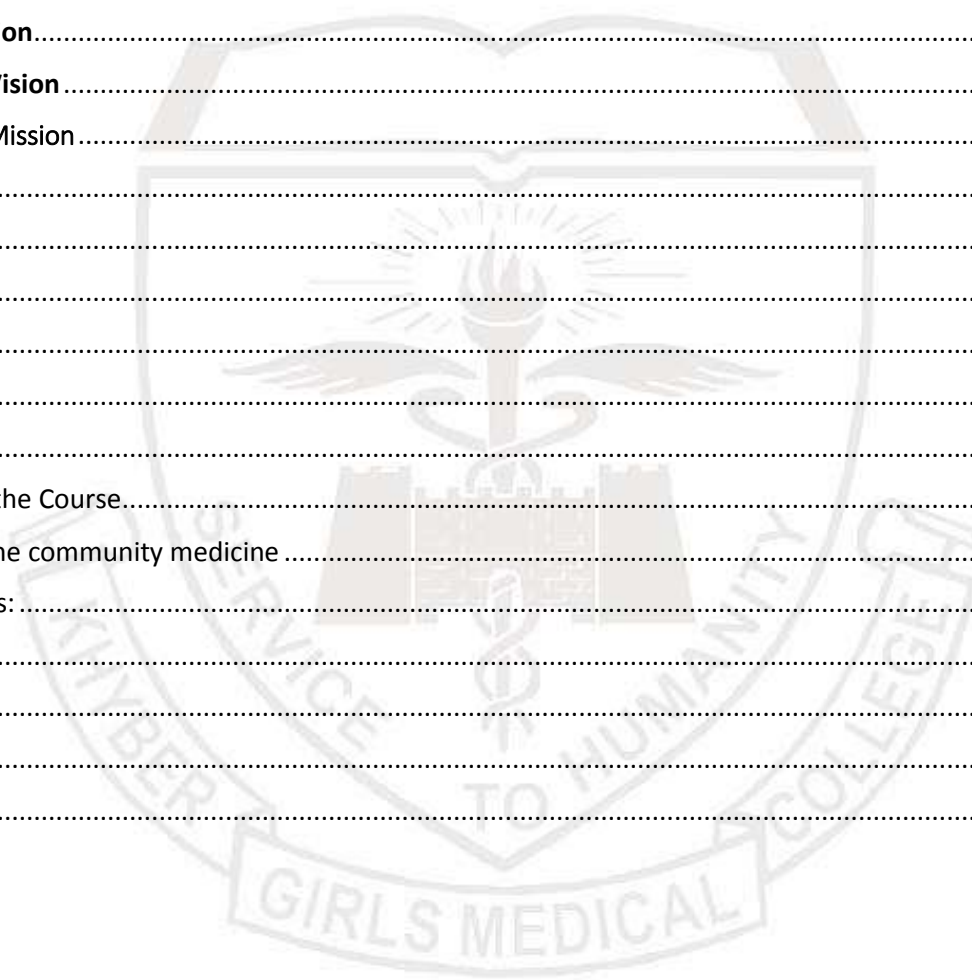
COMMUNITY MEDICINE/PREVENTIVE MEDICINE STUDY GUIDE 3RD YEAR

This Study guide of the course outlines the key components and areas for the facilitation of the students.

Department of Medical Education

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Vision and Mission of KGMC

Khyber Medical University: Vision




Khyber Medical University will be the global leader in health sciences academics and research for efficient and compassionate health care.

Khyber Girls Medical College: Mission



To develop competent health care leaders by ensuring appropriate policies, procedures which reflect ethical, cultural, community orientated and evidence based practices to achieve best possible health outcomes for society at large.

Khyber Girls Medical College: Vision



Khyber Girls Medical College will promote health care leaders that are critical thinker, ethical, research oriented, culturally and professionally competent

- Dr. Fawad Rahim Department of Medicine KGMC/HMC.

Curriculum Committee KGMC

Chair:

Professor Dr. Zahid Aman , Dean KGMC.

Co-Chair:

Dr. Sabina Aziz, Associate Dean KGMC.

Clinical Sciences:

- Dr. Mohammad Noor Wazir ,Department of Medicine KGMC/HMC
- Dr. Bushra Rauf Department of Gynae KGMC/HMC.
- Dr. Sofia Iqbal, Department of Ophthalmology KGMC/HMC.
- Dr. Said Amin Department of Medicine KGMC/HMC.
- Dr. Ghareeb Nawaz Department of ENT KGMC/HMC.
- Dr. Jamshed Alam Department of Surgery KGMC/HMC.
- Dr. Ambreen Ahmad, Department of Pediatrics KGMC/HMC.
- Dr. Ain-ul-Hadi Department of Surgery KGMC/HMC.

Behavioral Sciences:

- Dr. Ameer Abbas Department of Psychiatry KGMC/HMC.

Medical Education

- Dr. Naheed Mahsood, Department of Medical Education, KGMC.
- Dr. Naveed Afzal Khan, Department of Medical Education, KGMC.
- Dr. Onaiza Nasim , Department of Medical Education, KGMC

Basic Sciences:

- Dr. Amin-ul-Haq Department of Biochemistry, KGMC.
- Dr. Khalid Javed Department of Pathology, KGMC.
- Dr. Raheela Amin Department of Community Medicine, KGMC.
- Dr. Shams Suleman Department of Pharmacology, KGMC.
- Dr. Shahab-ud-Din, Department of Anatomy, KGMC.

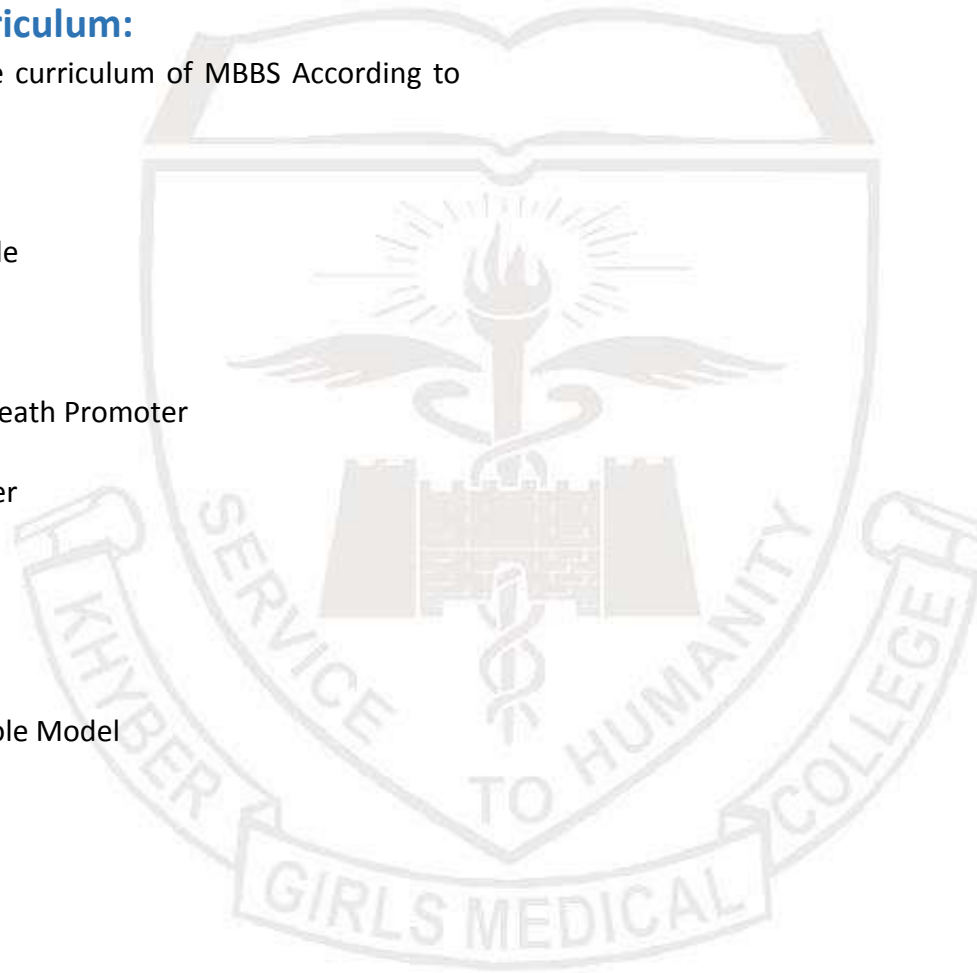
- Dr. Naheed Siddique Department of Forensic Medicine, KGMC.
- Dr. Zubia Shah Department of Physiology, KGMC.



Outcomes of the curriculum:

The outcomes of the curriculum of MBBS According to the PMDC are as follows

- Knowledgeable
- Skilful
- Community Health Promoter
- Problem-solver
- Professional
- Researcher
- Leader and Role Model



KNOWLEDGE

By the end of five year MBBS program the KGMC student should be able to;

1. Acquire a high level of clinical proficiency in history taking, physical examination, differential diagnosis, and the effective use of medicine's evolving diagnostic and procedural capabilities including therapeutic and palliative modalities
2. Manage the common prevalent diseases in community
3. Identify the common medical emergencies
4. Develop plan for prevention of common community diseases
5. Formulate a referral plan
6. Compose a prescription plan

PSYCHOMOTOR

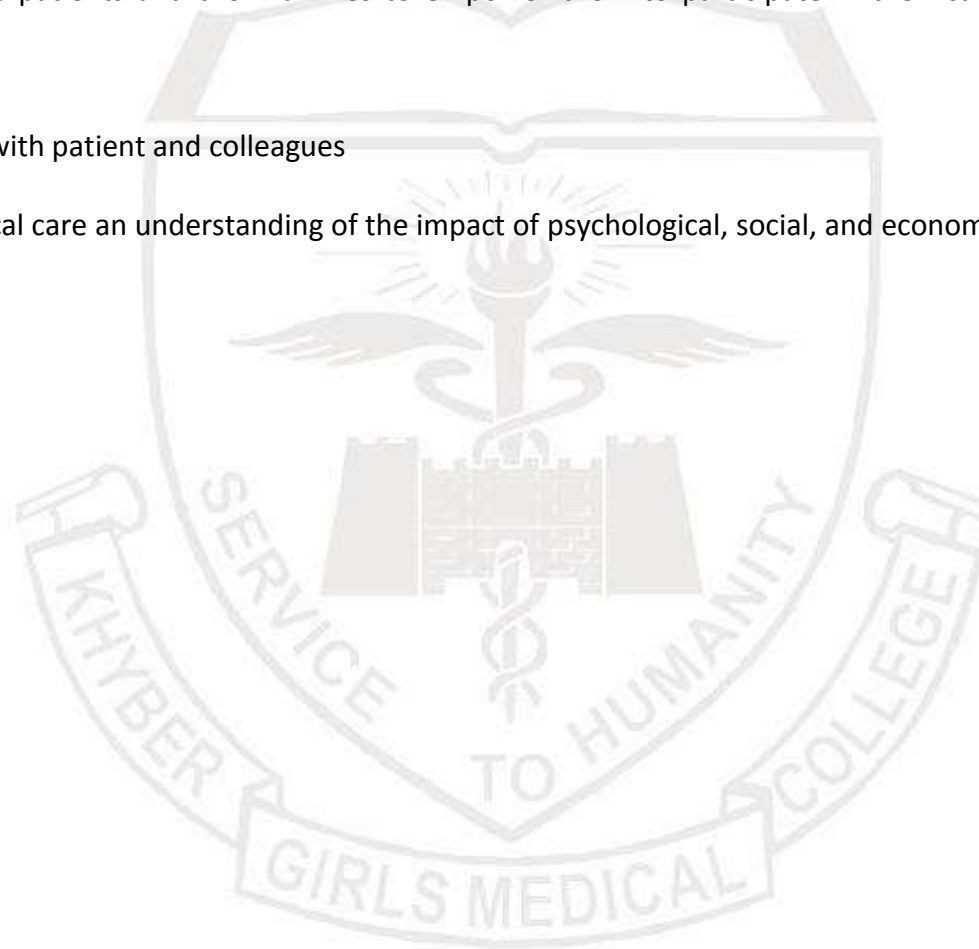
By the end of five year MBBS program the KGMC student should be able to;

1. Demonstrate the ability to perform the disease specific relevant examination
2. Respond to common medical emergencies
3. Master the skill of first aid
4. Perform BLS
5. Apply the best evidenced practices for local health problems

AFFECTIVE

By the end of five year MBBS program the KGMC student should be able to

1. Relate to patient and careers vulnerability
2. Demonstrate ethical self-management
3. Counsel and educate patients and their families to empower them to participate in their care and enable shared decision-making.
4. Display compassion with patient and colleagues
5. Demonstrate in clinical care an understanding of the impact of psychological, social, and economic factors on human health and disease



Introduction to the Community Medicine/preventive medicine/Public Health

Preventive medicine an academic discipline and medical specialty with its own certifying board ,is defined as ,the science and art of preventing disease, prolonging life and promoting physical and mental health and efficiency.

The definition is applied to preventive medicine as practiced by either medical or dental practitioner dealing with his individual patients in private health care or as health physician dealing with group of individuals I n his community as public health

Public Health

Winslow ,former professor of public health at Yale defined public health as, the science and art of preventing diseases prolonging life and promoting physical and mental health , efficiency through organized community efforts for sanitation of enviroiment ,the organization of medical and nursing services for early diagnosis, prompt treatment and prevention of disease ,the development of social machinery which will ensure to every individual in the community a standard of living adequate for maintains of health.

General Learning Outcomes of Course

Knowledge

- Discuss the concept of health.
- Explain the concept of well being
- Differentiate between health, well-being and sickness
- Differentiate between different levels of prevention and strategies used at each level.
- Explain the different dimensions of health
- Explain the spectrum of disease
- Describe the determinants of health
- Explain the health indicators of Pakistan
- Compare the health indicators of Pakistan with a developing country

Skills

- Demonstrate counseling for STI and RTI incorporating the following key points: -
- General skills for STI and RTI education and counseling
- Demonstrate Health education counseling.
- Practice community based education on field visits to primary health care, immunization center

Attitude

- Demonstrate good communication skills while performing tasks
- Demonstrate the team work while working in the community environment.

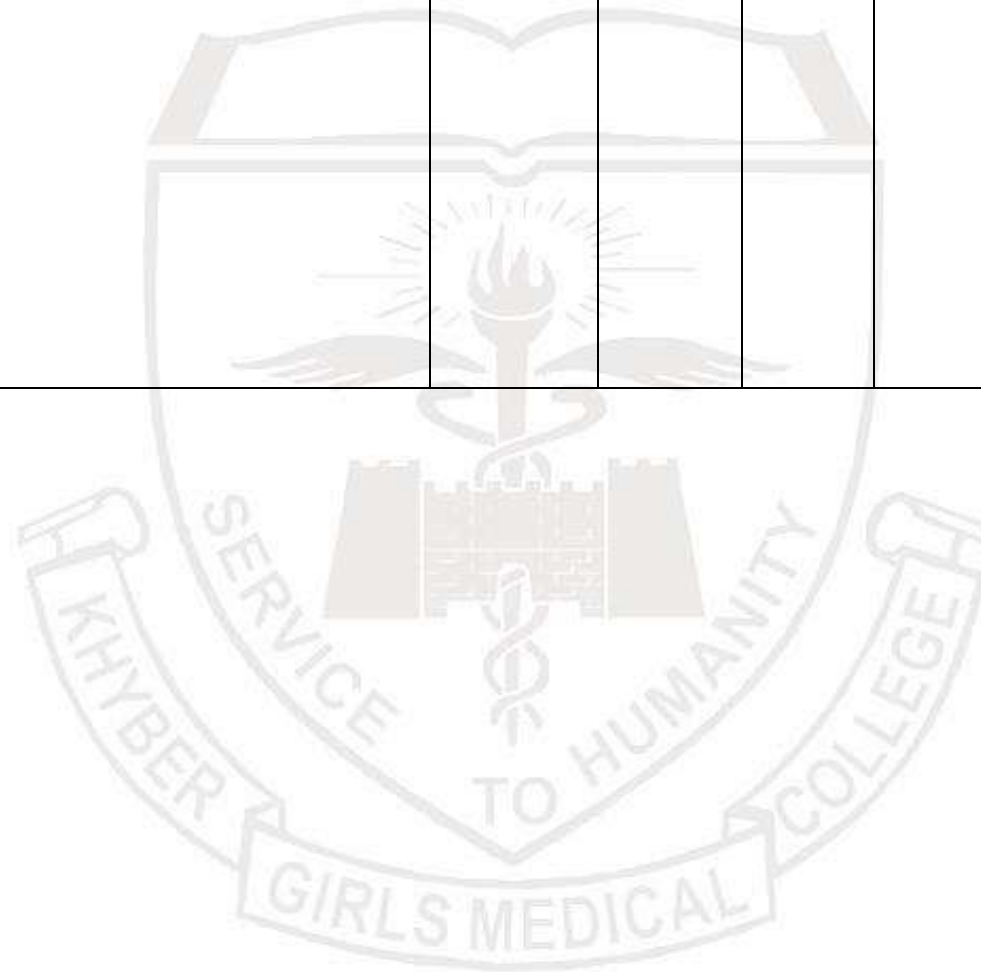
PMDc CURRICULUM COURSE CONTENT

Topic	Content	Learning objectives	Teaching Strategy	Teacher	Time	Venue	Assessment Strategy	References
Introduction		1. orientation of the students to the department of public health, faculty, course work and assessments	LGF	Dr Sabina Aziz	1hr		MCQ/SAQ	----
1. Concept of Health and Disease	Concept of health, Definition of health Dimensions, physical, mental, social and spiritual. Spectrum of health, Determinants of health.	<ol style="list-style-type: none"> 1. Define health and Explain the concept of health 2. Explain the concept of well being 3. Differentiate between health, well-being and sickness 4. Define the health model 5. List and explain the different models of health 6. Select the models of health commonly used by medical doctor. 5. Explain the different dimensions of health 7. Explain the spectrum of disease 8. List and explain the determinants of health 	LGF	Dr. Shahnaz Rehman	1 hour	3 rd Year Lecture Theatre	MCQ / SAQ	K.Park Page 12-20 Ilyas Ansari Page 1-4 Saira Afzal Page 3-14 Disease and conditions CDC www.pitt.edu
	Responsibility for health.	8-List and explain the stakeholders in health	LGF	Dr. Shahnaz	1 hour	3 rd Year Lecture	MCQ / SAQ	Health care reform duties and

				Rehman		e hall		responsibilities
1. Concept of Health and Disease	Indicators of health.	<ol style="list-style-type: none"> 1. Define indicator 2. Define health indicator 3. List and explain the health indicators of Pakistan 4. Compare the health indicators of Pakistan with a developing country like Iran 5. Compare the health indicators of Pakistan with a developed country like Sweden 6. Differentiate between sustainable development goals [SDG] and millinuum development goals [MDG] 	LGF	Dr. Shahnaz Rehman	1 hour	3 rd Year Lecture Theatre	MCQ / SAQ	<p>K.Park Page 22-26</p> <p>Saira Afzal Page 21-40-14</p> <p>Disease and conditions CDC</p> <p>From mdg TO sdg SDG fund</p> <p>http://www.sdgfund.org</p>
		<ol style="list-style-type: none"> 7. Explain the concept and purpose of Millennium Development Goals 8. Explain the reasons for failure of the millennium development goals 9. Summarize and explain the application of sustainable development goals to Pakistan 10. Explain the concept and spectrum of disease 11. Apply the WHO fact sheet to list and explain the current burden of disease in Pakistan 						

		<p>12. Compare the burden of disease of a developing country like Pakistan with another named developing country like Iran</p> <p>13. Compare the burden of disease in a developing country like Pakistan with a named developed country like United states of America</p>						
	<p>1. Concept of causation (all theories including ecological triad, agent, host and environmental factors),</p> <p>Spectrum of disease.</p> <p>Natural history of disease.</p> <p>Levels of prevention.</p>	<p>1. Explain the iceberg phenomena</p> <p>2. Explain the history of disease</p> <p>3. Classify and explain the different levels of disease prevention</p> <p>4. Differentiate between prevention, control, elimination and eradication with name examples</p>	LGF	Dr. Shahnaz	1 hour	3 rd Year hall	MCQ / SAQ	<p>K.Park Page 12-20</p> <p>Ilyas Ansari Page 1-4</p> <p>Saira Afzal Page 3-14</p> <p>Disease and conditions CDC</p>
Topic	Content	Learning objectives	Teaching Strategy	Teacher	Time	Venue	Assessment Strategy	References
	Disease elimination		LGF	Dr. Shahnaz	1 hour	3 rd Year Lecture	MCQ / SAQ	

	and eradication.			Rehman		hall		
	<i>Remarks: Disease surveillance and disease prevention. (this will be addressed in Epidemiology learning objectives)</i>							

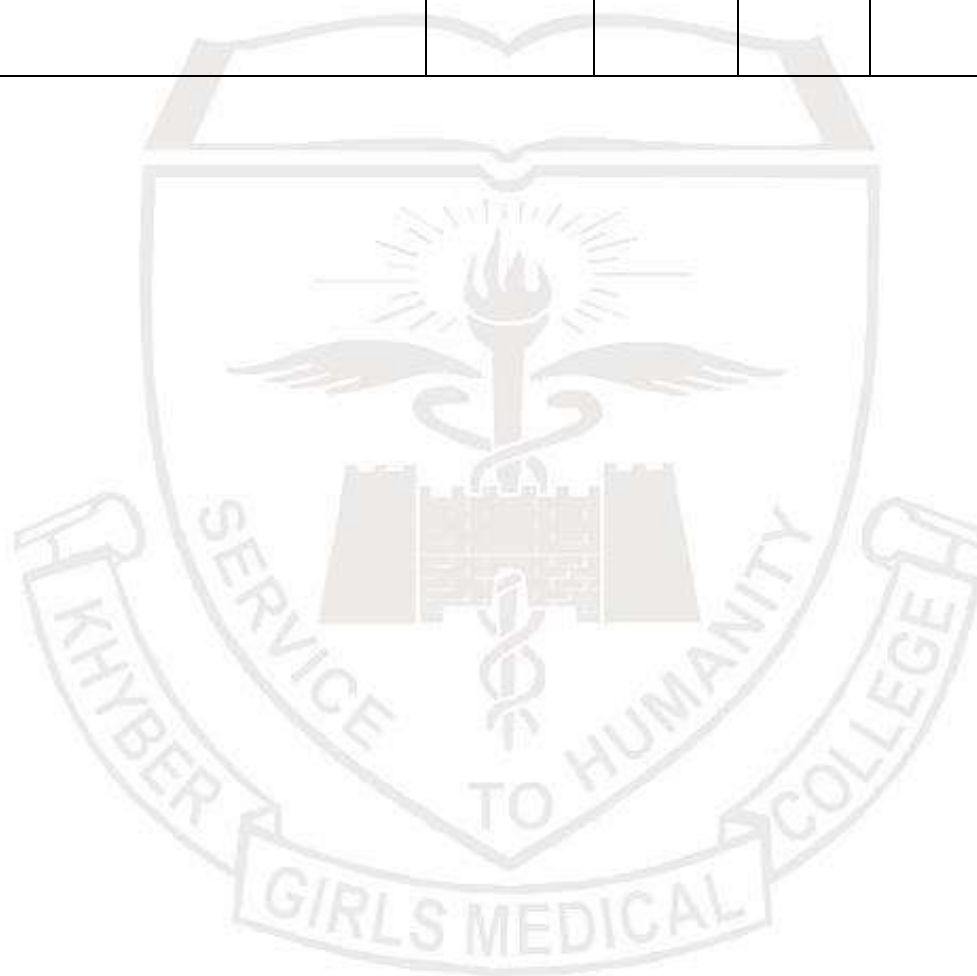


<p>2. Introduction to Public Health and Health Systems in Pakistan</p>	<p>Background and Concepts: Definitions and concepts in Public Health. Development of Public Health in Pakistan.</p>	<ol style="list-style-type: none"> 1. Define & compare the following key terms; community health, population health, public health system, global health, social medicine and clinical medicine 2. List & briefly explain the key landmarks in history of Public health till date 3. Compare the difference between personal and community health activities 4. List & briefly Explain the three key domains of public health and the ten public health activities as defined by World health Organization 5. Review the determinants of Health 6. List and briefly explain the current public health challenges faced by Pakistan 	<p>LGFs based on Gagnes nine events of instruction</p>	<p>Dr. Raheela Amin</p>	<p>1 hour</p>	<p>3rd Year Lecture Theatre</p>	<p>MCQ / SAQ</p>	<p>James F. McKenzie, Robert R. Pinger, Denise Seabert. (2017). An introduction to Community & Public health. 9th ed. Burlington, MA: Jones & Bartlett learning.</p>
		<ol style="list-style-type: none"> 7. Summarize and compare the major public health problems faced by Pakistan and any other named developing country like 						

		<p>Iran, Bangladesh.</p> <p>8. Compare the major public health problems faced by Pakistan and any other named developed country like France, USA.</p> <p>9. List in chronological order the evolution of public health in Pakistan</p> <p>10. Review on: "Introduction to Public health"</p>						
2.Introduction to Public Health and Health Systems in Pakistan	Economics and Health.	<ol style="list-style-type: none"> 1. Define health economics 2. Define key terminologies used in health economics 3. Describe the fundamental principles of health economics 4. Describe the Importance of Health Economics 5. Enlist the Component of Health Economics 6. Explain Health Economic Evaluation 7. Define Health Care Financing 8. Define different terminology used in Health Care Financing 9. List and Explain briefly Health Services financing Sources 10. Describe Health Financing Mechanism 	LGFs based on Gagnes nine events of instructions	Dr. Shakila Asif	4 Hour	3 rd Year Lecture Theatre	MCQ / SAQ	<p>► R. Baltussen, K. Floyd and C. Dye, (2005) "Cost effectiveness analysis of strategies for tuberculosis control in developing countries," British Medical Journal, 331;1364, (originally published online 10 Nov 2005; doi:10.1136/bmj</p>

		<p>11.List and explain the free health care services available to low income families and individual in KPK Pakistan</p> <p>12.Describe the Importance of Health Care Financing</p>					<p>.38645.660093.68)</p> <p>D. R. Hogan, R. Baltussen, C. Hayashi, J. A. Lauer, J. A. Salomon, (2005) "Cost effectiveness analysis of strategies to combat HIV/AIDS in developing countries," British Medical Journal, doi:10.1136/bmj.38643.368692.68 (published 10 November 2005)</p> <ul style="list-style-type: none"> ▶ C. A. Goodman, P. G. Coleman, A. J. Mills, (1999) "Cost-effectiveness of malaria control in sub-Saharan Africa" The Lancet, vol. 354, 378-85, July. ▶ https://www.karlocmpare.com.pk/blog/a-step-
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							by-step-guide-to-obtaining-health-insurance-in-pakistan/
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Topic	Content	Learning objectives	Teaching Strategy	Teacher	Time	Venue	Assessment Strategy	References
		<p>13. Compare the proportion of expenditure on health care in Pakistan with that of named developing countries</p> <p>14. Compare the proportion of expenditure on health care in Pakistan with that of named developed countries</p> <p>15. Explain the relationship between health and expenditure on healthcare</p> <p>16. Define Sehatinsaf card</p> <p>17. Explain the purpose and use/application of SehatSahulat card</p> <p>18. Compare the healthcare expenditure in a developing country like Pakistan to that of a named developed country like United Kingdom and USA</p> <p>19. Explain the relationship between health and expenditure on healthcare</p>	LGF	Dr shakila	4hr	3 rd yr hall	MCQ/SAQ	<ul style="list-style-type: none"> ▶ https://www.who.int/healthsystems/topics/financing/en/ ▶ https://www.sliदेशare.net/ancychacko89/health-economics-44873042 • https://tradingeconomics.com/united-kingdom/gdp • https://www.ons.gov.uk/healthandsocialcare/healthcaresystem/bulletins • U.S. national health expenditure per capita 1960-2019 ... https://www.statista.com/

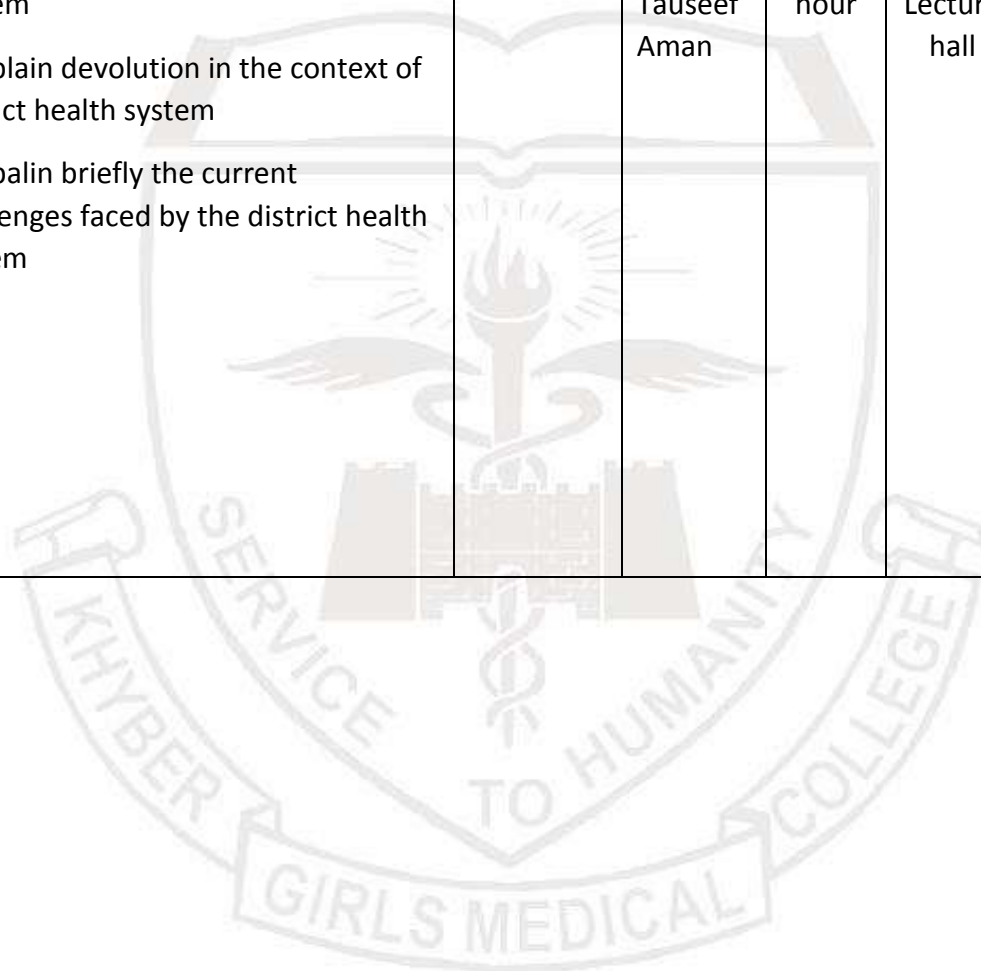
								statistics › us-national-health-expenditures-per-cap... <ul style="list-style-type: none"> • Iran Health Expenditure Per Capita Us Dollar https://tradingeconomics.com › iran › health-expenditure-per-capita-us-dolla...
2. Introduction to Public Health and Health Systems in Pakistan	Health Policy and planning in Pakistan.	1. Define policy 2. Define health policy 3. Describe the health planning cycle 4. Explain the planning, programming and budgeting cycle use a named example to illustrate the process 5. and relate it to health planning in Pakistan 6. Explain how policy is formulated in Pakistan 7. List and explain the evolution of health plans in Pakistan	LGF	Dr. Tauseef Aman	2 Hr	3 rd Year Lecture hall	SAQ/MCQ	<ul style="list-style-type: none"> • https://www.who.int/topics/health_policy/en/ • Afzal S, Jalal S. <i>Textbook of Community Medicine and Public Health</i>. Pakistan: paramount Books (Pvt.) Ltd. 2018 • Malik HK. <i>Devolution: A way forward for Pakistan</i>.

								International Journal of Development and Sustainability 2017;6(8): 889-899.
		8.List and explain the key/salient features/points and the strengths and limitations of the health policy for Pakistan 9.List and explain the key features/salient points of the most recent health policy of Khyber Pakhtunkhwa						<ul style="list-style-type: none"> https://www.researchgate.net/publication/320305631_Devolution_A_way_forward_for_Pakistan Accessed on 5/10/2019
2. Introduction to Public Health and Health Systems in Pakistan	“Health for all”, background, concepts and progress.	1.Explain the background and concept behind “Health for all” 2Describe the current status of “Health for all in Pakistan” 3Compare the status of “Health for all in Pakistan with “Health for all “in any other named developing and developed countries	LGF	Dr. Salma Akbar	01 hour	3 rd Year Lecture Theatre	MCQ/SAQ	<p>.https://en.wikipedia.org/wiki/Primary_healthcare</p> <p>.https://www.kullabs.com/classes/subjects/units/lessons/notes/note-detail/621</p> <p>http://howmed.net/community-medicine/primary-health-care-introduction-principals-and-elements/</p>
	“Primary Health Care”: Concepts and	1.Explain the concept and background and of “Primary Health Care “ 2.Describe the current progress of	LGF	Dr. Salma Akbar	02 hour	3 rd Year Lecture Theatre	MCQ/SAQ	Text book of community medicine and public health by SairaAfzal

	progress	Primary care in Pakistan supported by evidence						<p>page 49-55</p> <p>.http://howmed.net/community-medicine/primary-health-care-introduction-principals-and-elements/</p> <p>.Text book of community medicine and public health by ILIYAS page121-128</p> <p>.http://www.emro.who.int/pak/programmes/primary-a-secondary-health-care.html</p> <p>.Text book of community medicine and Public health by SairaAfzal\ Sabeenajalal;page 566-67</p> <p>.Text book K.Park :page 373,390,393,397</p>
Topic	Content	Learning objectives	Teaching Strategy	Teacher	Time	Venue	Assessment Strategy	References
	The National Disease Control	1.List and explain the national disease control Programs in Pakistan with reference to the National Institute of	LGF	Dr. Noreen Shah	02 to 03 hour	3 rd Year Lecture Theatre	MCQ/SAQ	https://www.ntp.gov.pk/

	program; policies, strategies and operations.	Heath Case Management for Pakistan, CDC, WHO sheet on Pakistan) 2. Explain briefly, the policy strategies and current operational status of each of these programs supported by facts and figures using named examples						https://www.cdc.gov/globalhealth/countries/pakistan/default.htm
2. Introduction to Public Health and Health Systems in Pakistan	Health System in Pakistan: The role of Federal and Provincial Governments in Health Care.	1. Define health system. 2. Differentiate between allopathic, homeopathic and osteopathic medicine 3 Explain briefly the organization of the health system and the institutions that deliver healthcare in Pakistan.	LGF	Dr. Tauseef Aman	1 Hours	3 rd Year Lecture Theatre	MCQ/SAQ	Nishtar S. Choked Pipes. Pakistan: Oxford University Press. 2010 , 889-899.
		4. Identify the major concerns of the healthcare system of Pakistan 5. Compare the health system of Pakistan with a named developing country like Iran						<ul style="list-style-type: none"> • https://www.researchgate.net/publication/320305631_Devolution_A_way_forward_for_Pakistan Accessed on 5/10/2019 • Malik HK. Devolution: A way forward for Pakistan. International Journal of Development and

								Sustainability 2017;6(8):
	The District Health System, in the context of devolution.	<ol style="list-style-type: none"> 1. Explain briefly district Health System 2. Explain devolution in the context of district health system 3. Explain briefly the current challenges faced by the district health system 	LGF	Dr. Tauseef Aman	01 hour	3 rd Year Lecture hall	MCQ/SAQ	https://www.researchgate.net/publication/320305631_Devolution_A_way_for_ward_for_Pakistan Accessed on 5/10/2019



Topic	Content	Learning objectives	Teaching Strategy	Teacher	Time	Venue	Assessment Strategy	References
2. Introduction to Public Health and Health Systems in Pakistan	The Physician as a manager: Functions of manager, management of material, human and financial resources.	<ol style="list-style-type: none"> 1. Define and differentiate between Leadership and management 2. Explain the role of the doctor as a manager in a healthcare setting (hospital /community) 3. Relate and compare management roles of a doctor in leadership in a healthcare setting 	LGF	Dr. Sabina Aziz	02 hour	3 rd Year Lecture Theatre	MCQ/SAQ	Oxford textbook of public health.
	Leadership and motivation.	<ol style="list-style-type: none"> 1. Define leadership 2. Explain briefly the evolution of theories leadership 3. Explain briefly the different styles of leadership 4. Explain briefly leadership traits 5 List some common tools used to measure traits and styles for leadership 6. Describe leadership in Public 	LGF	Dr. Sabina Aziz	02 hour	3 rd Year Lecture Theatre	MCQ/SAQ	<p>Oxford textbook of public health.</p> <p>Leadership in Public Health Page 253-264</p>

		Health 7. Asses yourself as a leader						
2. Introduction to Public Health and Health Systems in Pakistan	Partners in Health: The public and private sector. Non-governmental Organizations and International Agencies. Resources for health.	1.Explain briefly the term “Partners in Health” 2. Explain what a governmental health organization is and give an example of one at each of the following levels— national, provincial, district and local (e.g: National Institute of Health, Expanded Program of Immunization) 3. Describe briefly the role that World Health Organization (WHO) plays in community and public health and its current role in Pakistan 4. Review the structure and function of the government health department in Khyber Pakhtunkhwa	LGF	Dr. Alia Qazi	02 hour	3 rd Year Lecture Theatre	MCQ/SAQ	<ul style="list-style-type: none"> • Illyas Ansari public health and community medicine 6th edition.pg 20-21 • http://dmc.gov.pk/ • Economic Survey 2005. Govt. of Pakistan • WHOSIS, expert interviews • Ministry of national health services regulation& coordination govt of Pakistan • http://www.nhsrv.gov.pk/ • http://www.emro.who.int/pak/programmes/expanded-programme-on-immunization.html • District health information system • Text book of community medicine and public health by

									Saira Afzal. • Websites of National Programs
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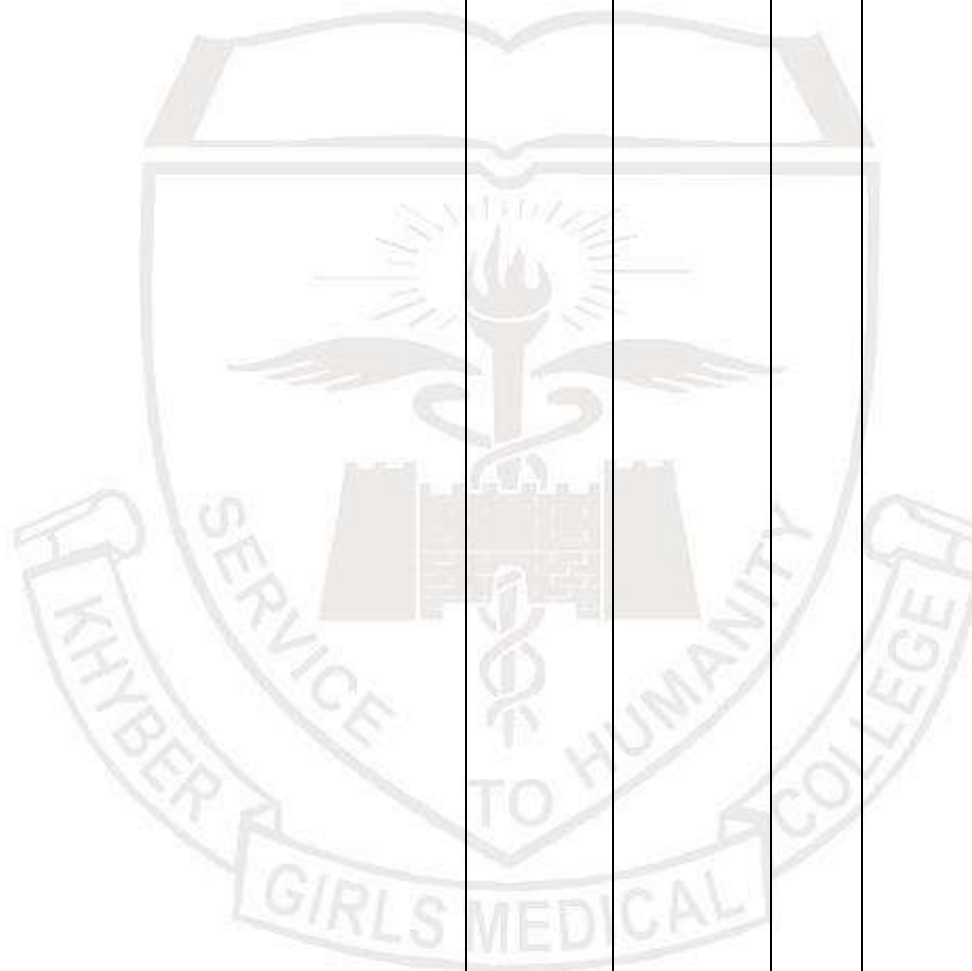


Topic	Content	Learning objectives	Teaching Strategy	Teacher	Time	Venue	Assessment Strategy	References
		<p>5. Describe the relationship between the federal department of health and the provincial department of health Khyber Pakhtunkhwa.</p> <p>7. Define the term quasi-governmental and explain why some health organizations are classified under this term.</p> <p>health organizations.</p> <p>8. List the four primary activities of most voluntary 9. Explain the purpose of a professional health organization/association.</p> <p>10. Demonstrate how philanthropic foundations contribute to community and public health.</p> <p>11. Discuss the role , social, and religious organizations play in community and public health support with named examples from Pakistan .</p> <p>12. Explain public private partnership in health with named examples from Pakistan</p> <p>13. Identify the major reason why corporations are involved in community and public health and describe how corporations contribute to community and public health.</p>	LGF	Dr. Alia Qazi	2hrs	3 rd hall	MCQ/SAQ	<ul style="list-style-type: none"> • Ilyas Ansari public health and community medicine 6th edition.pg 20-21 • http://dmc.gov.pk/ • Economic Survey 2005. Govt. of Pakistan • WHOSIS, expert interviews • Ministry of national health services regulation& coordination govt of Pakistan • http://www.nhsrsc.gov.pk/ • http://www.emro.who.int/pak/programmes/expanded-programme-on-immunization.html

		14. Review and explain the resources needed for health						
Topic	Content	Learning objectives	Teaching Strategy	Teacher	Time	Venue	Assessment Strategy	References
2. Introduction to Public Health and Health Systems in Pakistan	Community Mobilization	<ol style="list-style-type: none"> 1. Explain the terms evidence, evidence-based practice, and socio-ecological perspective. 2. Define community organizing, community capacity, community participation, and empowered community. 3. Identify the assumptions that underlie the process of community organization. 4. Briefly explain the differences among planning and policy practice, community capacity development, and social advocacy strategies to community organization. 5. Illustrate the difference between needs-based and strengths-based community organizing models. 6. List the steps for a generalized model for community organizing/building. 7. Explain what community building means. 8. Summarize the need for organizing communities to improve community and 	LGF	Dr. Alia Qazi	01 hour	3 rd Year Lecture Theatre	MCQ/SAQ	<ul style="list-style-type: none"> ▪ K. Park text book of Social and Preventive medicine, 18th edition, pg 20 ▪ https://www.google.com/search?q=need+for+organizing+community ▪ https://www.google.com/search ▪ https://grantcraft.org/

		public health 9. Develop a plan for community mobilization for a health or health related issue in your local setting.						
2. Epidemiology and disease control	Prevention and control of Infectious diseases: Definitions to differentiate between • Infection, contamination, pollution, infestation • Infectious disease, communicable disease, contagious disease • Host, Immune and susceptible persons • Sporadic, Endemic, Epidemic, Pandemic • Epizootic, Exotic, Zoonosis	1. Differentiate between <i>communicable and non-communicable/chronic diseases</i> 2. Differentiate between <i>communicable disease, infectious disease and contagious disease</i> 3. Differentiate between <i>infection, contamination, pollution and infestation</i> 4. Differentiate between <i>Host, Immune and susceptible persons</i> 5. Differentiate between <i>Sporadic, Endemic, Epidemic, Pandemic</i> 6. Differentiate between <i>Epizootic, Exotic, Zoonosis</i> 7. Differentiate between <i>Contact, fomites, Carriers, Insect Vectors, Reservoir of infection</i> 8. Differentiate between <i>Incubation period, Infective period, Generation time</i> 9. Differentiate between <i>Cross infection, Nosocomial infection, Opportunistic infections, Iatrogenic (Physician induced) disorders</i>	LGF	Dr. Noreen Shah	01 hour	3 rd Year Lecture Theatre	MCQ/SAQ	https://www.ntp.gov.pk/ https://www.cdc.gov/globalhealth/countries/pakistan/default.htm Saira Afzal, Ilyas https://www.publichealth.pitt.edu/careers/what-is-public-health https://www.cdc.gov/csels/dsepd/ss1978/lesson1/section1.0.html https://professionals.site.apic.org/protect-your-patients/break-the-chain-of-infection/ http://www.emro.who.int/pakistan/programmes/expanded-programme-on-immunization.html http://www.epi.gov.pk/about-epi/our-objectives/ https://wwwnc.cdc.gov/travel

- Contact, fomites, Carriers, Insect Vectors, Reservoir of infection
- Incubation period, Infective period, Generation time
- Cross infection, Nosocomial infection, Opportunistic infections, Iatrogenic (Physician induced) disorders



[/yellowbook/2020/preparing-international-travelers/the-pretravel-consultation](https://yellowbook/2020/preparing-international-travelers/the-pretravel-consultation)

<https://www.mydr.com.au/travel-health/travel-vaccinations>

<https://www.health.harvard.edu/a-to-z/altitude-sickness-a-to-z>

<https://www.who.int/hac/technical-guidance/preparedness/risk-management-mass-gatherings-december2017.pdf>

<http://www.endpolio.com.pk/polioin-pakistan>

<http://www.emro.who.int/pakistan-programmes/polio-eradication-initiative.html>

http://ntp.gov.pk/uploads/ntp_1369817904_CURRICULUM_FOR_MBBS_STUDENTS.pdf

<https://www.nih.org.pk/national-tb-control-program/>

<https://www.nih.org.pk/malaria-control-program/>

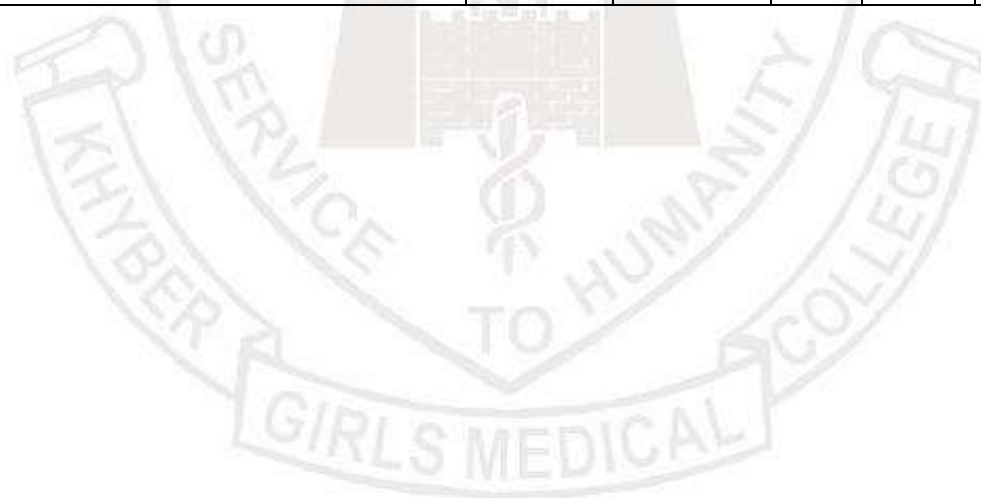
Topic	Content	Learning objectives	Teaching Strategy	Teacher	Time	Venue	Assessment Strategy	References
2. Epidemiology and disease control	Dynamics of infectious disease Transmission: Reservoir and source of	1. List and Explain the various classifications of communicable diseases and select the most appropriate classification for the syllabus 2. Explain how communicable diseases are transmitted in a community using the “chain	LGF	Dr. Noreen Shah	01 hour	3 rd Year Lecture Theatre	MCQ/SAQ OSPE	<p>http://www.emro.who.int/pak/programmes/roll-back-malaria.html</p> <p>https://wwwnc.cdc.gov/travel/destinations/traveler/none/pakistan</p> <ul style="list-style-type: none"> • http://www.emro.who.int/pak/programmes/dengue-fever.html • https://en.wikipedia.org/wiki/2011_dengue_outbreak_in_Pakistan • nih.org.pk/.../Newsletter/Seasoanl%20Awareness%20and%20Alert%20Letter%20(SA • https://www.who.int/csr/don/archive/country/cod/en/ • https://www.ncbi.nlm.nih.gov/pubmed/30055534 <p>Saira Afzal, Ilyas</p> <p>https://www.publichealth.pitt.edu/careers/what-is-public-health</p>

infection, Escape of organism, Mode of transmission, Entry into the body, Susceptible host,	of infection” model and use a specific communicable disease to illustrate your explanation.							https://www.cdc.gov/csels/ds_epd/ss1978/lesson1/section10.html https://professionals.site.apic.org/protect-your-patients/break-the-chain-of-infection/
Immunity (different types of immunization) (Remarks : this can precede vaccination and vaccination schedules which can be reviewed with infant and child health)	<ol style="list-style-type: none"> 1. Define immunity 2. Classify immunity 3. Differentiate between immunity and immunization 4. Explain the role of immunization in infectious disease that are common in Pakistan. 5. Summarize the expanded program of immunization for Pakistan 	LGF	Dr. Noreen Shah	01 hour	3 rd Year Lecture Theatre	MCQ/SAQ OSPE	http://www.emro.who.int/pakistan/programmes/expanded-programme-on-immunization.html http://www.epi.gov.pk/about-epi/our-objectives/	

Topic	Content	Learning objectives	Teaching Strategy	Teacher	Time	Venue	Assessment Strategy	References
2. Epidemiology and disease control	Control of infection: Controlling the reservoir- notification, early diagnosis treatment,	1.List the notifiable diseases in Pakistan 2.Define International Health Regulations 3.Describe the process by which Pakistan reports Disease under International Health Regulations	LGF	Dr. Noreen Shah	02 hour	3 rd Year Lecture Theatre	MCQ/SAQ	
	Isolation, quarantine, disinfections. Interruption of transmission. The susceptible host (active & passive immunization, Combined. Chemoprophylaxis, Non-	3.Describe the general principles of control of infection inclusive of but not limited to the following; - -Control of the reservoir through notification early diagnosis, isolation and disinfection and quarantine -Interruption of transmission -protection of the susceptible host -Chemoprophylaxis -any other non -specific measures						

Topic	Content	Learning objectives	Teaching Strategy	Teacher	Time	Venue	Assessment Strategy	References
2. Epidemiology and disease control	Health advice to travelers	<p>1. Describe the principal risks to the health of international travelers.</p> <p>2. Explain the geographic distribution of tropical infectious disease to intending travelers.</p> <p>3. Explain the fundamental principles of pre travel health consultation.</p> <p>4. Develop a basic pre-travel health advice regarding food and water precautions, insect bite avoidance, animal bite management, and personal safety to intending travelers.</p> <p>5. Recognize the leading causes of illness in the returned traveler from Haj</p> <p>6. Develop comparative table for a pre-travel health plan for a traveler leaving Pakistan for Umrah, US or UK and any named African Country</p> <p>7. Develop a pre-travel health plan for a traveler who has come from Switzerland on a mountaineering expedition to K2 Base camp Explain the advice given to a traveler arriving to Pakistan from the United Kingdom</p>	LGF	Dr. Noreen Shah	01 hour	3 rd Year Lecture Theatre	MCQ/SAQ OSPE	<p>https://wwwnc.cdc.gov/travel/yellowbook/2020/preparing-international-travelers/the-pretravel-consultation</p> <p>https://www.mydr.com.au/travel-health/travel-vaccinations</p> <p>https://www.health.harvard.edu/a-to-z/altitude-sickness-a-to-z</p> <p>https://www.who.int/hac/technical-guidance/preparedness/risk-management-mass-gatherings-december2017.pdf</p>

<p>2.</p> <p>Health advice to travelers</p>		<ul style="list-style-type: none"> • Define travel medicine • Briefly discuss pre travel consultation for international travelers • State major risks associated with travel and their prevention • Discuss briefly mass gatherings • Outlines the role of information technology in travel medicine. 	LGF	Dr. Noreen Shah	01 hour	3 rd Year Lecture Theatre	MCQ/SAQ	<p>https://wwwnc.cdc.gov/travel/yellowbook/2020/preparing-international-travelers/the-pretravel-consultation</p> <p>https://www.mydr.com.au/travel-health/travel-vaccinations</p> <p>https://www.health.harvard.edu/a-to-z/altitude-sickness-a-to-z</p> <p>https://www.who.int/hac/technicalguidance/preparedness/risk-management-mass-gatherings-december2017.pdf</p>
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THIRD PROFESSIONAL MBBS

S.No	Title	Content	Learning objectives	Responsible Faculty	Contact Hours (Anticipate)	Teaching strategy	Assessment
3	Epidemiology and disease control	<p>Prevention and control of Infectious diseases: Definitions to differentiate between</p> <ul style="list-style-type: none"> • Infection, contamination, pollution, infestation • Infectious disease, communicable disease, contagious disease • Host, Immune and susceptible persons • Sporadic, Endemic, Epidemic, Pandemic • Epizootic, Exotic, Zoonosis • Contact, fomites, Carriers, Insect Vectors, Reservoir of infection • Incubation period, Infective period, Generation time • Cross infection, Nosocomial infection, 	<ol style="list-style-type: none"> 1. Differentiate between communicable and non-communicable/chronic diseases 2. Differentiate between communicable disease, infectious disease and contagious disease 3. Differentiate between infection, contamination, pollution and infestation 4. Differentiate between Host, Immune and susceptible persons 5. Differentiate between Sporadic, Endemic, Epidemic, Pandemic 6. Differentiate between Epizootic, Exotic, Zoonosis 7. Differentiate between Contact, fomites, Carriers, Insect Vectors, Reservoir of infection 8. Differentiate between Incubation period, Infective period, Generation time 9. Differentiate between Cross infection, Nosocomial infection, 	Dr Noreen	2hrs	LGF	MCQ/SEQ

		Opportunistic infections, iatrogenic (Physician induced) disorders	Opportunistic infections, iatrogenic (Physician induced) disorders				
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THIRD PROFESSIONAL MBBS

S.No	Title	Content	Learning objectives	Responsible Faculty	Contact Hours (Anticipate)	Teaching strategy	Assessment
3	Epidemiology and disease control	Dynamics of infectious disease Transmission: Reservoir and source of infection, Escape of organism, Mode of transmission, Entry into the body, Susceptible host.	<ol style="list-style-type: none"> 1. List and Explain the various classifications of communicable diseases and select the most appropriate classification for the syllabus 2. Explain how communicable diseases are transmitted in a community using the “chain of infection” model and use a specific communicable disease to illustrate your explanation. 	Dr Noreen	1 hour	LGF	MCQ/SEQ
		Immunity ((different types of immunization) (Remarks : this can precede vaccination and vaccination schedules which can be reviewed with infant and child health)	<ol style="list-style-type: none"> 1. Define immunity 2. Classify immunity 3. Differentiate between immunity and immunization 4. Explain the role of immunization in infectious disease that are common in Pakistan. 5. Summarize the expanded program of immunization for Pakistan 	Dr Noreen	1hour	LGF	MCQ/SEQ

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S.No	Title	Content	Learning objectives	Responsible Faculty	Contact Hours (Anticipate)	Teaching strategy	Assessment
3	Epidemiology and disease control	<p>Control of infection: Controlling the reservoir-notification, early diagnosis treatment, isolation, quarantine, disinfections.</p> <p>Interruption of transmission. The susceptible host (active & passive immunization, Combined.</p> <p>Chemoprophylaxis, Non-specific measures).</p>	<p>1.List the notifiable diseases in Pakistan</p> <p>2.Define International Health Regulations</p> <p>3.Describe the process by which Pakistan reports Disease under International Health Regulations</p> <p>3.Describe the general principles of control of infection inclusive of but not limited to the following; -</p> <ul style="list-style-type: none"> -Control of the reservoir through notification early diagnosis, isolation and disinfection and quarantine -Interruption of transmission -protection of the susceptible host -Chemoprophylaxis -any other non -specific measures. 	Dr Noreen	2 hour	LGF	MCQ/SEQ

S.No	Title	Content	Learning objectives	Responsible Faculty	Contact Hours (Anticipate)	Teaching strategy	Assessment
3	Epidemiology and disease control	Health advice to travelers	<ol style="list-style-type: none"> 1. Describe the principal risks to the health of international travelers. 2. Explain the geographic distribution of tropical infectious disease to intending travelers. 3. Explain the fundamental principles of pre travel health consultation. 4. Develop a basic pre-travel health advice regarding food and water precautions, insect bite avoidance, animal bite management, and personal safety to intending travelers. 5. Recognize the leading causes of illness in the returned traveler from Haj 6. Develop comparative table for a pre-travel health plan for a traveler leaving Pakistan for Umrah, US or UK and any named African Country 7. Develop a pre-travel health plan for a traveler who has come from Switzerland on a mountaineering expedition to K2 Base camp Explain the advice given to a traveler arriving to Pakistan from the United Kingdom 	Dr Noreen	1 hour	LGF	MCQ/SEQ

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S.No	Title	Content	Learning objectives	Responsible Faculty	Contact Hours (Anticipate)	TEACHING STRATEGY	Assessment
3	Epidemiology and disease control	<p>National case management guide lines.</p> <p>Remarks: Learning objective 4</p> <p>This is repeated in the learning objectives in different disease transmission category so may be omitted if the Instructors feels it is repetition</p>	<p>1.Explore the National Institute of Health Pakistan Webpage</p> <p>2.Use this webpage and list and briefly and explain the functions, divisions, programs, products and publications available from National Institute of Health Islamabad</p> <p>3.Define case management</p> <p>4.Select any seven diseases prioritized by the National Institute (NIH) of Health Pakistan and briefly explain their case management from the NIH guidelines</p>	Dr Noreen	1 hour	LGF	MCQ/SEQ

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S.No	Title	Content	Learning objectives	Responsible Faculty	Contact Hours (Anticipate)	Teaching strategy	ASSESSMENT
3	Epidemiology and disease control	<p>Epidemiology, control and prevention of infectious diseases of Public Health importance.</p> <p>1. Diseases transmitted through inhalation.</p> <p>2. Diseases transmitted through Faeco-oral route.</p> <p>3. Arthropod borne diseases.</p> <p>4. Diseases of animals conveyed to</p>	<p>1.List the diseases of Public Health Priority in Pakistan from the National Institute of Health Guidelines</p> <p>2.List and prioritize the diseases transmitted through inhalation in Pakistan and describe their case management from the National Institute of Health Guidelines</p> <p>3.List and prioritize the diseases transmitted through faeco-oral route in Pakistan and describe their case management from the National Institute of Health Guidelines</p> <p>4.List and prioritize the diseases transmitted by Arthropods in Pakistan and describe their case management from the National Institute of Health Guidelines</p> <p>5. List and prioritize the diseases of animals conveyed to man in Pakistan and describe their case management from the National Institute of Health Guidelines.</p>	Dr Noreen	18 hour	LGF	MCQ/SEQ

		<p>man.</p> <p>5. Diseases due to direct contact</p>	<p>6. List and prioritize the diseases transmitted to man by direct contact in Pakistan and describe their case management from the National Institute of Health Guidelines.</p>				
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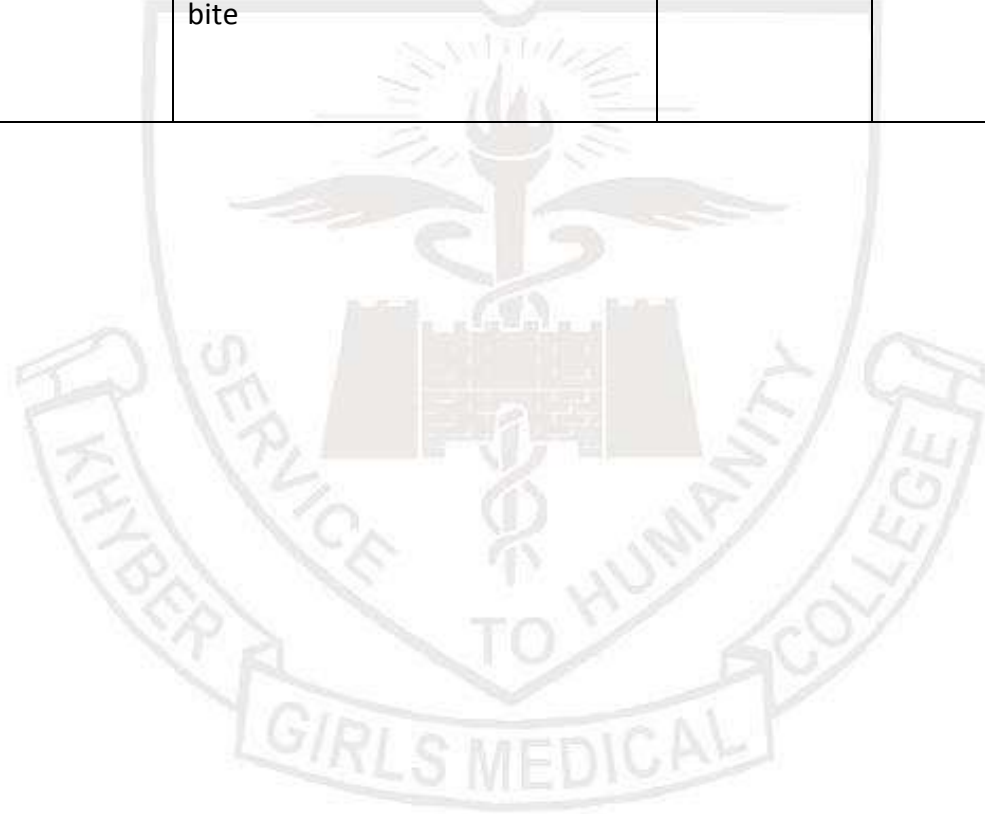


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S.No	Title	Content	Learning objectives	Responsible Faculty	Contact Hours (Anticipate)	Teaching strategy	Assessment
11.	Arthropods and their public health importance	<p>A. Common arthropod borne diseases</p> <p>B. Control of arthropods of medical importance</p> <p>C. Insecticides and their public health importance</p>	<p>1. List the common arthropod borne disease in Pakistan</p> <p>2. Compare the arthropod borne disease in Pakistan with global distribution and prevalence of arthropod diseases</p> <p>3. List and explain the different strategies to control arthropods of medical importance.</p> <p>4. List and classify insecticides and explain the public health importance of insecticide.</p>	Dr Shahnaz	4 hour	LGF	MCQ/SEQ

S.No	Title	Content	Learning objectives	Responsible Faculty	Contact Hours (Anticipate)	Teaching strategy	Assessment
12.	Parasitic disease of Public health importance	Prevention and control of Parasitic diseases of public health importance	<ol style="list-style-type: none"> 1.List the parasitic diseases of public health importance in Pakistan 2.Explain the burden of disease caused by parasitic disease in Pakistan 3. Explain briefly effective public health strategies for prevention and control of parasites 	Dr.Noreen	1 hour	LGF	MCQ/SEQ
13	Snake bite	Snake Bites: Personal protection and management	<ol style="list-style-type: none"> 1.Define and classify snake venom 2.Compare the burden of disease of snake bite in Pakistan with global burden of snake bite 3.Explain the effect and mechanism of action of different snake venoms on the human body 4.List and explain the steps in case management of snake bite 5.Explain briefly the personal 	Dr Alia	1hour	LGF	MCQ/SEQ

			<p>protection necessary to reduce or avoid risk of snake bite</p> <p>6. List the institution in Pakistan that produce snake antivenom and explain how it is distributed to health care facilities for management of cases of snake bite</p>				
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THIRD PROFESSIONAL MBBS

S.No	Title	Content	Learning objectives	Responsible Faculty	Contact Hours (Anticipate)	Teaching strategy	Assessment
7	Reproductive and Child Health	<p>A. Safe motherhood, and its components (Ante-natal, Post-natal, Family Planning & Emergency Obstetric Care)</p> <p>B. Maternal mortality, causes and prevention</p> <p>C. Infant care: Growth and development. Breast feeding,</p>	<ol style="list-style-type: none"> 1. Define safe motherhood and list and explain the various components. 2. Define Maternal mortality rate and differentiate between maternal mortality rate and maternal mortality ratio. 3. Determine the current maternal mortality rate for Pakistan from world health organization reports. 4. Compare the maternal mortality rates of Pakistan with a developing country like Bangladesh and a developed country like Sweden. 5. Demonstrate how to use the antenatal growth chart to monitor fetal growth in pregnant women in a primary health care setting. 6. List and explain effective evidence –based public health 	Dr. Alia	8 hour	LGF	MCQ/SAQ

		<p>common causes of morbidity and mortality, their prevention and control</p> <p>D. Child Care: Health promotion strategies. Common ailments, Home accidents, child mortality prevention. Strategic approaches of Integrated Management of Childhood Illness (IMCI)</p>	<p>practices that reduce maternal mortality rates.</p> <ol style="list-style-type: none"> 1. Define the Infant 2. List the common cases of mortality and morbidity of the infant in Pakistan. 3. Compare the morbidity and mortality of the infant in Pakistan with an infant in a developing country like India and infant in a developed country like United Kingdom. 4. List and explain effective public health strategies to prevent and control high infant morbidity and mortality in a country like Pakistan. <p>Define the child.</p> <ol style="list-style-type: none"> 1. Summarize the global situation of children including the global under mortality and under 5 morbidity. 2. Compare global figures for under 5 child morbidity and mortality with the Pakistan child. 3. Compare the under 5 morbidity and mortality of the Pakistan child with the 						Salma Akbar	1hour		
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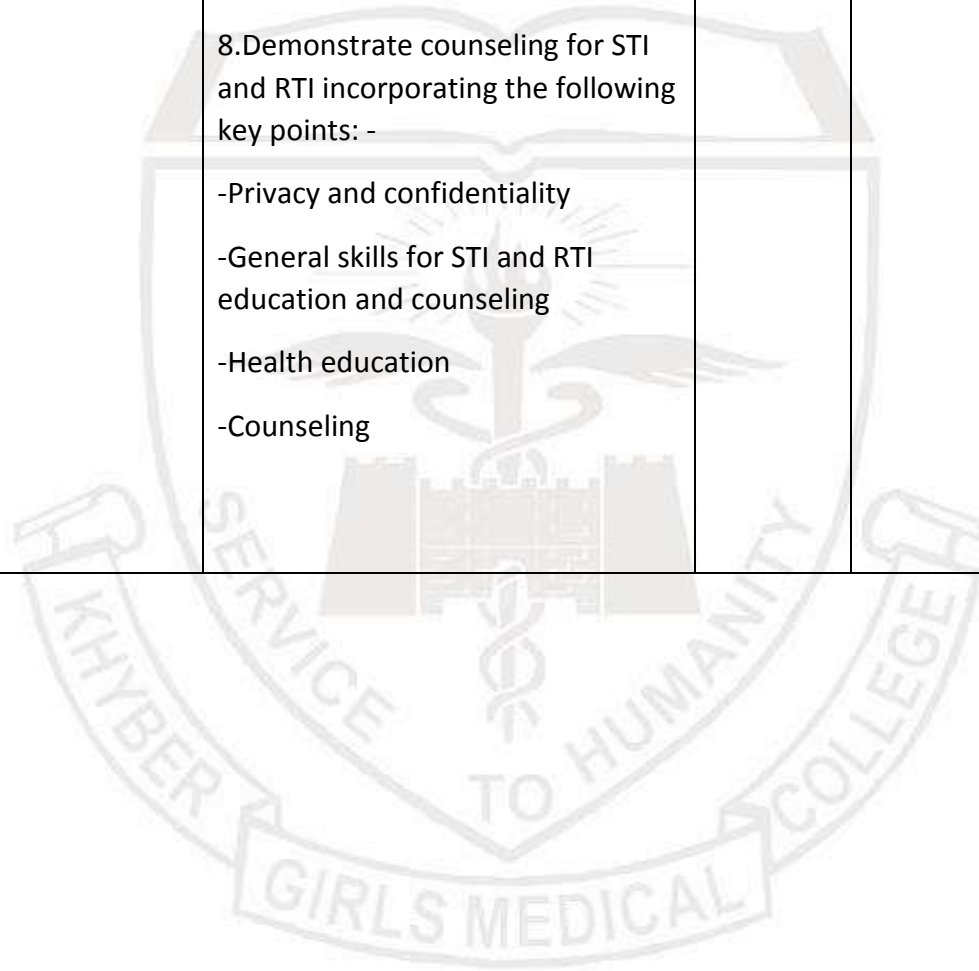
		<p>child in Iran and Cuba.</p> <p>4. List, Prioritize the most common causes of child morbidity and mortality globally and in Pakistan.</p> <p>5. Explain normal nutritional status, growth and development of the under child.</p> <p>6. Describe the key public problem in nutrition, growth and development of the under 5 child with special reference to Pakistan.</p> <p>7. List and explain effective public health strategies to prevent and reduce nutritional disorders and promote normal growth and development.</p> <p>8. Describe the scope and function of child health services in Pakistan.</p> <p>9. Define integrated management of child hood illnesses (IMNCI).</p> <p>10. Explain the background and purpose of IMNCI.</p> <p>11. Use the IMNCI guidelines for management of common childhood diseases in Pakistan.</p>	Salma Akbar	6 hour		
	Child labor / Child Abuse					

		E. Adolescent health	<ol style="list-style-type: none"> 1. Define child labor 2. Summarize the global situation of child labor and compare with child labor situation in Pakistan 3. List and explain the “Rights of the child” 4. List and briefly explain the labor laws in Pakistan that protect the child 5. List and briefly explain the organization in Pakistan that work to protect the child 6. List the most common professions where children are employed in Pakistan 7. Describe the most common hazards of child labor globally and in Pakistan 	Dr Salma			
				Dr Salma	1 hour		

		<p>F. Reproductive tract infections: guidelines for management of STD's</p>	<ol style="list-style-type: none"> 1. Define adolescent and youth 2. Determine the demographic distribution Youth/Adolescent in the total population of Pakistan and compare it with a developed country like France 3. Determine the health of adolescence globally and compare with health of adolescence in Pakistan 4. List and explain the following health specific issues of adolescence with special reference to the Pakistani context wherever possible <ul style="list-style-type: none"> - Injury inflicted by violence - Mental health - Youth suicide and self-harm - Substance abuse and misuse - Sexual and reproductive health - Chronic conditions including malnutrition and obesity 5. Describe effective public health strategies that promote adolescent health and well being 	<p>Dr Salma</p>	<p>1 hour</p>		
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			<p>1. Define and classify Reproductive tract infection and Sexual transmitted infections using the International Classification of Diseases (ICD 10 or updated version)</p> <p>2. Differentiate between Reproductive tract infections and sexual transmitted infections illustrate with named examples</p> <p>3. Explain the the global burden of disease caused STIs and RTIs and compare with the burden of these diseases in Pakistan</p> <p>4. Illustrate the complications of STIs and RTIs and explain how these can be prevented and managed</p> <p>5. Explain how STI and RTIs are diagnosed</p> <p>6. Explain how you would promote prevention of STI and RTI and use of health services</p> <p>7. Use the National guideline for case management of STIs in Pakistan</p>	Dr. Alia	2 hours		
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			<p>8. Demonstrate counseling for STI and RTI incorporating the following key points: -</p> <ul style="list-style-type: none">- Privacy and confidentiality- General skills for STI and RTI education and counseling- Health education- Counseling				
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THIRD PROFESSIONAL MBBS

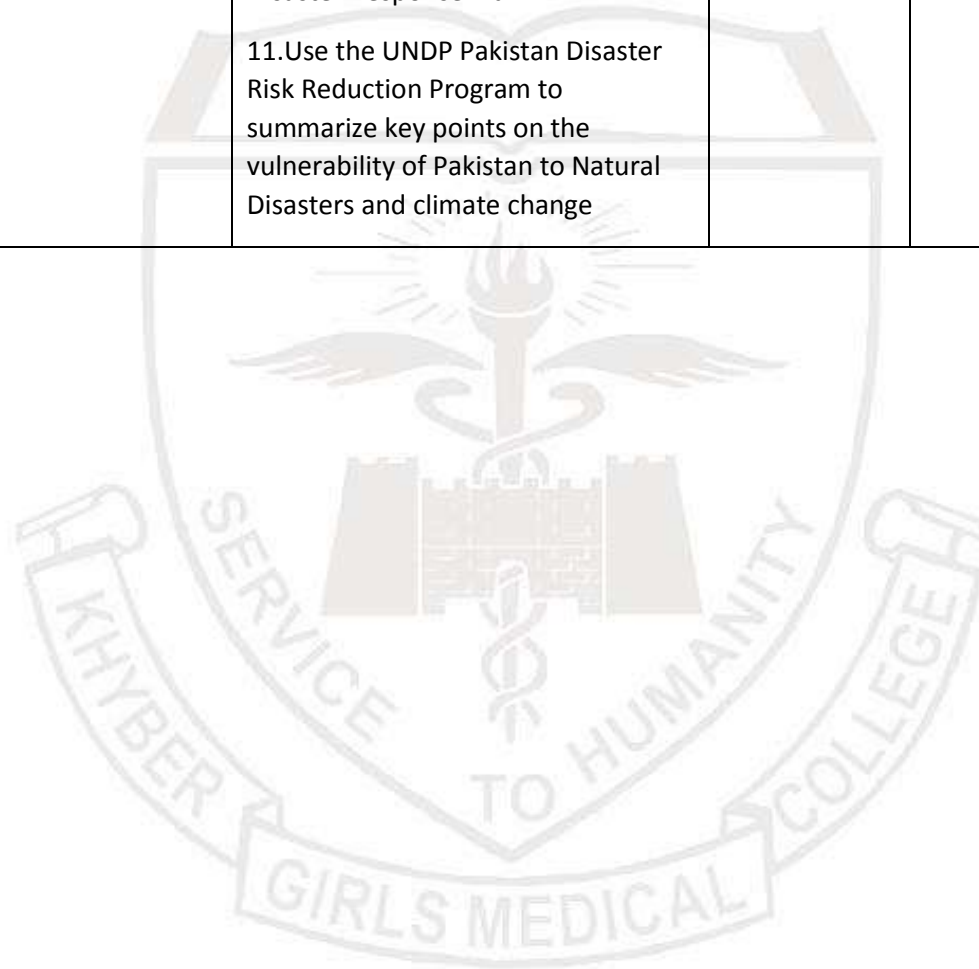
S.No	Title	Content	Learning objectives	Responsible Faculty	Contact Hours (Anticipate)	Teaching strategy	Assessment
8.	Health of school age children	<p>A. Role of teachers and role of doctor in maintenance of health</p> <p>B. Procedures for determining health status of school age children</p> <p>C. Common health problems of school children</p>	<ol style="list-style-type: none"> 1. Define the "school age child" 2. List the ideal members of a school health advisory council. 3. Illustrate why a school health program is important 4. Identify those services offered as part of school health services and explain why schools are logical places to offer such services. 5. Explain what is meant by a healthy school environment and discuss the two major environments 6. Define school health education. 7. Compare the common health problems of school children in developing countries like Pakistan with any named developed 	Dr Alia	1hour	LGF	MCQ/SEQ

			country. 8. Describe the common procedures for determining the health status of school age children in a developing country like Pakistan				
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S.No	Title	Content	Learning objectives	Responsible Faculty	Contact Hours (Anticipate)	Teaching strategy	Assessment
17	Disasters	<p>Definition, Classification, (Natural disasters like earthquake, floods)</p> <p>Epidemic of communicable diseases, Man Made Disasters</p> <p>Accidents, Thermo nuclear warfare, causes and prevention).</p> <p>Magnitude and effects of disaster and Public Health consequences</p> <p>Disaster: preparedness and management</p>	<ol style="list-style-type: none"> 1. Define and classify disasters 2. Define Global Climate risk index 3. Determine the global risk index of Pakistan and compare with another developing country like Bangladesh and a developed country like Sweden 4. List and rank the global epidemics of communicable disease in terms of loss of lives and resources and compare with the epidemics of communicable disease in Pakistan till date. 5. List and rank global man-made disasters in terms of loss of lives and resources and compare with man-made disasters in Pakistan till date. 6. List and explain the public health implications /impact of disasters 7. Outline and briefly explain the steps of disaster preparedness and management 8. List with a brief outline of the disaster relief organizations in Pakistan 9. Explain briefly the scope, function of the National Disaster 	Dr Shahnaz	3 hours	LGF	MCQ/SEQ

			<p>Managements Authority in Pakistan</p> <p>10. Summarize the key points of the most recent Pakistan National Disaster Response Plan.</p> <p>11. Use the UNDP Pakistan Disaster Risk Reduction Program to summarize key points on the vulnerability of Pakistan to Natural Disasters and climate change</p>				
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S.No	Title	Content	Learning objectives	Responsible Faculty	Contact Hours (Anticipate)	Teaching strategy	Assessment
9	Environmental Health Sciences	A. Air: Composition of air. Causes of Air pollution. Purification of Air. Diseases caused by impurities in air and their prevention	<ol style="list-style-type: none"> 1. Define environment and explain briefly the effects of environment on health 2. Enlist global environmental health problems and compare with the environmental health problems in Pakistan 3. List the sources and types of air pollutants, including the criteria pollutants 4. Describe the role of the Environmental Protection Agency in protecting the environment. 5. Outline the WHO Air quality guidelines 6. Define and explain the purposes of the Air Quality Standards and 	<p>Dr Shakila asif</p> <p>Dr Shakila Asif</p>	<p>Total 10 hours</p> <p>1 hour</p>	LGF	MCQ/SEQ

			<p>the Air Quality Index.</p> <ol style="list-style-type: none"> 7. List the major types of indoor air pollutants 8. Describe ways to reduce exposure to them. 9. List the organizations and legislation for protection of the environment in Pakistan and compare with the clear act of a developed country like U.S 				
		<p>B. Water: Sources of Water. Daily water requirement. Water Pollution its causes and prevention. Purification of Water. Water Quality Standards. Diseases due to polluted water</p>	<ol style="list-style-type: none"> 1. Define Safe Drinking Water using WHO Criteria for standards and quality 2. Determine the normal physiological requirement of water 	Dr Shakila Asif	1 hour		

			<ol style="list-style-type: none">3. Differentiate between hard and soft water and compare the advantages and disadvantages4. Define water purification5. List and explain briefly the mechanisms of water purification on a small (household) scale and at large scale (industrial).6. Define, classify and explain briefly with examples the common water associated disease in Pakistan7. Explain the purposes of the Clean Water Act and Safe Drinking Water Act.8. Define water pollution9. List and briefly explain sources of water pollutant and illustrate with examples of reported global and international water pollutant incidence						1 hour
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		Hospital waste	<p>disposal in Pakistan</p> <ol style="list-style-type: none"> Describe the extent of this problem in Pakistan and compare it with named developed country Enlist and explain briefly methods of processing of human waste 		1 hour		
		<p>D. Climate: Climate and weather. Global environmental concerns</p> <p>(Greenhouse effect, depletion of ozone layer, Acid rains).</p>	<ol style="list-style-type: none"> List the common sources and types of solid waste with special reference to waste in Pakistan List and explain briefly the different methods for the disposal of solid waste Explain briefly the risks and health concerns of improper solid waste disposal in Pakistan Describe the composition of our municipal solid waste (MSW) and outline acceptable MSW management strategies and compare with 	Dr Shakila Asif	1 hour		

		Effect of extremes of temperature, humidity, atmospheric pressure on human health and prevention	<p>developed country like UK.</p> <ol style="list-style-type: none"> 1. Define Hospital Waste 2. Classify Hospital Waste 3. Describe the health hazards and key disease of improper hospital waste disposal in Pakistan 4. Describe the extent of this problem in Pakistan and compare with neighboring country like Iran and developed country like UK 5. Describe the appropriate methods of disposal of Hospital waste 	<p>Shakila Asif</p> <p>Dr shakila</p>	<p>1 hour</p>		
		E. Radiation: Sources, types, causes, hazards and prevention	<ol style="list-style-type: none"> 1. Differentiate between Climate and weather 2. List and briefly explain the current global climate concerns and compare with the concerns of climatic changes in Pakistan 3. Describe the factors 	<p>Shakila Asif</p>	<p>1 hour</p> <p>1 hour</p>		

		F. Healthful housing. Urban and rural slums. Refugee camps and Hostels	<p>that lead to climate change with reference to greenhouse effect</p> <ol style="list-style-type: none"> 4. Describe the health concerns and vulnerabilities due to climate change 5. List the re-emerging infections caused by climate change 6. Briefly describe the most recent International legislation on Climate Change 	Dr shakila			
		G. Noise: Definition, causes, acceptance level, hazards and Control	<ol style="list-style-type: none"> 1. List and briefly explain the different types and sources of radiation 2. List and explain briefly the associated health hazards of radiation 3. Explain briefly the appropriate preventive measures to minimize the risk of radiation hazards including legislative measures 4. Enlist and explain briefly catastrophic 	Shakila Asif	1 hour		
				Dr shakila			

			<p>radiation events that have occurred in Pakistan</p> <p>5. Briefly explain the subsequent health effects caused by these catastrophic events.</p>				
			<ol style="list-style-type: none"> 1. Define Healthy House 2. Describe the health hazards of improper housing in Pakistan 3. Compare the extent of this problem in Pakistan and the developed countries 4. Differentiate between urban and rural slums, refugee camp and hostels 5. Determine the global extend of urban and rural slums and compare the extend of this problem in Pakistan 6. Determine the global refugee status and compare with refugee status or internally displaced persons in 	Shakila Asif	1 hour		

			<p>Pakistan</p> <ol style="list-style-type: none"> 1. Define Noise and noise pollution 2. Describe acceptable limits of noise. 3. Describe the common sources of noise pollution experienced by the general population using named examples. 4. Describe the health hazards of noise 5. List and explain briefly effective preventive strategies for noise 6. List any national or international legislation regarding noise pollution. 7. Determine the current status of global noise pollutant and compare with status of noise pollution in Pakistan 	<p>Dr Shakila Asif</p>	<p>1 hour</p>		
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LEARNING OBJECTIVES

FIELD VISITS

Site Visit	Learning Objective	Instruction	Supervisor	Assessment	Reading Material
Working Folks Grammar School Hayatabad Phase V, Peshawar	<ul style="list-style-type: none"> To assess nutritional status of the primary school boys Phase V Hayatabad To Compare and Contrast the data obtained from school children to the standard National Centre for Health Statistic (NCHS) Chart. To Calculate the Body Mass Index (BMI) of the school children and classify the child in appropriate BMI category using the standard BMI Classification 	<ul style="list-style-type: none"> Please write date visited and duration of your stay in this school. Each student should collect data on one child Please write your answers on loose sheets and submit to your supervisors and you can support your answers with relevant photographs where necessary 	Dr. Fatima Zulfiqar	Assignment on visit	<ul style="list-style-type: none"> Text book "Public Health and Community Medicine" by Illiyas Ansari (Page# 319-350) Preventive and Social Medicine by K. Park (Page# 438-487) Websites www.who.int/nut/publications.htm http://www.who.int/topics/obesity/en http://www.nhlbisupport.com/bmi/bminojs.htm http://www.nutritiondata.com
Stanley Pharmaceutical Industry Hayatabad	<ul style="list-style-type: none"> To demonstrate occupational health hazards experienced by workers in a factory industry. 	<ul style="list-style-type: none"> Please write date visited and duration of your stay in this industry. Please write your answers on loose sheets and submit to your supervisors and you can support your answers with relevant photographs where necessary 	Dr. Shakila Asif	Assignment on visit	<ul style="list-style-type: none"> Text book "Public Health and Community Medicine" by Illiyas Ansari (Page# 455-474) Preventive and Social Medicine by K. Park (Page # 606-621) Websites: <ul style="list-style-type: none"> https://en.wikipedia.org/wiki/Occupational_safety_and_health https://www.osha.gov/law-regs.html www.oshc.dole.gov.ph/ .. ./oshc201 O/file/OSH

					Standards Amended 1989 Latest.pdf http://ilo.org/global/standards/subjects-covered-by-international-labour/standards/occupational-safety-and-health/lang-en/index.htm
Drug Rehabilitation Centre (Dost Welfare Foundation Peshawar)	<ul style="list-style-type: none"> To observe drug rehabilitation services provided by Dost Welfare Foundation 	<ul style="list-style-type: none"> Please write date visited and duration of your stay in Dost Welfare Foundation. Please write your answers on loose sheets and submit to your supervisors and you can support your answers with relevant photographs where necessary 	Dr. Noreen Shah	Assignment on visit.	<ul style="list-style-type: none"> Preventive and Social Medicine by K. Park (Page # 634-637) Lecture by Dr. Alia Manzoor (Class Lecture)
Basic Health Unit Pushtakhara Peshawar	<ul style="list-style-type: none"> To demonstrate the health care services provided by Basic Health Unit. (BHU) 	<ul style="list-style-type: none"> Please write date visited and duration of your stay in this BHU Please write your answers on loose sheets and submit to your supervisors and you can support your answers with relevant photographs and evidence where necessary 	Dr. Tauseef Ismail	Assignment on visit	<ul style="list-style-type: none"> http://nhsrsrc.gov.pk/ http://www.healthkp.gov.pk/ Sania Nishtar Choked Pipes Reforming Pakistan's Mixed Health System. Pakistan Oxford University Press; (Page# 1-50,107-134) http://epi.gov.pk/
Family Planning Centre, Regional Training Institute Hayatabad	<ul style="list-style-type: none"> To observe the family planning services offered by this family planning center 	<ul style="list-style-type: none"> Please write date visited and duration of your stay in this Family planning centre Please write your answers on loose sheets and submit to your supervisors and you can support your answers with relevant photographs where necessary 	Dr. Alia Qazi	Assignment on visit	<ul style="list-style-type: none"> Preventive and Social Medicine by K. Park (Page# 358-371) Lectures by Dr. Alia Manzoor (Class Lecture) https://www.un.org.pk/unfpa/ www.unfpa.org https://www.unicef.org/pakistan/search.php?q=family+planning&Go.x=11&Go.y=10

Hospital Waste Disposal Unit, Hayatabad Medical Complex	<ul style="list-style-type: none"> To demonstrate hospital waste management in a local hospital 	<ul style="list-style-type: none"> Please write date visited and duration of your stay in this hospital Please write your answers on loose sheets and submit to your supervisors and you can support your answers with relevant photographs where necessary 	Dr. Qazi Saad/ Dr. Iftikhar	Assignment on visit	<ul style="list-style-type: none"> Text book "Public Health and Community Medicine" by Illiyas Ansari (Page # 275-282) Preventive and Social Medicine by K. Park (Page # 595-599) Websites <ul style="list-style-type: none"> https://www .hospitals-management.com/ http://www.who.int/management/facility/hospital/en/
Basic Health Unit/Provisional Cold Chain Pushtakhara Peshawar	<ul style="list-style-type: none"> Application of principles of integrated management of Neonatal and childhood illness (IMNCI) in Basic Health Unit (BHU) Pushtakhar To demonstrate the immunization program provided at the BHU/FLCF 	<ul style="list-style-type: none"> Please write date visited and duration of your stay in this BHU Organize your selves into the clinical batches Select five cases from outpatient Collect information and fill the appropriate proforma provided Please write your answers on loose sheets and submit to your supervisors and you can support your answers with relevant photographs where necessary. 	Dr. Salma Akbar	Assignment on visit	<ul style="list-style-type: none"> Text book "Public Health and Community Medicine" by Illiyas Ansari (Page#433-454) Preventive and Social Medicine by K. Park (Page # 95-100) http://www. who. int/maternal_ child_ adolescent/ documents/11v1 CI_ chart booklet/ en/

Teaching and learning strategies:

The following teaching / learning methods are used to promote better understanding:

- LGFs
- Field visits
- Small Group Discussion
- Self-Directed Study



LGFs:

An LGF is an easy way for instructors to intellectually engage and involve students as active participants in a lecture-based class of any size. LGFs are classes in which the instructor breaks the lecture at least once per class to have students participate in an activity that lets them work directly with the material.

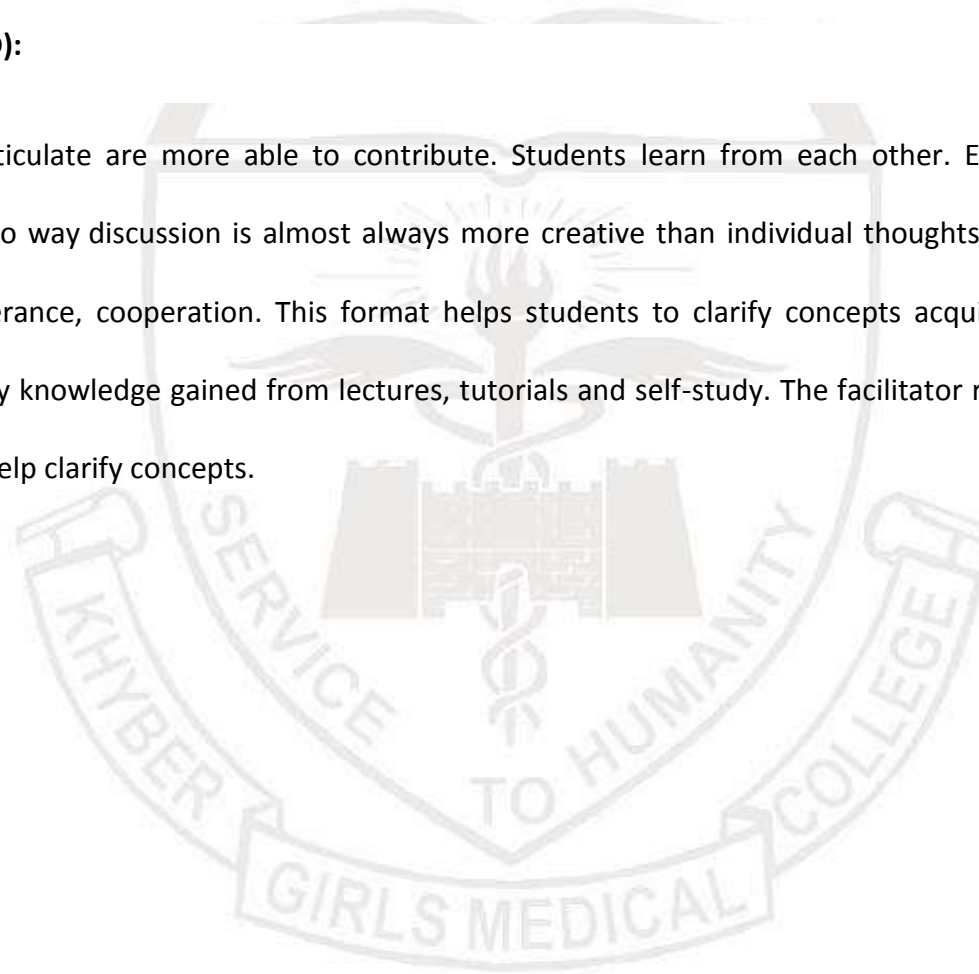
- The instructor might begin the interactive segment with an engagement trigger that captures and maintains student attention.
- Then the instructor incorporates an activity that allows students to apply what they have learned or give them a context for upcoming lecture material.
- As the instructor feels more comfortable using interactive techniques he or she might begin to call upon a blend of various interactive techniques all in one class period.

Field visits:

In small groups, students observe patients in community settings.

Small group discussion (SGD):

The shy and less articulate are more able to contribute. Students learn from each other. Everyone gets more practice at expressing their ideas. A two way discussion is almost always more creative than individual thoughts. Social skills are practiced in a 'safe' environment e.g. tolerance, cooperation. This format helps students to clarify concepts acquire skills or attitudes. Students exchange opinions and apply knowledge gained from lectures, tutorials and self-study. The facilitator role is to ask probing questions, summarize, or rephrase to help clarify concepts.



Self-Directed learning (SDL):

Self-directed learning, which involves studying without direct supervision in a classroom/Library, is a valuable way to learn and is quickly growing in popularity among parents and students. Students' assume responsibilities of their own learning through individual study, sharing and discussing with peers, seeking information from Learning Resource Centre, teachers and resource persons within and outside the college. Students can utilize the time within the college scheduled hours of self-study.

Time tables:

Take 3rd year time table from SAF.

Assessment tools:

Theoretical knowledge is tested by a written examination system constituted by multiple choice questions (MCQs). The assessment of practical knowledge involves oral, spot, or objective structured practical examinations (OSPE).

Multiple Choice Questions (MCQs):

- Multiple choice questions (MCQs) are a form of assessment for which students are asked to select the best choice from a list of answers.
- MCQ consists of a stem and a set of options. The stem is usually the first part of the assessment that presents the question as a problem to be solved; the question can be an incomplete statement which requires to be completed and can include a graph, a picture or any other relevant information. The options are the possible answers that the student can choose from, with the correct answer called the key and the incorrect answers called distractors.
- Correct answer carries one mark, and incorrect 'zero mark'. There is NO negative marking.
- Students mark their responses on specified computer-based sheet designed for the college.
- The block exam will comprise of 120 MCQs and will be compiled according to the shared blueprint.

Short Essay Questions (SEQ)

Short answer questions generally ask for brief, text-based responses and may also be referred to as fill-in-the-blank; *or* completion questions.

Variations of the short answer question may request a list of terms or rules in which the order is not important, or may require a numerical or formula response.

Here is some general information about short answer questions:

- Does not measure interpretation.
- Can be used to check for preciseness such as correct spelling (good when using computer grading), proper or specific names of things, especially factual knowledge, and proper creation of formulas.
- Requires specific, definite, exact information.
- Can be used to discriminate whether errors can be detected in a diagram, for example.

Advantages of Short Answer Questions

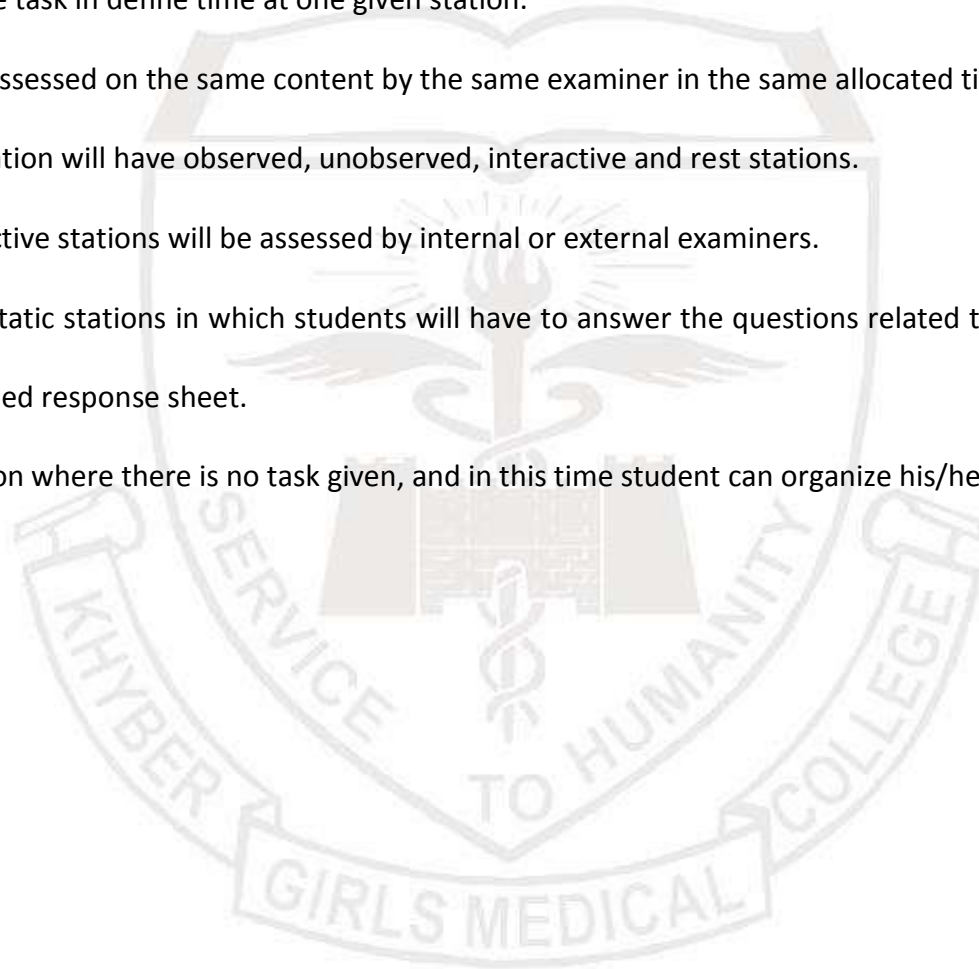
- Easy to write.
- Reduces possibility of guessing.
- Can have a lengthy stem such as a paragraph. (Caution: You generally should not expect an exact answer character-by-character.)
- May be easy to score if the required answer is short.

Disadvantages of Short Answer Questions

- It can take time to create items with complex formulas.
- Can be turned into a measure of memorization ability.
- Grading can be subjective.
- Correct responses may appear incorrect due to minor errors such as misspellings, order of words, etc.
- Difficult to machine score. Much work is being conducted in this area, but it is still in early stages of development.

Objective Structured Practical Examination (OSPE)

- The content may assess application of knowledge, or practical skills.
- Student will complete task in define time at one given station.
- All the students are assessed on the same content by the same examiner in the same allocated time.
- A structured examination will have observed, unobserved, interactive and rest stations.
- Observed and interactive stations will be assessed by internal or external examiners.
- Unobserved will be static stations in which students will have to answer the questions related to the given pictures, models or specimens the provided response sheet.
- Rest station is a station where there is no task given, and in this time student can organize his/her thoughts.



Internal Evaluation:

Internal evaluation is a process of quality review undertaken within an institution for its own ends. 10% marks of internal evaluation will be added to final marks. This 10% will be based on

Distribution of Marks for paper	
KMU (final Examination)	140
internal evaluation	20
research	25

Distribution of Marks for practical	
Practical /OSPE	70
Viva	35
Field visits	10
Paper + practical total	300

Attendance Requirement:

More than 75% attendance is mandatory to sit for the examinations.

Learning resources for students

- TEXTBOOK OF COMMUNITY MEDICINE AND PUBLIC HEALTH BY SAIRA AFZAL
- PUBLIC HEALTH AND COMMUNITY MEDICINE BY MOHAMMAD ILYAS
- K. PARK TEXT BOOK OF SOCIAL AND PREVENTIVE
- COMMUNITY MEDICINE BY MACKENZIE.

