

COMMED 311

**Community Medicine Course
Department of Family & Community Medicine**

Student/ Faculty guide

Revised: 7th September 2020

TABLE OF CONTENTS

GENERAL INFORMATION	3
SPECIFIC OBJECTIVES	5
OVERVIEW OF THE COURSE:	6
EVALUATION OF SEMINARS:	7
TEAM BASED LEARNING	8
MODE OF ASSESSMENT	9
RESOURCES FOR LEARNING:	10
INTRODUCTION OF PUBLIC HEALTH	11
COMMUNICABLE DISEASES	15
NON- COMMUNICABLE DISEASES	20
APPENDIX A	30
APPENDIX B	33
APPENDIX C	30
APPENDIX D	35
TEACHING SCHEDULE	36

General information:

- **Course Title: Community Medicine Course**
- **Code & Number: COMM 311**
- **Credit hours: 4**
- **Course duration:** Course will run throughout the academic year 2020
- **Department Chairman:** Dr. Amr Jamal

Faculty and staff involved in teaching and administration of the course 311:

Please find below the list of female faculty who you may interact with during the course 311.

Main Course Organizer

Dr Hafsa Raheel

Associate Professor & Consultant

hafsaraheel@yahoo.com

Course organizer (male)

Dr Hussein Saad

Assistant Professor & Consultant

hsmamin@gmail.com

Course Administrative officer:

Ms Sharmina Haitta

shatta@ksu.edu.sa

Female faculty:

Dr Afnan Younus , Assistant Professor, afnan.younis@gmail.com

Dr Noura Aboamo, Assistant Professor, nabouammoh@ksu.edu.sa

Dr Shatha Aldurawish, Assistant Professor, salduraywish@ksu.edu.sa

Dr Nurah Alamro, Assistant Professor, nmalmro@ksu.edu.sa

Dr Nada Alyousufi, Associate Professor, nalyousefi@ksu.edu.sa

Dr Nora Alrouwais, Professor, nrowais@ksu.edu.sa

Male Faculty:

Dr Ali Alhazmi, Associate Professor, aalhazmi@ksu.edu.sa

Dr Irfan Karim, Assistant Professor, irfankarim1969@gmail.com

Dr Saad Alsaad, Assistant Professor, salsaad@ksu.edu.sa

Dr Haitham Alsaif, Assistant Professor, drhalsaif@gmail.com

Dr Armen Torchyan, Lecturer, atorchyan@ksu.edu.sa

Dr Taha Alhazmi, Lecturer, tahazmi@ksu.edu.sa

Dr Mansour Alrumayyan, Lecturer, mansour.alrumayyan@gmail.com

Dr Abdullah Bin Salamah, Lecturer, a.binsalamah@gmail.com

Specific Objectives:

By the end of this course, the students should be able to;

- Define the terminologies used in preventive medicine and public health.
- Describe the healthcare systems in Saudi Arabia.
- Apply the principles of disease prevention and control.
- Explain the effects of environments and occupations on human health.
- Discuss the basic infectious cycles and principles of demography.
- Estimate different rates and indicators used to quantify the health problems.
- Discuss the management of common health problems in the community (Appendix-2)
- Participate effectively as a team member and in delivering a presentation
- Demonstrate appropriate communication skills in patients counseling for common community problems (Appendix-3)
- Demonstrate basic skills in taking anthropometric measurement and other skills needed in community health management (Appendix-4)

Overview of the course:

A. Teaching Methods

The course is taught using **Lectures**, **Tutorials**, and **Flipped Classroom (Student Led Seminars)**.

Due to COVID 19 Pandemic, until any further notice is received from the Ministry of Education, all teaching will be conducted distantly. Zoom links will be shared for each session. Details will be shared soon.

While lectures will be used to provide students with the knowledge and concepts, they need for the course. Tutorials will contain small exercises elaborating on the concepts delivered in each lecture.

Plan for each mode of teaching:

Lectures:

It will be delivered by the designated faculty. The objectives of each lecture in this student guide will be used as reference. Kindly refer to the tables below for each lecture objectives.

Tutorials:

Are planned to follow on the concepts delivered in each lecture. The class will be divided into small groups (approx. half of the class in each group). During COVID Pandemic times, this will be done utilizing the **zoom breakout rooms**. Case based scenarios/exercises developed by the respective faculty and approved by the course coordinator will be given to groups of students and solved/ discussed between faculty and students. Also **voting for the MCQs** given by the Faculty could be used on Zoom and the scoring of answers from the students could be known and immediate feedback could be given. The faculty who is to deliver the session related to the tutorial, will be responsible to develop the scenarios and conduct the tutorial with other faculty members at the same allotted time.

Flipped Classrooms (Seminars):

Students will be divided into groups of **8 – 10**. Given a topic and allotted a supervisor. Students are to approach the allotted supervisor/faculty **at least 3 - 4 weeks** before the scheduled date for the seminar. In case the student group does not approach the faculty at the recommended time, the faculty has every right to refuse to conduct the seminar with the students. Students are expected to work closely on preparation of the topic with the faculty. The students are free to make use of presentations, small role plays, and critical article appraisal for the preparation of the topic. A **short summary** will also be needed to be submitted by each group. The faculty will finalize this summary and submit to the coordinators. It will serve as a study guide for the topic for the exam. This whole exercise will carry 10 marks.

A. At Home:

The materials are given to students before the class to read and prepare. The reading materials are in the form of (Power Point slides, Reference as reading material, and Specific Questions based on the main Objectives to the topic).

B. In Virtual Class:

- I. **First, 10 - 15 minutes:** the group of students are allowed to ask and clarify any questions or points which are not understood or could not be answered during their pre-class preparation.
- II. **Second, 60 minutes:** the students will start their presentation and after the end of the presentation, the Faculty will ask questions for every student in the group "List of names of the group should be with the Faculty". The questions will be asked randomly to every student after their presentation. If a question could not be answered by a student will be asked to other students. If no clear answer obtained from the group, the Faculty will explain if the concept is not clear by the students.
- III. **Third, 30 minutes:** it is the applied session, where a scenario based on written objectives with questions will be prepared by the Faculty to share with the group and all students, which will be discussed in this final session.

Evaluation of Flipped Classroom (seminars):

Each group is to submit **TWO** things related to their seminar topic.

1. Presentation. (**6 marks**) (evaluation done through recommended form)
2. Summary/ brief report, summarising their presentation. (**4 marks**)

It is advised that each group of students meets at least twice with the concerned faculty. *Each student will be evaluated individually on the following:*

1-Teamwork spirit : punctuality, commitment, and overall outcome.

2-Presentation: slides, content, handling of questions, and presentation skills.

A separate evaluation form has to be submitted for each student.

Please note that teamwork is crucial. Individual delay may affect the whole team evaluation.

Team Based Learning (TBL):

Due to the current situations of COVID-19 pandemic, the session of **TBL** will be modified to be given virtual.

Outbreak investigation and Cardiovascular diseases will be taught via TBL. The TBL will carry **8** marks in the final grades.

A. Pre-class preparation

Students will be given the assigned materials / learning activities accompanied by a set of learning goals, to study and prepare themselves before the class of **TBL**.

B. First Part

1. The session will be started by answering a **quiz of MCQ, short answers, fill the gap**, ... uploaded through the **blackboard** and with a specified time.
2. After submission of the answer of the quiz, the faculty will discuss the answer of each question with students (Interactive session). **Breakout rooms** are preferred to be initiated on ZOOM where the students are divided into groups if possible.
3. Students will receive **immediate feedback** on each question.

C. Second Part

4. The faculty will start to present the **Clinical cases / Scenarios / Problems** related to the objectives of the session.
5. A time will be given to students or groups to answer the questions related to cases.
6. All students have to share in answering the questions of each case and have their input on case scenario.
7. The faculty will give comments based on answer of each question.

D. Third Part

The last part could be a presentation from the faculty for the important points discussed in this session and especially those the students do not understand (This is **optional**, as all the session could be run by discussion of the MCQs, Problems, Cases,).

IV. Mode of Assessment:

Students will be assessed **TWO** times in the academic year. Midterm and Final term.

Mid term: 60%

- MCQ Exam: **30** Marks
- Seminars (SLS): **10** Marks
- TBL:..... **8** Marks
- Quizzes:..... **12** Marks

Final term: 40%

- MCQ Exam:..... **20** Marks
- OSCE:.....**20** Marks

The OSCE stations will be formulated on the guidelines and format of the examination and assessment guidelines, medical education, KSU. Please refer to Appendix A for further guidelines.

Quizzes:

All quizzes will be **pop-up**. No prior announcements will be made regarding any quiz. The student is responsible for his/her quiz. No quiz will be repeated on any account. The quiz will be prepared and uploaded on the **blackboard** by the faculty.

Resources for learning:

Main textbook:

Park's textbook of Social and Preventive medicine. 24rd edition.

Can be accessed through a PDF version:

<https://www.medgag.com/book/park-textbook-preventive-social-medicine-pdf-book/>

Other resources:

- Maxcy-Rosenau –Last 15th edition. Available on –line.
- Public Health and Community Medicine. Ilyas Ansari. Edition: 8th
- Textbook of Preventive and Social Medicine. Mahajan and Gupta.
- Textbook of Epidemiology. Leon Gordis.

Introduction to Public Health

	Session	Objectives	Format
1	Introduction to community and preventive medicine (Course introduction)	<ul style="list-style-type: none"> • Understand terms; Community medicine, Public health, Preventive medicine. Understand their relevance in global health delivery • Understand the overview of the course 311, its resources and assessment strategies • Define and understand concepts of basic terminologies used in the field of Community medicine/Preventive medicine, and Public health 	L
2	Natural history of disease and concepts of prevention and control	<ul style="list-style-type: none"> • Describe theories postulated for the development of diseases • Explain the concept of iceberg phenomenon of diseases • Understand the relationship between host, environment and agent in disease causation • Define the term prevention • Identify the level of prevention in relation to stage of disease development • Identify the measures applied at each level of prevention with regard to controlling the reservoir, interruption of transmission, and the susceptible host 	L
3	Determinants of Health	<ul style="list-style-type: none"> • Understand the spectrum of health in relation to health and sickness • Define; health, disease, illness and wellbeing • Define and understand the detriments' of health; biological, behavioral, socio and cultural, environmental, socioeconomic, health services, and aging and gender • Understand the concepts of 	L

		“right to health “ and “health for all”	
4	Health indicators	<ul style="list-style-type: none"> • Explain the need to use “indicators” to measure “health” status • State the characteristics of health indicators • List the uses of health indicators • State with examples the types of health indicators 	L
5	Health indicators	<ul style="list-style-type: none"> • Compute indicators • Interpret the result of the indicator through scenario exercises 	T
6	Global demography concepts & Population Pyramid	<ul style="list-style-type: none"> • Define the terms; demography and population dynamics • Apply demographic concepts in health system • Describe major sources of population data • Describe features of population pyramid and compare the pyramids of developed and developing countries • Describe the concept of demographic equation • Describe and understand the theory of demographic transition • Describe the effect of population momentum on growth of population • Explain the phenomenon of migration and its effect on population size • Define, compute and interpret the rates of population increase and population doubling time • 	L

7	National population Dynamics & Demographic Transition	<ul style="list-style-type: none"> • Understand the current Saudi population pyramid • Understand the Saudi demographic transition over the past 3 decades • Discuss in detail the implications and future health needs of Saudi Arabia, based on the current population and demographic transition of KSA 	L
8	Demography (Rates & Population Pyramid)	<p>Describe and compare between different populations using the population pyramid</p> <ul style="list-style-type: none"> • Define, compute and interpret mortality indicators • Compute and interpret rates of fertility • Compute and interpret dependency ratio • Compute the rate of natural increase • Compute the population doubling time <p>Through scenario based exercises</p>	T
9	Screening	<ul style="list-style-type: none"> • Define the term “screening” • Explain the concept of screening and the lead time • Explain the difference between “screening”, “case finding”, “periodic examination” and “diagnosis” • State the uses of screening programs • State the criteria of health problems amenable for screening • Outline the differences between screening and diagnostic test • Distinguish between “mass screening” and “high risk screening” • State the criteria of an ideal screening test 	L

10	Screening	Compute and interpret <ul style="list-style-type: none">• Sensitivity• Specificity• Predictive value positive• Predictive value negative• False positive rate• False negative rate Through practical exercises	T
----	-----------	---	----------

Communicable Diseases

	Session Title	Objectives	Format
1	Introduction to Communicable Disease Epidemiology	<ul style="list-style-type: none"> • Define communicable disease, control, elimination and eradication • Draw the cycle of infection • Give examples of different types of infectious agents associated with diseases in humans • List types of reservoir of infection • Classify carriers and explain their public health importance in disease transmission • Illustrate with examples the different modes of transmission of communicable diseases • Define incubation period • Classify and differentiate types of immunity • Outline the measures for prevention and control of communicable diseases 	L
2	Principles of Immunization	<ul style="list-style-type: none"> • Understand the types of acquired immunity • Differentiate between the different types of vaccines used in preventing illness • Understand the type of vaccine, its mode of delivery, and schedule for important immunizable diseases; TB, Pertussis, Rubella, Diphtheria, Measles, Tetanus, Hepatitis, Meningitis, Rabies, Polio • Define and understand the cold chain and its importance 	L
3	Compulsory Vaccination Schedule in the KSA	<ul style="list-style-type: none"> • List the vaccines in the current compulsory schedule • List the infectious agents targeted by each of these vaccines • For each disease, briefly describe epidemiology and mode of transmission • To identify the type of vaccine (live vs. inactivated), and route of Administration 	S

		<ul style="list-style-type: none"> • To enumerate the side effects of each vaccine • To be able to identify the groups who should take the vaccine, and when the vaccine is contraindicated 	
4	<p>Emerging Infectious Diseases (part 1)</p> <p><i>Respiratory Tract Diseases: Influenza, MERS-Cov, SARS-Cov</i></p>	<ul style="list-style-type: none"> • Understand the viral antigenic variations of influenza virus • List the different hosts for influenza (according to influenza type), MERS-Cov and SARS-Cov • Be familiar with the famous pandemics for each of these viral infections, and measures used to contain spread • Identify the different elements in the infection cycle for these viral infections • Provide appropriate prevention and control measures for each of these viral infections 	L
5	Tuberculosis	<ul style="list-style-type: none"> • Understand the epidemiology and global burden of TB • List the sign and symptoms and risk factors of different types of TB, with particular emphasis on pulmonary TB • Describe trends and state reasons for resurgence of pulmonary TB • List population subgroups at risk for pulmonary TB • Draw the cycle of infection of pulmonary TB • Outline procedures for community diagnosis of pulmonary TB with emphasis on the limitation of each procedure • Describe measures for prevention and control for pulmonary TB • To decide on the best measures for prevention and control of pulmonary TB and to prevent spread to susceptible population • Describe the role of WHO to address the global burden of TB, particularly directly observed therapy short course (DOTS) for pulmonary TB 	L
6	<p>Emerging Infectious Diseases (part 2)</p> <p><i>Blood-borne Diseases: Hepatitis A, B, C</i></p>	<p>Hepatitis:</p> <ul style="list-style-type: none"> • Understand classification of viral hepatitis • Recognize global burden, epidemiology , and risk factors of viral hepatitis infections • Enumerate modes of transmission of different serotypes 	L

7	HIV	<ul style="list-style-type: none"> • Provide measures of prevention and control • Recognize the epidemiology, burden of disease, and National measures to prevent spread of viral hepatitis in KSA <p>HIV:</p> <ul style="list-style-type: none"> • Describe the epidemiology and global burden of HIV/AIDS infection • Describe how people get infected with HIV • Understand the global initiatives to combat the rising burden of the disease • Learn the features which characterize the pandemic in the EMR • Recognize the epidemiology, burden of disease, and National measures to prevent spread of viral hepatitis in KSA • Differentiate what could work best, as far as prevention and control efforts are concerned, in our region 	
8	Malaria	<ul style="list-style-type: none"> • Understand the epidemiology and global burden of malaria • Understand the cycle of infection of malaria • Define modes of transmission, clinical features, risk factors, community diagnosis and treatment for malaria • Enlist the factors responsible for antimalarial drug resistance • Understand the role and measures taken by WHO to combat the burden of Malaria globally • Enlist the global measures of prevention and elimination for Malaria • Understand the epidemiology and risk factors related to Malaria in KSA 	L
9	National Zoonotic Diseases	<ul style="list-style-type: none"> • To understand the most important zoonotic diseases of public health significance in Saudi Arabia: <ul style="list-style-type: none"> ○ Brucellosis ○ Bovine TB ○ Mers-Cov (transmitted from camels) • To understand the burden (globally and nationally) of these diseases • Understand the epidemiology of these 	S

		<p>infections in Saudi Arabia</p> <ul style="list-style-type: none"> • To define the modes of transmission for the infectious agents responsible for these diseases • To list factors for acquiring these infections • To enumerate the global measures needed for prevention and control of these diseases • To describe the measures taken by the government (health sector and agricultural sector) to prevent and control these infections 	
11	COVID 19 Pandemic	<p>Understand ;</p> <ul style="list-style-type: none"> • Global and local epidemiology of COVID 19 • Risk factors, and preventive measures effective in COVID • Practices required to effectively prevent infection in the university and hospital setting 	L
12	Outbreak investigation <i>Practical</i>	<ul style="list-style-type: none"> • To apply the steps for an outbreak investigation (in a simulation form) • To learn how to work in teams • To approach an outbreak investigation in a systematic matter • To collect information about important indicators needed to solve an outbreak (history, physical examination and laboratory testing) • To form a line list for the outbreak using the information collected during the practical session • To conduct a quick epidemiologic investigation using information collected from the line-list • To calculate attack rates for different risk factors <p>To write a short report about the outbreak investigation experience</p>	TBL
13	Reporting and Surveillance	<ul style="list-style-type: none"> • Define surveillance • Know aims and uses of surveillance system • Understand the different types of surveillance systems • Recognize the elements of surveillance system • Be able to assist in establishing and evaluation a surveillance system 	L
14	Reporting and Surveillance <i>Practical</i>	To be able to develop and assess a surveillance system in an organization	T

15	Hajj and Health	<ul style="list-style-type: none"> • Enlist the diseases and health risks related with gathering of Hajj • Understand the sign and symptoms and prevention of these diseases • Understand the importance of surveillance and reporting of these diseases at the national and International level • Appreciate KSA's efforts to address and recognize the health risks and diseases during Hajj 	L
----	-----------------	--	----------

Non- Communicable diseases

Introduction to Non-communicable Disease (NCDs) Prevention and Control	<ul style="list-style-type: none"> • Definition of non-communicable diseases • Epidemiology of non-communicable diseases • Disability as a consequence of NCDs • Goals of NCD prevention and control • Current challenges in NCD control • Discuss and understand the global framework of prevention and control of NCDs 	L
Methods of prevention and control in NCDs	<ul style="list-style-type: none"> • Epidemiology as a method to understand the nature, extent and causes of NCDs. • Interventions for NCD control • Intrapersonal approaches for NCD control • Interpersonal approaches • Organizational level interventions • Community factors in NCD control • Health Policy and Legal Interventions 	L
Social determinants of NCDs	<ul style="list-style-type: none"> • Define the social determinants of NCDs • Discuss the significance, high risk groups and health consequences of social determinants of NCDs • Material conditions needed for individual and community well-being • The relationship between SES and health-risk behaviors • Psychosocial risk factors influencing NCDs • Neighborhood factors influencing NCDs • Evidence-based approaches to improving the social determinants of NCDs 	L
Risk factors for NCDs	<ul style="list-style-type: none"> • Define selected NCD risk factors, such as, Tobacco use, Diet and Nutrition, Physical activity, Obesity and Overweight • Present the epidemiology and significance of those risk factors globally and in KSA • Discuss causes, high risk populations and consequences of the NCD risk factors • Screening of the selected risk factors for NCD • Examples of evidence-based interventions to prevent and control those risk factors 	L
Tobacco Use	To be finalized by the faculty	S
Physical Activity, Nutrition, Obesity and Health	<ul style="list-style-type: none"> • describe relevant health problems and the magnitude of the problem in Saudi Arabia • present global strategy on diet, physical 	S

	<p>activity, and health</p> <ul style="list-style-type: none"> • identify the programs for prevention and control for those problems in Saudi Arabia 	
Diabetes	<ul style="list-style-type: none"> • Understand Global prevalence of diabetes • Understand the Epidemiology of diabetes in KSA • List the risk factors of diabetes • List complications of diabetes • Discuss preventive measures within the framework of NCDs • Screening of Diabetes • Know preventive programs in KSA towards DM 	L
Cancer	<ul style="list-style-type: none"> • Appreciate the Global impact of cancer • Identify the most prevalent cancers world wide, in the region and in KSA • Identify the leading causes of cancer deaths • Understand the cancer control continuum and explain its implication to public health • Screening for cancer • Understand and reflect the Kingdoms efforts to control the rising burden of Cancers in KSA • Explain important factors and trends affecting cancer control and directions for future research 	L
Cardiovascular Diseases	<ul style="list-style-type: none"> • Appreciate the Public health significance of CVD • Descriptive CVD Epidemiology • Present the risk factors, high risk groups and complications of CVDs • Screening strategies for CVDs • CVD Prevention and control measures globally and in the local context 	TBL
Road traffic accidents epidemiology and prevention (particular focus on KSA)	<ul style="list-style-type: none"> • Describe the epidemiology and the magnitude of injuries particularly road traffic accidents globally and in Saudi Arabia • Understand principles of injury particularly road traffic injuries prevention and control • Apply injury epidemiology principles to road traffic incidents • Identify the programs for prevention and control for those problems in Saudi 	S

	Arabia	
NCD Prevention (counseling for NCDs prevention and smoking cessation)	<ul style="list-style-type: none"> • To apply the concepts of NCD epidemiology, • (With help of scenarios, students will work in smaller groups, and application of concepts of NCDs will be discussed in details) • Demonstrate counselling skills for NCD prevention and smoking cessation) 	T
_Heat Stroke and heat exhaustion	<ul style="list-style-type: none"> • define and classify heat stress and its types (heat stroke, heat exhaustion) • define the clinical presentation of each (symptoms, signs, complications, and investigations) • describe the public health importance of heat stroke and heat exhaustion (morbidity, mortality, and cost effectiveness) • explain the distribution (place, person, time) in the global, regional, and local contexts, including the incidence rate during Hajj. • explain the determinants (risk factors) of heat stress and its types. • explain preventive (primary, secondary, tertiary) and control (treatment) measures, including the MOH device for Hajjis with heat stroke • recall the Ministry of Labor regulations regarding heat stroke. 	S

Global Health Programs & Policies	<p>Understand what is a health policy</p> <p>Understand why health policies are needed?</p> <p>Differentiate between macro and micro policies</p> <p>Factors that need to be assessed while formulating a health policy</p>	L
National Health policies and programs	<p>Discuss how health policies are formulated in KSA</p> <p>Discuss and analyze health policies of last 3 years in KSA</p> <p>Discuss in detail the vision 2030 health care reforms</p>	L
Health Education and Promotion (Concepts)	<p>Define "health education" and state its aims</p> <p>Explain the role of health education in relation to the stage of disease prevention</p> <p>Identify the factors that influence human behavior</p> <p>Discuss the factors that contribute to behavior change</p> <p>Define learning and identify the domains of learning</p> <p>Outline the Health Belief Model of behavior change</p> <p>Describe the trans-theoretical model of stages of motivation</p> <p>List the direct and indirect methods of communicating health messages</p>	L

	<p>State the strength and limitation of each method of communicating health messages</p> <p>State the types and values of audiovisual aids in facilitating the transfer of health message</p>	
Health Education in Community setting	<p>Apply health education concepts to community setting scenarios by:</p> <ol style="list-style-type: none"> 1. providing problem statement 2. Analyze the problem by specifying the behavior and non-behavioral factors 3. State the objectives of the education session falling in the cognitive, affective and psychomotor domain of learning 4. Identify the health messages in line with the objectives 5. Select the appropriate method(s) of health education to communicate health message suitable for the group and the problem addressed 6. Select the appropriate health education aids 7. State the predisposing, enabling and reinforcing factors to adopt the intended behavior 	T
Health Education in Clinical settings		T
Global School Health Services	<p>Define school health services</p> <p>List components of school health</p> <p>Define responsibilities of school health team members</p>	S

	<p>Define functions of school health programs and preventive services that can be provided in school setting</p> <p>Define School health services in KSA, scope and structure.</p> <p>List the common conditions school health deals with in KSA</p>	
<p>Health of People with Disabilities</p>	<p>Distinguish between health and quality of life</p> <p>Portray with a diagram the spectrum of health</p> <p>Develop an understanding to the concept of disability</p> <p>Compare between the medical model and social model of disability</p> <p>Explain the strengths of the ICF in mapping disabilities, prevention and interventions</p> <p>Distinguish between capacity and performance</p> <p>State the main health conditions associated with disability</p> <p>List the disabling barriers</p> <p>Outline the interventions for prevention of disabilities and rehabilitation</p> <p>Understand the burden (morbidity , mortality, cost) of disabilities in KSA</p> <p>Reflect on the policies in KSA addressing limitation of disabled people in KSA</p> <p>Enlist and understand</p>	<p>L</p>

	community services available for disabled people in KSA	
Global Geriatric Health	<p>Differentiate between Geriatrics and Gerontology</p> <p>Describe physiological and pathological aging</p> <p>Understand health problems of elderly globally</p> <p>Explain the demographic changes associated with ageing of the population</p> <p>Discuss existing Global and national programs for elderly care</p> <p>Explain the demographic changes associated with ageing of the population in KSA</p> <p>List the health and social problems associated with ageing in KSA</p> <p>Describe the interaction between physical ill-health, social problems, psychological problems and functional limitations</p> <p>State the top ten causes of years lived with disability, disability adjusted life years lost and death among elderly 70+ years in KSA</p>	S
Global Maternal Health	<p>Understand the maternal health issues globally</p> <p>Understand the causes of maternal deaths and mortality</p>	L

	<p>Understand the interventions done globally to decrease maternal deaths and morbidity</p> <p>Discuss and understand what preventive services for maternal health are delivered in KSA</p>	
Global Adolescents & Child Health	<p>Understand what are adolescent and children health issues globally and the burden of diseases in this age group</p> <p>Discuss major global interventions that are to address mortality and morbidity in adolescents and children</p> <p>Discuss and understand what preventive services for adolescent, and child health are delivered in KSA</p>	L
Maternal & child health	<p>Demonstrate counseling skills for an antenatal session with focus on brief history taking, and counseling regarding nutrition and vaccination of pregnant mothers</p> <p>Demonstrate counselling skills for promotion of breast feeding (focused on benefits of breast feeding for the mother and child, and correct way of breast feeding, advise on prevention on breast engorgement and breast abscesses)</p> <p>Demonstrate skills to plot growth charts of children</p>	T
Global Mental Health	<p>Understand the definition and etiology of mental health</p> <p>Discuss the global magnitude of mental illnesses based on</p>	L

	<p>GBD</p> <p>List and classify the factors contributing to the occurrence of mental illnesses</p> <p>Define stigma and explain its consequences on mentally ill patients, their families and treatment outcome</p> <p>Understand the principals of preventing mental illness</p> <p>Describe the public health importance of mental health in the kingdom (morbidity, mortality, cost effectiveness; i.e. the burden)</p> <p>Name national mental health care services, programs, and efforts.</p>	
International Health Regulations	<p>What are International health regulations? Why are they needed?</p> <p>What strategies are globally adopted to control public health related diseases?</p> <p>what are the challenges faced by different countries while implementing IHR?</p> <p>INR in Saudi context.</p>	L
Travel Medicine	<p>Define travel medicine and identify its components</p> <p>List the groups of travelers who are at a special risk (infants children, pregnant women, elderly, pre-existing illnesses, diabetics)</p> <p>State the responsibilities of travelers to prevent ill-health</p> <p>List the risk associated with</p>	L

	<p>international travel and related health problems</p> <p>Outline the specific preventive measures for international travelers in relation to the destination</p> <p>Enlist contents of travel kit</p>	
--	---	--

Appendix A:

Students' Guides for the Objective Structured Clinical Examination (OSCE) for the Community Medicine Course (COMM 311)

Prepared by: Dr. Hafsa Raheel; Course organizer

Approved by: Dr Hussein Saad
Dr. Afnan Younus
Dr Marwah Hassounah
Dr Irfan Saeed
Dr Farhana Irfan
Dr Armen Torchayan
Dr Hamza Abdulghani

Dates for the OSCE: To be announced latter

Venue: OSCE rooms second floor, the College of medicine western wing

Introduction:

Dear students, this is a brief guide to your OSCE stations which have been scheduled and explained to you from the beginning of the course. OSCE stations are very straight forwards cases.

General Aims of the OSCE:

To assess the competencies which were covered during our teaching sessions according to your course learning outcomes (CLOs), and to determine the ability of the student to practice public health principals and theory in a clinical and community setting.

Specific Objectives of the OSCE in COMM 311:

Students should be able to:

1. Educate a normal person or a patient with specific problems like:
 - i. Diabetes, obesity, hypertension, cancer
 - ii. Tuberculosis, Malaria, hepatitis, zoonotic diseases, HIV
 - iii. Smoker
 - iv. Breast feeding
 - v. Child health/growth chart plotting
 - vi. Healthy life styles

- vii. Vaccinations
- viii. Travelling and going for Hajj
- ix. Occupation and environmental diseases

- 2. Provide advice for risk factors and prevention of diseases
- 3. Interpret health indicators and other data resources that may impact decision making relevant to prevention and control of diseases in the clinical and community settings.

The OSCE stations will accomplish assessment of students in the following competencies:

Cognitive skills: Health promotion and disease prevention, decision making and problem solving; Risk identification, screening, diagnosis and management of common public health diseases in the Saudi community.

Interpersonal skills: Communication, counselling and health education of patients and community personals.

General instructions:

The OSCE in the Community Medicine course will have graded stations, each will be for **6 minutes** encounter. Extra **half minute** will be provided to read the scenario of the station and move from one to another station.

The stations will be a mix of observed (by an examiner) and unobserved stations.

Tasks can be a combination of focused history taking, assessment of risk factors and education / counselling for behavioral modifications as needed for health promotion and disease prevention, taking into account that an individual's age, sex, current health status, occupation, exposure to risk factors, and lifestyle. Advice on protective screening, (e.g., immunization etc). Scenarios, may contain; pictures, charts, health related data, indicator calculation as task assessment. A specific student's instruction will be added for each station where tasks by students to be performed will be described clearly.

All stations shall be designed to assess integrated practical/clinical /community encounters. Each OSCE station will be assessed with a predetermined performance scored checklist.

NOTE:

All OSCE stations are prepared and will be conducted under the specific guidelines laid down by the Medical Education Department, Assessment & Evaluation Centre College of Medicine, to cover the COMM 311 CLOs.

The possible topics that could be included in the OSCE preparation:**a. Public health concepts:**

- Health indicators
- Demography rates and principals
- Screening

b. Infectious diseases :

- Tuberculosis (TB)
- Malaria
- Emerging infectious diseases
- National zoonotic diseases
- Immunisable diseases , childhood vaccines
- Hepatitis
- Outbreak investigations
- Hajj

c. Non communicable diseases

- Diabetes
- Cancer
- Cardiovascular Diseases
- Tobacco use
- Physical activity, obesity, and nutrition
- Risk factors, Prevention and control of NCDs

d. Others:

- Health education and communication in clinical and community settings
- Maternal and child Health
- Travel medicine

e. Environmental and occupational diseases

APPENIX B.

SAMPLE CASE AND CHECKLIST

**College of Medicine
Department of Family and Community Medicine
Objective Structured Clinical Examination
Course 311**

(Information for student)

Patient Brief Record / Brief Scenario:

Ahmed is a 36-year-old taxi driver, consults you with his laboratory results.

Fasting plasma glucose: 8.0 mmol/L (144 mg/dl)

HbA1C: 8 %

TASK: (What is expected from a student)

1. Take a **brief focused** history
2. **Educate** the patient regarding lifestyle modification and secondary prevention of Diabetes.

NOTE: EXAMINATION IS NOT REQUIRED

APPENIX C.

**College of Medicine
Department of Family and Community Medicine
Objective Structured Clinical Examination**

Candidates Name: _____

Marking schedule

DOMAINS	<u>Marks</u>	Done	Partially done	Not Done
<p><u>I. Professional behaviour</u> Builds rapport. Polite and meets and greets Good posture with appropriate body language of encouragement. Shows empathy, Good eye contact, Avoids interruption as far as possible</p>				
<p><u>II. Data Gathering</u> - Personal Hx (Name – Age – Marital status Occupation) - Symptoms patient has (duration of symptoms, frequency of urine, thirst, weight loss, appetite,etc) - Risk factor history: any other chronic illnesses, medications, hypertension, smoking, hypercholesterolemia, dyslipidaemia, Any other symptoms Past history Family history of DM or any other chronic diseases and risk factors</p>				
<p><u>III. Management/advise/education</u> _ education and emphasis on regular medication intake, self-monitoring -Explains the importance of healthy diet fruits, vegetables, nuts,to control DM ~ avoid harmful diets such as red meat, sweetened drinks, increase risk of DM) - - Educates regarding physical activity; 150 minutes of moderate intensity aerobic physical activity..... Confirm if patient understood given information Plan for next visit Thank him and say good buy</p>				
TOTAL				

Examiner's feedback for the student: _____



Appendix D

Virtual Flipped Classroom (Student led Seminar)

Seminar title: _____

Group: _____

Students' names: _____

Evaluation of student: _____ Date: / / Assessor: _____

Criterion	Done	Partially done	Not done	Comments
	1 ½	1	0	
Presentation covered the seminar objectives				
Presentation slides were clear, well organized				
Presenter speech was clear, using simple language, and confident				
Presenter responded appropriately to questions asked by the Faculty				
Out of 6 Marks				Total /10
Report Submitted and student has participated Out of 4 Marks				

NOTE: Each student will be evaluated separately in the seminar.

DEPARTMENT OF FAMILY AND COMMUNITY MEDICINE
COMM 311 Course Schedule
Academic Year (2020-2021)

Male Group A	Male Group B	FEMALE	Lectures/Tutorials Part I	Instructors	Lecture/Seminar/Tutorial
15/09/2020 8:00-9:00	14/09/2020 3:00-4:00	14/09/2020 10:00-11:00	Introduction to Community Medicine (Course introduction)	Dr Hafsa Raheel Dr Hussain Saad	L
15/09/2020 3:00-4:00	15/09/2020 9:00-10:00	14/09/2020 11:00-12:00	Natural history of disease and concepts of prevention and control	Dr. Shatha Alduraywish	L
INTRODUCTION TO PUBLIC HELATH					
15/09/2020 2:00-3:00	16/09/2020 10:00-11:00	16/09/2020 8:00-9:00	Determinants of Health	Dr. Nurah Alamro	L
22/09/2020 8:00-9:00	20/09/2020 11:00-12:00	20/09/2020 2:00-3:00	Health indicators	Dr Nurah Alamro	L
21/09/2020 8:00-9:00	27/09/2020 11:00-12:00	27/09/2020 8:00-9:00	Health indicators	Dr Nurah Alamro & Dr Armen	T
29/09/2020 8:00-9:00	30/09/2020 11:00-12:00	27/09/2020 1:00-2:00	Global demography concepts & Population Pyramid	Dr Mansoor	L
29/09/2020 2:00-3:00	30/09/2020 1:00-2:00	30/09/2020 8:00-9:00	Demography (Rates & Population Pyramid) National focus	Dr Mansoor & Dr Taha Alhazmi	T
04/10/2020 11:00-12:00	07/10/2020 9:00-10:00	06/10/2020 8:00-9:00	Screening	Dr Noura Abouammoh	L
07/10/2020 10:00-11:00	07/10/2020 1:00-2:00	08/10/2020 8:00-9:00	Screening	Dr Noura Abouammoh & Dr Taha Alhazmi	T
15/10/2020 9:00-10:00	12/10/2020 2:00-3:00	11/10/2020 2:00-3:00	Global Health Programs & Policies	Dr Nurah Alamro	L
15/10/2020 10:00-11:00	12/10/2020 3:00-4:00	12/10/2020 10:00-11:00	National Health Policies and Programs	Dr Nurah Alamro	L
15/10/2020 1:00-2:00	14/10/2020 11:00-12:00	14/10/2020 8:00-9:00	Health Education and Promotion (Concepts)	Dr Taha Alahzmi	L
20/10/2020 2:00-3:00	19/10/2020	19/10/2020	Health Education in Community setting	Dr Noura Abouammoh &	T

	2:00-3:00	1:00-2:00		Dr Taha Alhazmi	
26/10/2020 8:00-9:00	28/10/2020 10:00-11:00	25/10/2020 8:00-9:00	Health Education in Clinical settings	Dr Irfan Karim & Dr Armen Atorchyan	T
27/10/2020 2:00-3:00	28/10/2020 11:00-12:00	27/10/2020 9:00-10:00	School Health Services	Dr Abdulah	S
09/11/2020 9:00 – 10:00	08/11/2020 1:00-2:00	10/11/2020 8:00 – 9:00	Health of People with Disabilities	Dr Ali Alhazmi / Dr Armen	L
09/11/2020 10:00-11:00	08/11/2020 2:00-3:00	10/11/2020 9:00 – 10:00	Geriatric Health	Dr Saad Al Saad	S
09/12/2020 3:00-4:00	10/12/2020 3:00-4:00	18/12/2020 3:00-4:00	Global Maternal Health	Dr Hafsa Raheel	L
09/11/2020 2:00-3:00	11/11/2020 10:00-11:00	12/11/2020 9:00-10:00	Global Adolescents & Child Health	Dr Hafsa Raheel	L
26/11/2020 10:00-11:00	23/11/2020 3:00-4:00	23/11/2020 10:00-11:00	Maternal, & Child Health Focus on breast feeding positioning, counseling, growth chart	Dr Nada AlYousefi & Dr Hafsa Raheel & Dr Armen Atorchyan &	T
26/11/2020 9:00-10:00	26/11/2020 8:00-9:00	23/11/2020 11:00-12:00	Mental Health	Dr Armen Atorchyan	S
09/11/2020 11:00 –12:00	09/11/2020 3:00-4:00	12/11/2020 8:00-9:00	International Health Regulations	Dr Noura Abouammoh	L
25/11/2020 11:00 –12:00	25/11/2020 10:00-11:00	24/11/2020 3:00-4:00	Introduction to Communicable Diseases	Dr Noura Abouammoh	L
COMMUNICABLE DISEASES					
07/12/2020 2:00-3:00	06/12/2020 11:00-12:00	06/12/2020 1:00-2:00	Principles of Immunization	Dr. Shatha Alduraywish	L
07/12/2020 3:00-4:00	07/12/2020 8:00-9:00	06/12/2020 2:00-3:00	<u>Vaccination\immunization</u> (counselling)	Dr Noura Alrowais & Dr Abdullah	T
14/12/2020 8:00 –9:00	15/12/2020 1:00-2:00	15/12/2020 11:00-12:00	Emerging Infectious Diseases (Respiratory)	Dr. Afnan Younus	L

14/12/2020 1:00-2:00	15/12/2020 2:00-3:00	13/12/2020 2:00-3:00	Tuberculosis	Dr Hafsa Raheel	L
15/12/2020 8:00-9:00	16/12/2020 9:00-10:00	15/12/2020 10:00-11:00	Emerging Infectious Diseases HIV/AIDS	Dr. Noura Abouammoh	S
14/12/2020 9:00 – 10:00	14/12/2020 3:00-4:00	17/12/2020 10:00-11:00	Hepatitis	Dr. Shatha Alduraywish	S
16/12/2020 11:00-12:00	16/12/2020 8:00-9:00	15/12/2020 9:00-10:00	Malaria	Dr Afnan Younus	L
16/12/2020 10:00-11:00	17/12/2020 9:00-10:00	17/12/2020 11:00 –12:00	Regional Zoonotic Diseases (Brucellosis)	Dr Abdullah	S
25/01/2021 11:00-12:00	26/01/2021 11:00-12:00	24/01/2021 11:00-12:00	COVID 19 Pandemic	Dr Hafsa Raheel	L
MID-YEAR VACATION					
03/02/2021 11:00-12:00	03/02/2021 9:00 – 10:00	01/02/2021 8:00-9:00	Hajj and Health (Meningitis, Prophylaxis)	Dr Shatha	L
02/03/2021 2:00-4:00	01/03/2021 2:00-4:00	02/03/2021 10:00-12:00	Outbreak Investigation	Dr Armen Atorchyan	TBL
24/02/2021 11:00 –12:00	23/02/2021 8:00-9:00	22/02/2021 8:00 – 9:00	Reporting & Surveillance	Dr Shatha Alduraywish	L
01/03/2021 1:00-2:00	28/02/2021 11:00 –12:00	28/02/2021 8:00 – 9:00	Notification/Reporting & Surveillance	Dr Shatha Alduraywsih & Dr Abdullah	T
01/03/2021 2:00 –3:00	02/03/2021 1:00-2:00	01/03/2021 8:00-9:00	<u>Counselling for Infectious Disease Prevention</u>	Dr Hussein Saad & Dr Irfan Karim	T
NON-COMMUNICABLE DISEASES					
02/03/2021 1:00-2:00	02/03/2021 2:00 –3:00	02/03/2021 8:00-9:00	Introduction to Non-Communicable Disease (NCDs) Prevention and Control (Methods of	Dr Hafsa Raheel	L

			Prevention and Control in NCDs)		
02/03/2021 8:00-9:00	03/03/2021 9:00 – 10:00	03/03/2021 1:00-2:00	Risk factors for NCDs	Dr Armen Atorchyan	L
03/03/2021 9:00 – 10:00	03/03/2021 10:00 – 11:00	03/03/2021 2:00 –3:00	Tobacco Use and Cessation	Dr Shatha	S
03/03/2021 8:00-9:00	03/03/2021 11:00 –12:00	04/03/2021 9:00-10:00	Obesity (Prevention)	Dr. Leena Baghdadi	S
07/03/2021 11:00 –12:00	08/03/2021 2:00 –3:00	08/03/2021 8:00-9:00	Diabetes (Risk Factors, Screening and Prevention)	Dr. Hussein Saad	L
10/03/2021 11:00 –12:00	08/03/2021 2:00 –3:00	11/03/2021 10:00 – 11:00	Cancer (Screening and Prevention)	Dr. Haytham Alsaif	L
14/03/2021 10:00-12:00	15/03/2021 2:00-4:00	16/03/2021 10:00-12:00	Cardiovascular Diseases (Risk Factors and Screening Strategies)	Dr Hussein Saad	TBL
16/03/2021 11:00 –12:00	18/03/2021 1:00-2:00	18/03/2021 10:00 11:00	Road Traffic Accidents Epidemiology and Prevention (particular focus on KSA)	Dr Leena Baghdadi	S
24/03/2021 8:00-9:00	24/03/2021 9:00 – 10:00	24/03/2021 1:00-2:00	NCD Prevention_ (Counseling for NCDs Prevention and Smoking Cessation)	Dr Hussein Saad & Dr Leena Baghdadi	T
24/03/2021 9:00 – 10:00	25/03/2021 9:00 – 10:00	25/03/2021 9:00-10:00	Travel Medicine	Dr Afnan Younus	L
ENVIRONMENT AND OCCUPATIONAL HELATH					
28/03/2021 11:00 –12:00	28/03/2021 9:00 – 10:00	28/03/2021 2:00 – 3:00	Introduction and diseases related to Environmental Health and Hazards	Dr. Leena Baghdadi	L

29/03/2021 8:00-9:00	28/03/2021 10:00 11:00	28/03/2021 1:00-2:00	Introduction and Diseases related to to Occupational Health	Dr. Hafsa Raheel	L
31/03/2021 10:00 –11:00	29/03/2021 2:00-3:00	30/03/2021 1:00-2:00	Mass-gathering and related hazards	Dr Mansour	L
31/03/2021 9:00-10:00	31/03/2021 11:00 –12:00	30/03/2021 2:00-3:00	Heat Stroke & Heat Exhaustion	Dr. Taha	S
31/03/2021 8:00-9:00	29/03/2021 1:00-2:00	30/03/2021 9:00 – 10:00	Counselling, History Taking /Data Interpretation regarding Environment and Occupational diseases, and Pre-Travel Counselling	Dr Hussein Saad & Dr Hafsa Raheel	T