



CORE SUBJECT LEARNING

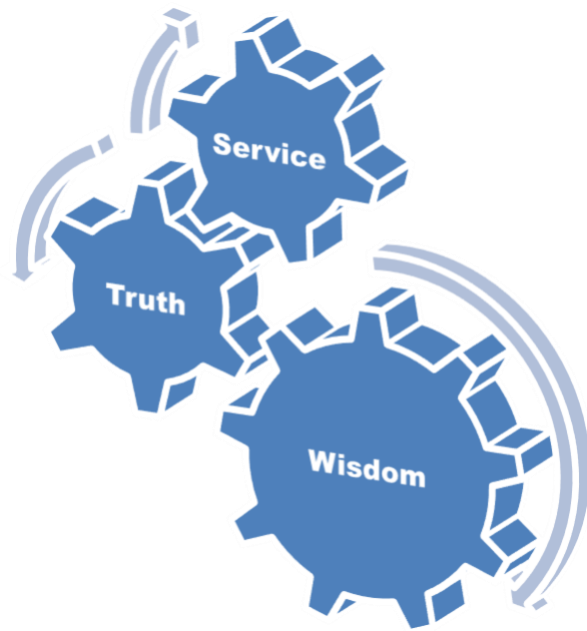
“STUDY GUIDE”

IN COMMUNITY MEDICINE FOR MPhil STUDENTS

(Proposed)

**Department of Community Medicine & Public health
New Teaching Block
Rawalpindi Medical University Rawalpindi**

MOTTO OF RAWALPINDI MEDICAL UNIVERSITY



MPhil Community Medicine

Background

Medical education in our country is mostly therapeutic and physician's oriented. Increasing importance of practices of preventive medicine is highly debated, deliberated and demanded but it has not given due space in framework of medical career. Much attention has been focused in recent past on scarcity of Public Health Professionals, especially in our part of world. Public Health is only taught under the heading of Community Medicine to undergraduate medical students as part of fourth year teachings in most medical teaching institutions of the country as theoretical knowledge based content with almost no exposure to practical component of subject and there is no mechanism for assurance of acquisition of necessary knowledge and skills.

Current pandemic crisis posed by COVID-19 has highlighted the fact that Preventive can play a significant contribution in improvement of patient care and ultimately the overall health care delivery system. The pandemic catastrophe has also proved that there is a need to produce public health professionals who can generate evidences in improving health systems, act as advocates and champions for addressing the 21st century challenges faced by Pakistan. The health care professionals at all levels are needed to be invited and equipped with necessary knowledge and skills to take up this legacy. Since preventive medicine plays a key role in the practice of medicine as a profession; a multi-pronged approach needs to be exercised, to best address the health needs of a community and to improve the service delivery.

Rawalpindi Medical University leads the way among public sector universities by introducing two year Master Program in Public Health. This will not only for Rawalpindi Medical University Faculty but medical professionals from other universities across the country also have been provided chance to avail this opportunity. Development of Doctorate level Program is the next mile stone to be achieved under visionary leadership of Vice Chancellor of Rawalpindi Medical University.

MESSAGE OF THE VICE CHANCELLOR



**Prof. Dr. Muhammad Umar
(Sitara-e-Imitaz)**

It is indeed a matter of great pleasure that Rawalpindi Medical University is going to commence the Master of Philosophy in Community Medicine .This is one of the initiatives that Rawalpindi Medical University has taken so far to promote the practices of Public Health and Preventive Medicine among medical professionals working both in public and private healthcare settings.

It is of prime importance for the medical professionals to keep pace with the recent advancements in field of Public Health and Preventive Medicine .This masters level program will serve to provide a broad framework to strengthen the capacity building of healthcare service providers in most commonly encountered healthcare research problems. Lastly, I congratulate my faculty for their untiring efforts in designing this course and wish them all the best for the success of this course which will ultimately be very beneficial to the community.

UNIVERSITY VISION & MISSION

VISION

The Rawalpindi Medical University (RMU)'s MPhil Community Medicine Program aimed at the capacity building of among health care professionals in field of preventive medicine. The purpose is to equip the health professionals with knowledge and skills to evidence based decision-making in health care, policy-making and management and public health interventions implementation. The program stresses upon hands-on training to develop knowledge and skills for public health problems identification and prioritization, health planning, policy making , preparation of research project proposals and protocols, preparation of research plans and budgets, research reports and publications writing and reviewing of research proposals and publications.

MISSION

To produce competent public health oriented Professionals in community, adequately equipped with the knowledge, skills and attitude deemed necessary to meet the healthcare needs of the community and play a fundamental leadership role in the provision of comprehensive healthcare services through evidence based medicine.

GOAL

We aspire our scholars to be the best healthcare professionals in the region, meeting international standards of research with meaningful and effective service to society.

AIM & OBJECTIVES

Aim of Master level degree program is to create center of excellence for our faculty members by establishing intellectual foundation to promote critical thinking and practice evidence based medicine with the aspiration to improve clinical outcomes, population health and health care services delivery across the world beyond traditional medical care.

PREAMBLE:

This document contains a proxy curriculum which covers basic sub areas of the subject of community medicine which first degree postgraduate students in the subject of community medicine (MPhil) should at basic level have a level of understanding to deliver the learning needs of the undergraduate medical students in the subject of community medicine. This doc indicates major disciplines and sub-disciplines included in PMDC curriculum of the subject. It indicates contents outlines, learning outcomes, modes of teachings and assessments formally adopted for the deliverance of the given contents at undergraduate teaching level.

Its objective is to the capacity building of the PG student for its primary professional needs after post graduation in the subject of community medicine.

All the disciplines and sub-disciplines included should be taken as an initial & minimum area of learning. These topics should work as probe for further learning. The advance & complex learnings in each area will be identified by the PG student and the faculty under formal schedules notified by the course director of the M Phil program in the subject.

This doc covers theoretical contents of teachings in the subject, and also indicates various modes of teachings recommended in medical education. It is well influenced by “Prof Omar’s Model” of medical education.

This curriculum is sequenced as the formal course of undergraduate leaning in community medicine in Rawalpindi Medical university. It is well harmonized with integrated modular curriculum being run by the university.

Course Director

MPhil Community Medicine Program

Department of Community Medicine RMU

Module – I
(Alignment module special senses-I ENT)

Course outlines, learning objectives, level of learning & assessment tools

Theme: The acquisition of medical knowledge must continually circulate back to the application of it and provide better and more relevant, quality patient care. The lifelong-learner attribute is evidenced by the student's commitment to querying literature and texts on a regular basis and critically evaluating new medical information and scientific evidence in order to modify their knowledge base accordingly that can be done very finely having deep understanding of epidemiology and concept of health and disease taught in this module by establishing the factors that lead to public health issues, the appropriate responses, interventions, and solutions.

S. No	Major subject / area	Contents outlines (Major topics & sub-topics)	LOs After the session students will be able to:	Level of learning	Mode of teachings	Assessment Tools
CM-1	Introduction to the subject of community medicine	<ol style="list-style-type: none"> Intro to the subject of community medicine & public Health. (All definitions explaining the subject) Intro to IUGRC Scheme of learning 	<ol style="list-style-type: none"> Comprehend the definitions explaining the subjects. Comprehend practices of Public Health. Follow the scheme of learning & assessment CM over the year. Follow scheme of learning IUGRC 	C1 & C2	LGIS	MCQs SEQs EMQs and viva exam
CM-2	Fundamental Preventive aspects of otolaryngology related diseases	<ol style="list-style-type: none"> Health & Disease in public health context. Wellbeing & Positive Health Health Dimensions 	<ol style="list-style-type: none"> Comprehend public health aspects of Health & disease Explain well being and positive Explain dimensions of health 	C1 & C2	SGIS / GDSs	MCQs SEQs viva exam
CM-3	Fundamental concepts of Preventive medicine -II	<ol style="list-style-type: none"> Health Assessment (Indicators) Quality of life indicators Health indexes Approaches to disease prevention & control 	<ol style="list-style-type: none"> Comprehend statistical indicators Describe health indicators Comprehend & calculate e HI & Indexes Apply approaches to diseases prevention 	C1 & C2	SGIS / GDSs	MCQs SEQs viva exam
CM-4	Levels of prevention	<ol style="list-style-type: none"> Models of Disease causation Natural History of disease Level of prevention 		C1 & C2	SGIS / GDSs	MCQs SEQs viva exam
CM-5	Fundamental Concepts & Uses of Epidemiology	<ol style="list-style-type: none"> Definition of epidemiology Explanation of concepts embodied in definition (Time-place-Person format & Epidemiological triangle) Epidemiologic approach Basic tools of measurements (Rates, Ration, & Proportion) Uses of epidemiology 	<ol style="list-style-type: none"> Define epi- Explain concepts embodied in definition. Comprehend epidemiologic approach Comprehend & calculate epidemiologic rate, ratio and proportion Enumerate uses of epi- 	C1, C2 & C3	SGIS / GDSs	MCQs SEQs EMQs and viva exam
CM-6	Basic Tools of Measurements in Epidemiology and Measurement of Mortality	<ol style="list-style-type: none"> Review of Basic tools of measurements in epi- Measurement of Mortality & Issues of standardization of mortality data 04- Types of Mortality Rates Standardization of Mortality Rate 	<ol style="list-style-type: none"> Comprehend & calculate Rate, Ration and Proportion Comprehend problems of mortality recording. Comprehend & calculate 04 types Mortality rates Comprehend & perform standardization of MRs 	C2 & C3	Philips classroom / workshop	MCQs, SEQs viva and OSPE
Epi-7	Measurement of Morbidity	<ol style="list-style-type: none"> Concepts & Epidemiologic tools used for measurements of diseases or morbidity. Incidence Rate Prevalence Rate Ration b/w inc. and pre. Bathing Tub of Epi- 	<ol style="list-style-type: none"> Comprehend statistical tools used for disease measurement Calculate incidence rate and prevalence rates for given diseases Explain concept of Bathing tub of epi- 	C2 & C3	Philips classroom / workshop	MCQs, SEQs viva and OSPE
CM-8	Intro to Epidemiologic Methods	<ol style="list-style-type: none"> Classification of Epidemiologic Methods / studies Descriptive epidemiology- types of descriptive studies Steps of descriptive studies Migration studies 	<ol style="list-style-type: none"> Explain classification of epidemiologic study designs Comprehend types of descriptive studies Explain steps of Descriptive Comprehend Migration study designs 		SGIS / GDSs	MCQs, SEQs viva and OSPE
CM-9	Analytica studies (case-control studies)	<ol style="list-style-type: none"> Fundamental concept of case-control study designs Steps of case control studies Bias & Matching Odds ration Limitations of case-control studies 	<ol style="list-style-type: none"> Comprehend logics of C-Control study designs Comprehend & apply steps for undertaking a C-C study Comprehend Bias issues and perform matching Calculate & interpret Odds Ratio Comprehended limitations of C-C studies 	C1, C2 & C3	SGIS / GDSs	MCQs, SEQs and OSPE and Viva Voce
CM-10	Analytica studies (case-control studies)	<ol style="list-style-type: none"> Fundamental concept of Cohort study designs Steps of case Cohort studies 	<ol style="list-style-type: none"> Comprehend logics of Coh- study design Comprehend & apply steps for undertaking a Coh-study in given scenario 	C1, C2 & C3	SGIS / GDSs	MCQs, SEQs and OSPE and Viva Voce

		<ol style="list-style-type: none"> 3. Measures of association in Cohort-Study designs (RR, AR, PAR) Relative Risk, 4. Types of Coh-Study designs 5. Limitations of case-control studies 6. Differences b/w Coh- & C-C study designs 	<ol style="list-style-type: none"> 3. Calculate & interpret O3-measures association in Coh-study 4. Comprehended and differentiate Coh-study designs from C-C studies 5. Comprehend demerits of Coh-studies 			
CM-11	Experimental Epidemiologic study designs	<ol style="list-style-type: none"> 1. Fundamental concept of Experimental Epidemiologic designs 2. Steps of undertaking a Randomized Controlled Trial (RCT) 3. Randomization & Blinding 4. Types Experimental Epidemiologic study designs 	<ol style="list-style-type: none"> 1. Comprehend Fundamental concept of Experimental Epidemiologic designs 2. Apply Steps of undertaking a Randomized Controlled Trial (RCT) in required scenario 3. Comprehend and apply Randomization & Blinding in required situation 4. Comprehend Types Experimental study designs 	C1, C2 & C3	SGIS / GDSs workshop	MCQs, SEQs and OSPE and Viva Voce
CM-12	Comparative review of all Epi-study designs	<p>Comparative review based on</p> <ol style="list-style-type: none"> 1. Study population 2. Concepts of study group and control group 3. Data collection modes & Direction 4. Statistical components used in each design 5. Etiologic significance 6. Advantages & limitations of each design 	<ol style="list-style-type: none"> 1. Comprehend & differentiate parallel concepts of all study designs 2. Choose right study designs in given scene 3. Choose right analytical techniques for the given scene and Study design selected 4. Comprehend & choose right study population / groups for the study designs appropriate to given scene. 5. Comprehend & apply right statistical techniques for the studies undertaken under the given scene 6. Comprehend Etiologic significance , advantages & limitations of each design in relevance to each other 	C1, C2 & C3	SGIS / GDSs	MCQs, SEQs and OSPE and Viva Voce
CM-13	Epidemiologic Investigation	<ol style="list-style-type: none"> 1. Disease outbreak & epidemic – review (epidemic, endemic & pandemic) 2. Types of epidemics 3. Steps of an epidemiologic investigation 4. Covid-19 a case study (an assignment to students) 	<ol style="list-style-type: none"> 1. Comprehend disease outbreaks & epidemics 2. Classify types and levels disease epidemics or outbreaks 3. Undertake required steps of investigating a disease outbreak situation 4. Delineates epidemiologic investigation levels involved in Covid-19 (a student presentation) 	C1, C2 & C3	Philips classroom / workshop	MCQs, SEQs and OSPE and Viva Voce
CM-14	Association & Causation	<ol style="list-style-type: none"> 1. Types of associations 2. Requirements for causation 3. Statistical significance & clinical significance 4. Hill's criterion for judging causality of association 	<ol style="list-style-type: none"> 1. Comprehend Types of associations 2. Comprehend requirements for causation 3. Comprehend difference b/w statistical significance and clinical significance 4. Apply Hill's criterion for judging causality of association 	C1, C2 & C3	Philips classroom / workshop	MCQs, SEQs and OSPE and Viva Voce

Module – II

(Alignment Module special senses-II (EYE))

Course outlines, learning objectives, level of learning, preferred modes of teachings & assessments.

Theme: role of **health education and communication** taught in this module cannot be neglected in order to provide the care in a manner that recognizes and values the unique cultural background and emotions of every patient, thoughtfully including their families and support systems in every aspect of their care hence successfully master the Core Competency of Interpersonal and Communication Skills. another topic is **evidence-based screening programs** for early detection of diseases or for prevention of diseases specifically eye related issues in different age groups and playing role in **primary health care delivery**

S. No	Major areas	Contents outlines (Major topics & sub-topics)	LOs After the session students will be able to:	Level of learning	Modes of teaching	Assessment Tools
CM-1 LGIS	screening I	<ol style="list-style-type: none"> Iceberg phenomenon of disease Concept of screening Aims and objectives of screening Criteria for screening of diseases and screening tests Uses & types of screening 	<ol style="list-style-type: none"> Define screening Explain Iceberg phenomenon of diseases with examples Discuss Aims and objectives of screening Enlist Criteria for screening of diseases & screening tests Discuss uses & types of screening with examples 	C1 & C2& C3	Workshop / Philips classroom	MCQs, SEQs and OSPE and Viva Voce
CM-2 LGIS	screening -II	<ol style="list-style-type: none"> Screening test vs diagnostic test Rationale of screening tests Lead time in screening Concept of 2x2 table Validity & yield of screening tests Sensitivity & Specificity Positive predictive value(PPV) & Negative predictive value(NPV) Issue of false positives and false negatives Evaluation of screening tests Characteristics of screening tests Problem of borderline Receiver operating characteristic curve 	<ol style="list-style-type: none"> State differences between screening tests and diagnostic tests Describe rationale of screening tests with reference to natural history of disease and critical point Explain lead time in screening test Construct 2x2 table from given data Explain measures of validity of screening tests Calculate and interpret sensitivity & specificity of screening test from given data Calculate and interpret PPV & NPV of screening test from given data Discuss issues related to false positives and false negatives Explain yield of screening tests Discuss measures used to evaluate screening tests & programs Explain various characteristics of screening tests with special emphasis on repeatability Discuss problems of borderline with emphasis on cutoff point decision Identify and explain ROC curve 	C1 & C2, C3	Workshop / Philips classroom	MCQs, SEQs and OSPE and Viva Voce
CM-3 LGIS	Epidemiology of blindness & accidents	<ol style="list-style-type: none"> Determinants of blindness Temporary & permanent blindness Prevention of blindness WHO fact sheet on blindness and vision impairment Types of accidents Prevention of accidents 	<ol style="list-style-type: none"> Categorize different types of accidents Describe risk factors involved in accidents Describe different preventive strategies for accident controls Identify the methods to prevent blindness 	C1, C2& C3	LGIS	MCQs, SEQs and OSPE and Viva Voce
CM-4 SGD	Epidemiology of trachoma (surface infections)	<ol style="list-style-type: none"> Trachoma Leprosy Sexually transmitted diseases Tetanus 	<ol style="list-style-type: none"> Comprehend the causative factor, pathophysiology and symptoms of trachoma. Comprehend role of prevention in trachoma Understand the causative agent, symptoms, types of leprosy. Understand role of prevention in leprosy. Understand the determinants, modes of transmission of STI. Comprehend the social impact & preventive aspect of STI. Understand the determinants & preventive aspects of neonatal tetanus and tetanus after injury 	C1, C2& C3	SGIS	MCQs, SEQs and OSPE and Viva Voce
CM-5	Preventive Geriatrics	<ol style="list-style-type: none"> Health problems of aged Lifestyle and healthy ageing Disease prevention in elderly 	<ol style="list-style-type: none"> Differentiate between geriatrics and gerontology. 	C1, C2	SGIS	MCQs, SEQs

SG D	cs and eye problems		<ol style="list-style-type: none"> 7. Explain the public health importance of geriatrics. 8. Enlist common health and other problems related to old age. 9. Describe important preventive measures in this regard. 10. Explain role of social welfare department for provision of services for elderly. 11. Describe important activities of World Health Organization for promotion of care of elderly people. 			and OSPE and Viva Voce
CM-6 LGI S	Health education-I	<ol style="list-style-type: none"> 5. Communication process 6. Types of communication 7. Health communication 8. Barriers of communication 9. Functions of health communication 	<ol style="list-style-type: none"> 1. Define communication and its types 2. Explain Role of sender, receiver, feedback and content of message 3. label Shannon Weaver communication model 4. Enumerate communication barriers 5. Explain various functions of health communication 	C2 & C3	SGIS	MCQs , SEQs and OSPE and Viva Voce
CM-7 LGI S	Health education-II	<ol style="list-style-type: none"> 6. Health education models 7. Approach to health education 8. Contents of health education 9. propaganda 	<ol style="list-style-type: none"> 4. recognize different models of health education 5. Elaborate the scope /contents of health education 6. Explain different approaches of health education 	C1 & C2 C3	SGDs , workshop	MCQs , SEQs and OSPE and Viva Voce
CM-8 LGI S	Health education-III	<ol style="list-style-type: none"> 5. Principles of health education 6. Practice of health education 7. Social marketing 	<ol style="list-style-type: none"> 5. Explain principles of health education 6. Explain different ways of practice of health education 7. Explain social marketing 	C1, C2 C3	SGDs , workshop	
CM-9 LGI S	Health planning and management	<ol style="list-style-type: none"> 1. Planning cycle 2. Management methods I-based on behavioural sciences& Quantitative methods 	<ol style="list-style-type: none"> 1. Define Health Planning 2. Know the aim and objectives of planning 3. Understand rationale of planning 4. Elucidate the different levels of Planning 5. Know-how of different phases of planning. 6. Appreciate the various steps of planning cycle. 7. Define Management 8. Elaborate different methods of Management 9. Apply planning and management in practice of medicine 	C1, C2 & C3	SGDs , workshop	MCQs , SEQs and OSPE and Viva Voce
CM-10 LGI S	Health management information system(HMIS)	<ol style="list-style-type: none"> 1. Essentials of HMIS 2. Sources of health information 3. Functions of HMIS 4. Disease early warning system 	<ol style="list-style-type: none"> 1. Define HMIS 2. Discuss essential elements & functions of HMIS 3. Describe steps in developing HMIS 4. Enlist components & features of HMIS 5. Discuss various sources of health information 6. Discuss DEWS in Pakistan 7. Enlist goals and objectives of DEWS 8. Enlist diseases selected for DEWS 	C1, C2 & C3	SGDs , workshop	MCQs , SEQs and OSPE and Viva Voce
CM-11 SG D	Alma Ata declaration and primary health care (PHC)	<ol style="list-style-type: none"> 1. Health for all 2. Alma Ata declaration 3. Elements of PHC 5. Principles and challenges attributed with PHC 6. Comprehensive health care 	<ol style="list-style-type: none"> 7. Define primary health care 8. understand Concepts of 'health for all' and Alma Ata declaration 9. Understand the development of comprehensive health care 10. Enlist the elements, principles and strategy of comprehensive health care 11. Outline the challenges that contributed to evolvement of PHC 	C1, C2 & C3	SGIS	MCQs , SEQs and OSPE and Viva Voce
CM-12 SG D	Millennium development goals and sustainable	<ol style="list-style-type: none"> 1. Origins of millennium development goals and sustainable development goals 2. universal health coverage 	<ol style="list-style-type: none"> 1. Explain the millennium development goals (MDGs), sustainable development goals (SDGs) and their origins 2. Difference between MDGs and SDGs 3. know how SDGs might affect overall health as a global priority in the future 4. Define universal health coverage 	C1, C2	LGIS	MCQs , SEQs and OSPE and

	ble development goals					Viva Voce
CM-13 LGI S	Hospital administration	<ol style="list-style-type: none"> Types of hospital Functions of hospital Factors influencing hospital utilization 	<ol style="list-style-type: none"> Define hospital Understand development of hospital as an institution. Appreciate types & functions of hospitals. Know hospital utilization Ascertain hospital statistics in use. Identify factors influencing hospital utilization Know the role of hospital administrator 	C1, C2 & C3	SGDs , workshop	MCQs , SEQs and OSPE and Viva Voce
CM-14 LGI S	Epidemiology of hospital acquired infection	<ol style="list-style-type: none"> Mode of transmission of nosocomial infection Prevention of nosocomial infection 	<ol style="list-style-type: none"> define nosocomial infections Understands the various modes of transmission of nosocomial infections Enlist the various strategies for prevention and control of nosocomial infections 	C1, C2 & C3	SGDs / SGIS	MCQs , SEQs and Viva Voce
CM-15 LGI S	Hospital waste management	<ol style="list-style-type: none"> biomedical waste hazards of health care waste waste management system disposal methods of health care waste 	<ol style="list-style-type: none"> Define Biomedical waste. Describe type of waste. Describe risk and non-risk waste. Explain health hazards of health care waste. Describe waste management team and waste segregation. Describe the disposal / treatment technologies for health care waste 	C1 & C2 C3	SGDs , workshop	MCQs , SEQs , OSPE
CM-16 LGI S	Disinfection	<ol style="list-style-type: none"> disinfection & sterilization types and properties of disinfectant 	<ol style="list-style-type: none"> Differentiate between disinfection and sterilization. Enlist properties of an ideal disinfectant. Explain different types of disinfection. Describe various important types of agents (natural, physical and chemical agents) used as disinfectants. 	C1 & C2		MCQs , SEQs, OSPE

Module – III

(Alignment Module Endocrinology)

Course outlines, learning objectives, level of learning, preferred modes of teachings & assessment tools

Theme: health care delivery system along with the important national health programs are main debut in this module because as soon as students graduate, they will be participating in the health care system as a whole: working in the health care field, operating under government regulations, maintaining certification, and more. Therefore, students must be aware of the health care systems in which they will operate. **non communicable diseases** insight will enable them to Offer and implement strategies to continuously improve community health and wellness.

S. No	Major areas of the subject	Contents outlines (Major topics & sub-topics)	LOs After the session students will be able to:	Level of learning	Modes of teaching	Assessment Tools
CM_1 LGI S	Adolescent Health	1. Mental Health issues in adolescence 2. nutritional Health issues in adolescence 3. reproductive Health issues in adolescence 4. unintended injuries in adolescence	1. Demonstrate understanding of normal adolescent development, its impact on health and implications for health care & promotion 2. Counselling of adolescents with specific conditions 3. Identification of normal growth and pubertal development and manage disorders of growth and puberty 4. Manage common health conditions during Adolescence 5. Identification of mental health problems and their management 6. Identify sexual and reproductive health care 7. Assess nutritional status and manage nutrition-related disorders 8. Identify signs of substance use and substance use disorders 9. Educate about prevention of unintended injuries	C1 & C2 C3	SGIS /GDs	MCQs, SEQs and Viva Voce
CM-2 LGI S	Epidemiology & Prevention of Non-communicable diseases-I	1. diabetes mellitus 2. obesity 3. coronary heart disease	1. Differentiate between communicable and non communicable diseases 2. Describe the risk factors and their importance in causation of diabetes, obesity and heart diseases 3. Measure the burden of diabetes, obesity & cardiovascular diseases in Pakistan 4. Impart health education for prevention and control of cardiovascular diseases, obesity and diabetes mellitus 5. Define obesity 6. Categorize/classify obesity 7. Describe different methods of obesity Assessment	C1 & C2 C3	SGIS SGDs	MCQs, SEQs and Viva Voce
CM-3 LGI S	Epidemiology & Prevention of Non-communicable diseases-II	11. cancer 12. stroke 13. hypertension (HTN)	1. Describe the risk factors and their importance in causation of HTN, cancer & stroke 2. Measure the burden of HTN, cancer & stroke in Pakistan 3. Impart health education in prevention and control of hypertension, cancer, stroke 4. Classify hypertension 5. Understand the rule of halves 6. Identify common carcinogens 7. Understand role of risk factors in cancers	C1, C2 C3	SGIS SGDs	MCQs, SEQs and Viva Voce
CM-4 SG D	Health Programs of Pakistan	1. National program for family planning 2. Expanded program of immunization(EPI) 3. AIDs control program 4. Hepatitis control program 5. Malaria control program	1. Explain program and why National Health programs? 2. Important national health programs 3. Enlist important National Health programs 4. Know key points regarding National Program for family planning and primary health care, EPI, AIDs Control program, Hepatitis control Program, Malaria Control Program, National maternal, neonatal and child health program (RMNCH), Iodine deficiency disorder program	C1 & C2	SGIS SGDs	MCQs, SEQs and Viva Voce

		6. National maternal, neonatal and child health program (RMNCH) 7. Iodine deficiency disorder program				
CM-5 SG D	Tuberculosis(TB), National TB control program, Multi Drug Resistance TB	12. World statement regarding TB 13. Epidemiology of TB 14. End TB strategy 15. national TB control program	1. Describe the public health importance of Tuberculosis in global and local context. 2. Describe the epidemiology of Tuberculosis 3. Enlist the modes of transmission and incubation period of Tuberculosis. 4. Identify the high risk individuals to get the disease. 5. Explain significance, procedure and interpretation of Montoux Test. 6. Enlist the complications of Tuberculosis. 7. Describe prevention and control of Tuberculosis in community. 8. Enumerate components of End TB Strategy. 9. Differentiate between primary and secondary drug resistance with reference to Tuberculosis. 10. Differentiate between MDR-TB and XDR-TB. 11. Explain national TB control program	C1, C2 C3	SGIS SGDs	MCQs, SEQs and Viva Voce
CM-6 SG D	health care delivery systems of Pakistan	1. Health system 2. Health system models 3. Health system analysis	6. Define health system 7. Enlist health system models 8. Comprehend components of health care delivery system 9. Identify objectives of health system 10. Understand the functions of health system	C!, C2 C3	SGIS SGDs	MCQs, SEQs and Viva Voce

Module – IV

(Alignment module Population medicine & Reproductive health)

Course outlines, learning objectives, level of learning, preferred modes of teaching & assessment.

Theme: by understanding the concepts of **preventive medicine in obstetrics**, the competency of patient care in relation to other and child health care highlights the necessity of maintaining a client-centered approach to health care. **Contraceptive perceptions and demography** of our community will make them understand and recognize the unique effects of age, gender, culture, race, religion orientation and its effects on a client's health and well-being and act accordingly to provide care that is cognizant of these cultural ramifications.

S. No	Areas of the subject	Contents outlines (Major topics & sub-topics)	LOs After the session students will be able to:	Level of learning	Modes of teachings	Assessment Tools
CM-1 LGI S	Preventive medicine in obstetrics-I (social obstetrics)	<ol style="list-style-type: none"> 1. Maternal and child health care(MCH) 2. Maternity cycle 3. MCH problems 4. Delivering MCH services 5. Recent trends in MCH care 	<ol style="list-style-type: none"> 1. Define and comprehend the rationale of different components of maternal and child health including <ol style="list-style-type: none"> a. Reproductive Health & its Components b. Safe motherhood & its Components c. Maternal Mortality Rate, causes & prevention d. Infant Mortality Rate, causes & prevention e. MCH Center f. Child Care- IMCI 2. Infer the logic behind application of different preventive measures in various phases of life to improve the Maternal Health 3. Appreciate the relationship between the Maternal Health status and the outcome of pregnancy 4. Determine the factors that contribute to increase Maternal mortality rate (MMR) 5. Develop interventions to control MMR 6. To understand the selection of different indicators for multi-dimensional concept of health related to MCH services 7. To acquire knowledge on different indicators which can be used for maternal and child health care and service. 	C1 & C2 C3	SGIS, SGDs	MCQs, SEQs and Viva Voce, OSPE
CM-2 LGI S	Preventive medicine in obstetrics-II (Antenatal care)	<ol style="list-style-type: none"> 4. Preventive services for mothers 5. Indicators in MCH care 	<ol style="list-style-type: none"> 4. Understand the availability of preventive services for mother during antenatal period 5. Appraise the mortality indicators related to MCH care 	C1 & C2 C3	SGIS, SGDs	MCQs, SEQs and Viva Voce, OSPE
CM-3 LGI S	Preventive medicine in obstetrics-III (Intra natal ,Post-natal Care)	<ol style="list-style-type: none"> 14. domiciliary care 15. Institutional care 16. Rooming in 17. Post natal period and related complications 	<ol style="list-style-type: none"> 1. Comprehend the concept of care required for the rapid restoration of the mother to optimum health 2. Enlist the preventive strategies required to prevent complications during intra natal & post-natal period 3. Appreciate the importance of health education for mother/family regarding intra natal & postnatal complications 4. Understand the relevance of family planning services provided during postnatal period 	C1 & C2 C3	SGIS, SGDs	MCQs, SEQs and Viva Voce, OSPE
CM-4 LGI S	Preventive medicine in pediatrics-I	<ol style="list-style-type: none"> 8. Mortality in infancy and childhood 9. Integrated Management of Childhood Illness (IMCI) 	<ol style="list-style-type: none"> 1. Knowledge about concept of infant mortality 2. Determine the factors which predispose to high infant mortality 3. Appreciate the causes of infant mortality in different phases of child bearing and postnatal periods. 4. Classify according to Integrated Management of Childhood Illness 5. Classify degree of Pneumonia and ARI according to IMCI 	C1 & C2 C3	SGIS, SGDs, workshop	MCQs, SEQs and Viva Voce, OSPE
CM-5	Preventive medicine in pediatrics-II	<ol style="list-style-type: none"> 16. Surveillance of growth & development 	<ol style="list-style-type: none"> 1. Able to record Weight the baby and measure the height of children 2. Assess degree of dehydration 	C1 & C2 C3	SGIS, SGDs	MCQs, SEQs and

LGI S		17. Preventive measures to control infant and child mortality	3. Prepare home-made ORS 4. interpret growth chart 5. Suggest preventive measures at different levels of prevention and in different scenarios 6. Understand the logic of measures taken to prevent infant and child mortality			Viva Voce, OSPE
CM- 6 LGI S	immunization	1. host defenses 2. immunizing agents	1. Differentiate between active & passive immunity 2. Categorize the primary & secondary immune response 3. Differentiate between herd & ring Immunity Differentiate between functions of different types of immunoglobulins 4. Recognize different types of vaccines, their storage & administration 5. Describe the comparison of killed & live vaccines 6. Describe cold chain & its equipment 7. Identify the vaccines vial monitor 8. Describe the correct storage ; use of diluents	C1 & C2 C3	SGIS, SGDs	MCQs, SEQs and Viva Voce, OSPE
CM- 7 LGI S	(Immunization) Expanded program of immunization	1. Adverse events following immunization (AEFI) 2. immunization schedule	1. Define AEFI 2. Describe common , minor vaccines 3. Reaction & rare, more serious vaccine reactions 4. reactions 5. Memorize case definitions of AEFI 6. Recognize the anaphylaxis 7. Describe error-related & anxiety-related reactions 8. Enlist the precautions to be taken during immunization 9. Investigate AEFI 10. Enlist the diseases in EPI 11. Enlist the diseases other than EPI 12. against which vaccination is recommended 13. Categorize the vaccination of high risk population/group	C1 & C2 C3	SGIS, SGDs	MCQs, SEQs and Viva Voce, OSPE
CM- 8 SG D	Scope of Family planning	1. Health aspects of family planning 2. Welfare concept 3. Small family norms 4. Eligible couples 5. Couple protection rate	1. To identify the need and requirements for an informed decision-making process on contraceptive choice 2. To characterize the principles of reproductive rights and gender issues related to family planning 3. identify the scope of family planning 4. appreciate health aspects of family planning 5. understand the terms of small family norms and eligible couples & target couples 6. calculate the couple protection rate of a given population	C1 & C2 C3	SGIS, SGDs , works hop	MCQs, SEQs and Viva Voce, OSPE
CM- 9 SG D	National population policy and natural methods of contraception	1. National population policy 2. Unmet need of family planning 3. Classification of Fertility regulating methods 4. Barrier methods 5. Natural contraceptive methods 6. Terminal methods	1. Explain national population policy 2. understand the concept of unmet need of family planning 3. Classify fertility regulating methods 4. comprehend barrier methods 5. classify natural methods of fertility control 6. explain sterilization and its complication	C1 & C2 C3	SGIS, SGDs , hands on sessions	MCQs, SEQs and Viva Voce, OSPE
CM- 10 SG D	Contraceptive methods and its evaluation	1. Intra uterine devices 2. Hormonal contraceptives 3. Postconceptional methods 4. Evaluation of contraceptive methods	1. characterize the following contraceptive methods based on mechanism of action, indicators of effectiveness, side effects, non-contraceptive benefits, eligibility criteria and interventions for certain problems during use: 2. Combined oral contraceptives 3. Progestin only pills 4. Injectable contraceptives 5. Hormonal implants 6. Tubal ligation and vasectomy 7. Intrauterine contraceptive devices 8. Emergency contraception 9. New contraceptive technology 10. Identify the methods for family planning evaluation	C1 & C2 C3	SGIS, SGDs , hands on sessions	MCQs, SEQs and Viva Voce, OSPE

CM-11 SG D	Breast feeding	<ol style="list-style-type: none"> Advantages of breast feeding Weaning practices Feeding associated problems Baby friendly hospital initiative (BFHI) 	<ol style="list-style-type: none"> Procure knowledge about advantages & disadvantages of types of feeding practices. Acquire knowledge of the hazards associated with feeding of the child. Appreciate the logic behind the conditions of concern prevailing in the mother during breast feeding. Identify, the problems associated with feeding and the measures to rectify. Educate mothers about the steps of weaning Educate the mothers about technique of breast feeding and to advice to Tuberculous mother about lactation Determine the conditions of concern prevailing in the mother during breast feeding Understand BFHI 	C1, C2 c3	SGIS	MCQs, SEQs and OSPE and Viva Voce
CM-12 SG D	Demography (World population trends)	<ol style="list-style-type: none"> Definition Linkage of Demography with other disciplines Application of Demography within the health system Sources of population data Measures of Mortality Measures of fertility Population explosion 	<ol style="list-style-type: none"> Define demography and population dynamics Discuss linkage of demography with other disciplines Apply demographic concepts in health system. Discuss all major sources of population data with special emphasis on population Census Calculate different rates related to mortality from given data Calculate different rates related to fertility from given data Describe Demographic, economic, social and interdisciplinary implications of population explosion 	C1, C2 & C3	SGIS , works hop	MCQs, SEQs and OSPE and Viva Voce
CM-13 SG D	Demography (Demographic cycle of population)	<ol style="list-style-type: none"> Demographic transition Demographic cycle Malthusian theory Population Momentum Demographic dividend, bonus , trap Growth Rate Population doubling time 	<ol style="list-style-type: none"> Discuss theory of demographic transition Describe and interpret stages of demographic cycle with examples and logical reasoning Graphically illustrate the stages of demographic cycle Explain limitations of this model Discuss Malthusian theory of population growth Explain population momentum Describe the effect of population momentum on growth of population Discuss demographic dividend, bonus, trap Calculate growth rate from given data Calculate and interpret population doubling time 	C1, C2 & C3	SGIS , works hop	MCQs, SEQs and OSPE and Viva Voce
CM-14 SG D	Demography (fertility trends and related statistics)	<ol style="list-style-type: none"> Population dynamics or change Migration and urbanization Population density Family size Replacement level fertility Life expectancy 	<ol style="list-style-type: none"> Discuss concept of demographic equation Calculate population at a particular time from the given data Calculate population in future from given data Discuss push and pull factors associated with migration. Describe various measures of migration. Discuss implications of urbanization Explain types of migration and associated measures Define population density Explain family size and factors associated with it Explain replacement level fertility State what is meant by life expectancy and how it is calculated 	C1, C2 & C3	SGIS , works hop	MCQs, SEQs and OSPE and Viva Voce
CM-15 SG D	Demography (population pyramid and dependency)	<ol style="list-style-type: none"> Population pyramids Dependency ratio Age-sex composition 	<ol style="list-style-type: none"> Explain population pyramid Read and interpret a population pyramid Identify and interpret population pyramids in different stages of growth Identify and interpret different types of population pyramids with respect to shape Explain any asymmetry in shape Identify baby boom in population pyramid State importance of population pyramids 	C1, C2 & C3	SGIS , works hop	MCQs, SEQs and OSPE and Viva Voce

			8. Calculate and interpret dependency ratio 9. Explain age and sex composition of a population 10. Calculate sex ratio from a given data			
CM-16 LGIS	School Health Services	1. functions of school health services 2. health related problems of school children 3. implementation strategies of school health services	1. Define School health services 2. Enlist objectives of School Health Services. 3. Explain duties of School Health Team. 4. Enlist various health related problems of School children. 5. Enumerate and explain various functions of School health services. 6. Demonstrate importance of implementation of various aspects of school health services.	C1, C2 C3		MCQs, SEQs and OSPE & viva
CM-17 LGIS	Handicapped rehabilitation	1. definition 2. difference between handicapped, impairment, disability 3. types of disability 4. rehabilitation	1. Define handicapped 2. Define impairment and disability 3. Differentiate between handicapped, impairment and disability with examples 4. Enlist types of disability and causes of disability 5. Define rehabilitation, enlist types of rehabilitation and objectives of rehabilitation 6. Integrated approach towards handicapped and prevention of disability 7. Social attitude towards handicapped	C1, C2	LGIS	MCQs, SEQs, viva & OSPE
CM-18 LGIS	micro & macro Economics (Health economics)	1. Concept and definitions Types 2. Framework of health economics 3. Supply and demand 4. elasticity	1. Define economics, health economics 2. Explain <ul style="list-style-type: none"> • Macroeconomics • Microeconomics • Positive economics • Normative Economics 3. Describe framework of health economics 4. Explain law of demand and law of supply 5. Describe elasticity	C1, C2 C3	SGIS' works hop	MCQs, SEQs, viva & OSPE
CM-19 LGIS	Framework of health economics (Health economics)	1. Production possibility frontier 2. Different types of Costs 3. Structures of Economic Evaluation	1. Describe Production possibility frontier 2. Explain Different types of Costs 3. Explain <ul style="list-style-type: none"> • Cost minimization analysis • Cost effectiveness analysis • Cost utility analysis • Cost Benefit analysis 	C1, C2 C3	SGIS' works hop	MCQs, SEQs, viva & OSPE
CM-20 LGIS	Non-governmental organization s(NGO) And Agencies	1. World Health Organization 2. United Nations International Children's Emergency Fund (UNICEF) NGO	1. Describe history, constitution and objectives of WHO 2. State WHO regions 3. Explain organizational structure of WHO with functions of each 4. Describe history, mission and milestones of UNICEF 5. Enlist important NGOS of Pakistan	C1, C2	LGIS	MCQs, SEQs vivsa

Module - V

(Alignment Module “Renal”)

Course-outlines, learning objectives, level of learning, preferred modes of teaching, & assessment.

Theme: The objective of strengthening regional and national capacity for prevention and control vector borne diseases can be achieved with better training of students regarding the integrated approach to control these diseases to contribute to the reduction of the spread of vector-borne diseases in the region. Our teachings are intended to support the strategic lines of action to achieve vector controls & disease prevention.

S. No	Major areas	Contents outlines (Major topics & sub-topics)	LOs After the session students will be able to:	Level of learning	Modes of teachings	Assessment Tools
CM-1 LGIS	Modes of transmission arthropod	1. Classification of arthropods 2. Mosquito control measures	1. Define Medical entomology. 2. Define vector along with examples. 3. Enlist and classify arthropods of medical importance	C1 & C2 C3	SGIS	MCQs, SEQs, Viva & OSPE

	borne diseases) (Medical entomology (4. Identify, differentiate and explain features of various classes of arthropods. 5. Explain with examples modes of transmission of arthropods borne diseases. 6. Draw and explain life cycle of plasmodium along with various mosquito control measures 7. Describe importance of entomology from public health aspect.			
CM-2 LGI S	Principles Of Arthropods Control Medical Entomology ;	1. diseases caused by housefly 2. diseases caused by sand fly, Tsetse fly, black fly 3. integrated approach to control insect	1. Enlist diseases caused by house fly. 2. Describe life cycle of house fly and its habitat along with various methods to control fly. 3. Identify and describe sand-fly, Tsetse fly, and black fly along with diseases caused by them 4. 4. Describe integrated approach towards control of class insect.	C1 & C2 C3	SGIS	MCQs, SEQs, Viva & OSPE
CM-3 LGI S	epidemiological determinants of Vector born diseases	1. mosquito borne diseases 2. relapsing fever 3. control of vector borne disease	1. Define a vector and enlist various vector borne diseases. 2. Explain modes of transmission and propagation of parasites. 3. Define host and its types with examples. 4. Enlist and explain mosquito borne diseases 5. Name various causes of viral hemorrhagic fever along with their clinical features. 6. Enlist causes of relapsing fever and various methods towards control of vector borne diseases.	C1 & C2 C3	SGIS	MCQs, SEQs, Viva & OSPE
CM-4 LGI S	(filariasis, leishmaniasis scabies) Vector born diseases;	1. filariasis 2. leishmaniasis 3. scabies	1. Define and explain filariasis and life cycle of filarial parasites. 2. Describe modes of transmission of filariasis and assessment of various mosquito control programs. 3. Explain Leishmaniasis, life cycle of sand-fly and integrated measures towards disease control. 4. Explain scabies, its mode of spread along with curative and preventive measures.	C1 & C2 C3	SGIS	MCQs, SEQs, Viva & OSPE
CM-5 LGI S	Snake bite prevention	1. epidemiology 2. prevention of snake bite 3. people at risk	1. Describe importance of snake bite 2. Know the epidemiology of snake bite 3. Differentiate between clinical manifestations of different types of snakes 4. Enumerate ways of prevention from snakebite 5. Management of snakebite 6. Enlist people more at risk	C1 & C2 C3	SGIS	MCQs, SEQs, Viva & OSPE
CM-6 LGI S	Disaster management	1. types of disaster 2. disaster management 3. triage	1. Define disaster 2. Differentiate between natural and man made disaster 3. Classify different types of disaster 4. Assess the magnitude of disaster 5. Describe all the disaster management steps 6. Understand triage and its importance in disaster management	C1, C2 C3	SGDs, workshop	MCQs, SEQs, Viva & OSPE
CM-7 SG D	Epidemiology of parasitic disease; amebiasis & ascariasis	1. concepts of parasitology 2. classification of parasites 3. amebiasis 4. ascariasis 5. whipworm infestation	1. Define parasite and parasitology. 2. Define and explain with examples concepts in parasitology. 3. Describe classification of parasites. 4. Describe epidemiological determinants and modes of transmission of following parasitic infection. (1) amebiasis (2) ascariasis (3) whipworm infestation 5. Enlist measures towards control of these parasitic infections.	C1 & C2 C3	SGIS	MCQs, SEQs, Viva & OSPE

CM-8 SG D	Epidemiology of parasitic disease; dracunculiasis & hookworm infestation	1. dracunculiasis 2. hookworm infestation	<ol style="list-style-type: none"> Describe and explain diseases along with their clinical features caused by class trematodes (Flukes). Describe diseases caused by class cestodes. Briefly explain life cycle of parasites of medical importance. Explain epidemiological determinants, mode of transmission of following infections <ol style="list-style-type: none"> dracunculiasis hookworm infestation Explain integrated approach towards prevention and control of these parasitic infections. 	C1 & C2 C3	SGIS	MCQs, SEQs, Viva & OSPE
CM-9 LGI S	Epidemiology of viral zoonotic diseases	1. rabies	<ol style="list-style-type: none"> Explain introduction of zoonosis. Discuss rabies disease, its origin and pathophysiology. Identify the preventive aspects of rabies. Enlist vaccination schedule discussion in detail. 	C1 & C2 C3	SGIS	MCQs, SEQs, Viva & OSPE
CM-10 LGI S	Epidemiology of bacterial zoonotic diseases	1. Plague 2. brucellosis	<ol style="list-style-type: none"> Enlist the types and pathophysiology of plague Procure The preventive and health education aspects relevant to plague. Understand brucellosis, its causes and clinical features Appreciate Strategies of brucellosis prevention 	C1 & C2 C3	SGIS	MCQs, SEQs, Viva & OSPE
CM-11 LGI S	Epidemiology of rickettsial diseases	1. tetanus	<ol style="list-style-type: none"> Identify The causative agent, pathophysiology of tetanus. Enlist types of tetanus Understand Vaccination schedule of tetanus. Explain Preventive approach to be adopted in tetanus. 	C1 & C2 C3	SGIS	MCQs, SEQs, Viva & OSPE
CM-12 LGI S	Epidemiology of parasitic zoonotic diseases	1. anthrax	<ol style="list-style-type: none"> Understand Causation and pathophysiology of anthrax in detail. Identify Anthrax role as a bioweapon. Discuss Prevention related to anthrax. 	C1 & C2 C3	SGIS	MCQs, SEQs, Viva & OSPE

Module – VI

(Alignment Module CNS & Psychiatry)

Course outlines, learning objectives, level of learning, preferred modes of teaching & assessment.

Theme: Ideology of mental health, behavioral sciences and medical ethics help the students to present themselves in a manner befitting the role of a societal caregiver, placing the needs of others above their own, striving for continual improvement in their knowledge and skills, accepting responsibility, and treating all people with respect and dignity. Hence highlighting the core competency of professionalism. Moreover, the health of a substantial proportion of the population is at the verge of their professions or work environment. Occupation's related generalized and specific health problems need to be incorporated in medical curricula. The preventive aspects of occupation's related health problems and measures to promote health & wellbeing of the workers is covered in this module under a series of sessions titled occupational health.

S. No	Major areas	Contents outlines (Major topics & sub-topics)	LOs After the session students will be able to:	Level of learning	Modes of teachings	Assessment Tools
CM-1 LGI S	Preventive & promotive aspects of Mental health	<ol style="list-style-type: none"> components of mental health determinants of mental health preventive strategies for mental disorders 	<ol style="list-style-type: none"> understand the components of mental health. understand the etiological factors responsible for mental health deterioration. comprehend the preventive aspect of mental health 	C1 & C2 C3	SGIS	MCQs, SEQs, Viva & OSPE
CM-2 SG D	Promotion of healthy Behaviors & Lifestyle	<ol style="list-style-type: none"> dynamics of behaviour needs and attitude learning habits 	<ol style="list-style-type: none"> Understand behaviour Ascertain dynamics of behaviour 3. Identify causes of behavior Elaborate needs and its types 	C1 & C2 C3	SGIS	MCQs, SEQs, Viva

			<ol style="list-style-type: none"> Define attitude and its components Recognize learning and its types Identify habits & its characteristics 			& OSPE
CM-3 SG D	Ergonomics (Occupational Health-I)	<ol style="list-style-type: none"> Ergonomics Pneumoconiosis Protection against Organic & inorganic pneumoconiosis 	<ol style="list-style-type: none"> Define Occupational Health. Enlist Occupational Hazards encountered in various occupations. Elaborate the concept and significance of Ergonomics. Define Pneumoconiosis. Enumerate important diseases grouped under pneumoconiosis. Describe the occupations and common features of silicosis. Describe the occupations and common features of anthracosis. Describe the occupations and common features of byssinosis. Describe the occupations and common features of bagassosis. Describe the occupations and common features of asbestosis. Describe the occupations and common features of farmer lung. 	C1 & C2 C3	SGIS	MCQs, SEQs, Viva & OSPE
CM-4 SG D	Health protection of agri workers (Occupational Health-II)	<ol style="list-style-type: none"> Hazards in agricultural workers Protection against exposures to Lead Sickness absenteeism Occupational health services 	<ol style="list-style-type: none"> Explain the common features, occupations and diagnostic investigations of lead poisoning. Illustrate common causes and prevention of Sickness absenteeism. Describe causes and impact on health of massive industrialization. Enlist common hazards occurring in agricultural workers. Describe functions of occupational health service. 	C1 & C2 C3	SGIS	MCQs, SEQs, Viva & OSPE
CM-5 SG D	Social security benefits to workers (Occupational Health-III)	<ol style="list-style-type: none"> Preventive measures of occupational hazards Social security measures 	<ol style="list-style-type: none"> Explain general Preventive and control measures of occupational hazards. Enlist important legislative measures for occupational hazards prevention. Describe Social security measures for occupational workers in Pakistan 	C1 & C2 C3	SGIS	MCQs, SEQs, Viva & OSPE
CM-6 LGI S	Emporiatic s	<ol style="list-style-type: none"> Health risk related to travel High risk travellers Role of health physician in emporiatrics 	<ol style="list-style-type: none"> Define emporiatrics Enlist health risks related to travel To understand the concept of behavioural modification required to be adopted in travel Knowledge of high-risk group of travellers Appreciate the role of health physicians in giving health advise to travellers 	C1 & C2 C3	SGIS	MCQs, SEQs, Viva & OSPE
CM-7 SG D	Medical ethics	<ol style="list-style-type: none"> Principle of medical ethics Codes of medical ethics Principles of research ethics 	<ol style="list-style-type: none"> Define and comprehend the rationale of medical ethics Recognize the principle of medical ethics Knowledge of different codes of medical ethics Appreciate the principles of research ethics 	C1 & C2 C3	SGIS	MCQs, SEQs, Viva & OSPE

Recommended books:

1. K Park Text Book of Preventive & social Medicine 28th or latest edition
2. Textbook of community medicine by Muhammad Ilyas, Irfanullah latest edition
3. Text book of preventive & social medicine Maxy Rosenau Last latest edition