CNS Study Guide 2025 4th Year MBBS Batch 49

 CNS & Psychiatry Block XII Module II

**Subject: Community Medicine & Public Health**

**Large Group Interactive Session (LGIS)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Topics** | **Contents Outlines****(Major Topics & Sub- Topics)** | **Learning Objectives** **After the session students will be able to:** | **Learning Domain** | **Teaching Strategy** | **Assessment Tool** |
| Mental Health | Components of Mental HealthEtiological factorsPreventive aspect of mental health | * Understand the components of mental health
* Understand the etiological factors responsible for mental health
* Comprehend the preventive aspect of mental health
 | C2C2C2 | LGIS  | MCQs, SEQs  |
| Occupational Health | Ergonomics | * Define Occupational Health.
* Enlist Occupational Hazards encountered in various occupations.
* Elaborate the concept and significance of Ergonomics.
 | C1C1C2 | LGIS  | MCQs, SEQs  |
| Pneumoconiosis | SilicosisAsbestosisAnthracosisByssinosis | * 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.
 | C1C1C2C2C2 | LGIS  | MCQs, SEQs |
| Dynamics of Social Sciences | Social SciencesFamily Society Culture  | * Define social sciences
* Identify branches of social science
* Define families and its types
* Define Society and its types
* Briefly describe culture and its components
 | C1C2C1C1C2 | LGIS | MCQs, SEQs |
| Medical Anthropology | Medical anthropology and its branchesAnthropological methodsResearch & anthropological techniquesHuman ecology | * Describe medical anthropology and its branches
* Appreciate anthropological methods
* Explain Research and anthropological techniques
* Briefly describe human ecology
 | C2C2C2C2 | LGIS | MCQs, SEQs |
| Health problems due to industrialization | Lead PoisoningSickness absenteeismAccidents in industryHealth problems due to industrialization  | * Explain the common features, occupations and diagnostic investigations of lead poisoning
* Illustrate common causes and prevention of Sickness absenteeism.
* Describe industrialization and its causes and impact on health of masses
* Enlist common hazards occurring in agricultural workers.
* Describe functions of occupational health service.
 | C2C3C2C1C2 | LGIS  | MCQs, SEQs  |
| Measures of health protection of workers and prevention of occupational diseases | Measures of health protection of workersMedical measuresEngineering measuresLegislation | * Describe measures of health protection of workers
* Discuss various aspects of prevention of occupational diseases
 | C2C2 | LGIS | MCQs, SEQs |
| Concept of Behavioral sciences & mental health | Behavioral Science & Mental Health | * Describe behavior and its dynamics
* Elaborate various human needs
* Define attitude and its components
* Differentiate between behavioral medicine & behavioral sciences
* Illustrate habits
* Discuss the types of personality
 | C2C3C1C2C2C3C2 | LGIS  | MCQs, SEQs  |
| Types of Learning & IQ | Conditions affecting learningTypes of learningIQ | * Recognize learning and its types
* Describe IQ and its ranges
* Briefly discuss factors affecting IQ
* Illustrate different types of intelligence tests
* Enlist components of adult intelligence
 | C2C2C2C2 | LGIS | MCQs, SEQs |
| Leadership in Health | Leadership and leadership in healthStyles of leadershipLevels of leadershipAttributes of a leaderLeadership and community developmentRole of public health professional in community developmentWHO leadership development initiative | * Explain Leadership and leadership in health
* Discuss Styles of leadership
* Enlist Levels of leadership
* Enlist Attributes of a leader
* Briefly describe Leadership and community development
* Discuss Role of public health professional in community development
* Explain WHO leadership development initiative
 | C2C2C1C1C2C2C2 | LGIS | MCQs,SEQs |
| Ethics of Medical Profession | Nuremberg CodeDeclaration of GenevaThe Helsinki DeclarationOath of Medical and Dental Practitioners by PMDCInternational code of medical ethics | * 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
 | C1C2C2C3 | LGIS | MCQs, SEQs |
| Biomedical ethics | Equity and cultural diversityThe Islamic perspectiveEthics and researchEthics in the curriculum and beyond | * Define Equity and cultural diversity
* Discuss the Islamic perspective
* Explain Ethics and research
* Briefly discuss Ethics in the curriculum and beyond
 | C1C2C2C2 | LGIS | MCQs, SEQs |

**Small Group Discussions (SGDs)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Demonstration** | **Contents Outlines (Major Topics & Sub- Topics)** | **Learning Objectives** | **Learning Domain** | **Teaching Strategy** | **Assessment Tool** |
|  | Behavioral Sciences & Life Style  | * Understand behavior
* Identify types of emotions
* Identify and analyze the various ways in which emotions are expressed and communicated.
* Evaluate roles of emotions in health and disease
* Elaborate control of emotions
* Define motivation and incentives.

  | C2C2C2C3C3C1 | SGD | MCQs, SEQs  |
|  | Drug abuse | * Define Drug Abuse
* Discuss over the counter medication use and its side effects
* Discuss Dependence producing drugs
* Discuss Environmental and host factors responsible for drug abuse
* Enlist Symptoms of drug abuse
* Describe Prevention and rehabilitation strategies for drug addicts
 | C1C2C2C2C1C2 | SGD | MCQs, SEQs |
|  | Alcohol and Alcoholism  | * Define Alcohol use by levels of harms
* Classification of Alcohol consumption
* Define Alcohol abuse
* Discuss Alcoholism or Alcohol dependence
* Briefly describe causes of Alcoholism
* Discuss Prevention of Alcohol abuse
 | C1C2C1C2C2C2 | SGD | MCQs, SEQs |
|  | Tobacco and Health | * Briefly describe chemical constituents and habits related to tobacco
* Discuss Health effects of Tobacco
* Briefly discuss passive smoking
* Discuss Tobacco control measures
* Explain WHO tobacco free initiative
 | C2C2C2C2C2 | SGD | MCQs, SEQs |

**Self-Directed Learning (SDL) Session**

**Self-Directed Learning (SDL)**

Curriculum & Assessment TOS

CNS module

Week 1

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Major topic  | Contents Outlines / Sub- Topics | Learning objectives. Students will be able to … | Learning resource | Assessment tool MCQs (TOS) | Mode of assessment |
| 1 | Dynamics of human behavior (Human psychology)  | Intro to selected important relevant concepts of psychology relevant to community medicine  | Students should be able to: * Describe dynamics of human behavior in terms of health behavior, illness behavior and treatment behavior
* Comprehend learning as Behavior change.
* Describe 3 types of learning
 | K Park Ed. 27th (673, 674, 676, 678)  | 5 MCQ | LMS 1 |

 Week 2

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | Concepts of sociology relevant to community medicine  | Intro to selected important relevant concepts of sociology relevant to epidemiology & medical research | Students should be able to: * Comprehend definitions of, Society, community, social structure & institution, social control mechanisms,
* Comprehend customs, culture, social problems, social pathology, case study & field study.
* Comprehend economics, natural resources of country,economic levels,
* Illustrate poverty,global hunger index, hidden hunger
 | 1. K Park Ed. 27th (670-73)

Chapter Medicine and Social Sciences(economics,economic levels ,poverty)  | 5 MCQs  | LMS 2 |

Week 3

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | Mental Health Ethics | • Ethical and legalissues related tomentally illpatient | Students should be able to:* Discuss the ethical and legal challenges of the mentally ill and how they are different from those with physical illness with emphasis on their vulnerability and the risks involved.
* Discuss how the needs of the mentally ill are different from those with physical illness (with emphasis on the concept of consent/capacity; confidentially/sharing of information; working with the families; risk assessment etc) in the context of legal, sociocultural and religious factors in Pakistan
 | Public health and community Medicine by Ilyas Shah Ansari, 8th edition,Chapter Biomedical ethics(318-328) | 5 MCQs | LMS 3 |

Week 4

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | Measures of health protection of workers and prevention of occupational diseases, occupational cancers, occupational dermatitis, occupational hazards of agricultural workers | Measures of health protection of workersMedical measuresEngineering measuresLegislation occupational cancers, occupational dermatitis, occupational hazards of agricultural workers | Students should be able to:* Describe measures of health protection of workers
* Discuss various aspects of prevention of occupational diseases
* Discuss various occupational cancers and their control
* Discuss prevention of occupational dermatitis
* Describe prevention of radiation hazards
* Discuss occupational hazards of agricultural workers
 | K Park , Chapter Occupational Health(756-760) | 5MCQs | LMS 4 |

Week 5

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | Community Psychiatry | Team in community PsychiatryCommunity mental health center functionsSubtypes of Community Psychiatry | Students should be able to:* Describe Operation of community psychiatry
* Enlist Team in community psychiatry
* Discuss Community Mental health center functions
* Briefly describe hive system
* Enlist physical components of community Psychiatry
* Briefly describe functions of subtypes of community Psychiatry
 | K Park, Chapter Community Mental Health ( 678-684) | 5MCQs | LMS 5 |

Week 6

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | Alcohol related problems |  | Students should be able to: * Discuss socio-economic factors related to alcoholism
* What are special vulnerability situations in alcoholism
* Enlist major alcohol related problems
 | K Park, Chapter Mental Health(772-777) | 5MCQs | LMS 6 |

**Teaching Staff / Human Resource Distribution**

|  |  |  |
| --- | --- | --- |
| **Sr.No.** | **Designation** | **Total number of teaching staff** |
| 1. | Professor | 1 |
| 2. | Associate professor | 2 |
| 3. | Assistant professor | 4 |
| 4. | Demonstrators | 5 |

**Detail of Contact hours** (faculty) **& contact hours** (students)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Sr. No.** | **Hours Calculation for Various Type of Teaching Strategies** | **Total Hours****(Faculty)** | **Total Hours****(Students)** | **Faculty level** |
| 1. | LGIS (12). 1hrs each session (half class sessions) | 12 x 2= 24 hrs. | 12 | Professor, Associate Professor, and Assistant Professors  |
| 2. | SGD (4) approx. 2hrs each session. 1/2 class | 2x4x2 = 16 hrs. | 8 | Demos (subject specialists) |
| 4. | SDL (6) | 6 x 1=6 | 6 | Demos (subject specialists) |
|  |  | 46 hours | 26 |  |

**Categorization of Modular Content of Community Medicine Department**

|  |  |  |  |
| --- | --- | --- | --- |
| **Category A\***  |  | **Category B\*\***  | **Category C\*\*\***  |
| **LGIS**   |  | LGIS  | SGDS  | SDL  |
| Biomedical ethicsEthics of Medical professionOccupational Health ErgonomicsPneumoconiosisHealth problems due to industrialization |  | Mental HealthConcept of Behavioral sciences & mental healthMedical anthropology Types of learning |  | Drug Abuse Behavioral Sciences & Life Style  |  |  Dynamics of human behavior (Human psychology). Mental Health ethicsMeasures of health protection of workers and prevention of occupational diseasesCommunity Psychiatry |
| Alcohol and AlcoholismTobacco and Health  |
|  |   |  |  | Leadership in Health |   | Concepts of sociology relevant to community medicine  |
|   |
|   |
| Measures of health protection of workers and prevention of occupational diseases |  |  Dynamics of Social sciences |   |  Alcohol related problems |

Category A\*: Fundamental & Complex Concepts taken by Professors, Associate Professors

Category B\*\*: By Professorial faculty and Senior Demonstrators/ subject specialists

Category C\*\*\*: By Assistant professors, Demonstrators

**Table of Specification for end of block Assessment (TOS)**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **CNS & Psychiatry IV**  | **Modules** **Names &** **Numbers**  | **Subject**  | **Theory**  | **Scheme of Integration**  | **Total** **marks** **Theory**  | **Practical Assessment**  | **Total Block marks**  | **End of block LMS****MCQs** |
| 25**MCQs** (1 mark each)   | **5+1****SAQ +EMQ** (5 marks each)  | **5 SEQs****(9marks each)** | **Core** **Subject.** **70%**  | **Hori- &** **Verti- Integ.** **20%**  | **\*Spiral Integ.** **10%**  | **OSVE**  | **OSPE (05 marks each)**  | **Total** **marks** **Practical**  |
| **Module I**  | **Module 2** | **Observed**  | **Unobserved**  | **Video assisted**  |  |
|  **CNS & Psychiatry Block VIII**  | Community medicine | 25  |  25+5   | 45 | 19 | 46  | 4  | 12 | 2  | 7  | 100 | Viva marks  | Book marks  | Viva marks  | Book marks  | 10 stations | 10 stations | 20 stations |  | 400 | 30 |
|  45 |  5 |  45 | 5 | 50 | 50 |  100 | 300 |

 **Table of specifications (TOS)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **CNS & Psychiatry Block**  | **Type of** **Assessments**  | **Total Assessment Time**   | **No. of**  **Assessments**  |
|  **Sr #**   |  **Types of Assessments**   | **Nature of assessment**  | **Assessment**  **Time**  | **Summative** **Assessment Time**  | **Formative** **Assessment Time**  | **Formative** | **Summative** |
| 1  | Weekly LMS based assessments  (pathology20, Community Medicine20, pharmacology20) (60 MCQs)60 marks  | summative  | 60 Minutes per wk.=3hrs  |  15 hours  |   1hr 30 Minutes   |  02  |  05   |
| 3  | End Module Examinations   | Summative  | Detailed below  |
|  Breakup of EOM Assessment  |   |   |
|   | i. Community medicine  (5SEQs,5 SAQs, 1 EMQ & 25 MCQs) 100 marks  | Summative  | 3 Hrs.  |
|   | ii. Pathology 5SEQs,7 SAQs, 1 EMQ and 25 MCQs) 100 marks  |  Summative   | 3 Hrs.  |
|   | iii. pharmacology 5SEQs,7 SAQs, 1 EMQ and 25 MCQs) 100 marks  | Summative  | 3 Hrs.  |
| 4  | iv (video assisted OSPE) for each subject 10 stations(50 marks)  | Summative  | 50 minutes  1 hr. 40 min  |         |
| V. Ward test at the end of two weeks rotation in clinical subjects & End of clerkship C med   |
|  5.  | 1. Reflective writing

 1. End Module LMS based MCQs (45 MCQs) 45 marks
 |  formative  |  45+45=90 min  |

 **End of week assessment (LMS-MCQs**

**Table of specifications (TOS)End of week assessment (LMS)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| S.No | Discipline | Type of Assessment | Number of MCQs | Cognitive domains | Marks |
| C1 | C2 | C3 |
|  | **LMS 1** |
|  |  |
| 1. | Community medicine | Summative | 20 | 4 | 5 | 11 | 20 |
| 2. | Pathology | Summative | 20 | 4 | 5 | 11 | 20 |
| 3. | Pharmacology | Summative | 20 | 3 | 5 | 12 | 20 |
|  | **LMS II** |
| 4. | Medicine & Allied | Formative | 10 | 2 | 3 | 5 | 10 |
| 5. | Surgery & Allied | Formative | 10 | 2 | 3 | 5 | 10 |
| 6. | Bioethics, Research, AI, Family Medicine(Longitudinally running disciplines ) | Formative | 10 | 2 | 3 | 5 | 10 |
|  | Total |  | 90 | 17 | 24 | 49 | 90 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| S.No | Discipline | Type of Assessment | Number of MCQs | Cognitive domains | Marks |
| C1 | C2 | C3 |
|  | **LMS III** |
|  |  |
| 1. | Community medicine | Summative | 20 | 4 | 5 | 11 | 20 |
| 2. | Pathology | Summative | 20 | 4 | 5 | 11 | 20 |
| 3. | Pharmacology | Summative | 20 | 3 | 5 | 12 | 20 |
|  | **LMS IV** |
| 4. | Medicine & Allied | Formative | 10 | 2 | 3 | 5 | 10 |
| 5. | Surgery & Allied | Formative | 10 | 2 | 3 | 5 | 10 |
| 6. | Bioethics, Research, AI, Family Medicine(Longitudinally running disciplines ) | Formative | 10 | 2 | 3 | 5 | 10 |
|  | Total |  | 90 | 17 | 24 | 49 | 90 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| S.No | Discipline | Type of Assessment | Number of MCQs | Cognitive domains | Marks |
| C1 | C2 | C3 |
|  | **LMS V** |
|  |  |
| 1. | Community medicine | Summative | 20 | 4 | 5 | 11 | 20 |
| 2. | Pathology | Summative | 20 | 4 | 5 | 11 | 20 |
| 3. | Pharmacology | Summative | 20 | 3 | 5 | 12 | 20 |
|  | **LMS VI** |
| 4. | Medicine & Allied | Formative | 10 | 2 | 3 | 5 | 10 |
| 5. | Surgery & Allied | Formative | 10 | 2 | 3 | 5 | 10 |
| 6. | Bioethics, Research, AI, Family Medicine(Longitudinally running disciplines ) | Formative | 10 | 2 | 3 | 5 | 10 |
|  | Total |  | 90 | 17 | 24 | 49 | 90 |

 **Types of Assessment---------------------Community Medicine**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| S.No | Mode of Assessment | Type of Assessment | Schedule of Assessment | Venue | Frequency |
|  | End of wk. MCQ based Test | summative | Weekly | LMS | 01 x no. of weeks |
|  | Theory (MCQ+SEQ+ SAQs + EMQ) | Summative | End of module | On campus | 01 |
|  | End of Block AV OSPE | Summative | End of module | On campus | 01 |
|  | End of block practical OSPE | Summative | End of block | On campus | 01 |
|  | End of block structured VIVA | Summative | End of block | On campus | 01 |
|  | End of module MCQs test | formative | End of module | LMS | 01 |
|  | End of clerkship Exam MCQs, OSCE | summative | end of clerkship batch | On campus | 01 x 2 wks. |

**Community medicine Faculty Wise Lectures Allocation**

|  |  |  |
| --- | --- | --- |
| Sr no  |  Faculty nominated | No of lectures  |
|  | (Assc Prof) Dr. Khola Noreen | 05 |
|  | (Assc Prof) Dr. Sana Bilal | 05 |
|  | (Asst Prof) Dr. Afifa kulsoom | 05 |
|  | (Asst Prof) Dr Mehwish Riaz | 05 |
|  |  (APMO) Dr. Imrana Saeed | 03 |
|  | (APMO) Dr Narjis Zaidi | 03 |
|  | (Sr Demo) Dr. Asif Maqsood Butt | 03 |
|  | Dr, Abdul Qudoos | 03 |



**Community oriented Clerikship module**

4th year MBBS **(Rev-2023)**

Department of community medicine & public Health RMU

***Theme (aim):***

*The primary purpose of this module is to educate students in those areas of the subject of CM&PH which are learnt better by onsite presence of the students at certain sites, processes, agencies which have public health relevance and in general community setting. Moreover some, areas of the subject which demands close interactive teachings in small group like HHS data analysis & report writing skills, contraceptive use skills, vaccination skills, etc are also covered during this rotation. All opportunities available within and outside the institution within affordable logistics, time, are focused for this purpose. A short time of this batch rotation is dedicated for health education communication practices as Health awareness work and other social work.*

***Learning outcomes (LOs):***

*at the end of this learning module students are expected**to achieve following Public health Competencies as will be able to:*

* 1. *Undertake a population based health survey (HHS)*
	2. *Appreciate working of First level Care Facility (Public Sector)*
	3. *Perform Community Immunization / EPI vaccinations.*
	4. *Develop Hospital waste management plans.*
	5. *Develop Community based health awareness message.*
	6. *Communicate for Health awareness in community settings.*
	7. *Commemorate International public health days.*
	8. *Develop Hospital administration Plans.*
	9. *Undertake Preventive healthcare inquiries and NCDs Risk Factors Surveillance*
	10. *Counsel for the contraceptive devices to the community*

***Module outline:***

* *A batch comprising 20-22 students is posted in the department of CM & PH for a period of 2weeks* ***(Monday to Thursday-04 hrs. /day & for 32hrs in total****). This schedule is run over the whole academic year, till all students of 4th year MBBS class passes through this rotation.*
* *Batch formation and schedules of rotation for whole class as notified by the DME / Student’s section will be followed accordingly.*
* *At commencement of the academic year overall batch learning module coordinator, nomination of batch in-charges, senior faculty in charges and calendar schedule of batch rotation for all batches over the whole academic year will be notified by the Department of CM & PH.*

***Domains of learning:*** *learning will occur in all the three domains C, A & P*

***SOPs of Learning & Assessments:***

* *Active participation will be graded by the batch in charge* ***(under a check list)*** *during the activity / session and grades/marks will be entered in the practical manual as out of 05 (Max marks 05) by the batch in charge. O5 Max Marks are reserved for CHC (HMDTD and Health awareness work.*
* *Assessment will be done by* ***OSPE / MCQs Exam*** */* ***Viva voce*** *at the end of each module and credit will be objectively recorded for the purpose of internal assessment. (Max mark 10)*
* *General assessment of the subject learning will be through MCQs, SEQs & OSPE on the relevant subjects in the relevant end of modules, block exams and Send up Exams.*
* ***Students are required to report / write the relevant work in Practical Journal, House Hold Survey Report Book and log all the clerkship activities in the Logbook on daily basis.***

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Da****y**  | **Activity -I** **10.30 –** **11.00**  | **Activity –** **II 11.00-** **11.30am**  | **Activity III 11.30-** **01.00pm**  | **Act-V** **01.00 – 2.00pm**  | **Sites of teaching- learning**  | **Assessment**  | **Session outcome (level of learning)**  |
|   | Session topic  | Session topic  | Session topic  | Session topic  |
| 1st day  | instructing / demonstrati on on Practical Manual based Assignments  | Visit to CHC • SGIS on Health days commemor ation work, Display material, PPT.  | • SGIS on HMDTD practicum. Topic finalization, CHC- Message draft outlines finalization.  | * PPT based

Demo on How to conduct & report HHS. * Guidelines on PHI work to be done during

clinical rotations / ward duties  | * Demonstration on n / lec Hall 3
* CHC -

Dept. CM NTB RMU.  | * 1-2 OSPE in end of clerkship exam (credit will

part of IA) * Assessment of

HHS -Report (Max marks:5 part practical /viva exam 4th Prof MBBS)  | * Construct a health message. (C6)
* Prepare Health days commemoration stuff, Display material, PPT, (P)
* Undertake a health survey. (HHS) (C3)
 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 2nd day  | Follow up session on. - HM-DTD work - HHS work - health days commemoration work  | SGIS/ Briefing / PPT based guidelines on field visit of the day ( EPI services center HFH)  | FV to the EPI center HFH  | Health awareness work (HAW)  | * Demo Room,
* EPI

Center HFH * OPD,

hospital shelters sites for health awareness work (HAW)  | * 1-2 OSPE in end of clerkship exam (credit will part of IA)
* Grade of performance in EPI visit reporting.
* Credit of HAW
 | * Explain cold chain component at EPI center
* Vaccinate (EPI) vaccines to the clients.
* Comprehend EPI system
 |
| 3rd day  | Follow up session on HM- DTD work & HHS  | SGIS / Briefing / PPT based guidelines on FV to MCH & FP Services Center HFH  | FV to the MCH services & FP center HFH  | Health awareness work (HAW)  | * FP Center

HFH * OPD, hospital shelters sites for

HAW  | * 1-2 OSPE in end of clerkship exam (credit will part of IA)
* Grade of performance in EPI visit reporting.
* Credit of HAW
 | * Identify CP devices available at MHC FP center
* Counsel clients for use of a contraception method
* Place CP devices to client (P)
 |
| 4th day  | Follow up session on HM- DTD work & HHS  | Briefing / guidelines on FV Hospital waste disposal system in hospitals  | • FV to the hospital waste disposal system & relevant sites / Incinerator  | Health awareness work (HAW)  | • FP Center HFH OPD, hospital shelters sites for HAW  | * End of module OSPE
* Grade of performance in visits to sites
 | * Explain hospital waste disposal system
* Develop a hospital waste management plan
* Explains various domains of hospital management (C2)
 |
| 5th day (week 2)  | SGIS / PPT based briefing on Hospital management & administrati on  | Visit to Hospital management & administration (HFH) office  | Health awareness work (HAW  | HHF  | * End of module OSPE
* Grade of performance in visits to sites
 |
| 6th day  | SGIS / PPT based briefing on visit to First level of health care facility (FLCF) BHU/RHC  | Field visit to RHC Khayaban Sir-Syed (RHC) or BHU  | * Demo room / lec Hall 3 NTB / CPC-Hall.
* RHC / BHU
 | Health awareness work (HAW at site visited  | * End of module OSPE
* Report credit in PJ
 | * Explain working of FLCF
* Appreciate PHC elements at FLCF. (C2)
 |
| 7th day  | Health days commemoration (walk/ seminar/ presentation/ CHC-message dissemination work (10.30 – 12.00pm)  | 12.00 – 2.00pm * Completion & assessment of relevant Practical Journal work,
* HHS-report book,
* Logbook etc.
* Feedback discussion on PHI
 | * Communication skills
* Comprehend frequency Preventable RFs of NCDs in the real population (RF surveillance)
* Undertake a preventive Healthcare inquiry
 |

**Note:**

1. Colander schedule of each batch will be noticed by the Department of community Medicine prior to the commencement of the batch rotation.
2. Students will have to record all activities of the clerkship in the relevant Logbook accordingly. Students will keep logbook updated and duly signed by faculties & departments.

**Department of Community Medicine & Public Health**

**Rawalpindi Medical University – April 2023**