

# **Bachelor of Medicine & Bachelor of Surgery (MBBS) Curriculum in Bangladesh**



**Bangladesh Medical & Dental Council (BM&DC)**

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[www.bmdc.org.bd](http://www.bmdc.org.bd)

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# Community Medicine & Public Health

## Departmental Objectives

### General objective:

To produce medical graduates to meet community health needs and demands of the country.

### Specific objectives:

At the end of the course, the students should be able to:

- provide comprehensive health care to the people
- deliver primary health care and essential services package (ESP)
- conduct epidemiological studies on common health problems
- organise health education sessions in the community / OPD
- provide health care with efficient communication skill to the community
- work as a member of the local health team
- co-ordinate with national and international health organizations and different national health programmes

### List of Competencies to acquire :

1. Identify health needs and problems of the community and prioritise them.
2. Take measures to meet health needs and problems
3. Provide comprehensive health care to the community
4. Organize health education sessions at the level of community
5. Collect and compile sociodemographic data from the community
6. To manage mass casualty incident
7. Conduct community based research work and write report

### Distribution of teaching - learning hours

Lecture	Tutorial	Practical	Total	Integrated Teaching hour for Phase III	Formative Exam		Summative exam	
					Preparatory leave	Exam time	Preparatory leave	Exam time
110 hrs	155 hours	COME (community based medical education):30 days (10 days day visit + 10 days RFST+ 10 days study tour)	265 hrs + 30 days	20 hrs	7 days	12 days	7 days	12 days
<i>Time for integrated teaching, examination, preparatory leave of formative &amp; summative assessment is common for all subjects of the phase</i>								
Related behavioral, professional & ethical issues will be discussed in all teaching learning sessions								

### Teaching-learning methods, teaching aids and evaluation

Teaching Methods				Teaching aids	In course evaluation
Large group	Small group	Self learning	Others		
Lecture Video show	Demonstration Tutorial: Classroom exercise Question answering session Brain-storming and discussion Role play Problem solving exercise	Assignment, Self study	RFST, Day visit, Study tour	Multimedia, OHP, Slide projector Chalk board, Flip chart, Handout / Charts, Reading materials, Paper cutting /Film strip, Textbook Questionnaire, Video film or slide set.	<ul style="list-style-type: none"> <li>• Item Examination</li> <li>• Card final</li> <li>• Term Examination</li> <li>• Term final (written, oral+ practical)</li> </ul>

### **3<sup>rd</sup> Professional Examination :**

#### **Marks distribution of Assessment of Community Medicine & Public Health:**

##### **Total marks – 300**

- Written = 100  
20 marks MCQ (50% Multiple True and False (MTF) + 50% Single Base answer (SBA),  
70 marks (25% Structred Eassy Question (SEQ) + 75% Short Ansewe Question (SAQ)  
10 marks: Formative assessment
- Structured oral examination= 100
- Practical (Conventional Practical / OSPE, RFST including Survey Report,  
Study Tour Report and Report on Day Visit) =100

#### **Related Equipments:**

Weighing machine, Sakip's tape/Measuring tape, Growth chart, Specimen and model, Posters and diagram, Laboratory equipment (to be procured)

# Learning Objectives and Course Contents in Community Medicine & Public Health

## Concept of Public Health, Community Medicine, Health and Disease

Learning Objectives	Contents	Teaching hours
<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>define: <ul style="list-style-type: none"> <li>Community,</li> <li>Community medicine,</li> <li>Public Health,</li> <li>Comprehensive health care,</li> <li>Hygiene,</li> <li>Health, Disease,</li> <li>Preventive medicine,</li> <li>Social medicine,</li> <li>Family medicine</li> </ul> </li> <li>2. explain epidemiological triad in causation of disease</li> <li>3. classify agents for causation of diseases</li> <li>4. list the host factors responsible for diseases</li> <li>5. describe the environmental factors of disease causation</li> <li>6. illustrate the natural history of disease.</li> <li>7. describe the multifactorial aetiology of disease</li> <li>8. describe social factors related to health</li> <li>9. mention the health indicators and their interpretations</li> <li>10. describe common health and social problems of Bangladesh</li> <li>11. Able to conduct health education session/counselling session</li> </ul>	<p><b>CORE</b></p> <ul style="list-style-type: none"> <li>• Concept of Public Health and Community Medicine</li> <li>• Concept of Health and Disease</li> <li>• Common Health and Social problems</li> <li>• Health Team Concept</li> <li>• Changing concepts of Public Health and Health</li> <li>• Natural history of disease</li> <li>• Indicators and Determinants of Health</li> <li>• Prevention and Intervention of Diseases</li> <li>• Characteristics of Ideal Health Care</li> </ul>	<p>L =12 T =12</p>

## Behavioural Science

Learning Objectives	Contents	Teaching hours
<b>Students will be able to:</b> define and describe Behaviour Behavioural science Psychology Sociology Society, Family, Culture Motive and Motivation leadership Personality and IQ	<b>CORE</b> <b>Concept of</b> Behaviour Behavioural science Psychology Sociology Society, Family, Culture Motive and Motivation leadership Personality and IQ perception, cognition, learning, motivation, emotion, attitude	L = 4 T = 8

## Health Communication & Health Education

Learning Objectives	Contents	Teaching hours
<b><u>Health Communication</u></b> <b>Students will be able to:</b> <ul style="list-style-type: none"> <li>define and classify communication</li> <li>state functions of communication</li> <li>state the elements of communication</li> <li>classify methods and media for communication</li> <li>mention communication skills</li> <li>describe barriers of communication</li> </ul> <b><u>Health Education</u></b> <b>Students will be able to:</b> <ul style="list-style-type: none"> <li>define health education</li> <li>state the objectives, principles, contents, approaches of health education</li> <li>state the stages of adoption of new ideas and practices</li> <li>conduct individual &amp; group counseling session</li> </ul>	<b>CORE</b> <b>Health Communications:</b> <ul style="list-style-type: none"> <li>Definition of communication</li> <li>Classification of communication</li> <li>Functions of communication</li> <li>Elements of communication</li> <li>Barriers of communication</li> <li>Media and methods of communication</li> </ul> <b>Health Education:</b> <ul style="list-style-type: none"> <li>Definition of health education</li> <li>Objectives</li> <li>Contents</li> <li>Principles</li> <li>Approaches</li> <li>Stages of adoption of a new idea</li> </ul>	L = 4 T = 8

<b>Medical Entomology</b>		
<b>Learning Objectives</b>	<b>Contents</b>	<b>Teaching hours</b>
<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>define and classify arthropods of medical importance</li> <li>describe the lifecycle of important arthropods</li> <li>enumerate the vector borne diseases</li> <li>describe the principles of vector control measures</li> <li>use specific insecticides</li> </ul>	<ul style="list-style-type: none"> <li>Classification of Arthropods of medical importance</li> <li>Lifecycle of mosquito, sand fly</li> <li>Arthropod-borne diseases.</li> <li>Principles of Vector/Arthropod control measures</li> <li>Insecticides</li> </ul>	L = 4 T = 6

### **Research Methodology and Biostatistics**

<b>Learning Objectives</b>	<b>Contents</b>	<b>Teaching hours</b>
<b>Research methodology</b>  Students will be able to: <ul style="list-style-type: none"> <li>Define research</li> <li>Identify different importance of research</li> <li>Mention the research design</li> <li>Develop research Protocol</li> <li>Formulate research objective</li> <li>Design research questionnaire</li> <li>Mention the Methods of data collection (quantitative and qualitative)</li> <li>define: study population, sample, sample size;</li> <li>describe sampling techniques</li> <li>prepare research report writing</li> </ul>	<ul style="list-style-type: none"> <li>definition of research</li> <li>importance of research</li> <li>types of research design</li> <li>development and stages of research protocol</li> <li>formulation of research objective general and specific</li> <li>preparation of research questionnaire</li> <li>different methods of data collection</li> <li>definition and difference of population and sample</li> <li>calculation of sample size</li> <li>types of sampling</li> <li>preparation of report writing</li> </ul>	L 10 T 13

<b>Biostatistics</b> <b>Students will be able to:</b> <ul style="list-style-type: none"> <li>define Bio-statistics and Vital statistics</li> <li>define and classify data</li> <li>define and classify variable</li> <li>calculate central tendency: mean, median, mode</li> <li>calculate measure dispersion: variance, standard deviation (SD)</li> <li>analyse and present data accordingly such as: table and graphs etc.</li> <li>describe normal distribution curve</li> <li>Mention the Concept of health economics</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to Bio-statistics</li> <li>Uses of Bio-statistics</li> <li>Vital statistics</li> <li>Data and Variable</li> <li>Methods and Tools of data collection</li> <li>Interpretation of data</li> <li>Analysis and Presentation of data</li> <li>Measures of central tendency</li> <li>Measures of dispersion</li> <li>Normal distribution curve.</li> <li>Health economics</li> </ul>	
<b>Environment &amp; Health</b>		
Learning Objectives	Contents	Teaching hrs
<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>define environment and describe its components</li> <li>state climate changes and global warming</li> </ul> <p style="text-align: center;"><b><u>Water</u></b></p> <ul style="list-style-type: none"> <li>mention the criteria of safe and wholesome water</li> <li>state the sources, uses and requirement of water</li> <li>mention types of water impurities</li> <li>explain the principles and methods of purification of water</li> <li>state the water quality standards for drinking water</li> <li>state the water borne diseases</li> </ul>	<ul style="list-style-type: none"> <li>Environment and its components</li> <li>climate changes and global warming</li> </ul> <p style="text-align: center;"><b><u>Water</u></b></p> <ul style="list-style-type: none"> <li>Safe and wholesome water</li> <li>Sources, uses and requirement of water</li> <li>Water impurities</li> <li>Principles and methods of purification of water</li> <li>Water quality standards for drinking water</li> <li>Water borne diseases</li> </ul>	

## Environment & Health

Learning Objectives	Contents	Teaching hrs
<p><b>Students will be able to:</b></p> <p style="text-align: center;"><b><u>Air and ventilation</u></b></p> <ul style="list-style-type: none"> <li>state the composition of air and indicators of air pollution</li> <li>state the air pollutants and their sources</li> <li>describe the effects of air pollution on health</li> <li>describe the methods of prevention and control of air pollution</li> <li>define and classify ventilation</li> <li>describe effects of ill ventilation on health</li> <li>describe the impact of climate change and global green house effect</li> </ul> <p style="text-align: center;"><b><u>Light</u></b></p> <ul style="list-style-type: none"> <li>state criteria of good lighting</li> <li>mention measurements of light</li> <li>describe effect of improper lighting on health</li> </ul> <p style="text-align: center;"><b><u>Noise</u></b></p> <ul style="list-style-type: none"> <li>describe the sources and properties of noise</li> <li>mention the acceptable noise levels</li> <li>state effects of noise exposure</li> <li>describe the control measures of noise</li> </ul> <p style="text-align: center;"><b><u>Radiation</u></b></p> <ul style="list-style-type: none"> <li>state the sources and types of radiation</li> <li>state effects of radiation on health</li> <li>describe measures of radiation protection</li> </ul>	<p style="text-align: center;"><b><u>Air and ventilation</u></b></p> <ul style="list-style-type: none"> <li>Composition of air</li> <li>Air pollutants and their sources</li> <li>Indicators of air pollution</li> <li>Effects of air pollution on health</li> <li>Methods of prevention and control of air pollution</li> <li>Ventilation</li> <li>Climate change and green house effect</li> </ul> <p style="text-align: center;"><b><u>Light</u></b></p> <ul style="list-style-type: none"> <li>Criteria of good lighting</li> <li>Measurements of light</li> <li>Effect of improper lighting on health</li> </ul> <p style="text-align: center;"><b><u>Noise</u></b></p> <ul style="list-style-type: none"> <li>Sources and properties of noise</li> <li>Acceptable noise levels</li> <li>Effects of noise exposure</li> <li>Control measures of noise</li> </ul> <p style="text-align: center;"><b><u>Radiation</u></b></p> <ul style="list-style-type: none"> <li>Sources and types of radiation</li> <li>Effects of radiation on health</li> <li>Measures of radiation protection</li> </ul>	<p>L = 06 T = 08</p>
<p style="text-align: center;"><b><u>Housing</u></b></p> <ul style="list-style-type: none"> <li>state the criteria of healthful housing and housing standards</li> <li>describe the effects of poor housing</li> </ul> <p style="text-align: center;"><b><u>Disposal of solid waste</u></b></p> <ul style="list-style-type: none"> <li>define solid waste and mention its sources</li> <li>mention health hazards of solid wastes</li> <li>state the methods of solid wastes disposal and medical biotechnology</li> </ul> <p style="text-align: center;"><b><u>Excreta disposal</u></b></p> <ul style="list-style-type: none"> <li>state the methods of excreta disposal</li> <li>explain sanitation barrier</li> <li>mention the diseases borne by human excreta</li> </ul>	<p style="text-align: center;"><b><u>Housing</u></b></p> <ul style="list-style-type: none"> <li>Criteria of healthful housing</li> <li>Housing standards</li> <li>Effects of poor housing</li> </ul> <p style="text-align: center;"><b><u>Disposal of solid waste</u></b></p> <ul style="list-style-type: none"> <li>Solid waste and its sources</li> <li>Methods of disposal and medical biotechnology</li> <li>Health hazards of solid wastes</li> </ul> <p style="text-align: center;"><b><u>Excreta disposal</u></b></p> <ul style="list-style-type: none"> <li>Methods of excreta disposal</li> <li>Sanitation barrier</li> <li>Diseases borne by human excreta</li> </ul>	



## Immunity, Immunization

Learning Objectives	Contents	Teaching hrs
<b>Student will be able to</b> <ol style="list-style-type: none"> <li>1. define and classify immunity</li> <li>2. classify immunizing agents</li> <li>3. state immunization schedule</li> <li>4. list adverse effects following immunization</li> <li>5. explain herd immunity</li> <li>6. describe EPI and NID</li> <li>7. define cold chain and mention its equipments</li> <li>8. explain the importance of maintaining cold chain at different levels</li> <li>9. describe left out and drop out in EPI</li> </ol>	<b>CORE</b> <b>Immunity and Immunization</b> <ul style="list-style-type: none"> <li>• Immunization</li> <li>• Immunizing agents</li> <li>• Immunization schedule (EPI schedule)</li> <li>• Adverse Events following Immunization</li> <li>• Herd immunity</li> <li>• EPI and NID</li> <li>• Cold chain</li> <li>• Left out and drop out</li> </ul>	L = 4 T = 8

## Public Health Nutrition

Learning Objectives	Contents	Teaching hrs
<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• classify food and its sources</li> <li>• identify deficiency disorder of nutrition</li> <li>• assess nutritional status: <ul style="list-style-type: none"> <li>• collect, record and interpret the data on Road to Health Card (growth chart)</li> <li>• estimate BMI</li> </ul> </li> <li>• identify different types of Vitamin deficiency disorder</li> <li>• state minerals and trace elements essential for health</li> <li>• assess the prevalence and types of malnutrition in the community by different methods: <ol style="list-style-type: none"> <li>a. dietary survey</li> <li>b. anthropometry</li> <li>c. clinical examination</li> </ol> </li> <li>• enumerate the food borne, milk borne diseases and food intoxication</li> <li>• state methods of milk purification, specially process of pasteurization</li> <li>• state the process of humanization of cow's milk ,explain balanced diet</li> </ul>	<ul style="list-style-type: none"> <li>• Types of foods and its sources</li> <li>• Balanced diet</li> <li>• Protein Energy Malnutrition (PEM)</li> <li>• Important Vitamins and their deficiency diseases.</li> <li>• deficiency disorder of Important Minerals and trace elements</li> <li>• Assessment of nutritional status</li> <li>• Calorie requirements of different groups</li> <li>• Food borne, milk borne diseases and food toxins</li> <li>• Pasteurization</li> <li>• Food adulteration, additives and fortification</li> <li>• Humanization of cow's milk</li> </ul>	L = 8 T = 8

## Principles of Epidemiology

Learning Objectives	Contents	Teaching hours
<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• define epidemiology</li> <li>• state the aims and use of epidemiology</li> <li>• explain the components of epidemiology</li> <li>• define terms related to epidemiology:</li> </ul> <p>Communicable disease, Non-communicable disease, Infection, Infestation, Contamination, Infectious disease, Contagious disease, Period of communicability, Incubation period. Sporadic disease, Endemic disease, Epidemic disease, Pandemic disease, Zoonotic disease, Disease prevention, Disease control, Elimination, Eradication, Isolation, Quarantine</p> <ul style="list-style-type: none"> <li>• describe Epidemiological triad</li> <li>• state the approaches, measurements and tools of epidemiology</li> <li>• classify epidemiological studies</li> <li>• describe descriptive and analytical studies</li> <li>• state the characteristics of experimental studies</li> <li>• distinguish between cross-sectional and longitudinal; cohort and case-control studies</li> <li>• describe the steps of investigations of an epidemic Outbreak</li> <li>• define and classify screening</li> <li>• define specificity, sensitivity, validity, reliability and predictive value of a screening test</li> <li>• define and classify source and reservoir</li> <li>• explain modes of transmission of diseases</li> <li>• describe the interruption of modes of disease transmission</li> <li>• describe the criteria of a susceptible host</li> <li>• describe the host defence mechanism</li> <li>• explain the steps for controlling the reservoir of infectious diseases</li> <li>• define and explain community diagnosis and community treatment</li> </ul>	<p>Classification of epidemiological studies Description of descriptive and analytical studies Characteristics of experimental studies Difference between cross-sectional and longitudinal; cohort and case-control studies Steps of investigations of an epidemic Outbreak Definition, classification, types and uses of screening specificity, sensitivity, validity, reliability source and reservoir modes of transmission of diseases interruption of modes of disease transmission criteria of a susceptible host</p> <p>definition and explanation of community diagnosis and community treatment</p>	<p>L 14 T 16</p>

## Epidemiology of Communicable & Non-Communicable Disease (NCDs)

Learning Objectives	Contents	Teaching hours
<p><b>The students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Define and differentiate between communicable and non communicable disease</li> <li>• Identify the Important communicable and non communicable disease in Bangladesh</li> <li>• Identify Emerging and reemerging disease in Bangladesh</li> <li>• state the epidemiological determinants</li> <li>• explain risk factors of NCDs</li> <li>• describe the preventive measures of common health problems in the community</li> </ul>	<p><b>CORE</b></p> <ul style="list-style-type: none"> <li>• Definition and difference between CD and NCD</li> </ul> <p>Epidemiology and Prevention of:</p> <ul style="list-style-type: none"> <li>• EPI diseases</li> <li>• Diarrhoeal diseases and Enteric fever</li> <li>• Malaria, Kala-azar, Filariasis, Helminthiasis</li> <li>• TB and Leprosy</li> <li>• Viral hepatitis, Dengue, ARI, SARS ( Covid 19), Bird flu, Rabies, Yellow fever</li> <li>• AST STDs</li> <li>• Emerging and Re-emerging Diseases</li> </ul> <p>Epidemiology and Prevention of common non-communicable diseases:</p> <ul style="list-style-type: none"> <li>• Hypertension, IHD</li> <li>• CVD (Stroke)</li> <li>• Rheumatic fever and RHD</li> <li>• Cancer</li> <li>• Diabetes</li> <li>• Obesity</li> <li>• Arsenicosis</li> </ul>	<p>L = 15 T = 30</p>

## MCH-FP & Demography

Learning Objectives	Contents	Teaching hours
<p style="text-align: center;"><b><u>MCH</u></b></p> <p><b>Students will be able to</b></p> <ul style="list-style-type: none"> <li>• define MMR, IMR</li> <li>• state the components of MCH</li> <li>• State factors influencing and measures for reducing maternal and infant mortality and morbidity</li> <li>• define low birth weight baby and mention its risk factors of LBW</li> <li>• describe ANC, intranatal and postnatal care</li> <li>• state Concept, mention the recommended feeding practices in IYCF</li> <li>• state the composition and preparation of complementary foods</li> <li>• explain advantages of breast feeding and disadvantages of formula feeding</li> <li>• advise for domiciliary and Institutional delivery</li> <li>• identify high risk mother and at risk child</li> </ul>	<p style="text-align: center;"><b><u>MCH</u></b></p> <ul style="list-style-type: none"> <li>• IMR, MMR</li> <li>• High risk mothers and at risk child</li> <li>• Care of under-5 children, LBW</li> <li>• antenatal, intranatal and postnatal care, advices and investigations</li> <li>• Concept, mention the recommended feeding practices in IYCF</li> <li>• Advantage and contraindication of BF</li> <li>• Disadvantages of formula feeding</li> <li>• Importance of colostrum</li> <li>• What is Complementary Feeding (CF) and its importances</li> <li>• Domiciliary and institutional delivery</li> <li>• EMONC: Emergency Obstetric and Neonatal Care</li> </ul>	<p>L= 10 T= 16</p>

<u>Learning Objectives</u>	<u>Contents</u>	<u>Teaching hours</u>
<p><b><u>Family planning</u></b></p> <p><b>Students will be able to</b></p> <ul style="list-style-type: none"> <li>describe the history and objective of FP in Bangladesh; FP 2020 commitments and transition to FP 2030</li> <li>state the aims and objectives of family planning</li> <li>list the contraceptive methods with their advantages and disadvantages</li> <li>identify the candidates appropriate for different contraceptives</li> <li>calculate safe period</li> <li>define MR and abortion and state their indications</li> <li>define eligible and target couples, CPR, TFR</li> <li>discuss MCH based family planning</li> </ul> <p><b><u>Demography</u></b></p> <p><b>Students will be able to</b></p> <ul style="list-style-type: none"> <li>define demography</li> <li>state demographic processes</li> <li>discuss demographic stages</li> <li>define fertility and mention its influencing factors</li> <li>define growth rate and population explosion</li> <li>enumerate the factors responsible for high growth rate in Bangladesh</li> <li>calculate GR, GFR, TFR, and NRR</li> <li>describe population pyramid</li> <li>define and classify census</li> </ul>	<p><b><u>Family planning</u></b></p> <ul style="list-style-type: none"> <li>Concept of family planning</li> <li>Aims and objectives of family planning</li> <li>Contraceptive methods (OCP,ECP)</li> <li>MR with use of medication(MRM) and difference with emergency contraceptive pills</li> <li>PPFP and post abortion /MR/MRM family planning</li> <li>LAM-lactational amenorrhea method</li> <li>Eligible and target couples, safe period</li> <li>CPR,TFR,unmet need discontinuation rate</li> <li>MCH based family planning</li> </ul> <p><b><u>Demography</u></b></p> <ul style="list-style-type: none"> <li>Definition of demography</li> <li>Demographic processes</li> <li>Demographic transition and indices</li> <li>Population pyramid</li> <li>Census</li> <li>Fertility and its influencing factors</li> </ul>	

## School Health Services

Learning Objectives	Contents	Teaching hours
<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>state the objectives of school health programme</li> <li>describe the aspects/components of school health service</li> <li>mention the task of school health medical officer</li> <li>state health problems of school children</li> <li>state the school health emergencies</li> <li>mention the activities of school health clinic</li> </ul>	<b>CORE</b> <ul style="list-style-type: none"> <li>Objectives of school health service</li> <li>Aspects/components of school health service</li> <li>Task of school health medical officer</li> <li>Common Health problems of school children</li> <li>School health emergencies</li> <li>School health clinic</li> <li>Helpful school health environment</li> <li>Different types of school desk and their importance</li> </ul>	L = 4 T = 4
<b>Occupational Health</b>		
<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>define occupational health and its objectives</li> <li>explain various occupational environments</li> <li>list the common occupational health hazards</li> <li>list the locally prevailing common occupational diseases with preventive strategies of : <ul style="list-style-type: none"> <li>a. Pneumoconiosis</li> <li>b. Occupational cancer</li> <li>c. Anthrax</li> <li>d. Occupational dermatoses</li> </ul> </li> <li>describe the general measures of health protection in different occupations</li> <li>describe the health care facilities and safety measures for industries</li> <li>state employees' benefits</li> </ul>	<ul style="list-style-type: none"> <li>Occupational health and its objectives</li> <li>Occupational environment</li> <li>Occupational health hazards</li> <li>Principles of prevention of occupational diseases</li> <li>Employees' benefits</li> </ul>	L = 4 T = 6

## Health For All (HFA), Primary Health Care (PHC), Universal Health Coverage (UHC) & MDG, SDG

Learning Objectives	Contents	Teaching hours
<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• define PHC and HFA, UHC</li> <li>• explain principles of PHC</li> <li>• list the components of PHC</li> <li>• list the components of ESP</li> <li>• involve community in identifying priority health problems</li> <li>• describe the organisational structure in delivery of PHC in Bangladesh</li> <li>• mention the goal of Health For All (HFA) in the context of Bangladesh</li> <li>• recognise important international health organizations and list their programmes</li> <li>• discuss the national and international health organizations</li> <li>• describe activities of UH and FWC/Community Clinics those rendering PHC</li> <li>• describe activities of GP/ Traditional healer in context of PHC</li> <li>• describe different levels of health care services</li> <li>• state health related MDGs, SGDs ESP</li> <li>• state the important existing National Health Programmes and there activities</li> <li>• state the global indicators of HFA</li> <li>• state the purpose and scope, evolution and diseases under International Health Regulations[IHR]-2005</li> </ul>	<ul style="list-style-type: none"> <li>• Definition: HFA and PHC, UHC</li> <li>• Principles and components of PHC</li> <li>• Health related MDG and SDG</li> <li>• Components of ESP</li> <li>• Name and Activities of important existing national health programmes</li> <li>• Organisational structure for the delivery of PHC</li> <li>• Goal and indicators of HFA by the year of 2000 AD</li> <li>• Levels of health care service delivery</li> <li>• Concept, purpose and scope, evolution and diseases under IHR-2005</li> <li>• Important National organizations.</li> <li>• Important International health organizations: WHO, UNICEF, RED CRESCENT, ICCDRB, CARE etc.</li> </ul>	<p>L = 8 T = 8</p>

## Public Health Administration & Management

Learning Objectives	Contents	Teaching hours
<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>define Management and Administration</li> <li>state the Functions and Principles of Management and Administration and Systems Strengthening</li> <li>define Planning</li> <li>state the indication of Planning and Local Level Planning</li> <li>describe the health care delivery system of Bangladesh</li> <li>illustrate the organizational structures of health care delivery at different levels</li> <li>state the health care referral system in Bangladesh</li> <li>state the charter of duties of different health personnel</li> </ul>	<ul style="list-style-type: none"> <li>Definition, Functions, Principles of Management and Administration</li> <li>Definition, Indication and Process of Planning and Planning Cycle</li> <li>Health Care Delivery System of Bangladesh</li> <li>Organizational Structure of Health Care Delivery in Bangladesh including reporting, supervision, and monitoring</li> <li>Health Care Referral System in Bangladesh</li> <li>Charter of duties of different health personnel</li> </ul>	L = 3 T = 4



**Summative assessment of Community Medicine**  
**3<sup>rd</sup> Professional Exam**  
**Assessment systems and mark distribution**

<b>Components</b>	<b>Marks</b>	<b>Total Marks</b>
<b>WRITTEN EXAMINATION</b> <b>MCQ (SBA+MTF)</b> <b>SAQ +SEQ</b> <b>FORMATIVE</b>	20 70 <b>10</b>	100
<b>PRACTICAL EXAMINATION</b> <b>CONVENTIONAL PRACTICAL / OSPE</b> <b>(3 PROCEDURAL AND 7 QUESTION STATIONS)</b> <b>RFST, SURVEY REPORT ANDSTUDY TOUR</b> <b>REPORT</b>  <b>REPORT ON DAY VISIT</b>	<b>50</b>  <b>30</b>  <b>20</b>	100
<b>ORAL EXAMINATION (Structured)</b> <b>2 Boards each of 2 examiners</b>		100
<b>Grand Total</b>		<b>300</b>

- There will be separate Answer Script for MCQ
- Pass marks 60 % in each of theoretical, oral and practical

## **TIME SCHEDULE**

<b>Students' Time</b>			
	<b>TOPIC</b>	<b>LECTURE</b>	<b>TUTORIAL</b>
<b>1.</b>	<b>Concept of Public Health, Community Medicine, Health and Disease</b>	12 hours	12 hours
<b>2.</b>	<b>Behavioural Science</b>	04 hours	08 hours
<b>3.</b>	<b>Health Communication and H Ed</b>	04 hours	08 hours
<b>4</b>	<b>Medical Entomology</b>	04 hours	06 hours
<b>5</b>	<b>Research methodology and Biostatistics</b>	10 hours	13 hours
<b>Part 1</b>		<b>34 H</b>	<b>47 H</b>
<b>6</b>	<b>Environment and Health</b>	06 hours	08 hours
<b>7</b>	<b>Immunity, Immunization and Disinfection</b>	04 hours	08 hours
<b>8</b>	<b>Public Health Nutrition</b>	08 hours	08 hours
<b>9</b>	<b>Principles of Epidemiology</b>	14 hours	16 hours
<b>10</b>	<b>Epidemiology of CD and NCD</b>	15 hours	30 hours
<b>11</b>	<b>MCH-FP and Demography</b>	10 hours	16 hours
<b>12</b>	<b>School Health Service</b>	04 hours	04 hours
<b>13</b>	<b>Occupational Health</b>	04 hours	06 hours
<b>14</b>	<b>HFA, Primary Health Care, Universal Health Coverage and existing National Health Programmes, MDGs,SDG</b>	08 hours	08 hours
<b>15</b>	<b>Public Health Administration and Management</b>	03 hours	04 hours
<b>Part 2</b>		<b>76 H</b>	<b>108 H</b>
<b>GRAND TOTAL</b>		<b>110 hours</b>	<b>155 hours</b>

## **Subject: Community Medicine**

1st part : Lecture : 34 hours  
Tutorial : 47 hours

2nd Part : Lecture : 76 hours  
Tutorial : 108 hours

COME (community oriented medical education):30 days  
(10 Days day visit + 10 Days RFST+ 10 Days study tour)

Total (1st Part + 2nd Part): Lecture : 110 hours  
Tutorial : 155 hours  
Integrated teaching : 10 hours  
COME : 30 days

### **Residential Field Site Training Program**

- RFST Course for Fourth Year Students is an integral part of the curriculum of Community Medicine.
- Head of the Department of Community Medicine will implement the program as a co-ordinator.
- Teachers of Community Medicine assisted by UNHFPO will perform the responsibility for successful implementation of the program.
- Health Educator of Community Medicine will organize field level activities of the students.
- All categories of personnel involved in this program will be given remuneration as per WHO rules regulation approved by MOHandFW

#### **Objectives of RFST**

After completion of the Residential Field Site Training Program as future health care providers students will be able to:

- become accustomed with the environment and lifestyle of peoples of rural community.
- identify health needs and problems of the community people and prioretise them
- conduct survey based on health needs and problems of the community
- be acquainted with health care delivery system at PHC level in Bangladesh.
- develop intersectoral coordination.

#### **Schedule Programme**

Daily activities schedule will be designed by the Department of Community Medicine.

## **Thana Health Complex**

The use of the teaching facilities, access to patient areas and employment of THC staff are all under the control of the Thana Health and Family Planning Officer (TH and FPO), and teachers from medical college must respect his/her authority in these matters.

Apart from the outdoor, ward and laboratory area two rooms are available for teaching sessions. These are the classroom and the Resident Medical Officer's room.

## **Transport**

Two microbus having capacity of 25 seats would be engaged for taking students and teachers from the college campus to the Thana Health Complex during RFST Programme and preparatory period.

The driver of the micro-bus has a fixed schedule to follow. This is under the control of the Head of Department of Community Medicine.

## **Accommodation**

There are two dormitories both with twenty beds for the students. In each dormitory there are two single seated rooms with sanitary facilities for teachers.

08 (eight) supporting staff (two drivers, two guards, two cook and two table boy) will be appointed for the conduction of the RFST Programme at Thana Health Complex.

The THFPO will support the programme by engage in the working doctors and staffs.

## **Games**

Arrangement for badminton, caromboards and volleyballs could be made available at the dormitories.

Students may take their own music player or Walkman. But no loud music will be allowed in the dormitories. No music is allowed after 10:00 p.m.

## **Student supervision**

Supervision of the students is the responsibility of the Principal, teachers of Community Medicine and TH & FPO.

# Community Medicine Teaching Programme

## Residential Field Site Training Course

### **RFST Implementation Schedule**

Day 1	Introduction to UHC and briefing on primary level health care activities and Upazila Health Profile  Indoor patients care
Day 2 and Day 3	Community health survey
Day 4	MCH and FP Services <ul style="list-style-type: none"> <li>• Health Education and counselling in MCH</li> <li>• Family Planning and</li> <li>• Immunisation</li> </ul>
Day 5	Attending the OPDs and Investigation facilities at upazilla level  Attending the emergency department
Day 6	Visit to health related sector working at upazilla level
Day 7	Visit to a local NGO
Day 8	Visit to Community Clinic and USC
Day 9	Visit to FWC and Sattelite clinic
Day 10	Evaluation of the programme and presentation  Comments by students, teachers and local health authorities

# Draft Structured Questionnaire For Field Site Epidemiological Survey

This questionnaire should be completed by students after interviewing the head of household or an adult. For some questions, may need to interview an adult female member of the family.

## SECTION A: GENERAL DETAILS

1. Name of village : \_\_\_\_\_
  2. Name of Union : \_\_\_\_\_
  3. Name of Thana : \_\_\_\_\_
  4. Name of Head of family : \_\_\_\_\_
  5. Name of person interviewed : \_\_\_\_\_
  6. Name of student (s) : \_\_\_\_\_
- Batch / Group: \_\_\_\_\_ Roll : \_\_\_\_\_ Year : \_\_\_\_\_

## SECTION B : HOUSEHOLD DETAILS

8. Please state number of people in the family (oldest member of family first)

	Name	Relationship to head of family	Sex	Age	Occupation	Education Level achieved
I						
II						
III						
IV						
V						
VI						
VII						
VIII						
IX						
X						

9. Type of housing? Pucca (building) / tin roof / thatched : \_\_\_\_\_

10. Family income per month : \_\_\_\_\_
- If landowner, approx. amount of land owned : \_\_\_\_\_
11. Disposal of excreta? Sanitary latrine / Insanitary latrine / Open air latrine : \_\_\_\_\_
12. Source of drinking water? Tubewell/ River / Pond / Others \_\_\_\_\_
- Of others, please specify: \_\_\_\_\_

SECTION B: MATERNAL HEALTH AND FAMILY PLANNING
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13. Any pregnancy in the household ending within the last 12 months (excluding current pregnancy ) Yes / No: \_\_\_\_\_
- If yes, outcome of baby : normal alive/ abnormal alive / dead
- Outcome of mother : alive / dead
- Was there any complications?
- a) During the pregnancy (before delivery)  
e.g. anaemia, pre-eclampsia : Yes/ No
- If yes, specify : \_\_\_\_\_
- b) At the time of delivery: Yes / No
- If yes, specify : \_\_\_\_\_
- c) After delivery e.g. fever, painful  
perineum, urinary incontinence : Yes / No
- If yes, specify : \_\_\_\_\_
14. Who attended the pregnant woman at the time of delivery?
- TBA / FWV / others
- If others, please specify : \_\_\_\_\_
- If other why did the family not contact a health worker?
- a) Not aware of any health worker (HW) in the village
- b) Aware but did not wish to see the HW
- c) Aware but HW too far to visit and she did not come to the village
- d) Other reasons, specify: \_\_\_\_\_

15. Where was the place of delivery? : Home / Hospital
16. Is there any body currently pregnant in the family? : Yes / No  
If yes, duration : \_\_\_\_\_ months
17. Any tetanus vaccine (TT) given to women during current or previous (within last 12 months) pregnancy? : Yes / No  
If yes, numbers of doses : \_\_\_\_\_  
If not given, because of :  
a) Not necessary (already received 5 doses)  
b) Not aware of the need for TT  
c) Aware but did not wish to have it  
d) Aware but clinic too far away  
e) Other specify: \_\_\_\_\_
18. Practice of Family Planning  
Male : Yes / No  
If yes, type: Condom / Vasectomy / Other, specify: \_\_\_\_\_  
If no, reason: \_\_\_\_\_  
Female : Yes / No  
If yes, type: Oral pill / Injection / IUCD / Ligation / Other, specify: \_\_\_\_\_  
If no, reason : \_\_\_\_\_

SECTION D: CHILD HEALTH
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19. Immunisation status of under 5 children (check immunisation card if available)

	<u>Child 1</u>	<u>Child 2</u>	<u>Child 3</u>	<u>Child 4</u>	<u>Child 5</u>
Penta 1, 2, 3					
OPV 1, 2, 3					
BCG					
Measles					
None given					

If none given, because of:

- a) Not aware of the need for vaccine  
b) Aware but not wish to have it  
c) Aware but clinic too far away  
d) Other, specify: \_\_\_\_\_



20. Breast feeding of under 5

	<u>Age</u>	<u>Duration of suckling</u>	<u>Weaning time</u>
a)			
b)			
c)			
d)			
e)			

21. Anthropometry of under 5:  
Mid upper arm circumference (MUAC) and / or height and weight

	<u>Age</u>	<u>Wt in Kg</u>	<u>Ht in Cm</u>	<u>MUAC Cm</u>
a)				
b)				
c)				
d)				
e)				

SECTION E : MORBIDITY
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22. Below is a list of diseases. Please indicate if anybody in your household currently suffers from any of these.

<u>Diseases</u>	<u>No. of persons affected</u>	<u>Age</u>
Diarrhoeal disease		
Helminthic infection		
Scabies		
Other skin infection		
Cataract		
Eye infection		
Vit, A deficiency (child night blindness)		
Dental caries		
Chronic suppurative otitis media		
Tuberculosis		
Acute respiratory infection		

23. Any physical disabilities in the family? : Yes/ No  
If yes, please specify: \_\_\_\_\_

24. Who do you normally contact first if any of your family become ill?

Government doctor /Un-qualified doctor / Homeopath / Hakim (Kabiraj) / Others

If other, specify : \_\_\_\_\_

If not government doctor, give reason : \_\_\_\_\_

SECTION F: MORTALITY
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25. Has there been any death in the household within the last 5 years?

If yes:

	<u>Age at death</u>	<u>Sex</u>	<u>Possible cause of death</u>
a)			
b)			
c)			
d)			
e)			

SECTION G: KNOWLEDGE, ATTITUDE AND PRACTICE
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26. Illness related to smoking

27. ORS and its preparation / use

28. Personal hygiene

29. Transmission of infectious disease e.g. malaria, dysentery etc.

## **Glossary**

AFB	=	Acid Fast Bacilli
AHI	=	Assistant Health Inspector
ARI	=	Acute Respiratory Infections
CPR	=	Contraceptive Prevalence Rate
EPI	=	Expanded Programme on Immunization
HI	=	Health Inspector
IPD	=	In-Patient Department
M.P.	=	Malarial Parasite
MCH	=	Maternal and Child Health
MCQ	=	Multiple Choice Questions
MO, MCH	=	Medical Officer, Maternal and Child Health
OHP	=	Over Head Projector
OPD	=	Out-Patient Department
ORS	=	Oral Dehydration Salt
SI	=	Sanitary Inspector
TH&FPO	=	Thana Health and Family Planning Officer
TFR	=	Total Fertility Rate
TFPO	=	Thana Family Planning Officer
RFST	=	Residential Field Site Training

## **Day Visit**

### **Objectives of day visits:**

- The students will be acquainted with the-
- organogram of the Organization
- objectives of the Organization
- goal and target of the Organization
- strategy settings by the Organization to fulfil the objectives
- existing resources available of the Organization
- activities of the Organization to reach the target and goal
- achievement of the Organization
- constraints of the Organization

### **Sites of Day Visit** (At least 8 visits)

- DOTS corner attached to Medical College Hospital
- ORT corner
- MCH clinic attached to Medical College Hospital
- Model FP Clinic attached to Medical College Hospital
- Upazilla Health Complex and Community Clinic
- Health related NGOs
- Pharmaceuticals Industries
- Industries
- Civil Surgeon Office
- Deputy Director of Family Planning (DDFP) office
- Superspecialized health care institutions: Cancer Hospital, ICDDR, IPH, Leprosy Hospital, CRP, etc.

## **Guideline for Day visit**

<b>Sl. No.</b>	<b>Description</b>
01.	Name of the Organization
02.	Type and date of establishment of the Organization
03.	Location of the Organization
04.	Organogram of the Organization (use separate sheet)
05.	Objectives of the Organization
06.	Strategy settings by the Organization
07.	Existing resources available of the Organization
08.	Target and achievement of the Organization
09.	Activities of the Organization
10.	Social mobilization
11.	Problems/constraints of the Organization
12.	Personal observation and opinion regarding the visit of the Organization
13.	Conclusion

## **Study Tour**

(For the duration of 10 days)

### **Objective**

To observe different natural and health related organizations of the country for acquiring knowledge and developing skills in assessing health needs and demands of the population.

### **Sites of study tour**

- Cox's bazar / Kuakata
- St. Martin's Island
- Seaport health: Chittagong / Mongla
- Chandraghona paper mill
- Sylhet: Tea Garden / Jaflong
- Health Organizations in Capital City
- Mental Hospital, Pabna

### **Financial support:**

- I. Ministry of Health will allocate budget in a revenue sector for individual Government Medical College to conduct RFST, Day Visit and Study Tour.
- II. Governing body of private medical colleges will collect money from the students during 1<sup>st</sup> year admission for the implementation of RFST, Day Visit and Study Tour.