

3rd Year

Basic Community Health & Medical Ethics

Objectives:

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

- a) provide comprehensive health care to the people
- b) deliver primary auxiliary health care and essential services package
- c) help for organise health education sessions in the community / OPD
- d) provide as auxiliary health care work force with appropriate attitudes
- e) work as a member of health team

List of Competencies to Acquire :

1. Identify health needs and problems of the community and prioritise those.
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 socio-demographic data from the community
6. Manage mass causality incident
7. Conduct community based research work and write report
8. Outline the population trends and problems and its impacts in Bangladesh
9. The importance of doctor /nurse patient relationship
10. Take measures to prevent mal-practices and criminal mal practices
11. Ensure professional secrecy, acquire privileged communication and patients' rights
12. Understand about the job descriptions of different health professionals

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Contents	Learning Objectives	Training /Learning experiences		Expected hours	Assessment
		Teaching Methods	Aids		
<p>1. Introduction to Community Health</p> <p>i. Health : Definition and determinants of Health</p> <p>ii. Disease : Definition, agents of diseases, Interaction between “host, agent and environment”</p> <p>iii. Define : Medicine, Hygiene, Public Health, Preventive Medicine, Social Medicine</p> <p>iv. Community: Definition, comprehensive health team</p>	<p>At the end of the session the MATS students will be able to :</p> <ul style="list-style-type: none"> ▪ define the terms mentioned in the contents ▪ explain the interaction between agent, host and environment. 	<p>Lecture</p> <p>Tutorial/Group discussion</p>	<p>Model, Picture/ charts Posters Multimedia OHP White board Chalk board</p>	<p>L-7 hrs Tutorial/ group discussion - 7 hrs</p>	<p>Written Viva</p>
<p>b. Community Health; Definition, components, community health care system</p> <p>c. Primary Health Care (PHC); Definition, principles, components, concept of ‘health for all (HFA)’.</p>	<p>At the end of the session the students will be able to :</p> <ul style="list-style-type: none"> ▪ define the terms mentioned in the contents ▪ describe the community health care system ▪ describe the components and principles of PHC ▪ state the concept of HFA 	<p>Lecture</p> <p>Tutorial/Group discussion</p>	<p>Model, Picture/ charts Posters Multimedia OHP White board Chalk board</p>	<p>L-7 hrs Tutorial/ group discussion - 7 hrs</p>	<p>Written Viva</p>

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		Teaching Methods	Aids		
2. Environmental Health a. Introduction b. Water c. Human excreta/waste d. Air e. Climate change f. Insects of Medical importance g. Personal Hygiene	At the end of the sessions the students will be able to : <ul style="list-style-type: none"> ▪ define environments & other factors related to it ▪ explain the importance of influence of climate change on health of the community ▪ explain the importance of influence of various environmental factors on health of the community 	Lecture Tutorial/Group discussion Field visit	Model, Picture/ charts/ Posters Multimedia OHP White board Chalk board Exposure to community	L-12 hrs T-12 hrs Visit-10 hrs	Written Viva Practical demonstration by students
3. Introduction to Epidemiology & Demography <ul style="list-style-type: none"> ▪ Concept of Epidemiology & its uses ▪ Definition of incidence & prevalence ▪ Definition and components of Demography ▪ Population trends and problems and its impact in Bangladesh 	At the end of the sessions the students will be able to : <ul style="list-style-type: none"> ▪ define epidemiology & its use ▪ define incidence and prevalence of disease ▪ define demography and its components ▪ outline the population trends and problems and its impacts in Bangladesh 	Lecture Tutorial/Group discussion	Model, Picture/ charts/ Posters Multimedia OHP White board Chalk board	L-5 hrs T-5 hrs	

NOTE: Field visit should be completed after completion of the specific topic and should take place under supervision of concerned teacher and the total process will be supervised by the principal of the institute

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		Teaching Methods	Aids		
<p>4. Food & Nutrition</p> <p>a. Concept of food & nutrition</p> <p>b. Proximate Principle of food</p> <p>c. Sources, requirements & functions of different kinds of foods</p> <p>d. Concept of ‘balanced diet’</p>	<p>At the end of the session the students will be able to :</p> <ul style="list-style-type: none"> ▪ define food & nutrition ▪ list of sources, requirement, function, classification of protein, fat, carbohydrate, minerals and vitamins ▪ define balanced diet 	<p>Lecture</p> <p>Tutorial/Group discussion</p> <p>Field visit</p>	<p>Model,</p> <p>Picture/ charts/ Posters</p> <p>Multimedia</p> <p>OHP</p> <p>White board</p> <p>Chalk board</p> <p>Exposure to community</p>	<p>L-5 hrs</p> <p>T-5 hrs</p> <p>Visit-10 hrs</p>	<p>Written</p> <p>Viva</p> <p>Practical demonstration by students</p>
<p>5. Maternal & Child Health and Family Planning ;</p> <p>a) MCH</p> <ul style="list-style-type: none"> ▪ Concepts of MCH & reproductive health ▪ Causes of Maternal & infant mortality ▪ Prevention of Maternal & infant mortality ▪ Breast feeding ▪ EPI <p>b. Family Planning :</p> <ul style="list-style-type: none"> ▪ Definition of Family Planning ▪ Contraception & its methods (Types, Merits & demerits) ▪ Importance of Family Planning in context of Bangladesh 	<p>a. MCH</p> <p>At the end of the session the MATS students should be able to know-</p> <ul style="list-style-type: none"> ▪ define & explain the importance of MCH ▪ explain the importance of Breast feeding and its merits in contrast to artificial feeding ▪ educate mother regarding EPI <p>b. Family planning</p> <ul style="list-style-type: none"> ▪ define family planning ▪ list methods of contraception and mention merits & demerits of each ▪ describe the importance of family planning in context of Bangladesh. 			<p>L-10 hrs</p> <p>T-10 hrs</p> <p>Visit-10</p>	

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		Teaching Methods	Aids		
6. Behavioural Science a. Concepts & component of behavioural science b. Human interpersonal communication	At the end of the session the students will be able to : <ul style="list-style-type: none"> ▪ define & list the components of behavioural science ▪ describe the importance of doctor /nurse patient relationship 	Lecture Tutorial/Group discussion Field visit	Model, Picture/ charts/ Posters Multimedia OHP White board Chalk board Exposure to community	L-6 hrs T-6 hrs Visit-8 hrs	Written Viva
7. Health Education a. Concept, Principles & Methods of Health Education	At the end of the session the students will be able to : <ol style="list-style-type: none"> a. define health education b. explain the principles of health education c. describe the methods of health education 	Lecture Tutorial/Group discussion Field visit	Model, Picture/ charts/ Posters Multimedia OHP White board Chalk board Exposure to community	L-6 hrs T-6 hrs Visit-8 hrs	Written Viva
8. Mental Health a. Concepts of mental Health b. Factors causing mental illness	At the end of the session the students will be able to : <ul style="list-style-type: none"> ▪ define mental health ▪ list the indicators & common factors causing mental health 	Lecture Tutorial/Group discussion Field visit	Model, Picture/ charts/ Posters Multimedia OHP White board Chalk board Exposure to community	L-6 hrs T-6 hrs	Written Viva

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		Teaching Methods	Aids		
9. Occupational Health a. Definition b. Common occupational health problems at rural level c. Prevention of occupational problems	At the end of the session the students will be able to : <ul style="list-style-type: none"> define occupational health describe the common occupational health problems at rural level mention prevention of occupational problems 	Lecture Tutorial/Group discussion Field Visit	Model, Picture/ charts/ Posters Multimedia OHP White board Chalk board Exposure to community	Lec- 3hrs Tuto-3 hrs Visit-6 hrs	Written Viva
10. Introduction to Bangladesh Health Service a. Organogram of Bangladesh Health Services services from Ministry of Health Service Division to Directorate General Health Services (DGHS) and Ministry of Medical Education & Family Welfare Service Division to Directorate General Medical Education (DGME) b. Organogram of Bangladesh Health Services services from Union Health Sub-Center (UHSC)/ Union Health and Family Planning Center (UHFPC) up to DGHS or DGME c. Organisation chain of supervision from upazila & below up to community clinic.	At the end of the session the students will be able to : <ul style="list-style-type: none"> Mention the organogram of Bangladesh health services from Ministry of Health Service Division to Directorate General Health Services (DGHS) and Ministry of Medical Education & Family Welfare Service Division to Directorate General Medical Education (DGME) Mention the organogram of Bangladesh health services from Union Health Sub-Center (UHSC)/ Union Health and Family Planning Center (UHFPC) up to DGHS or DGME Mention the organogram of UHC and below up to community clinic. List the job description of UHFPO, MO, RMO, UFPO, MA, FWV, FPA, , CHCP, FWA, HA and other field staff Mention the chain of supervision from upazilla to below up to community clinic 	Lecture Tutorial/Group discussion Field visit	Model, Picture/ charts/ Posters Multimedia OHP White board Chalk board Exposure to community	Lec- 8hrs Tuto-8 hrs Visit-16 hrs	Written Viva

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Contents	Learning Objectives	Training /Learning experiences		Expected hours	Assessment
		Class-room	Aids		
Medical Ethics 1. Medical ethics, Geneva, Declaration 2. Central areas of health ethics <ul style="list-style-type: none"> ▪ The health care providers and patient relationship ▪ Fairness and equity ▪ Specific health issue 3. Components of Health service provider & patient relationship – <ul style="list-style-type: none"> ▪ Patient autonomy ▪ Informed consent 4. Medical Etiquette 5. Professional infamous conduct 6. Professional secrecy 7. Negligence 8. Mal practices (Professional Negligence) 9. Criminal mal practices or criminal professional negligence 10. Patient rights	At the end of the course the student will be able to – <ul style="list-style-type: none"> ▪ define medical ethics ▪ state the Geneva declaration ▪ name the central areas of health ethics ▪ explain the difficult components of health care providers are patient relationship ▪ explain patient autonomy ▪ explain informed consent ▪ explain fairness the equity in providing services ▪ define medical etiquette ▪ list and explain the professional infamous conducts ▪ define mal-practices and criminal mal practices ▪ describe professional secrecy, and privileged communication ▪ patients rights state 	Lecture Tutorial/Group discussion	OHP Multimedia Video Chalk board White board	L-15 L-15	Written Viva

NB: Three months (12 weeks) placement at attached Upazilla Health Complex at Indoor, Outdoor, Emergency and ongoing health programmes