

**REVISED ORDINANCE GOVERNING MBBS DEGREE COURSE  
AND CURRICULUM OF PHASE I COMMUNITY MEDICINE  
SUBJECT – NOVEMBER 2019**



**Rajiv Gandhi University of Health Sciences,  
Karnataka, Bangalore**

# Community Medicine Syllabus for First Professional Year

## Goal:

To train the Indian Medical graduate of first contact who will be able to apply different levels of prevention utilizing principles of demography and health education, addressing multiple dimensions like socio-cultural factors and nutrition.

## OBJECTIVES:

At the end of the first professional year student should be able to

1. To describe the concepts of health, prevention and application of interventions at various levels of prevention
2. To describe the relationship of social and behavioural science, health and disease.
3. To explain the concept and principles of health education.
4. To describe the common source of nutrients and correct method of nutritional assessment at individual family and community level.
5. To describe the epidemiology, common nutrition related health disorders and their control and management.
6. To describe the principles of demographic cycles and vital statistics.

## TOPIC

### Concept of Health and Disease

(lecture and SGD/practical/Integration/tutorials)

(21 hours)

(CM1.1 – CM1.10)

- Define Public Health, rise of public health.
- Describe the changing concepts in Public Health
- Define health, describe the changing concept of health, describe the concept of holistic and spiritual health, and describe the relative concept of health. Describe the concept of well-being, standard of living, quality of life – Physical quality of life index, Human development index.
- Determinants of health- Enumerate and describe
- Describe the characteristics of agent, host and environmental factors in health and disease.
- Describe the concept of causation. Describe the germ theory of disease.
- Describe the multi factorial etiology of disease
- Describe and discuss the natural history of disease
- Prevention – Concept, Levels of prevention, application of interventions at various levels of prevention.
- Health promotion and Education - concepts, principles,
- IEC and Behavioral change communication (BCC) - concept and examples.
- Enumerate and describe health indicators
- Describe the Demographic profile of India and its impact on health.
- Describe communication skills in health.

### Relationship of social and behavioral to health and

Disease (lecture and SGD/practical/Integration/tutorials)

(7 hrs)

(CM2.2, 2.4, 2.5– CM2.6)

- Describe the socio-cultural factors, Types of family, its role in health and disease & demonstrate in a simulated environment the correct assessment of socio-economic status.
- Describe social psychology, community behaviour and community relationship with health and disease
- Describe poverty and social security measures and its relationship to health and disease

## **NUTRITION**

### **lecture and SGD/practical/Integration/tutorials**

**(12 hr)**

(CM5.1, 5.2, 5.3)

- Describe the common sources of various nutrients, Demonstrate: food we eat and their nutritive value (Integrated session with Bio chemistry)
- Special nutritional requirements according to age, sex, activity, physiological Conditions
- Describe and demonstrate the correct method of performing a nutritional assessment using the appropriate method (Integrated session with pediatrics/General medicine)  
Nutritional assessment of individuals,  
Nutritional assessment of families and  
Nutritional assessment of the community
- Define common nutrition related health disorders(Integrated session with pediatrics/General medicine)  
(Including macro-PEM, Micro-iron, Zn, iodine, Vit. A, endemic fluorosis),
- Describe the epidemiology of common nutrition related health disorders.
- Describe their control and management

## **Demography and vital statistics**

### **lecture and SGD/practical/Integration/tutorials (7 hr)**

(CM9.1, 9.2, 9.3, 9.4)

- Define and describe the principles of Demography, Demographic cycle, Vital statistics
- Define, calculate and interpret demographic indices including birth rate, death rate, fertility rates
- Enumerate and describe the causes of declining sex ratio and its social and health implications
- Enumerate and describe the causes and consequences of

Population explosion and population dynamics of India.

Self-Directed Learning

5 Hrs

### **Suggested areas for integration**

As per the “competency based undergraduate curriculum for the Indian medical graduate 2018 Medical Council of India”.

### **AETCOM MODULE to be covered for first professional year**

- Demonstrate the role of effective Communication skills in health in a simulated environment.
- Demonstrate the important aspects of the doctor patient relationship in a simulated environment.

Prac

### **Teaching hours and methods**

<b>Curriculum component</b>	<b>Time allotted in hours</b>
Lecture	20
Small group teaching/tutorial/integrated learning/practical	27
Self-directed learning	5
<b>Total</b>	<b>52</b>

To be noted:

- The number of hours mentioned above are rough guidelines that can be modified to Suit the specific requirements of a medical college.
- It is recommended that didactic teaching be restricted to less than one third of the total Time allotted for that discipline.
- Greater emphasis is to be laid on hands-on training, symposia, seminars, small group Discussions, problem-oriented and problem-based discussions and self-directed Learning.
- Students must be encouraged to take active part in and shared responsibility for their Learning.

## Guidelines for Assessment

- **Not less than three internal examinations** to be conducted, one at each professional year. Therefore,
  - First internals at end of I Professional year
  - Second internals at end of II Professional year at end
  - Third internals at end of III Professional year
  
- First and Second internals shall be conducted for 40 marks and final internals in III professional year can be conducted for 100 marks mimicking final University examination
  
- **Nature of questions** will include different types such as structured essays (Long Answer Question-LAQ, Short Answer Questions- SAQ) and objective questions (eg. Multiple Choice Questions-MCQs). MCQs shall be accorded a weightage of not more than 20% of total theory exam

**\*Model of internals exam question paper** for 40 marks

- Multiple Choice Questions-- 8 x 1 marks=08 marks
- Long Answer Question----- 1 x 10 marks= 10 marks
- Short Answer Question----- 2 x 5 marks= 10 marks
- Short Answer Question----- 4 x 3 marks= 12 marks

**Scheme for calculation of internal assessment marks:**

<b>Theory (maximum marks)</b>	<b>Marks</b>	<b>Practical' s</b>	<b>Marks</b>
Theory written paper	32	Practical exam <ul style="list-style-type: none"> <li>• OSPE</li> <li>• Practical exercises</li> <li>• Group discussion and presentations</li> </ul>	30
Formative assessment		Formative assessment	
MCQs	8	Log book	5
		Practical record	5
<b>Total</b>	<b>40</b>		<b>40</b>

**Model question paper for Internal Assessment of 1<sup>st</sup> year MBBS**

**(RS4 2019-20 batch)**

**Subject: Community Medicine**

Time: 1 hour

Total marks: 32marks

Long essay

(1\*10 = 10 marks)

1. Define health. Discuss the determinants of health.

( 2+8= 10 marks)

Short essay (2\*5 = 10 marks)

2. Enumerate different levels of prevention. Describe each level with examples.

(1.5+3.5= 5 marks)

3. Describe poverty and explain social security measures.

(1+5= 5 marks)

Short answer

(4\*3= 12marks)

4. Define demography. Explain stages of demographic cycle.

(1+2= 3 marks)

5. Name any six common nutritional deficiency diseases in India.

(0.5\*6 = 3 marks)

6. Determinants of doctor patient's relationship.

7. Enumerate any six indicators of health.

(0.5\*6 = 3 marks)



Number	Competency	SLO	T-L Method	Domain	Level	Core	Assessment method	Vertical integration
CM 1.1	Define and describe the concept of Public Health.	By the end of the session, the student must be able to :-	Lecture, Small group Discussion.	K	KH	y	Written / Viva voce	
		<u>Describe</u> the evolution of health and disease.	Lecture					
		<u>Describe</u> each concept of health with respect to Biomedical, Ecological, Psychological and Holistic components	Small group discussion					
		<u>Mention</u> various contributions of public health specialists.	Small group discussion					
		<u>Explain</u> the changing concepts of health.	Lecture					
		<u>Describe</u> public health concept in India.	Lecture					
		<u>Enumerate</u> Limitations of Public health.	Lecture					
CM 1.2	Define health; describe the concept of holistic health including concept of spiritual health and the relativeness & determinants of health.	By the end of the session, the student must be able to :-	Lecture, Small group Discussion.	K	KH	Y	Written/viva voce	
		<u>Define</u> health- WHO and Operational.	Lecture					
		<u>Describe</u> the importance of holistic model in health care.	Lecture					
		<u>Analyze</u> the role of various determinants of the health in any given health condition.	Small group discussion					
CM 1.3	Describe the characteristics of agent, host and environmental factors in health and disease and the multi factorial etiology of disease.	By the end of the session, the student must be able to :-	Lecture, Small group Discussion.	K	KH	Y	Written/Viva voce	
		<u>Describe</u> the various links needed in the chain of disease transmission.	Lecture					
		<u>Enlist</u> diseases commonly seen in the community and discuss their etiological factors	Small group discussion					



		<u>Enumerate</u> the agent, host and environmental factors as a triad responsible for disease transmission	Lecture					
		<u>List</u> out factors from the triad responsible for spread of diseases of public health importance	Small group discussion					
		<u>Discuss</u> the importance of multiple risk factors in the etiology of chronic diseases	Small group discussion					
CM1.4	Competency: Describe and discuss Natural History of a disease.	By the end of the session, the student must be able to :-	Lecture, small group discussion	K	KH	Y	Written/Viva voce	
		<u>Describe</u> the Phases in Natural History of a disease.	Lecture					
		<u>Describe</u> the Levels of prevention in Natural History of a disease.	Lecture					
		<u>Describe</u> the interventions at each level of prevention.	Lecture					
		<u>Explain</u> Natural History of a disease. With respect to a Communicable disease.	Small group discussion					
		<u>Explain</u> Natural History of a disease. With respect to a non-communicable disease.	Small group discussion					
		<u>Describe</u> the Importance of Natural History of a disease.	Small group discussion					
CM1.5	Describe the application of interventions at various levels of prevention.	By the end of the session, the student must be able to list all the modes of interventions at each levels of prevention with 100% accuracy.	Lecture, small group discussion	K	KH	Y	Written/Viva voce	
		<u>Define</u> Health promotions and its approaches (at least 2 out of 4) with appropriate examples.	Small group discussion					
		<u>Define</u> specific protection with the help of examples.	Small group discussion					
		<u>List</u> the conditions where mass treatment or blanket therapy is done.	Small group discussion					

		<u>Describe</u> the concept of disability with appropriate examples.	Lecture					
		<u>Define</u> the concept of Rehabilitation.	Lecture					
		<u>List</u> the different types of rehabilitation with suitable examples for each.	Small group discussion					
<b>CM 1.6</b>	Describe and discuss the concepts, the principles of Health promotion and Education, IEC and Behavioral change communication (BCC)	By the end of the session, the student must be able to :-	Lecture and small group discussion	K	KH	Y	Written/Viva voce	
		<u>Define</u> health promotion and list key action areas	Lecture					
		<u>Define</u> and explain the objectives and components of health education.	Lecture					
		<u>Explain</u> concepts of IEC and BCC and its application in prevention and control of disease.	Lecture					
		Know the planning of a health education session	Small group discussion					
<b>CM 1.7</b>	Enumerate and describe health indicators	By the end of the session, the student must be able to :-	<b>Lecture, small group discussion</b>	K	KH	Y	Written/Viva voce	
		<u>Enumerate the health indicators</u>	Lecture					
		<u>Describe</u> the characteristics health indicators	Lecture					
		<u>Describe</u> Mortality, Morbidity indicators	Lecture					
		<u>Describe</u> Disability rates, Nutritional status indicators, Health care delivery indicators and Utilization rate.	Lecture					
		<u>List</u> the uses and limitations of the indicators	Small group discussion					
<b>CM 1.8</b>	Describe the Demographic profile of India and discuss its impact on health	By the end of the session, the student must be able to :- LECTURE	Lecture, Small group discussion	K	KH	Y	Written/Viva voce	
		<u>Describe</u> Demographic profile of India.	Lecture					
		<u>Enumerate</u> the impact of demographic profile on health in India.	Small group discussion					
		<u>Explain</u> differences in demographic profile in Rural and Urban area	Small group discussion					

		Explain differences in demographic profile in Developed and Developing countries	Small group discussion					
<b>CM 1.9</b>	Demonstrate the role of effective communication skills in health in a simulated environment.	At the end of the session the student should be able to	Lecture ,small group discussion	k	KH	Y	Written/viva voce ,skill assessment	AETCOM
		<u>List</u> the communication skills required for doctors	Lecture	K	KH	Y	Written/viva voce	
		<u>Describe</u> basic communication model	Lecture	K	KH	Y	Written/viva voce	
		<u>List</u> the types of communications used by doctors in different settings	Lecture	K	KH	Y	Written/viva voce	
		<u>List</u> the barriers of communication in health care setting	Lecture	K	KH	Y	Written/viva voce	
		<u>Demonstrate</u> the ability to communicate to patients in a respectful, non-threatening and empathetic manner in a simulated environment.	DOAP sessions	S	SH	Y	Skill assessment	
<b>CM 1.10</b>	Demonstrate the important aspect of the doctor and the patient relationship simulated environment.	At the end of the session the student should be able to	Lecture, small group discussion	K	KH	Y	Written/viva voce	AETCOM
		<u>Describe</u> the Importance of role of a doctor in a society	Lecture	K	KH	Y	Written/viva voce	
		<u>Demonstrate</u> the Doctor patient relationship in a simulated environment	Role play AETCOM, DOAPS	S	SH	Y	Skill assessment	
		<u>Enlist</u> the 5 important role of a doctor						
<b>CM 2.2</b>	Describe the socio-cultural factors, family (types), its role in health and disease & demonstrate in a simulated environment the correct assessment of socio-economic status	At the end of the session the student should be able to:	Lecture, small group discussion	K	KH	Y	Written/Viva voce	
		<u>Describe</u> the socio-cultural factors influencing health and disease						
		<u>Describe and classify</u> the types of family						

		<u>Describe</u> role of family health and diseases						
		<u>Describe and classify</u> socio-economic status						
		<u>Demonstrate</u> the correct assessment of SE-status of the given family.	Family visit DOPS	S	SH	Y	Skill assessment	
CM 2.4	Describe social psychology, community behavior and community relationship and their impact on health and disease.	At the end of the session the student should be able to:	Lecture, small group discussion	K	KH	Y	Written/Viva voce	
		<u>Identify</u> the components of psychology	Lecture					
		<u>Recall</u> the difference between emotions and behavior	Small group discussion					
		<u>Define</u> social psychology	Lecture					
		<u>Describe</u> the different social organizations	Lecture					
		<u>State</u> examples for group behavior and community behavior	Small group discussion					
		<u>Discuss</u> the effects of individual behavior on health and disease	Small group discussion					
		<u>Discuss</u> the effects of group behavior on health and disease.	Small group discussion					
CM2.5	Describe poverty and social security measures and its relationship to health and disease.	At the end of the session the student should be able to:	Lecture, small group discussion	K	KH	Y	Written/Viva voce	
		<u>Define</u> Gross National product or gross domestic product, Purchasing Power Parity and Global Hunger index.	Lecture					
		<u>Define</u> poverty line.	Lecture					

		<u>Discuss</u> the effects of poverty on health and disease.	Small group discussion					
		<u>Define</u> social security.	Lecture					
		<u>Enumerate</u> the different social security measures for various groups of people and across the age groups of people.	Small group discussion					
		<u>State</u> examples for effects of social security measures on health and disease.	Small group discussion					
<b>CM5.1</b>	Describe the common sources of various nutrients and special nutrition requirements according to age, sex, activity, physiological conditions.	At the end of the session the student should be able to:	Lecture, small group discussion	K	KH	Y	Written/Viva voce	
		<u>Describe</u> the common sources of micro nutrients and macro nutrients.	Lecture					General medicine paediatrics
		<u>Enumerate</u> special nutrition requirement of children's adults, geriatrics.	small group discussion					
		<u>Enumerate</u> Nutritional requirement of male and female.	small group discussion					
		<u>Enumerate</u> Nutritional requirement of a sedentary, moderate & heavy worker.	small group discussion					
<b>CM5.2</b>	Describe and demonstrate the correct method of performing a nutritional assessment of individuals, families and the community by using the appropriate method	At the end of the session the student should be able to:	DOAP	S	SH	Y	Skill assessment	
		<u>Assess</u> the nutritional status of a given individual (such as an under five child or adult)	DOAP					General medicine paediatrics
		<u>Assess</u> the nutritional status of a family	DOAP					

		<u>Assess</u> the nutritional status of the community	DOAP					
		<u>Recommend</u> measures to improve the nutritional status of the individual, family and community	DOAP					
<b>CM 5.3</b>	Define and describe common nutrition related health disorders (including macro PEM micro-iron zinc iodine Vit-A), their control and management	At the end of the session the student should be able to:	Lecture, small group discussion	K	KH	Y	Written/Viva voce	General medicine paediatrics
		<u>List</u> the common nutrition related health disorders(micro &macro nutrients)	LECTURE					
		<u>Define</u> PEM and describe the magnitude and classification, clinical manifestation, control and management	LECTURE					
		<u>Define</u> anaemia(iron deficiency) and describe the magnitude, clinical manifestation, control and management	LECTURE					
		<u>Define</u> iodine deficiency disorder and describe the magnitude, clinical manifestation, control and management.	LECTURE					
		<u>Define</u> vit-A deficiency disorder, describe magnitude, clinical manifestation, control and management.	LECTURE					
<b>CM9.1</b>	Define and describe the principles of demography, demographics cycle, vital statistics	At the end of the session the student should be able to:	Lecture, small group discussion	K	KH	Y	Written/Viva voce	
		<u>Define</u> demography	Lecture					
		<u>Describe</u> the principles of demography	Lecture					
		<u>Explain</u> the demographic cycle	Lecture					
		<u>Define</u> vital statistics and describe the importance of vital statistics.	lecture					
<b>CM 9.2</b>	Define, calculate and interpret demographic indices including birth rate, death rate, fertility rates	At the end of the session the student should be able to:		K	KH	Y	Written/Viva voce	

**SPECIFIC LEARNING OBJECTIVES**

		<u>Enumerate</u> the various demographic and fertility related statistics of importance	Lecture						
		<u>Describe</u> the importance of various demographic indices	Lecture followed by small group discussion						
		<u>Demonstrate understanding</u> of family planning achievement through calculation and <u>interpretation</u> of specific fertility rates	Demonstration	S	SH	Y	written/viva voce	OBG	
<b>CM 9.3</b>	Enumerate and describe the causes of declining sex ratio and its social health implications	At the end of the session the student should be able to:	Lecture	K	KH	Y	written/viva voce		
		<u>Enumerate</u> the causes for declining sex ratio	lecture						
		<u>Discuss</u> the various historical, social and cultural factors influencing preference for a male child in our society	small group discussion						
		<u>Describe</u> the social impact of declining sex ratio for community health	lecture						
		<u>Discuss</u> the various medical and social interventions needed to tackle declining sex ratio in our society	small group discussion						
<b>CM 9.4</b>	Enumerate and describe the causes and consequences of population explosion and population dynamics of India	At the end of the session the student should be able to:	Lecture	K	KH	Y	written/viva voce		
		<u>Enlist</u> the factors responsible for population explosion in India	Lecture						
		<u>Discuss</u> the medico-social consequences of increasing population and availability of scarce resources	small group discussion						
		<u>Enumerate</u> the social and medical measures to tackle increasing growth rate within socio-cultural norms of our society	Problem based learning						

