



**University of Sulaimani**

**Faculty of Medical Sciences**

**School of Medicine**

**Department of Family and Community Medicine**

**The Course book**

**2011/2012**

## **1. Name of the Course**

Community Medicine

## **2. Department/ Branch/ College**

Department of Family and Community Medicine  
School of Medicine  
Faculty of Medical Sciences

## **3. Year of study**

Third

## **4. Course calendar and credits**

- Third year: Weekly one hour theory and 2 hours practical. Total 30 hours theory and 60 hours practical equal to 4 credits.

## **5. Course Coordinator:**

**Dr. Ali Jabari**

M.B.Ch.B, F.I.B.M.S - FM

Senior Family Physician

School of Medicine

Faculty of Medical Sciences

Sulaimani University

[Jabari\\_Ali@yahoo.com](mailto:Jabari_Ali@yahoo.com)

[www.univsul.org](http://www.univsul.org)

## **6. Lecturers**

Dr. Zhyan S. Ramzi, M.B.Ch.B, M.Sc, PhD Community Medicine

Dr. Ali Muhammad Jabari, M.B.Ch.B, F.I.B.M.S Family Medicine

Dr. Bushra M. Ali, M.B.Ch.B, F.I.B.M.S Family Medicine

## **7. Course overview**

Community Medicine is the study of health and disease in the population of defined communities or groups in order to identify their health needs, and to plan, implement, and evaluate health programs to effectively meet these needs. The Goal of Community Medicine is Protection and Promotion of Public Health.

Community Medicine encompasses services for prevention of diseases such as immunization, pre-natal care, health screening etc.; promotion of health such as safe water supply and sanitation, vector control measures, tobacco control policy etc.; and provision of primary medical care such as treatment of common ailments (diarrhea, pneumonia, TB, leprosy, malaria, hypertension etc.); whereas other branches of medicine largely provide diagnostic and treatment services to patients who seek treatment.

## 8. Course objectives

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

1. Concepts of health and disease
2. Definition and concepts of Public Health.
3. Practice how to undertake seminars in health issues and present them
4. Environmental health concepts, including safe water, health hazards of air, water, noise, radiation pollution, solid waste and human excreta and sewage disposal, awareness of standards of housing and the effect of housing on health, role of vectors in the causation of diseases.
5. Biostatistics, including Collection, classification, analysis, interpretation and presentation of statistical data, application of statistical methods in various study designs, common sampling techniques, simple statistical methods, frequency distribution, measures of central tendency and dispersion, applying tests of significance in various study designs, use of life tables.
6. Describe health needs of communities and methods of their assessment
7. Medical socio-cultural evaluation of the individual, family and community.

## 9. Suggested readings

1. Pencheon, D., et al., Oxford handbook of public health practice. 2003, Oxford: Oxford University Press.
2. Carr S., et al., An Introduction to Public Health and Epidemiology. 2007, Berkshire: McGraw-Hill Education
3. Jekel F., et al., Epidemiology, biostatistics and preventive medicine. 2nd ed. 2001, Philadelphia: Saunders.
4. Hennekens, C.H. and J.E. Buring, Epidemiology in Medicine. 1987, Boston: Little, Brown.
5. Lukas, A. and H. Gilles, Short textbook of public health medicine for the tropics. 2003, London: Arnold.
6. Wallas, R. and N. Kohatsu, Maxcy-Rosnau-Last public health and preventive medicine. 19th ed. 2008: The McGraw-Hill.
7. Kirkwood, B., *Essential medical statistics*. 2001, London: Blackwell Science.

## 10. The syllabus, third year

Subject	Contents	References	Teacher	Hours
Introduction to biostatistics	<ul style="list-style-type: none"> <li>• Introduction, basic concepts, uses</li> <li>• Types of variables</li> <li>• Summarizing data</li> <li>• Measures of central tendency (mean, median, mod)</li> <li>• Measures of spread (range, percentile, standard deviation)</li> <li>• Normal distribution, standard error</li> <li>• Probability</li> <li>• Significance test for a single proportion</li> <li>• Significance test for two proportions</li> <li>• Significance test for a single mean</li> <li>• Significance test for two proportion</li> <li>• Comparing categorical variables (chi square test)</li> <li>• Correlation and linear regression</li> </ul>	Kirkwood	Zhian	15
Introduction to public health and primary health care	<ul style="list-style-type: none"> <li>• Concept of health and disease, primary care, preventive medicine, community medicine and public health</li> <li>• Scope of primary health care</li> <li>• Component of PHC</li> </ul>	Wallas	Dr.Bushra	4
Environmental health	<ul style="list-style-type: none"> <li>• Introduction and importance</li> <li>• Water supply and pollution</li> <li>• Solid waste disposal</li> <li>• Food sanitation and safety</li> <li>• Air pollution and Global warming</li> <li>• Medical waste management</li> </ul>	Wallas	Dr.Zhian	6
Medical sociology	<ul style="list-style-type: none"> <li>• Social science in community medicine</li> <li>• Culture and its importance in health</li> <li>• Characteristics and urban and rural communities relevant to health</li> </ul>	Wallas	Dr.Ali	2
Communication Skills	<ul style="list-style-type: none"> <li>• Type and importance of communication</li> <li>• Patient-Doctor relationship</li> <li>• Medical ethics</li> </ul>	Puncheon	Dr.Ali	3

## 11. Teaching methods and Teaching aids

Lectures, group discussions, practical sessions, field visits, seminars  
Data show, whiteboard, overhead projector

## 12. Examination questions

The examinations will be comprehensive and cover all subjects studied during the preceding period. Marks will be spread over the subjects proportional to their size. For example if a subject has been covered in twice as much time as another, its marks will be proportionally higher. Questions will include the following types:

- Short essays
- Calculations
- Enumeration
- Multiple choice questions
- Discuss examples and situations

## 13. Sample questions

1. A study was done to investigate the effect of smoking on oral cancer. Hundred and fifty (150) cases of oral cancer who had being previously registered in the cancer referral hospital were interviewed face to face for history of smoking. Three hundred (300) healthy individuals were selected randomly in the community as a comparison group. It was found that 50 of the oral cancer individuals were smokers and 50 of the comparison group were also smokers.

Now answer the following questions:

- A. What type of study was this? What was the exposure under study? What was the outcome under study?
  - B. Calculate odds of exposure among both groups separately and then calculate odds ratio and comment on your final result
  - C. Discuss briefly some possible sources of bias in this study
  - D. Enumerate the strengths and weaknesses on cross sectional studies (surveys).
- 
2. Define latent period and incubation period and explain how they are related to disease transmission with an example.
  3. Fifteen employees of a hospital were given a course in community medicine scored as follows: 75, 70, 55, 90, 65, 80, 75, 85, 81, 45, 75, 40, 70, 50, 35. Find the mean and standard deviation of these scores
  4. Trace metals as a source of air pollution include the following EXCEPT
    - a. Copper
    - b. Lead
    - c. Iron
    - d. Cadmium

5. Draw a diagrammatic presentation of green house effect.
6. Enumerate three major life style factors related to increased risk of coronary health disease
7. write short notes on classification of overweight and obesity by body mass index(BMI)

-----  
-----

For any feedbacks, please contact

**Dr. Ali Jabari**  
M.B.Ch.B, F.I.B.M.S - FM  
Senior Family Physician  
School of Medicine  
Faculty of Medical Sciences  
Sulaimani University  
Jabari\_Ali@yahoo.com  
Community.Dept@yahoo.com