



Course Specifications

Course Title:	Primary Health Care, Rural Health and Prevention
Course Code:	COM116
Program:	Bachelor of Medicine, Bachelor of Surgery (MBBS)
Department:	NA
College:	College of Medicine
Institution:	Alfaisal University

Table of Contents

A. Course Identification	3
6. Mode of Instruction (mark all that apply)	3
B. Course Objectives and Learning Outcomes	4
1. Course Description	4
2. Course Main Objective.....	5
3. Course Learning Outcomes	5
C. Course Content	6
D. Teaching and Assessment	6
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods	6
2. Assessment Tasks for Students	8
E. Student Academic Counseling and Support	8
F. Learning Resources and Facilities	8
1. Learning Resources	8
2. Facilities Required.....	9
G. Course Quality Evaluation	9
H. Specification Approval Data	9

A. Course Identification

1. Credit hours: 2 (1+2+0)
2. Course type
a. University <input type="checkbox"/> College <input checked="" type="checkbox"/> Department <input type="checkbox"/> Others <input type="checkbox"/>
b. Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
3. Level/year at which this course is offered: Sem 1, Year 1
4. Pre-requisites for this course (if any): None
5. Co-requisites for this course (if any): None

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	26	87%
2	Project	4	13%

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	26
2	Laboratory/Studio	
3	Tutorial - Projects	4
4	Others (specify)	
	Total	30

B. Course Objectives and Learning Outcomes

1. Course Description

In 2003, the Institute of Medicine (IOM) of the National Academies concluded that keeping the public healthy required not only a well-educated public health workforce but also an educated citizenry. Therefore, it is recommended that “all undergraduates should have access to education in public health”.¹

But, what is PUBLIC HEALTH?

Winslow, an American Public Health leader, defined Public Health in the first half of the 20th century as follows:

The science and the art of preventing disease, prolonging life, and promoting physical health and efficiency through organized community efforts for the sanitation of the environment, the control of community infections, the education of the individual in principles of personal hygiene, the organization of medical and nursing services for the early diagnosis and preventive treatment of disease, and the development of the social machinery which will ensure to every individual in the community a standard of living adequate for the maintenance of health.

Are Medical Care and Public Health personnel referring to the same thing?

Who provides Public Health? And who is benefiting from it?

Is Public Health important? Why?

The important questions mentioned above and many others will be in this course: Primary Health Care, Rural Health and Prevention. This course will be spread over one semester and will include 7 modules that will discuss case study scenarios related to Public Health and Primary Health Care. This interactive course will allow students to share their opinions, provide their own examples, and challenge their assumptions, all in a safe and scientific environment. Towards the end of each weekly session, students will leave the class with a take-home message related to the module being taught which will summarize and solidify their learning experience. Moreover, upon request, students will be provided with brief feedback on their performance during sessions or on topics/ issues being raised.

Besides interactive lectures, students will participate in a group project: “The Health Promotion Project Exhibition” followed by an in-class presentation. Details of this project will be discussed in class but in general, this hands-on project is rated the most rewarding, informative, and fun course activity based on feedback received from previous batches.

For further information, refer to the corresponding section in the course syllabus or power-point slides.

¹ Gebbie K, Rosenstock L, Hernandez LM. Who will keep the public healthy? Educating public health professionals for the 21st century. Washington DC: National Academy Press; 2003: 144.

2. Course Main Objective

Upon completing this course, students will learn about the importance of public health, health promotion, and disease prevention, and how having strong knowledge in public health promotion and its application leads to a healthy community and contributes to population health.

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge and Understanding	
1.1	Demonstrate deep understanding to the implications of public health by applying and reflecting on examples from their daily life, academic courses, and others.	PLO20
1.2	Understand public health related themes, disease prevention, health promotion, health access and surveillance, and others alike.	PLO20
1.3	Identify the risk and protective factors that determine disease or health status.	PLO20
1.4	Identify the historical background of significant health-related events that occurred and made an impact.	PLO20
1.5	Discuss the history and present of healthcare, and the primary healthcare infrastructure and challenges faced by the healthcare system in KSA.	PLO20
1.6	Illustrate the difference between public health and medical care.	PLO20
1.7	Achieve an understanding of the difference between public and population health.	PLO20
1.8	Compare and contrast public health principles across the globe.	PLO20
1.9	Recognize the contribution of art, science, and other interdisciplinary fields like law and social sciences to public health and vice versa.	PLO20
1.10	Analyze the components of evidence-based - public health, referred to as "Population Health".	PLO20
1.11	Understand how demographics and social transitions affect health and disease.	PLO20
1.12	Identify different levels of prevention with national and international examples.	PLO20
1.13	Identify the value of health promotion in sustaining health in the community.	PLO20
2	Skills :	
2.1	Develop the leadership skills, team skills, and organizational abilities essential to serving as an effective voice for the communities by participating as effective team members and work with a group in the health promotion project.	PLO20
2.2	Practice critical thinking and reflective learning skills through case scenario discussions.	PLO20
3	Values:	
3.1	Adopt supportive attitudes towards health concerns of local communities.	PLO20
3.2	Appreciate the role of health professionals in promoting public health systems locally and globally.	PLO20
3.3	Adhere to the attendance policy.	

CLOs		Aligned PLOs
3.4	Maintain professional conduct with colleagues, faculty, and staff.	

C. Course Content

No	List of Topics	Contact Hours
1	COM 116 Course Orientation & Overview	2
2	Module 1: Determinant of Health	2
3	Module 2: Maternal and Fetal Health	2
4	Module 2: Maternal and Fetal Health	2
5	Module 3: Vaccines across life span	2
6	Module 3 : Vaccines across life span	2
7	Module 4: Mass Gathering	2
8	Project Prep	2
9	Module 5: Oral Health across the life span	2
10	Module 6: Food, obesity, access, and other issues	2
11	Module 6: Food: obesity, access and other issues	2
12	Module 7: Global/ Refugee Health.	2
13	Module 8: Artificial Intelligence in Health Care	2
14	Project Week: “Health Promotion Exhibition”	4
Total		30

D. Teaching and Assessment

1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge and Understanding		
1.1	Demonstrate deep understanding to the implications of public health by applying and reflecting on examples from their daily life, academic courses, and others.	Lectures & practicals	Continuous and final assessment, MCQs
1.2	Understand public health related themes, disease prevention, health promotion, health access and surveillance, and others alike.	Lectures & practicals	Continuous and final assessment, MCQs
1.3	Identify the risk and protective factors that determine disease or health status.	Lectures & practicals	Continuous and final assessment, MCQs
1.4	Identify the historical background of significant health-related events that occurred and made an impact.	Lectures & practicals	Continuous and final assessment, MCQs
1.5	Discuss the history and present of healthcare, and the primary healthcare infrastructure and challenges faced by the healthcare system in KSA.	Lectures & practicals	Continuous and final assessment, MCQs

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.6	Illustrate the difference between public health and medical care.	Lectures & practicals	Continuous and final assessment, MCQs
1.7	Achieve an understanding of the difference between public and population health.	Lectures & practicals	Continuous and summative assessment
1.8	Compare and contrast public health principles across the globe.	Lectures & practicals	Continuous and summative assessment
1.9	Recognize the contribution of art, science, and other interdisciplinary fields like law and social sciences to public health and vice versa.	Lectures & practicals	Continuous and summative assessment
1.10	Analyze the components of evidence-based - public health, referred to as "Population Health".	Lectures & practicals	Continuous and summative assessment
1.11	Understand how demographics and social transitions affect health and disease.	Lectures & practicals	Continuous and summative assessment
1.12	Identify different levels of prevention with national and international examples.	Lectures & practicals	Continuous and summative assessment
1.13	Identify the value of health promotion in sustaining health in the community.	Lectures & practicals	Continuous and summative assessment
2.0	Skills		
2.1	Develop the leadership skills, team skills, and organizational abilities essential to serving as an effective voice for the communities by participating as effective team members and work with a group in the health promotion project.	Health Promotion Exhibition	Formative assessment
2.2	Practice critical thinking and reflective learning skills through case scenario discussions.	Health Promotion Exhibition	Formative assessment
3.0	Values		
3.1	Adopt supportive attitudes towards health concerns of local communities.		
3.2	Appreciate the role of health professionals in promoting public health systems locally and globally.		
3.3	Adhere to the attendance policy.		Continuous assessment
3.4	Maintain professional conduct with colleagues, faculty, and staff.		Continuous assessment

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Mid-term	8	20%
2	Project	14	10%
3	Final Exam	18	70%

*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice :

The CoM program established its own mentorship program that employs all full-time faculty as mentors. Through this program, every medical student in the program is assigned a mentor at the beginning of their first semester of studies. The program has a broad scope covering academic advising and counseling. The mentors handle all aspects related to academic advising, including academic planning, academic performance review, advice on course drop or withdrawal, study skills, and time management.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	<ol style="list-style-type: none"> Introduction To Public Health , 4th Edition Mary-Jane Schneider (Author) Publisher: Jones & Bartlett Learning; 4 edition (March 6, 2013) ISBN-10: 1449697364 ISBN-13: 978-1449697365 Essential Case Studies in Public Health Publisher: Jones & Bartlett Learning; 1 edition (July 12, 2011), by Katherine L. Hunting (Author), Brenda L. Gleason (Author) ISBN-10: 0763761311 ISBN-13: 978-0763761318
Essential References Materials	<p>AFMC PRIMER on Population Health : http://phprimer.afmc.ca/</p> <p>Association of Schools of Public Health, ASPH www.thisispublichealth.org</p> <p>American Public Health Association The American Public Health Association (APHA) www.apha.org/membergroups/states/StateRegPHA</p> <p>Centers for Disease Control and Prevention www.cdc.gov</p>

Electronic Materials	PowerPoint presentations including suggested animations links uploaded on Alfaisal E-learning Portal 1. http://www.moh.gov.sa/Pages/Default.aspx 2. World Health Organization www.who.int/ 3. http://www.al-saudiarabia.com/tag/zahra-breast-cancer-association 4. American Family Physician site: www.aafp.org 5. PubMed: www.PubMed.gov
Other Learning Materials	

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classrooms, Field Trips
Technology Resources (AV, data show, Smart Board, software, etc.)	AV (Audio-Visual), Smartboard, Moodle (E-learning Management)
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Course and Faculty Evaluation Survey	Students	Survey

Evaluation areas (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

Evaluators (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)

H. Specification Approval Data

Council / Committee	
Reference No.	
Date	