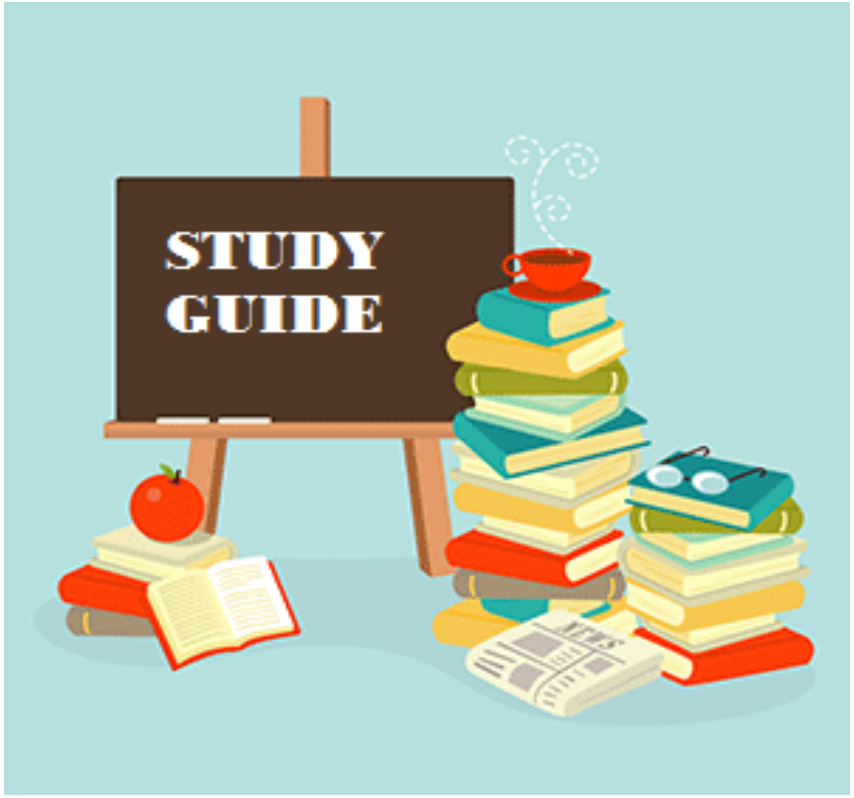
# STUDY GUIDE

# Community Medicine

## 4th Year MBBS 2023, AFM&DC



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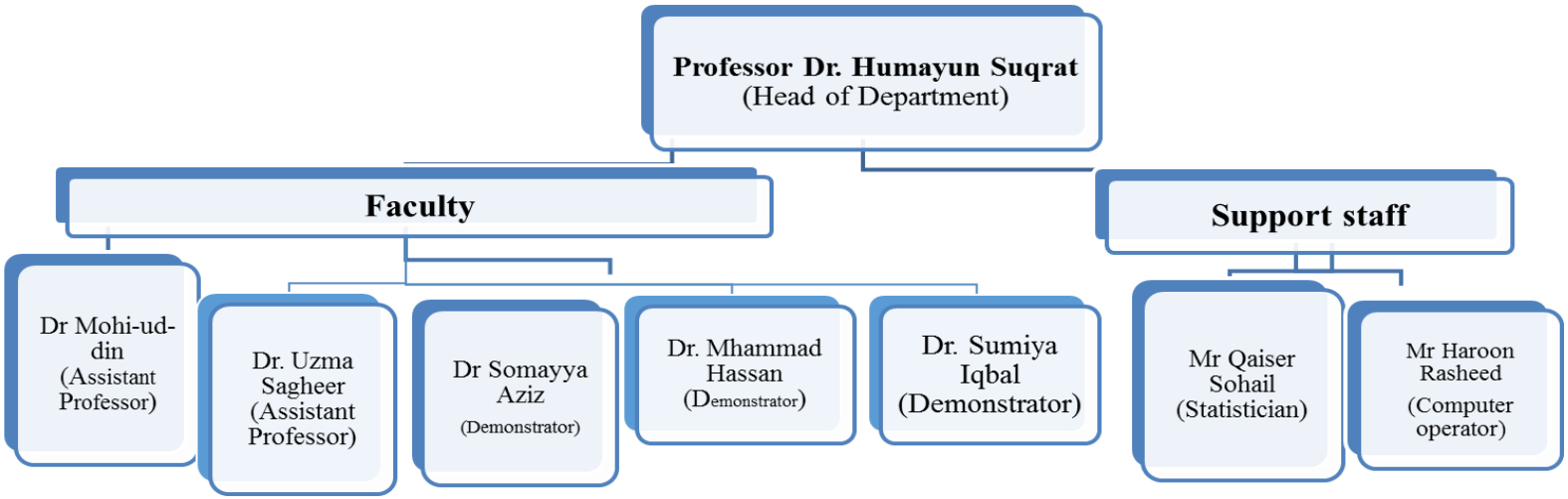
# INTRODUCTION

Community Medicine is that branch of medicine, which deals with the study of provision of preventive, promotive, curative, rehabilitative, and evaluative services to the community at large, through an organized comprehensive healthcare delivery system.

The Department of Community Medicine, Aziz Fatima Medical and Dental College is involved in teaching and training of 4th year MBBS students through lectures, tutorials, presentations and field visits in the subject. Field visits of places of public health importance, household survey and research work are being arranged regularly. The department has a lecture hall which can accommodate more than 100 students, 3 offices and a beautiful museum for practical training of students. The Department also has computer facility to maintain department records and to prepare lectures, slides and demonstrations. The Department Museum is well equipped with required models, specimens and equipment for practical demonstrations and tutorials.

Close and excellent student-teacher relationship is maintained. The teaching is done using the most modern methods i.e. with the help of latest audiovisual aids like multimedia & projectors, achieving excellent results. Since teaching is ongoing process, the faculty members participate in various workshops and seminars which are supervised by experts of national repute to refresh and update their knowledge. Research has already been made compulsory for the students of 4th Year MBBS by UHS, so the students are trained for actively writing research papers by giving them regular assignments having reference from most modern journals under supervision of our staff members.

# ORGANOGRAM COMMUNITY MEDICINE DEPARTMENT AZIZ FATIMAH MEDICAL & DENTAL COLLEGE



# DEPARTMENT ORGANOGRAM

| Day | Weekly Break up of Lectures and Tutorials | | | | |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| | **8:00 am – 8:45 am** | **8:45 am - 9:30 am** | **9:30 am - 10:15 am** | **10:15 am – 11:00 pm** | **11:00 am – 01:00 pm** |
| **Monday** | | | Lecture | | |
| **Tuesday** | | Lecture | | PPERL | |
| **Wednesday** | | Lecture | Lecture | | |
| **Thursday** | | | | | |
| **Friday** | | Lecture | | | Tutorial |
| **Saturday** | | | | | |

# Gantt's Chart for syllabus completion

| Topics | Mar | April | May | June | July | Aug | Sep | Oct | Nov | Dec |
|---|---|---|---|---|---|---|---|---|---|---|
| Welcome & Introduction | | | | SUMMER VACATIONS | | | | | | |
| Nutrition | | | | | | | | | | |
| Research | | | | | | | | | | |
| Communicable diseases | | | | | | | | | | |
| Concept of health and disease | | | | | | | | | | |
| Primary health care | | | | | | | | | | |
| Epidemiology | | | | | | | | | | |
| Non-communicable diseases | | | | | | | | | | |
| Demography | | | | | | | | | | |
| Screening | | | | | | | | | | |
| Mental Health | | | | | | | | | | |
| Disaster & Accidents | | | | | | | | | | |
| Geriatric Med | | | | | | | | | | |
| Biostatistics | | | | | | | | | | |
| Maternal and child health | | | | | | | | | | |
| Immunology | | | | | | | | | | |

# Community Medicine (SEQs and MCQs)
# TABLE OF SPECIFICATIONS

**Table of specifications for the MCQ examination:**

Total marks: 65. Total number of questions: 65

| Sr. # | Topics | C1 | C2 | Weighting | % of items and marks per content |
|---|---|---|---|---|---|
| 1 | Concept of heath and disease, natural history of the disease, levels of prevention, control, elimination, eradication and surveillance, Sterilization and Disinfection | ✓ | ✓ | 3MCQs | 5% (3 MCQs = 3 Marks) |
| 2 | Introduction to public health and health systems in Pakistan, primary health care, leadership and motivation, national and international health agencies | ✓ | ✓ | 3 MCQs | 5% (3 MCQs = 3 Marks) |
| 3 | Epidemiology | | | | |
| | 3.a General Epidemiology and research methodology, dynamics of infectious disease Transmission | ✓ | ✓ | 5 MCQs | 8% (5MCQs = 5 Marks) |
| | 3.b: Epidemiology, control and prevention of communicable diseases, | ✓ | ✓ | 4 MCQs | 6% (4 MCQs = 4Marks) |
| | 3.c: Epidemiology, control and prevention of non communicable diseases | ✓ | ✓ | 2 MCQs | 3% (2 MCQs = 2 Marks) |
| | 3.d: Immunology | ✓ | ✓ | 5 MCQs | 8% (5 MCQs = 5 Marks) |
| 4 | Biostatistics + HMIS + Sampling | ✓ | ✓ | 4 MCQs | 6% (4 MCQs =4 Marks) |
| 5 | Demography and Population dynamics | ✓ | ✓ | 3 MCQs | 5% (3 MCQs = 3 Marks) |

| | | | | | |
|---|---|---|---|---|---|
| 6 | Food and nutrition | ✓ | ✓ | 5 MCQs | 8%<br>(5 MCQs = 5 Marks) |
| 7 | MCH + reproductive health + family planning | ✓ | ✓ | 6 MCQs | 9%<br>(6 MCQs = 6 Marks) |
| 8 | School health | ✓ | ✓ | 3 MCQs | 5%<br>(3 MCQs = 3Marks) |
| 9 | Environmental Health<br>9.a: Air, b: Water, c: Radiation, d: Climate, e: Noise, f; Housing, g: Waste disposal | ✓ | ✓ | 6 MCQs | 9%<br>(6 MCQs = 6 Marks) |
| 10 | Occupational health | ✓ | ✓ | 4 MCQs | 6%<br>(4 MCQs = 4 Marks) |
| 11 | Entomology and arthropod bone diseases | ✓ | ✓ | 2 MCQs | 3%<br>(2 MCQs = 2 Marks) |
| 12 | Parasitology and parasitic diseases | ✓ | ✓ | 2 MCQs | 3%<br>(2 MCQs = 2 Marks) |
| 13 | Snake bite | ✓ | ✓ | 1 MCQ | 2%<br>(1 MCQ = 1 Mark) |
| 14 | Mental health / Medical Ethics | ✓ | ✓ | 1 MCQ | 2%<br>(1 MCQ = 1 Mark) |
| 15 | Behavioural sciences and life style<br>15.a: Drug abuse<br>15.b: Addiction<br>15.c: Smoking<br>15.d: Personal hygiene<br>15.e: Child abuse / Child labor | ✓<br>✓<br>✓<br>✓<br>✓<br>✓ | ✓<br>✓<br>✓<br>✓<br>✓<br>✓ | 4 MCQs | 6%<br>(4 MCQs = 4 Marks |
| 16 | Information, Education and Communication (IEC) | ✓ | ✓ | 1 MCQ | 2%<br>(1 MCQ = 1 Mark) |
| 17 | Accidents / Disasters | ✓ | ✓ | 1 MCQ | 1%<br>(1 MCQ = 2 Mark) |

**Table of specifications for the SEQ examination:**

Total marks allocated: 70. Total questions: 14

| Sr. # | Topics | C1 | C2 | Weighting | % of items and marks per Content |
|---|---|---|---|---|---|
| 1 | Concept of heath and disease, natural history of the disease, levels of prevention, control, elimination, eradication and surveillance.<br>1.a: General Epidemiology and research methodology, dynamics of infectious disease transmission.<br>1.b: Epidemiology, control and prevention of Communicable and non-communicable diseases | ✓ | ✓ | 2 SEQs | 14%<br>(2 SEQs = 10 Marks) |
| 2 | Introduction to public health and health systems in Pakistan, primary health care, leadership and motivation, national and international health agencies | ✓ | ✓ | 1 SEQ | 7%<br>(1 SEQ = 5 Marks) |
| 3 | Immunology | ✓ | ✓ | 1 SEQ | 7%<br>(1 SEQ= 5 Marks) |
| 4 | Biostatistics / HMIS | ✓ | ✓ | 1 SEQ | 7%<br>(1 SEQ = 5 Marks) |
| 5 | Demography and Population Control | ✓ | ✓ | 1 SEQ | 7%<br>(1 SEQ = 5 Marks) |
| 6 | Food + Nutrition | ✓ | ✓ | 1 SEQ | 7%<br>(1 SEQ = 5 Marks) |
| 7 | MCH / Reproductive Health | ✓ | ✓ | 1 SEQ | 7%<br>(1 SEQ = 5 Marks) |

| | | | | | |
|---|---|---|---|---|---|
| 8 | Environment<br>8.a: Air pollution<br>8.b: Water<br>8.c: Radiation<br>8.d: Housing<br>8.e: Waste disposal<br>8.f: Climate<br>8.g: Noise | ✓ | ✓ | 1 SEQ | 7%<br>(1 SEQ = 5 Marks) |
| 9 | Occupational Health | ✓ | ✓ | 1 SEQ | 7%<br>(1 SEQ = 5 Marks) |
| 10 | Parasitology + Entomology + Snake Bite | ✓ | ✓ | 1 SEQ | 7%<br>(1 SEQ = 5 Marks) |
| 11 | Mental health + Behavioral Sciences | ✓ | ✓ | 1 SEQ | 7%<br>(1 SEQ = 5 Marks) |
| 12 | Dental Health / School Health / Health Education | ✓ | ✓ | 1 SEQ | 7%<br>(1 SEQ = 5 Marks) |
| 13 | Accidents / Disasters | ✓ | ✓ | 1 SEQ | 7%<br>(1 SEQ = 5 Marks) |

100
LEARNING
OBJECTIVES

| COURSE | TOPIC | SUB-TOPIC | LEARNING OBJECTIVE |
|---|---|---|---|
| **COMMUNITY MEDICINE** | **Welcome; introduction to Community Medicine** | **Definition of Health, disease, illness and well-being; description of iceberg phenomena; levels of prevention; McKeon's concept; attribute of seven star doctor; millennium development goals** | **Student can define and differentiate between Community Medicine and Clinical Medicine** |
| | **Different levels of prevention/**<br>**Types of Prevention. Mckeown thesis** | **Primary prevention, secondary prevention, Levels of prevention**<br>**and their application on diseases; Mckeown thesis/ determination of morbidity and**<br>**mortality in society; Determinants of health** | **Student will be able to:**<br>• **Differentiate between different levels of prevention and their application on diseases of Public health important**<br>• **Will be able to differentiate between two approaches of Mckeown postulate.** |
| | **Seven star doctor and SDGs** | **Qualities of seven star doctor and its impact on society; Latest**<br>**SDGs and specially related to** | • **Students will be able to know about the importance of seven star doctor and impact of its qualities on society and** |

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| | | **health** | **general patients.**<br>• **Health related MDGs; students will be able to elaborate MDGs with their indicators and targets** |
| | **History of Medicine and Public Health** | **Public Health in patient civilization; Sequence of events which shape public health to recent times** | • **Student will learn public health in ancient civilization; will be able to differentiate between advancement in different sectors of health.**<br>• **Student can also differentiate between epidemiological transition and demographic transition** |
| | **Emerging and re-emerging diseases and their impact: future direction of Public health.** | **Emergence of Old and New diseases in the last decade.**<br>**Development of Public Health and health services in both developed and under-developed countries** | • **Students will be able to differentiate between emerging and re-emerging diseases and also will know about prevention and control.**<br>• **Students will know different developmental concepts regarding Public Health in developed and** |

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| | | | **underdeveloped countries and financial constraints leading to poor health status in under developed countries** |
| | **Pakistan national health profile** | **Overview of region, languages, culture and mixed nature of population of Pakistan; Major Public health related indicators/ statistics of Pakistan. Vertical and horizontal programs. Latest national health policy** | • **Students will know of the profile of different regions, cultures, languages.**<br>• **Students will understand development of public health policy and its impact. Learn about different health-related indicators with comparisons to developed countries.**<br>• **Will be able to differentiate between vertical and horizontal programs.** |
| | **Primary Health Care** | **Introduction** | **Define Primary health care** |
| | | | **Describe fundamentals &**<br>**principles of PHC** |

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| | | | **Describe essential components of PHC** |
| | | | **Explain key concepts of PHC** |
| | | **Community Problems** | **Define community health problems** |
| | | | **Enlist community health problems** |
| | | | **prioritize community health problems** |
| | | | **Describe the solution to the given Community health problem** |
| | | **PHC in Pakistan** | **Define PHC in Pakistan** |
| | | **Integrated Rural health complex** | **Describe the concept of integrated of rural health complex.** |
| | | **Comprehensive health care** | **Discuss comprehensive and selective health care** |
| | | | **Compare comprehensive and selective healthcare** |
| | **Concept of health and disease** | **Introduction to health and disease** | **define health, disease, illness and wellbeing** |

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| | | **Iceberg phenomenon** | **Describe iceberg phenomenon of disease and discuss it with reference to important diseases** |
| | | **Definitions** | **Define basic terminologies used in community Medicine** |
| | | **Prevention** | **List all levels prevention** |
| | | | **Find out the level of given prevention against any disease** |
| | | **Mckeown's concept** | **Describe Mskeown's concept** |
| | | **Seven star doctor** | **List the attributes of 7 star doctor** |
| | | **Sustainable developmental goals (SDGs)** | **list the SDGs and point out those relevant to public health** |
| | **Basic Epidemiology** | **Definition of epidemiology its uses, epidemiological triad, calculation of measures of mortality and morbidity, different epidemiological studies, classification, strength and weaknesses of this study, biases and confounders, association and causation,** | • **Students will be able to understand basic principles and their application in planning and provision of healthcare services, more understanding of determinants of health and disease in human** |

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| | | **screening, calculation of sensitivity and specificity, positive and negative predictive values** | **population, distribution of disease in time, place and person.**<br>• **Student can differentiate between control and prevention activities, will understand different types of research design** |
| | **Biostatistics and HMIS** | **Definition of biostatistics, its concept of uses, calculations of measures of central tendency and measures of variations, definition of normal curve and its properties, classification of its data and types, data presentation methods, levels of significance, definition of hypothesis and its types, P values, Alpha values, test of significance and their applications correlation and regression, steps of hypothesis, testing, describe the methods and types of census, collection and registration of vital events, sources of health related statistics, sampling and its types,** | • **Student will be able to: Define Biostatistics, its types, uses of biostatistics in medicine, and in research. Students will calculate the numerical related to measures of central tendency, measures of dispersion.**<br>• **Students will know about normal curve and its implication, confidence interval and confidence limit. Student will be able to differentiate between P value and alpha level.**<br>• **Students will elaborate data and will understand its different types and its** |

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| | | | **uses in research.**<br>• **Student will present the data in the form of frequency table, graphs and diagrams according to types of data.**<br>• **Student will be able to define hypothesis and its types for research purpose. Students will apply tests of signficance according to type of data and interpret the same for research purpose. Student can elaborate steps of hypthesis testing. Students will know about DHIS and its uses** |
| | **Occupational Health** | **Background, aims and objective of**<br>**occupational health** | **Describe the background aims and objective of occupational**<br>**health** |
| | | **Functions of occupational health services and practices** | **understand the functions of occupational health services and practices** |
| | | **Ergonomics** | **Define and describe the** |

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| | | | **application of ergonomics** |
| | | **Occupational diseases** | **List the commonly occurring occupational diseases.** |
| | | **Occupational diseases** | **Explain the etiology, clinical features, differential diagnosis and preventive strategies for occupational diseases** |
| | **Reproductive and child health** | **Define woman health,** | **Define woman health,** |
| | | **Reproductive health and its components, save motherhood,** | **Define reproductive health its components, know about save motherhood components** |
| | | **Maternal mortality** | **Definition of maternal mortality, formula to calculate its rate, its causes, risk factors and prevention** |
| | | **perinatal mortality, neonatal mortality. Infant mortality, post-neonatal mortality** | **Define perinatal mortality, neonatal mortality, infant mortality, post-neonatal mortality, formulas to calculate their rates, causes, risk factors and prevention** |
| | | **Essentials of Obstetric care** | **Define EOC, difference between basic and comprehensive EOC,** |

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| | | | three delays |
| | | TBA training program | Define TBA training program, its importance<br>and advantages |
| | | RH in Islam | Define RH in Islam and importance of breastfeeding |
| | Nutrition | Definitions | Definitions of nutrition |
| | | Macronutrients | Definitions sources and uses of macronutrients. Requirements and effects of deficiencies |
| | | Micronutrients | Definitions sources and uses of micronutrients. Requirements and effects of deficiencies |
| | | Nutritional assessment | Methods of assessment of nutritional status |
| | | Food processing and Preservation | Pasteurization and other methods of food and milk<br>preservation |
| | | Health problems related to nutrition | LBW, PEM, obesity, food poisoning |
| | | Special nutrition requirements | Nutrition needs of elderly, pregnant, children and |

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| | | | **sick** |
| | **Hospital waste management** | **hospital waste** | **definition of hospital waste, types of hospital waste, Hospital waste color coding system** |
| | | | |
| | | **waste management plan** | **detail of waste management plan** |
| | | **waste management team** | **members of the team** |
| | | **hospital waste disposal** | **methods of disposal, advantages and disadvantages of each, types of waste with the suitable method of disposal** |
| | | | **Application of methods in given situation** |
| | **Control & prevention of infectious disease** | **classification of Communicable diseases, important**<br>**CDs** | **classify Communicable diseases** |
| | | | **define terminology used in CD,** |
| | | | **differentiate between infective disease and Communicable disease** |
| | | **Control of infection** | **Epidemiology, control and spread** |

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| | | | **of important Communicable diseases, and prevention against each of them at primary, secondary and tertiary levels** |
| | **Basic Epidemiology** | **General epidemiology and research methodology** | **Definition, uses and application of Epidemiology.** |
| | | | **Different research designs used in epidemiology.** |
| | | **Background measurements** | **Definition of mortality, morbidity and disability** |
| | | | **uses and applications of mortality, morbidity, disability, fatality** |
| | | **Epidemiological methods** | **Definitions and application of different epidemiologic al methods (descriptive, analytical, experimental)** |
| | | **epidemiologic al transition** | **define and describe association and causation** |
| | | **Epidemic** | **Definition of epidemic.** |

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| | | | **Investigation of epidemic** |
| | | **screening** | **define Screening and specificity** |
| | | | **Calculate screening, specificity. Community Daignosis** |
| | | **sampling** | **define sampling and its type with examples** |
| | | | **application of sampling methods in research** |
| | **Biostatistics and HMIS** | **Biostatistics** | **Define Biostatistics,** |
| | | | **Describe Concepts and uses of Biostatistics** |
| | | **Data** | **Define data** |
| | | | **Describe types of data** |
| | | **Measurements** | **Define rates, ratios and proportions** |
| | | | **Differentiate between crude, specific and standardized rates** |
| | | **Data presentation** | **Discuss different methods of data presentation** |

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| | | **Measures of central tendency** | **Define measures of central tendency** |
| | | | **Measure and interpret central tendency of given data** |
| | | **measures of dispersion** | **Define measures of dispersion** |
| | | | **Measure and interpret measures of dispersion** |
| | | **Standard error** | **define and calculate standard error** |
| | | **Normal distribution curve** | **Define normal curve** |
| | | | **Use information about normal curve to solve problems** |
| | | **Hypothesis testing** | **Define hypothesis testing** |
| | | | **Formulate null and alternate hypothesis** |
| | | | **find out whether to accept or reject null hypothesis in a given** |

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| | | | **scenario** |
| | | | **Describe p value and level of significance**<br>**Differentiate between p value**<br>**and alpha level** |
| | | | **enumerate tests of hypothesis testing** |
| | | **test of significance** | **Interpretation of data (Chi square test)** |
| | | | **apply test of significant in a given situation** |
| | | **Correlation** | **Define correlation** |
| | | **sources of health related statistics** | **Enumerate the sources of health related statistics** |
| | | | **describe the methods of collection of vital events in Pakistan** |
| | | **Sampling** | **Describe different types of sampling** |
| | | | **Apply the suitable type of sampling on various types of studies** |

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| | | **HMIS (Health management information system)** | **Define HMIS system and its components** |
| | | | **Sources and uses of district health information system** |
| | **Non- Communicable Diseases (NCDs)** | **Burden of NCDs,** | **Understand the burden of NCDs worldwide and Pakistan** |
| | | **Risk factors of NCDs** | **Describe the role of different risk factors of NCDs** |
| | | **Common NCDs in Pakistan** | **List common NCDs in Pakistan, their causes, impact and prevention** |
| | **Community Mental Health** | **Mental health,** | **Definition and etiology of mental health** |
| | | | **magnitude of mental health problems (local and international)** |
| | | **Types of mental health** | **Describe common mental health problems in Pakistan** |
| | | **Evolution of mental health** | **Learn about historical evolution of mental health** |

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| | | **Prevention and control of mental health problems** | **Understand about ways to improve mental health issue, understand principles of preventive mental illnesses** |
| | **Disaster Management** | **Disaster** | **Define disaster** |
| | | | **Classify disasters** |
| | | | **Differentiate between disaster and accident** |
| | | **Disaster management** | **Describe steps in pre and post disaster phases of disaster cycle** |
| | | | **Describe triage and tagging** |
| | | | **Public health intervention after disaster** |
| | | **Effects of different disasters** | **Describe the magnitude and effects of different types of disasters and their public health consequences** |
| | **Information, education and communication** | **Concept of health education** | **Define health education** |

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| | **(IEC)** | | |
| | | | **Explain contents, principles and stages of health education** |
| | | | **Describe aims and objectives of health education** |
| | | | **Discuss Approaches used in public health** |
| | | **Communication** | **Discuss mehods of communication** |
| | | | **Describe barriers of communication** |
| | | | **skills of communication** |
| | | **heald education program** | **Plan a health education program** |
| | | | **organize and evaluate health** |
| | | **Social marketing** | **define social marketing and its uses health education** |
| | **Arthropods** | **Arthropod** | **Describe arthropod** |

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| | | | **Name common arthropod borne diseases** |
| | | **Control of arthropods** | **Describe control measure of arthropods** |
| | | **Insecticides** | **Insecticides and their public health importance** |
| | **Parasitology** | **Parasitic diseases** | **Name parasitic diseases of public health importance** |
| | | | **Describe the routes of transmission of all parastic diseases in human beings** |
| | | | **Discuss the preventive measures against parasitic diseases** |
| | **Snake bite** | **Types of snakes** | **Describe the types of poisonous snakes in Pakistan** |
| | | **Types of venom of the snake** | **Name the type of venom in each of the snake** |
| | | **Protection** | **Describe protection and prevention** |

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| | | | **against snake bite** |
| | **School health services** | **Introduction to school health services** | **Define school health** |
| | | | **List the components of school health** |
| | | | **List the members of school health team** |
| | | | **Describe role of school health team members** |
| | | | **Describe the functions of school health program** |
| | | | **Discuss common health problem of school children** |
| | | **Equipment of school health service** | **List common medicines and equipment** |
| | | | **School health service in Pakistan** |
| | | | **Types of desks** |

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| | | **Special children** | **Requirements of handicapped children** |
| | **Behavioral Sciences** | **Substance abuse** | **Basic definitions in substance abuse,** |
| | | | **Difference between drug addiction, drug abuse and drug misuse.** |
| | | | **Magnitude of the problem** |
| | | | **Types of drugs abused in Pakistan.** |
| | | | **Etiology of drug addiction.** |
| | | | **Prevention (at all levels) against drug addiction** |
| | | **Tobacco control** | **Commonly used forms and routes of tobacco intake,** |
| | **Dynamics of infectious disease transmission** | **Reservoir and source of infection** | **Define reservoir and source of infection** |
| | | | **Discuss the procedure of escape of organism from reservoir** |
| | | | **Discuss mode of entry of** |

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| | | | **Pathogen into the host** |
| | | | **Define host and susceptible host** |
| | | **Immunity** | **Define immunity** |
| | | | **Describe types of immunity** |
| | | **Immunization** | **Define immunization** |
| | | | **Describe EPI schedule with details of each vaccine** |
| | **Control of infection** | **Prevention against infection** | **Describe the methods of controlling reservoir of infection** |
| | | | **What is notification** |
| | | | **Discuss Primary, secondary and tertiary prevention against infection** |
| | | | **Describe interruption of transmission** |
| | **Demography and population dynamics** | **Concept, demographic principles and demographic** | **Define demography, population dynamics** |

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| | | **process** | |
| | | | **apply demographic principles in health system** |
| | | | **describe the concept of demographic equation** |
| | | **Census** | **Define census** |
| | | | **describe methodology of census** |
| | | | **Describe types of census** |
| | | **Fertility and mortality** | **Define fertility and mortality** |
| | | | **describe the determinants of fertility and mortality** |
| | | | **use various measures of fertility and mortality to solve community issues** |
| | | **Population pyramid** | **Describe and interpret population pyramid** |
| | | | **Compare the population pyramids of developed and developing countries** |

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| | | **Demographic transition, demographic trap** | **describe the purpose of theory of demographic transition** |
| | | | **Define demographic trap** |
| | **Medical Ethics** | **Introduction to Ethics** | **Define ethics** |
| | | | **Differentiate between different branches of ethics** |
| | | | **Describe 4 principles of medical ethics** |
| | | **Development of medical ethics** | **Describe Nuremberg code** |
| | | | **Describe Helsinki declaration** |
| | | | **Describe code of medical ethics** |
| | | **Guidelines by Pakistan Medical and Dental Council** | **Describe Guidelines by Pakistan Medical and Dental Council** |
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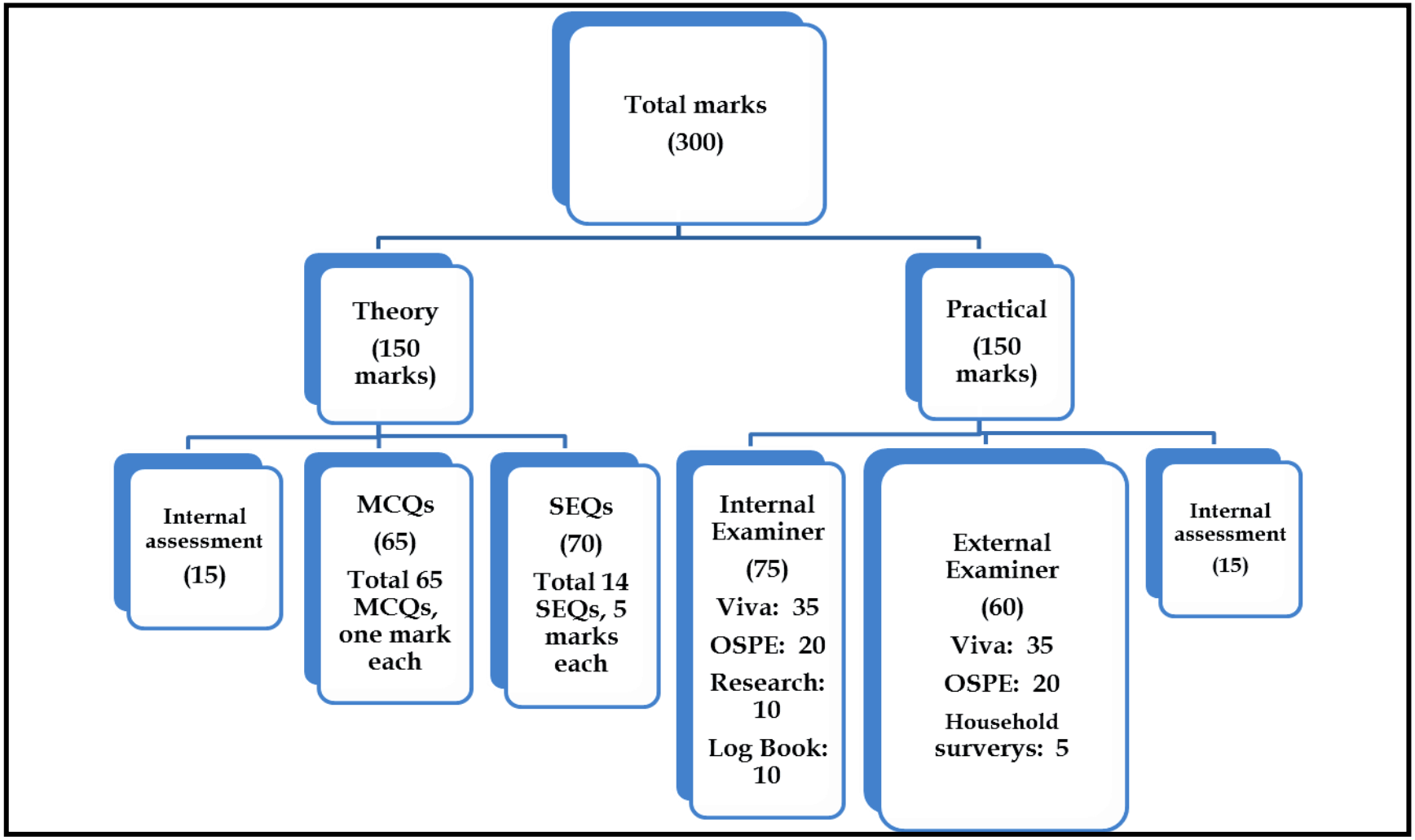
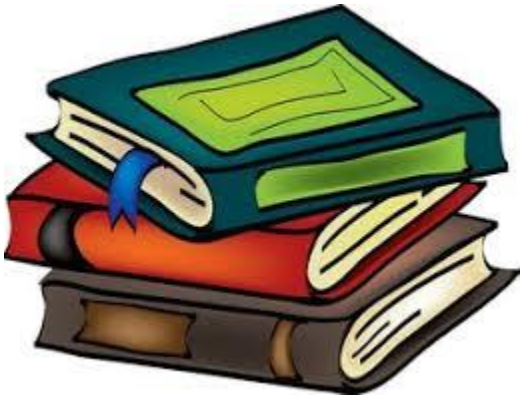
# EVALUATION METHOD

## (4th Year MBBS Professional Examination)



# REFERENCE BOOKS

(As listed in the UHS Curriculum)



1. Textbook of Community Medicine by Park J E. Latest edition
2. Textbook of Community Medicine by Ilyas Ansari. Latest edition
3. Textbook of Community Medicine by Maxcy-Rozenau-Last. Latest edition
4. Medical statistics by R. Kirkwood. Latest edition
5. Online Journals and reading materials through HEC digital library facility and WHO website