By the end of the course, a student should be able to:
Intended Learning outcomes (ILOs)

A1 PHC

Define concept of PHC

Describe elements of PHC Principles/ Characters/ services and activities .

Common causes of death globally and in Jordan.

A2 Health Education : Introduce approaches to health education

A3 MCH:

Child Health

-Emphasize general and specific objectives of providing MCH services

-Explain the rationale for immunization programs

-Introduce the concept of Expanded Program on Immunization(EPI)

-Introduce the school health indicators

-Determine to causes and determinants of infant morbidity and mortality

-Introduced to risk factors for premature children as they relate to increasing infant mortality

-Understand child growth and development

-Introduce nutritional needs of infants and toddler

-Introduce nutritional assessment indicators

-Introduce the school health concepts and services

-Introduce Adolescence Care, School Health and school health indicators

Maternal Health:

- • Understand the importance and role of MCH care
- • Outline the objectives of the MCH programs
- • Describe major health problems of mothers and children
- • Identify the factors that affect the health of mothers and children
- • Major causes of maternal and child mortality and prevention
- • Recognize the available maternal and child heath services
- • Describe the role of these services in preventing maternal and child morbidity and mortality
- . Introduce maternal nutritional needs and assessment indicators

A4 Family Planning

1-Introduce concepts of family planning

2-Introduce fertility concepts patterns, trends determinants and indicators

3-Describe types of family planning methods

A5 Non Communicable diseases.

Epidemiology, Prevalence, Risk factors, Screening and Prevention.

DEMOGRAPHY

Students are expected to be able to:

- Present the need for population studies (demography)
- Introduce the components of population dynamics (births, deaths, migration)
- Introduce the basics of fertility and mortality and their measures
- Discuss determinants of fertility
- Describe population composition
- Describe types of population profiles
- Introduce basics of population change
- Introduce basics of population transition

NUTRITION

Students are expected to be able to:

- Define nutrition and its main components
- Identify the importance of nutrition in Public Health
- Identify essential nutrients and their categories and function
- Recognize the main factors influencing nutrition
- Recognize social determinants of nutrition
- Link between nutritional factors and the main causes of death
- Distinguish between underweight, overweight, and obesity

OCCUPATIONAL HEALTH

Students are expected to be able to:

- Define Occupational health and its settings
- Recognize the importance of occupational safety
- Identify health hazards in work place (Mechanical, Physical, Biological, Chemical, Psychosocial)
- Perform occupational risk assessment
- Recognize the danger of radiation in occupational health

ENVIRONMENTAL HEALTH

Students are expected to be able to:

- Understands the significance of air, water and food pollution.
- Identify the classes of pollutants and their sources.
- Review the various effects of exposure to pollutants on human health.
- Evaluate different solutions to combat pollution locally and globally.

Recognize global environmental problems and discuss their solutions.

Intended Learning outcomes (ILOs) for Healthcare Management

Successful completion of the course should feed the following learning outcomes:

- ✓ Discuss the historical development of management and leadership theories.
- ✓ Define management, leadership, and other related concepts.
- ✓ Explain the various types of organization structures and the effect of each on organizational effectiveness and productivity.
- ✓ Introduce strategic planning concept, process and major components.
- ✓ Explain the application of the concepts of power and politics in healthcare and the role of the healthcare leaders in empowering their subordinates.
- ✓ Apply a quality improvement program in a selected health care setting.
- ✓ Explain the components of healthcare delivery system

Intended Learning outcomes (ILOs) for Research Methods

Successful completion of the course should feed the following learning outcomes:

- ✓ Define basic research terminology.
- ✓ Describe scientific research.
- ✓ Discuss the major goals for conducting research.
- ✓ Identify sources of medical research problem.
- ✓ Explain the major steps in the research process.
- ✓ Compare and contrast methods appropriate for use in quantitative and qualitative research.
- ✓ Demonstrate knowledge of the historical evolution and future direction in medical research.
- ✓ Understand research questions and research hypotheses

Intended Learning outcomes (ILOs) for Epidemiology

Successful completion of the course should feed the following learning outcomes:

- Define some of epidemiological terms used in the medical field.
- Identify an association, types, and implication.
- Recognize the levels of prevention and natural history of disease.
- Define epidemiological studies, types of epidemic and screening.
- Illustrate the basic epidemiological concepts and its utilization in medical field.
- Explain the key feature and uses of descriptive epidemiology, analytical epidemiology, and experimental epidemiology.
- Demonstrate understanding of causal relationships and factors of disease causation.
- Summarize the common methods and steps of epidemiological investigations.
- Apply the appropriate study designs to answer specific questions concerning health problems.
- Summarize mortality and morbidity rates and ratios.
- Calculate and interpret measures of association and application of the appropriate measure in various study designs.
- Identify bias and confounding in epidemiological study designs, their types and ways to control them in various types of biases.
- Evaluate screening tests and interpreting their uses in different population.

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BIOSTATISTICS

Students are expected to be able to: (ILOs)

- Understand the basic statistical concepts and their application to healthcare research.
- Differentiate between parametric and nonparametric tests and comprehend their underlying assumptions.
- Comprehend the conceptual basis of statistical inferences.
- Decide what statistical technique will provide the best answer to a given research question.
- Develop and understand the necessary computer skills using the SPSS in order to conduct basic statistical analyses.
- Discuss the practical importance of key concepts of probability, inference, systematic error, sampling error, measurement error, hypothesis testing, type I and type II errors, and confidence bounds.
- Discuss the roles biostatistics serves in public health and biomedical research.
- Discuss general principles of study design and its implications for valid inference.
- Identify the importance of biostatistics in epidemiological clinical trials.
- Describe the role of the biostatisticians in biomedical research.
- Assess data sources and data quality for the purpose of selecting appropriate data for specific research questions
- Calculate standard normal scores and resulting probabilities.
- Interpret and explain a p-value
- Translate research objectives into clear, testable statistical hypotheses.
- Differentiate between quantitative problems that can be addressed with standard, commonly used statistical methods and those requiring input from a professional biostatistician
- Critically analyze and critique selected quantitative research reports and make judgment on the accuracy of the statistical techniques employed on those reports.
- Evaluate computer output containing statistical procedures and graphics and interpret it in a public health context.
- Use SPSS package to perform two sample comparisons of means and create confidence intervals for the population mean differences
- Use SPSS package to compare proportions amongst two independent populations
- Identify appropriate statistical methods to be applied in a given research setting, apply these methods, and acknowledge their limitations (Descriptive statistics, Chi-square, t-test).