

College of Micronesia-FSM
Course Outline

Course Title: Non Communicable./Communicable Diseases **Department No.** CHS 232a

Course Description: This is a survey course of the most important diseases that afflict people in Micronesia. Its focus is on the interplay of host, agent and environmental factors in the production of disease and on the things that can be done to prevent each disease and to prevent disability and death once disease occurs.

Course Prepared By: Dr Mark Durand

Campus: Yap

Hours Per Week	No. of Week	Total Hours	Semester Credits
Lecture <u> 5 </u>	x <u> 16 </u>	= <u> 80 </u>	= <u> 5 </u>
Laboratory _____	x _____	= _____	= _____
Workshop _____	x _____	= _____	= _____

Total Semester Credits = 5

Purpose of Course:	Degree Requirement	_____
	Degree Elective	_____
	Certificate	<u> X </u>
	Other	_____

Prerequisite: CHS 220a

Signature Chairperson, Curriculum Committee	Date
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Signature, President, COM-FSM	Date
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General Course Objectives: Students will develop knowledge and skills needed to accurately and effectively advise and provide specific preventive services to prevent disease and disability in the community. Basic first-line diagnosis and curative care for these diseases is also covered.

Specific Learning Objectives:

- Explain the 10 principles for health workers in the Code of Conduct of the International Red Cross as they apply both to disaster relief and community health (see Community Health. Wood, CH. AMREF, 2nd ed. Nairobi Kenya, 1997.)
- Define confidentiality and explain why it is important for all health workers to preserve confidentiality.
- Demonstrate 3 techniques for establishing rapport with a patient.
- Identify the location and function of organs affected by each of the core diseases.
- Describe how each disease causes dysfunction of affected organ systems.
- Describe how dysfunction results in symptoms, illness and death from each core disease.
- Identify which important diseases are suggested by the presence of common symptoms.
- Identify safe traditional remedies for common disease symptoms.
- Identify situations when it is dangerous to delay or interrupt modern medical treatments for these diseases.
- Describe the roles of host factors, disease agent and environment (including disease vectors) in the production of illness for each condition.
- Describe the typical time course of each condition, including the pre-clinical/incubation period.
- Recognize the typical presentation of each of the core diseases, select the proper method for diagnostic confirmation and select the first line treatment for the condition.
- Explain indications for referral of patients with each condition to a higher level of care.
- Select the proper treatment, including the dose and dose interval and cautions and contraindications of medications on the state essential medication list that are used to treat these conditions.
- Prescribe the proper follow-up for patients being treated for each core condition, including what parameters are to be checked on follow-up.
- Identify behavioral risk factors for each of the core diseases.
- Use a systematic approach to setting incremental and measurable behavior change goals with patients for modification of behavioral risk factors.
- Demonstrate mastery in the use of flip charts to systematically deliver key messages about disease.
- Use educational materials in order to promote understanding and motivation for people to use the MODFAT diet.
- Take accurate readings of pulse rate, respiratory rate, blood pressure, and blood glucose.
- Identify whether readings taken are normal or abnormal, and relate the significance of abnormal readings.
- Take accurate readings of weight and height, and plot these on a BMI (body mass index) chart.

- Use the chart to classify patients as normal, underweight, overweight or obese and relate the significance of these findings.
- Identify lesions that are suspicious for Hansen's disease by inspecting skin.
- Perform a systematic exam of feet of patients with diabetes and Hansen's disease to detect risk factors for foot ulcers.
- Based on these foot exam findings offer appropriate counseling for the prevention of foot ulcers and amputations.

Course Contents:

Basic pathophysiology of the most important communicable and non-communicable diseases in Micronesia.

Identification, risk factors, diagnosis, treatment, follow-up and counseling related to each condition.

The following core conditions are considered:

non communicable diseases: diabetes, hypertension, cardiovascular disease, stroke, kidney failure, emphysema, asthma, injuries, arthritis, liver disease, gout and cancer-

communicable diseases: tuberculosis, Hansen's disease, HIV/AIDS/STD's, pneumonia, rheumatic fever, dengue fever, leptospirosis, cholera, gastroenteritis, intestinal worms, and filariasis.

Textbooks:

Diabetes is Everybody's Business- Introductory Diabetes Training Programme for Community Health Workers. Participant's Manual. Secretariat of the Pacific Community, March, 2004.

Cancer 301 Guide Book. Aitaotao, N. 2003. (Available via Nia Aitaotao: NAitaoto@papaolalokahi.org or Nia@hawaii.edu).

Guidelines for the Prevention and Management of Diabetes in the FSM- A national consensus Position. FSM Dept of Health, Education and Social Affairs, June, 2000.

Hypertension Evaluation and Treatment Protocol. FSM Dept of Health, Education, and Social Affairs, Non-Communicable Diseases Program, 2004.

Clinical Management for Health Centers and Dispensaries- A Manual for Community Oriented Health Workers. Petet, P. Rural Health Series 10 African Medical Research and Education Foundation, Nairobi, Kenya. 1995. [ISBN 9966-874-15-1]

Required Course Materials: Computer with LED projector, Chalkboard

WHO/Pacific Open Learning Health Net Modules on CD ROM:

For Diabetes, HIV-AIDS/TB, and Mosquito-Borne Diseases
(Available via: <http://www.polhn.com>)

US Center for Disease Core Curriculum for Tuberculosis (Powerpoint slide show available at: <http://www.cdc.gov/nchstp/tb/pubs/slidesets/core/default.htm>)

Methods of Instruction: Lecture, discussion, role play.

Methods of Evaluation:

Examinations.

Successful performance of skills components based on skills checklists. (see Tabella, Part 1)

Assessment of student counseling skills by testing comprehension of lay people who have been counseled about a topic by student.

Attendance Policy: Per standard COM-FSM policy as stated in the current catalog. This will be explained to students on the first day of class.

Academic Honesty Policy: Per standard COM-FSM policy as stated in the current catalog.