**SYLLABUS**

1. **Programme Details**

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| **1.1.** | **GRIGORE T. POPA UNIVERSITY OF MEDICINE AND PHARMACY IASI** | | | | | | | |
| **1.2.** | **FACULTY : MEDICINE/DEPARTMENT:** PREVENTIVE MEDICINE AND INTERDISCIPLINARITY | | | | | | | |
| **1.3.** | **DISCIPLINE:** PUBLIC HEALTH AND SANITARY MANAGEMENT | | | | | | | |
| **1.4.** | **FIELD of STUDY:** HEALTH | | | | | | | |
| **1.5.** | **STUDY CYCLE:** BACHELOR | | | | | | | |
| **1.6.** | **PROGRAMME of STUDY:** Medicine - English | | | | | | | |
| 1. **Discipline Details** | | | | | | | | |
| **2.1.** | **Name of the Discipline:** PUBLIC HEALTH AND SANITARY MANAGEMENT | | | | | | | |
| **2.2.** | **Teaching staff in charge with lectures:** Associated Professor Iliescu Maria Liliana, MD, PhD | | | | | | | |
| **2.3.** | **Teaching staff in charge with seminar activities:** Associated Professor Iliescu Maria Liliana, MD, PhD, Assistant Professor Bogdan Mugur Manole MD, PhD | | | | | | | |
| **2.4. Year** | | **VI** | **2.5. Semester** | **I/II** | **2.6. Type of evaluation** | **C1/C2** | **2.7. Discipline regimen** | **Compulsory** |

1. **Overall Time Estimates (hours/semester of didactic activity)**

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| * 1. **Number of hours per week** | **6** | **Of which: 3.2. lectures** | | **3** (7 weeks course) | * 1. **seminar/ laboratory** | **3**(7 weeks PL) |
| * 1. **Total hours in the curriculum** | **42** | **Of which: 3.5. lectures** | | **21** | **3.6. seminar/ laboratory** | **21** |
| **Distribution of time** |  |  | |  |  | Hours |
| **Study time using coursebook materials, bibliography and notes** | | | | | | 15 |
| **Further study time in the libray, online and in the field** | | | | | | 5 |
| **Preparation time for seminars / laboratories, homework, reports, portfolios and essays** | | | | | | 10 |
| **Tutoring** | | | | | | - |
| **Examinations** | | | | | | 3 |
| **Other activities** | | | | | | - |
| **3.7. Total hours of individual study** | | |  | | | 33 |
| **3.8. Total hours / semester** | | |  | | | 75 |
| **3.9. Number of credits** | | |  | | | 4 |

1. **Prerequisites (where applicable)**

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| **4.1. curriculum** | not necessary |
| **4.2. competences** | not necessary |

1. **Conditions (where applicable)**

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| **5.1. for lecture delivery** | not necessary |
| **5.2. for seminar / laboratory delivery** | not necessary |

1. **Specific Competences Acquired**

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| **Professional Competences (knowledge and skills)** | * evaluation and surveillance of health status of a population * identification of health care needs in a community * to elaborate a project for a specific health problem * to work and to communicate efficient in a health care system |
| **Transversal Competences (roles, personal and professional development)** | * working in a team * having an integrative attitude for processing knowledge and acquired skills * proving the concern for professional improvement * proving the involvement in scientific and research activities (licenses work paper) * to be involved and to participate in research projects according to integration requirements for European education |

1. **Obiectives of the Discipline (related to the acquired competences)**

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| **7.1. General Obiective** | Understanding the concept of Public Health into the preventive medicine context, underlying the three basic aspects: a) measuring health status of a specified population and health care needs evaluation b) health promotion and diseases prevention c) management of health care services |
| **7.2. Specific Obiectives** | Theoretical training in order to understand the concept of Public Health  Acquiring basic knowledge from different fields: demography, morbidity, epidemiological studies, health systems, health promotion  Acquiring practical skills such as: communication in medical practice, comunication abilities evaluation, hospital performance assessement, writting a job description, writting a CV, calculation and interpretation of demographic indices, calculation and interpretation of hospital indices (average length of stay, bed occupancy rate, turnover interval and bed turnover ratio), disease frequency measurement in a population and the interpretation of the results |

1. **Contents**

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| **8.1. Lecture** | **Teaching methods** | | **Comments** |
| 1. Introduction in Public Health field | Interactive lectures and case studies with electronic support | | 1 hour |
| 2. Health status of a population | Interactive lectures and case studies with electronic support | | 1 hour |
| 3. Demography | Interactive lectures and case studies with electronic support | | 4 hours |
| 4. Primary health care | Interactive lectures and case studies with electronic support | | 1 hour |
| 5. Hospital care | Interactive lectures and case studies with electronic support | | 2 hours |
| 6. Analysis of health systems | Interactive lectures and case studies with electronic support | | 2 hours |
| 7. Health education. Health promotion | Interactive lectures and case studies with electronic support | | 2 hours |
| 8. Measures of disease frequency in a population | Interactive lectures and case studies with electronic support | | 2 hours |
| 9. Epidemiological studies in public health | Interactive lectures and case studies with electronic support | | 2 hours |
| 10. Introduction in health management. Quality of health care | Interactive lectures and case studies with electronic support | | 2 hours |
| 11. Project management in health care | Interactive lectures and case studies with electronic support | | 2 hours |
| 1. Duma O. Public Health. Casa de Editura Venus, Iasi, 2002. 2. Beaglehole R., Bonita R., Kjielstrom T.: Basic Epidemiology, Second Edition, WHO, Geneva, 2006. 3. Detels R., Holland W.W., McEwen J.: Oxford Textbook of Public Health, third edition, vol. 1,2,3, Oxford University Press, New York, Oxford, Tokio, 1993. 4. Downie R.S., Tannahill A.: Health Promotion- Models and Values, Oxford University Press, New York, Oxford, Tokio, 1995 5. Last J.M., Wallace R.B.: Public Health and Preventive Medicine, 13th ed., Prentice Hall University Press, New York, London, 1992 6. \*\*\* The World Health Report 2006 – Working Together for Health. Geneva: WHO; 2006 (<http://www.who.int/whr/2006/whr06_en.pdf>). 7. \*\*\* World health statistics 2010. Geneva: WHO, 2012.   **Supplementary bibliography for courses and practices (free books on line)**  **1. Global Burden of Disease and Risk Factors** by **Alan D. Lopez, Colin D. Mathers, Majid Ezzati** - **World Bank Publications** , **2006**  **2**. [**Principles of Epidemiology in Public Health Practice, Third Edition**](http://e-booksdirectory.com/details.php?ebook=2012) by **Richard Dicker, at al.** - **CDC** , **2006**  **3. Global burden of disease, WHO, http://www.who.int/topics/global\_burden\_of\_disease/en/**  **4. WHO: World health Statistics,** <http://www.who.int/gho/publications/world_health_statistics/2014/en/>  **5. WHO: Tackling chronic disease in Europe, 2010,** <http://www.euro.who.int/__data/assets/pdf_file/0008/96632/E93736.pdf> | | | |
| **8.2. Seminar / Laboratory** | | **Teaching methods** | **Comments** |
| 1. Collection, description and interpretation of medical data | | Interactive, internet self-documentation, case study | **4** hours |
| 2. Demography: calculation and interpretation of positive and negative indices; birth certificate and death certificate | | Interactive, internet self-documentation, case study | **4** hours |
| 3. Measures of disease frequency - incidence, prevalence | | Interactive, internet self-documentation, case study | **2** hours |
| 4. Quantifying risk in cohort study and case-control study; interpretation of relative risk and attributable risk | | Interactive, internet self-documentation, case study | **2** hours |
| 5. Comparative analysis of health systems | | Interactive, internet self-documentation, case study | **1** hour |
| 6. Communication skills at medical students | | Interactive, internet self-documentation, case study | **2** hours |
| 7. Analysis of messages and elaboration of a health education material | | Interactive, internet self-documentation, case study | **2** hours |
| 8. Being a good manager. Brainstorming and evaluation using a questionnaire | | Interactive, internet self-documentation, case study | **2** hours |
| 9. Evaluating the performance of a hospital | | Interactive, internet self-documentation, case study | **2** hours |
| 1. Duma O. Public Health. Casa de Editura Venus, Iasi, 2002. 2. Beaglehole R., Bonita R., Kjielstrom T.: Basic Epidemiology, Second Edition, WHO, Geneva, 2006. 3. Detels R., Holland W.W., McEwen J.: Oxford Textbook of Public Health, third edition, vol. 1,2,3, Oxford University Press, New York, Oxford, Tokio, 1993. 4. Downie R.S., Tannahill A.: Health Promotion- Models and Values, Oxford University Press, New York, Oxford, Tokio, 1995 5. Last J.M., Wallace R.B.: Public Health and Preventive Medicine, 13th ed., Prentice Hall University Press, New York, London, 1992 6. \*\*\* The World Health Report 2006 – Working Together for Health. Geneva: WHO; 2006 7. \*\*\* World health statistics 2010. Geneva: WHO, 2012.   **Supplementary bibliography for courses and practices (free books on line)**  **1. Global Burden of Disease and Risk Factors** by **Alan D. Lopez, Colin D. Mathers, Majid Ezzati** - **World Bank Publications**, **2006**  **2**. [**Principles of Epidemiology in Public Health Practice, Third Edition**](http://e-booksdirectory.com/details.php?ebook=2012) by **Richard Dicker, at al.** - **CDC**, **2006** | | | |

1. **Correlations between the contents of the discipline and the expectations of the epistemic community, of profesional associations and of employers in the field**

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| Knowledge and abilities are established as didactic objectives and specified as such in the analytic programs that are revised yearly. After their analysis by the study discipline staff, these are discussed and approved in the Curricular Committee, towards curricular harmonization among the various study disciplines. Along this entire process systematic evaluation is performed, directly if possible, regarding the correspondence of the contents to the expectations of the academic community and of the representatives of the social community, professional associations, and employers. As primary goal the discipline intends to offer the students optimal background for the following years of study in the program for License in Medicine, in the perspective of successfully hiring, immediately after graduation, in residence programs from Romania and other EU countries |

1. **Evaluation**

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| **Type of activity** | **10.1. Evaluation criteria:** | **10.2. Methods of evaluation** | **10.3. Percentage of final grade** |
| **10.4. Lecture** | **Student mark for Colloquium** | Colloquium | 50% |
| **10.5. Seminar / Laboratory** | **Average grade of ongoing examinations** | ongoing evaluation | 10% |
| **Grade for practical examination** | practical exam | 40% |
| **Minimum standard of performance: at least grade 5 to pass the discipline** | | | |

**Date:**

**october 2019**

**Signiture of Didactic Co-ordinator**

**Conf.dr. Georgeta Zanoschi**

**Signiture of Department Director**

**Conf. univ.dr. Florin-Dumitru Petrariu**