

**Faculty of Medicine / MEDICINE /**

<b>Course:</b>				
<b>Course ID</b>	<b>Course status</b>	<b>Semester</b>	<b>ECTS credits</b>	<b>Lessons</b> (Lessons+Exercises+Laboratory)
11575	Mandatory	2	5	2+0+0
<b>Programs</b>	MEDICINE			
<b>Prerequisites</b>	There is none			
<b>Aims</b>	<p>The aim of this course is for students to understand and adopt the multidisciplinary of public health, modern approaches and basic principles of public health sciences, to know how to classify research achievements in the field of public health and to compare public health functions and services of different countries while accepting the public health ethical code. In addition, the goal of the course is to educate students on the implementation of health promotion and disease prevention measures in order to improve health and prevent disease, with special reference to the principles and role in the process of protecting the health of the population. In addition, the goal is to present the basic strategy of public health, as an essential concept of health protection and factors that determine health, as well as to identify methods of suppressing their negative effect on peoples health and life.</p>			
<b>Learning outcomes</b>	<p>Students gain an understanding and develop critical thinking about how globalization and development affect health and are trained to analyze responses and approaches to current and future global trends that have both positive and negative effects on health and health inequalities. 2. In addition, the expected outcomes refer to the training of people in the community to increase control over their health and to improve it, to strengthen activities to improve health in the community, to implement disease prevention measures and participate in activities to increase the level of information and quantity knowledge about health risk factors and measures to eliminate them. 3. Also, students will be in a position to apply the principles of public health in the areas of their professional activity, to advocate, to initiate, to represent their implementation in all segments of health care. 4. The student will be able to: educate citizens about increasing control over their health, improving health and disease prevention measures; conducts health education activities and supervision of nurses and other staff in the team; advises mothers on the importance of breastfeeding and how to properly feed newborns and infants; assess smoking status, degree of smoking addiction, as well as methods for quitting smoking; identifies alcohol and substance (drug) addicts, adequately approaches these patients and educates vulnerable groups in the prevention of alcohol and drug abuse; educates vulnerable groups (adolescents) about sexually transmitted diseases; understands the principles of proper nutrition and suggests an adequate way of eating to citizens; explain the importance of regular physical activity and its impact on health; explain obesity as a risk factor for contracting mass non-communicable diseases, and to propose non-pharmacological measures for its treatment; identifies people under stress and trains them on stress reduction methods; understands and analyzes key risk factors, as well as the principles of health promotion in order to prevent cardiovascular, malignant diseases, chronic obstructive pulmonary diseases and diabetes; understands the specifics of the geriatric population and ways to promote health in this population group.</p>			
<b>Lecturer / Teaching assistant</b>	Regular professor Agima Ljaljević Regular professor Aneta Bošković			
<b>Methodology</b>	Students work is supervised and realized in the form of lectures, but also other forms of theoretical and practical training, such as presentations, case studies, discussions in small groups. Students are expected to work independently on the preparation of a seminar paper, to read the recommended literature, and to actively participate in all forms of teaching			
<b>Plan and program of work</b>				
Preparing week	Preparation and registration of the semester			
I week lectures	Definition and development of public health; Seminar - Methods of public health sciences;			
I week exercises				
II week lectures	Classifications of public health research achievements;. S - Public health services of different countries;			
II week exercises				
III week lectures	Public health functions S - Ethical principles and directions of public health;			
III week exercises				
IV week lectures	Contemporary public health challenges that bring together various key actors in the field of public health; S - The role of international organizations for the development and implementation of public health; in practice			

IV week exercises	
V week lectures	The importance of developing partnerships and global networks in order to establish a new generation of leaders in public health; S- Health education, as a basic public health strategy
V week exercises	
VI week lectures	Health care aimed at disease prevention and health preservation; S - Identifying vulnerable population groups and their needs;
VI week exercises	
VII week lectures	Family arrangement and promotion of individual and community health; S - Socio-economic aspects of health promotion;
VII week exercises	
VIII week lectures	Determinants (components that condition) behavior. Behavior and health S - Types of behavior that affect health
VIII week exercises	
IX week lectures	Health education in the service of behavioral modifications that lead to health S - Methods of health education
IX week exercises	
X week lectures	Contemporary health and education strategies S - Presentation of basic health and education strategies
X week exercises	
XI week lectures	Campaign preventive activities aimed at health promotion and disease prevention; S - Promotion of breastfeeding and proper nutrition for newborns and infants;
XI week exercises	
XII week lectures	Health promotion measures aimed at preventing cardiovascular diseases; S - Prevention of sexually transmitted infections;
XII week exercises	
XIII week lectures	Health promotion measures aimed at preventing diabetes; S - Prevention of addictive diseases;
XIII week exercises	
XIV week lectures	Health promotion measures aimed at preventing malignant diseases; S - Principles of proper nutrition, physical activity and prevention of obesity;
XIV week exercises	
XV week lectures	Organization of the application of public health measures and activities in practice; S - Ethical principles and directions of public health;
XV week exercises	
<b>Student workload</b>	In the semester Teaching and final exam: (7 hours) x 16 = 112 hours Necessary preparations before the beginning of the semester (administration, registration, certification): (7 hours) x 2 = 15 hours Total workload for the course: 7 x 30 = 210 hours Additional work for exam preparation in the remedial exam period, including taking the remedial final exam: from 0 to 60 hours (remaining time from the first two items to the total workload for the subject 300 hours) Load structure: 112 hours (classes and final exam) + 15 hours (preparation) + 18 hours (supplementary work)
<b>Per week</b>	<b>Per semester</b>
<b>5 credits x 40/30=6 hours and 40 minuts</b> 2 sat(a) theoretical classes 0 sat(a) practical classes 0 excercises <b>4 hour(s) i 40 minuts</b> of independent work, including consultations	Classes and final exam: <b>6 hour(s) i 40 minuts x 16 =106 hour(s) i 40 minuts</b> Necessary preparation before the beginning of the semester (administration, registration, certification): <b>6 hour(s) i 40 minuts x 2 =13 hour(s) i 20 minuts</b> Total workload for the subject: <b>5 x 30=150 hour(s)</b> Additional work for exam preparation in the preparing exam period, including taking the remedial exam from 0 to 30 hours (remaining time from the first two items to the total load for the item) <b>30 hour(s) i 0 minuts</b> Workload structure: <b>106 hour(s) i 40 minuts (courses), 13 hour(s) i 20 minuts (preparation), 30 hour(s) i 0 minuts (additional work)</b>
<b>Student obligations</b>	They regularly attend classes, prepare and present seminar papers and participate in the implementation of classes

<b>Consultations</b>			Students have the possibility of daily consultations with subject teachers			
<b>Literature</b>			<p>Detels R, McEwen J, Beaglehole R, Tanaka H, eds. Oxford Textbook of Public Health, 6th ed., Vol. 1. New York: Oxford University Press 2002. • Merson MH, Black RE, Mills AJ. International Public Health. Diseases, Programs, Systems and Policies. 2nd edition. New York: An Aspen Publication 2003. • Pencheon D, Guest C, Melzer G, Gray M, eds. Oxford handbook of public health practice. Oxford: Oxford University Press 2008. • Tulchinsky TH, Varavikova EA. The New Public Health. New York London: Academic Press 2009. • Centers for Disease Control and Prevention. Public Health Policy. November 9, 2015. <a href="http://www.cdc.gov/stltpublichealth/policy">www.cdc.gov/stltpublichealth/policy</a> Accessed October 12, 2016. • Levi J, Segal LM, Gougeon R, Laurent RS. Investing in Americas Health: A State-by-State Look at Public Health Funding and Key Health Facts. 2015. <a href="http://healthyamericans.org/assets/files/TFAH-2015-InvestInAmericaRpt-FINAL.pdf">http://healthyamericans.org/assets/files/TFAH-2015-InvestInAmericaRpt-FINAL.pdf</a> Accessed November 14, 2016. • Kaufman NJ, Kindig DA. Public Health vs. Population Health: A Conversation. October 1999. <a href="https://uwphi.pophealth.wisc.edu/about/advisory/public-vs-population-health-conversation.pdf">https://uwphi.pophealth.wisc.edu/about/advisory/public-vs-population-health-conversation.pdf</a> Accessed October 12, 2016. • Bhattacharya D and Bhatt J. Seven Foundational Principles of Population Health Policy. Popul Health Manag. 2017 Oct 1; 20(5): 383-388. Published online 2017 Oct 1. doi: 10.1089/pop.2016.0148. • Bhattacharya D, Bhatt J. Novel interprofessional collaborations: utilizing medical-legal partnerships to advance population health. In: Bhattacharya D, editor; , Callahan R, editor. , eds. Public health leadership. New York: Taylor and Francis, 2017:41-53 [Google Scholar]</p>			
<b>Examination methods</b>			Pre-examination point obligations Activity during the lecture 10 Practical teaching 20 Colloquium-i 10 Seminars 10 Attendance continues 10 Exam obligations points Final exam 40 Written exam 10 Oral exam on the 30th			
<b>Special remarks</b>						
<b>Comment</b>						
<b>Grade:</b>	F	E	D	C	B	A
<b>Number of points</b>	less than 50 points	greater than or equal to 50 points and less than 60 points	greater than or equal to 60 points and less than 70 points	greater than or equal to 70 points and less than 80 points	greater than or equal to 80 points and less than 90 points	greater than or equal to 90 points