

MED 3001 –Public Health I: Introduction to Public Health and Health Policy

Course Name	Code	Semester	Type of course	Theory (hours)	Work in Group (hours)	ECTS
Public Health I: Introduction to Public Health and Health Policy	MED 3001	V	Mandatory	26	45	5
Faculty, the educational program and education level	Faculty of Medicine, one-cycle Educational Program “Medicine”					
Author (s)	Levan Metreveli, MD, PhD, MPH, Invited Lecturer Mob.tel.: 577 56 01 08 e-mail: lmetreve@g.mail.com					
Educational course format	Lecture, Group work					
Educational course loading	Total: 150 hours Contact hours: 75 h 1. Lecture – 26 h 2. Practical lessons – 45 h 3. Midterm exam – 2 h 4. Final exam -2 h Independent work – 75 h					
Prerequisites	No prerequisites					
The purpose (s) of tutorial course/modules	<p>The main goal of the course is to allow students to learn the fundamental concepts of health policy, health financing and health systems. The course will concentrate on absorbing health policy formulation instruments in middle- and low-income countries. The course will cover: typologies of health systems worldwide, comparative instruments of critical appraisal of health policies/programs, principles of health insurance, external determinants (political, legislative, environmental, cultural, etc.) of health system functioning, management architectonics of healthcare institutions (management theories, information systems, etc.), added-value of evidence-based medicine in health policy, internationalization of health. The above topics will be discussed in the light of fundamental principles of public health accentuated to population health and dynamics.</p> <p>The main objective of the course is to develop competencies of critical thinking and evidence-based decision making in the area of health policy. As a part of the course students</p>					

	<p>will learn methods and stages of health policy development, instruments of evidence-based priority setting, health policy formulation, ways of communicating main principles of health policy to key-stakeholders, health policy implementation, etc.</p>
<p>Teaching and learning strategy</p>	<p>The course employs two basic methods of teaching: lectures for the entire class (45 students) and small group sessions (15 students) i.e. There will be delivered 2 hour lecture and 3 hour small group session a day. The lectures are intended to cover general issues related to the topic. Every lecture will be conducted in highly interactive manner and will utilize diverse audio/visual means. Small group sessions are supposed to encompass the following activities: a. Discussing main concepts introduced in the lecture and provided in reading materials; b. Inducing student engagement; c. Providing time and venue for group and individual presentations; d. Evaluating students class participation.</p> <p>The students will be required to complete case study reporting, discussion and presentation preparatory work individually and in groups as part of their independent learning process. The exercising in practical aspects of the course is also part of guided independent work which student required to complete. The purpose of the assignment is to assist student to apply knowledge and utilize skills obtained during lectures and train student in the environment very close to real life setting.</p> <p>Besides subject-specific knowledge, students will be working on developing general skills, such as judgment, communication, etc.</p> <p>Independent learning will deepen the students' understanding on the subject by doing regular reading and writing assignments.</p> <p>As a component of independent learning, students will be required to complete required reading and home assignment. The independent learning is also inclusive of preparation times for the different assessment events (exams, presentations, etc.). Independent learning will allow students to reflect upon and apply the information and knowledge from the topics that they have discussed and explored in the lectures, practical and group sessions they have attended.</p>
<p>Assessment criteria</p>	<p>A course grade (maximum 100 points) will be based on the following components:</p> <p>Attendance – 5 Class participation – 25 Group presentation – 20 Individual presentation – 10 Final Exam – 40</p> <p><i>Attendance</i> Student attendance will be daily recorded by the course lead.</p> <p><i>Class participation</i> Main ambition of this course is to assist students in developing competence of evidence-based decision making based on ability of critical thinking. The course instructor will frequently be posing open questions to the audience. The value of this task is to motivate</p>

students to express their opinions as well as to critically review and absorb opinions of others. In a close approximation, the course lead will take note on student's engagement events after each training sessions. The highest scores will be given to those students who have been active on systematic basis.

Group presentation

On voluntary basis the class will assemble groups of 4-5 persons. Each group will be given background information on health systems of one of the following countries: Germany, Canada, Israel, Netherlands and UK (this list may be modified). Based on the provided materials and other available publications, the groups will be required to prepare Power Point presentations no longer than 15 minutes. Presentations are expected to describe principal characteristics of a given system and provide its critical appraisal. The evaluation score for the group presentation applies to each student.

Individual presentation

Each student will be given a research article on different public health topics. You will be required to thoroughly read the article and build-up a presentation aimed at: a. Clearly delivering the main message(s) of the article to your classmates; and b. Critically analyzing the main concepts (findings) articulated in the text.

Final exam

The class instructor will e-mail to students a topic related to the concepts covered in the class. Student will be required to write an essay of no more than 4 pages long. The essay is expected to: a. Describe a problem in question; and b. Elaborate critically and provide policy proposals. Students are free to use any published sources (with properly documenting/referencing them), but still they are primarily expected to develop their own ideas.

The students' assessment has to be done in the following way:

Positive rate:

- (A) Excellent- 91 or more points;
- (B) Very Good- 81-90 points;
- (C) Good- 71-80 points;
- (D) Satisfactory- 61-70 point;
- (E) Enough- 51-60 points;

Negative rate:

- (FX) Failure - 41-50 points, which means that a student needs to work more and an independent and considerable further work is required to pass the exam once again to be re-awarded;
- (F) Fail - 40 points or less, which means that the student's diligence is not sufficient and student has to learn the subject all over again.

The basic literature

1. Ted Tulchinsky, Elena A. Varavikova, The New Public Health, Academic Press, 2000
2. Trisha Greenhalgh, Primary Health Care: Theory and Practice, Balckwell Publishing, 2007

The auxiliary literature	<ol style="list-style-type: none"> 1. Key Features of the Affordable Care Act By Year, US Department of Health and Human Services, 2013, http://www.hhs.gov/healthcare/facts/timeline/timeline-text.html 2. European Observatory on Health Systems and Policies, http://www.euro.who.int/en/about-us/partners/observatory 3. Gregory P. Marchildon, Health Systems in Transition, Canada, European Observatory on Health Systems and Policies, Vol. 7, No 3, 2005 4. Reinhard Busse, Annette Riesberg, Health Systems in Transition, Germany, European Observatory on Health Systems and Policies, 2004 5. Bruce Rosen, Rachel Goldwag, Health Systems in Transition, Israel, European Observatory on Health Systems and Policies, 2003 6. André Den Exter, Herbert Hermans, Milena Dosljak, Reinhard Busse, Health Systems in Transition, Netherlands, European Observatory on Health Systems and Policies, 2004 7. Health Systems in Transition, UK, European Observatory on Health Systems and Policies, Vol. 7, No 3, 1999
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The tutorial/training course content

Day №	Subjects	Lecture (hour)	Work in group (hour)
I	Introduction to public health, health policy and economics. Historic overview of public health <u>Required reading:</u> Ted Tulchinsky, Elena A. Varavikova, The New Public Health, Academic Press, 2000, pp. 5-55	2	3
II	Organization of public health systems <u>Required reading:</u> Ted Tulchinsky, Elena A. Varavikova, The New Public Health, Academic Press, 2000, pp. 507-547	2	3
III	Measuring and evaluating health of population as a method of assessing health systems <u>Required reading:</u> Ted Tulchinsky, Elena A. Varavikova, The New Public Health, Academic Press, 2000, pp. 113-169	2	3

IV	<p>Introduction to primary healthcare</p> <p><u>Required reading:</u> Trisha Greenhalgh, Primary Health Care: Theory and Practice, Balckwell Publishing, 2007, pp. 1-22</p>	2	3
V	<p>Health system of Georgia</p> <p><u>Required reading:</u> Amiran Gamkrelidze, Rifat Atun, George Gotsadze, Laura McLehose, Health Care Systems in Transition: Georgia, European Observatory on Health Care Systems, 2002, pp. 1-67</p>	2	3
VI	<p>Health care legislation: case study of “Affordable Care Act”</p> <p><u>Required reading:</u> Key Features of the Affordable Care Act By Year, US Department of Health and Human Services, 2013, http://www.hhs.gov/healthcare/facts/timeline/timeline-text.html</p> <p>***GROUP PRESENTATION 1***</p>	2	3
VII	<p>Quality control in healthcare</p> <p><u>Required reading:</u> Ted Tulchinsky, Elena A. Varavikova, The New Public Health, Academic Press, 2000, pp. 735-777</p> <p>***GROUP PRESENTATION 2***</p>	2	3
VIII	<p>Basics of health economics</p> <p><u>Required reading:</u> Ted Tulchinsky, Elena A. Varavikova, The New Public Health, Academic Press, 2000, pp. 549-589</p> <p>***GROUP PRESENTATION 3***</p>	2	3
IX	<p>Communication in healthcare</p> <p><u>Required reading:</u> Enrico Coiera, Communication Systems in Healthcare, Clin Biochem Review, Vol 27, May, 2006, pp. 89-98</p> <p>***GROUP PRESENTATION 4***</p>	2	3
X	<p>Introduction to evidence-based medicine</p> <p><u>Required reading:</u> Jonathan Belsey, What is evidence-based medicine? 2009, pp.1-10 http://www.medicine.ox.ac.uk/bandolier/painres/download/whatis/ebm.pdf</p> <p>***GROUP PRESENTATION 5***</p>	2	3

XI	Basics of health policy <u>Required reading:</u> Ted Tulchinsky, Elena A. Varavikova, The New Public Health, Academic Press, 2000, pp. 591-621 ***INDIVIDUAL PRESENTATIONS***	2	3
XII	Basics of health policy (<i>continued</i>) <u>Required reading:</u> Ted Tulchinsky, Elena A. Varavikova, The New Public Health, Academic Press, 2000, pp. 591-621 ***INDIVIDUAL PRESENTATIONS***	0	3
XIII	Comparative health systems and financing models <u>Required reading:</u> Ted Tulchinsky, Elena A. Varavikova, The New Public Health, Academic Press, 2000, pp. 623-695 ***INDIVIDUAL PRESENTATIONS***	2	3
XIV	Health insurance <u>Required reading:</u> Ted Tulchinsky, Elena A. Varavikova, The New Public Health, Academic Press, 2000, pp. 623-695 ***INDIVIDUAL PRESENTATIONS***	0	3
XV	Internationalization of health <u>Required reading:</u> Ted Tulchinsky, Elena A. Varavikova, The New Public Health, Academic Press, 2000, pp. 779-813 ***INDIVIDUAL PRESENTATIONS***	2	3
	Midterm Exam		2
XVI- XIX	Final Exam		2

Result of Study

Criteria	Competences
Knowledge and understanding	Students are capable to demonstrate knowledge and understanding of basic principles that relate Health Policy to Public Health/Medical

	domain.
Ability of knowledge application	Students are able to use taught concept into daily professional routine, with special emphasis on applying these skills in work settings.
Analysis and Synthesis (ability to do the appropriate conclusions)	<p>Students are able to apply the following analytical competences:</p> <ul style="list-style-type: none"> • Knowledge of fundamental principles of health policy formulation, including critical appraisal of health systems, setting national health targets based on data on population health status and dynamics, appreciation of importance of evidence-based decision making in health policy. • Health policy priority setting ability powered by effective application of epidemiological/demographic/statistical evidence; • Ability to analyze effectiveness of national health systems built on the profound knowledge of health systems typologies worldwide; • Evidence-based decision making ability in health policy formulation and implementation; • Ability to effectively conduct all stages of health policy development (priority setting, policy formulation, policy planning, policy implementation).
Ability of Communication	Upon completion of the course students are able to effectively communicate in written and orally concepts and approaches relevant to the taught course.
Life-long learning ability	The course format allows students to have acquired skills of critical thinking, analysis and synthesis in area in question.
Values	By the end of the course students fully absorb the importance of informed decision making in the area of health policy.