

DEN 4010 Public Health in Dentistry

Course Name	Code	Semester	Type of course	Course structure and volume (hours)			ECTS
Public Health in Dentistry	DEN 4010	VII	Mandatory	Lecture	22	120	4
				Seminar	36		
				Midterm Exam	4		
				Final Exam	2		
				Indep. Work	56		
Faculty, the educational program and education level	School of Dental Medicine One cycle (5-years duration) Educational Program “Dentistry”						
Staff	Levan Metreveli - Professor, MD, PhD, MPH Mob.tel.: 5-95-032263, E-mail: levan.metreveli@bauinternational.edu.ge Nia Khachidze , invited lecturer Email: nia.khachidze@bauinternational.edu.ge						
Duration	10 weeks						
Prerequisites	NDEN2010						
Aim	<p>The 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>As a part of the course students 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. The main objective of the course is to develop competencies of critical thinking and evidence-based decision making in the area of health policy.</p>						
Method Of Teaching/learning	<p>The course employs two basic methods of teaching: lectures for the entire class and group sessions i.e. 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</p>						

	<p>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, seminars and group sessions they have attended.</p>
<p>Assessment and Criteria</p> <p>System</p>	<p>Attendance - student is obliged to attend 70% of the total number of the learning course</p> <p>The knowledge of the student is evaluated by 100 point-based evaluation system out of which 40 points is allocated for the current assessment, 20 for midterm exam and 40 points for the final exam.</p> <p>1. Current activity- 40 points, including the following:</p> <ul style="list-style-type: none"> • Class participation – 10 points • Group presentation –30 points <p>Class participation:</p> <p>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 students to express their opinions as well as to critically review and absorb opinions of others.</p> <p>Criteria for evaluation of class participation:</p> <p>10 points – The student knows the topic fundamentally, delivers information consistently and concisely, thinks promptly and provides specific answers to questions. The answers involve the proper terminology. The possession and application of the core and additional literature is evident.</p> <p>9 points - The student knows the topic fundamentally, thinks, delivers information consistently and concisely, but answers are less credible. The answers involve the proper terminology. The possession and application of the core and additional literature is evident.</p> <p>8 points - The student knows the topic fundamentally, thinks, delivers information consistently, but answers are less concise. The answers involve the proper terminology. The possession and application of the core and additional literature is evident.</p> <p>7 points - The student knows the topic less fundamentally, answers are full, but inconsistent, has difficulties to answer a problematic question. The answers involve the partially proper terminology, displays average level of knowledge, the possession of the literature is evident, but has difficulties in making conclusions.</p> <p>6 points – The answer is full, but inconsistent, uses partially proper terminology, the possession of the literature is evident, but has difficulties in making conclusions.</p> <p>5 points - The answer is inconsistent, uses partially proper terminology, displays average level of knowledge, has difficulties in making conclusions.</p>

4 points – The answers are general, not in possession of terminology, inconsistent, not in possession of the literature.

3 points - The answers are general, inconsistent, has difficulties in judgement, not in possession of the literature.

2 points – The answer is general, no ability of judgement, can not use terminology, inconsistent.

1 point – The answer is unsatisfactory, does not possess terminology, delivery of information is chaotic and frequently inappropriate, is not acquainted with the literature.

0 – The student can not display any knowledge of the topic in question.

The class participation points get allocated by the end of the course through student activity observation.

Group presentation

On voluntary basis the class will assemble groups of 4-5 persons. Each group will be given background information on health system of USA. 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.

Evaluation criteria for the group presentation:

28-30 points – The presentation is fundamental, consistent and concise, terminology is proper, the core and additional literature is effectively used, answers to the topic related questions full and adequate, an adequate comparative analysis of health systems has been performed.

25-27 points – The presentation is fundamental, consistent and concise, terminology is proper, the core and additional literature is effectively used, answers to the topic related questions adequate.

22-24 points – The presentation is fundamental, consistent, but not concise, terminology is proper, the core and additional literature is effectively used, answers to the topic related questions adequate, but not concise.

19-21 points – The presentation is fundamental, consistent, but not concise, terminology is partially proper, the core and additional literature is effectively used, answers to the topic related questions adequate, but not concise.

16-18 points – The presentation in general reflects the topic, but is delivered in an unsystematic way, the terminology is partially proper, the literature has been used, the answers are general.

13-15 points - The presentation in general reflects the topic, but is delivered in an unsystematic way, the terminology is improper, the literature use is not full, the difficult questions can not be answered, the level of knowledge is average, there are difficulties in making conclusions.

10-12 points – The presentation is very general, inconsistent, the literature use is not sufficient.

7-9 points - The presentation is very general, inconsistent, difficulties in making judgement and conclusions, the literature use is not sufficient.

4-6 points – The presentation is very general, no ability of judgement, terminology use is improper, inconsistency.

1-3 points – The presentation is unsatisfactory, terminology use is improper, delivered chaotically and falsely, no acquaintance with the literature.

0 – No ability to display any knowledge around the topic in question.

2. Midterm Exams - 20 points;

Individual presentation (Midterm Exam)– 20 points

Individual presentation (Midterm Exam) 20 points

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.

Evaluation criteria for the individual presentation:

19-20 points – The presentation is fundamental, consistent and concise, terminology is proper, the core and additional literature is effectively used, answers to the topic related questions full and adequate. The critical analysis of article's main findings is evident.

17-18 points – The presentation is fundamental, consistent and concise, terminology is proper, the core and additional literature is effectively used, answers to the topic related questions adequate.

15-16 points – The presentation is fundamental, consistent, but not concise, terminology is proper, the core and additional literature is effectively used, answers to the topic related questions adequate, but not concise.

13-14 points – The presentation is fundamental, consistent, but not concise, terminology is partially proper, the core and additional literature is effectively used, answers to the topic related questions adequate, but not concise.

11-12 points – The presentation in general reflects the topic, but is delivered in an unsystematic way, the terminology is partially proper, the literature has been used, the answers are general.

9-10 points - The presentation in general reflects the topic, but is delivered in an unsystematic way, the terminology is improper, the literature use is not full, the difficult questions can not be answered, the level of knowledge is average, there are difficulties in making conclusions.

7-8 points – The presentation is very general, inconsistent, the literature use is not sufficient.

5-6 points - The presentation is very general, inconsistent, difficulties in making judgement and conclusions, the literature use is not sufficient.

3-4 points – The presentation is very general, no ability of judgement, terminology use is improper, inconsistency.

1-2 points – The presentation is unsatisfactory, terminology use is improper, delivered chaotically and falsely, no acquaintance with the literature.

0 – No ability to display any knowledge around the topic in question.

3. Final Exam - 40 points

The class instructor will give 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.

Criteria for evaluating the essay:

40-35 points – The essay is fundamental, consistent and concise, the terminology is properly used, the literature is well possessed and used, ideas of referred authors and the student are clearly demarcated, hard evidence-based innovative ideas are offered and critical analysis is performed.

34-30 points - The essay is fundamental, consistent and concise, the terminology is properly used, the literature is well possessed and used, ideas of referred authors and the student are clearly demarcated.

29-25 points - The essay is fundamental, consistent and concise, the terminology partially is properly used, the literature is well possessed and used.

24-20 points - The essay generally reflects the topic, sporadically consistent, the terminology partially is properly used, the literature is well possessed and used, no clear conclusions are made.

19-15 points - The essay partially reflects the topic, sporadically consistent, the terminology is improperly used, the literature is possessed and used, no clear conclusions are made.

14-10 points - The essay partially reflects the topic, sporadically consistent, the terminology is improperly used, the literature is partially possessed and used, no conclusions are made whatsoever.

	<p>9-5 points - The essay weakly reflects the topic, sporadically consistent, the terminology is improperly used, the literature is not possessed and used, no conclusions are made whatsoever.</p> <p>4-0 points – The essay is completely inadequate.</p> <p>The passing score for the final exam should be or exceed 50% ($40 \times 50 / 100 = 20$ points). If the overall score (ongoing score + midterm score + final score) is less than 51%, the course is not credited and should be re-taken.</p> <p>The students' assessment has to be done in the following way:</p> <p>Positive rate:</p> <ul style="list-style-type: none"> • (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; <p>Negative rate:</p> <ul style="list-style-type: none"> • (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. <p>After the results of final exams are available, students with FX assessment have a right to retake an exam during an additional exam week in the same semester.</p> <p>An interval between a final and a corresponding additional exam must be at least 5 days after the results of a final exam become available</p>
The core literature	<ol style="list-style-type: none"> 1. The New Public Health, Academic Press- Ted Tulchinsky; Elena A. Varavikova; Elsevier; 2nd.ed. 2000; 2. Primary Health Care: Theory and Practice-Trisha Greenhalgh; Blackwell Publishing, 2007; e-book;
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-Megan Reeve, Theresa Wizemann; The national academic press; 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. Health Systems in Transition, Canada, European Observatory on Health Systems and Policies- Gregory P. Marchildon; Wiley-blackwell; Vol. 49; 2006; 4. Health Systems in Transition, Germany, European Observatory on Health Systems and Policies- Reinhard Busse; Annette Riesberg; 2004; http://www.euro.who.int/_data/assets/pdf_file/0018/80703/E85472.pdf 5. Health Systems in Transition, Israel, European Observatory on Health Systems and Policies- Bruce Rosen, Rachel Goldwag; Israel; 2003; http://www.euro.who.int/_data/assets/pdf_file/0003/85449/E81826.pdf 6. Health Systems in Transition, Netherlands, European Observatory on Health Systems and Policies- André Den Exter, Herbert Hermans, Milena Dosljak, Reinhard Busse; Netherlands; 2004; http://www.euro.who.int/_data/assets/pdf_file/0016/314404/HIT_Netherlands.pdf 7. Health Systems in Transition-UK, European Observatory on Health Systems and Policies- Jonathan Cylus and Erica Richardson; Vol. 7, No 3, 1999; http://www.euro.who.int/_data/assets/pdf_file/0006/302001/UK-HiT.pdf

Learning Outcomes

NQF*	COURSE LEARNING OUTCOMES	PROG. LO	LECTURE	SEMINAR	MIDTERM EX.	FINAL EXAM	ASSES. METH.
KNOWLEDGE AND AWARENESS	<ul style="list-style-type: none"> • Demonstrates knowledge and understanding of basic principles that relate Health Policy to Public Health/Medical domain. Knowledge of fundamental principles of health policy formulation. • Describes effective public health strategies, oral and systemic diseases, and their associated risk factors, which are recognized public health problems. Discusses implications of Dental Public Health for dental practice. • Describes and implements inter-professional approaches to disease prevention and promotion, including the training of non-dental health care providers • Describe demographic trends and discuss implications of the process of assessing population oral health needs including the trends of oral diseases, use of epidemiological tools and indicators. 	7.2 10.1 10.2 10.3	X	X	X	X	<ul style="list-style-type: none"> • Class participation • Group presentation • Individual presentation • Essay

	<ul style="list-style-type: none"> effectively conducts all stages of health policy development (priority setting, policy formulation, policy planning, policy implementation). 						
SKILL	<ul style="list-style-type: none"> Able to use taught concepts into daily professional routine, with special emphasis on applying these skills in work settings. Abilities of 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 and methods of financing built on the profound knowledge of health systems typologies worldwide; Evidence-based decision making ability in health policy formulation and implementation; Describes and implements inter-professional approaches to disease prevention and promotion, including the training of non-dental health care providers Describes demographic trends and discuss implications of the process of assessing population oral health needs including the trends of oral diseases, use of epidemiological tools and indicators Discusses political, social and economic trends and their implications for health. 	10.4		X	X	X	<ul style="list-style-type: none"> Class participation Group presentation Individual presentation Essay

	<ul style="list-style-type: none"> Able to effectively communicate in written and orally concepts and approaches relevant to the taught course. 						
RESPONSIBILITY AND AUTONOMY							

Learning course content (Day by Day)

weeks №	Subjects	Lecture (hour)	Seminar (hour)
1	Quality control in healthcare <u>Required reading:</u> Ted Tulchinsky, Elena A. Varavikova, The New Public Health, Academic Press, 2000, pp. 735-777 ***GROUP PRESENTATION 2***	3	4
2	Basics of health economics <u>Required reading:</u> Ted Tulchinsky, Elena A. Varavikova, The New Public Health, Academic Press, 2000, pp. 549-589 ***GROUP PRESENTATION 3***	3	4
3	Communication in healthcare <u>Required reading:</u> Enrico Coiera, Communication Systems in Healthcare, Clin Biochem Review, Vol 27, May, 2006, pp. 89-98 ***GROUP PRESENTATION 4***	3	4
4	Introduction to evidence-based medicine <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 ***GROUP PRESENTATION 5***	3	4

5	<p>Basics of health policy</p> <p><u>Required reading:</u></p> <p>Ted Tulchinsky, Elena A. Varavikova, The New Public Health, Academic Press, 2000, pp. 591-621</p> <p>***INDIVIDUAL PRESENTATIONS***</p>	2	4
6	Midterm Exam		4
7	<p>Basics of health policy (<i>continued</i>)</p> <p><u>Required reading:</u></p> <p>Ted Tulchinsky, Elena A. Varavikova, The New Public Health, Academic Press, 2000, pp. 591-621</p> <p>***INDIVIDUAL PRESENTATIONS***</p>	2	4
8	<p>Comparative health systems and financing models</p> <p><u>Required reading:</u></p> <p>Ted Tulchinsky, Elena A. Varavikova, The New Public Health, Academic Press, 2000, pp. 623-695</p> <p>***INDIVIDUAL PRESENTATIONS***</p>	2	4
9	<p>Health insurance</p> <p><u>Required reading:</u></p> <p>Ted Tulchinsky, Elena A. Varavikova, The New Public Health, Academic Press, 2000, pp. 623-695</p> <p>***INDIVIDUAL PRESENTATIONS***</p>	2	4
10	<p>Internationalization of health</p> <p><u>Required reading:</u></p> <p>Ted Tulchinsky, Elena A. Varavikova, The New Public Health, Academic Press, 2000, pp. 779-813</p> <p>***INDIVIDUAL PRESENTATIONS***</p>	2	4
11	Final Exam		2