

Ivane Javakhishvili Tbilisi State University, Faculty of Medicine



Course Syllabus

Course name	Evidence-Based Public Health
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Lecture (Lecturers)	Nata Kazakhashvili, MD, PhD, Associate Professor, Tbilisi State University, Faculty of Medicine, Department of Public Health. TEL: 599 31 37 37 E-mail: nata.kazakhashvili@gmail.com Lasha Loria, MD, PhD, Associate Professor, Tbilisi State University, Faculty of Medicine, Department of Public Health. Tel: 599 40 04 16 E-mail: lasha.loria@gmail.com
Code of the course	The code is awarded by the faculty in accordance with the general rules.
Status of the Course 	Faculty of Medicine. Georgian-Norwegian Collaborative Master Program "Public Health". Teaching languages is English. Teaching course is Mandatory.
Aims of the course	The aim of the course is to give to the students deep and systematic knowledge of the evidence-based public health. Teaching course is designed to introduce to students the importance of the role of scientific evidence-based public health in public health protection. To teach the fundamental principles of public health, the Public Health essence in the modern world, its functions, objectives and scope. To teach community health and needs assessment. The course will provide student with the latest information on the health determinants in defining (family, education, environmental factors, social status and other); Also, global health challenges. Teach graduate students how to gather, systemize, review and analyze statistical data about morbidity and mortality of population. Teach students the analytical methods used in healthcare. Based on practical examples to teach graduate students the rules of evidence-based public health plans, programs and projects.
ECTS (Number of contact hours and independent working hours)	10 ECTS (250 hours). Contact - 45 hours. (15 hrs. - Lecture, 30 hrs. - Group Work); Mid-term exam - 2 hours; Final exam - 3 hours. Independent work - 200 hours;
Prerequisites	No prerequisites are required for this course.
Learning outcomes	Knowledge and understanding Students will have deep and systematic knowledge of: -The importance of scientific evidence-based public health in public health protection. - Fundamental principles of public health, the Public Health essence in the modern world, its functions, objectives and scope.

- Community needs assessment in public health using evidence-based medicine.

Applying knowledge and skills

Student's abilities:

- To collect, systemize, asses and analyze data about the reasons of population's morbidity and mortality.
- To use analytical methods in Public Health.
- To make projects, programs and plans in Public Health.
- To prove the necessity of the programs and interventions of public health based on scientific evidence.

Ability of Making Judgment

Student will be able to: Make decisions based on collected data (including complex and incomplete information, using the latest research). To find connections between events based on recent data and information and innovative synthesis;

Communication skills

Student will be able to:

Delivery information, done work content, problems, own conclusions, opinions and arguments to academic and professional communities in Georgian and foreign languages using verbal and various modern communication technologies in a clear and concise manner. To discuss and argue about different opinions, to justify opinions with arguments.

Learning Skills

Student will be able to:

- Be active during study process, take part in it. Has the ability to independently manage the learning process; deepen the acquired knowledge and strive for personal and professional development. To understand the specificities of the learning process; To distribute time on study plan correctly, to follow deadlines.

Students will have skills to work on unknown, complicated Public health issues; To obtain and collect information from various sources in a timely manner; To determine the priorities and plan correctly.

Values

After considering a variety of issues in the process of course students will have understood the ethical and moral values connected to public health. Moreover the importance of highly recognized values related to members of population, patients, his/her representatives and colleagues. Generally,working in the public health sector needs to follow humane principles, respect and trust to your colleagues and people around. Student will be able to express their opinion about ethical and moral values and to asses others attitude towards them, to form new values and to help their promotion.

Course Contents	See Appendix #1
Learning-Teaching Methods	<p>The teaching process will include various methods:</p> <ul style="list-style-type: none"> - Interactive lectures-PowerPoint presentations; - Seminars and oral quiz; - Work in small groups (collaborative); - Discussion / Debate; - Case/Problem-based learning; - The critical analysis method; - "Evening News"; - Brainstorming; - Demonstration method using Video / Audio materials; - The analysis and synthesis method; - Explanatory method; - Action-oriented teaching method.

<p>Assessment forms/components/methods/criterias</p>	<p>Evaluation forms - mid-term assessment and final assessment includes:</p> <ol style="list-style-type: none"> 1. Evaluation components – attendance/activity, mid-term exam, final exam. 2. Evaluation Method - Using different methods (the quiz / test, essay, presentation, critical analysis of the article, to find and demonstrate innovations, the practical / theoretical assignment, small group work, to participate in debates and discussions and ect) to assess learning outcomes; (See detail. Appendix #3) 3. Evaluation Criteria - The evaluation method which helps to measure learning outcomes. <p>Mid-term evaluation: 5 points for attendance/activity; 12 quiz, 2 points each, a total of 24 points, seminar: paper version (2 points) and oral presentation (4 points), critical analysis of the article (3 points), Evening News (2 points), a mid-term exam (20 points) - a total of 60 points.</p> <p>Final assessment (final exam) - 40 points.</p> <p>For the detailed description of assessment criteria please refer to the students Guide.</p> <p>The evaluation system has:</p> <p>A) five positive grades:</p> <ul style="list-style-type: none"> (A) Excellent – 91-100; (B) is very good - 81-90; (C) good - 71-80; (D) satisfactory - 61-70; (E) enough - 51-60; <p>B) Two types of negative evaluation</p> <ul style="list-style-type: none"> (FX) Fail - 41-50, which means that the student will need to work more and to retake an additional exam; Additional exam will be held no less than 5 days after the announcement of the results of the final exam. (F) Fail - 40 or less, which means that the student's work is not enough and the subject should be learned again.
<p>Basic Literature</p>	<p>Ross C. Brownson, Elizabeth A. Baker, Terry L. Leet, Kathleen N. Gillespie, William R. True “Evidence-Based Public Health”, Second Edition, Oxford University Press, 2011. ISBN 978-0-19-539789-5</p> <p>Books are available at University library.</p>
<p>Additional Literature</p>	<ul style="list-style-type: none"> - The determinants of health http://www.who.int/hia/evidence/doh/en/ - Mary-Jane Schneider “ Introduction to Public Health” Fourth Edition, Jones & Bartlett Learning, 2014. ISBN 978-1-4496-9736-5 - Stuart Altman and David Shactman , Foreword by Senator John Kerry – “Power, Politics and Universal Health Care”. Prometheus Books, 2011. ISBN 978-1-61614-456-2 - Julie A. Jacobs, MPH; Ellen Jones, PhD; Barbara A. Gabella, MSPH; Bonnie Spring, PhD; Ross C. Brownson, PhD “Tools for Implementing an Evidence-Based Approach in Public Health Practice” http://www.cdc.gov/pcd/issues/2012/11_0324.htm - Evidence-Based Public Health Issues and Concepts http://www.astho.org/Evidence-Based-Public-Health/Toolkit/Issues-and-Concepts-Executive-Summary/ - Evidence-Based Clinical and Public Health: Generating and Applying the Evidence. Developing Healthy People 2020 http://www.healthypeople.gov/2010/hp2020/advisory/pdfs/EvidenceBasedClinicalPH2010.pdf

Week		The subject of lecture / group work / activity	Hours per week
I	Lecture	Subject: Introduction. Public health definition. Importance of evidence-based public health in public health protection. Literature: Ross C. Brownson, Elizabeth A. Baker, Terry L. Leet, Kathleen N. Gillespie, William R. True "Evidence-Based Public Health" pg. 3-10	1 Hour
	Group Work	Working in small groups, training in evidence-based public health significance determination. Basic concepts and definitions. "An Evidence Based View of Public Health" pg. 273; 276; 278; 279; 282. Video https://www.youtube.com/watch?v=iL8tl6jWCK0	2 Hours
II	Lecture	"Evidence-based public health and evidence-based medicine: similarities and differences". Ross C. Brownson, Elizabeth A. Baker, Terry L. Leet, Kathleen N. Gillespie, William R. True "Evidence-Based Public Health" pg. 10-14	1 Hour
	Group Work	"Evidence-based public health - the discussion about the substance of it based on practical examples. Evidence-based medicine to discuss the substance of practical relevance. Defining Evidence Based Public Health, the discussion about the substance of it based on practical examples. Video https://www.youtube.com/watch?v=N7uAzYH-T_0 Quiz 1 (2 points)	2 Hours
III	Lecture	Actions to be done in Public Health. Assessment of the scientific evidence Answer of the question: Are planned actions based on enough information. Ross C. Brownson, Elizabeth A. Baker, Terry L. Leet, Kathleen N. Gillespie, William R. True "Evidence-Based Public Health" pg. 35-39	1 Hour
	Group Work	The principles of collecting of scientific evidence. Attitude of colleagues towards active subjects and their recessions (peer review). Framework for Evidence Based Public Health. Video https://www.youtube.com/watch?v=_etctHCE1To Quiz 2 (2 points)	2 Hours
IV	Lecture	Factors which can impact on public health. The determinants of health. The determinants of health. http://www.who.int/hia/evidence/doh/en	1 Hour
	Group Work	Factors which can impact on public health. The determinants of health. The determinants of health. Quiz 3 (2 points)	2 Hours
V	Lecture	Problems of public health. Assessment of the reasons of problems in public health. Ross C. Brownson, Elizabeth A. Baker, Terry L. Leet, Kathleen N. Gillespie, William R. True "Evidence-Based Public Health" pg. 40-43	1 Hour
	Group Work	Problems of public health. To discuss practical case. Quiz 4 (2 points)	2 Hours
VI	Lecture	Using of analytical methods in public health. Ross C. Brownson, Elizabeth A. Baker, Terry L. Leet, Kathleen N. Gillespie, William R. True "Evidence-Based Public Health" Pg 60-66	1 Hour
	Group Work	Practical work: the search of adequate literature. Quiz 5 (2 points)	2 Hours
VII	Lecture	Assessment of community needs in healthcare. Ross C. Brownson, Elizabeth A. Baker, Terry L. Leet, Kathleen N. Gillespie, William R. True "Evidence-Based Public Health" Pg. 101-106	1 Hour
	Group Work	Practical work: Assessment of community needs in healthcare.	2 Hours

		Mid-term exam	
VIII	Lecture	To understand the importance of community: to collect the data. Ross C. Brownson, Elizabeth A. Baker, Terry L. Leet, Kathleen N. Gillespie, William R. True "Evidence-Based Public Health" pg.106-116	1 Hour
	Group Work	Discussion of the importance of community based on real examples. Quiz 6 (2 points)	2 Hours
IX	Lecture	Public health problem. Assessment of important aspects of community needs. Ross C. Brownson, Elizabeth A. Baker, Terry L. Leet, Kathleen N. Gillespie, William R. True "Evidence-Based Public Health" pg.117 - 127	1 Hour
	Group Work	Example of public health problem. To divide problem in small parts. Ross C. Brownson, Elizabeth A. Baker, Terry L. Leet, Kathleen N. Gillespie, William R. True "Evidence-Based Public Health" pg.120 - 127 Quiz 7 (2 points)	2 Hours
X	Lecture	To describe public health problem using quantitative method. Ross C. Brownson, Elizabeth A. Baker, Terry L. Leet, Kathleen N. Gillespie, William R. True "Evidence-Based Public Health" pg.133-144	1 Hour
	Group Work	Discussion of socially important several diseases, using quantitative method. Quiz 8 (2 points)	2 Hours
XI	Lecture	Public health surveillance system in a short review. Ross C. Brownson, Elizabeth A. Baker, Terry L. Leet, Kathleen N. Gillespie, William R. True "Evidence-Based Public Health" pg.144-155	1 Hour
	Group Work	Practical work: a review of vital statistics for individual countries. Quiz 9 (2 points) Present of "Evening News" (2 points)	2 Hours
XII	Lecture	Evidence-based decision making in public health. Required literature search and systematization. Ross C. Brownson, Elizabeth A. Baker, Terry L. Leet, Kathleen N. Gillespie, William R. True "Evidence-Based Public Health" Pg.158-174	1 Hour
	Group Work	To present "Evening News" (2 points). Quiz10 (2 points)	2 Hours
XIII	Lecture	Actions to be done in evidence-based public health. The measurement of Intervention priorities. Ross C. Brownson, Elizabeth A. Baker, Terry L. Leet, Kathleen N. Gillespie, William R. True "Evidence-Based Public Health" Pg.178-174	1 Hour
	Group Work	Practical case study: To make decision about promotion of physical activity. Quiz11 (2 points)	2 Hours
XIV	Lecture	The basic principles of evaluation of Public Health Program. Ross C. Brownson, Elizabeth A. Baker, Terry L. Leet, Kathleen N. Gillespie, William R. True "Evidence-Based Public Health" pg.232-252	1 Hour
	Group Work	To present critical analysis of the article - (3 points). Quiz 12 (2 points)	2 Hours

XV	Lecture	Emerging Issues in Evidence-Based Public Health Ross C. Brownson, Elizabeth A. Baker, Terry L. Leet, Kathleen N. Gillespie, William R. True "Evidence-Based Public Health" pg.259 - 272	1 Hour
	Group Work	Evaluation of seminar: paper version (2 points) and oral presentation (4 points). Course overview for final exam.	2 Hours
		Final Exam	