

## Syllabus

### Course description

<b>Course title</b>	Hygiene and Prevention, Health Promotion and Social Medicine
<b>Course code</b>	64116
<b>Scientific sector</b>	MED/42
<b>Degree</b>	Bachelor in Social Education
<b>Semester</b>	1st
<b>Course year</b>	3rd
<b>Credits</b>	10
<b>Modular</b>	Yes

<b>Total lecturing hours</b>	60
<b>Total lab hours</b>	
<b>Attendance</b>	according to the regulation
<b>Prerequisites</b>	

<b>Specific educational objectives</b>	<p>Prevention, health promotion and hygiene are central fields of Public Health (and Social Medicine). Their aim is the prevention of disease, promotion of health and to sustain autonomy and quality of life in case of illness. The objective of the course is to understand and apply these central fields of Public Health. A special focus is on health-related practices within social work. This objective includes to learn about the basic concepts of immunity and vaccination (Module 1), as well as health promotion, health equity and evidence-based health practices (Module 2).</p> <p>The educational objectives of the two Modules are:</p> <p>Module 1 "Hygiene":  The course has a clear focus on human biology: "immunology" respectively the function of the immune system, "nerve system", "digestion" and "vaccination". Module 1 gives a general overview of scientific contents.  The educational objectives of Module 1 are:</p> <ol style="list-style-type: none"> <li>a) the difference between innate immunity and adaptive immune response</li> <li>b) the importance of dendritic cells in immunity</li> <li>c) Multiple sclerosis as an example for autoimmunity</li> <li>d) HIV as an example of failures in host defense mechanisms</li> <li>e) the function of nerve system and their diseases</li> <li>f) digestion and their diseases</li> <li>g) function of vaccination</li> </ol> <p>Module 2 "Prevention, Health Promotion and Social Medicine":  The course explores matters central to public health promotion, prevention and social medicine through social work.</p> <p>The educational objectives of Module 2 are:</p> <ol style="list-style-type: none"> <li>a) Understanding the various concepts of health, health promotion and rehabilitation.</li> <li>b) Understanding targeted and tailored intervention strategies related to social work.</li> <li>c) Understanding social and environmental determinants of health and health equity.</li> </ol>
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	<p>d) Understanding the motivation, implementation and consequences of health policies during the pandemic due to COVID-19.</p> <p>e) Develop strategies of health promotion interventions to actively support health education and lifestyle behaviour interventions with regard to specific target groups.</p>
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<b>Module 1</b>	Hygiene
<b>Lecturer</b>	Frischmann Michael
<b>Scientific sector of the lecturer</b>	MED/42
<b>Teaching language</b>	English
<b>Office hours</b>	from Monday to Friday on request
<b>List of topics covered</b>	<p>The course is divided in four parts:</p> <p>First part: Organization and function of the immune system</p> <p>Second part: Organization and function of the nerve system</p> <p>Third part: Organization and function of digestion</p> <p>Forth part: Function of vaccination</p> <p>At the end of the course the students are able to understand the function of the immune system, nerve system and digestion</p>
<b>Teaching format</b>	<i>Lecture</i>
<b>Total lecturing/lab hours</b>	30
<b>Credits</b>	5

<b>Module 2</b>	Prevention, Health Promotion and Social Medicine
<b>Lecturer</b>	Plagg Barbara
<b>Scientific sector of the lecturer</b>	MED/42
<b>Teaching language</b>	English
<b>Office hours</b>	from Monday to Friday on request
<b>List of topics covered</b>	<p>The course will provide insight into the following topics:</p> <p>a) Public health and social medicine</p> <p>b) Health promotion and prevention concepts (communicable and non-communicable diseases)</p> <p>c) Health equity</p> <p>d) Social and environmental determinants of health</p> <p>e) Health promotion intervention strategies</p>
<b>Teaching format</b>	<i>Frontal lectures, exercises, labs, projects, etc.</i>
<b>Total lecturing/lab hours</b>	30
<b>Credits</b>	5

<b>Learning outcomes</b>	<p>Students will learn</p> <p>A) The theoretical basics of the function of the immune system, nerve system, digestion and vaccination.</p> <p>B) Know Public Health and Social Medicine as frameworks for concepts, theories and practices of health promotion and prevention.</p> <p>C) Understand and reflect examples of health-related social work and the Life Course Approach applied to age-related diseases.</p> <p>D) Plan a participatory or/and evidence-based health promotion project.</p>
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<b>Assessment</b>	<ul style="list-style-type: none"> <li>- Module 1: written exam (questions) as well as project works done in groups with presentation</li> <li>- Module 2: written exam (open questions) &amp; the intermediary assessment of a group/individual work</li> </ul>
<b>Assessment language</b>	<i>English</i>
<b>Evaluation criteria and criteria for awarding marks</b>	<p>The final mark is composed of the result for the</p> <ul style="list-style-type: none"> <li>- Module 1: written exam (open questions 50%) + project work with presentation (50%)</li> <li>- Module 2: written exam (open questions 50%) + group or individual work and presentation (50%)</li> </ul> <p>Main points for Module 1 &amp; 2:</p> <ul style="list-style-type: none"> <li>• Written exam: criteria for open questions: i) correct understanding of theoretical basics on the function of the immune system and vaccination; ii) correct understanding of concepts and strategies of health promotion and prevention; iii) ability to participatory or/and evidence-based planning of health promotion projects; iv) ability to critically apply health equity interventions or/and the Life Course Approach to one age-related diseases; v) accuracy in form and content (students are allowed to bring a dictionary); vi) logical structure.</li> <li>• Project work (individual or group work): critical and target-oriented development of a small project, its practicability and organization (Module 1) &amp; project example with relevance to health-related social work (Module 2); for both Modules: presentation of the content; correct usage of scientific language; readiness to critically engage in the presented project; active participation in discussion.</li> </ul> <p>Students absent more than 40% are asked to do some extra work. The workload will be discussed individually.</p>
<b>Required readings</b>	<ul style="list-style-type: none"> <li>- Janeway`s Immunobiology</li> <li>- Naidoo, Jennie &amp; Wills, Jane (2016, fourth edition). Foundations for Health Promotion.</li> </ul> <p>Additional required readings will be handed out during the course.</p>
<b>Supplementary readings</b>	<p>Additional supplementary readings will be mentioned during the course.</p>