**Basics of public health and Sociology**

**Syllabus**

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| **Course** | **Basics of public health and Sociology** |
| Type | Semester | ECTS | Code |
| Elective(E)  | 1 | 3 | 37 |
| **Course Lecturer** | Dr. sc. Diana Sejdiu Shala |
| **Course Assistant** |  |
| **Aims and Objectives** | The objective of this course is to introduce students to the concepts of the basics of public health and sociology in relation to the community and social institutions in Kosovo and its relationship with health and diseases. The focus of the course is to raise social awareness to prevent disease, promote health and enhance well-being. The purpose of this course is for the student to:* Identify risks for health and society;
* Compare social phenomena with public health components;
* Discover efficient solutions to social and health problems;
* Relates the importance of society in raising the level of public health;
* Plan the plan to improve access to public health;
* Design the way of interaction between society and public health
 |
| **Learning outcomes** | **After successful completion of this course, the student should be able to:*** Cultivate effective verbal and non-verbal communication skills to interact professionally with others (Outcome 5)
* Demonstrate communication skills in an intercultural and international context (Outcome 5)
* Understand the role of the profession in the health system (Outcome 15)
* Contributes to the development and implementation of professional practices (Outcome 15)
 |
| **Alignment of Course’s Learning Outcomes to Programs’ Learning Outcomes.** | **Develop appropriate verbal and non-verbal communication skills, also applicable in the international environment (Outcome 5):** Communication skills are in line with Bloom's "Communication" and "Creation" levels, as students must not only understand but also convey effectively the information.**Develop and implement dental technician practice in the health system (Outcome 15):** Developing and implementing practice within a health system requires strategic thinking and planning, which is consistent with Bloom's Creating level. |
| **Course Content** | **Course Plan** | **Week** |
| Sociology: Problems and Prospects• Sociology and empirical thought• Structure and actions• Objectivity-The practical importance of Sociology | 1 |
| Work with sociology: study methods• Study strategy - General methodology• Study methods | 2 |
| Culture and society• The concept of culture;• Single race;• Cultural diversity• Cultural identity and ethnocentrism | 3 |
| Social interaction and daily life• The study of daily social life• Non-verbal communication• Social rules, conversations and speech; forms of speech;• Body and language mistakes• Encounters - Circumstances and locations | 4 |
| Kinship, marriage and family• Kinship - Family relations• Family and marriage• Divorce• Extinction of the family | 5 |
| Communication and media• Types of communication• Verbal communication• Mass communications• Influence of mass media• Social media | 6 |
| Presentation of Seminars | 7 |
| Public health - definition, history and development• Basic concepts of public health• Application of the concepts of public health and epidemiology in practice• Health indicators and their role in measuring health | 8 |
| Basic concepts of public health• To improve the average level of health• To reduce health inequalities between groups or individuals | 9 |
| Application of concepts of public health and epidemiology in practice• Government system• Profession• Method• Population health | 10 |
| Health indicators and their role in measuring health• Definition• Characteristics of health indicators• Conceptuality• Integration and Prospects | 11 |
| Causes of diseases and risk factors• Diseases in general• Localized diseases• Widespread diseases• Systemic diseases affect the whole body. | 12 |
| Disease prevention• Transmissible stickers• Non-sticky - non-transmissible• Injuries – traffic accidents, self-injuries, beatings, rapes | 13 |
| Presentation of case studies | 14 |
| Final assessment | 15 |
| **Teaching/****Learning****Methods** | **Teaching/Learning Activity – Weights (%)** |
|  | **1. Lectures: 15%*** + Purpose: To present the main concepts, models and theories in the basics of public health and sociology.
	+ Relevant for: Building fundamental understanding and providing a theoretical framework for the subject.
 |
| **2. Case Studies and Analysis: 25%*** + Purpose: To analyse the practical scenarios of the basics of public health and sociology
	+ Relevant for: Critical assessment of situations in everyday life
 |
| **3. Group Discussions and Seminars: 20%*** + Purpose: To encourage interactive learning, the exchange of ideas and the development of critical thinking.
	+ Relevant for: Discussion of different sociological models and theories on their application in public health.
 |
| **4. Project Work**: **20%*** + Purpose: To encourage creativity, the application of practical skills and encourage cooperation.
	+ Relevant for: The development of new and creative ways of knowledge in the social and health context.
 |
| **5. Research Assignments and Papers**: **10%*** + Purpose: To encourage research skills and the ability to analyse critically.
	+ Relevant for: In-depth study of specific topics including sociology and public health
 |
| **6. Guest Lectures and Workshops**: **10%*** + Purpose: To provide exposure to subject matter experts and practical knowledge.
	+ Relevant for: Gaining diverse perspectives on public health practices and challenges
 |
| **Total** | **100 %** |
| **Assessment****Methods** | **Assessment Activity – Weights (%)** |
| **1. Class Participation and Discussions (10%)*** + Purpose: To evaluate engagement and contribution to discussions
	+ Relevant for: Assessing the development of practical approaches to knowledge management and the ability to work effectively in teams.
 |
| **2. Group Projects and Presentations: (20%)*** + Purpose: To assess collaborative skills, application of knowledge, and presentation abilities.
	+ Relevant for: Evaluating the development of practical approaches to knowledge management and the ability to work effectively in teams.
 |
| **3. Final exam (70%)*** + Purpose: To assess understanding of key concepts, theories and frameworks in the foundations of public health and sociology.
	+ Relevant for: Assessment of basic knowledge and the ability to interpret it
 |
| **Total** | **100%** |
| **Course Resources** | **Means** |
| **1. Textbooks and Academic Journals**:* + Purpose: Providing basic knowledge and current research findings.
	+ Examples: Standard texts for the subject
 |
| **2. Discussion**:* + Purpose: Sharing thoughts and ideas with each other.
	+ Examples: Creating discussions on certain social and health topics that concern society
 |
| **3. Group Project**:* + Purpose: Encouraging cooperation.
	+ Examples: Realization of tasks in different working groups
 |
| **10. Library Resources**:* + Purpose: Providing a wide range of supplementary reading materials.
	+ Examples: Access to physical and digital libraries with books and other informational materials
 |
| **ECTS Workload** | **Activity type** |  |  |
| 1. Lectures
 | 30 h | 15.0 % |
| 1. Case study Analysis
 | 50 h | 25.0 % |
| 1. Group Discussions and Seminars
 | 40 h | 20.0 % |
| 1. Project Work
 | 40 h | 20.0 % |
| 1. Research Paper or Assignment
 | 20 h | 10.0 % |
| 1. Guest Lectures and Workshops
 | 20 h | 10.0 % |
| **Total** | **200 h** | **100.0 %** |
| **Literature** | Anthony Giddens, “Sociologjia”, Tiranë: 1997.

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| [Kevin White](https://www.google.mk/search?tbo=p&tbm=bks&q=inauthor:%22Kevin+White%22), “ An Introduction to the Sociology of Health and Illness”, SAGE, 2002Robert Friss & Thomas A. Sellers” Epidemiology for Public health Practise” ,2021 |

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**Pre-requirements for the course**

This course does not have any pre-requirements.

**Assessment of Competence**

For the class to reach a master’s level of learning, students must prepare by reading the given material, complete all assignments for each class. Students will be evaluated for participation as:

* Full participation in class activities and group work.
* Participation in class discussions (without dominating the conversation).
* Demonstrating understanding of the content of the material read.
* Providing critical thinking about the subject matter.
* Adding ideas to class discussion.
* Helping others clarify an idea.
* Supporting others as they share their ideas and speak in class.
* Raising new ideas and questions.
* Arriving on time and staying throughout the lesson.

**Participation policy**

Students are expected to attend all lectures and exercises. The importance of class attendance is reflected in the percentage of the grade associated with attendance. You cannot receive attendance grades if you are not in class. If you have an emergency and cannot attend class, please email me in advance to let me know. Class will start on time to honor everyone's commitment. If you are late, please enter the classroom quietly. Participation marks will be deducted for lateness.

**Students must be present at least 80% of the activities.**

**Rules and Regulations**

**Attendance**

UBT College undertakes the responsibility of training future professionals to the highest standards. One of these standards is taking responsibility for personal actions. If a student misses a particular session, the student has lost that instruction forever. They can never be repeated. When a student is late to class, the entire class is interrupted. Such interruptions will not be tolerated. Students have a responsibility and a contract to stay in class for the duration of the sessions, for each day. Students who leave sessions early, even if they leave with permission, cause disciplinary problems that will not be tolerated.

You made a contract with the UBTs to be in class and attentive throughout the learning process. Every student must be in every session, every day that is scheduled, throughout the semester.

All teaching sessions begin at their designated times in the lesson timetable. All sessions start and end at designated times in the class schedule. Any student who leaves the class session early will be considered absent.

**Electronic Devices**

It is distracting to everyone in the classroom when cell phones ring during class. This is even worse if it happens during a test or quiz. Since this is a classroom and not a room for listening and/or viewing electronic devices such as smart phones, personal laptops and/or other electronic devices will not be allowed.

The classroom will be a cell phone free zone. If you must bring a cell phone to class, it must be turned off or set to vibrate. It is distracting for a classroom to have students constantly answering cell phones during class. If you absolutely must answer the call, leave the classroom. A student who accepts calls during class will be asked to leave class. Hearing devices will not be allowed in the classroom for any reason.

**Tests And Quizzes**

Tests and quizzes are usually scheduled at the beginning of the lesson. Tests and quizzes are one-way teachers measure a student's knowledge. Failure to participate in tests or quizzes interferes with this process. UBT College does not reward students who do not take their tests or quizzes on time; therefore, the teacher cannot allow students to take tests or quizzes after the deadline.

Tests and quizzes must be taken by each student, any student who asks for help or helps other students during a test or quiz will be removed from the test and will be graded zero for that test or quiz. It is the student's responsibility to prepare for tests and quizzes at all times. It is the student's responsibility to know when there are tests or quizzes to take.

**Seminars and Projects**

Seminars and projects must be done on the student's own time, not during class.

Never allow another student to copy your seminars and projects.

Never copy another student's seminars and projects.

**Due Dates**

One thing all professionals must learn is to be on time. Excuses do not make the student and teacher feel better about their wasted time. For all assigned tasks, sufficient time is given to complete, and all work must be completed in the time set by the teacher. **No delay in the completion of the works will be accepted**.

**Proper Attire**

Professionals must dress appropriately. Any student who does not dress appropriately during class time will not be allowed to participate in class activities.

**Conduct**

Students at UBT College must learn to work in groups, regardless of group composition. Tolerance, courtesy, respect, and a peaceful environment are required in the classroom.

All students are expected to be respectful to other students and to the teacher during class and in dealing with class matters. Disrespectful behavior will affect your participation grade. Examples of respectful behavior in the classroom include, but are not limited to:

* Listening to each other and exchanging ideas.
* Arrival and departure according to the class schedule, except in cases of emergency.
* Turn off the cell phone ringer and do not receive calls in class.
* Speak so that others can hear and understand what you are saying.
* Engaging in class discussion (avoiding side conversations during class and dominating class discussion).
* Listening (not speaking) when the teacher or other students are addressing the class.
* Working collaboratively with a specific or selected group.
* Completion of class work on time.
* Focusing on class topics and not on personal matters or work unrelated to the class.
* Viewing your computer and/or cell phone only when related to class work.
* Raising questions when there is no clarification about the work in class.

**Academic Dishonesty**

Violations of Academic Integrity include, but are not limited to, the following actions:

* Cheating on an exam.
* Plagiarism.
* Working together on an individual assignment, paper, or project when the instructor has specifically stated students should not do so.
* Submitting the same term paper to more than one instructor or allowing another individual to assume one’s identity for the purpose of enhancing one’s grade.