



Academic Year 2023-2024

Syllabus

Prevention and Promotion in Global Health

6 CFU

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Course Description

The Course is divided into two modules:

- 1st Module, Title: Changing health in a changing world (Prof. S. Orlando and S. Mancinelli), 5 CFU
- 2nd Module, Title: Diagnostics, Prevention and Health (Prof. F. S. Mennini), 1 CFU

The objective of the course is to train students with different background in pre-university curricula to identify some of the key basic health problems involved in the current social and financial situation and to understand the key elements of global health. In addition, students have to try advocate appropriate basic solutions for the advancement of public health sustainability. Students in the course will have some basic understanding of the economic problems related to public health.

1st Module

Topic 1	How should health be defined? definitions of health, health indicators, main demographical determinants, etc. <i>Lectures n.1</i>
Topic 2	Natural history of acute and chronic diseases: Main differences between communicable/infectious and noncommunicable/non infectious diseases (causes, trend, consequences, etc.). <i>Lecture n.2</i>
Topic 3	The concept of Cause in medical sciences: causes, risk factors, health/disease determinants (lifestyles, education, inequalities, social isolation, etc) <i>Lecture n.3-4</i>
Topic 4	Demographic and epidemiologic transition: challenges and opportunities posed by the new scenario (enhanced lifespan, disabilities, migrations,etc) <i>Lecture n.5</i>
Topic 5	Global Health: challenges posed by the increasing burden of chronic diseases on the healthcare system, and new challenges posed by new and old infectious diseases: HIV/AIDS, TB and Malaria, a struggle still to win; recent (SARS Cov2) and future pandemic diseases: the undelayable need for a global and planetary approach <i>Lecture n. 6-7</i>
Topic 6	Health and Economics: the need of measuring health (Daly, Qaly, Global burden of disease, etc.) <i>Lecture n. 8-9</i>
Topic 7	Health promotion and protection: impact of interventions and public policies on health. An interdisciplinary approach <i>Lectures n.10-11</i>
Topic 8	Economic evaluation in Health <i>Lecture n.12-13</i>
Topic 9	Preparedness on epidemics and economic problems: role of WHO and other national and international institutions in the management of a pandemic disease, best practices and lessons learned about pandemic diseases (HIV/AIDS, Ebola, SARS-CoV I and II: focus on the present pandemic) <i>Lectures n.14</i>



Teaching Method

Formal teaching techniques (mainly powerpoint presentations) and discussion on specific topics (eventually introduced by previously assigned readings, as published papers or reports) will be used, with a strong emphasis on the interaction between teacher and students in class. Experts may eventually be invited to provide lectures on specific topics. The active participation of students is expected when the teacher invites them to class discussions. Students are expected to attend all lectures; in case of non-attendance of one or more lectures (up to a maximum of 30% of total), they will be requested to perform a specific homework.

Lectures, seminars, exercises

Written exercises will be proposed in class: a five minutes test will conclude each lecture, in order to familiarize with main definition and concepts. Two mid-term tests/exams (to be performed during the lectures time) will be planned at the beginning of the course. Short papers could be eventually asked to the students as homework during the course.

Textbook and Materials

Required readings; handouts from the teacher; readings from the web (www.who.int, www.euro.who.int, www.wordbank.org, etc.).

Main referral readings for attending students:

1. OECD, (2019), *Health at a Glance 2019: OECD Indicators*, OECD Publishing, Paris, <https://doi.org/10.1787/4dd50c09-en>.
2. World health statistics 2020: monitoring health for the SDGs, sustainable development goals. Geneva: World Health Organization; 2020. Licence: CC BY-NC-SA 3.0 IGO.
3. The world health report 2013: research for universal health coverage. WHO publ. 2013

Non-attending students manuals:

1. *Routledge Handbook of Global Public Health*, 1st Edition.
2. Guest C., Ricciardi W., *Oxford Handbook of Public Health Practice*.

Other readings are available on the website <https://economia.uniroma2.it/corso/materialidoc/1764/>

Assessment

A unique final written exam with the second module is required to be passed (see below).

2nd Module

Topic 1	Health systems: different national approaches and future perspectives <i>(Prof. F.S. Mennini)</i>
Topic 2	The rationale for government intervention in health and health care markets (HTA and Economic Evaluation) <i>(Prof. F.S. Mennini)</i>
Topic 3	Social Value of Preventive Intervention (Health Model and Economic Evaluation)

Teaching Method

Formal teaching techniques (power point presentations) and discussion on specific topics, with a strong emphasis on the interaction between teacher and students in class. Experts may eventually be invited to provide lectures on specific topics. The active participation of students is expected when the teacher invites them to class discussions, as well as during the planned field visits.

Lectures, exercises, visits

Textbook and Materials

Required readings for attending students: handouts from the teacher; readings from the web (www.who.int, www.euro.who.int, www.worldbank.org, etc).

Non-attending students manual: Handbook of Health Promotion and Disease Prevention (The Springer Series in Behavioral Psychophysiology and Medicine)

Assessment

For attending students (more than 80% presence in class):

Final grade will be based on:

- attendance to lectures, exercises evaluation and active participation at the course (20%)
- Written test with 25 questions with 4 closed answer plus 3 open questions OR oral exam (80%)

The exam results will not be validated if a student is absent from the 3 lectures of Prof. Mennini and will become a non-attending student.

For non-attending students (less than 80% presence in class):

For non-attending students, the exam will consist of an oral discussion on the course's topics.

Office hours

Eventually after classes and on requested (email) appointment.

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Francesco Saverio Mennini: f.mennini@uniroma2.it

Stefano Orlando: stefano.orlando@uniroma2.it appointments can be scheduled at <https://fantastical.app/steorlando-lyan/colloquio>

NOTE: If you are an Erasmus or a non Global Governance student who would like to attend one or more courses in the Global Governance programme, please be aware that, **before enrolling in the course**, you should have read the code of conduct and the procedural rules characterizing our programme. We assume that, if you enroll in the course, **you have read and accepted all Global Governance values and rules**. Notice that attendance is required from the very first lesson and you need to attend at least 80% of the course to be considered an attending student.

Description of the methods and criteria for testing learning

The examination assesses the student's overall preparation, ability to integrate the knowledge of the different parts of the programme, consequentiality of reasoning, analytical ability and autonomy of judgement. In addition, language property and clarity of presentation are assessed, in accordance with the Dublin descriptors (1. knowledge and understanding; 2. applying knowledge and understanding; 3. making judgements; 4. learning skills; 5. communication skills).

The final grade will be related 70% to the degree of knowledge and 30% to the expressive capacity (written and oral) and autonomous critical judgement demonstrated by the student.

The examination will be graded according to the following criteria:

Unsuitable: important deficiencies and/or inaccuracies in the knowledge and understanding of the topics; limited capacity for analysis and synthesis, frequent generalisations and limited critical and judgement skills; the topics are exposed in an incoherent manner and with inappropriate language.

18-20: barely sufficient knowledge and understanding of the topics, with possible generalisations and imperfections; sufficient capacity for analysis, synthesis and autonomy of judgement; the topics are frequently exposed in an inconsistent manner and with inappropriate/technical language;

21-23: surface knowledge and understanding of the topics; ability to analyse and synthesise correctly with sufficiently coherent logical argumentation and appropriate/technical language.

24-26: fair knowledge and understanding of the topics; good analytical and synthetic skills with rigorously expressed arguments but not always appropriate/technical language.

27-29: complete knowledge and understanding of the topics; considerable capacity for analysis and synthesis. Good autonomy of judgement. Arguments presented in a rigorous manner and with appropriate/technical language.

30-30L: very good level of knowledge and thorough understanding of topics. Excellent analytical and synthetic skills and independent judgement. Arguments expressed in an original manner and in appropriate technical language.
