

BDB 436 Community and Health

| Name of the Course | Code | Semester | Theory (hour/week) | Application (hour/week) | Laboratory (hour/week) | ECTS |
|--|---|----------------------------|--------------------|-------------------------|------------------------|------|
| Community And Health | BDB 436 | 7th Semester / Autumn Term | 2 | 0 | 0 | 3 |
| Prerequisites | No | | | | | |
| Language of the course | Turkish | | | | | |
| Type of Course | Elective | | | | | |
| Learning and teaching techniques of the course | Expression, Question-answer, Group work | | | | | |
| Instructors | | | | | | |
| The purpose of the course | Teaching the principles and methods of primary protection in health and disease concepts and health protection and examining the health event concerning the community. | | | | | |
| Learning outcomes of the course | 1. Concepts the importance of primary protection in health protection 2. Examines the events related to health in the society 3. Learns the methods of family planning 4. Determines the health level of the society by using the criteria determining the level of health 5. Evaluates the environment and occupational health under the roof of health management | | | | | |
| References | 1. Temel Halk Sağlığı, (Ed. Muhsin Akbaba ve ark.), Akademisyen Kitabevi, Ankara, 2017. 2. Epidemiyoloji'de Yöntembilim ve Sayısal Değerlendirme, (Ed. Mustafa Ş. Şenocak), Nobel Tıp Kitabevleri, İstanbul, 2017. 3. Bilimsel araştırma yöntemi: kavramlar- ilkeler- teknikler, (Ed. Niyazi Karasar), Nobel Yayıncılık, Ankara, 2013. 4. Türkiye Nüfus ve Sağlık Araştırması 2018 sonuç raporu. http://www.hips.hacettepe.edu.tr/tnsa2018/rapor/sonuclar_sunum.pdf 5. Sağlık İstatistikleri Yıllığı. (2017). T.C. Sağlık Bakanlığı, Ankara. 6. Sağlığı geliştirme ve sağlık eğitimi, Şevkat Bahar Özvarış. Hacettepe Üniversitesi Yayımları, Ankara, 2016. 7. World Health Organization. who.int/public_health/publications . 8. unicef.org/public_health 9. Halk Sağlığı Uzmanları Derneği web sayfası. HASUDER yayınları | | | | | |

Course Outline Weekly

| WEEKS | TOPICS |
|----------|--|
| 1. Week | The Concept of Public Health Disease and Health Personal Hygiene |
| 2. Week | Demography and Population Structure |
| 3. Week | Health Services and Health Promotion |
| 4. Week | Healthcare Management |
| 5. Week | Criteria Determining Health Level I |
| 6. Week | Criteria Determining Health Level II |
| 7. Week | Research Methods I |
| 8. Week | MIDTERM EXAM |
| 9. Week | Research Methods II |
| 10. Week | Environmental Health |
| 11. Week | Occupational health and Safety |
| 12. Week | Family Planning Methods |
| 13. Week | Immunization |
| 14. Week | Maternal and Child Health |
| 15. Week | Health Education |

Student Work Load Table

| Activities | Sayı | Süresi | Toplam İş Yükü |
|--|----------------|--------|----------------|
| Course Duration | 14 | 2 | 28 |
| Laboratory | | | |
| Practice | | | |
| Field Study | | | |
| Study Time Of Outside Of Class (Pre-Study, Practice, Etc.) | 14 | 3 | 42 |
| Presentations (Video shoot/Poster preparation/Oral presentation, Etc.) | | | |
| Seminars | | | |
| Project | | | |
| Case study | | | |
| Role playing, Dramatization | | | |
| Writing articles, Critique | | | |
| Time To Prepare For Midterm Exam | 1 | 2 | 2 |
| Final Exam Preparation Time | 1 | 3 | 3 |
| Total Work Load (hour) / 25(s) | 75/25=3 | | |
| ECTS | 3 | | |

Evaluation System

| | Sayı | Katkı Payı |
|---|-------------|-------------------|
| Mid-Term Studies | | |
| Midterm exams | 1 | 25% |
| Quiz | | |
| Laboratory | | |
| Practice | | |
| Field Study | | |
| Course Internship (If There Is) | | |
| Homework's | 1 | 25% |
| Presentation and Seminar | | |
| Project | | |
| Other evaluation methods | | |
| Total Time To Activities For Midterm | | 50% |
| Final works | | |
| Final | 1 | 50% |
| Homework | | |
| Practice | | |
| Laboratory | | |
| Total Time To Activities For Midterm | | 50% |
| Contribution Of Midterm Studies On Grades | | 40% |
| Contribution Of Final Exam On Grades | | 60% |
| Total | | 100 |

The relationship between learning outcomes and the program qualifications of the courses

| Program Qualifications | Learning outcomes | | | | |
|---|-------------------|--------|-------|-------|-------|
| | L.O.1 | L.O. 2 | L.O.3 | L.O.4 | L.O.5 |
| 1. Enables the students to use theoretical knowledge based on basic and social sciences in practice. | 3 | | | | |
| 2. Has the ability to use equipments and information Technologies required for the professional practice efficiently. | | 3 | | | |
| 3. Knows his rights, duties and responsibilities towards the society, colleagues, and other professions, individuals and patients, and learns how to behave in harmony with the professional ethical rules. | 4 | 4 | 4 | 4 | 4 |
| 4. When confronted with problems within any field of Nutrition and Dietetics, has the ability to observe, diagnose, assess, report and come up with solutions thanks to their up-to-date knowledge and skills. | | 3 | 3 | | |
| 5. Gains efficient working skills based on the principles of effective communication, responsibility, solution-oriented working in disciplinary and interdisciplinary conditions. | 3 | | | | |
| 6. Has the ability to make a plan for a research individually or as part of a team, make experiments, collectand analyze the data, interpret and write a report by using theoretical / practical knowledge and skills gained in the field of Nutrition and Dietetics. | 4 | 4 | 4 | 4 | 4 |
| 7. Develops suggestions for healty/sick individuals and those at risk considering their lifelong diet. | | 3 | | | |
| 8. Gains knowledge to contribute to the diet plans and politics to be developed based on the needs of the individuals and the society. | | | 4 | | |
| 9. Improves themselves by following the latest advances in their profession nationally and internationally, and acquires awareness in lifelong learning. | | | | 3 | |

Contribution to the level of proficiency: 1. Lowest, 2. Low / Medium, 3. Average, 4. High, 5. Excellent