

BULLETIN

UNIVERSITY OF DEBRECEN

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FACULTY OF PUBLIC HEALTH

MSc in Public Health

COORDINATING CENTER FOR INTERNATIONAL EDUCATION

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CHAPTER 1

INTRODUCTION

The aim of the University of Debrecen is to become a university of medical sciences committed to the prevention and restoration of health of the people, not only in its region but in the entire country.

In the past two decades both medical science and health care have entered a new era: the medical science of the 21st century. Molecular medicine is opening up and new possibilities are available for the diagnosis, prevention, prediction and treatment of the diseases. One can witness such a progress in medical sciences that has never been seen before. Modern attitudes in health care should be enforced in practice, including therapeutical approaches that consider the explanation and possible prevention of diseases, and attempt to comprehend and take the human personality into consideration. These approaches demand the application of the most modern techniques in all fields of the medical education.

All curricula wish to meet the challenges of modern times and they embody some very basic values. They are comprehensive; they take into consideration the whole human personality (body and soul) in its natural and social surroundings; and they are based upon the best European humanistic traditions. Moreover, all curricula prepare students for co-operation and teamwork.

With respect to education, both students and teachers are inspired to acquire higher levels of professionalism, precision, and problem solving skills, upon which the foundations of specialist training and independent medical practice can be built. This approach enables the assimilation of new scientific developments, facilitating further education and the continuous expansion of knowledge. The interplay of these factors ensures the ability to understand and handle the changing demands of health care.

With respect to research, the faculty members continuously acquire, internalize and subsume new knowledge, especially concerning the genesis, possible prevention and treatment of diseases. Moreover, new information aimed at improving, preserving and restoring the health of the society is also absorbed. The University of Debrecen is already internationally recognized in the fields of both basic and clinical research, and the clinicians and scientists of the University are determined to preserve this achievement. Special attention is given to facilitate and support the close co-operation of researchers representing basic science and clinical research, and/or interdisciplinary studies.

With respect to therapeutic practice, the main objective is to provide high quality, effective, up to date and much devoted health care to all members of the society, showing an example for other medical institutions in Hungary. One of the primary tasks is to continuously improve the actual standards of the diagnostic and therapeutic procedures and techniques, and to establish regional or even nationwide protocols.

With respect to serving the community, all faculty members wish to play a central role in shaping the policies of the health service; both within the region and in Hungary. They also want to ensure that sufficient number of medical doctors, dentists and other health care experts with university education is provided for the society.

With respect to the development, all employees strive for reinforcing those features and skills of the lecturers, scientists, medical doctors, health care professionals, collaborators and students which are of vital importance in meeting the challenges of medical education, research and therapy of the 21st century. These include humanity, empathy, social sensitivity, team-spirit, creativity, professionalism, independence, critical and innovative thinking, co-operation and management.

The organizational structure, including the multi-faculty construction of the institution, is a constantly improving, colorful educational environment, in which co-operation is manifest between

the individual faculties and colleges, the various postgraduate programs as well as the molecular- and medical biology educations.

HIGHER EDUCATION IN DEBRECEN

A Brief History

1235: First reference to the town of Debrecen in ancient charters.

1538: Establishment of the “College of Reformed Church” in Debrecen.

1567: Higher education begins in the College.

1693: Declaration of Debrecen as a “free royal town”.

1849: Debrecen serves as the capital of Hungary for 4 months.

1912: Establishment of the State University of Debrecen comprising the Faculties of Arts, Law, Medicine and Theology.

1918: Inauguration of the Main Building of the Medical Faculty by King Charles IV of Hungary.

1921: The Medical Faculty becomes operational.

1932: Completion of buildings of the campus.

1944: Although during the Second World War, Debrecen became the capital of Hungary again (for 100 days), the University itself is abandoned for a while.

1949: The only year when the University has five faculties.

1950: The Faculty of Law idles; the Faculty of Science is established.

1951: The University is split up into three independent organizations: Academy of Theology, Medical School, Lajos Kossuth University of Arts and Sciences.

1991: The “Debrecen Universitas Association” is established.

1998: The “Federation of Debrecen Universities” is founded.

2000. The federation is transformed into the unified “University of Debrecen” with all the relevant faculties and with some 20,000 students.

Debrecen is the traditional economic and cultural centre of Eastern Hungary. In the 16th century Debrecen became the center of the Reformed Church in Hungary and later it was referred to as the "Calvinist Rome". The 17th century was regarded as the golden age of the city because Debrecen became the mediator between the three parts of Hungary: the part under Turkish occupation, the Kingdom of Hungary and the Principality of Transylvania. For short periods of time, Debrecen served twice as the capital of Hungary. Nowadays, with its population of approximately a quarter of a million, it is the second largest city in Hungary.

Debrecen is a unique city: although it has no mountains and rivers, its natural environment is rather interesting. One of the main attractions and places of natural uniqueness in Hungary is Hortobágy National Park, known as “puszta” (“plain”), which begins just in the outskirts of Debrecen. This is the authentic Hungarian Plain without any notable elevations, with unique flora and fauna, natural phenomena (e.g. the Fata Morgana), and ancient animal husbandry traditions. The region is unmatched in Europe, no matter whether one considers its natural endowments or its historic and ethnographic traditions. A very lovely part of Debrecen is the “Nagyerdő” (“The Great Forest”), which is a popular holiday resort. Besides a number of cultural and tourist establishments, luxurious thermal baths and spas, Nagyerdő accommodates the University campus too.

The history of higher education in Debrecen goes back to the 16th century when the College of the Reformed Church was established. The University Medical School of Debrecen has its roots in this spiritual heritage. It was in the year of the millennium of the establishment of Hungary (1896) when the foundation of the present University was decided. The University of Debrecen was established in 1912, initially having four faculties (Faculties of Arts, Law, Medicine and Theology). The University was officially inaugurated by King Charles IV of Hungary on October 23rd, 1918.

The educational activity at the University started in 1924, although the construction of the whole University was completed only in 1932. In 1951 the Faculty of Medicine became a self-contained, independent Medical University for training medical doctors.

The special training of dentists began in 1976. As a further development the University Medical School established the Health College of Nyíregyháza in 1991. In 1993, as part of a nationwide program, the University was given the rights to issue scientific qualifications and new Ph.D. programs were also launched. Several new programs (e.g. the training of molecular biologists, pharmacists, general practitioners) were commenced in the '90s. The Faculty of Public Health was established in 1999, while the Faculty of Dentistry was founded in 2000.

Education at the University of Debrecen

Debrecen, the second largest city of Hungary, is situated in Eastern Hungary. Students enrolled in the various programs (e.g. Medicine, Dentistry, Pharmacy, Public Health, Molecular Biology, etc.) study on a beautiful campus situated in the area called "Great Forest".

The Hungarian Government gives major priorities to the higher education of health sciences in its higher education policy. One of these priorities is to increase the ratio of college level training forms within the Hungarian higher education system. The governmental policy wishes to implement conditions in which the whole health science education system is built vertically from the lowest (post-secondary or certificate) to the highest (PhD-training) levels. In fact, this governmental policy was the reason behind the establishment of the new Health Science Education Centre within the Federation of Debrecen Universities (DESZ), based partially on the intellectual resources of the University of Debrecen. The new programs – with specialized training for paramedics – will help to correct the balance of the Hungarian labor-market that became rather unsettled in the past few decades.

The Act of Higher Education (1993) has restored the rights of the medical universities to award postgraduate degrees and residency, and permission was also given to license Physicians' procedures. This kind of training required a new structure, a new administrative apparatus, and a suitable training center. The new residency programs were commenced in 1999.

The introduction of the credit system, starting in September 2003, has been mandatory in every Hungarian university, helping the quantitative and qualitative evaluation of the students' achievements. Admission requirements for Hungarian students are defined at national level, and they are applicable for every student wishing to be enrolled into the Medicine or Dentistry programs.

International students must pass an entrance exam in biology and (depending on their preference) in physics or chemistry. In some special cases it may be possible for the candidates to apply for transfer to higher years on the basis of their previous studies and achievements. International students study in English language. Entrance for certain courses of the Health College is also possible on the basis of a special evaluation (scoring) and an entrance interview.

The syllabuses and classes of all courses correspond to European standards. The total number of contact hours in medical education is over 5,500, which can be divided into three main parts: basic theoretical training (1st and 2nd year), pre-clinical subjects (3rd year) and clinical subjects (4th and 5th year) followed by the internship (6th year). The proportion of the theoretical and practical classes is 30% to 70%; whereas the students/instructors ratio is about 8/1. The first two years of dentistry education are similar to the medicine program, but the former contains a basic dental training that is followed by a three-year-long pre-clinical and clinical training. Besides the medicine and dentistry programs, there are several other courses also available, including molecular biology. The various Health College courses include more and more new curricula.

The Medicine program delivered in English and intended for international students was commenced in 1987; whereas the Dentistry and Pharmacy programs for international students started in 2000 and 2004, respectively. The curriculum of the English language Medicine program meets all the requirements prescribed by the European medical curriculum, which was outlined in 1993 by the

Association of Medical Schools in Europe. Compared to the Hungarian program, the most important differences are:

- Hungarian language is taught,
- More emphasis is laid upon the tropical infectious diseases (as parts of the “Internal Medicine” and “Hygiene and Epidemiology” courses).

Otherwise, the English language curriculum is identical with the Hungarian one. The 6th year of the curriculum is the internship that includes Internal Medicine, Pediatrics, Surgery, Obstetrics and Gynecology, Neurology, and Psychiatry. The completion of these subjects takes at least 47 weeks, although students are allowed to finish them within a 24-month-long period. The successfully completed internship is followed by the Hungarian National Board Examination. Just like the rest of the courses, the internship is also identical in the Hungarian and English programs.

A one-year-long premedical (Basic Medicine) course, which serves as a foundation year, is recommended for those applicants who do not possess sufficient knowledge in Biology, Physics and Chemistry after finishing high school.

After graduation, several interesting topics are offered for PhD training, which lasts for three years. If interested, outstanding graduates of the English General Medicine and Dentistry programs may join these PhD courses (“English PhD-program”). Special education for general practitioners has been recently started and a new system is in preparation now for the training of licensed physicians in Debrecen.

The accredited PhD programs include the following topics:

- Molecular and Cell Biology; Mechanisms of Signal Transduction
- Microbiology and Pharmacology
- Biophysics
- Physiology-Neurobiology
- Experimental and Clinical Investigations in Hematology and Hemostasis
- Epidemiological and Clinical Epidemiological Studies
- Cellular- and Molecular Biology: Study of the Activity of Cells and Tissues under Healthy and Pathological Conditions
- Immunology
- Experimental and Clinical Oncology
- Public Health
- Preventive Medicine
- Dental Research

The PhD-programs are led by more than 100 accredited, highly qualified coordinators and tutors.

Medical Activity at the Faculty of Medicine

The Faculty of Medicine is not only the second largest medical school in Hungary, but it is also one of the largest Hungarian hospitals, consisting of 49 departments; including 18 different clinical departments with more than 1,800 beds. It is not only the best-equipped institution in the area but it also represents the most important health care facility for the day-to-day medical care in its region.

The Kenézy Gyula County Hospital (with some 1,400 beds) is strongly affiliated with the University of Debrecen and plays an important role in teaching the practical aspects of medicine. There are also close contacts between the University and other health care institutions, mainly (but not exclusively) in its closer region. The University of Debrecen has a Teaching Hospital Network consisting of 19 hospitals in Israel, Japan and South Korea.

It is also of importance that the University of Debrecen has a particularly fruitful collaboration with the Nuclear Research Institute of the Hungarian Academy of Sciences in Debrecen, allowing the coordination of all activities that involve the use of their cyclotron in conjunction with various

diagnostic and therapeutic procedures (e.g. Positron Emission Tomography 'PET').

Scientific Research at the Faculty of Medicine

Scientific research is performed both at the departments for basic sciences and at the laboratories of clinical departments. The faculty members publish about 600 scientific papers every year in international scientific journals. According to the scientometric data, the Faculty is among the 4 best of the more than 80 Hungarian research institutions and universities. Lots of scientists reach international recognition, exploiting the possibilities provided by local, national and international collaborations. Internationally acknowledged research areas are Biophysics, Biochemistry, Cell Biology, Immunology, Experimental and Clinical Oncology, Hematology, Neurobiology, Molecular Biology, Neurology, and Physiology. The scientific exchange program involves numerous foreign universities and a large proportion of the faculty members are actively involved in programs that absorb foreign connections (the most important international collaborators are from Belgium, France, Germany, Italy, Japan, the UK and the USA).

HISTORY OF THE FACULTY OF PUBLIC HEALTH

The first Faculty of Public Health in Hungary was established by the decision of the Hungarian Government on 1st December 2005, by the unification of the School of Public Health, the Department of Preventive Medicine, the Department of Family Medicine and the Department of Behavioral Sciences of the University of Debrecen.

Becoming an independent faculty of the University of Debrecen (presently uniting 15 different faculties) was preceded by a 10-year period of development. Establishment and launching of 5 different postgraduate and one graduate training programs as well as the establishment of a doctoral program were carried out by the teaching staff of the faculty with the effective support of the University of Debrecen. As a result of these efforts the Faculty became a unique, internationally recognized and competitive training center in Hungary. According to the Bologna process the Faculty has established and from 2006 and 2007 launched its bachelor and master training programs in the field of public health and health sciences. With its 3 bachelor, 5 master training programs and 6 postgraduate courses, the Faculty of Public Health offers a rich variety of learning experience at present. There are two doctoral programs available since 2009.

Close cooperation with several faculties of the University of Debrecen guided the process of becoming a faculty, and the Faculty also became an internationally recognized workshop of public health research.

ORGANISATION STRUCTURE OF THE FACULTY OF PUBLIC HEALTH

Department of Preventive Medicine
Division of Biomarker Analysis
Division of Biostatistics and Epidemiology
Division of Health Promotion
Division of Public Health Medicine
Department of Family and Occupational Medicine
Department of Behavioural Sciences
Division of Clinical and Health Psychology
Division of Humanities for Health Care
Department of Health Management and Quality Assurance
Department of Hospital Hygiene and Infection Control
Department of Physiotherapy
School of Public Health (as postgraduate training centre)

MISSION OF THE FACULTY OF PUBLIC HEALTH

The mission of the Faculty of Public Health of the University of Debrecen as the centre of public health education in Hungary is to improve health of the population by developing and maintaining high- and internationally recognized quality training programs, complying with the training needs of the public health and health care institutions, both at the graduate and postgraduate level; pursuing excellence in research; providing consultancy as well as developing and investing in our staff. The Faculty of Public Health organizes and carries out its training activities by the professional guidelines of the Association of Schools of Public Health in the European Region.

BSC IN PHYSIOTHERAPY PROGRAM AT THE FACULTY OF PUBLIC HEALTH

Bachelor program in Physiotherapy launched by the Faculty of Public Health of the University of Debrecen is built on a 17-year experience in education of physiotherapists at the University of Debrecen. The training is identical in content to the accredited Bachelor of Science program in Nursing and Patient Care with Physiotherapist specialization launched six years ago. The course is based on the University's highly trained, internationally competitive staff and excellent infrastructure in order to fulfil an international demand in health care (involving physiotherapy) training.

The another bachelor program launched by the Faculty of Public Health is the BSc in Public Health.

The majority of teachers have remarkable teaching experience in English taking part in the international training programmes of University of Debrecen.

The international MSc programs (MSc in Public Health, MSc in Complex Rehabilitation) launched by the Faculty of Public Health are offered for students graduated in the BSc courses of health sciences. Students studying in English – similarly to those studying in Hungarian – will have the opportunity to join the Students' Scientific Association, the most important means to prepare students for future academic career.

Outstanding students may present their work at the local Students' Scientific Conference organized by the Council of the Students' Scientific Association annually. Best performing students can advance to the National Students' Scientific Conference held every second year. Another way for students to introduce their scientific findings is to write a scientific essay which is evaluated through a network of reviewers.

CHAPTER 2

ORGANISATION STRUCTURE

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CHAPTER 3

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CHAPTER 4

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Ms. Gabriella Péntes M.Sc.

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CHAPTER 5

UNIVERSITY CALENDAR

UNIVERSITY CALENDAR FOR THE MSc IN PUBLIC HEALTH PROGRAM ACADEMIC YEAR 2017/2018

1ST SEMESTER

	Registration week	Course	Examination Period
MSc in Public Health	September 4-8., 2017. (1 week)	September 11 – December 22., 2017 (15 weeks)	December 27., 2017 – February 9., 2018 (7 weeks)

2ND SEMESTER

	Registration week	Course	Examination Period
MSc in Public Health	February 5-9., 2018 (1 week)	February 12 –May 25., 2018. (15 weeks)	May 28 – July 13.,2018 (7 weeks)

Orientation meeting (planned): September 8., 2017. 10.00 am

CHAPTER 6

ACADEMIC PROGRAMME FOR CREDIT SYSTEM

Compulsory courses for the 1. year

Sem	Subjects	Neptun code	L	S	P	Exam	Crd	Prerequisites of taking the subject
1	Health informatics	NI_PH_HIONF			36	ESE	4	None
1	Biostatistics	NI_PH_BST	12		24	ESE	5	None
1	Epidemiology	NI_PH_EPI	28		56	ESE	11	None
1	Health management	NI_PH_HMGM	48			ESE	6	None
1	Health policy	NI_PH_HPOL	60			ESE	8	None

Compulsory courses for the 1. year

Sem	Subjects	Neptun code	L	S	P	Exam	Crd	Prerequisites of taking the subject
2	Environmental health	NI_PH_ENVH	40	28	16	ESE	11	None
2	Health promotion	NI_PH_HPRO	40	18	26	ESE	11	None
2	Public health in developed countries	NI_PH_PHDEV	38			ESE	5	Epidemiology
2	Public Health in Developing Countries	NI_PH_DVING	10	20		ESE	5	Epidemiology

Compulsory courses for the 2. year

Sem	Subjects	Neptun code	L	S	P	Exam	Crd	Prerequisites of taking the subject
1	Thesis	NI_PH_THES			180	AW5	12	None

Required elective courses for the 1. year

Sem	Subjects	Neptun code	L	S	P	Exam	Crd	Prerequisites of taking the subject
2	Clinical epidemiology	NI_PH_CLIEP	10		20	ESE	4	None
2	Epidemiology study design	NI_PH_DESIGN	30			ESE	4	None
2	Nutritional health	NI_PH_NUTR	16	14		ESE	4	None
2	Occupational health	NI_PH_OCCH	16	14		ESE	4	None
2	Public health problems of disadvantaged population	NI_PH_PHDIS	17	8	5	ESE	4	None

CHAPTER 7

Department of Preventive Medicine, Faculty of Public Health

Subject: **BIOSTATISTICS**

Year, Semester: 1st year/1st semester

Number of teaching hours: **36**

Lecture: 12

Practical: 24

1st week:

Lecture: Measures of infectiousness, dynamics of infection, vaccine efficacy 1.

Practical:

1. Introduction to using Stata 1.
2. Introduction to using Stata 2.

2nd week:

Lecture: Measures of infectiousness, dynamics of infection, vaccine efficacy 2.

Practical:

1. Principles of computerized data tables I. (Data and variable types, measurement scales) 1.
2. Principles of computerized data tables I. (Data and variable types, measurement scales) 2.

3rd week:

Lecture: Probability and random variables, probability distributions, density functions 1.

Practical:

1. Principles of computerized data tables I. (Data and variable types, measurement scales) 3.
2. Principles of computerized data tables I. (Data and variable types, measurement scales) 4.

4th week:

Lecture: Probability and random variables, probability distributions, density functions 2.

Practical:

1. Principles of computerized data tables II. (Graphical and numerical methods of summarizing data) 1.
2. Principles of computerized data tables II. (Graphical and numerical methods of summarizing data) 2.

5th week:

Lecture: The role of medical statistics in public health; mathematical notation 1.

Practical:

1. Principles of computerized data tables II. (Graphical and numerical methods of summarizing data) 3.
2. Principles of computerized data tables II. (Graphical and numerical methods of summarizing data) 4.

6th week:

Lecture: The role of medical statistics in public health; rules of power and root expressions 2.

Practical:

1. Basic methods of analyzing continuous data 1.
2. Basic methods of analyzing continuous data 2.

7th week:

Lecture: The role of medical statistics in public health; logarithmic and exponential functions 3.

Practical:

1. Basic methods of analyzing continuous data 3.
2. Basic methods of analyzing continuous data 4.

8th week:

Lecture: The role of medical statistics in public health; transformations frequently used in medical statistics 4.

Practical:

1. Basic methods of analyzing categorical data 1.
2. Basic methods of analyzing categorical data 2.

9th week:

Lecture: Measures of infectiousness, dynamics of infection, vaccine efficacy 3.

Practical:

1. Basic methods of analyzing categorical data 3.
2. Basic methods of analyzing categorical data 4.

10th week:

Lecture: Measures of infectiousness, dynamics of infection, vaccine efficacy 4.

Practical:

1. Basic methods of analyzing count data 1.
2. Basic methods of analyzing count data 2.

11th week:

Lecture: Assignment 1.

Practical:

1. Basic methods of analyzing incidence 1.
2. Basic methods of analyzing incidence 2.

12th week:

Lecture: Assignment 2.

Practical:

1. Basic methods of analyzing incidence 3.
2. Basic methods of analyzing incidence 4.

Requirements

The students are expected to know the presumptions of application of standard biostatistical processes, to be able to identify the method by which a certain question can be answered, to implement the required analysis, to draw the statistical inference and interpret the results from the statistical analyses.

Subject: **EPIDEMIOLOGY**

Year, Semester: 1st year/1st semester

Number of teaching hours: **84**

Lecture: 28

Practical: 56

Lectures

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Introduction to epidemiology (epidemiological research: role, strategies, methods, prospects) 2. The process of the epidemiological investigations 1. 3. The role of epidemiology in public health 4. Measures describing the demographic characteristics of populations 5. Measures 1. 6. Epidemiological studies 1. 7. Cohort studies 8. Intervention studies 9. Random error, selection bias 10. Case control studies 1. 11. Case control studies 2. 12. Confounding- 1. 13. Confounding 2. | <ol style="list-style-type: none"> 14. Information bias 1. 15. Information bias 2. 16. Causality 17. Random error, selection bias 1. 18. Random error, selection bias 2. 19. Registries 20. Surveillance 21. Screening 1. 22. Screening 2. 23. Monitoring 1. 24. Methods used in analysing premature mortality, composite measures 1. 25. Methods used in analysing premature mortality, composite measures 2. 26. Screening 1. 27. Screening 2. 28. Critical appraisal of short articles |
|---|--|

Practices:

1. Preventive strategies 1.
2. Preventive strategies 2.
3. Preventive strategies 3.
4. Preventive strategies 4.
5. The process of the epidemiological investigations 2.
6. Measures 2.
7. Measures 3.
8. Epidemiological studies 2.
9. Monitoring 2.
10. Measures 4.
11. Measures 5.
12. Case control studies 3.
13. Case control studies 4.
14. Cohort studies 2.
15. Describing health status of groups 1.
16. Describing health status of groups 2.
17. Standardisation 1.
18. Standardisation 2.
19. Cohort studies 3.
20. Confounding and information bias 1.
21. Confounding and information bias 2.
22. Confounding and information bias 3.
23. Confounding and information bias 4.
24. Case studies 1.
25. Case studies 2.
26. Case studies 3.
27. Case studies 4.
28. Distributions frequently used in medical statistics: Point estimation 1.
29. Distributions frequently used in medical statistics: Point estimation 2.
30. Distributions frequently used in medical statistics: Point estimation 3.
31. Distributions frequently used in medical statistics: Point estimation 4.
32. Hypothesis testing; Confidence intervals 1.
33. Hypothesis testing; Confidence intervals 2.
34. Hypothesis testing; Confidence intervals 3.
35. Hypothesis testing; Confidence intervals 4.
36. Regression methods 1.
37. Regression methods 2.
38. Regression methods 3.
39. Regression methods 4.
40. Regression methods 5.
41. Regression methods 6.
42. Regression methods 7.
43. Regression methods 8.
44. Regression methods 9.
45. Regression methods 10.
46. Comparison and analysis of routine data 1.
47. Comparison and analysis of routine data 2.
48. Presentations of students' assignment 1.
49. Presentations of students' assignment 2.
50. Critical appraisal of short articles 1.
51. Critical appraisal of short articles 2.
52. Critical appraisal of short articles 3.
53. Course summary 1.
54. Course summary 2.
55. Course summary 3.
56. Course summary 4.

Requirements

Participation in seminars and practices is obligatory. In the case of more than two absences signature is refused. During the course, a mark will be offered to the students on the base of classroom task, homework, and test.

Subject: **HEALTH INFORMATICS**

Year, Semester: 1st year/1st semester

Number of teaching hours: **36**

Practical: 36

1st week:

Lecture: Information and data management. The concepts of data and information. The basis

algorithms of data management. The concept of coding, its different approaches, its advantages and disadvantages, code-refreshing. The

fundamentals of database management, data models, the concept of database. The operators of database management. Handling data with database programs (MS Access).

2nd week:

Lecture: The fundamentals of health classification. The widely used health classification systems: BNO, WHO, SNOMED.

3rd week:

Lecture: The networks of informatics, long distance data management. Health and public health, online and offline data bases. Data and information retrieval.

4th week:

Lecture: Health and public health data administration. Health and public health data and information systems data flow and data exchange Health and public health data bases.

5th week:

Lecture: Library information systems: MEDLINE, PUBMED, CD-ROM-ok multimedia systems. Health and public health libraries, online and offline data collection in these libraries and databases.

6th week:

Practical: Database management: the fundamentals of database management, knowledge and data transfer between spreadsheet and database manager programs.

7th week:

Practical: Data retrieval from health and public health databases, formulating queries on the quarry grind of MS Access I.

8th week:

Practical: Data retrieval from health and public health databases, formulating queries on the

quarry grind of MS Access II.

9th week:

Practical: Creating and normalizing data tables and data bases. Designing forms and reports.

10th week:

Practical: Presenting demo health and public health systems.

11th week:

Practical: The fundamentals of space and graphic informatics, the application of them in health and public health routine.

12th week:

Practical: The legal and ethical questions of data protection and privacy, the rules of handling these data.

13th week:

Practical: Handling digital data, the problem of data security. The systems and methods of data protection both hardware and software.

14th week:

Practical: Scientific data retrieval and collection. Searching in online and offline libraries. The selection of appropriate hardware and software tools, data and knowledge transfer in health and computer related problem solving I.

15th week:

Practical: Scientific data retrieval and collection. Searching in online and offline libraries. The selection of appropriate hardware and software tools, data and knowledge transfer in health and computer related problem solving II. Handling in and presenting presentations in the indicated subject.

Requirements

The fundamentals of health informatics, introduction to public health information systems and the most frequently used health-connected computer applications. Data and knowledge transfer between different health informatics systems and data format and types.

Subject: **HEALTH MANAGEMENT**

Year, Semester: 1st year/1st semester

Number of teaching hours: **48**

Lecture: 48

1st week:

Lecture: (1-7) Introduction to Health Management

2nd week:

Lecture: (8-15) Organizational Management. Strategic Management

3rd week:

Lecture: (16-23) Evaluation of Health Services. Health Policy and Planning

4th week:

Lecture: (24-31) Project Management. International Cooperation in Health

5th week:

Lecture: (32-40) Health Management in the European Union. Global Health. Assessment

Subject: **HEALTH POLICY**

Year, Semester: 1st year/1st semester

Number of teaching hours: **60**

Lecture: 60

1st week:

Lecture: Introduction to health policy. Terminology and definitions: Politics, policy, health system, health policy.

2nd week:

Lecture: Actors of health policy
The role of state

3rd week:

Lecture: Dimensions /values of health policy
HEALTH SYSTEMS

4th week:

Lecture: Structure of health system, Public and private providers
Public health services

5th week:

Lecture: Needs and demands in health care.
Health care financing.

6th week:

Lecture: GLOBAL HEALTH key concepts. Understanding WHO. New players in global governance for health.

7th week:

Lecture: Health 2020- a European health strategy.

Human resources for health.

8th week:

Lecture: Governance for health in the 21st century
Key health challenges for developing countries.

9th week:

Lecture: SDGs. Health security.
Lessons from Ebola outbreak.

10th week:

Lecture: Citizen's participation in health policy making. Interest (lobby) groups
Policy vs administration, facts v. interests, convergences

11th week:

Lecture: Tackling social and economic determinants of health.
Equity in health.

12th week:

Lecture: Health in All Policies.
Exams of topic based policies (alcohol)

13th week:

Lecture: Process of policy developments
Health policy cycles

14th week:

Lecture: Health impact assessment
Monitoring and evaluation

15th week:

Lecture: Communication (Effective Convincing
Techniques, Persuasion skills)

Requirements

The aim of the subject is to gather a small group of students, academic experts, and policy makers to discuss the central principles of public health policy, including prevention and management, and also to discuss the strategies and development of health policy research programs.

Subject: **ENVIRONMENTAL HEALTH**

Year, Semester: 1st year/2nd semester

Number of teaching hours: **84**

Lecture: 40

Seminar: 28

Practical: 16

1st week:

Lecture: Introduction to the module and
discussion of teaching strategy
Scope of environmental health. (lecture)
Introduction to toxicology (lecture)
Global effects of environmental pollution
(lecture)

Hazardous substances in the environment
(lecture)
Seveso and its consequences (lecture)
Polycyclic aromatic hydrocarbons (PAH) toxicity
(seminar)
Chemical safety (lecture)

2nd week:

Lecture: Day 2
Air pollution and health (lecture)
Water pollution and health (lecture)
Nitrate/nitrite toxicity (seminar)
Arsenic toxicity (seminar)

6th week:

Lecture: 2week
Day 1
Housing and health (lecture)
Health hazards of radiation (lecture)
11. Radon toxicity (seminar)
12. Asbestos toxicity (seminar)

3rd week:

Lecture: Day 3
Waste management (lecture)
Toxicology of organic compounds (lecture)
Benzene toxicity (seminar)
Cyanide toxicity (seminar)

7th week:

Lecture: Day 2
Environmental monitoring (lecture)
Biological monitoring (lecture)
Genotoxicology (lecture)
Genotoxicology (lab. practice)

4th week:

Lecture: Day 4
Heavy metals in the human environment (lecture)
Lead toxicity (seminar)
Cadmium toxicity (seminar)
Mercury toxicity (seminar)

8th week:

Lecture: Day 3
Introduction to occupational health (lecture)
Occupational diseases (lecture)
Health impact assessment of an industrial plant
Vinyl chloride toxicity (seminar)
Cholinesterase inhibiting pesticide toxicity
(seminar)

5th week:

Lecture: Day 5

9th week:

Lecture: Day 4
 Introduction to nutritional health (lecture)
 Diet related chronic diseases (lecture)
 Food poisoning, foodborne diseases (lecture)
 Food safety (lecture)

10th week:

Lecture: 3week
 Day 1
 Environmental risk assessment (lecture)
 Environmental health policy (lecture, sem)
 Introduction to environmental epidemiology (lecture)
 Case studies in environmental epidemiology (Students' presentations)

11th week:

Lecture: Day 2
 Drinking Water Treatment Plant (visit)
 Waste Water Treatment Plant (visit)

Drinking Water Control Laboratory (visit)

12th week:

Lecture: Day 3
 Sanitation control of catering services (visit, Klinika)
 Green building – Building energetics (DEM house visit)

13th week:

Lecture: Day 4
 Industrial plant - sanitation control (visit)
 Food sanitation control (visit)

14th week:

Lecture: Day 5
 Air Control Laboratory (visit)
 Radiation Control Laboratory (visit)

Requirements

The aim of the course is to make students be able

- to describe the principal concerns in environment and health (pollution of air, water, and land; the urban environment)
- to be familiar with the practice of modern environmental public health (air quality protection, water sanitation, food protection, safe and healthy housing, occupational health, injury prevention, risk assessment and risk communication)
- to understand the political and social contexts in which an environment and health policy is made,
- to show competence in critically evaluating and communicating research evidence in relation to environment and health issues.

Subject: **HEALTH PROMOTION**

Year, Semester: 1st year/2nd semester

Number of teaching hours: **84**

Lecture: 40

Seminar: 18

Practical: 26

1st week:

Lecture: Basics of behavioural sciences
 Practical: Sources of scientific information

2nd week:

Lecture: Introduction to psychology
 Practical: Advanced word processing

3rd week:

Lecture: Introduction. History and principles of health promotion.
 Practical: Basics of communication

4th week:

Lecture: Models of health
 Practical: Development of professional identity

5th week:

Lecture: Values & ethics in health promotion
 Practical: Presentations on health topics

6th week:

Lecture: Principles of community development
 Practical: Project planning and management 3

7th week:

Lecture: Prevention effect of physical activity

8th week:

Lecture: Project planning and management 1

9th week:

Lecture:
 Seminar: Determinants of health. Student presentations

10th week:

Seminar: Health education and behaviour change

11th week:

Seminar: Health education and behaviour change
Self Control Test

12th week:

Seminar: Evaluation and evidence in health promotion

13th week:

Seminar: Project planning and management 2
Self Control Test

14th week:

Seminar: Infrastructure of health promotion

Requirements

The aim of the course is to introduce the students to the historical and theoretical development of health promotion, its conceptual documents, with particular emphasis on the concepts and principles underpinning current health promotion practice. The students will gain information on the determinants and models of health, the initiation, concepts, methods, practice and evaluation of health promotion, the ways of behaviour change at the individual and group levels, and the basic concepts of project design and implementation, ethical principles and their application to health promotion practice, international infrastructures that support health promotion development.

Subject: **PUBLIC HEALTH IN DEVELOPED COUNTRIES**

Year, Semester: 1st year/2nd semester

Number of teaching hours: **38**

Lecture: 38

1st week:

Lecture: (1-2) Major public health issues in developed countries (3-4) Characteristics of mortality (5-6) The Framingham study – background and general overview

2nd week:

Lecture: (7-8) Genetics and public health in the 21st century (9-10) Methods used in genetic epidemiology (11-12) Epidemiology of malignant diseases (13-15) Screening and prevention of malignant diseases

3rd week:

Lecture: (16-17) Epidemiology of metabolic diseases (18-19) Epidemiology of respiratory diseases (20-21) Epidemiology of infectious diseases in developed countries (22-23) Epidemiology of cardiovascular diseases

4th week:

Lecture: (24-25) Health interview survey (HIS). Health examination survey (HES) (26-27) WHO Health 2020 (28-30) Framingham study –

students evaluation

Subject: **PUBLIC HEALTH IN DEVELOPING COUNTRIES**

Year, Semester: 2nd year/1st semester

Number of teaching hours: **30**

Lecture: 10

Seminar: 20

1st week:

Lecture: Introduction to the public health in developing countries

Seminar: Reading papers about issues of the developing world

2nd week:

Lecture: Environmental burden of disease.

Environmental risks and socio-economic status in developing countries

Seminar:

3rd week:

Lecture: Urban health in developing countries

Seminar:

Pesticide poisoning: An outbreak among antimalarial workers

4th week:

Lecture: Maternal and child nutrition

Seminar:

5th week:

Lecture: Occupational health and safety problems in developing countries. Workplace hazards

Seminar: Chemical accidents in developing countries, Case study: the Bophal disaster

6th week:

Lecture: Occupational health and safety problems of agriculture

Seminar:

7th week:

Lecture: Traditional and emerging topical infectious diseases: malaria, yellow fever, leprosy and dengue fever

Seminar: Salmonella septicemia in Kenya

8th week:

Lecture: Zika virus outbreak

9th week:

Lecture: Ebola in Africa and its perspectives in health diplomacy

Seminar: Epidemiology and control of hepatitis B infection in developing countries

10th week:

Lecture: Gastrointestinal diseases

11th week:

Lecture: HIV/AIDS and sexually transmitted diseases

Seminar: HIV and AIDS surveillance

12th week:

Lecture: Airborne infections

13th week:

Lecture: Tuberculosis

Seminar: Student presentations

Practical:

Requirements

The aim of the course is to describe the epidemiological characteristics of diseases affecting the populations of developing countries and to discuss the possible ways of their prevention. Beside the typical environmental, nutritional and occupational health concerns, the subject focuses primarily

on communicable diseases. By the end of the course students will understand the basic epidemiological terms of infectious diseases, and the factors determining their spatial, temporal and social distributions. Students will be able to decide whether or not an illness is infectious, interpret and evaluate outbreak investigation and the surveillance of communicable diseases.

CHAPTER 11

REQUIRED ELECTIVE COURSES

Department of Preventive Medicine, Faculty of Public Health

Subject: **CLINICAL EPIDEMIOLOGY**

Year, Semester: 1st year/2nd semester

Number of teaching hours: **30**

Lecture: 10

Practical: 20

1st week:

Lecture: Introduction to clinical epidemiology

Practical: Studies of diagnostic and screening test

2nd week:

Lecture: Introduction to clinical decision analysis

Practical:

The therapeutic threshold, The role of diagnostic tests

3rd week:

Lecture: Estimating prior probability of the

disease. Intervention research

Practical: Analysis of clinical trials

4th week:

Lecture: Prognostic functions

Practical: Analysis of survival times

Requirements

To familiarize students with the methodology and practice of clinical epidemiology and medical decision-making

Subject: **EPIDEMIOLOGY STUDY DESIGN**

Year, Semester: 1st year/2nd semester

Number of teaching hours: **30**

Lecture: 30

1st week:

Lecture: Measures of disease occurrence,

Association measures

Descriptive epidemiology (part I)

2nd week:

Lecture: Descriptive epidemiology (part II),

Sample size estimation, Power calculation,

bivariate analysis

3rd week:

Lecture: Study design tasks I-VI.

4th week:

Lecture: Writing study protocol, Design tasks,

Student presentations

Requirements

The course provides a deeper insight into the theoretical and practical aspects of the study design.

Subject: **NUTRITIONAL HEALTH**

Year, Semester: 1st year/2nd semester

Number of teaching hours: **30**

Lecture: 16

Seminar: 14

1st week:

Lecture:

- Introduction to nutritional health. Nutritional deficiency diseases. Diet related chronic diseases
- Nutritional epidemiology: dietary assessment
- Discussion of exam/essay and presentations on epidemiological studies

2nd week:

Lecture:

- Food frequency questionnaires (FFQ)
- Evaluation of dietary questionnaires
- Nutritional assessment: Anthropometry and biomarkers

3rd week:

Lecture:

- Diet and cardiovascular diseases
- Diet and cancer

- Obesity epidemic. Diabetes prevention strategies
- Dietary recommendations and guidelines. Nutritional policy

4th week:

Lecture:

- Food and nutrition policy for schools (WHO)
- Model EU School Food Standard
- Nutrition and Health Claims Legislation in the EU

5th week:

Lecture:

- Case studies in nutritional epidemiology (student presentations)
- Consultations on essay

Subject: **OCCUPATIONAL HEALTH**

Year, Semester: 1st year/2nd semester

Number of teaching hours: **30**

Lecture: 16

Seminar: 14

1st week:

Lecture: Introduction to occupational health and safety

2nd week:

Lecture: Physiology of work, fitness to work. Occupational hazard and risk

3rd week:

Lecture: Prevention of occupational diseases.

Environmental and biological monitoring

4th week:

Seminar: Organizational structure of occupational health and safety, Occupational exposure limits

Practical:

5th week:

Lecture: Physical workplace hazards and their

prevention

6th week:

Seminar: Measurement and evaluation of occupational noise and heat exposure

Practical:

7th week:

Lecture: Chemical workplace hazards and their prevention I-II

8th week:

Seminar: Chemical safety. Measurement and evaluation of occupational chemical exposures

Practical:

9th week:

Lecture: Biological workplace hazards and their prevention

10th week:

Lecture: Mechanical (ergonomic) workplace

hazards and their prevention

11th week:

Seminar: Occupational accidents, occupational safety

12th week:

Lecture: Occupational psychosocial hazards, methods of stress prevention and control

13th week:

Seminar: Occupational health and safety inspection, comprehensive evaluation of the work environment. Occupational risk assessment

14th week:

Seminar: Workplace visit

15th week:

Seminar: Student presentations

Requirements

The aim of the course is to describe the discipline, goals and fields of occupational health. The two-way relationship of work and health, the effect of strain from work activity and workplace exposures on health and the effect of health on work (workability) will be explained. Students will learn the measures of workplace prevention and their hierarchy. They study the characteristics and health effects of workplace hazards, their evaluation and prevention. The assessment and prevention of workplace hazards will be discussed in seminars. Students will exercise the practice of occupational health activities during a workplace visit.

Subject: **PUBLIC HEALTH PROBLEMS OF DISADVANTAGED POPULATION**

Year, Semester: 1st year/2nd semester

Number of teaching hours: **30**

Lecture: 17

Seminar: 8

Practice: 5

1st week:

Social and health inequalities.

2nd week:

Health inequalities versus health inequities.

3rd week:

Structural, contextual, socioeconomic determinants of health.

4th week:

Indicators and sources of indicators to

characterize health inequalities and their interpretation.

5th week:

Disadvantage, social exclusion and their public health and socioeconomic consequences.

6th week:

Major national and international studies on health inequalities and their critical interpretation

7th week:

Strategies and programs to reduce health inequalities and improve social inclusion

8-15th week:

Field experience in institutes and organizations working with disadvantaged groups

CHAPTER 8

LIST OF TEXTBOOKS

BMC

Introduction to Biophysics I.:

Serway/Vuille: College Physics.
10th edition. Cengage Learning, 2014. ISBN:
978-1285737027.
Gáspár R.: Physics for BMC students.
University of Debrecen, .

Introduction to Medical Chemistry I.:

McMurry, J., Fay, R.C.: Chemistry.
7th edition. Pearson Education, 2015. ISBN: 978-
0321943170.

Introduction to Medical Chemistry II.:

McMurry, J., Fay, R.C.: Chemistry.
7th edition. Pearson Education, 2015. ISBN: 978-
0321943170.
F., Erdódi, Cs., Csontos: Organic Chemistry for
Premedical Students.
University of Debrecen, 2011.

Hungarian Language for BMC students:

Gerő Ildikó-Kovács Judit: Színesen magyarul.
2017.

Introduction to Biology I.:

Sadava, Hillis, Heller, Berenbaum: Life: The
Science of Biology.
10th edition. Sinauer Macmillan, 2013. ISBN:
978-1-4641-4124-9.

Introduction to Biophysics II.:

Serway/Vuille: College Physics.
10th edition. Cengage Learning, 2014. ISBN:
978-1285737027.
Gáspár R.: Physics for BMC students.
University of Debrecen, .

Introduction to Biology II.:

Sadava, Hillis, Heller, Berenbaum: Life: The
Science of Biology.
10th edition. Sinauer Macmillan, 2013. ISBN:
978-1-4641-4124-9.

English for BMC students:

Clive Oxenden-Christina Latham-Koenig. Paul
Seligson: English File 3E Pre-Intermediate
Student's Book With Itutor.
3.. Oxford University Press, 2013. ISBN:
9780194598651.

SBMC

Introduction to Biophysics:

Serway/Vuille: College Physics.
10th edition. Cengage Learning, 2014. ISBN:
978-1285737027.

Introduction to Medical Chemistry :

McMurry, J., Fay, R.C.: Chemistry.
7th edition. Pearson Education, 2015. ISBN: 978-
0321943170.
F., Erdódi, Cs., Csontos: Organic Chemistry for
Premedical Students.
University of Debrecen, 2011.

Introduction to Biology:

Sadava, Hillis, Heller, Berenbaum: Life: The
Science of Biology.
10th edition. Sinauer Macmillan, 2013. ISBN:
978-1-4641-4124-9.

1st year

Basics of informatics:

: Handbooks of MS Office applications, Internet
sources.

Health informatics:

: Handbooks of MS Office applications, Internet
sources.

Biostatistics:

Kirkwood B., Sterne J.: Essential medical
statistics.
Blackwell Science, Oxford, 2006.
Kenneth J. Rothman, Timothy L. Lash, Sander

Greenland: Modern Epidemiology.
Lippincott Williams and Wilkins, 2008. ISBN:
1451190050.
Wolfgang Ahrens, Iris Pigeot: Handbook of
Epidemiology.
Springer, 2014. ISBN: 978-0-387-09833-3.
Selevin S.: Statistical analysis of epidemiological
data..
Oxford University Press, 2004.
Selevin S.: Statistical analysis of epidemiological
data..
Oxford University Press, 2004.
Krzanowski WJ: Principles of multivariate
analysis – A users' perspective.
Oxford Clarendon Press, 1990.

Health policy:

Tallinn Charter: Health Systems for Health and
Wealth, <http://www.euro.who.int/en/who-we-are/policy-documents/tallinn-charter-health-systems-for-health-and-wealth> .
WHO, 2008.
Health system financing: The path to universal
coverage, The World Health Report,
<http://www.who.int/whr/2010/en/index.html>.
WHO, 2010.
: Health in times of global economic crisis:
implications for the WHO European Region,
Meeting report <http://www.euro.who.int/en/what-we-do/health-topics/Health-systems/health-systems-governance/publications/2009/health-in-times-of-global-economic-crisis-implications-for-the-who-european-region> .
Oslo, Norway, 2009.
: Health policy responses to the financial crisis in
Europe, Policy Summary 5, P. Mladovsky et al,
<http://www.euro.who.int/en/what-we-do/data-and-evidence/health-evidence-network-hen/publications/2012/health-policy-responses-to-the-financial-crisis-in-europe> .
WHO EURO, Observatory, HEN, 2012.
Sarah Thomson, Thomas Foubister and Elias
Mossialos: Financing health care in the European
Union. European Observatory on Health Systems
and Policies,
http://www.euro.who.int/__data/assets/pdf_file/0009/98307/E92469.pdf?ua=1.
WHO, 2014.

Basics of health promotion:

: Notes of lectures and seminars.
.

Scriven A.: Promoting health: a practical guide.
Revised edition of: Promoting health .
5th edition.2010. ISBN: 978 070 203 139 7.
: Relevant information on the website of the
WHO..
.

Health promotion:

Kósa K. (ed.) : Health promotion. Notes for MSc
in Public Health students, Faculty of Public
Health.
University of Debrecen, 2017.
: Notes of lectures and seminars.
.

Scriven A.: Promoting health: a practical guide.
Revised edition of: Promoting health .
5th edition.2010. ISBN: 978 070 203 139 7.
: Relevant information on the website of the
WHO..
.

Clinical epidemiology:

Vokó Zoltán: Clinical epidemiology- egyetemi
jegyzet.
.

Occupational health:

Aw TC, Gardiner K, Harrington JM:
Occupational Health: Pocket Consultant.
5th ed. Blackwell, Oxford, 2007.
Levy BS, Wegman DH: Occupational Health.
3rd ed.. Little, Brown and Company, Boston,
1995.
Raffe PAB, Adams PH, Baxter PJ, Lee WR:
Hunter's Diseases of Occupation.
8th ed.. Edward Arnold Publishers, London,
1994.
: International Labour Organization.
Encyclopaedia of Occupational Health and
Safety. Online edition, available at:
<http://www.iloencyclopaedia.org>.
ILO, 2012.

Epidemiology study design:

Victor J. Schoenbach, Wayne D. Rosamond:
Understanding the Fundamentals of
Epidemiology-an evolving text.
2000.
: Pennsylvania Case Study-jegyzet, EPIET.

Public Health in Developing Countries:

Donaldson RJ, Donaldson LJ: Essential public health. 2nd edition. LibraPharm, 200

CHAPTER 9 TITLES OF THESES

Department of Family and Occupational Medicine, Faculty of Public Health

László Róbert Kolozsvári, MD:

Advantages of computer-aided diagnosis in primary care
Work related stress and burnout amongst healthcare workers
Health impairment related to occupational hazards

Tímea Ungvári, MSc

Psychosocial etiological factors in the workplace
Stress, as a risk factor in the working environment
Effects of burnout on work efficiency

Zoltán Jancsó, MD

Cardiovascular risk factors and risk assessment
Continuing care of patients with high cardiovascular risk in primary care

Anna Nánási, MD

The family physician as gatekeeper
Physical, mental and social aspects of aging

Department of Preventive Medicine, Faculty of Public Health

Balázs Ádám, MD

Thesis:

Investigation of workplace hazards
Occupational diseases
Genotoxic exposures in the work- and ambient environment
Health impact assessment of policies, programmes and projects

János Sándor, MD

Thesis:

Evaluation of chronic care for hypertension in general medical practice
Evaluation of chronic care for diabetes mellitus in general medical practice
Evaluation of chronic care for adult overweighted in general medical practice
Evaluation of chronic care for adult smokers in general medical practice

Sándor Szűcs, PhD

Mortality due to environmental risk factors in European countries
Burden of diseases attributed to environmental risk factors in European countries

Helga Bárdos, MD

Thesis and TDK:

Gene-environment interactions and obesity (systematic review)
The effect of school based health promotion programs on nutrition (systematic review)
The effect of neighborhood environment on physical activity and diet (systematic review)
Analysis of factors affecting risk perceptions (study)
Prevalence of obesity (trend analysis)

Szilvia Fiatal, MD

Thesis and TDK:

Genomic determinants of cardiovascular diseases

Éva Bíró, MD

Thesis and TDK:

Health-related behaviours among adolescents

Mental health of students

László Pál, PhD

Thesis

Pesticide use in developed and developing countries

Károly Nagy, PhD

Thesis:

Genetic epidemiology of obesity (literature review)

TDK:

The role of the FTO gene in the development of metabolic syndrome

Department of Behavioural Sciences, Faculty of Public Health

Attila Bánfalvi, PhD

Medicalization and its social-cultural context

Changing attitudes towards human phenomena in Western medicine

Prolongation of life as a modern Western project

Contemporary problems of Psy-complex

Health and disease in cultural context

Péter Kakuk, PhD

Thesis:

Ethical institutions in healthcare

Research ethical questions in public health research

Challenges of scientific integrity

Ethical dilemmas of confidentiality in healthcare

Ethical issues in genetics

The ethical governance of scientific publications

Sándor Kömúves, PhD

Thesis:

End of Life Decisions

Department of Health Management and Quality Assurance, Faculty of Public Health

Klára Bíró, DMD, PhD

Thesis and TDK:

Increasing expectations among healthcare consumers

Challenges for healthcare managers

Patient safety and staff safety in hospitals

Work environment within hospitals

Genomic applications through the lens of health policy

Gábor Bányai-Márton, PhD

Thesis and TDK:

- History of international health organizations
- Tobacco control in developing countries
- Bioterrorism and global health security
- Right to Health for refugees

Judit Zsuga, MD

Thesis and TDK

- Workplace stress in health care
- Performance and workplace stress

Klára Boruzs, MSc

Thesis and TDK:

- Drug utilization in the world
- The pharmaceutical industry's operation from viewpoint of the management

Viktor Dombrádi, MSc

- Quality management in hospitals