

**BULLETIN**

**UNIVERSITY OF DEBRECEN**

**ACADEMIC YEAR 2018-2019**

**FACULTY OF PUBLIC HEALTH**

**MSc in Public Health**

**EDUCATIONAL OFFICE FACULTY OF PUBLIC HEALTH**

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## CHAPTER 1

### INTRODUCTION

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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, colourful 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 AND MSC PROGRAMMES 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**  
**ADMINISTRATIVE UNITS**

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	Ms. Andrea Tiba B.Sc.
Contract&Marketing Coordinator	Ábrahám Gergely Varga J.D.
Agent&Marketing Coordinator	Tamás Zabán M.Sc.
Financial Coordinator	Ms. Rita Kovács J.D.
Agent Coordinator	József Harmati J.D.
English Program Coordinators	Ms. Dóra Benkő (Admission, Visa Issues, BMC, US Loans)
	Ms. Regina Berei (Tuition fee, Financial certificates, Refunds, USMLE Coordinator)
	Ms. Anna Jászterné Kapitány M.Sc. (Admission, Wyckoff HMC Application, USMLE Coordinator)
	Ms. Ildikó Lakatos M.A. (Admission, Visa Issues)
	Ms. Krisztina Németh M.Sc. (Bulletin)
	Ms. Enikő Sallai M.Sc. (Tuition fee, Health Insurance)
	Ms. Mária Tóth M.Sc. (Stipendium Hungaricum Scholarship)

IT Project Coordinator

Imre Szűcs B.Sc.

**CHAPTER 4**  
**DEPARTMENTS OF THE FACULTY OF PUBLIC HEALTH**

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Associate Professor, Head of Division of Humanities For Health Care	Attila Bánfalvi M.A., Ph.D., C.Sc.
Professor Emeritus	Péter Molnár M.D., D.Sc.
Assistant Professor	Ms. Mónika Andrejkovics M.A., Ph.D. Péter Kakuk M.A., Ph.D.
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	Ms. Zita Fekete
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Intern	Kitti Katona Anikó Nagy Bettina Muha
	Ms. Erika Gabnai-Nagy M.Sc.
	Ms. Anna Velkey-Rácz M.Sc.
PhD Student	Balázs Fábíán Eszter Labbancz Enikő Csikai Alexandra Sándor Cintia Katona
Academic Advisor	Ms. Mónika Andrejkovics M.A., Ph.D. (4th year, Behavioural Medicine, Behavioural Science Final Exam) Attila Bánfalvi M.A., Ph.D., C.Sc. (3rd year, Medical Anthropology, Medical

Sociology)

Péter Kakuk M.A., Ph.D.  
(4th year, Bioethics)

Ms. Judit Molnár M.A., Ph.D.  
(3rd year Medical Psychology, 5th year  
Pharmaceutical Psychology)

Roland Tisljár M.A., Ph.D.  
(1st year, Basics of Behavioural Sciences,  
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**DEPARTMENT OF FAMILY AND OCCUPATIONAL MEDICINE, FACULTY OF PUBLIC  
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Other Invited Lecturers

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Ms. Eszter Kovács M.D.

Ms. Hajnalka Márton M.D.

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**CHAPTER 5**  
**UNIVERSITY CALENDAR**

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UNIVERSITY CALENDAR FOR THE BSC IN PUBLIC HEALTH PROGRAM  
ACADEMIC YEAR 2018/2019

1<sup>ST</sup> SEMESTER

	Registration week	Course	Examination Period
BSc in Public Health	September 3-7., 2018. (1 week)	September 10 – December 14., 2018 (14 weeks)	December 17., 2018 – February 1., 2019 (7 weeks)

2<sup>ND</sup> SEMESTER

	Registration week	Course	Examination Period
BSc in Public Health	February 4-8., 2019 (1 week)	February 11 –May 24., 2019. (14 weeks)	May 27 – July 12.,2019 (7 weeks)

**Orientation meeting (planned): September 7., 2018. 10.00 am**

## **CHAPTER 6**

### **ACADEMIC PROGRAMME FOR CREDIT SYSTEM**

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In September 2003, the introduction of the credit system became compulsory in every Hungarian university, including the University of Debrecen. The aim of the credit system is to ensure that the students' achievements can be properly and objectively evaluated both quantitatively and qualitatively.

A credit is a relative index of cumulative work invested in a compulsory, required elective or optional subject listed in the curriculum. The credit value of a course is based upon the number of lectures, seminars and practical classes of the given subject that should be attended or participated in (so called „contact hours”), and upon the amount of work required for studying and preparing for the examination(s) (in the library or at home). Together with the credit(s) assigned to a particular subject (quantitative index), students are given grades (qualitative index) on passing an exam/course/class. The credit system that has been introduced in Hungary is in perfect harmony with the European Credit Transfer System (ECTS). The introduction of the ECTS promotes student mobility, facilitates more organization of student' exchange programs aimed at further education in foreign institutions, and allows recognition of the students' work, studies and achievements completed in various foreign departments by the mother institution.

Credit-based training is flexible. It provides students with a wider range of choice, enables them to make progress at an individual pace, and it also offers students a chance to study the compulsory or required subjects at a different university, even abroad. Owing to the flexible credit accumulation system, the term „repetition of a year” does not make sense any longer.

It should be noted, however, that students do not enjoy perfect freedom in the credit system either, as the system does not allow students to randomly include subjects in their curriculum or mix modules.

Since knowledge is based on previous knowledge, it is imperative that the departments clearly and thoroughly lay down the requirements to be met before students start studying a subject.

The general principles of the credit system are the following:

According to the credit regulations, students should obtain an average of 30 credits in each semester

The criterion of obtaining 1 credit is to spend some 30 hours (including both contact and noncontact hours) studying the given subject.

Credit(s) can only be obtained if students pass the exam on the given subject.

Students accumulate the required amount of credits by passing exams on compulsory, required elective and optional subjects. Completion of every single compulsory credit course is one of the essential prerequisites of getting a degree. Courses belonging to the required elective courses are closely related to the basic subjects, but the information provided here is more detailed, and includes material not dealt within the frame of the compulsory courses. Students do not need to take all required elective courses, but they should select some of them wisely to accumulate the predetermined amount of credits from this pool. Finally, a certain amount of credits should be obtained by selecting from the optional courses, which are usually not closely related to the basic (and thus mandatory) subjects, but they offer a different type of knowledge.

Students can be given their degree if, having met other criteria as well, they have collected 90 credits during their studies. Considering the recommended curriculum, this can be achieved in 3 semesters.

The pilot curricula show the recommended pacing of compulsory courses. The diploma work is worth 12 credits.

**Compulsory courses for the 1. year**

<b>Sem</b>	<b>Subjects</b>	<b>Neptun code</b>	<b>L</b>	<b>S</b>	<b>P</b>	<b>Exam</b>	<b>Crd</b>	<b>Prerequisites of taking the subject</b>
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

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**Compulsory courses for the 1. year**

<b>Sem</b>	<b>Subjects</b>	<b>Neptun code</b>	<b>L</b>	<b>S</b>	<b>P</b>	<b>Exam</b>	<b>Crd</b>	<b>Prerequisites of taking the subject</b>
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
2	Elective subjects					ESE	8	

**Compulsory courses for the 2. year**

<b>Sem</b>	<b>Subjects</b>	<b>Neptun code</b>	<b>L</b>	<b>S</b>	<b>P</b>	<b>Exam</b>	<b>Crd</b>	<b>Prerequisites of taking the subject</b>
1	Thesis	NI_PH_THES			180	AW5	12	None
1	Elective subjects					ESE		

**Required elective courses for the 1. year**

<b>Sem</b>	<b>Subjects</b>	<b>Neptun code</b>	<b>L</b>	<b>S</b>	<b>P</b>	<b>Exam</b>	<b>Crd</b>	<b>Prerequisites of taking the subject</b>
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	30			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**  
**ACADEMIC PROGRAMME**

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:

Introduction to using Stata 1.

Introduction to using Stata 2.

**2nd week:**

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

Practical:

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

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:

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

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:

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

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:

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

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:

Basic methods of analyzing continuous data 1.

Basic methods of analyzing continuous data 2.

**7th week:**

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

Practical:

Basic methods of analyzing continuous data 3.

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:

Basic methods of analyzing categorical data 1.

Basic methods of analyzing categorical data 2.

**9th week:**

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

Practical:

Basic methods of analyzing categorical data 3.

<p>Basic methods of analyzing categorical data 4.</p> <p><b>10th week:</b> Lecture: Measures of infectiousness, dynamics of infection, vaccine efficacy 4. Practical: Basic methods of analyzing count data 1. Basic methods of analyzing count data 2.</p> <p><b>11th week:</b> Lecture: Assignment 1.</p>	<p>Practical: Basic methods of analyzing incidence 1. Basic methods of analyzing incidence 2.</p> <p><b>12th week:</b> Lecture: Assignment 2. Practical: Basic methods of analyzing incidence 3. Basic methods of analyzing incidence 4.</p>
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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

**1st week:**

Introduction to epidemiology  
(epidemiological research: role, strategies, methods, prospects)

The process of the epidemiological investigations 1.

The role of epidemiology in public health

Measures describing the demographic characteristics of populations

Critical appraisal of short articles 1.

Critical appraisal of short articles 2.

Critical appraisal of short articles 3.

**2nd week:**

Measures 1.

Epidemiological studies 1.

Cohort studies

Intervention studies

Random error, selection bias

**3rd week:**

Case control studies 1.

Case control studies 2.

Confounding- 1.

Confounding 2.

**4th week:**

Information bias 1.

Information bias 2.

Causality

Random error, selection bias 1.

Random error, selection bias 2.

**5th week:**

Registries

Surveillance

Screening 1.

Screening 2.

Monitoring 1.

**6th week:**

Methods used in analysing premature mortality, composite measures 1.

Methods used in analysing premature mortality, composite measures 2.

Screening 1.

Screening 2.

Critical appraisal of short articles



**7th week:**

Preventive strategies 1.  
 Preventive strategies 2.  
 Preventive strategies 3.  
 Preventive strategies 4.  
 The process of the epidemiological investigations 2.

**8th week:**

Measures 2.  
 Measures 3.  
 Epidemiological studies 2.  
 Monitoring 2.  
 Measures 4.  
 Course summary 1.  
 Course summary 2.  
 Course summary 3.  
 Course summary 4

**9th week:**

Measures 5.  
 Case control studies 3.  
 Case control studies 4.  
 Cohort studies 2.

**10th week:**

Describing health status of groups 1.  
 Describing health status of groups 2.  
 Standardisation 1.  
 Standardisation 2.

**11th week:**

Cohort studies 3.  
 Confounding and information bias 1.  
 Confounding and information bias 2.  
 Confounding and information bias 3.

Confounding and information bias 4.

**12th week:**

Case studies 1.  
 Case studies 2.  
 Case studies 3.  
 Case studies 4.  
 Distributions frequently used in medical statistics: Point estimation 1.  
 Distributions frequently used in medical statistics: Point estimation 2.  
 Distributions frequently used in medical statistics: Point estimation 3.  
 Distributions frequently used in medical statistics: Point estimation 4.

**13th week:**

Hypothesis testing; Confidence intervals 1.  
 Hypothesis testing; Confidence intervals 2.  
 Hypothesis testing; Confidence intervals 3.  
 Hypothesis testing; Confidence intervals 4.

**14th week:**

Regression methods 1.  
 Regression methods 2.  
 Regression methods 3.  
 Regression methods 4.  
 Regression methods 5.  
 Regression methods 6.  
 Regression methods 7.  
 Regression methods 8.  
 Regression methods 9.  
 Regression methods 10.  
 Comparison and analysis of routine data 1.  
 Comparison and analysis of routine data 2.  
 Presentations of students' assignment 1.  
 Presentations of students' assignment 2.

**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 basics 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 query grid of MS Access I.

**8th week:**

Practical: Data retrieval from health and public health databases, formulating queries on the query grid 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.  
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 in the indicated subject.

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.

Lecture: Communication (Effective Convincing Techniques, Persuasion skills).

**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)

**2nd week:**

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

**3rd week:**

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

**4th week:**

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

**5th week:**

Lecture: Day 5  
Hazardous substances in the environment (lecture)  
Seveso and its consequences (lecture)

Polyaromatic hydrocarbons (PAH) toxicity (seminar)  
Chemical safety (lecture)

**6th week:**

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

**7th week:**

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

**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)

**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, seminar)  
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

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.

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Environmental risks and socio-economic status in developing countries	and dengue fever Seminar: Salmonella septicemia in Kenya
<b>3rd week:</b> Lecture: Urban health in developing countries Seminar: Pesticide poisoning: An outbreak among antimalarial workers	<b>8th week:</b> Lecture: Zika virus outbreak
<b>4th week:</b> Lecture: Maternal and child nutrition	<b>9th week:</b> Lecture: Ebola in Africa and its perspectives in health diplomacy Seminar: Epidemiology and control of hepatitis B infection in developing countries
<b>5th week:</b> Lecture: Occupational health and safety problems in developing countries. Workplace hazards Seminar: Chemical accidents in developing countries, Case study: the Bophal disaster	<b>10th week:</b> Lecture: Gastrointestinal diseases
<b>6th week:</b> Lecture: Occupational health and safety problems of agriculture	<b>11th week:</b> Lecture: HIV/AIDS and sexually transmitted diseases Seminar: HIV and AIDS surveillance
<b>7th week:</b> Lecture: Traditional and emerging topical infectious diseases: malaria, yellow fever, leprosy	<b>12th week:</b> Lecture: Airborne infections
	<b>13th week:</b> Lecture: Tuberculosis Seminar: Student presentations

**CHAPTER 8**  
**REQUIRED ELECTIVE COURSES**

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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

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



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

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

**5th week:**

Lecture: Physical workplace hazards and their

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

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

**9th week:**

Lecture: Biological workplace hazards and their

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prevention	methods of stress prevention and control
<b>10th week:</b> Lecture: Mechanical (ergonomic) workplace hazards and their prevention	<b>13th week:</b> Seminar: Occupational health and safety inspection, comprehensive evaluation of the work environment. Occupational risk assessment
<b>11th week:</b> Seminar: Occupational accidents, occupational safety	<b>14th week:</b> Seminar: Workplace visit Seminar: Student presentations
<b>12th week:</b> Lecture: Occupational psychosocial hazards,	

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

Year, Semester: 1st year/2nd semester

Number of teaching hours: **30**

Lecture: 17

Seminar: 8

Practice: 5

<b>1st week:</b> Social and health inequalities.	<b>6th week:</b> Major national and international studies on health inequalities and their critical interpretation
<b>2nd week:</b> Health inequalities versus health inequities.	<b>7th week:</b> Strategies and programs to reduce health inequalities and improve social inclusion
<b>3rd week:</b> Structural, contextual, socioeconomic determinants of health.	<b>8-14th week:</b> Field experience in institutes and organizations working with disadvantaged groups.
<b>4th week:</b> Indicators and sources of indicators to characterize health inequalities and their interpretation.	
<b>5th week:</b> Disadvantage, social exclusion and their public health and consequences.	

**CHAPTER 9**  
**LIST OF TEXTBOOKS**

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**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:**

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**CHAPTER 10**  
**TITLES OF THESES**

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**Balázs Ádám M.D., PhD**

Thesis:

Health hazards in the workplace

Occupational diseases

Genotoxic exposures in the occupational and ambient environment

Health impact assessment of policies, programmes and projects

**János Sándor M.D., PhD**

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 over weighted in general medical practice

Evaluation of chronic care for adult smokers in general medical practice

**Helga Bárdos M.D., PhD**

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 Fialat M.D., PhD**

Thesis and TDK:

Genomic determinants of cardiovascular diseases

**Éva Bíró M.D., PhD**

Thesis and TDK:

Mental health of youth (study, interventions)

Health status and health-related behaviours of youth (study, interventions)

Health literacy (study, interventions)

**László Pál PhD.**

Thesis

Pesticide use in developed and developing countries

**Sándor Szűcs PhD.**

Mortality due to environmental risk factors in European countries

Burden of diseases attributed to environmental risk factors in European countries

**Károly Nagy PhD.**

Thesis:

Genetic epidemiology of obesity (literature review)

Investigation of workplace hazards

TDK:

Investigation of chemical-induced DNA damage by using the comet assay

Assessment of ergonomic hazards among drivers

**Attila Nagy M.D., PhD**

The prevalence of diabetes in a given area  
Study design for diabetes monitoring

**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

**Sándor Kömúves PhD.**

Thesis:  
Palliative care and euthanasia

**László Róbert Kolozsvári M.D., PhD**

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 M.D., PhD**

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

**Anna Nánási M.D.**

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

**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

**Viktor Dombrádi**

Quality management in hospitals  
Patient safety and staff safety in hospitals  
ISO 9001 certification and accreditation in healthcare  
Patient-centered healthcare

**Gábor Bányai-Márton**

Thesis and TDK:

History of international health organizations  
Bioterrorism and global health security

**Klára Bíró, D.MD.**

Thesis and TDK:  
Increasing expectations among healthcare consumers  
Challenges for healthcare managers

**Judit Zsuga M.D.**

Thesis and TDK  
Workplace stress in health care  
Performance and workplace stress

**Klára Boruzs PhD.**

Thesis and TDK:  
Drug utilization in the world  
The pharmaceutical industry's operation from viewpoint of the management

**Balázs Lukács PhD.**

Effect of physical activity on cardiovascular health in young adults  
Falls in the elderly: risk factors and prevention