

EUROPHAMILI 2007

Pedagogical Co-ordination Unit

A standard model of Syllabus for the teaching units.

Teaching Unit N° (TU_)

Title of the TU

Date

Co-ordinator Name, surname, Institution, country, tel., email

Lecturers Name, surname, Institution, country
Usually, several lecturers

Prerequisites :

I. Introduction

The introduction describes

- the context,
- the current issues
- perspective for further development

II. Objectives

1. Professional objectives

By the end of the unit, students are expected to be capable in their own field of work and/or for their institutions:

Examples

a. to identify and recognize quality related problems and risk management issues both at individual and institutional levels, an example from the syllabus used by TU6 in 2005.

b. to share common concepts, methods and culture within the framework of "the new public health" from TU1 2005

c. to integrate the European dimension when working on public health problems. b and c from TU1, 2005.

etc....

About 4 objectives are expected for the TU

2. Educational objectives

The description of educational objectives could ideally start by a brief description of pedagogical methods used.

Example:

All sessions will adopt an interactive teaching/learning approach that brings together the introduction of theoretical concepts and discussion of case studies. From TU6, 2005

Then about 4 educational objectives should be given.

Examples:

From TU1:

Identify the European dimensions of a Public Health problem in your country with commonalities and differences among countries:

- *Characterize the health status of a particular country or region using international health databases.*
- *Identify the main social determinants of health and discuss their role in the current European setting.*

From TU6:

The following matters will be to understood :

- a. A set of concepts, methods and basic tools required for Quality in Health, with a special reference to quality evaluation models, related criteria and indicators,*
- b. A set of concepts, methods and basic tools required for risk management,*

III. The intercultural dimensions within the TU:

In order to emphasize the co-ordination between the Interculturality module and the TUs, the intercultural dimensions within the TU should be described here. Moreover, a dedicated form will be passed to students in order to collect intercultural elements (see dedicated form)

IV. Preliminary test:

Provide a list of items that should be checked before the teaching; the items might address knowledge, competences and know how. It can also address technical grounds such computer usage skills, internet experience, ..

V. Course structure and contents

1. Here, ideally there should be a brief description of the 3 days, such as this example (TU6, 2005)
This three days unit (TU6) aims to encourage active student participation. Cases studies and articles will serve as a starting point for developing concepts and theoretical notions in a interactive teaching-learning process involving all for facilitators. Students will be assigned a case study to consolidate knowledge acquired during the course.

2. Then a provisional agenda should be available; here are 2 different examples used in 2005:

Example from TU6, 2005

	Thursday 19	Friday 20	Saturday 21
Morning	9.00-9.30 Presentation 9.30-12.30 Quality concepts (MD) (Break 11 to 11.15)	9.00-9.30 Discussion about article 1 9.30-11 Quality evaluation (PR) 11.00 to 11.15 Break 11.15-12.30 Hospital accreditation (HK)	9.00-9.30 Discussion about article 3 9.30-12.30 Quality improvement project management (GM) Course & case study 2 (11 to 11.15 Break)
Afternoon	14.00-15.30 Strategies for quality improvement (GM) 15.30-15.45 Break 15.45-17 Risk management 1 (HK) Presentation of 2 articles to study	14.00-14.30 Discussion about article 2 14h30- 15h30 Patients satisfaction study (MD) 15.30-15.45 Break 15.45-17 Quality improvement project management (GM) Course & case study 1	14.00-14.30 Discussion about article 4 14.30-16.00 Risk management 2 (PR) 16.30-17.00 Final evaluation of the sessions
Evening	2 articles to study before 10 pm	2 articles and case studies to study before 10 pm	

3. Then bibliographic references should be given,

Textbook(s) -- include the title, author, date (and edition), publisher, cost, where available, (often it is appropriate to indicate why the particular text was chosen and/or how extensively it will be used).

Supplementary reading(s) - in addition to the detailed bibliographic information about the readings, the syllabus should indicate whether the readings are required or only recommended, and whether the readings are on reserve in the library or available for purchase in the bookstore.

Websites useful for the teaching and further individual work.

4. Description of the evaluation process: in 2007, we aim to conduct a global evaluation at the end of the course, for all Tu's, using a case study or a personal presentation on a given European public health question.
