



UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Promozione della Salute, Materno-Infantile, di Medicina Interna e Specialistica di Eccellenza "G. D'Alessandro"		
ACADEMIC YEAR	2017/2018		
BACHELOR'S DEGREE (BSC)	HEALTHCARE ASSISTANCE		
INTEGRATED COURSE	PREVENTIVE AND COMMUNITY MEDICINE - INTEGRATED COURSE		
CODE	16894		
MODULES	Yes		
NUMBER OF MODULES	3		
SCIENTIFIC SECTOR(S)	MED/42, MED/49, MED/50		
HEAD PROFESSOR(S)	CASUCCIO ALESSANDRA	Professore Ordinario	Univ. di PALERMO
OTHER PROFESSOR(S)	BELOTTI DONATELLA	Professore a contratto	Univ. di PALERMO
	CASUCCIO ALESSANDRA	Professore Ordinario	Univ. di PALERMO
	BUSCEMI SILVIO	Professore Ordinario	Univ. di PALERMO
CREDITS	14		
PROPAEDEUTICAL SUBJECTS			
MUTUALIZATION			
YEAR	3		
TERM (SEMESTER)	1° semester		
ATTENDANCE	Mandatory		
EVALUATION	Out of 30		
TEACHER OFFICE HOURS	BELOTTI DONATELLA Monday 11:00 13:00 dipartimento Promise, via del vespro 133. Contattare il docente preventivamente all'indirizzo email : donatellabell@gmail.com BUSCEMI SILVIO Tuesday 08:00 09:30 UOC di Endocrinologia, Malattie del Ricambio e della Nutrizione (piazza delle cliniche 2 - primo piano) - PREVIA RICHIESTA a silvio.buscemi@unipa.it CASUCCIO ALESSANDRA Tuesday 11:00 13:00 Si riceve previo appuntamento con il docente scrivendo alla email: alessandra.casuccio@unipa.it. La sede dello studio è sita al primo piano del dipartimento di Promozione della Salute, Materno Infantile, di Medicina Interna e Specialistica di Eccellenza "G. D'Alessandro" (Policlinico), via del vespro, 133, 90127 Palermo Thursday 11:00 13:00 Si riceve previo appuntamento con il docente scrivendo alla email: alessandra.casuccio@unipa.it. La sede dello studio è sita al primo piano del dipartimento di Promozione della Salute, Materno Infantile, di Medicina Interna e Specialistica di Eccellenza "G. D'Alessandro" (Policlinico), via del vespro, 133, 90127 Palermo		

PREREQUISITES	The student to approach the study of this course must have the knowledge about the foundations of epidemiology and statistics applied to population studies. It will also have to learn about the natural history of the major and preventable infectious diseases. At the same time is fundamental knowledge of the health characteristics of population groups at risk such as the child population, the woman pregnant and the elderly
LEARNING OUTCOMES	LEARNING EXPECTED RESULTS The student must be able to organize the scientific knowledge of technical, methodological and instrumental targeting them to exercise the Health Assistant profession. In particular should be able to apply the working methods of detection of health data and population health, and use tools such as questionnaires, structured and semi-structured interview and the interview; make the observation, study and identification of health needs and the biological and social risk factors by applying methods, techniques and individual character and group tools; prepare a draft health education at different stages of life of the person from the identification of educational needs up to the definition of indicators aimed at assessing the effectiveness of 'intervention; apply specific methodologies for conducting health promotion interventions to the areas of family, work, school and daily life; apply methods of communication to programs for health promotion and health education; apply the organizational and promotional methods related to population-based screening programs; identify individuals or groups of fragile population and / or at risk, and knowing how to apply health promotion methods in these groups of the population; carry out epidemiological investigations, detect health needs and health risks of 'individual and the collectivity, in different situations that may occur in relation to the more' common and widespread diseases in the community. The evaluation will take place with the exams through the oral or written paper and practical tests in the field of the attività 'of training, and with the final exam (dissertation). Knowledge and ability to understanding The educational tools aimed at achieving the ability to apply knowledge in the field of activity characteristic include, in addition to 'set of educational activities directed to the student (lectures, self-study, etc.), The activities of vocational training, with training periods in public facilities with the guidance of professionals. Other fundamental instruments are represented by the use of computer resources, consultation and / or construction and updating of databases, from the literature search. Ability to apply knowledge and understanding have the ability to gather and interpret data for the area of health promotion, prevention and 'health education and to reflect on major social issues, scientific and ethical issues to arrive at the formulation of independent judgments that take into account the complexity and the variability of contexts. In particular, be able to express independent judgment in the 'identification of health needs, in the identification of biological and social risk factors, in the design, implementation and evaluation of educational projects and in the identification of priority' preventive intervention, educational and recovery. Judgement skills participate in the work in multidisciplinary teams helping to achieve prevention strategies. Skills communication motivate citizens to prevention practices and health promotion of individuals, families, communities. Learning ability having developed learning skills that enable them to continue studying independently in specific fields of interest, and in particular to be able to identify the interventions of prevention and promotion of the most effective health.
ASSESSMENT METHODS	The tests consist in verifying oral exam in order to assess the achievement of theoretical and practical training objectives. To this end, questions will be formulated taking into account the preparation of each module individually, but also the interaction between the different knowledge and the fallout from the overall picture in terms of interventions of health promotion and preventive medicine. Each teacher will propose an overall assessment according to the following assessments: Rating 30/30 marks for excellent knowledge of the topics, excellent properties of language, good analytical ability, the student is able to apply knowledge to solve problems proposed 26-29 Rating Good mastery of the subjects, full of language, the student is able to apply knowledge to solve problems proposed evaluation 24-25 basic understanding of the main topics, discrete properties of language, with limited ability to independently apply the knowledge to the solution of the proposed problems

	21-23 evaluation did not full grasp of the main issues but it has the knowledge, satisfactory property language, poor ability to independently apply the knowledge acquired 18-20 minimum basic knowledge of the main topics and teaching of technical language, very little or no ability to independently apply the knowledge acquired less than 18 evaluation does not have an acceptable knowledge of the contents of the topics covered in the teaching
TEACHING METHODS	Classroom lessons, professional skills activities

MODULE APPLIED DIETETIC TECHNICAL SCIENCES

Prof. SILVIO BUSCEMI

SUGGESTED BIBLIOGRAPHY

Dispense; selezione di articoli della letteratura scientifica
Binetti, Marcelli, Baisi: Manuale di nutrizione clinica e scienze dietetiche applicate Edizione SEU.
Liguri: Nutrizione e dietologia. Zanichelli.

AMBIT	10361-Scienze dell' assistenza sanitaria
INDIVIDUAL STUDY (Hrs)	45
COURSE ACTIVITY (Hrs)	30

EDUCATIONAL OBJECTIVES OF THE MODULE

The course aims to provide students with the knowledge and understanding of the fundamental concepts related to nutrients and to food supply in particular during the different ages of life and in health and disease events, as well as dietary indications for some pathologies of interest. The course also aims to provide the cultural basis, including survey methodologies and data communications, for activities of intervention in nutrition educational programs and campaigns aimed at promoting healthy lifestyles.

In particular, the course aims to organize the general objectives described above as follows.

Knowledge and ability to understand
the specific language of the disciplines related to the acquisition Dietetics Clinical Nutrition and other disciplines related to them.

Capacity to apply knowledge and understanding

Ability to know how to apply autonomously the calculations derived from the analytical knowledge of clinical trials related to the dietetics and clinical nutrition.

Making judgments

Being able to independently learning and evaluating the problems related to the practice of the activities in the field of dietetics and nutrition.

Enable communication

Capacity to explain, in a simple, immediate and comprehensive way, problems concerning the practical procedures of dietetics as well as to know how to empathically interface with the medical staff, with the individual patient and the reference family (also for patients of different ethnic groups as in the case of actual multiracial components of society).

Learning ability

Provide skills and suitable tools to achieve professional self-updating and to participate in the continuous professional updating activities.

SYLLABUS

Hrs	Frontal teaching
2	The concept of Diet - Nutrition, diet and nutrigenomics (the genotype-environment-food interaction) - The eating in the cultural evolution of man. Biosocial approach to diet (the street food phenomenon)
1	The body size, measures of adiposity, measures of body fat distribution (main methods)
2	Body composition (two-, three-, four- compartments models). Methods of assessing body composition (hydrostatic weighing, skinfold thickness, impedance, isotope dilution methods, DEXA). Bioelectric phase angle, impedance vector analysis (BIVA).
1	Body fat: fat distribution profiles and clinical and nutritional significance. Methods for the assessment of body fat distribution (body circumferences, ultrasound, CT, NMR)
2	Areas of particular interest in clinical nutrition: definitions and objectives (hypertension, type 1 diabetes, type 2 diabetes, dyslipidemia, metabolic syndrome, insulin resistance, renal failure).
1	Nutrients and nutritional needs; definition of nutritional adequacy; the RDAs. The nutrients and energy substrates (carbohydrates, lipids, proteins, alcohol). Certain foods (nutritional characteristics and properties): meat, fish, oil and fat dressing, wine, dairy products, fruits and vegetables, bread, pasta and cereals)
2	The energy balance and its components: the intake and appetite control, the expenditure (resting energy expenditure and basal metabolism, diet-induced thermogenesis and post-prandial thermogenesis, regulatory thermogenesis, adaptive thermogenesis, physical activity and exercise thermogenesis). Mechanisms of increased energy efficiency. Adipose tissue trans-differentiation and brown adipose tissue, the FTO gene, the Irisin
1	Methods for the assessment of energy intake. Diet history: a) detection techniques of food consumption (the methods of record and recall), b) the food frequency questionnaires (FFQ for the local population)
2	Methods for measurement of energy expenditure: direct and indirect calorimetry, pedometer, questionnaires. Predictive equations for estimating energy expenditure.

2	the metabolic fate of foods. oxidative and non-oxidative utilization of energy substrates (the Respiratory Quotient and Respiratory Quotient not Protein).
2	Mechanisms mediating the interaction diet-diseases with special reference to diabetes, atherosclerotic cardiovascular disease, cancer. Oxidative stress, anti-oxidants, endothelial function, aging. The dietary anti-oxidants (coffee, tea, chocolate, vegetables, fruit, wine)
1	quality nutritional indices. The glycemic index of foods and the glucose load (definitions, methods, clinical implications)
3	Modern dietetics, some studies: Seven Country Study and the Mediterranean Diet, the Diabetes Prevention Program (DPP) and the Medical Nutritional Treatment, The Lyon Heart Study, the PREDIMED study, the EPIC study.
2	The model of the Mediterranean Diet. Diets (low calorie, low sugar, low fat, low protein, DASH, celiac disease, lactose-intolerant people).
2	Effectiveness of medical-nutritional treatment of obesity (short, medium and long term success predictors). The drugs in the treatment of obesity, new evidence: the study SCALE.
1	The ABCD project (Diet, Cardiovascular Wellness and Diabetes).
1	Strategies of nutritional intervention in the population: The case homocysteine: risk of thrombosis, dementia, fractures The case of iodine: risk of goitre
1	The sarcopenic syndrome and syndrome of fragility in the elder. Malnutrition and cachexia.
1	Hospital malnutrition. Enteral and parenteral nutrition. Nutraceutical: the 'healing food'.

MODULE HYGIENE AND PREVENTIVE MEDICINE

Prof.ssa ALESSANDRA CASUCCIO

SUGGESTED BIBLIOGRAPHY

Francesco Vitale, Michele Zagra - Igiene, epidemiologia e organizzazione sanitaria orientate per problemi. Editore: Elsevier, Novembre 2012

Materiale didattico messo a disposizione dal docente sul portale nella pagina dell'insegnamento

AMBIT	10361-Scienze dell' assistenza sanitaria
INDIVIDUAL STUDY (Hrs)	90
COURSE ACTIVITY (Hrs)	60

EDUCATIONAL OBJECTIVES OF THE MODULE

OBJECTIVES OF MODULE 1

"HYGIENE AND PREVENTIVE MEDICINE" MED / 42

To be able to apply the methodology of detection of health data and population health indicators, and use tools such as the questionnaire, the structured and semi-structured interview and the interview; identify health needs and the biological and social risk factors by applying epidemiological methods, techniques and individual character and group tools; to perform a draft health education at different stages of life of the people from the identification of educational needs up to the definition of indicators aimed at the assessment of effectiveness of intervention; to apply specific methodologies for conducting health promotion interventions to the areas of family, work, school and daily life; to apply strategies of communication to programs for health promotion and health education; apply the organizational and promotional methods related to population-based screening programs;

identify individuals or groups of fragile population and / or at risk, and knowing how to apply health promotion methods in these groups of the population; carry out epidemiological investigations, detect health needs and health risks of individual and the collectivity, in different situations that may occur in relation to the more common and widespread diseases in the community.

SYLLABUS

Hrs	Frontal teaching
3	Human health: from individual health to community health. • Promoting human health: professional figures involved in the active role of interaction for prevention
3	Key definitions: hygiene, public health, health promotion, quality of life. • Glossary of Health Promotion
3	The health assistant and his professional activity in the relationship between human-environment-health.
7	Knowledge of risk factors and protective factors for human health, with particular reference to the major pathologies associated with greater impact on the population both in infectious and chronic degenerative diseases.
4	The health care assistant and his role in primary, secondary and tertiary prevention. The health assistant's tools: the questionnaire, the epidemiological inquiry.
4	Evaluation of prevention activities in the light of statistical-epidemiological studies of different levels: case-control, cohort, experimental, review and meta-analysis
3	Knowledge about Epidemiology and the prevention of infectious diseases: • Behavior of diseases within the community •
3	Natural history of infectious diseases: Concept of pathogenicity, virulence, infectivity, Host-parasitic relationship, Transmission mode, penetration paths and factors promoting disease onset.
3	Infectious diseases with high burden on public health : Infectious diseases with oral-fecal transmission (polio, hepatitis A, salmonellosis, etc.),
3	Airborne infections (diphtheria, tuberculosis, influenza, meningitis, exanthematic diseases, etc.)
3	Sexual and / or parenteral disease transmission (hepatitis B, syphilis, AIDS , Etc.)
4	Vertical transmission disorders: the TORCH complex • parasitic zoonoses (tetanus, anger, brucellosis): pediculosis, scabies. Opportunistic infections.
7	Instruments for Primary Prevention of Infectious Diseases Vaccinations: Vaccination Strategy and Vaccination Objectives. Vaccination Constituency. Vaccination Calendar for Evolutionary Age. Secondary Prevention Tools: Screening and Applications for Major Pathologies prevention.
5	Promoting health at different evolutionary ages. Nutrition and health-related: breastfeeding; Overweight and obese.
5	Physical activity and correlation with health. Behavioural habits and correlation with health: tobacco smoke, alcohol use, etc.

MODULE
APPLIED TECHNICAL AND MEDICAL SCIENCES

Prof.ssa DONATELLA BELOTTI

SUGGESTED BIBLIOGRAPHY

materiale didattico disponibile online nel portale del corso di laurea
teaching support available online on the website of the degree course

AMBIT	10361-Scienze dell' assistenza sanitaria
INDIVIDUAL STUDY (Hrs)	75
COURSE ACTIVITY (Hrs)	50

EDUCATIONAL OBJECTIVES OF THE MODULE

knowledge and ability to apply the methods and the promotion of health tools for planning interventions for prevention and health promotion directed to the individual and to the community in the field of preventive medicine and community.

SYLLABUS

Hrs	Frontal teaching
2	The primary, secondary and tertiary prevention
2	From disease prevention to health promotion
2	Tools and methods of health promotion: the Ottawa paper
2	Epidemiological data for planning the prevention and health promotion activities
2	Surveillance systems: Okkio, HBSC, PASSI •
2	Hygiene and prevention in school communities: the caregiver intervention areas
2	The health in the schools: surveillance of infectious diseases, school environments, behaviors and lifestyles of children
2	The project group as an effective instrument for the promotion of health: the health care assistant between integration, multidisciplinary and intersectoral method
2	The survey in the Community: caregiver skills
2	The cancer screening as a secondary prevention: health care assistant skills
2	Prevention of Chronic-degenerative diseases
3	healthy eating habits
3	Tobacco Control
3	fight against alcohol
3	promotion of physical activity
2	Planning, multidisciplinary approach and intersectoral in health promotion and prevention of chronic degenerative diseases
2	The "Gaining Health" program
2	•Brainstorming
2	Reading / viewing and discussion of papers, videos and websites
2	Simulate specific cases: caregiver role
2	Working groups
2	Teaching in the various phases of planning of interventions / education programs aimed at specific health targets and specific communities
2	Proposals for interventions for health promotion in specific communities