



# Caucasus University

## Caucasus Medicine and Healthcare Management School

<b>Title of the Educational Program</b>	საზოგადოებრივი ჯანდაცვის სამაგისტრო პროგრამა
<b>Title of the Educational Program in English</b>	Master's Program in Public Health
<b>Level of High Education</b>	MA
<b>Type of the Educational Program</b>	Academic
<b>Language of Instruction</b>	Georgian
<b>Qualification to be awarded, code</b>	0904
<b>In Georgian:</b>	საზოგადოებრივი ჯანდაცვის მაგისტრი
<b>In English:</b>	Master of Public Health
<b>Date of program approval</b>	Approved by the President of Caucasus University, May 16, 2011, by the order: #01/05-105.
<b>Date of program renewal</b>	Renewed by the decree #01/01-16 of September 17, 2018 of the president of Caucasus University
<b>Program leader and co-leader</b>	Doctor of Social Medicine – Lasha Loria

<b>Program volume in credits</b>	120 ECTS
<p>The MA program in healthcare management involves 120 ECTS credits, 60 ECTS credits per year, 33/27/30 ECTS credits per semester. Respectively, the standard term of the MA program involves 2 years.</p> <p>The academic year is based on the semester principle: the autumn and spring semesters involve 20 calendar weeks. Respectively, the academic year is planned for 40 weeks. It is possible to additionally organize an 8-week summer semester where the student may accumulate maximum 15 ECTS credits. (i.e. not more than 75 credits a year in sum).</p> <p>1 ECTS credit equals 25 hours which involves the classroom hours of the MA student (lecture, seminar, practical work, research practice, etc.) as well as the time allocated for his/her independent work.</p> <p>The health management MA program involves the teaching compulsory component (64 credits) and elective courses (20 credits out of offered 55 credits), the research component (30 credits) and the practical component - (6 credits).</p> <p>After the term of the MA program in Health Management expires, the MA student who has academic indebtedness has the right to continue studying with the view of finishing the educational program during additional semesters (not more than 4 semesters), retaining the status of the student.</p>	

Specific ratio of compulsory subjects in respect with the training plan is 80 % whereas that of elective ones equals 20 %.

**Pre-condition for admitting to the program**

The BA graduate or the one with the equivalent degree is entitled to get enrolled in the MA program of healthcare management of Caucasus University, who will enter the university on the basis of the results of the united MA exam and the interview and/or internal exam. To continue to study at the program it is essential to have minimum B2 level in English, which is proven by the appendix of the diploma or the submitted language certificate (IELTS – score of 6.5, TOIFL – score of 90) or the internal university testing.

The right to study at the MA program can be granted to the graduate of foreign universities in accordance with the requirements of article 50 of the law of Georgia on high education.

## Qualification description of the MA Program

<p><b>The aim of the program</b></p>	<p>The program corresponds with aims reflected in the mission of the School of Medicine and Healthcare of Caucasus University and ensures training of specialists following competitive, highly qualified, morally finalized ideals of democracy at local and international labor markets by introducing research-oriented teaching and learning and meeting the social-educational requirements in this field.</p> <p>The mission of the school of economics and healthcare of Caucasus University is to introduce modern approaches and values of knowing modern international standards of the healthcare system in Georgia and train specialists of public health by providing essential and up-to-date knowledge taking into consideration recommendations of the world health organization, professional associations as well as the reforms implemented in the system of health of Georgia.</p> <p>The aim of the MA program of public health is to make sure MA students acquire in-depth, theoretical, methodological and research principles of public health, develop the ability of planning research independently in this field, collecting, analyzing and interpreting the data.</p> <p>The updated MA program developed by the Caucasus University School of Medicine and Healthcare Management is focused on providing knowledge on organizing, funding, marketing and modern information technologies of the institutions of the system of main demographic and social directions of Georgia, those of the public health one research planning and application in the healthcare sector so that graduates improve after the involvement in the system provision of services of the healthcare system in Georgia by means of planning and implementing effective programs of disease prevention and healthcare support as well as respective organization and management of institutions providing healthcare and social services.</p>
<p><b>Learning outcomes of the program</b></p>	<p>➤ the graduate will possess comprehensive knowledge and skills for developing, planning, managing and implementing programs of various spectrum of public health, is aware of global healthcare tendencies and possesses knowledge of national healthcare policy. S/he also is well aware of using modern technologies in the healthcare system. S/he knows main methods of public health research.</p> <p><b><i>The graduate will have:</i></b></p> <ul style="list-style-type: none"> <li>• The ability to act in a new, unforeseen and multidisciplinary environment;</li> <li>• The ability to search for new and original ways of identifying the problems facing health organizations at macro and micro levels and solving complex ones;</li> <li>• The ability to manage change;</li> <li>• The ability to carry out research independently using most recent methods and approaches and make decisions necessary in the process of managing the health organizations.</li> </ul> <p><b><i>The student can</i></b></p> <ul style="list-style-type: none"> <li>• Formulate justified conclusions on the basis of critical analysis of complex and incomplete information (including, most recent research) about healthcare organizations;</li> <li>• Synthesize in an innovative manner information based on the most recent data about the healthcare sphere;</li> <li>• Formulate conclusions about the methodological and ethical issues using scientific foundations of social research in the healthcare field;</li> <li>• Use the key methods of qualitative and quantitative research when making decisions;</li> <li>• The ability to plan and implement the research;</li> <li>• The ability to adequately and effectively introduce scientific research and recommendations in the field of managing healthcare;</li> <li>• The ability to analyze the status of health of the population using the knowledge of the history of the healthcare system and development, calculate and analyze various indicators;</li> <li>• The ability to select the respective quantitative method for problem analysis.</li> <li>• Managing learning independently;</li> <li>• Becoming aware of peculiarities of the learning process and high level of strategic planning;</li> <li>• Searching for respective materials in respect with specific directions to characterize various situations in the healthcare field, realizing peculiarities and their application;</li> <li>• Planning and managing the learning process independently with the view of further</li> </ul>

	<p>expansion of knowledge.</p> <p><b><i>The students is able</i></b></p> <ul style="list-style-type: none"> <li>• to communicate his/her conclusions, arguments and methods of research regarding the issues of healthcare management to the academic and professional audience in English and Georgian taking into consideration achievements of information communication technologies and academic honesty;</li> <li>• To provide full information in the field of healthcare: to inform, clarify the issue, advertize, make a request, cooperate in various languages;</li> <li>• To properly present statistical, demograohic, program and scientific information to a wider audience;</li> <li>• To write a high quality analysis on healthcare issues using respectively the proof and quotes.</li> </ul> <p>➤ The graduate will have developed the ability to honestly carry out healthcare management taking into consideration availability of healthcare, honestly manage healthcare and indeoendently assess the healthcare values of oneself and others. Realize the factor of healthcare service and act in the specific environment using fair and honest methods of healthcare services. Be constantly focused on the user. Follow ethical norms of behavior and moral principles and contribute to the establishment of new values.</p>
<p><b>Areas of employment:</b></p>	<p>Skills obtained by the MA of public health in the process of learning will enable him/her to get employed at the position of an epidemiologist, healthcare reseracher, consultant and other adminsitarative directions in the public or private sector as well as local government bodies, government of non-government organizations, insurance companies, public health regional, district or central structures, healthcare establishments.</p> <p>The area of activity of the MA student in public health is primarily services of public health at the regional, district and central levels as well as those structures where the national policy of public healthcare is developed (Ministry of Labour, Healthcare and Social Security of Refugees from the Occupied Territory”; ”Ministry of Education, Science, Culture and Sport of Georgia”; ”Ministry of Environment and Ahriculture” parliament commissions), non-government or international organizations focused on public health and healthcare issues, research organizatoons, medical and educational institutions, rehabilitation centres.</p>
<p><b>Possibility to continue studies</b></p>	<p>The MA program graduate is authorised to continue studies at the PhD program which is focused on training the next level researcher in the fields of both healthcare administration and public policy and public health.</p>

<p><b>Evaluation System</b></p>	
<p>The aim of the evaluation is to determine to which extent the learning outcomes prescribed by the syllabus are reached. The student’s evaluation consists of multiple components and makes sure the course’s objectives and learning outcomes are reached. The evaluation is based on four principles: objectivity, trustworthiness, validity and transparency.</p> <p>The students are evaluated according to two sets of evaluation: determining and developing. The aim of the determining evaluation is to accurately evaluate the student’s performance. It monitors quality of learning and the level of the student’s achievement in relation to the goals set by the course. The developing evaluation is oriented on the student’s development. It gives them appropriate feedback on their achievements.</p> <p>The evaluation system includes 100 points and envisages:</p> <ol style="list-style-type: none"> <li>a) Five types of positive grades: <ol style="list-style-type: none"> <li>a.a) A Excellent – 91-100 points out of the maximum score;</li> <li>a.b) B – Very good – 81-90 points out of the maximum score;</li> <li>a.c) C – Good – 71-80 points out of the maximum score;</li> </ol> </li> </ol>	

- a.d) D – Satisfactory – 61-70 out of the maximum score;
- a.e) E – Sufficient – 51-60 points out of the maximum score.

b) two negative grades:

b.a) (FX) did not pass – 41-50 points out of the maximum score, which means the student needs to work harder and is allowed to retake the exam one more time after performing some independent work;

b.b) (F) – Failed – 40 points or less out of the total score, which means the student’s work is insufficient and he/she has to re-take the course.

Students are awarded credits on the basis of the final evaluation comprising the total of the interim and the final scores.

The student’s learning outcomes include the interim and final evaluations which are allocated relative proportions out of the total score (100 points) and a minimum competence level is fixed. Namely, out of the 100 points, the interim results are allocated 70 points, while the Final results – 30 points. In both of the components (interim and the final) the minimum competency barrier to be reached is fixed. The interim evaluation includes grading components the total of which is 70 points. For each learning component evaluation is based on the pre-determined learning goals, task-oriented clear criteria and the learning rubrics drawn on their basis. In the interim results the Student has to accumulate at least 59% of the 70 points to be allowed to take the Final Exam. The student’s Final Examination is deemed Passed, if he/she gets 60% of the total 30 points.

In case the student fails to overcome the minimum competency barrier of the Final Exam, he/she is allowed to re-take the examination. The student shall re-take the Final Examination within the period prescribe by the academic calendar no later than 5 days after announcement of the results of the Final Exam.

In case the student has 0-50 points in the Final Grade or fails to overcome the minimum competency barrier in any form of the evaluation (Midterm/Final Exams), he/she shall be given a Grade of “F-0”.

**Methods of teaching and learning**

- Discussion/debate;
- Collaborative work.
- Problem-based learning (PBL).
- Cooperative learning.
- The Heuristic method.
- Case study.
- Brain storming.
- Roleplays and situational games.
- Method of demonstration.
- Induction, deduction, analysis and synthesis.
- The explanatory method.
- The method of written work.
- The method of learning real cases in the real environment.

**Persons taking part in program implementation**

- Indicate:
- Professors 4
- Associate professor 1
- Assistant 2
- Invited lecturer 10

**Other program resources**

**Government institutions:**

Structures of the Ministry of Refugees from Occupied Territories of Georgia, Labour, Health and Social Security:

LEPL "National Centre of Disease Control"

LEPL "Agency of Social Services"

LEPL "Agency of State Regulation of Medical Activities"

Actively cooperates with the administration of the Healthcare Management and Medical School. Their representatives are involved in developing the educational program of public health established by the school, development of short and long-term plans of school development and assessment.

**NGOs and other medical and healthcare establishments:**

From April 2012 till now the amount of healthcare school partner organizations increases. These organizations are:

JSC "Universal Medical Center"

JSC "Scientific Practical Center for Infectious Pathology, AIDS and Clinical Immunology"

Ltd. "Prevention Center of Mental Health and Drug Addiction"

Ltd. "Clinic Neolab"

JSC "National Center for Tuberculosis and Lung Diseases"

Ltd. "Family Medicine National Training Center"

The administration of the School of Medicine and Healthcare Management signed the memoranda of cooperation with the mentioned organizations for supporting internship within the scope of the Public Health MA Educational Program

**The material-technical base**

The library of Caucasus University (9954 units of printed sources). There is also an operating: electronic catalogue OpenBiblio-<http://library.cu.edu.ge/opac/index.php> and the e-library - <https://ebooks.cu.edu.ge/> which is intended for internal use. To visit the e-library and downloading the material existing there, it is necessary to have the CU e-mail and the password.

The library also has access to the following networks:

EBSCO HOST

EBSCO HOST CONNECTION

World Higher Education Database WHED Portal

HEDBIB the International Bibliographic Database on Higher Education

"Information Technologies Infrastructure Windows Server 2012 is used for building on the Domain Controller, DNS, DHCP, File Server, WDS, WSUS and other services. By means of Active Directory the Domain and Domain Users are created, which enables all users and computers to be managed centrally.

Main technological resources:

Network: Fortinet Firewall (Fortigate 200D)

Cisco switch (2960L, C3650, 3750/3750G)

Cisco AP (AIR-AP1832I-E-K9)

Cisco Wireless controller (AIR-CT3504-K9)

Servers: HPE (Proliant DL360 G7, DL380 G7, DL380 G9)

Cisco (Business Edition 6000M Svr (M4)

All-In-One PC: HP Proone 400 G3

OS: Windows Server 2012 R2 Standard

Windows 10 Education

Firewall enables users to have internet access. Also, to work using the VPN client in the internal network of the company. Firewall gives the possibility to filter traffic. By means of it threat-containing websites and P2P connections are blocked. Remote Access VPN are configured, which means that, as required, employees will be able to work in the university intranet from home. Cisco SW: each user uses a specific Switch port. The user has the possibility to use maximum carrying capacity.

Cisco AP: irradiates in the whole building, gives users the opportunity to have access to internet from any point in the building.

HPE Servers: users are given the possibility to use services in the intranet such as, AD, Moodle, etc.

Cisco Server is used for IP telephone services.

Eduroam: international service is used in educational institutions for contacting Wifi using the name and password of the user.

The university has 8 computer rooms. There are 24 computers in each one. University has 250 computers in total.

Electronic servers are set up at the university as well as electronic systems of management by means of which efficiency, effectiveness and availability of services and processes management is ensured.

The university also has:

Projectors: 70

Printers: 100

Exam centre copy machine: 2 black-and-white, 1-coloured

### **Financial provision of the program**

The program budget is focused on program sustainability and continuous development. Additional expenditures of academic personnel, school administration and other ones are provided by the budget as well as those necessary for program development. It also envisages the amount for contingency expenses (10 % of the total amount). Finances are also allocated from the reserve fund of the university for program sustainability.

**Program curriculum**  
(Indicating modules, subjects, respective credits)

№	Subject code	Pre-requisite	Subject/Module	Year of study		ECTS credit		ECTS credit		
				I	II					
						I semester	II semester		I semester	II semester
				I semester	II semester	I semester	II semester		ECTS credit	
			<b>Field-specific compulsory subjects</b>	<b>23</b>	<b>17</b>	<b>24</b>		<b>64</b>		
1.	HCM 5281		Healthcare systems and funding policy	6						
2.	PH 5283		Medical social examination			6				
3.	HCM 5183		Healthcare economy	6						
4.	PH 5381		Healthcare legislation and bio-ethics			6				
5.	PH 5281		Managing contagious and non-contagious diseases			6				
6.	PH 5282		Healthcare of mothers and infants		6					
7.	PH 5382		Mental health			6				
8.	HCM 5285		Applied bio-statistics	6						
9.	PH 5182		Epidemiology		6					
10.			Qualitative research methods	5						
11.		HCM 5285	Quantitative research methods		5					

№	Subject code	Pre-requisite	Subject/Module	Year of study				ECTS credit
				I		II		
				ECTS credit				
				I semester	II semester	I semester	II semester	
			<b>Field-specific elective subjects</b>	<b>10</b>	<b>10</b>			<b>20</b>
1.	HCM 5185		Healthcare marketing	5				
2.	HCM 5283		Organizational behavior and human resources management	5				
3.	PH 5383		Pharmacy management and policy		5			
4	PH 5481		Quality and patient safety	5				
5	HCM 5181		Effective business communication		5			
6	PH 5384		Social psychology		5			
7	PH 5385		Labour health		5			
8	HCM 5385		Project planning and management	5				
9	PH 5386		Reducing violence and trafficking	5				
10	HCM 5387		Academic writing	5				
11	PH 5284		Management healthcare		5			
			<b>Practical component:</b>					<b>6</b>
1			Professional internship			6		
			<b>Scientific research componnet:</b>				<b>30</b>	<b>30</b>
1	THES 5481		MA thesis				30	
ECTS credits				33	27	30	30	
			In one year	60		60		<b>120</b>

№	Subject code	Pre-requisite	Subject/Module	Year of study		ECTS credit
				I	II	
				ECTS credit		
				I semester	II semester	
Amount of subjects/modules per year						

### Hourly distribution of the program

Nº Subject	ECTS credit/hours	Contact hours					Independent work hours
		Lecture	Seminar	Practical work	Mid-term/final exams	presentation	Independent work, preparing for exams
Healthcare systems and funding policy	6	12	12		4	2	120
Medical social examiination	6	12	12		4	2	120
Healthcare economy	6	12	12		4	2	120
Healthcare legisatoin and bio ethics	6	12	12		4	2	120
Contagious and non-contagious diseases	6	12	12		4	2	120
Healthcare of mothers and children	6	12	12		4	2	120
Mental health	6	12	12		4	2	120
Applied biostatistics	6	12		12	4	2	120
Epidemiology	6	12	12		4	2	120
Healthcare marketing	5	9	9		4	2	101
Organizational behavior and human resources management	5	9	9		4	2	101
Pharmacy management and policy	5	9	9		4	2	101
Quality and patient security	5	9	9		4	2	101
Effective business communication	5	10	10		4		101
Social psychology	5	9	9		4	2	101
Labor health	5	9	9		4	2	101
Project planning and management	5	10	10		4		101
Violence and trauma reduction	5	9	9		4	2	101
Managed health	5	9	9		4	2	101
Academic writing	5	9		9	4	2	101
Professional internship	6		28	36		2	84
Qualitative research methods	5	9		9	4	2	101
Quantitative research methods	5	9		9	4	2	101
MA thesis	<b>30</b>						

I. Map of learning outcomes

semester	Training course / module / practice / research component	Study programme results				
		# 1. [Indicate learning outcome]	Has a deep and systematic knowledge of public health, epidemiology, communicable and non-communicable diseases, biostatistics, healthcare systems and policies, healthcare economics, healthcare law and bioethics, maternal and child health, mental health, occupational health concepts and theories.	Analyzes and applies practical practices to healthcare management processes, problematics, and tools, and can apply healthcare management concepts and theories in practice.	Be able to use adequate research and data collection methods to analyze issues related to public health, process the information received and draw an argumentative conclusion.	Has effective written and oral communication skills in public health including in foreign languages
	Compulsory component of the specialty					
I	Health systems and funding policies		high	medium	low	low
II	Medical Social Examination		medium	high	medium	medium
I	Health Economics		high	medium	low	medium
III	Health legislation and bioethics		high	high	medium	high
I	Management of communicable and non-communicable diseases		high	high	high	medium
II	Maternal and Child Health		high	high	medium	high
III	Mental health		high	high	medium	high
I	Applied Biostatistics		medium	high	high	low
II	Epidemiology		medium	high	high	low
	Selected component of the specialty					

I	Health Marketing		medium	medium	high	high
I	Organizational Behavior and Human Resource Management		medium	low	low	high
I I I	Pharmacy Management and Policy		low	medium	low	medium
IV	Quality and patient safety		medium	high	medium	medium
II	Effective business communication		low	low		high
III	social Psychology		low	medium	high	high
IV	Labor health		medium	medium	medium	medium
III	Project planning and management		medium	medium	low	high
III	Reducing violence and trauma			medium	low	low
I	academic writing				medium	high
II	Managed healthcare		low	high	medium	medium
	Practice / Research					
IV	Professional practice -1			high	medium	high
IV	Master's thesis				high	high

I. Map of goals and learning outcomes

<p style="text-align: center;"><b>Program Objectives</b></p> <p style="text-align: center;"><b>Program Learning Outcomes</b></p>	<p style="text-align: center;">Modern of public health systems, institutions and organizations</p> <p style="text-align: center;">Innovative technologies and values</p> <p style="text-align: center;">Introduction</p>	<p style="text-align: center;">The needs of the public health sector</p> <p style="text-align: center;">Study and labor market</p> <p style="text-align: center;">Take into account the requirements</p>	<p style="text-align: center;">Research in the Public Health Sector</p> <p style="text-align: center;">Planning and use</p>
<p>Has a deep and systematic knowledge of public health epidemiology, communicable and non-communicable diseases, biostatistics, healthcare systems and policies, health economics, healthcare law and bioethics, maternal and child health, mental health, occupational health concepts and theories.</p>	<p><b>X</b></p>	<p><b>X</b></p>	
<p>Analyzes and applies practical practices to healthcare management processes, problematics, and tools, and can apply health management concepts and theories in practice.</p>	<p><b>X</b></p>	<p><b>X</b></p>	
<p>Be able to use adequate research and data collection methods to analyze issues related to public health, process the information received and draw an argumentative conclusion.</p>		<p><b>X</b></p>	<p><b>X</b></p>
<p>Has effective written and oral communication skills in public health, including in foreign languages.</p>	<p><b>X</b></p>	<p><b>X</b></p>	<p><b>X</b></p>
<p>Leads to the values and values accepted and recognized in public health, participates in the process of strengthening them and strives to establish them.</p>	<p><b>X</b></p>	<p><b>X</b></p>	

### Resource base of professors and instructors

Nº	Name and Surname	Status	Subject
1	Thea Giorgadze	Professor	<ul style="list-style-type: none"> <li>• Policy of healthcare systems and funding</li> <li>• Management of contagious and non-contagious diseases</li> <li>• Reducing violence and traumatism</li> </ul>
2	Maia Gonashvili	Professor	<ul style="list-style-type: none"> <li>• Healthcare economy</li> <li>• Organizational behavior and human resources management</li> </ul>
3	Aza Chanturia	Professor	<ul style="list-style-type: none"> <li>• Quantitative research methods</li> </ul>
4	Mzia Tediashvili	Professor	<ul style="list-style-type: none"> <li>• Social psychology</li> </ul>
5	Lela Abdushelishvili	Associate Professor	<ul style="list-style-type: none"> <li>• Effective business communication</li> <li>• Qualitative research methods</li> </ul>
6	Ketevan Intskirveli	Assistant	<ul style="list-style-type: none"> <li>• Academic writing</li> </ul>
7	Vakhtang Surguladze	Assistant	<ul style="list-style-type: none"> <li>• Professional internship</li> </ul>
8	Nata Kazakhashvili	Invited lecturer	<ul style="list-style-type: none"> <li>• Healthcare legislation and bio ethics</li> <li>• Health of mothers and infants</li> <li>• Quality and patient security</li> </ul>
9	Nino Okribelashvili	Invited lecturer	<ul style="list-style-type: none"> <li>• Mental health</li> </ul>
10	Lia Mdinardze	Invited lecturer	<ul style="list-style-type: none"> <li>• Applied bio-statistics</li> </ul>
11	Giorgi Chakhunashvili	Invited lecturer	<ul style="list-style-type: none"> <li>• Epidemiology</li> </ul>
12	Sopio Khazhomia	Invited lecturer	<ul style="list-style-type: none"> <li>• Pharmacy management and policy</li> </ul>
13	Devi Tabidze	Invited lecturer	<ul style="list-style-type: none"> <li>• Medical social examination</li> </ul>
14	Ketevan Khazaradze	Invited lecturer	<ul style="list-style-type: none"> <li>• Labour health</li> </ul>
15	Tamar Lominadze	Invited lecturer	<ul style="list-style-type: none"> <li>• Project planning and management</li> </ul>
16	Rusudan Dalakishvili	Invited lecturer	<ul style="list-style-type: none"> <li>• Healthcare marketing</li> </ul>
17	Lasha Loria	Invited Lecturer	<ul style="list-style-type: none"> <li>• Managed healthcare</li> </ul>