

FACULTY OF MEDICINE

Approved:

Dean:

(Prof. Dr. Zlatislav Stoyanov ~~Dimitrov~~, DSc)



SYLLABUS

IN

Epidemiology of HIV / AIDS

Specialty	MEDICINE
Educational - qualification degree	master
Organizational form of education	full-time
Auditorial activity (Lectures/Seminars)	24 (14/10)
Extra-auditorial activity	36
ECTS- credits	2
Discipline type	elective
Semester/s of education	IX
Semester of examination	IX
Developer(s) of the Syllabus:	Professor M. Gospodinova, MD, PhD Assoc. Prof. Ts. Paunov, MD, PhD Assoc. Prof. E. Ivanova, MD, PhD Assoc. Prof. R. Chamova, MD, PhD Assoc. Prof. K. Stoyanova, MD, PhD Ch. As. Prof. M. Kolarova, MD, PhD As. T. Cvetkova MD, PhD As. M. Kozmidis, MD As. P. Nikolov, MD

Varna, 2022

ANNOTATION

Aims of the course	<p>The program is planned after identifying the need to improve awareness of the HIV / AIDS Epidemiology. It is justified by the need to focus on the specific features of the infection. It is aimed at acquiring knowledge, acquiring skills for understanding and using the methods for prevention and control of HIV / AIDS for making the most correct and accurate decisions in everyday life and in the conditions of professional risk. Raising awareness of the HIV / AIDS epidemiology to reduce fear of AIDS, overcoming stigma and discrimination, accepting people living with HIV / AIDS.</p> <p>When HIV and AIDS education is part of the curriculum, some key aspects (psychosocial, cultural and life skills) remain insufficiently covered and health professionals are unable to respond adequately to situations in practice.</p> <p>The teaching of AIDS "Epidemiology of HIV / AIDS" aims to unite efforts for adequate surveillance and control of the HIV / AIDS epidemic, to achieve a high health culture and education of students through in-service training in the field of HIV / AIDS.</p>
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Outcomes for students at the end of the course:	
Knowledge	<ul style="list-style-type: none"> • Building skills for problem solving and decision making; • Overcoming stigma and discrimination; • Increasing knowledge about the prevention and control of socially significant diseases such as AIDS.
Skills	<ul style="list-style-type: none"> ▪ Historical aspects, epidemiology and transmission of HIV infection; ▪ Recognition, signs, symptoms, diagnosis and treatment of patients with HIV / AIDS; Using appropriate tests and skills to interpret the results; ▪ HIV / AIDS related infections and parasitosis ▪ Familiarization with the statistics of the spread of the disease; Identify geographical differences in the spread of HIV, as well as differences between urban and rural areas; ▪ Identification of structural factors that could stimulate the spread of HIV; ▪ Analyzing the social, legal, economic and cultural aspects of the HIV problem; ▪ Determining the populations at risk and ways of transmission in them; ▪ Management of HIV-related pregnancies; including counseling and testing, ARV prophylaxis to prevent transmission ▪ HIV infection (and AIDS) in the individual, family and community; ▪ Overcoming stigma and discrimination, respect and support for people living with HIV, prevention, treatment and care; ▪ Recommendations for behavior change. Use of universal protective equipment; ▪ Management of cases of professional accidents; Disinfection and sterilization; Pre- and post-exposure prophylaxis ▪ Supporting the formation of knowledge about the anti-epidemic control of HIV / AIDS.
Competences	<p>1. Patient Care that is compassionate, appropriate, and effective for treating health problems and promoting health.</p> <p><i>Within this competence, medics must be able to:</i></p> <ul style="list-style-type: none"> - Research and evaluate care practices for HIV / AIDS patients (including own).

	<ul style="list-style-type: none"> - Improve medical practice for HIV / AIDS patients - To collect important and accurate information about the patient / client. - To consult patients / clients with HIV / AIDS and their family members. - To make informed diagnostic and therapeutic decisions in HIV / AIDS. <p>2. Medical Knowledge about established and evolving biomedical, clinical, and cognate (eg, epidemio-logical and social-behavioral) sciences and the application of this knowledge to patient care.</p> <p><i>Within this competence, medics must be able to:</i></p> <ul style="list-style-type: none"> - To acquire new scientific and clinical knowledge about HIV /AIDS. - Apply a research and analytical approach to solving clinical and scientific problems in HIV / AIDS. - To teach others, using the peer-to-peer method, <p>3. Practice-Based Learning and Improvement that involves investigation and evaluation of their own patient care, appraisal, and assimilation of scientific evidence, and improvements in patient care.</p> <p><i>Within this competence, medics must be able to:</i></p> <ul style="list-style-type: none"> - Research and evaluate care practices for HIV / AIDS patients (including their own). - Improve medical practice for HIV / AIDS patients. <p>4. Interpersonal and Communication Skills that result in effective information exchange and teaming with patients, their families, and other health professionals.</p> <p><i>Within this competence, medics must be able to:</i></p> <ul style="list-style-type: none"> - To establish and maintain a therapeutic relationship with patients with HIV / AIDS and their families. - To work effectively as a member of a health team. - To lead a health team for the prevention and control of HIV / AIDS patients <p>5. Professionalism, as manifested through a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population.</p> <p><i>Within this competence, medics must be able to:</i></p> <ul style="list-style-type: none"> - To demonstrate professional behavior and responsibility. - To demonstrate humanism and cultural competence. - To maintain emotional, physical and mental health. - To strive for continuous personal and professional growth. <p>6. Systems-Based Practice, as manifested by actions that demonstrate an awareness of and responsiveness to the larger context and system of health care and the ability to effectively call on system resources to provide care that is of optimal value.</p> <p><i>Within this competence, medics must be able to:</i></p> <ul style="list-style-type: none"> - To work effectively in different environments and systems for providing health care related to their clinical specialty. - To coordinate the care of patients with HIV / AIDS patients within the health care system related to their clinical specialty. - Analyze the risks and benefits of caring for HIV / AIDS patients and / or the population, where appropriate.
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	<ul style="list-style-type: none"> - Advocate for quality care for patients with HIV / AIDS - To work in interprofessional teams to increase the safety of patients with HIV / AIDS and improving the quality of care for them.
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Key competencies for lifelong learning¹, that the discipline develops:	
Literacy competence Literacy is the ability to identify, understand, express, create, and interpret concepts, feelings, facts and opinions in both oral and written forms, using visual, sound/audio and digital materials across disciplines and contexts. It implies the ability to communicate and connect effectively with others, in an appropriate and creative way.	
Multilingual competence This competence defines the ability to use different languages appropriately and effectively for communication. It broadly shares the main skill dimensions of literacy: it is based on the ability to understand, express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) in an appropriate range of societal and cultural contexts according to one's wants or needs.	
Mathematical competence and competence in science, technology, engineering A. Mathematical competence is the ability to develop and apply mathematical thinking and insight in order to solve a range of problems in everyday situations. Building on a sound mastery of numeracy, the emphasis is on process and activity, as well as knowledge. Mathematical competence involves, to different degrees, the ability and willingness to use mathematical modes of thought and presentation (formulas, models, constructs, graphs, charts). B. Competence in science refers to the ability and willingness to explain the natural world by making use of the body of knowledge and methodology employed, including observation and experimentation, in order to identify questions and to draw evidence-based conclusions. Competences in technology and engineering are applications of that knowledge and methodology in response to perceived human wants or needs. Competence in science, technology and engineering involves an understanding of the changes caused by human activity and responsibility as an individual citizen.	
Digital competence Digital competence involves the confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society. It includes information and data literacy, communication and collaboration, media literacy, digital content creation (including programming), safety (including digital well-being and competences related to cybersecurity), intellectual property related questions, problem solving and critical thinking.	
Personal, social and learning to learn competence Personal, social and learning to learn competence is the ability to reflect upon oneself, effectively manage time and information, work with others in a constructive way, remain resilient and manage one's own learning and career. It includes the ability to cope with uncertainty and complexity, learn to learn, support one's physical and emotional well-being, to maintain physical and mental health, and to be able to lead a health-conscious, future-oriented life, empathize and manage conflict in an inclusive and supportive context.	X
Citizenship competence the ability to act as responsible citizens and to fully participate in civic and social life, based on an understanding of social, economic, legal and political concepts and structures, as well as global developments and sustainability.	X
Entrepreneurship competence Entrepreneurship competence refers to the capacity to act upon opportunities and ideas, and to transform them into values for others. It is founded upon creativity, critical thinking and problem solving, taking initiative and perseverance and the ability to work collaboratively in order to plan and manage projects that are of cultural, social or financial value.	X
Cultural awareness and expression competence Competence in cultural awareness and expression involves having an understanding of and respect for how ideas and meaning are creatively expressed and communicated in different cultures and through a range of arts and other cultural forms. It involves being engaged in understanding, developing and expressing one's own ideas and sense of place or role in society in a variety of ways and contexts.	X

¹ As defined in 2018 r. by the European Union Council ([https://eur-lex.europa.eu/legal-content/BG/TXT/HTML/?uri=CELEX:32018H0604\(01\)&from=EN](https://eur-lex.europa.eu/legal-content/BG/TXT/HTML/?uri=CELEX:32018H0604(01)&from=EN))

Methods of education

- lectures
- seminars
- practical and laboratory exercises, practical and creative problem solving, case studies, consultations, discussions, work with scientific literature, regulatory documents, databases, analyses, presentations, work with patients under observation, medical documentation, conversation,

Links with other courses from the curriculum of the specialty

- *Infectious diseases*
- *Parasitology*
- *Virology*
- *Social medicine*
- *Hygiene*