

2021/22

COURSE CATALOGUE, COMPETENCIES AND LEARNING OUTCOMES

GRADUATE STUDY PROGRAMME OF NURSING

Adopted at the 6th session of the Professional Expert Council held on 22 March 2022

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I. COMPETENCIES OF THE GRADUATE UNIVERSITY STUDY PROGRAMME OF NURSING

Upon completion of the study programme, students will be fully qualified to work independently or in a team in the health system. They will be able to apply the acquired:

1. Knowledge

1.1. **Knowledge in biomedical, legal, economic and pedagogic sciences:** apply knowledge of clinical pharmacology, law, health insurance system, pedagogy and didactics; use nursing documentation for professional, scientific and potential legal needs.

1.2. **Expert knowledge in health care:** apply professional knowledge and skills in providing health care for patients and their relatives as well as other health care users, in counseling and choosing appropriate health care based on knowledge of evidence-based clinical health care at the level of medical and other institutions, whereby respecting current health policies and guidelines as well as principles of ethics and deontology.

2. Personal skills

2.1. **Problem solving and decision making:** demonstrate observational, creative and critical skills in developing and implementing solutions to practical problems in the provision of health care and patient care, implement immediate life-saving measures independently; decides on priorities (determines the order) of complex working tasks.

2.2. **Communication skills:** provide positive interactions with patients, associates, other health professionals and the general public through oral and written forms of communication. Apply appropriate modern communication skills while working with various social groups. Use quality communication according to the current methods in the educational process across all educational levels in the area of nursing. Improve and apply personal non-verbal communication and assertive communication style. Use knowledge and techniques of supervision while managing stress factors. Possess assertiveness, availability and collegiality in work-related crisis interventions and interpersonal relations.

2.3. **Teamwork skills:** showing professional and responsible behaviour make significant contribution to various situations and interprofessional groups as well as to the work of professional organizations and committees. Delegate working tasks according to their complexity and capacity to be performed. Manage the cooperation process in unpredictable and unexpected situations.

3. Professional skills

3.1. Nursing care of patients: as part of the health care team provide appropriate patient care that includes informing, advising and teaching patients, provide evidence-based health care in the process of patient treatment. Plans, organises and applies complex procedures using available methods and instruments for work, especially in emergency and unpredictable situations and apply critical thinking and accurate assessments based on evidence from practice. Manage nursing and medical records. Formulate therapeutic methods within nursing competencies. Prepare and perform non-invasive diagnostic procedures as well as prepare and participate as part of the team in performing the most complex diagnostic and therapeutic procedures. Assemble, organise and take part in explanation and transplantation teams.

3.2. Nursing care in community: create and actively participate in the implementation of national programmes such as assessment of health risk factors in the local and national community and create programmes and organize activities for health promotion and improvement at the local and national level through interdisciplinary teams. Plan, perform and evaluate the implementation of preventive measures in the field of community nursing practice; develop and implement general and specific prevention activities as well as create and participate in the health promotion programme. Determine the form of health care provision for vulnerable groups; participate in interdisciplinary teams to solve the problems of vulnerable groups and collaborate with different socially sensitive groups. Plan teaching of health care users at all levels (individual, group and community). Suggest space, medical equipment and devices in social institutions and in the home of the patient. Work to improve hygienic and epidemiological measures in the community. Implement principles of good practice and quality control in healthcare. Apply the criteria of legal liability of healthcare professionals arising from domestic and EU legislation, including case law; recognize issues of legal liability in terms of teamwork; rights and obligations of healthcare professionals in performing their activities; evaluation of health care activities; work and organization of professional chambers; applicable codes of ethics and deontology as well as disciplinary, civil and criminal law liability, apply declarations on human rights and patients' rights, recognize and prevent the violation of patients' rights and inform patients about their rights guaranteed by Croatian regulations, international conventions and declarations.

3.3. Organisational and management skills: organize and manage human and material resources as well as support systems within the autonomous field of health care, complex work processes at all levels of health care and social care as well as in jobs involving nursing activities. Supervise the work of all employees in the implementation of the nursing care process. Plan, organize and prepare space, medical equipment and devices for station and daily health care and for specialist-consultative health care in social and private ownership. Manage time through the implementation of working processes. Work together with other stakeholders in the health sector, participate in delivery of practical training for health professionals on the basis of acquired knowledge and skills, grade and implement occupational safety measures. Critically use indicators to assess the quality of nursing care; responsibly apply standard procedures and norms in nursing care; monitor and supervise different segments of nursing work. Create and participate in the implementation of waiting lists for the first and follow-up examinations, therapeutic and diagnostic procedures. Manage patients' complaints about the quality of healthcare; organize and conduct patient and staff satisfaction surveys.

3.4. Participation in the educational process. Assess and determine the needs for the education of nurses in the work system; prepare instructions for the implementation of theoretical and practical education using modern teaching methods; teach in accordance with the estimated needs for education. Deliver education at all levels of nursing programmes in accordance with the regulations on higher education, hold lectures within the educational programme in the field of nursing (theoretical classes, clinical exercises and exercises on models and devices in the field of health care).

3.5. Information skills: apply information technologies and databases to improve professional knowledge and skills as well as self-education. Present and monitor the patient's condition through e-documentation of health care; link nursing and medical documentation through the business information system.

3.6. Research skills: explain scientific foundations of health care; explore the latest developments in health care; use databases to find the best/the most appropriate evidence; create symbiosis with clinical research.

4. Independence and responsibility

4.1. **Independence:** critically apply evidence-based models of nursing practice. Demonstrate autonomy in organisation, leadership and management, in development of strategy and business plans relevant to the profession. Can manage an organisational unit (department or clinic) where responsibility in decision-making and day-to-day operations, by integrating knowledge in IT, medicine, medical technology, ethics and management, is shown.

4.2. **Responsibility:** apply legal and ethical principles of the profession in independent and team work; carry out activities related to continuing professional education and contribute to the development of the profession. Create conditions and apply the latest developments in the field of health care in practice; critically use professional literature and develop knowledge; develop evidence-based guidelines and prepare conditions for application in nursing practice. Think creatively, value critically to solve unknown and complex individual problems in work processes. Promote nursing profession through various forums, media and other forms of public action; promote and present nursing through social, political, military and religious organisations and communities and implement measures to prevent possible risk situations in the processes of providing treatment and health care.

II. COURSE CATALOGUE WITH LEARNING OUTCOMES

Upon completion of the study, Masters of Nursing will be able to:

1. Apply the acquired knowledge in the field of evidence-based nursing and health care, clinical pharmacology, law, economics, health insurance system, statistics in health care.
2. Analyse particularities of the disease that are important in assessing patients' health status and apply specialized skills in solving various complex tasks, especially in unpredictable conditions and situations.
3. Explore and integrate the principles of health care and create conditions for the implementation of modern evidence-based knowledge.
4. Plan, organise and deliver education to students in medical high schools, nursing students in higher education institutions and other health programmes in the field of health care.
5. Plan, organise and manage human and material resources as well as health care support systems in complex work processes at all levels of health care.
6. Manage the health care quality system.
7. Understand and apply teaching methods within health, education and other institutions, health workers, patients and their families as well as other users of health services.
8. Manage and maintain nursing and medical documentation.
9. Plan, develop and implement health promotion programmes, promotion of profession and work organisations through health education activities.
10. Apply and develop skills related to quality communication with team members, patients and their families as well as with wider community.
11. Plan, organise and prepare space, medical and other equipment.
12. Act on principles of professional ethics and legislation.
13. Use information technologies and databases for the purpose of improving professional knowledge and skills.

I. I II. SEMESTER – LEARNING OUTCOMES AT THE STUDY LEVEL

CODE	COURSE	DS 1	DS 2	DS 3	DS 4	DS 5	DS 6	DS 7	DS 8	DS 9	DS 10	DS 11	DS 12	DS 13
ZSZ701	Health Care Law	+				+			+	+			+	
ZSZ702	Health Care Ethics	+				+			+	+	+		+	+
ZSZ703	Patient's Right	+				+			+		+		+	+
ZSZ704	Health Insurance Systems	+				+	+		+			+	+	
ZSZ705	Health Care Information Systems	+	+	+		+	+	+	+	+	+		+	+
ZSZ706	Human Resource Management	+		+		+	+	+	+	+	+		+	
ZSZ707	Health Care Management	+	+	+		+	+	+	+		+		+	+
ZSZ708	Health Care Economics	+				+	+		+			+	+	+
ZSZ709	Health Care Quality Control	+	+	+		+	+	+	+	+	+	+	+	+
ZSZ710	Pedagogy	+		+	+				+		+	+		
ZSZ711	Didactics and Teaching Methods	+			+				+		+	+		
ZSZ712	Statistics in Health Care	+		+		+	+		+					+
ZSZ713	Scientific and Research Work	+	+	+	+	+	+	+	+	+			+	+
ZSS701	Nursing Care Theory	+		+	+	+			+				+	
ZSS702	Nursing Care	+	+	+	+	+	+	+	+		+	+	+	+
ZSS703	Dietetics	+	+	+	+	+		+	+	+		+		+

III. and IV. SEMESTER – LEARNING OUTCOMES AT THE STUDY LEVEL

CODE	COURSE	DS 1	DS 2	DS 3	DS 4	DS 5	DS 6	DS 7	DS 8	DS 9	DS 10	DS 11	DS 12	DS 13
ZSS704	Emergency and Clinical Care	+	+	+	+	+	+		+		+	+	+	+
ZSS705	Infection Prevention and Control	+	+	+	+	+	+		+	+		+	+	+
ZSS706	Clinical Pharmacology	+	+	+		+			+			+	+	+
ZSS707	Communication and Clinical Evaluation	+	+	+	+	+	+		+	+	+		+	+
ZSS708	Evidence-based Clinical Practice	+	+	+	+	+	+		+	+		+	+	+
ZSS709	Evidence-based Clinical Care of Internal Medicine Patients*	+	+	+		+	+		+	+		+	+	+
ZSS710	Evidence-based Clinical Care of Surgical Patients*	+	+	+		+	+		+	+		+	+	+
ZSS711	Evidence-based Clinical Care of Paediatric Patients*	+	+	+		+	+		+	+		+	+	+
ZSS712	Evidence-based Clinical Care of the Psychiatric Patients*	+	+	+		+	+		+	+		+	+	+
ZSS717	Geriatrics and Evidence-based Geriatric Nursing Care *	+	+	+		+	+		+	+		+	+	+
ZSS713	History and Nursing Models	+		+		+	+			+			+	
ZSS714	Health Promotion and Disease Prevention	+		+	+	+	+	+		+	+		+	+
ZSS715	Basic Laboratory Tests	+	+			+	+		+			+	+	+
ZSS716	Master's Thesis	+	+	+		+	+			+			+	+

III. MANDATORY AND ELECTIVE COURSES

LIST OF COURSES								
Year of study: 1.								
Semester: I. and II.								
STATUS	CODE	COURSE	NUMBER OF HOURS PER SEMESTER				ECTS	
			L	S	E	F		
Mandatory	ZSZ701	Health Care Law	35	5	5	0	4	
	ZSZ702	Health Care Ethics	20	20	0	0	4	
	ZSZ703	Patient's Right	35	5	5	0	4	
	ZSZ704	Health Insurance Systems	30	5	0	0	4	
	ZSZ705	Health Care Information Systems	10	15	10	0	4	
	ZSZ706	Human Resource Management	20	5	10	0	4	
	ZSZ707	Health Care Management	20	5	10	0	4	
	ZSZ708	Health Care Economics	20	20	0	0	4	
	ZSZ709	Health Care Quality Control	20	15	0	0	4	
	ZSZ710	Pedagogy	20	20	0	0	4	
	ZSZ711	Didactics and Teaching Methods	20	20	0	0	4	
	ZSZ712	Statistics in Health Care	5	10	10	0	3	
	ZSZ713	Scientific and Research Work	5	10	15	0	3	
	ZSS701	Nursing Care Theory	20	20	10	0	4	
	ZSS702	Nursing Care	10	15	5	0	3	
	ZSS703	Dietetics	20	15	0	0	3	
	TOTAL			310	205	80	0	60

LEGEND

L – lectures

S – seminars

E – exercises

F – field practice

LIST OF COURSES								
Year of study: 2.								
Semester: III. and IV.								
STATUS	CODE	COURSE	NUMBER OF HOURS PER SEMESTER				ECTS	
			L	S	E	F		
Mandatory *Elective	ZSS704	Emergency and Clinical Care	20	20	10	0	4	
	ZSS705	Infection Prevention and Control	30	20	15	0	6	
	ZSS706	Clinical Pharmacology	20	20	15	0	6	
	ZSS707	Communication and Clinical Evaluation	20	40	40	0	8	
	ZSS708	Evidence-based Clinical Practice	20	40	40	0	8	
	ZSS709	Evidence-based Clinical Care of Internal Medicine Patients*	20	20	20	0	6	
	ZSS710	Evidence-based Clinical Care of Surgical Patients*	20	20	20	0	6	
	ZSS711	Evidence-based Clinical Care of Paediatric Patients*	20	20	20	0	6	
	ZSS712	Evidence-based Clinical Care of the Psychiatric Patients*	20	20	20	0	6	
	ZSS717	Geriatrics and Evidence-based Geriatric Nursing Care *	20	20	0	20	6	
	ZSS713	History and Nursing Models	15	20	0	0	3	
	ZSS714	Health Promotion and Disease Prevention	20	15	0	0	3	
	ZSS715	Basic Laboratory Tests	15	10	5	0	3	
	ZSS716	Master's Thesis	0	265	0	0	13	
	TOTAL			260	550	205	20	84

LEGEND

L – lectures

S – seminars

E – exercises

F – field practice

IV. EXAM AND COURSE ENTRY REQUIREMENTS

CODE	COURSE	Course entry requirements	Exam entry requirements
ZSZ701	Health Care Law	-	In accordance with the Ordinance on the Study and System of Studying
ZSZ702	Health Care Ethics	-	In accordance with the Ordinance on the Study and System of Studying
ZSZ703	Patient's Right	-	In accordance with the Ordinance on the Study and System of Studying
ZSZ704	Health Insurance Systems	-	In accordance with the Ordinance on the Study and System of Studying
ZSZ705	Health Care Information Systems	-	In accordance with the Ordinance on the Study and System of Studying
ZSZ706	Human Resource Management	-	In accordance with the Ordinance on the Study and System of Studying
ZSZ707	Health Care Management	-	In accordance with the Ordinance on the Study and System of Studying
ZSZ708	Health Care Economics	-	In accordance with the Ordinance on the Study and System of Studying
ZSZ709	Health Care Quality Control	-	In accordance with the Ordinance on the Study and System of Studying
ZSZ710	Pedagogy	-	In accordance with the Ordinance on the Study and System of Studying
ZSZ711	Didactics and Teaching Methods	-	In accordance with the Ordinance on the Study and System of Studying
ZSZ712	Statistics in Health Care	-	In accordance with the Ordinance on the Study and System of Studying
ZSZ713	Scientific and Research Work	-	In accordance with the Ordinance on the Study and System of Studying
ZSS701	Nursing Care Theory	-	In accordance with the Ordinance on the Study and System of Studying
ZSS702	Nursing Care	-	In accordance with the Ordinance on the Study and System of Studying
ZSS703	Dietetics	-	In accordance with the Ordinance on the Study and System of Studying
ZSS704	Emergency and Clinical Care	-	In accordance with the Ordinance on the Study and System of Studying

ZSS705	Infection Prevention and Control	-	In accordance with the Ordinance on the Study and System of Studying
ZSS706	Clinical Pharmacology	-	In accordance with the Ordinance on the Study and System of Studying
ZSS707	Communication and Clinical Evaluation	-	In accordance with the Ordinance on the Study and System of Studying
ZSS708	Evidence-based Clinical Practice	-	In accordance with the Ordinance on the Study and System of Studying
ZSS709	Evidence-based Clinical Care of Internal Medicine Patients*	-	In accordance with the Ordinance on the Study and System of Studying
ZSS710	Evidence-based Clinical Care of Surgical Patients*	-	In accordance with the Ordinance on the Study and System of Studying
ZSS711	Evidence-based Clinical Care of Paediatric Patients*	-	In accordance with the Ordinance on the Study and System of Studying
ZSS712	Evidence-based Clinical Care of the Psychiatric Patients*	-	In accordance with the Ordinance on the Study and System of Studying
ZSS717	Geriatrics and Evidence-based Geriatric Nursing Care *	-	In accordance with the Ordinance on the Study and System of Studying
ZSS713	History and Nursing Models	Passed courses: Nursing Care Nursing Care Theory	In accordance with the Ordinance on the Study and System of Studying
ZSS714	Health Promotion and Disease Prevention	-	In accordance with the Ordinance on the Study and System of Studying
ZSS715	Basic Laboratory Tests	-	In accordance with the Ordinance on the Study and System of Studying
ZSS716	Master's Thesis		In accordance with the Ordinance on the Study and System of Studying

V. CURRICULA OF MANDATORY AND ELECTIVE COURSES

NAME OF THE COURSE		Health Care Law				
Code	ZSZ701	Year of study	1.			
Course teacher	Full professor, Jozo Čizmić, PhD	Credits (ECTS)	4			
Associate teachers	Assistant professor Nina Mišić Radanović, PhD	Type of instruction (number of hours)	L	S	E	T
			35	5	5	0
Status of the course	Obligatory	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course enrolment requirements and entry competences required for the course	No requirements					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Upon completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • enumerate basic criteria of the legal responsibility of healthcare professionals arising from domestic and foreign legislation, including legal practice; • discuss the issues of legal liability in cases of teamwork regarding the relations between doctors – other health professionals – patients; • explain the rights and obligations of healthcare professionals in performing their activities and evaluation of healthcare activities; • analyze the work and organization of professional chambers in accordance with existing codes of ethics and deontology as well as disciplinary, civil and criminal liability. 					
Course content broken down in detail by weekly class schedule (syllabus)	L1	1/ The concept and content of health care rights, relationship to other scientific disciplines and principles of performing health care activities.	5			
	L2	2/ The concept healthcare protection and social care for health, health care measures, the level of health care, content and organizational forms of health care, health care institutions.	5			
	L3	3 / The rights and obligations of health workers in performing their activities (Provision and withholding of assistance; Mutual relations between health professionals and patients; Appeal of conscience; Confidentiality; Reporting obligation; Management and filing of medical records; Selection of another physician; Search of doctors' offices; Health workers as witnesses and experts).	5			
	L4	4/ Ensuring quality of health services (Professional training; Supervision of the work of health professionals; professional chambers).	2			
	L5	5/ Chamber of health workers (Mandatory association in the chamber; Exceptions to the mandatory association in the Chamber; Public authority of the Chamber; Chamber's activities;	2			

		Bodies of the Chamber; Supervision of the work of the Chamber; the Chamber Cooperation with the Ministry of Health and other bodies; Informing the Chamber; General acts of the Chamber - Statute; Financing of the Chamber; Mutual aid fund; Paying membership fee and other financial obligations of the Chamber).				
	L6	6/ Disciplinary responsibility of health professionals (disciplinary violations; Major and minor disciplinary offense; disciplinary bodies; Disciplinary measures; Fine; Disciplinary proceedings; Proper application of the law; Statute of Limitations; Offense liability), criminal and civil liability,				2
	L7	7 / Code of medical ethics and deontology and other codes of medical professionals.				2
	L8	Criminal liability of health workers, review of incrimination according to the Criminal Code				6
	L9	Liability for damage in healthcare, review of the Law on Obligations				6
	S1	Case study				5
	E1	Case study				5
Format of instruction	X lectures X seminars and workshops X exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Regular class attendance. Active participation in the teaching process. Password for AAI EduHr electronic identity for access to e - learning					
Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	1	Research		Practical training	
	Experimental work		Report			
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	3	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Verification indicators		Success (points)	Rating share (%)		
	Written exam		20	100		
	Total		20	100		
	RATIO OF SUCCESS AND EVALUATION					
	Achieved success percentage (%)	Criterion			rating	
	60-69,9	meets minimum criteria			sufficient (2)	
	70-79,9	average success			good (3)	
80-89,9	above average success			very good (4)		
90-100	outstanding success			excellent (5)		

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Jozo Čizmić, Ljubica Žunić, OSNOVE ZDRAVSTVENOG PRAVA, 2014., Sveučilište u Splitu	4	/
Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. Čizmić, J., Medicinsko pravo – pojam, izvori, načela, Zbornik radova s Poslijediplomskog tečaja stalnog medicinskog usavršavanja I. kategorije, Split, 2007. 11-36 (predavanje, domaća recenzija, objavljeni rad, znanstveni). 2. Žunić, Lj., Mihanović, F., Značaj poznavanja medicinskog prava za zdravstvene radnike. Radiološki vjesnik 4/2009. str. 4-10. 3. Law on Health Care, (Narodne novine no. 100/18, 125/19, 147/20) 4. Law on Patients' Rights (Narodne novine, no. 169/04, 37/08) 5. Law on Midwifery, (Narodne novine, no. 120/08, 145/10) 6. Law on Nursing (Narodne novine, no. 121/03, 117/08, 57/11) 7. Law on Medical Practice (Narodne novine, no. 87/09) 8. Law on Physiotherapy (Narodne novine, no. 120/08) 		
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> ▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation 		
Other (as the proposer wishes to add)			

NAME OF THE COURSE		Health Care Ethics				
Code	ZSZ702	Year of study	1.			
Course teacher	Assistant professor Ana Ćurković, PhD	Credits (ECTS)	4			
Associate teachers	Assistant professor Ana Jeličić, PhD	Type of instruction (number of hours)	L	S	E	T
			20	20	0	0
Status of the course	Obligatory	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course enrolment requirements and entry competences required for the course	No requirements					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>After completed the course, the student will be able to:</p> <ul style="list-style-type: none"> • enumerate basic knowledge on medical ethics • explain basic knowledge on bioethics, causes of its origin and its needs in practice • develop autonomy in decision making and care about patient • explain to the patient all necessary information to increase his involvement in the treatment • explain the philosophy of the profession • explain legal and ethical codes of the profession • integrate legal and ethical codes of the profession in the work • analyze and participate in ethical judgment. 					
Course content broken down in detail by weekly class schedule (syllabus)	L,S	Medical ethics (origin, development in the world and in our country); origin and development of bioethics; different views on bioethics; European roots of bioethics; development of bioethics in Croatia; principlism; ethical pluralism and interdisciplinarity; pluriperspectivism in medical practice.	2,1			
	L,S	The philosophy of nursing and healthcare professions; (regional) ethics (nursing ethics and its historical development.	1,2			
	L,S	Main ethical theories in medical activities, ethics of virtue, ethics of duty, utilitarian ethics and ethics of care.	2,1			
	L,S	Principlism in health care, identity and integrity of healthcare (nursing) profession and knowledge and skills/techne,	1,2			
	L,S	Moral excellence of healthcare professionals in practice; ethical codes of different professions.	1,2			
	L,S	The patient as active participant in the treatment process.	1,2			
	L,S	Reorientational model of health care – focus on person as a complete human being.	2,1			
	L,S	Ethical analysis and ethical decision-making in health care.	1,2			
	L,S	Ethical models of decision-making.	2,1			
	L,S	Intuitive and critical thinking and action in practice.				
L,S	Bioethics in nursing and other professions.					

	L,S	Integrative model – interdisciplinarity and pluriperspectivism.		2,1	
	L,S	Other topics: professional (regional) ethics of healthcare professionals; main ethical theories in professional practice of healthcare professionals; identity and integrity of healthcare professions; healthcare professions – science and skills.		1,2	
	L,S	Ethical analysis and ethical decision-making of healthcare professionals.		2,1	
	L,S	Intuitive and critical thinking and acting in professional practice.		2,1	
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Regular class attendance. Active participation in the teaching process. Password for AAI EduHr electronic identity for access to e - learning				
Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	1,0	Research		Practical training
	Experimental work		Report		
	Essay		Seminar essay		(Other)
	Tests		Oral exam		(Other)
	Written exam	3,0	Project		(Other)
Grading and evaluating student work in class and at the final exam	Verification indicators		Success (points)	Rating share (%)	
	Written exam		30	100	
	Total		30	100	
	RATIO OF SUCCESS AND EVALUATION				
	Achieved success percentage (%)	Criterion		rating	
	60-69,9	meets minimum criteria		sufficient (2)	
	70-79,9	average success		good (3)	
80-89,9	above average success		very good (4)		
90-100	outstanding success		excellent (5)		
Required literature (available in the library and via other media)	Title		Number of copies in the library	Availability via other media	
	Kešina I. Etika u zdravstvu. Skripta za diplomatske studije. (lecture handouts for graduate study programme). 40%				
	Jukić I. Skripta za preddiplomske i diplomatske zdravstvene studije (chapters 7-12). (lecture handouts for undergraduate and graduate study programme). 40%				
	Bagatin J. Etika u zdravstvu. (course materials). 20%				

Optional literature (at the time of submission of study programme proposal)	LJ.Zergollern-Čupak, Bioetika i biomedicina, Pergamena, Zagreb, 2006; R.L.Lucas, Bioetika za svakoga, Verbum, Split, 2007; N.Gosić, Bioetika in vivo, Pergamena, Zagreb, 2005; N.Gosić, Bioetička edukacija, Pergamena, Zagreb 2005; A. Frković, Medicina i bioetika, Pergamena, Zagreb, 2010; L. Tomašević, Moralno-teološki aspekt palijativne skrbi i hospicijskog pokreta, u: I. ŠEGOTA (uredio), Bioetika i palijativna medicina. VI. Bioetički okrugli stol (BOS6) Rijeka, Zbornik radova, Medicinski fakultet u Rijeci – Katedra za društvene znanosti, Rijeka 2006, str. 103-111; L. Tomašević, Smrt i njezino (ne)dostojanstvo, u: V.VALJAN (ur.), Integrativna bioetika i izazovi suvremene civilizacije, Zbornik radova Prvog međunarodnog bioetičkog simpozija u Bosni i Hercegovini (Sarajevo, 32.III.-1.IV. 2006.), Bioetičko društvo u BiH, Sarajevo, 2007; str.259-271.
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> ▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation
Other (as the proposer wishes to add)	

NAME OF THE COURSE		Patient's Right				
Code	ZSZ703	Year of study	1.			
Course teacher	Full professor, Jozo Čizmić, PhD	Credits (ECTS)	4			
Associate teachers	Assistant professor Nina Mišić Radanović, PhD	Type of instruction (number of hours)	L	S	E	T
			35	5	5	0
Status of the course	Obligatory	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course enrolment requirements and entry competences required for the course	No requirements					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Upon completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • explain specialist, theoretical and practical knowledge about the patient's rights; • defend patient's rights; • identify cases of violation of patient's rights; • explain to patients their rights that are guaranteed by Croatian regulations, international conventions and declarations. 					
Course content broken down in detail by weekly class schedule (syllabus)	L1	1/ The concept of the patient's rights,			4	
	L2	2/ Legal sources . national and international			2	
		(Law on the Protection of Patients' Rights, the Convention on Human Rights and Biomedicine, the Convention on the Rights of the Child, Declaration on the Rights of Patients in Europe),				
	L3	3/ Principles of protection of patients' rights (principles of humanity and availability),			2	
	L4	4 / The right to co-decision,			2	
	L5	5/ The right to information,			1	
	L6	6/ The right to second opinion,,			1	
	L7	7/ Refusing to receive information,			1	
	L8	8/ Accepting and refusing diagnostic or treatment procedure,			1	
	L9	9/ Protection of patient who is not able to give his consent,			1	
	L10	10/ Protection of patient who is the subject of scientific research,			1	
	L11	11/ Interventions on the human genome			1	
	L12	12/ The right of access to medical records			2	
	L13	13/ The right to confidentiality (professional secret),			2	
	L14	14/ The right to maintain personal contacts			1	
	L15	15/ The right to voluntary abandonment of health facilities,			1	
	L16	16/ The right to privacy,			1	
	L17	17/ The right to compensation of damage,,			2	
	L18	18/ The Commission for Protection of Patients' Rights regional government and the Ministry of Health (structure and area of activities, procedure in front of the committee, penalties),			1	
	L19	19/ Protection of patients' right associations,			1	
L20	20/ Realization of patients' individual rights,			1		

	L21	21/ Compulsory hospitalization.			2	
	L22	22/ The criminal offense of infanticide, unlawful termination of pregnancy, legal aspects of euthanasia in the Republic of Croatia, execution on demand			4	
	S1	1/ Case study			5	
	E1	2/ Case study			5	
Format of instruction	X lectures X seminars and workshops X exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Regular class attendance. Active participation in the teaching process. Password for AAI EduHr electronic identity for access to e - learning					
Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	1,0	Research		Practical training	
	Experimental work		Report			
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	3,0	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Verification indicators		Success (points)	Rating share (%)		
	Written exam		20	100		
	Total		20	100		
	RATIO OF SUCCESS AND EVALUATION					
	Achieved success percentage (%)	Criterion			rating	
	60-69,9	meets minimum criteria			sufficient (2)	
70-79,9	average success			good (3)		
80-89,9	above average success			very good (4)		
90-100	outstanding success			excellent (5)		
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Jozo Čizmić, Ljubica Žunić, OSNOVE ZDRAVSTVENOG PRAVA, 2014., Sveučilište u Splitu			4	/	
Optional literature (at the time of submission of study programme proposal)	1. Čizmić, J., Pravo pacijenata na obaviještenost, s posebnim osvrtom na zaštitu tajnosti podataka o zdravstvenom stanju pacijenta. Zbornik Pravnog fakulteta Sveučilišta u Rijeci. 29 (2008) , 1; 227-275 (članak, znanstveni) 2. Law on Health Protection (Narodne novine no. 100/18, 125/19, 147/20) 3. Law on Patient's Rights (Narodne novine, no. 169/04, 37/08) 4. Law on Midwifery (Narodne novine, no. 120/08, 145/10) 5. Law on Nursing (Narodne novine, no. 121/03, 117/08, 57/11)					

	6. Law on Medical Practice (Narodne novine, no. 87/09) 7. Law on Physiotherapy (Narodne novine, no. 120/08)
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> ▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation
Other (as the proposer wishes to add)	

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NAME OF THE COURSE		Health Insurance Systems				
Code	ZSZ704	Year of study	1.			
Course teacher	Full professor Mirko Klarić, PhD	Credits (ECTS)	4			
Associate teachers	Assistant professor Nada Tomasović Mrčela, MD, PhD	Type of instruction (number of hours)	L	S	E	T
			30	5	0	0
Status of the course	Obligatory	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course enrolment requirements and entry competences required for the course	No requirements					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Upon completion of the course students will be able to:</p> <ul style="list-style-type: none"> – explain the financing of the compulsory health insurance; – comment on the financing of the voluntary health insurance; – comment on the supplementary health insurance; – analyze additional health insurance, private health insurance; – explain the financing of healthcare facilities in the network of public health care service. 					
Course content broken down in detail by weekly class schedule (syllabus)	<p>1. Administrative aspects of the health insurance</p> <p>The rights of the individual and the change of the state character. Globalization and the crisis of the social state. Public administration reform. Health organization and management. Formal organizational structures. Primary health care protection. More cost-effective functioning of the system. System integration. Rational use of available capacities. Secondary health care protection. Tertiary health care protection. Informal organizational structure. Croatian Institute of Public Health - the structure and functioning. The network of public health care in the Republic of Croatia.</p> <p>2. Financing models of health insurance</p> <p>Definition and functions of the health care system. Methods of financing of three systems of health systems organisations. National health model. (Beveridgean model). Health insurance model (Bismarck model). Liberal market model (American model). The health systems model. Tax-financed health care system. The health system is financed through contributions. Voluntary health insurance. Personal medical savings account. A direct payment of health care protection (direct payment for services not covered by insurance, the participation of citizens in paying a portion of health care costs and additional payment of health services). Comparative presentation of health systems of EU member states and other countries.</p> <p>3. Financing of the health care system in the Republic of Croatia</p> <p>Historical development of health care system financing. Sources of financing. Public funding. Contributions as an instrument of financing of the pension and health systems. The concept of contributions. Types of compulsory contributions. Contributions from salary. Contributions for pension insurance based on generational solidarity - the first pension pillar. Contribution based on compulsory individual capitalized savings - the second pension pillar. Contributions on salary. Contributions for basic health insurance. Special contribution for health insurance in the event of accidents at work and occupational diseases. Special contribution for the use of healthcare abroad. Employment insurance. Special contribution for the promotion of employment of persons with disabilities. The rights from the</p>					

	<p>compulsory health insurance. The base for calculation of contributions for compulsory insurance. Contribution rates for compulsory insurance. Control of calculation and collection of contributions. Croatian Institute for Health Insurance. Practical examples of calculation of compulsory contributions and taxes on income from employment and other income of doctors. Taxes from the state budget and the budgets of local and regional governments. Capital investments. Interest. Dividends. Direct payments of patients (administrative fees, participation fees etc.).</p> <p>Private financing. The funds from voluntary insurance. Contributions for voluntary insurance - expenditure on income from employment. Premiums for life insurance with elements of savings, premiums for supplementary and private health insurance and premiums of voluntary pension insurance. The rights resulting from supplementary and private health insurance. Donations. Sources of public-private financing of the health system. Municipal bonds and public-private partnerships. The relationship between the Government, the Ministry of Health and Social Welfare and the Croatian Institute for Health Insurance in terms of the financing of the health system. The directions of reforms of the public health financing in the Republic of Croatia (financing of the compulsory health insurance, financing of voluntary health insurance, supplemental health insurance, additional health insurance, private health insurance, financing of health care institutions in the public health service network).</p>																													
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)																											
Student responsibilities	<p>Regular class attendance. Active participation in the teaching process. Password for AAI EduHr electronic identity for access to e - learning</p>																													
Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance		Research		Practical training																									
	Experimental work		Report																											
	Essay		Seminar essay	2.0	(Other)																									
	Tests		Oral exam		(Other)																									
	Written exam	2.0	Project		(Other)																									
Grading and evaluating student work in class and at the final exam	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Success Indicator</th> <th style="width: 15%;">Maximal points</th> <th style="width: 35%;">Weight of the partial score (%)</th> </tr> </thead> <tbody> <tr> <td>Written exam</td> <td style="text-align: center;">30</td> <td style="text-align: center;">50</td> </tr> <tr> <td>Seminar paper (problem solving, presentation)</td> <td style="text-align: center;">30</td> <td style="text-align: center;">50</td> </tr> <tr> <td>In total</td> <td style="text-align: center;">60</td> <td style="text-align: center;">100</td> </tr> <tr> <td colspan="3" style="text-align: center;">CRITERIA FOR GRADING</td> </tr> <tr> <td style="text-align: center;">Achieved overall points (%)</td> <td style="text-align: center;">Criterion</td> <td style="text-align: center;">Grade</td> </tr> <tr> <td style="text-align: center;">60-69.9</td> <td style="text-align: center;">meets the minimum criteria</td> <td style="text-align: center;">sufficient (2)</td> </tr> <tr> <td style="text-align: center;">70-79.9</td> <td style="text-align: center;">average success</td> <td style="text-align: center;">good (3)</td> </tr> </tbody> </table>						Success Indicator	Maximal points	Weight of the partial score (%)	Written exam	30	50	Seminar paper (problem solving, presentation)	30	50	In total	60	100	CRITERIA FOR GRADING			Achieved overall points (%)	Criterion	Grade	60-69.9	meets the minimum criteria	sufficient (2)	70-79.9	average success	good (3)
Success Indicator	Maximal points	Weight of the partial score (%)																												
Written exam	30	50																												
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In total	60	100																												
CRITERIA FOR GRADING																														
Achieved overall points (%)	Criterion	Grade																												
60-69.9	meets the minimum criteria	sufficient (2)																												
70-79.9	average success	good (3)																												

	80-89.9	above-average success	very good (4)
	90-100	exceptional success	excellent (5)
Required literature (available in the library and via other media)	Title		Number of copies in the library
	<p>Mirko Klarić Upravno-politički aspekti sustava zdravstvene zaštite 2004. Magistarska radnja, Pravni fakultet u Zagrebu. 40 %</p> <p>Zoran Šinković Financiranje javnog zdravstva u Čizmić, J. – Klarić, M. (ur.): Aktualnosti zdravstvenog zakonodavstva i pravne prakse. 2011. Pravni fakultet u Splitu i Grad Novalja. 20 %</p> <p>Siniša Zrinščak Zdravstvena politika Hrvatske. U vrtlogu reformi i suvremenih društvenih izazova 2007. Revija za socijalnu politiku, god. 14, br. 2., 2007. 15 %</p> <p>Siniša Zrinščak Sustavi zdravstvene politike u svijetu: osnovna obilježja i aktualni procesi 1999. Revija za socijalnu politiku, god. 6, br 1, 1999. 15 %</p> <p>Miroslav Mastilica Financiranje zdravstvene zaštite u L. Kovačić (ur.): Organizacija i upravljanje u zdravstvenoj zaštiti. 2003. Medicinska naklada, Zagreb. 10 %</p>		
Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. G. Carrin i drugi: A Simulation Model of Financial Needs and Government Budget Options for the Functioning of the Health System: Technical document, World Health Organization, Geneva, No. 21. January, 1998. 2. Schonbach, K.: Marketorientierung der Krankenkassen auf der Grundlage von Gesundheitszielen, Arbeit und Socialpolitikm br, 3. – 4., 1997 		
Quality assurance methods that ensure the acquisition of exit competences	<p>Students and lecturers' analysis of the quality of teaching,</p> <ul style="list-style-type: none"> - Analysis of the exam success rate, - Reports of the Teaching Control Committee, - External evaluation (visits by the quality control teams of the National Agency for Quality Control - external evaluation and self-analysis. 		
Other (as the proposer wishes to add)			

NAME OF THE COURSE		Health Care Information Systems				
Code	ZSZ705	Year of study	1.			
Course teacher	Full professor Ana Jerončić, PhD	Credits (ECTS)	4			
Associate teachers	Mr. sc. Renato-Zdenko Jerončić	Type of instruction (number of hours)	L	S	E	T
			10	15	10	0
Status of the course	Obligatory	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course enrolment requirements and entry competences required for the course	No requirements					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Upon completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Define basic concepts related to health information systems. • Provide examples of healthcare information systems in Croatia • Describe the basic operation of clinical decision support and other models that learn from data • Distinguish models that learn from data in terms of their interpretability and reliability • List basic biomedical and health knowledge resources in books, journals, electronic databases, and other sources • Describe the major approaches used to indexing knowledge-based content • Apply advanced searching techniques to the major biomedical and health knowledge resources • List ways to protect the privacy and security of health information in health information systems 					
Course content broken down in detail by weekly class schedule (syllabus)	<p>Topics:</p> <ol style="list-style-type: none"> 1. Healthcare data, information, and knowledge (1L+1S+1P) 2. Information systems in healthcare; Electronic health records; Standards and Interoperability (3L+5S+3P) 3. Clinical decision support (3L+5S+2P) 4. Health information privacy and security (1L+1S) 5. Information retrieval from medical knowledge resources (2L+3S+5P) <p>In total: 10 lectures + 15 seminars + 10 practicals</p>					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			

Student responsibilities	Regular class attendance. Active participation in the teaching process. Password for AAI EduHr electronic identity for access to e - learning					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance		Research		Practical training	
	Experimental work		Report			
	Essay		Seminar essay	2.0	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	2.0	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Success Indicator		Maximal points		Weight of the partial score (%)	
	Written exam		30		50	
	Seminar paper (problem solving, presentation)		30		50	
	In total		60		100	
	CRITERIA FOR GRADING					
	Achieved overall points (%)		Criterion		Grade	
	60-69.9		meets the minimum criteria		sufficient (2)	
70-79.9		average success		good (3)		
80-89.9		above-average success		very good (4)		
90-100		exceptional success		excellent (5)		
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Josipa Kern i Mladen Petrovečki, ur. Medicinska informatika, 2009., Medicinska naklada.			15/50-70	-	
Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> Lynda R Hardy (editor). Fast Facts in Health Informatics for Nurses, 1st edition. Springer, 2020 Volpe S. Health Informatics: Multidisciplinary Approaches for Current and Future Professionals: HIMSS Book Series, 2022. Callahan Hunt E, Breckenridge Sproat S, et al. The Nursing Informatics Implementation Guide (Health Informatics): Springer, 2004 					
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> Teaching quality analysis by students and teachers Exam passing rate analysis Committee for control of teaching reports External evaluation 					
Other (as the proposer wishes to add)						

NAME OF THE COURSE		Human Resource Management					
Code	ZSZ706	Year of study	1 st				
Course teacher	Dejan Kružić, PhD, Full professor tenure	Credits (ECTS)	4				
Associate teachers	Ana Juras, PhD, Research associate Ante Mihanović, PhD, Senior lecturer	Type of instruction (number of hours)	L	S	E	T	
			20	5	10	0	
Status of the course	Obligatory	Percentage of application of e-learning	Up to 50%				
COURSE DESCRIPTION							
Course enrolment requirements and entry competences required for the course	No requirements						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>The main learning outcome of the course: Identify opportunities and manage human resources in a modern organization.</p> <p>Individual learning outcomes:</p> <ol style="list-style-type: none"> (1) Enable students to independently design and manage their professional development - career. (2) Identify and valorize various aspects of human resource management. (3) Design, evaluate and implement a compensation system. (4) Critically review and determine the adequacy of selected recruitment and selection models. (5) Valorize various incentives for motivation and monitor their realization. 						
Course content broken down in detail by weekly class schedule (syllabus)	<ul style="list-style-type: none"> – Significance and specifics of management of human resources as the most important resource of the organization. – Changes in the environment and human resource management. Job analysis and job design. – Planning human resource needs and its possible outcomes. – Staff recruitment, selection and hiring. – Introduction to work and staff training. Career management. – Personnel preparation and development. Selection of preparation and development methods. – Employee performance assessment. – Motivation to work. Motivation theories. – Rewarding and compensation system. Forms of compensation. – Labor relations and trade union organizing. 						
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)					
Student responsibilities	<p>Regular class attendance.</p> <p>Active participation in the teaching process.</p> <p>Password for AAI EduHr electronic identity for access to e - learning.</p>						
Screening student work (<i>name the</i>	Class attendance	0,40	Research		Practical training	0,80	

proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Experimental work		Report			
	Essay		Seminar essay		(Other)	
	*Tests		Oral exam		(Other)	
	*Written exam	2,80	Project		(Other)	
	* Successful passing of both tests/colloquia replaces the written exam. Each of the tests carries 40 points. At all forms of knowledge testing (test, written exam) it is necessary to achieve a minimum of 60% of the total number of points.					
Grading and evaluating student work in class and at the final exam	Evaluation indicators		Success (points)	Share in overall grade (%)		
	Attendance and activity on lectures and seminars (for 100% attendance)		10	10,0		
	Written exam or two written tests		70	70,0		
	Practical training		20	20,0		
	Total		100	100		
	PERFORMANCE AND GRADE RATIO					
	Achieved success percentage (%)	Criteria		Grade		
60%-69%	meets the minimum criteria		sufficient (2)			
70%-79%	average success		good (3)			
80%-89%	above average success		very good (4)			
90% and above	exceptional success		excellent (5)			
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Juras, A. (2021). <i>Osnove menadžmenta u zdravstvu</i> . OZS, Sveučilište u Splitu, odabrana poglavlja.					
	Belak, V. (2014). <i>Menadžment u teoriji i praksi</i> , odabrana poglavlja.					
	Noe i sur. (2006). <i>Menadžment ljudskih potencijala, Mate, Zagreb</i> , odabrana poglavlja.					
	Written course materials from lectures and exercises in e-form					
Optional literature (at the time of submission of study programme proposal)	Alfirević, N., Pavić, I., Matić, I. (2007). <i>Menadžment – Priručnik za nastavu, EFST</i> , selected chapters.					
	Berman, E., Bowman, J., West, J. i Van Wart, M. (2018). <i>Upravljanje ljudskim potencijalima u javnoj službi – Paradoksi, procesi i problemi</i> . Mate d.o.o., Zagreb.					
	Buble, M. (2006). <i>Menadžment</i> . Ekonomski fakultet Split, Split, odabrana poglavlja.					
	Fried, B. (2018). <i>Fundamentals of Human Resources in Healthcare</i> , 2nd Edition. Health Administration Press, Chicago, USA.					
	Niles, N. (2019). <i>Basic Concepts of Health Care Human Resource Management</i> , 2nd Edition. Jones & Bartlett Learning, Burlington, USA.					

Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> ▪ Survey on the quality of teaching and teaching materials ▪ Class attendance and teaching activities (periodic review by the head of studies) ▪ Exam or two tests passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation
Other (as the proposer wishes to add)	

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NAME OF THE COURSE		Health Care Management				
Code	ZSZ707	Year of study	1 st			
Course teacher	Dejan Kružić, PhD, Full professor tenure	Credits (ECTS)	6			
Associate teachers	Ana Juras, PhD, Research associate Ante Mihanović, PhD, Senior lecturer	Type of instruction (number of hours)	L	S	E	T
			20	5	10	0
Status of the course	Obligatory	Percentage of application of e-learning	Up to 50%			
COURSE DESCRIPTION						
Course enrolment requirements and entry competences required for the course	No requirements					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>The main learning outcome of the course: Identify the possibilities and ways of managing a modern health organization.</p> <p>Individual learning outcomes:</p> <ol style="list-style-type: none"> (1) Identify and valorize different aspects of health care organization management. (2) Determine the adequacy of the existing organization and design a more appropriate way of planning and implementing goals in the health care organization. (3) Critically review strategic, tactical, and operational planning in a health care organization. (4) Valorize various incentives for motivation and propose an adequate leadership style for the health care organization. (5) Critically review and determine the adequacy of selected quality control models and tools in the health care organization. (6) Design, evaluate and implement adequate principles and methods of ethical management and socially responsible business. 					
Course content broken down in detail by weekly class schedule (syllabus)	<ul style="list-style-type: none"> – Health care as an environment for management. Business, technological, social and legal-political environment of health care. – Conceptual definition of management. Basic principles, theories and functions of health management. – Management in health care: methods, techniques and tools. – Planning as a function of management. Concept, content, levels and time horizon of planning. – Nature and purpose of planning. Stages of the planning process. Responsibility for planning in health care organizations. – Conceptual definition of organizing as a function of management. Designing an organizational structure. Hierarchical and non-hierarchical organizations. – Staffing as a function of management. Planning, recruitment, selection, training and development of personnel in health care organizations. – Leadership as a function of management. Basic features of leadership, leadership models and modern approaches to leadership. – Basic principles of managerial control - the concept, process and areas of control. Implementation of the control function in health care organizations. – Socially responsible business and ethics in healthcare. 					

Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)																				
Student responsibilities	Regular class attendance. Active participation in the teaching process. Password for AAI EduHr electronic identity for access to e - learning.																					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,40	Research		Practical training	0,80																
	Experimental work		Report																			
	Essay		Seminar essay		(Other)																	
	*Tests		Oral exam		(Other)																	
	*Written exam	2,80	Project		(Other)																	
* Successful passing of both tests/colloquia replaces the written exam. Each of the tests carries 40 points. At all forms of knowledge testing (test, written exam) it is necessary to achieve a minimum of 60% of the total number of points.																						
Grading and evaluating student work in class and at the final exam	<table border="1"> <thead> <tr> <th>Evaluation indicators</th> <th>Success (points)</th> <th>Share in overall grade (%)</th> </tr> </thead> <tbody> <tr> <td>Attendance and activity on lectures and seminars (for 100% attendance)</td> <td>10</td> <td>10,0</td> </tr> <tr> <td>Written exam or two written tests</td> <td>70</td> <td>70,0</td> </tr> <tr> <td>Practical training</td> <td>20</td> <td>20,0</td> </tr> <tr> <td>Total</td> <td>100</td> <td>100</td> </tr> </tbody> </table>			Evaluation indicators	Success (points)	Share in overall grade (%)	Attendance and activity on lectures and seminars (for 100% attendance)	10	10,0	Written exam or two written tests	70	70,0	Practical training	20	20,0	Total	100	100	PERFORMANCE AND GRADE RATIO			
	Evaluation indicators	Success (points)	Share in overall grade (%)																			
Attendance and activity on lectures and seminars (for 100% attendance)	10	10,0																				
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80%-89%	above average success	very good (4)																				
90% and above	exceptional success	excellent (5)																				
Required literature (available in the library and via other media)	Title		Number of copies in the library		Availability via other media																	
	Juras, A. (2021). <i>Osnove menadžmenta u zdravstvu</i> . OZS, Sveučilište u Splitu.																					
	Belak, V. (2014). <i>Menadžment u teoriji i praksi</i> , odabrana poglavlja.																					
	Buble, M. (2006). <i>Menadžment</i> . Ekonomski fakultet Split, Split, odabrana poglavlja.																					

	Written course materials from lectures and exercises in e-form		
Optional literature (at the time of submission of study programme proposal)	<p>Alfirević, N., Pavić, I., Matić, I. (2007). <i>Menadžment – Priručnik za nastavu</i>, EFST, selected chapters.</p> <p>Fried, B. (2018). <i>Fundamentals of Human Resources in Healthcare, 2nd Edition</i>. Health Administration Press, Chicago, USA.</p> <p>Kalauz, S. (2014). <i>Organizacija i upravljanje u zdravstvenoj njezi</i>. Medicinska naklada, Zagreb.</p> <p>Murray, E. (2017). <i>Nursing leadership and management: For patient safety and quality care</i>. FA Davis Company, Philadelphia, SAD.</p>		
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> ▪ Survey on the quality of teaching and teaching materials ▪ Class attendance and teaching activities (periodic review by the head of studies) ▪ Exam or two tests passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation 		
Other (as the proposer wishes to add)			

NAME OF THE COURSE		Health Care Economics				
Code	ZSZ708	Year of study	1.			
Course teacher	Full professor Željko Mrnjavac, PhD Associate professor Lana Kordić, PhD	Credits (ECTS)	4			
Associate teachers		Type of instruction (number of hours)	L	S	E	T
			20	20	0	0
Status of the course	Obligatory	Percentage of application of e-learning	30%			
COURSE DESCRIPTION						
Course enrolment requirements and entry competences required for the course	No requirements					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Upon completion of the course, students will be able to apply advanced economic theory and methods to different part of the health system, their critical review, and independent economic research in this area.</p> <p>Individual learning outcomes:</p> <ul style="list-style-type: none"> state economic terminology; analyze the economic way of thinking; explain the functioning of health care in the Republic of Croatia, develop the methods of economic analysis in modern healthcare economics; indicate the economic rationality in the selection and assessment of the medical justification for certain treatments; develop critical thinking; apply adopted knowledge about the world and national experiences in providing health care protection; predict changes in the wider community that affect the development and functioning of the healthcare system. 					
Course content broken down in detail by weekly class schedule (syllabus)	Type of instruction	Topic			Number of student hours	
	L and S	Introduction: health economics in international perspective (The importance of economics in health care and healthcare protection, economic way of thinking about health care protection (rational choice, the market and its limitations, external effects, public goods, microeconomic decisions and microeconomic policies)			2 + 2	
	L and S	The demand for health and health services; Demand, elasticity and health;			2 + 2	
	L and S	Production, health and health care: efficient use of inputs, Cost of delivering health services;			2 + 2	
	L and S	Basic market model; Supplier-induced demand and agency;			2 + 2	

	L and S	Market failure and government; The economics of regulation; Public-private partnership in health –critical review;		2 + 2		
	L and S	Health insurance around the world –voluntary insurance-based system, social insurance system and parallel system		2 + 2		
	L and S	Health systems around the world; Reliance on the state: public health service systems		2 + 2		
	L and S	Challenges of financing the health systems nowadays;		2 + 2		
	L and S	Croatia health system review – Analysis of health care reforms in Croatia		2 + 2		
	L and S	The theoretical bases of economic evaluation; Economic evaluation vs EU funding;		2 + 2		
Format of instruction	<input type="checkbox"/> X lectures <input type="checkbox"/> x seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Regular class attendance. Active participation in the teaching process. Password for AAI EduHr electronic identity for access to e - learning.					
Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	0.5	Research	1	Practical training	
	Experimental work		Report	0.5		
	Essay		Seminar essay		(Other)	
	Tests	1	Oral exam		(Other)	
	Written exam	1	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Evaluation indicators		Success (points)	Share in overall grade (%)		
	Attendance and activity on lectures and seminars (for 100% attendance)		2,5	5		
	Written exam or two written tests		40	80,0		
	Practical training		7,5	15,0		
	Total		50	100		
	PERFORMANCE AND GRADE RATIO					
	Achieved success percentage (%)	Criteria		Grade		
	60%-69%	meets the minimum criteria		sufficient (2)		
	70%-79%	average success		good (3)		
	80%-89%	above average success		very good (4)		
90% and above	exceptional success		excellent (5)			
Required literature (available in the	Title			Number of copies in the library	Availability via other media	

library and via other media)	Authorized lectures and presentations on course's web page		Merlin
	McPake, B., Normand, C. Health economics: an international perspective, second edition 2008. Routledge Taylor & Francis Group, London i New York. (selected chapters)		Merlin
	Phillips, J.C. Health Economics: an introduction for health professionals 2005. Blackwell Publishing Ltd, USA. (selected chapters)		Merlin
	Vehovec, M. (ur.) 2014. O zdravstvu iz ekonomske perspektive, Ekonomski institut, Zagreb. (selected chapters)		Web
Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. Documents and reports by national and international healthcare institutions 2. The most recent papers. Some of them: <ul style="list-style-type: none"> • Kordić, L., 2022. Measuring hospital efficiency and effectiveness, in Pržiklas Družeta, R., Škare, M. and Kraljević Pavelić, S. (eds.) 2022. Novel Perspectives of Personalized Medicine and Healthcare Systems, Nova Science Publishers, New York. • Kordić, L., Mrnjavac, Ž., Bejaković, P., 2022. Private investment in health, in Pržiklas Družeta, R., Škare, M. and Kraljević Pavelić, S. (eds.) 2022. Novel Perspectives of Personalized Medicine and Healthcare Systems, Nova Science Publishers, New York. • Šimudić, B., Kordić, L., Mrnjavac, Ž., 2022. Health tourism in Croatia – Questioning economic impact and policy regulation, in Pržiklas Družeta, R., Škare, M. and Kraljević Pavelić, S. (eds.) 2022. Novel Perspectives of Personalized Medicine and Healthcare Systems, Nova Science Publishers, New York. • Kordić, L., 2017. Ownership versus efficiency: A cross-country comparison of health systems, DIEM: Dubrovnik International Economic Meeting, Managing Business Growth in a Volatile Environment, Vol. 3, No. 1, 288-299. • Arnerić, J., Kordić, L., 2017. Contribution of Private Sector to the Effectiveness of Health Care Provision, Proceedings of the 14th International Symposium on OPERATIONAL RESEARCH, SOR'17, Zadnik Stirn, L., Kljajić Borštinar, M., Žerovnik, J., Drobne, S. (ed.), Slovenian Society Informatika – Section for Operational Research, Ljubljana, September 27-29 2017, Bled, Slovenia, 359-364. • Kordić, L., Šimundić, B., 2017. The efficiency of health tourism infrastructure in Croatia, 11th International Days of Statistics and Economics, Conference Proceedings, Löster, T., Pavelka, T. (ed.), Libuše Macáková, Melandrium, September 14-16 2017, Prague, Czech Republic, 734-743. 		
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> ▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation 		
Other (as the proposer wishes to add)	/		

NAME OF THE COURSE		Health Care Quality Control				
Code	ZSZ709	Year of study	1.			
Course teacher	Associate professor Ante Obad, MD, PhD	Credits (ECTS)	4			
Associate teachers	Assistant professor Nada Tomasović Mrčela, MD, PhD	Type of instruction (number of hours)	L	S	E	T
			20	15	0	0
Status of the course	Obligatory	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course enrolment requirements and entry competences required for the course	No requirements					
Course objectives	The student will learn what is a quality control system in health care, what its components are and what is a quality management methodology.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>After completing the course the student will be able to:</p> <ul style="list-style-type: none"> • analyze the relationship between the outcomes of health care and the health needs of patients (health service users); • apply the Donabedian model in assessing the quality of health care • explain the quality indicators and the functioning of the quality monitoring system in health care; • explain the total quality management in health care 					
Course content broken down in detail by weekly class schedule (syllabus)		The course content includes theoretical and practical knowledge and skills needed for successful total quality management in health care.				
	L	The thematic units are organized to better understand the process of quality management and positioning of the individual depending on their position within the systematization of jobs in the health institution:				
	L	The meaning of quality in modern business environment. Defining quality. Quality of health care		2		
L	Quality as a factor of competitiveness. Quality costs. Total quality management.		2			

	S	Orientation towards service users Satisfaction of employees Team work				4
	L	Quality goals. Quality management methods and techniques Donabedian's concept of health care quality assessment (analysis in the field of structure, processes and outcomes)				4
	L	Standards and norms in healthcare. International norms.				6
	L	Health care quality assessment. Quality indicators in health care				6
	S	Audit for the purpose of assessing the quality of health care.				5
	S	Quality assurance of health care				6
Format of instruction	x lectures x seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Regular class attendance. Active participation in the teaching process. Password for AAI EduHr electronic identity for access to e - learning.					
Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	1	Research		Practical training	
	Experimental work		Report			
	Essay		Seminar essay	1,0	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	2,0	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Evaluation indicators		Success (points)	Share in overall grade (%)		
	Seminar essay		20	40,0		
	Written exam		30	60,0		
	Total		50	100		
	PERFORMANCE AND GRADE RATIO					
	Achieved success percentage (%)	Criteria			Grade	
	60%-69%	meets the minimum criteria			sufficient (2)	
	70%-79%	average success			good (3)	
	80%-89%	above average success			very good (4)	
	90% and above	exceptional success			excellent (5)	

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Tomasović Mrčela N, Obad A. teaching texts. OZS, 2021.		
Optional literature (at the time of submission of study programme proposal)	Skoko H, Upravljenje kvalitetom, 2000., Sinergija 30%		
	Kovačić L, ur. Organizacija i upravljanje u zdravstvenoj zaštiti, 2003., Medicinska naklada, 15%		
	Čulig, J. – Zovko, V., Priručnik za procjenu radnog učinka, 2001., Zavod za javno zdravstvo Grada Zagreba, 50%		
	Prüs, A. – Groult, E., Rushbrook P, ed., Safe management of wastes from health-care activities, 1999., World Organization, 5%		
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> ▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation 		
Other (as the proposer wishes to add)			

NAME OF THE COURSE		Pedagogy				
Code	ZSZ710	Year of study	1st			
Course teacher	Tonča Jukić, PhD, Associate Professor	Credits (ECTS)	4			
Associate teachers	-	Type of instruction (number of hours)	L	S	E	T
			20	20	0	0
Status of the course	Obligatory	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	To enable students to undertake pedagogical activities.					
Course enrolment requirements and entry competences required for the course	No requirements					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Upon completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • explain the nature and function of pedagogy as theory and practice of education and training - training of people; • explain the basic concepts of pedagogy – traditional and modern views; • explain socio-historic function of pedagogy on the process of training and society development; • explain methods and aspects of pedagogical activities in intellectual, labor, technical, physical, health, ethical, and aesthetic aspects of training; • explain pedagogical development theories and levels of qualitative personality development in cognitive, conative and psychomotor aspect; • describe the specifics of andragogic practices; • describe the characteristics of Waldorf and Montessori pedagogy; • explain the importance of pedagogical activities in training for a life in the plural society; • explain the structure and basic characteristics of the school system according to ISCED levels. 					
Course content broken down in detail by weekly class schedule (syllabus)	Course content refers to the theoretical and practical knowledge, skills, the skills of practical application of pedagogical theory, organisation and administration of educational activities aimed at training students for successful pedagogical work.					

	Type	Thematic units				Hours
	lectures		Scientific definition of pedagogy - epistemological characteristics, goals and objectives, basic concepts of pedagogy, pedagogy and other sciences			
		Education, upbringing and training as basic pedagogical categories, origin and development, character and content of training.				1 L
		Socio-historical dimension of pedagogy – education, upbringing and training as conditioned processes, man – work – society – training.				1 L
		Pedagogical theories of personality development – stages of development, aspects and levels of qualitative development, the role of a teacher in motivating students for „learning“.				4 L
		Aspects of pedagogical activities in the training process, intellectual, labour, technical, physical, health, ethical and aesthetic aspects.				4 L
		Methods of pedagogical activities, personality profile, relationship between teacher – student – learning process.				1 L
		Andragogy – special discipline in the scientific system of pedagogy – specific features, process of life-long learning.				1 L
		Alternative pedagogical theories and practices – Montessori and Waldorf pedagogy.				1 L
		Training for life in a multicultural community, intercultural upbringing, education and training.				1 L
		Basics of methodology of pedagogical research, research project, research methods, observation, hermeneutics, theoretical analysis and pedagogical experiment.				1 L
		Education systems – ISCED, school system in the Republic of Croatia. Curriculum as pedagogical category.				1 L
seminars		Discussion on pedagogical issues. Analysis of some sources of pedagogical literature and pedagogical practice – from students' seminar papers.				20 S
Format of instruction		<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Regular class attendance. Active participation in the teaching process. Password for AAI EduHr electronic identity for access to e - learning.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the	Class attendance	1,5	Research		Practical training	
	Experimental work		Report			
	Essay		Seminar essay	1	(Other)	
	Tests		Oral exam		(Other)	

ECTS value of the course)	Written exam	1,5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Indicators		Success (points)	Share in the grade (%)		
	Written or oral exam		7	70 %		
	seminar		3	30 %		
	Total		10	100 %		
	RATIO OF SUCCESS AND EVALUATION					
	Success - percentage (%)	criterion		grade		
	60 - 69 %	meets the minimum criteria		sufficient (2)		
70 - 84 %	average success		good (3)			
85 - 94 %	above-average success		very good (4)			
95 - 100 %	exceptional success		excellent (5)			
Required literature (available in the library and via other media)	Title		Number of copies in the library	Availability via other media		
	1. Milat, J. (2005). <i>Pedagogija (ili) Teorija osposobljavanja</i> . Zagreb: Školska knjiga.		4	no		
	2. Milat, J. (2007). Epistemologija pedagogije: dileme, pitanja, moguća rješnja. <i>Pedagogijska istraživanja</i> , 4(2), 189-201.		-	yes		
	3. PPT – presentations from lectures and seminars.		-	yes		
	4. Scientific papers of students' choice.		-	yes		
Optional literature (at the time of submission of study programme proposal)	<ul style="list-style-type: none"> • Chabot, D., & Chabot, M. (2009). <i>Emocionalna pedagogija, osjećati kako bi se učilo</i>. Zagreb: Educa. • Delors, J. (Ed.) (1998). <i>Učenje - blago u nama</i>. Zagreb: Educa. • Glasser, W. (2005). <i>Kvalitetna škola</i>. Zagreb: Educa. • Gudjons, H. (1994). <i>Pedagogija - temeljna znanja</i>. Zagreb: Educa. • Matijević, M., Bilić, V., & Opić, S. (2016). <i>Pedagogija za učitelje i nastavnike</i>. Zagreb: Školska knjiga i Učiteljski fakultet Sveučilišta u Zagrebu. • Miljković, D., Đuranović, M., & Vidić, T. (2019). <i>Odgaj i obrazovanje: iz teorije u praksu</i>. Zagreb: IEP-D2, Učiteljski fakultet Sveučilišta u Zagrebu. • Seitz, M., & Hallwachs, U. (1997). <i>Montessori ili Waldorf?: knjiga za roditelje, odgajatelje ili pedagoge</i>. Zagreb: Educa 					
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> ▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation 					
Other (as the proposer wishes to add)						

NAME OF THE COURSE		Didactics and Teaching Methodology				
Code	ZSZ711	Year of study	1st			
Course teacher	Tonća Jukić, PhD, Associate Professor	Credits (ECTS)	4			
Associate teachers		Type of instruction (number of hours)	L	S	E	T
			20	20	0	0
Status of the course	Obligatory	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	To enable students to undertake pedagogical activities within the educational program from the profession.					
Course enrolment requirements and entry competences required for the course	No requirements					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Upon completion of the course, students will be able to:</p> <ul style="list-style-type: none"> – explain the mutual relationship between didactics and teaching methodologies and their function and importance for successful learning and teaching; – explain didactics and teaching methodologies as synthesis of scientific and teaching work; – explain what the school curriculum is and what it involves; – plan the teaching process in achieving the goals and objectives of individual teaching subjects in schools; – explain the teleological importance of teaching as a process of learning and training teaching; – plan educational, functional and instructional tasks; – describe methods and methodological forms of teaching – specifics of its application; – describe the procedure of conducting the teaching process from selection of the topics, methodical organization, indirect implementation and evaluation of success; – explain didactic, methodical and professional (medical) base for the selection of teaching content of a specific teaching unit; – create a written plan for the implementation of a methodical unit (subjects); – create a laboratory or instructional worksheet as a base for independent teaching; – analyze the processes of identifying and formulating teaching goals and tasks for specific methodical units (subjects); – use teaching aids in teaching; – use digital technology for the preparation and carrying out of teaching activities; – use didactic, methodological and professional medical knowledge in monitoring progress, evaluation and assessment of teaching performance. 					
Course content broken down in detail by weekly class schedule (syllabus)	The course refers to the theoretical and practical knowledge and skills of practical application of pedagogical theory, organization and administration of educational activities aimed at training students for successful pedagogical work. Seminars: Practical implementation of the methodology for the development of teaching plan and programme – recording, description and analysis of work, systematization of work requirements and design of programme documentation.					

	Type	Thematic units	Hours	
	lectures	Didactics – definition: the relationship between pedagogy – didactics – teaching methodology, basic concepts. Education as a training process, members of the educational process. Organisational hypothesis of the modern teaching (socio-cultural, antropological and psychological).	2 L	
		Gnoseological base of the teaching process.	1 L	
		National general and „school“ curricula - methodological approach to curriculum development; curriculum monitoring and evaluation.	2 L	
		Structure and stages of the teaching process.	2 L	
		Establishing and formulating the goal and tasks of the teaching: educational, functional and instructional tasks of the teaching.	1 L	
		Teaching methodologies and forms.	2 L	
		Macro and micro planning and preparation of teaching classes.	1 L	
		Didactic and methodological function, choice and implementation of media in teaching. The use of ICT in teaching processes.	1 L	
		The use of didactic systems in medical training – traditional approach, problem-solving teaching, module structured classes, multimedia approach, integrated teaching.	3 L	
		Laboratory work and practical classes- design of instructional worksheets.	3 L	
		Monitoring of progress, control and evaluation of student's performance, monitoring elements of evaluation and assessment, recordkeeping of monitoring documentation, evaluation and assessment of students' performance.	1 L	
		Lifelong learning, personality profile, relationship between teacher – student – teaching process. Training for lifelong learning.	1 L	
		seminars	Establishing and formulating the teaching goals and tasks of one methodical unit based on practical examples. Analysis of a procedure of completing the “Preparation for teaching“ form for one methodical unit according to the teaching plan and programme of the chosen subject and area. Design of one laboratory and one istructional worksheet.	5 S
			A teaching process given by students in stimulated conditions on the basis of independently or in groups designed written preparations for class teaching, analysis of the student's class with the participation of all students in the group.	15 S
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Regular class attendance. Active participation in the teaching process. Password for AAI EduHr electronic identity for access to e - learning.			

Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,5	Research		Practical training	
	Experimental work		Report			
	Essay		Seminar essay	1	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1,5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Indicators		Success (points)	Share in the grade (%)		
	Written exam		7	70 %		
	Seminar		3	30 %		
	Total		10	100 %		
	RATIO OF SUCCESS AND EVALUATION					
	Success - percentage (%)	criterion			grade	
	60 - 69 %	meets the minimum criteria			sufficient (2)	
	70 – 79,9 %	average success			good (3)	
	80 – 89,9 %	above-average success			very good (4)	
	90 - 100 %	exceptional success			excellent (5)	
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	1. Kostović-Vranješ, V. (2015). <i>Metodika nastave predmeta prirodoslovnog područja</i> . Zagreb: Školska knjiga (chapters 4- 10, 14)			3	No	
	2. Milat, J. (2014). <i>Metodički priručnik za izvođenje nastave</i> . Electronic edition ZS.			-	Yes	
	3. Milat, J. (2019). <i>Osnove didaktike s metodikom: izbor tekstova za pripremanje ispita za studente zdravstvenog studija Sveučilišta u Splitu</i> . Electronic edition ZS.			-	Yes	
	4. PPT presentations from classes.			-	Yes	
Optional literature (at the time of submission of study programme proposal)	<ul style="list-style-type: none"> Abou Aldan, D. (2019). <i>Metodika zdravstvene njege: priručnik za nastavnike</i>. Zagreb: Medicinska Naklada. Bognar, L. & Matijević, M. (2002). <i>Didaktika</i>. Zagreb: Školska knjiga. Jensen, E. (2003). <i>Super-nastava: nastavne strategije za kvalitetnu i uspješnu školu</i>. Zagreb: Educa. Jensen, E. (2005). <i>Poučavanje s mozgom na umu</i>. Zagreb: Educa. Jurčić, M. (2014). Kompetentnost nastavnika – pedagoške i didaktičke dimenzije. <i>Pedagogijska istraživanja</i>, 11(1), 77-93 Kyriacou, C. (2001) <i>Temeljna nastavna umijeća</i>. Zagreb: Educa. Matijević, M. & Radovanović, D. (2011). <i>Nastava usmjerena na učenika</i>. Zagreb: Školske novine. 					

Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none">• Teaching quality analysis by students and teachers• Exam passing rate analysis• Committee for control of teaching reports• External evaluation
Other (as the proposer wishes to add)	

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NAME OF THE COURSE		Statistics in Health Care					
Code	ZSZ712	Year of study	1.				
Course teacher	Antonela Matana, PhD Assistant Professor	Credits (ECTS)	3				
Associate teachers		Type of instruction (number of hours)	L	S	E	T	
			5	10	10	0	
Status of the course	Obligatory	Percentage of application of e-learning	20%				
COURSE DESCRIPTION							
Course enrolment requirements and entry competences required for the course	No requirements						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of the course, students will be able to: <ul style="list-style-type: none"> • solve problems in data processing; • use statistical analysis; • analyze the data presentation; • analyze scientific reports on medical research. 						
Course content broken down in detail by weekly class schedule (syllabus)	L,S,E	Statistical tests.				3	
	L,S,E	Analysis of contingency tables.				4	
	L,S,E	Testing of different types of numerical data.				5	
	L,S,E	Data connection.				5	
	L,S,E	Probability, basic rules for the calculation of probability.				3	
	L,S,E	Evaluation of data presentation and analysis of scientific reports on medical researches – guidelines for assessment of different types of research organizations.				5	
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Regular class attendance. Active participation in the teaching process. Password for AAI EduHr electronic identity for access to e - learning.						
Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance		Research		Practical training		
	Experimental work		Report				
	Essay		Seminar essay		(Other)		
	Tests		Oral exam		(Other)		
	Written exam	3.0	Project		(Other)		
Grading and evaluating student work in class and at the final exam	The final mark from the course is calculated from the points from the written exam (100 %).						

	Grading (%)	Criteria	Grades
	60-69.9	meets the minimum criteria	sufficient (2)
	70-79.9	average success	good (3)
	80-89.9	above-average success	very good (4)
	90-100	outstanding success	outstanding (5)
Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Ferenczi&Muirhead (2012) Doktor u jednom potezu: Statistika i epidemiologija. One Stop Doc Statistics and Epidemiology-(prijevod Marušić A . ur.). Medicinska naklada. 80%		
	Bilić Zulle, Lidija; Đogaš, Zoran; Grčević, Danka; Huić, Mirjana; Ivanić, Ana; Katavić, Vedran; Lukić, Ivan Krešimir; Marušić, Ana; Marušić, Matko, Petrak, Jelka; Petrovečki, Mladen; Sambunjak, Dario (2013) Uvod u znanstveni rad u medicini, (5. izdanje), Medicinska naklada 20%		
Optional literature (at the time of submission of study programme proposal)	1. Petz, B. Osnovne statističke metode za nematematičare. 5. izdanje. Jastrebarsko: Naklada Slap 2004.		
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> ▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation 		
Other (as the proposer wishes to add)			

NAME OF THE COURSE		Scientific and Research Work					
Code	ZSZ713	Year of study	1.				
Course teacher	Davorka Sutlović, Full professor with tenure	Credits (ECTS)	3				
Associate teachers		Type of instruction (number of hours)	L	S	E	T	
			5	10	15	0	
Status of the course	Obligatory	Percentage of application of e-learning	20%				
COURSE DESCRIPTION							
Course enrolment requirements and entry competences required for the course	No requirements						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After the completed course, the students will be able to: <ul style="list-style-type: none"> analyze scientific papers; apply evidence-based medicine carry out independent research 						
Course content broken down in detail by weekly class schedule (syllabus)	L, S, E	Critical reading of articles (guidelines for different organisation: intersect research, case study, randomly controlled trials, systematic examinations).				3,2,2	
	L, S, E	Fundamentals of evidence-based medicine PICO scheme.				3,1,2	
	S, E	Implementation of independent research.				2,2	
	S,E	Literature search				1,2	
	S,E	Scientific research data processing				2,2	
	S, E	Writing a thesis				1,3	
	S, E	Interpretation of research results				1,2	
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Regular class attendance. Active participation in the teaching process. Password for AAI EduHr electronic identity for access to e - learning.						
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training		
	Experimental work		Report				
	Essay		Seminar essay		(Other)		
	Tests		Oral exam		(Other)		
	Written exam	1	Project	1	(Other)		

Grading and evaluating student work in class and at the final exam	Indicators	Success (points)	Share in the grade (%)
	Written exam	30	50
	Project	30	50
	Total	60	100 %
	RATIO OF SUCCESS AND EVALUATION		
	Success - percentage (%)	criterion	grade
	60 - 69 %	meets the minimum criteria	sufficient (2)
70 – 79,9 %	average success	good (3)	
80 – 89,9 %	above-average success	very good (4)	
90 - 100 %	exceptional success	excellent (5)	
Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Marušić, M., urednik, Uvod u znanstveni rad medicini, 5. izd. 2013 Zagreb, Medicinska naklada 80% Ferenczi, E. – Muirhead, N., Statistika i epidemiologija u jednom potezu, 2011., Zagreb Medicinska naklada. 20%		
Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> Day RA, Gastel N. How to write and publish a scientific paper, 6th edition. Westport, Connecticut: Greenwood Press, 2006. Lang T, Secic M. How To Report Statistics in Medicine: Annotated Guidelines for Authors, Editors, and Reviewers, 2nd edition. Philadelphia: American College of Physicians, 2006. Ogrinc GS, Headrick LA. Fundamentals of Health Care Improvement. Oakbrook Terrace (IL): USA Joint Commission Resources, 2008. 4. Committee on Assessing Integrity in Research Environments. Integrity in Scientific Research. Washington DC: Institute of Medicine and National Research Council. 		
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> Teaching quality analysis by students and teachers Exam passing rate analysis Committee for control of teaching reports External evaluation 		
Other (as the proposer wishes to add)			

NAME OF THE COURSE		Nursing Care Theory					
Code	ZSS701	Year of study	2.				
Course teacher	Vjekoslav Krželj, MD Full professor with tenure	Credits (ECTS)	4				
Associate teachers	Ante Buljubašić, Master of Nursing, lecturer	Type of instruction (number of hours)	L	S	E	T	
			20	20	10	0	
Status of the course	Obligatory	Percentage of application of e-learning	20%				
COURSE DESCRIPTION							
Course enrolment requirements and entry competences required for the course	No requirements						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Upon completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • explain the value systems on which nursing is based; • describe the development of nursing through history; • explain each individual theoretical model of health care; • research and explain factors affecting the definition of their authors; • research and explain contribution of some theoretical models to the development of nursing; • research the implementation possibilities of a certain theoretical model and degree of its compatibility with the modern healthcare system. 						
Course content broken down in detail by weekly class schedule (syllabus)	L, S, E	Definition of nursing as independent profession	1/1/1				
	L, S, E	Basic principles of health care	2/2/1				
	L, S, E	Nursing theoreticians.	3/3/1				
	L, S, E	Theoretical models in nursing.	3/3/1				
	L, S, E	Contribution of theories to the development of nursing.	3/3/2				
	L, S, E	Theory of nursing as scientific basis in the development of nursing practice.	3/3/2				
	L, S, E	Implementability of theories in modern system of health care.	3/3/1				
	L, S, E	Theories as a guide in the way of making decisions for promotion of health cae.	2/2/1				
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Regular class attendance. Active participation in the teaching process. Password for AAI EduHr electronic identity for access to e - learning..						
Screening student work (name the proportion of ECTS credits for each)	Class attendance		Research		Practical training		
	Experimental work		Report				

activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Essay		Seminar essay	1.33	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	2.67	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Indicators			Success (points)	Share in the grade (%)	
	Seminar essay			20	33,33	
	Written exam			40	66,67	
	Total			60	100 %	
	RATIO OF SUCCESS AND EVALUATION					
	Success - percentage (%)	criterion			grade	
	60 - 69 %	meets the minimum criteria			sufficient (2)	
70 – 79,9 %	average success			good (3)		
80 – 89,9 %	above-average success			very good (4)		
90 - 100 %	exceptional success			excellent (5)		
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Julia B. George, Nursing Theories: the base for professional nursing practice, Mosby, 2004.					
	Martha Raile Alligood; Ann Marriner Tomey, Nursing Theorists and Their Work (print) by, Mosby, 2009.					
	Buljubašić Ante, Course texts					
Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. Brawn P. Florence Nightingale. Zagreb: Illyricum; 1995. 2. Sorensen KC, Luckmann J. Basic nursing a psychophysiological approach. Philadelphia: W.B. Saunders Company; 1994. 3. Rosdahl C.B. Textbook of basic nursing. Philadelphia: JB. Lippincott Company; 1995. 4. Appeling SE. et al. Handbook of nursing procedures. Springhouse: Springhouse Corporation; 2001 					
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> ▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation 					
Other (as the proposer wishes to add)						

NAME OF THE COURSE		Nursing Care				
Code	ZSS702	Year of study	2.			
Course teacher	Vjekoslav Krželj, MD Full professor with tenure	Credits (ECTS)	3			
Associate teachers	Ante Buljubašić, Master of Nursing, lecturer	Type of instruction (number of hours)	L	S	E	T
			10	15	5	0
Status of the course	Obligatory	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course enrolment requirements and entry competences required for the course	No requirements					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Upon completion of the course, students will be able to::</p> <ul style="list-style-type: none"> • implement knowledge and skills in health care; • differentiate and compare theoretical bases of health care; • implement care for patients on the basis of evidence, protocols and guidelines; • apply the management principles aimed at achieving high quality health care; • recognize and analyze errors in work; • implement a democratic way of managing a team. 					
Course content broken down in detail by weekly class schedule (syllabus)		The content of this course includes theoretical and practical knowledge of evidence-based health care as well as acquisition of decision making skills and management principles aimed at achieving high quality of healthcare protection. Thematic units:				
	L, S, E	Skills, attitudes and ethical principles in nursing	2/3/1			
	L, S, E	Fundamentals of nursing and evidence-based practice	1/2/1			
	L, S, E	Appropriate choice and purposeful use of protocols and guidelines in health	2/3/1			
	L, S, E	Management principles	1/1/0			
	L, S, E	Error analysis and evaluation procedures	2/3/1			
	L, S, E	a	2/3/1			
	L, S, E	Managing a team and importance of team work	2/3/1			
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)				
Student responsibilities	<p>Regular class attendance. Active participation in the teaching process. Password for AAI EduHr electronic identity for access to e – learning.</p>					

Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance		Research		Practical training	
	Experimental work		Report			
	Essay		Seminar essay	1	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	2	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Indicators		Success (points)		Share in the grade (%)	
	Seminar essay		20		33,33	
	Written exam		40		66,67	
	Total		60		100 %	
	RATIO OF SUCCESS AND EVALUATION					
	Success - percentage (%)	criterion			grade	
	60 - 69 %	meets the minimum criteria			sufficient (2)	
70 – 79,9 %	average success			good (3)		
80 – 89,9 %	above-average success			very good (4)		
90 - 100 %	exceptional success			excellent (5)		
Required literature (available in the library and via other media)	Title			Number of copies in the library		Availability via other media
	Petar Saša, Tamna strana upravljanja ljudima, Mozaik knjiga, 2005.					
	Saša Patar, Ljudska strana upravljanja ljudima, Mozaik knjiga, 2004.					
	Alba Dicenso, Gordon Guyatt, Donna Ciliska. Evidence-Based Nursing: A Guide to Clinical Practice. Mosby, 2004.					
	Buljubašić Ante, Course texts					
	Kešina I. Etika u zdravstvu. Skripta za diplomatske studije, Čizmić Jozo, Žunić Ljubica, Osnove zdravstvenog prava, Sveučilište u Splitu, 2014.					
Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. Metelko Ž, Harambašić H. I sur. Internistička propedeutika i osnove fizikalne dijagnostike. Zagreb: Medicinska naklada; 1999. 2. Čustović F. Anamneza i fizikalni pregled. Anamneza i fizikalni pregled, uvod u osnovne kliničke vježbe. Zagreb: Školska knjiga; 2000. 3. Brawn P. Florence Nightingale. Zagreb: Illyricum; 1995. 4. Guyton AC. Fiziologija čovjeka i mehanizmi bolesti. 5. Izdanje Zagreb: Medicinska naklada; 1995. 5. Sorensen KC, Luckmann J. Basic nursing a psychophysiologic approach. Philadelphia: W.B. Saunders Company; 1994. 6. Rosdahl C.B. Textbook of basic nursing. Philadelphia: JB. Lippincott Company; 1995. 7. Appeling SE. et al. Handbook of nursing procedures. Springhouse: Springhouse Corporation; 2001. 					

Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none">▪ Teaching quality analysis by students and teachers▪ Exam passing rate analysis▪ Committee for control of teaching reports▪ External evaluation
Other (as the proposer wishes to add)	

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NAME OF THE COURSE		Dietetics				
Code	ZSS703	Year of study	1.			
Course teacher	Assoc. prof. Anamarija Jurčev Savičević, MD,PhD	Credits (ECTS)	3			
Associate teachers	Assist. prof. Željka Karin, MD, PhD Assoc. prof Ivana Kolčić, MD, PhD Assist. prof Zlatka Knezović, PhD mentors and associates from teaching bases	Type of instruction (number of hours)	L	S	E	T
			20	15	0	0
Status of the course	Obligatory	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course enrolment requirements and entry competences required for the course	No requirements					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Upon completion of the course, students will be able to:</p> <ul style="list-style-type: none"> - carry out anthropometric measurements; - calculate daily energetic needs of an individual; - acquire knowledge of creating menus for special patient's diets; - use indirect methods for assessing nutritional status; - analyze the value of nutrients found in meals and compare it with existing standards or recommendations of the WHO. 					
Course content broken down in detail by weekly class schedule (syllabus)		The content of this course includes theoretical and practical knowledge and skills related to organisation and monitoring of proper nutrition, either regular or particular diets for patients. Thematic units:				
	L	Proper nutrition and its role in prevention of a disease			2	
	L,S	Assessment of nutritional status			5	
	L	Basic ingredients of food and their biological value			4	
	L	Importance of nutrition for public health care			4	
	L	Croatian food policy			2	
	L,S	Food deficits – diets			2	
	L,S	Nutrition in special circumstances			12	
	L	Implementation of supervision over food safety			4	
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)				
Student responsibilities	Regular class attendance. Active participation in the teaching process. Password for AAI EduHr electronic identity for access to e - learning..					

Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training	
	Experimental work		Report			
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	2.5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Indicators		Success (points)		Share in the grade (%)	
	Written exam		40		100	
	Total		40		100	
	RATIO OF SUCCESS AND EVALUATION					
	Success - percentage (%)	criterion			grade	
	60 - 69 %	meets the minimum criteria			sufficient (2)	
	70 – 79,9 %	average success			good (3)	
80 – 89,9 %	above-average success			very good (4)		
90 - 100 %	exceptional success			excellent (5)		
Required literature (available in the library and via other media)	Title			Number of copies in the library		Availability via other media
	Mandić ML. Znanost o prehrani. Hrana i prehrana u čuvanju zdravlja. Osijek: Sveučilište J.J. Strossmayera; 2007.					
	Štimac D, Krznarić Ž, Vranešić Bender D, Obrovac Glišić M. Dijetoterapija i klinička prehrana. Zagreb: Medicinska naklada; 2014.					
Optional literature (at the time of submission of study programme proposal)	Katalinić V. Temeljno znanje o prehrani. Split: Sveučilište u Splitu; 2011. Davorka Sutlović i sur. Toksikologija hrane. 2011. Redak, Split. Course materials					
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> ▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation 					
Other (as the proposer wishes to add)						

NAME OF THE COURSE		Emergency and Clinical Care					
Code	ZSS704	Year of study	2				
Course teacher	Mihajlo Lojpur MD, PhD Assistant professor	Credits (ECTS)	4				
Associate teachers	1. Mladen Carev, MD, PhD 2. Slavica Dajak, MD, PhD mentors and associates from teaching bases	Type of instruction (number of hours)	L	S	E	T	
			20	20	10	0	
Status of the course	Obligatory	Percentage of application of e-learning	20%				
COURSE DESCRIPTION							
Course enrolment requirements and entry competences required for the course	No requirements						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Upon completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • apply basic and advanced life support; • recognize emergencies and life-threatening conditions; • describe the basics of anesthesia care while anesthetizing patients in life-threatening situations and the role of anesthetic technicians; • describe the basics of intensive care treatment and the care of emergency surgery patients and the role of nurses (including polytraumatized neurosurgical, cardiac surgical, gynecological, ear, nose and throat, maxillofacial and patient with severe burns); • describe the basics of intensive treatment and care of emergency internistic and neurological patients and the role of nurses (including ards/ali, acute coronary syndrome, thyrotoxicosis, adrenal failure, severe infections, anafilaxia, comatose conditions caused by different factors). • describe the foundations of intensive treatment and care of intoxicated and victims exposed to environmental factors (hypothermia, drowning, etc.); • apply monitoring to life-threatening patients; • describe the basics of pain management in emergency patients and the role of the nurse and nursing intervention; • plan and carry out the transport of life-threatening patients to the hospital, within the hospital, from hospital to hospital. 						
Course content broken down in detail by weekly class schedule (syllabus)	L	1. Monitoring of vital functions				2 hours	
		2. Recognition of emergency patients -				1 hour	
		3. Respiratory failure, oxygen therapy and basics of mechanical ventilation				2 hours	
		4. Resuscitation				2 hours	
		5. Rapid recovery of circulating volume with infusion solutions				2 hours	
		6. Transfusion of blood and blood derivatives, massive blood transfusion				1 hour	
		7. Circulatory collapse (Shock)				1 hour	
		8. Heart failure				1 hour	
		9. Supportive devices in heart, lung and kidney failure				2 hours	
		10. Inotropics and vasopressors				1 hour	

		11. Acute coronary syndrome 12. Disposal at the emergency surgical reception, resuscitation of the injured by applying "damage control" 13. Disposal of burns 14. Treatment of acute pain	1 hour 2 hours 1 hour 1 hour
	S	1. Mechanical ventilation (basic modes, patient care on mechanical ventilation) 2. VAP 3. Establishment and maintenance of the airway 4. Transport of patients (outpatient, inpatient) 5. Radiological treatment of emergency patients (conditions, problems, patient safety) 6. Establishment of vascular access (venous route - peripheral and central, intraosseous venous route) 7. Establishment of the central venous access and its maintenance 8. Infections and endovascular catheters 9. Poisoning 10. Procedure with the emergency patient upon admission to the ICU 11. ECG changes in emergency patients 12. Application of basic antiarrhythmics, defibrillation, electroconversion, pacing of patients 13. Patient analgesia for GE interventions and other diagnostic and therapeutic procedures 14. Treatment with an acute psychiatric patient 15. Use of perfusors and infusomates in the use of therapy in emergency patients	2 hours 1 hour 2 hours 1 hour 1 hour 1 hour 1 hour 2 hours 2 hours 1 hour 1 hour 1 hour 2 hours 1 hour 1 hour
	E	1. BLS (modification for health institutions and hospitals) 2. Admission of an emergency patient 3. In-hospital transport 4. Monitoring (ECG, SaO ₂ , NIBP / IBP, temperature, IAP measurement, ICP measurement, ...) 5. Oxygen therapy, airway establishment (airway administration, ET intubation, supraglottic agent administration, transcutaneous tracheotomy) and maintenance (airway aspiration cleaning, bronchoscopy) 6. Mechanical ventilation 7. Health care of life-threatening patients (in general, care of patients on mechanical ventilation, procedure with venous attachments, methods of drug administration, use of drugs by perfusors and infusomats, various probes, by nebulizer) 8. Administration of drugs (methods of drug administration, application via perfusors and infusomats, via various probes, application of drugs via nebulizer, ...), Iv infusion and transfusion therapy	1 hour 1 hour 1 hour 1 hour 1 hour 1 hour 2 hours 2 hours
Format of instruction	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> independent assignments		

	<input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work	<input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)					
Student responsibilities	Regular class attendance. Active participation in the teaching process. Password for AAI EduHr electronic identity for access to e - learning..						
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	1	
	Experimental work		Report				
	Essay		Seminar essay		(Other)		
	Tests		Oral exam		(Other)		
	Written exam	2	Project		(Other)		
Grading and evaluating student work in class and at the final exam	Verification indicators		Performance (points)	Share in grade (%)	Share in ECTS credits		
	Class attendance and activity		15	25,00	1,00		
	Practical work		15	25,00	1,00		
	Written exam		30	50,00	2,00		
	In total		60	100,00	4,00		
	RATIO OF SUCCESS AND RATING						
	Success rate (%)		Range of points	Rating (descriptive)	Rating (numerical)		
	60 – 69,9		36 – 41,94	meets the minimum criteria	sufficient (2)		
	70 – 79,9%		42 – 47,4	average success	good (3)		
	80 – 89,9%		48 – 53,4	above-average success	very good (4)		
90 – 100%		54 - 60	exceptional success	excellent (5)			
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media		
	1. Crouch R, Charters A, Dawood M, Bennett P. Oxford handbook of emergency nursing. Oxford University Press 2017						
	2. M. Jukic, M. Carev, N. Karanovic, M. Lojpur. Anesthesiology and intensive medicine for students. Faculty of Medicine in Split, 2015. Available at : https://neuron.mefst.hr/docs/katedre/anesteziologija/Script_Eng_Anesthesiology_01-12-2015.pdf						

Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. Articles from relevant medical journals 2. Notes from lectures 3. Electronic (CD) record of lectures
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> ▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation
Other (as the proposer wishes to add)	

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NAME OF THE COURSE		Infection Prevention and Control				
Code	ZSS705	Year of study	2.			
Course teacher	Assoc. prof. Anamarija Jurčev Savičević, MD, PhD	Credits (ECTS)	6			
Associate teachers	Assist. prof. Željka Karin, MD, PhD Assist. prof. Zlatka Knezović, PhD mentors and associates from teaching bases	Type of instruction (number of hours)	L	S	E	T
			30	20	15	0
Status of the course	Obligatory	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course enrolment requirements and entry competences required for the course	No requirements					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Upon completion of the course, students will be able to</p> <ul style="list-style-type: none"> • identify and apply prevention measures; • analyse implementation of measures of infection control and prevention; • explain the role of nurses in interdisciplinary teams in healthcare and other stationary institutions; • explain the responsibility that infection prevention assumes; • analyse new methods of prevention in relation to daily routine work; • comment on one's own work; • apply current regulations on prevention and promotion of quality of work; • apply the knowledge in everyday practice. 					
Course content broken down in detail by weekly class schedule (syllabus)	L, S	Diagnosis, definitions and measures according to the most common infections	6			
	L	Historical course of events in the detection, monitoring, intervention, and evaluation in the field of infection control and prevention	2			
	L, S	Laws and regulations; inspection supervision; ways of organizing and working of teams and commissions at the level of the institution and the state level	6			
	L, S, E	Infection monitoring and epidemic management	10			
	L, S, E	Disinfection and sterilization in health care institutions	6			
	S, E	Waste management in a health institution	4			
	L, S, E	Practical aspects of prevention and control	20			
	L, S, E	Prevention of healthcare associated infections	10			
	L, S	Control of multidrug-resistant microorganisms	6			
L, S, E	Special pathogens	10				
Format of instruction	<input type="checkbox"/> x lectures <input type="checkbox"/> x seminars and workshops <input type="checkbox"/> x exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			

Student responsibilities	Regular class attendance. Active participation in the teaching process. Password for AAI EduHr electronic identity for access to e - learning..					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training	
	Experimental work		Report			
	Essay		Seminar essay	0.5	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	2	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Indicators		Success (points)		Share in the grade (%)	
	Written exam		40		100	
	Total		40		100	
	RATIO OF SUCCESS AND EVALUATION					
	Success - percentage (%)	criterion			grade	
	60 - 69 %	meets the minimum criteria			sufficient (2)	
	70 – 79,9 %	average success			good (3)	
80 – 89,9 %	above-average success			very good (4)		
90 - 100 %	exceptional success			excellent (5)		
Required literature (available in the library and via other media)	Title			Number of copies in the library		Availability via other media
	Puntarić D, Ropac D, Aleraj B, Bakašun V, Baklaić Ž, Boban, N, Gjenero-Margan I, Klišmanić Z, Kolarić B, Mulić R, Vodopija I. Epidemiologija zaraznih bolesti. Zagreb: Medicinska naklada; 2010.					
	Nizam Damani. Priručnik o prevenciji i kontroli infekcija. Zagreb: Medicinska naklada; 2019.					
Optional literature (at the time of submission of study programme proposal)	Course materials					
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> ▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation 					
Other (as the proposer wishes to add)						

NAME OF THE COURSE		Clinical Pharmacology					
Code	ZSS706	Year of study	2.				
Course teacher	Arnes Rešić, MD, PhD Assistente Professor	Credits (ECTS)	6				
Associate teachers	Associate professor Ivana Mudnić, MD, PhD mentors and associates from teaching bases	Type of instruction (number of hours)	L	S	E	T	
			20	20	15	0	
Status of the course	Obligatory	Percentage of application of e-learning	20%				
COURSE DESCRIPTION							
Course enrolment requirements and entry competences required for the course	No requirements						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Upon completion of the course, students will be able to:</p> <ul style="list-style-type: none"> explain the basic principles for safe use of drugs in special patients groups: pregnant women, breast-feeding women, children, elderly people; discuss the basic guidelines for rational use of drugs from the most important pharmacotherapeutic groups; apply legal regulations on drugs and medical products; explain the role of generic and innovative drugs; debate on alternative methods of treatments and herbal products. 						
Course content broken down in detail by weekly class schedule (syllabus)	P	Clinical pharmacology - introduction, history, development	1				
	P, V	Drug discovery and development	3, 2				
	P	Drugs and Society	2				
	P, S, V	Forms of drugs, method of administration and dispensing of drugs	2, 2, 1				
	P, S, V	Side effects and drug interactions	2, 2, 1				
	P, S, V	Individualization of treatment and application of drugs in special groups	2, 5, 2				
	P, S, V	Basics of clinical toxicology	2, 5, 2				
	P, S, V	Therapeutic guidelines as a basis for the rational use of drugs - principles of treatment of selected clinical conditions	6, 6, 2				
	V	Clinical pharmacology - terminology	3				
V	The Internet as a Drug Information Resource	2					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Regular class attendance. Active participation in the teaching process. Password for AAI EduHr electronic identity for access to e - learning.						
Screening student work (<i>name the</i>	Class attendance	1,0	Research		Practical training	1,0	

<i>proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</i>	Experimental work		Report			
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	4,0	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Indicators		Success (points)	Share in the grade (%)		
	Class attendance		4	10		
	Written exam		28	70		
	Practical training		8	20		
	Total		40	100		
	RATIO OF SUCCESS AND EVALUATION					
	Success - percentage (%)	criterion			grade	
	60 - 69 %	meets the minimum criteria			sufficient (2)	
70 – 79,9 %	average success			good (3)		
80 – 89,9 %	above-average success			very good (4)		
90 - 100 %	exceptional success			excellent (5)		
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Francetić i, Vitezić D. Osnove kliničke farmakologije. Zagreb Medicinska naklada, 20014.					
Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. Francetić I i suradnici. Farmakoterapijski priručnik. 6. izdanje. Zagreb, Medicinska naklada, 2010. 2. Abstracts of lectures 					
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> ▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Reports by Committee for teaching control ▪ External evaluation 					
Other (as the proposer wishes to add)						

NAME OF THE COURSE		Communication and Clinical Evaluation				
Code	ZSS707	Year of study	2.			
Course teacher	Associate professor Vesna Antičević, PhD	Credits (ECTS)	8			
Associate teachers	Associate professor Slavica Kozina, PhD Assistant professor Varja Đogaš, MD, PhD	Type of instruction (number of hours)	L	S	E	T
			20	40	40	0
Status of the course	Obligatory	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course enrolment requirements and entry competences required for the course	No requirements					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Upon completion of the course, students will be able to:</p> <ul style="list-style-type: none"> describe basic communication theories; apply communication skills in conversation; develop information communication; apply therapeutic communication; use active listening; show understanding and empathy; use assertiveness; use communication skills with people of different age; use communication skills with people with limited communication abilities; use communication skills with seriously ill individuals and with their families; analyze and value communication in a healthcare team; use problem-solving techniques; develop skills for breaking bad news demonstrate how to communicate to parents that the baby was born with disabilities; use the basic communication with seriously ill children and young people; develop communication skills in management. 					
Course content broken down in detail by weekly class schedule (syllabus)	L, S, E	Introduction to the basics of the theory of communication; Mastering communication skills in a conversation; Information communication and collecting information through an interview; Therapeutic communication; Active listening; empathy; Assertiveness; Communication with people of different ages; Communication with people of limited communication skills; Communication skills with seriously ill individuals and their families; Communication in the healthcare team; Conflict resolution techniques Communication skills for breaking bad news; Communicating to parents that a child born with disabilities; Learn the basics of communication with seriously ill children and young people; Communication skills in management.	20, 40, 40			
Format of instruction	<input checked="" type="checkbox"/> lectures		<input type="checkbox"/> independent assignments			

	<input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)																														
Student responsibilities	Regular class attendance. Active participation in the teaching process. Password for AAI EduHr electronic identity for access to e - learning.																															
Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	<table border="1"> <tr> <td>Class attendance</td> <td></td> <td>Research</td> <td></td> <td>Practical training</td> <td></td> </tr> <tr> <td>Experimental work</td> <td></td> <td>Report</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Essay</td> <td></td> <td>Seminar essay</td> <td>0,56</td> <td>(Other)</td> <td></td> </tr> <tr> <td>Tests</td> <td></td> <td>Oral exam</td> <td></td> <td>(Other)</td> <td></td> </tr> <tr> <td>Written exam</td> <td>7,44</td> <td>Project</td> <td></td> <td>(Other)</td> <td></td> </tr> </table>	Class attendance		Research		Practical training		Experimental work		Report				Essay		Seminar essay	0,56	(Other)		Tests		Oral exam		(Other)		Written exam	7,44	Project		(Other)		
Class attendance		Research		Practical training																												
Experimental work		Report																														
Essay		Seminar essay	0,56	(Other)																												
Tests		Oral exam		(Other)																												
Written exam	7,44	Project		(Other)																												
Grading and evaluating student work in class and at the final exam	Indicators		Success (points)	Share in the grade (%)																												
	Written exam		40	93,02																												
	Seminar		3	6,98																												
	Total		40	100																												
	RATIO OF SUCCESS AND EVALUATION																															
	Success - percentage (%)	criterion		grade																												
	60 - 69 %	meets the minimum criteria		sufficient (2)																												
70 – 79,9 %	average success		good (3)																													
80 – 89,9 %	above-average success		very good (4)																													
90 - 100 %	exceptional success		excellent (5)																													
Required literature (available in the library and via other media)	Title		Number of copies in the library	Availability via other media																												
	Lučanin D, Despot Lučanin J (urednici): Komunikacijske vještine u zdravstvu, Naklada Slap																															
	Van Servellen, G. Communication Skills For The Health Care Professional, Jones and Bartlett Publishers, 2012.																															
Optional literature (at the time of submission of study programme proposal)	1. Brajša P. Menađerska komunikologija. Varaždin-Zagreb: DRIP, 1993:3-109 2. Medix- tematski broj posvećen Komunikaciji u zdravstvu 3. Kathleen K.Reardon: Interpersonalna komunikacija-Gdje se misli susreću. Zagreb: Alineja,1998.																															
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> ▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation 																															
Other (as the proposer wishes to add)																																

NAME OF THE COURSE		Evidence-based Clinical Practice				
Code	ZSS708	Year of study	2.			
Course teacher	Mihajlo Lojpur MD, PhD Assistant professor	Credits (ECTS)	8			
Associate teachers		Type of instruction (number of hours)	L	S	E	T
			20	40	40	0
Status of the course	Obligatory	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course enrolment requirements and entry competences required for the course	No requirements					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Upon completion of the course, students will be able to</p> <ul style="list-style-type: none"> • identify a problem; • choose the criteria for making decisions; • examine all relevant quantitative and qualitative research and other information that is relevant for making the best possible decision; • evaluate and critically assess alternatives; • explain the decision; • implement the decision into practice on the basis of evidence-based guidelines; • evaluate an objective; • evaluate the health care plan. 					
Course content broken down in detail by weekly class schedule (syllabus)	L, S, E	I –The history of the development of nursing clinical practice based on evidence; defining specific problems of a patient, systematic study of all available evidence obtained through research that could help in solving problems; assessment of the validity, relevance and possible application of scientifically based evidence; integration of scientific indicators with other information that can help solve clinical problems (other professionals, alternatives that patients prefer); planning clinical practice based on evidence with respect to the following aspects: unity, integrality, autonomy and integrity of the sick person, cultural, socio-economic and social environment; implementation of the decisions taken based on guidelines; selection of guidelines adopted on the basis of the best available evidence, tested by experts and that can be implemented in practice; keeping track of values of applied guidelines recognizing critical points, evaluation of goal achievement, evaluation of a health care plan.			20, 40, 40	
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			

	<input type="checkbox"/> field work				
Student responsibilities	Regular class attendance. Active participation in the teaching process. Password for AAI EduHr electronic identity for access to e - learning				
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research	2	Practical training
	Experimental work		Report		
	Essay		Seminar essay	5	(Other)
	Tests		Oral exam		(Other)
	Written exam		Project		(Other)
Grading and evaluating student work in class and at the final exam	Indicators		Success (points)	Share in the grade (%)	
	Class attendance		10	12,50	
	Research		20	25,00	
	Seminar essay		50	62,50	
	Total		80	100	
	RATIO OF SUCCESS AND EVALUATION				
	Success - percentage (%)	critereon	grade		
	60 - 69 %	meets the minimum criteria	sufficient (2)		
	70 – 79,9 %	average success	good (3)		
	80 – 89,9 %	above-average success	very good (4)		
90 - 100 %	exceptional success	excellent (5)			
Required literature (available in the library and via other media)	Title		Number of copies in the library	Availability via other media	
	Scientific database				
Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> Alba Dicenso, Gordon Guyatt, Donna Ciliska, Evidence-Based Nursing: A Guide to Clinical Practice, Mosby, 2004. Matko Marušić, Uvod u znanstveni rad u medicini, Medicinska naklada, Zagreb, 2008 				
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> Teaching quality analysis by students and teachers Exam passing rate analysis Committee for control of teaching reports External evaluation 				
Other (as the proposer wishes to add)					

NAME OF THE COURSE		Evidence-based Clinical Care of Internal Medicine Patients				
Code	ZSS709	Year of study	2.			
Course teacher	Višnja Kokić Maleš, MD, PhD Assistant professor	Credits (ECTS)	6			
Associate teachers		Type of instruction (number of hours)	L	S	E	T
			20	20	20	0
Status of the course	Elective	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course enrolment requirements and entry competences required for the course	No requirements					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Upon completion of the course, students will be able to</p> <ul style="list-style-type: none"> describe the basic symptoms and signs of emergency conditions in internal medicine; describe key pathophysiological factors of these conditions; carry out nursing care in emergency conditions; apply the administered therapy in a treatment with evaluation of its effect; explain the role of a nurse; - plan and implement health care of internist patients based on evidence 					
Course content broken down in detail by weekly class schedule (syllabus)	L, S, E	<p>The course content includes contemporary clinical findings, based on evidence-based medicine on the pathogenesis, diagnostics and treatment of emergency conditions in gastroenterology (acute GI bleeding, acute pancreatitis, ulcer complications, acute complications of inflammatory bowel disease, acute appendicitis, intestinal obstruction, pseudo-obstruction and ileus, abdominal abscesses and fistulas, acute liver failure, acute vascular diseases of the digestive tract). During the seminar, students will have images of patients with description and analysis of cases and solving clinical problems in the context of evidence-based medicine.</p> <p>The knowledge acquired during the theoretical classes will be applied during practical exercises (demonstration and training of appropriate procedures with the patient, clinical judgement, differential diagnosis).</p>			20, 20, 20	
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Regular class attendance. Active participation in the teaching process.					

	Password for AAI EduHr electronic identity for access to e - learning					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	1
	Experimental work		Report			
	Essay		Seminar essay	1	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	3	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Indicators		Success (points)		Share in the grade (%)	
	Written exam		30		100	
	Total		30		100	
	RATIO OF SUCCESS AND EVALUATION					
	Success - percentage (%)	criterion			grade	
	60 - 69 %	meets the minimum criteria			sufficient (2)	
	70 – 79,9 %	average success			good (3)	
80 – 89,9 %	above-average success			very good (4)		
90 - 100 %	exceptional success			excellent (5)		
Required literature (available in the library and via other media)	Title			Number of copies in the library		Availability via other media
	B Vucelić: Gastroenterologija i hepatologija, Medicinska naklada Zagreb, 2002. (odabrana poglavlja)					
	S. Miše i sur. Hitna stanja u gastroenterologiji, Hrvatsko gastroenterološko društvo, Ogranak Split 1998.					
	Written materials from lectures and seminars.					
Optional literature (at the time of submission of study programme proposal)	1. Kasper DL, Braunwald E, Fauci A, Hauser SL, Longo DN, Jameson JL, ur. Principles of internal medicine.16. izd. New York: McGraw-Hill, 2005. (odabrana poglavlja)					
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> ▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation 					
Other (as the proposer wishes to add)						

NAME OF THE COURSE		Evidence-based Clinical Care of Surgical Patients				
Code	ZSS710	Year of study	2.			
Course teacher	Full professor Zdravko Perko, MD, PhD	Credits (ECTS)	6			
Associate teachers		Type of instruction (number of hours)	L	S	E	T
			20	20	20	0
Status of the course	Elective	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course enrolment requirements and entry competences required for the course	No requirements					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Upon completion of the course, students will be able to</p> <ul style="list-style-type: none"> describe and use the principles and forms of sterilization; describe surgical treatment, types of wounds, methods of treatment, the role of a nurse; explain infections in surgery: prevention and treatment, the role of a nurse; explain drainage, catheters: indications, types, method of administration, control and maintenance; describe and use the basics of anesthesia and intensive care; describe and plan nursing care for patients with multiple trauma and hemorrhagic shock; describe the basics of transfusiology; explain the basics of surgical pathophysiology and surgical propedeutics; plan the postoperative care of surgical patients; explain minimally invasive surgery: diagnostics and treatment, the role of a nurse; provide nursing care to patients after surgical procedures and immobilization, burns, reconstructions. 					
Course content broken down in detail by weekly class schedule (syllabus)	L, S, E	In the modern surgical treatment, all professional staff play an important role, both in the preoperative period, during the operation, and especially in the postoperative period, care and monitoring. For nurses it is important and necessary to possess certain theoretical knowledge of particular branches of surgery, as well as information on the recent developments in surgical treatment (minimally invasive surgery).	5,5,5			
	L, S, E	Students are expected to master the basics of surgery (sterilization, asepsis and antisepsis, surgical sutures and mechanical sewing, infection in surgery, surgical propedeutics and pathophysiology), as well as the basics of individual branches of surgery and their characteristics (abdominal injury, acute abdomen, surgery of the stomach, small and large intestines, liver, bile ducts and pancreas, the basics of surgery of vascular system and surgical treatment of acute and chronic diseases of the arteries and veins, the basics of cardiac surgery, the basics of orthopedics, traumatologic propedeutics and principles of conservative and operative treatment of fractures with bandages and immobilization, the basics of plastic and	5,5,5			

		reconstructive surgery and burns, general principles of surgery of thoracic organs, chest injuries and lung tumors, surgical diseases of the esophagus and the mediastinum, and the basics of neurosurgery and urology). During lectures, special attention would be given to preoperative treatment (diagnostic tests in surgery by individual branch), algorithms diagnostic examination, diagnostic procedures and the role of nurses, contrast agents, and the indications and contraindications, as well as preparing patients for a particular examination. Students would be asked to submit a short review of the methods and the choice of surgical treatment.				
	L, S, E	Special attention should be paid to the specifics of postoperative care for a particular branch of surgery, or operating procedure. Also a special lecture would be about polytraumas and severely ill patients, their monitoring and work in difficult conditions (polytrauma, haemorrhagic shock, transfusion basics, the basics of anaesthesia and intensive care, transport of heavy patients).				5,5,5
	L, S, E	The lectures on specific branches, would state methods and algorithms of postoperative monitoring and control. The exercises will be held at the Department of Surgery of the Clinical Hospital Split, under the supervision and cooperation of teachers. During the exercise, the participants would get acquainted with the way of preparation of patients, the way the operation is performed, with particular emphasis on postoperative care and monitoring of patients in the postoperative period. Topics of exercises would be similar to the topics of lectures in the way that exercises follow the lecture topics. One part of exercises will be performed on models with the usual equipment, in imaginary clinical scenarios.				5,5,5
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Regular class attendance. Active participation in the teaching process. Password for AAI EduHr electronic identity for access to e - learning					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	1
	Experimental work		Report			
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	3	Project		(Other)	

Grading and evaluating student work in class and at the final exam	Indicators	Success (points)	Share in the grade (%)
	Written exam	30	100
	Total	30	100
	RATIO OF SUCCESS AND EVALUATION		
	Success - percentage (%)	criterion	grade
	60 - 69 %	meets the minimum criteria	sufficient (2)
	70 – 79,9 %	average success	good (3)
80 – 89,9 %	above-average success	very good (4)	
90 - 100 %	exceptional success	excellent (5)	
Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Ivan Prpić, Kirurgija za više medicinske škole, Medicinska naklada, 1996., ISBN: 953-176-049-7		
	T. Šoša, Ž. Sutlić, Z. Stanec, I. Tonković, KIRURGIJA, Zagreb, 2007.g. (selected chapters)		
Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. Handouts from lectures 2. Lectures recorded on a CD 		
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> ▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation 		
Other (as the proposer wishes to add)			

NAME OF THE COURSE		Evidence-based Clinical Care of Paediatric Patients				
Code	ZSS711	Year of study	2.			
Course teacher	Vjekoslav Krželj, MD Full professor with tenure	Credits (ECTS)	6			
Associate teachers		Type of instruction (number of hours)	L	S	E	T
			20	20	20	0
Status of the course	Elective	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course enrolment requirements and entry competences required for the course	No requirements					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Upon completion of the course, students will be able to</p> <ul style="list-style-type: none"> • specify life-threatening signs in children; • use the basic and advanced life-support procedures; • assess the condition of the newborn baby, infant child, pre-school and school-aged child; • plan and implement diagnostic and therapeutic procedures; • plan and implement the health care of a healthy and sick child; • assess the risk of the nursing care; • create the education of parent and children; • comment and recognize the most important difficulties of the children healthcare protection in the modern world; • implement prevention procedures in the pediatrics; • explain the basic concepts of social pediatrics and nursing activities on improving the children's health protection in a community; • use therapeutic communication with children and parents; • implement professional procedures in the work with chronically ill children and children depending on medical devices. 					
Course content broken down in detail by weekly class schedule (syllabus)		<p>The course content relates to the acquisition of theoretical and practical knowledge in recognizing the disease in children, followed by clinical and diagnostic procedures and their treatment, as well as the protocol for certain emergency situations.</p> <p>The students will acquire in the introductory lectures the basic theoretical knowledge about particular narrow specialty of pediatrics.</p> <p>The students will work in small groups and individually. In seminars, they will search literature that is available on computers and find evidence-based recommendations, which relate to certain specific problems within the thematic units.</p> <p>The problems that will be examined through the search of literature are:</p>				
	L,S,E	Breathing failure, causes, clinical signs, treatment and care			20,20,20	
		Heart failure, causes, clinical signs, treatment and care				
		State of shock, causes, clinical signs and treatment				

	Specific features of reanimation procedures in children	
	Consciousness disorders, clinical signs, treatment and care	
	Brain injury, clinical symptoms/signs, treatment and care	
	Metabolic diseases with consciousness disorders, clinical signs, treatment and care	
	Kidney failure, clinical symptoms/signs, treatment and care,	
	Diabetic ketoacidosis, clinical symptoms/signs, treatment and care	
	Care of a child with asthma, bronchitis i bronchopneumonia	
	Care of a child with urinary infection and with glomerulonefritis	
	Care of a child with acute digestive disorders	
	Care of a patient with chronic infectious bowel disease	
	Care of a patient with disorders of water and electrolyte metabolism	
	Hypoglicemia, diagnosis and treatment	
	Water and electrolyte provision in specific clinical states	
	Disorders of acid base status and tretament	
	Care of a patient with malignant disease	
	Care of a patient with epilepsy	
	Care of a patient with cerebral palsy	
	Diagnosis and treatment of children with neurorisk	
	Headaches in children	
	Procedure and care of a child with anorexia and bulimia	
	Recidivist abdominal pain in children	
	Prevention of chronic breathing system diseases	
	Obesity in children and prevention of obesity	
	Smoking and prevention	
	Addiction substances abuse and prevention	
	Depression in children and prevention	
	Injuries in children and prevention	
	Pregnancy in girls and sexually transmitted diseases	
	Specific features of an adolescent age and communication with an adolescent	
	Communication with parents and communication with parents of children suffering from chronic illness	
	Team work and communication with colleagues	
	Ethics in pediatrics	
	Procedure with a dying child and care	
	Care of a child with chronic breathing failure	
	Care of a child with inserted venous catheter and prevention of sepsis	
	Maintenance and care of breathing channels and oxygen supply	
	Insertion and maintenance of peripheral venous catheter and intraosal needle	
	Enteral nutrition	
	The most common causes of poisoning in children, procedure and care	
	Alcohol poisoning, procedure and care	
Sepsis, meningitis and necefalitis in children, clinical signs and procedure		
Procedure with a healthy newborn		

	Vaccination calendar and vaccination procedure					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Regular class attendance. Active participation in the teaching process. Password for AAI EduHr electronic identity for access to e - learning					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	1
	Experimental work		Report			
	Essay		Seminar essay	1	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	3	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Indicators		Success (points)		Share in the grade (%)	
	Written exam		30		100	
	Total		30		100	
	RATIO OF SUCCESS AND EVALUATION					
	Success - percentage (%)	criterion			grade	
	60 - 69 %	meets the minimum criteria			sufficient (2)	
	70 – 79,9 %	average success			good (3)	
80 – 89,9 %	above-average success			very good (4)		
90 - 100 %	exceptional success			excellent (5)		
Required literature (available in the library and via other media)	Title			Number of copies in the library		Availability via other media
	Mardešić i sur. Pedijatrija					
	Meštrović i sur. Hitna stanja u pedijatriji					
Optional literature (at the time of submission of study programme proposal)	1. Nelson i sur. Textbook of pediatrics 2. Selected texts from the literature 3. Lecturers' texts that are published on the study's web page.					
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> ▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation 					
Other (as the proposer wishes to add)						

NAME OF THE COURSE		Evidence-based Clinical Care of Psychiatric Patients				
Code	ZSS712	Year of study	2.			
Course teacher	Associate professor Vesna Antičević, PhD	Credits (ECTS)	6			
Associate teachers		Type of instruction (number of hours)	L	S	E	T
			20	20	20	
Status of the course	Elective	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course enrolment requirements and entry competences required for the course	No requirements					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Upon completion of the course, students will be able to</p> <ul style="list-style-type: none"> – explain modern organization of psychiatric service; – explain the characteristics of nurse's activities at the psychiatric ward, outpatient clinic or day hospital; – explain the characteristics of the relationship between a nurse and psychiatric patient; – apply therapeutic communication with mentally- ill patient and members of his family; – plan, implement and evaluate measures for promotion of mental health in a community; – manage the health care in emergency psychiatric conditions; – apply legal regulations in the work with psychiatric patients. 					
Course content broken down in detail by weekly class schedule (syllabus)	L, S	The course content includes contemporary clinical findings, based on evidence-based medicine on the psychopathology of mental disorders and diseases, epidemiology of mental illness and factors of influence on their development; ways of preventing or combating disorders and mental illnesses; social and legal status of mental patients and their rights During the seminar, students have patient's case reports with description and analysis of the case.	20,20			
	E	The knowledge acquired during the theoretical classes will be applied during practical exercises.	20			
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Regular class attendance. Active participation in the teaching process. Password for AAI EduHr electronic identity for access to e - learning					

Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	1
	Experimental work		Report			
	Essay		Seminar essay	1	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	3	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Indicators		Success (points)		Share in the grade (%)	
	Written exam		30		100	
	Total		30		100	
	RATIO OF SUCCESS AND EVALUATION					
	Success - percentage (%)	criterion			grade	
	60 - 69 %	meets the minimum criteria			sufficient (2)	
70 – 79,9 %	average success			good (3)		
80 – 89,9 %	above-average success			very good (4)		
90 - 100 %	exceptional success			excellent (5)		
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Frančičković, T., Moro, Lj., Psihijatrija za više zdravstvene studije, Naklada Slap: Jastrebarsko., 2012.					
Optional literature (at the time of submission of study programme proposal)						
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> ▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation 					
Other (as the proposer wishes to add)						

NAME OF THE COURSE		Geriatrics and Evidence-based Geriatric Nursing Care				
Code	ZSS717	Year of study	2.			
Course teacher	Assistant professor Nada Tomasović Mrčela, MD, PhD	Credits (ECTS)	6			
Associate teachers	Other associates in the field of nursing care	Type of instruction (number of hours)	L	S	E	T
			20	20	0	20
Status of the course	Elective	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	<p>The students will get acquainted with the specifics of morbidity of the elderly, health needs and functional disabilities in old age, geriatric syndromes, and the application of individual bio-psycho-social gerontological approach, which will allow them to work more independently in comprehensive health care of the elderly within their competencies. After completing the course, the students will plan, conduct and perform an evaluation of evidence-based geriatric nursing care.</p>					
Course enrolment requirements and entry competences required for the course	No requirements.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Upon completion of the course, students will be able to</p> <p>After completing the course the student will be able to:</p> <ul style="list-style-type: none"> • explain basic concepts in gerontology and geriatrics • describe changes in organs and organ systems during physiological aging; • implement primary, secondary and tertiary prevention measures for the elderly; • assess the functional abilities of the elderly; • describe the role and importance of the individual gerontological bio-psycho-social approach and the multidisciplinary team in health care for the elderly; • define Geriatric syndrome 5 geriatric giants; gerastenia and geriatric domino effect, • describe the specifics of morbidity in old age within their competencies; • explain the peculiarities of palliative care in old age; • plan, implement and evaluate geriatric nursing care. 					
Course content broken down in detail by weekly class schedule (syllabus)	L	Introduction to geriatrics			3	

	<p>Basic epidemiological findings on the growing share of the elderly population, chronic non-communicable diseases in the elderly, morbidity, mortality and hospitalizations of the elderly Importance of gerontological-public health indicators for identification, monitoring, analysis and evaluation of health needs and functional abilities of the elderly</p> <p>Changes in organs and organ systems during physiological aging;</p>	
	<p>Extra-institutional care for the elderly (Gerontology centers)</p> <p>Specific primary health care in nursing homes Possibilities and application of gerontotechnology</p> <p>Guidelines for proper nutrition in old age Assessment of nutritional status in the elderly</p> <p>Physical activity in old age Individual gerontological bio-psycho-social approach</p>	4
L	<p>Risk factors for the development of diseased aging;</p> <p>Assessment of the functional ability of the elderly</p> <p>Geroprophylaxis and healthy active aging Primary, secondary, tertiary and quaternary prevention for the elderly;</p>	4
L	<p>Specifics of morbidity in old age for selected clinical entities: -Circulatory diseases, malignant diseases, malnutrition, obesity, osteoporosis, diabetes, Parkinson's disease, anemia in the elderly, respiratory diseases in geriatric patients. Injuries and bone fractures in old age Psychogeriatric diseases: Dementia (Alzheimer's disease), depression in old age, delirium.</p>	7
L	<p>Pharmacotherapy in geriatrics</p> <p>Geriatric syndrome 5 geriatric giants, gerastenia, geriatric domino effect</p>	2
S	<p>Age and aging. Forms of care for elderly (institutional and non-institutional)</p> <p>Gerontological-public health measures to prevent pressure ulcers</p> <p>Special features of palliative care in old age</p>	7
S	<p>Legal norms in geriatric nursing care Multidisciplinary team in health care for the elderly; Communication with the elderly Neglect and abuse of the elderly Stereotypes and prejudices about the elderly in the aging process</p>	6

	S	Categorization procedure (4 levels of geriatric nursing care) Nutritional status assessment - web service NRS 2002 Preventing falls in the elderly	7
	T	Introduction to the organization and structure of the nursing homes. Categorization of a newly received beneficiaries in nursing home. The importance of preserving the functional capacity of the geriatric patients. Nursing documentation GZNJ.	7
	T	Specifics of geriatric nursing care in patients with Alzheimer's disease and other forms of dementia, multiple sclerosis, Parkinson's disease Feeding via PEG in patient with neurological dysphagia.	6
	T	Norms of the number of nurses in relation to the number of beneficiaries of nursing home by category Competences and tasks of the head nurse of the nursing homes. The importance of family involvement in solving the social health problems of the beneficiaries of nursing home.	7
<p>COURSE DESCRIPTION</p> <p>The content of the course includes clinical and public health knowledge, based on evidence-based medicine in the field of geriatrics, gerontology and geriatric nursing care. It includes epidemiological knowledge about the growing share of the elderly population, chronic non-communicable diseases in the elderly, morbidity, mortality, hospitalizations of the elderly and how to prevent diseases (geroprophylaxis) in the elderly population. During the course the students will get acquainted with the specifics of morbidity of the elderly, geriatric syndromes, health needs and functional disabilities in old age and individual gerontological bio-psycho-social approach to protecting the health of the elderly within their competencies. Classes include introducing students to the principles of geriatric nursing care, the plan, process, evaluation and standards of geriatric nursing care based on evidence</p>			
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	
Student responsibilities	Regular class attendance. Active participation in the teaching process. Password for AAI EduHr electronic identity for access to e - learning		

Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance		Research		Practical training	
	Experimental work		Report		T	1,5
	Essay		Seminar essay	1,5	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	3	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Indicators		Success (points)		Share in the grade (%)	
	Written exam		25		50	
	Seminar		12,5		25	
	Practical training		12,5		25	
	Total		50		100	
	RATIO OF SUCCESS AND EVALUATION					
	Success - percentage (%)	criterion			grade	
60 - 69 %	meets the minimum criteria			sufficient (2)		
70 – 79,9 %	average success			good (3)		
80 – 89,9 %	above-average success			very good (4)		
90 - 100 %	exceptional success			excellent (5)		
Required literature (available in the library and via other media)	Title			Number of copies in the library		Availability via other media
	Written materials from lectures and seminars					
Optional literature (at the time of submission of study programme proposal)	<p>1.Duraković Z i sur. Gerijatrija – medicina starije dobi; C.T.-poslovne informacije d.o.o.: Zagreb; 2007. (selected chapters)</p> <p>2.Tomasović Mrčela N, Soldo D. Bio-psiho-socijalni pristup gerijatrijskom onkološkom bolesniku. U: Šamija M, Nemet D i sur., ur. Potporno i palijativno liječenje onkoloških bolesnika. Zagreb: Medicinska naklada; Zagreb; 2010, str. 451-57.</p> <p>3.Tomek-Roksandić S, Šostar Z, Fortuna V, ur. Četiri stupnja gerijatrijske zdravstvene njege sa sestrinskom dokumentacijom i Postupnikom opće/obiteljske medicine. Zagreb: CZG ZJZ Dr. Andrija Štampar“; 2011.</p> <p>4.Soriano Rainer P., ed. Fundamentals of Geriatric Medicine. A Case-Based Approach. NY: Springer; 2003 (selected chapters)</p>					
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> ▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports External evaluation 					
Other (as the proposer wishes to add)						

NAME OF THE COURSE		History and Nursing Models				
Code	ZSS713	Year of study	2.			
Course teacher	Vjekoslav Krželj, MD Full professor with tenure	Credits (ECTS)	3			
Associate teachers	Matea Dolić, Master of Nursing, senior lecturer	Type of instruction (number of hours)	L	S	E	T
			15	20	0	0
Status of the course	Obligatory	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course enrolment requirements and entry competences required for the course	Passed course: <ol style="list-style-type: none"> Nursing Care Nursing Care Theory 					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of the course, students will be able to <ul style="list-style-type: none"> describe the development of nursing; describe the development of nursing education; analyze the Bologna process; explain the EU directives on nursing; describe the influence and documents of the WHO; critical assessment of new educational paradigm in the Republic of Croatia; analyze the new curriculum, its structure and concept. 					
Course content broken down in detail by weekly class schedule (syllabus)	L	Nursing history	3			
	L	Development in the EU	2			
	L	Development in Croatia	3			
	L	EU directives	2			
	L	World Health Organisation's recommendations	1			
	L	Bologna process	1			
	L	New Croatian concept	1			
	S	a) Curriculum based on competences b) The structure of the curriculum in blocks of knowledge and modules c) Balanced relationship between blocks of knowledge and skills d) Shifting of focus from the theory to practical clinical skills e) Learning based on scientific principles and findings	14			
	L	Directions in nursing	1			
	S	Specialization in nursing	3			
S	Academic advancement in nursing	3				
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			

Student responsibilities	Regular class attendance. Active participation in the teaching process. Password for AAI EduHr electronic identity for access to e - learning					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance		Research		Practical training	
	Experimental work		Report			
	Essay		Seminar essay	1,0	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	2,0	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Indicators		Success (points)	Share in the grade (%)		
	Written exam		30	33,3		
	Seminar essay		15	66,67		
	TOTAL		45	100,00		
	RATIO OF SUCCESS AND EVALUATION					
	Success - percentage (%)	criterion			grade	
	60 - 69 %	meets the minimum criteria			sufficient (2)	
70 – 79,9 %	average success			good (3)		
80 – 89,9 %	above-average success			very good (4)		
90 - 100 %	exceptional success			excellent (5)		
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	<ol style="list-style-type: none"> 1. Julia B. George. Nursing Theories: the base for professional nursing practice. 2004, Mosby. 20% 2. Europska organizacija za osiguranje kvalitete u visokom obrazovanju. Standardi i smjernice za osiguranje kvalitete u europskom prostoru visokog obrazovanja. 2005. 3. http://www.google.hr/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CBsQFjAA&url=http%3A%2F%2Fwww.unidu.hr%2Fdatoteke%2F19izb%2FESG-u-potpunosti.pdf&ei=O88HVauXFijUOdGZgIgl&usg=AFQjCNF55hjLCPjbPnf_u0VgRN93WrTiFg&bv m=bv.88198703,d.ZWU 20% 4. Agencija za znanost i visoko obrazovanje. Priručnik kvalitete. 2010. https://www.azvo.hr/hr/kvaliteta 20% 5. Europski parlament i Vijeće EU. Direktiva 2005/36/EZ europskog parlamenta i vijeća o priznavanju stručnih kvalifikacija. 2005. http://www.google.hr/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&sqi=2&ved=0CCIQFjAB&url=http%3A%2F%2Faaz.hr%2Fsites%2Fdefault%2Ffiles%2Fdirektiva_priznavanje_strucnih_kvalifik 					

	<p>acija_1.pdf&ei=EtEHVY22KsbtO_9gbAC&usg=AFQjCNHOqB6w7Bo3rkDgoTgFO6zx821-4A&bvm=bv.88198703,d.ZWU 20%</p> <p>6. Svjetska zdravstvena organizacija. Povijest, preporuke. http://www.who.int/en/ 20%</p> <p>*Nastavni materijali osiguravaju 100% literature za studij i polaganje ispita</p>		
Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. Council Directive 77/452/EEC of 27 June 1977. Directive concerning the mutual recognition of diplomas, certificates and other evidence of the formal qualifications of nurses responsible for general care. Official Journal of the European Union.1977. p. L176:1-7. 2. Council Directive 77/453/EEC of 27 June 1977. Directive concerning the coordination of provisions laid down by Law, Regulation or Administrative Action in respect of the activities of nurses responsible for general care. Official Journal of the European Union. 1977 p. L 176:8-10. 3. Council Directive 80/154/EEC of 21 January 1980. Directive concerning the mutual recognition of diplomas, certificates and other evidence of formal qualifications in midwifery. Official Journal of the European Union. 1980. p. L 033:1-7. 4. Council Directive 80/155/EEC of 21 January 1980. Directive concerning the coordination of provisions laid down by Law, Regulation or Administrative Action relating to the taking up and pursuit of the activities of midwives. Official Journal of the European Union. 1980. p. L 033:8-12. 5. Council Directive 89/48/EEC of 21 December 1988. Directive on a general system for the recognition of higher-education diplomas awarded on completion of professional education and training of at least three years' duration. Official Journal of the European Union. 1989. p. L 019:16-23. 6. Council Directive 92/51/EEC of 18 June 1992. Directive on a second general system for the recognition of professional education and training to supplement Directive 89/48/EEC. Official Journal of the European Union. 1992:L 209: 25-45. 7. Council Directive 2005/36/EC of the European Parliament and of the Council of 7 September 2005. Directive on the recognition of professional qualifications. Official Journal of the European Union. 2005. p. L 255:22-142. 8. European Commission Recommendation. The European Qualifications Framework (EQF). Brussels: European Commission; 2009. 9. Fleming V, Holmes A. Basic nursing and midwifery education programmes in Europe. A report to the World Health Organization Regional Office for Europe. Glasgow: Caledonian University; 2005. 10. Keighley T. European Union standards for nursing and midwifery: Information for accession countries. Copenhagen: WHO Regional Office for Europe; 2009. 11. World Health Organization. Strengthening nursing/midwifery in support of the strategy for health for all. Geneva (Switzerland): World Health Assembly; 1989. 12. World Health Organization. HEALTH21: an introduction to the health for all policy framework for the WHO European Region. Copenhagen: WHO Regional Office for Europe; 1998. 		

	<ol style="list-style-type: none"> 13. World Health Organization. HEALTH21: Code of ethics for nurses. ICN definition of nursing. International Council for Nurses; Geneva: WHO; 1998. 14. World Health Organization. Nurses and midwives for health; A WHO European strategy for nursing and midwifery education. Copenhagen: WHO Regional Office for Europe; 2000. 15. World Health Organization. Munich Declaration: nurses and midwives: a force for health. Copenhagen: WHO Regional office for Europe; 2000. 16. World Health Organization. Guide to Professional Regulation. Copenhagen: WHO Regional office for Europe; 2000. 17. World Health Organization. European Strategy for Nursing and Midwifery Education; guidelines for member states on the implementation of the Strategy. Copenhagen: WHO Regional office for Europe; 2001. 18. Committee on Nursing Education ANA. American Nurses Association's first position on education for nursing. Am J Nurs. 1965;65:106-7. Šimunović F, and Šimunović VJ. Training Clinical Skills in 20th and 21st century: Two Generations and Two Worlds Apart. Part One. Acta Medica Academica 2009;38:70-76 http://www.anubih.ba/ama/vol-38-no-2-y09/70-76.pdf 19. Šimunović F, and Šimunović VJ. Training Clinical Skills in 20th and 21st century: A New Paradigm. Part Two. Acta Medica Academica. 2010;39; 45-55. http://www.anubih.ba/ama/vol-39-no-1-y10/FILIP%20SIMUNOVIC%20%20Acta%20Medica%20Academica%201-2010%20a-5.pdf 20. Šimunović VJ, Hozo I, Rakić M, Jukić M, Tomić S, Kokić S, Ljutić D, Družijanić N, Grković I, Šimunović F, Marasović D. New Paradigm in Training of Undergraduate Clinical Skills: the NEPTUNE-CS project at the Split University School of Medicine. Croat Med J. 2010; 51: 373-80. http://www.cmj.hr/2010/51/5/20960586.htm 21. Šimunović VJ, Županović M, Mihanović F, Bradarić N, Janković S. In search of a Croatian Model of Nursing Education. Croat Med J. 2010; 51: 383-95. http://www.cmj.hr/2010/51/5/20960588.htm 22. Janković S, Mihanović F and Šimunović VJ. The Croatian Model of University Education for Health Professionals. Coll. Antropol. 2010; 34(4): 1481-1485.
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> ▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation
Other (as the proposer wishes to add)	

NAME OF THE COURSE		Health Promotion and Disease Prevention				
Code	ZSS714	Year of study	2.			
Course teacher	Associate professor Ingrid Tripković, PhD	Credits (ECTS)	3			
Associate teachers		Type of instruction (number of hours)	L	S	E	T
			20	15	0	0
Status of the course	Obligatory	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	After completion of the course, students will be able to work with population in programmes of acquiring healthy life styles.					
Course enrolment requirements and entry competences required for the course	No requirements					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Upon completion of the course, students will be able to</p> <ul style="list-style-type: none"> • lead multidisciplinary teams on different programmes of health promotion and prevention of diseases; <ul style="list-style-type: none"> - programme of addiction prevention; - programme of violence reduction; - programme of prevention of sexually transmitted diseases in different categories of population; - programme of early detection of cancers. • manage the work of small and large group on implementation of health education; • be in charge of educating adults about prevention of chronic non-infectious diseases by changing lifestyle and dietary habits. 					
Course content broken down in detail by weekly class schedule (syllabus)	Course model	Topic			Number of student hours	
		The course content refers to the theoretical and practical knowledge and skills related to health promotion and disease prevention. Students will be trained to work in multidisciplinary teams. Thematic units:				
	L,S	Social determinants of health – health inequalities ;			1,1	
	L,S	Health in a community – indicators and methods of assessing the health care condition, needs assessment and choice of priorities;			2,2	
	L,S	Health promotion – collaboration with other sectors in health development;			1,1	
	L,S	Prevention of disease – risk assessment, risk management, environment and health;			2,1	
	L,S	Early detection of disease – adequate treatment;			2,2	
	L,S	Quality of life – development of the remaining abilities, rehabilitation, terminal care, reduction of damage;			2,1	
	L,S	Development and implementation of health policy			2,1	
	L,S	Programme of smoking prevention			2,1	
L,S	Programme of early detection of breast cancer			2,2		

	L,S	Programme of early detection of colon cancer	2,2	
	L,S	Programme of prevention of sexually transmitted diseases	2,1	
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	
Student responsibilities	Regular class attendance. Active participation in the teaching process. Password for AAI EduHr electronic identity for access to e - learning			
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research	Practical training
	Experimental work		Report	
	Essay		Seminar essay	0,5 (Other)
	Tests		Oral exam	(Other)
	Oral exam	2,0	Project	(Other)
Grading and evaluating student work in class and at the final exam	Evaluation indicators		Achievement (ECTS credits)	Share in the grade (%)
	Written exam		40	80%
	Seminars		10	20%
	Total		50	100%
	RELATION OF ACHIEVEMENTS AND GRADE			
	Achievement - percentage (%)	Criterion		Grade
	60-69,9	fulfils minimal criteria		satisfactory (2)
	70-79,9	average achievement		good (3)
	80-89,9	above average achievement		very good (4)
	90-100	exceptional achievement		excellent (5)
Required literature (available in the library and via other media)	Title		Number of copies in the library	Availability via other media
	Puntarić D, Ropac D, Jurčev Savičević A., „Javno zdravstvo“, Medicinska naklada Zagreb, 2014. 70%			
	Sindik J, Rončević T., „Metode zdravstvenog odgoja i promocije zdravlja“, 2014 Preddiplomski stručni studij Sestrinstvo Sveučilište u Dubrovniku Dubrovnik, 2014 Available at: http://www.unidu.hr/datoteke/172izb/Knjiga-gotova-metode.pdf 30%			
Optional literature (at the time of submission of study programme proposal)	1. Nacionalni program prevencije ovisnosti za djecu i mlade u odgojno-obrazovnom sustavu te djecu i mlade u sustavu socijalne skrbi za razdoblje od 2010. do 2014. Dostupno na:			

	<p>http://www.uredzadroge.hr/archive/66/Nacionalni_program_prevenције_ovisnosti_FI_NAL.doc.pdf</p> <ol style="list-style-type: none"> 2. Zakon o ograničavanju uporabe duhanskih proizvoda. Dostupno na: http://www.zakon.hr/z/80/Zakon-o-zabrani-pu%C5%A1enja 3. Nacionalni program ranog otkrivanja raka debelog crijeva. Dostupno na: http://www.mzss.hr/hr/programi_i_projekti/prevenција/nacionalni_program_ranog_otkrivanja_raka_debelog_crijeva 4. Web sites of Ministry of Health, https://zdravlje.gov.hr/ 5. Web sites of Croatian Public Health Institute, https://www.hzjz.hr/ 6. Web site of World Health Organisation, https://www.who.int/ 7. Health Protection Act, OG 150/2008, 125/19, 147/20
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> ▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation (Inspection by Quality control teams of National Agency for Quality Control, external evaluation) and self assessment

NAME OF THE COURSE		Basic Laboratory Tests				
Code	ZSS715	Year of study	2.			
Course teacher	Leida Tandara, PhD Assistant professor	Credits (ECTS)	3			
Associate teachers		Type of instruction (number of hours)	L	S	E	T
			15	10	5	0
Status of the course	Obligatory	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course enrolment requirements and entry competences required for the course	No requirements					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Upon completion of the course, students will be able to</p> <ul style="list-style-type: none"> explain, connect and demonstrate the role of laboratory diagnostics in differentiating between healthy and sick persons; explain and demonstrate the preparation of the patient and impact of the pre-analytical phase on laboratory test results; explain and apply appropriate sampling procedure in relation to the analytical procedure; explain and apply the laboratory diagnostics procedures with a patient (POCT); implement pre-analytical, analytical and post-analytical phases in medical biochemical testing of biological material; explain and demonstrate the results of basic biochemical, hematological and coagulation laboratory tests 					
Course content broken down in detail by weekly class schedule (syllabus)		The course content refers to theoretical and practical knowledge and skills related to the preparation of the patient for taking samples for laboratory testing, understanding biological variations and impacts on the result of laboratory tests, the skill of performing tests on patients and recognising pathological values. Thematic units:				
	L, E	Biological variation of biochemical and hematological blood smears	2,1			
	L,E	Analysis of laboratory test results and clinical reference	2,1			
	L,S,E	Automatization and informatization in a laboratory	1,1,1			
	L,S,E	Tests done on patients (<i>Point of care testing</i> - POCT)	1,1,1			
	L,E	Water and electrolytes, acido-basic balance	1,1			
	L,E	Basic tests of cardio-vascular system, gastrointestinal tract, liver and pancreas	2,1			
	L,S,E	Basic laboratory tests of the kidney function, urine	1,1,1			
	L,E	Basic laboratory tests in the diagnostics of malignant tumors	1,1			
	L,E	Basic laboratory tests of endocrinological and metabolic diseases	1,1			
	L,E	Laboratory diagnostics of erythrocyte disorders	1,1			
	L,E	Laboratory diagnostics of leucocyte disorders	1,1			
L,E	Basic laboratory tests of hemostasis	1,1				

Format of instruction	X lectures X seminars and workshops X exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Regular class attendance. Active participation in the teaching process. Password for AAI EduHr electronic identity for access to e - learning					
Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	0,5	Research		Practical training	
	Experimental work		Report			
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	2,5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Evaluation indicators			Achievement (ECTS credits)	Share in the grade (%)	
	Written exam			30	100%	
	Total			30	100%	
	RELATION OF ACHIEVEMENTS AND GRADE					
	Achievement - percentage (%)		Criterion		Grade	
	60-69,9		fulfils minimal criteria		satisfactory (2)	
	70-79,9		average achievement		good (3)	
80-89,9		above average achievement		very good (4)		
90-100		exceptional achievement		excellent (5)		
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Topić E, Primorac D, Janković S. Ur. Medicinskobiokemijska dijagnostika u kliničkoj praksi, Zagreb: Medicinska naklada, 2004. (selected chapters)					
	Čvorišćec D, Čepelak I. Ur. Štrausova medicinska biokemija. Zagreb: Medicinska naklada, 2009. (selected chapters)					
	Jadranka Sertić i suradnici, Klinička kemija i molekularna dijagnostika, MEDICINSKA NAKLADA, Zagreb 2008.					
	Boris Labar, Erik Hauptmann i suradnici, Hematologija, ŠKOLSKA KNJIGA, Zagreb, 2007.					
Kathleen Deska Pagana, Timothy J. Pagana, Mosby's Manual of Diagnostics and Laboratory Test, 2014.						
Optional literature (at the time of submission of study programme proposal)	1. Pagana KD, Pagana TJ. Mosby's manual of diagnostic and laboratory tests. Mosby. St. Louis, Missouri, 2009.					

	2. Gaw A, Murphy MJ, Cowan RA, O'Reilly DJ, Stewart MJ, Shepherd J. Clinical biochemistry. London, Churchill Livingstone, 2008.
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> ▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation
Other (as the proposer wishes to add)	

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VI. LIST OF COURSES, TEACHERS AND ASSOCIATES

CODE	COURSE	Teachers
ZSZ701	Health Care Law	Full professor, Jozo Čizmić, PhD Assistant professor Nina Mišić Radanović, PhD
ZSZ702	Health Care Ethics	Assistant professor Ana Ćurković, PhD Assistant professor Ana Jeličić, PhD
ZSZ703	Patient's Right	Full professor, Jozo Čizmić, PhD Assistant professor Nina Mišić Radanović, PhD
ZSZ704	Health Insurance Systems	Full professor Mirko Klarić, PhD Assistant professor Nada Tomasović Mrčela, MD, PhD
ZSZ705	Health Care Information Systems	Full professor Ana Jerončić, PhD Mr. sc. Renato-Zdenko Jerončić
ZSZ706	Human Resource Management	Dejan Kružić, PhD, Full professor tenure Ana Juras, PhD, Research associate Ante Mihanović, PhD, Senior lecturer
ZSZ707	Health Care Management	Dejan Kružić, PhD, Full professor tenure Ana Juras, PhD, Research associate Ante Mihanović, PhD, Senior lecturer
ZSZ708	Health Care Economics	Full professor Željko Mrnjavac, PhD Associate professor Lana Kordić, PhD
ZSZ709	Health Care Quality Control	Associate professor Ante Obad, MD, PhD Assistant professor Nada Tomasović Mrčela, MD, PhD
ZSZ710	Pedagogy	Tonča Jukić, PhD, Associate Professor
ZSZ711	Didactics and Teaching Methods	Tonča Jukić, PhD, Associate Professor
ZSZ712	Statistics in Health Care	Antonela Matana, PhD, Assistant Professor
ZSZ713	Scientific and Research Work	Davorka Sutlovic, PhD, Full professor with tenure
ZSS701	Nursing Care Theory	Vjekoslav Krželj, MD, Full professor with tenure Ante Buljubašić, Master of Nursing, lecturer
ZSS702	Nursing Care	Vjekoslav Krželj, MD, Full professor with tenure Ante Buljubašić, Master of Nursing, lecturer
ZSS703	Dietetics	Assoc. prof. Anamarija Jurčev Savičević, MD, PhD Assist. prof. Željka Karin, MD, PhD Assoc. prof Ivana Kolčić, MD, PhD Assist. prof. Zlatka Knezović, PhD Mentors and associates from teaching bases
ZSS704	Emergency and Clinical Care	Mihajlo Lojpur MD, PhD, Assistant professor Full professor Mladen Carev, MD, PhD Assistant professor Slavica Dajak, MD, PhD M Mentors and associates from teaching bases
ZSS705	Infection Prevention and Control	Assoc. prof. Anamarija Jurčev Savičević, MD, PhD Assist. prof. Željka Karin, MD, PhD

		Assist. prof Zlatka Knezović, PhD mentors and associates from teaching bases
ZSS706	Clinical Pharmacology	Arnes Rešić, MD, PhD Assistante Professor Associate professor Ivana Mudnić, MD, PhD mentors and associates from teaching bases
ZSS707	Communication and Clinical Evaluation	Associate professor Vesna Antičević, PhD Associate professor Slavica Kozina, PhD Assistant professor Varja Đogaš, MD, PhD
ZSS708	Evidence-based Clinical Practice	Mihajlo Lojpur MD, PhD Assistant professor
ZSS709	Evidence-based Clinical Care of Internal Medicine Patients*	Višnja Kokić Maleš, MD, PhD Assistant professor
ZSS710	Evidence-based Clinical Care of Surgical Patients*	Full professor Zdravko Perko, MD, PhD
ZSS711	Evidence-based Clinical Care of Paediatric Patients*	Vjekoslav Krželj, MD Full professor with tenure
ZSS712	Evidence-based Clinical Care of the Psychiatric Patients*	Associate professor Vesna Antičević, PhD
ZSS717	Geriatrics and Evidence-based Geriatric Nursing Care *	Assistant professor Nada Tomasović Mrčela, MD, PhD Other associates in the field of nursing care
ZSS713	History and Nursing Models	Vjekoslav Krželj, MD, Full professor with tenure Matea Dolić, Master of Nursing, senior lecturer
ZSS714	Health Promotion and Disease Prevention	Associate professor Ingrid Tripković, PhD
ZSS715	Basic Laboratory Tests	Leida Tandara, PhD, Assistant professor
ZSS716	Master's Thesis	

VII. CURRICULUM VITAE OF TEACHERS AND ASSOCIATES

In alphabetical order:

Title, name and last name	Associate professor Vesna Antičević, PhD
Title of the course at the proposed study programme	Communication and Clinical Evaluation Evidence-based Clinical Care of Psychiatric Patients
GENERAL INFORMATION ON COURSE LEADER	
E-mail address	vesna.anticivic@ozs.unist.hr
Year of birth	1965
Scientist ID	336020
CROSBİ profile ID	31537
Research rank and date of the last appointment	Associate professor 2020
Research and teaching or teaching rank, and the date of the last appointment	Associate professor
Area and field of appointment into research rank	Social sciences
INFORMATION ON CURRENT EMPLOYMENT	
Institution of employment	University Department of Health Studies
Date of employment	2014
Job title (professor, researcher, associate teacher, etc.)	professor
Field of research	Social sciences
Position in the institution	Head of the quality
INFORMATION ON EDUCATION – Highest degree achieved	
Degree	PhD
Institution	University of Zagreb, University Department of Health Studies
Place	Zagreb
Date	2012
INFORMATION ON ADDITIONAL TRAINING	
Year	2004
Place	Zagreb
Institution	University of Zagreb, University Department of Health Studies
Field of training	Postgraduate professional study
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English 4
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Germany 2
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (title of course, study programme where it	Undergraduate studies: Health psychology Communication skills Psychology of Pain

is/was held, and level of study programme)	Biological basis of behavior Psychology of disability Psychology of lifelong learning Graduate studies: Communication and clinical assessment Clinical care for psychiatric patients English studies: Educational psychology Healthcare for persons with disabilities Healthcare of psychiatric patients
Authorship of university textbooks from the field of the course	
Professional and research papers published in the last five years from the field of the course (max 5 references)	<ol style="list-style-type: none"> 1. Dolić, Matea; Antičević, Vesna; Dolić, Krešimir; Pogorelić, Zenon Difference in pandemic-related experiences and factors associated with sickness absence among nurses working in COVID-19 and non-COVID-19 departments (2022). International journal of environmental research and public health, 19, 3; 1093, 20 doi:10.3390/ijerph19031093 2. Dolić, Matea; Antičević, Vesna; Dolić, Krešimir; Pogorelić, Zenon. Questionnaire for assessing social contacts of nurses who worked with coronavirus patients during the first wave of the COVID-19 pandemic // Healthcare, 9 (2021), 8; 930, 9 doi:10.3390/healthcare9080930 3. Đapić Kolak, Zdravka; Antičević, Vesna The effect of continuous training of nurses and carers on the protection of the health of users of the Nursing Home // Medica Jadertina, 48 (2018), 4; 207-216 4. ković, Stipan; Koren, Sanja; Šarić, Matea; Orlandini, Rahela; Antičević, Vesna; Švaljug, Deana; Buljubašić, Ante The Croatian Model of University Education for Nurses // International Archives of Nursing and Health Care, 4 (2018), 2; 1-4 doi:10.23937/2469-5823/1510093 5. Klarin, Mira; Antičević, Vesna; Kardum, Goran; Proroković, Ana; Sindik, Joško Communication and social skills in education of health occupation students: attitudes and validation on nationwide parallel group randomized study // Suvremena psihologija, 20 (2017), 1; 39-52
Professional and research papers In methodology and quality of teaching published in the last five years (max 5 references)	
Professional and research projects from the field of the course carried out in the last five years (max 5 references)	
Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?	
PRIZES AND AWARDS	
Prizes and awards for teaching and research	

Title, name and last name	Ante Buljubašić, Master of Nursing
Title of the course at the proposed study programme	Nursing Care Theory Nursing Care
GENERAL INFORMATION ON COURSE LEADER	
E-mail address	abuljubasic@ozs.unist.hr
Year of birth	1966.
Scientist ID	/
CROSBİ profile ID	36681
Research rank and date of the last appointment	/
Research and teaching or teaching rank, and the date of the last appointment	Lecturer 2017.
Area and field of appointment into research rank	Biomedicine and Health Sciences; Clinical Medical Sciences
INFORMATION ON CURRENT EMPLOYMENT	
Institution of employment	University of Split; University Department of Health Studies
Date of employment	1.October.2017.
Job title (professor, researcher, associate teacher, etc.)	Lecturer
Field of research	Nursing
Position in the institution	/
INFORMATION ON EDUCATION – Highest degree achieved	
Degree	Master of Nursing
Institution	University of Split; University Department of Health Studies
Place	Split, Croatia
Date	7 October 2015.
INFORMATION ON ADDITIONAL TRAINING	
Year	2021.
Place	Split, Croatia
Institution	Clinical Hospital Centre Split, Clinic for Children's Diseases; Croatian Paediatric Society; Croatian Society for School and University Medicine; Croatian Nurses Association, Paediatric Society; University of Split, University department of health studies
Field of training	Haematology and oncology, radiology in paediatrics, emergencies in paediatrics.
Year	2020.
Place	Mostar, Bosnia and Hercegovina
Institution	University of Mostar, Faculty of health studies
Field of training	Biostatistics and epidemiological methods, Evidence-based health practice, Evaluation and treatment of symptoms, The role of scientists in health advances, Health systems, Informatics in health systems, Scientific information-finding and critical evaluation, Health policies, Scientific research-breeding and writing, Nursing care, Nursing theories
Year	2020.
Place	Split, Croatia
Institution	University of Split; University Department of Health Studies
Field of training	Communication skills in working with students; basic skills of leading a small group and working in a team; curricular planning, implementation and evaluation, and the mentoring process.
Year	2018.
Place	Split, Croatia
Institution	Ministry of Health of the Republic of Croatia

Field of training	Teamwork; relationships; the importance of good interpersonal relationships in the work environment; help and support in learning; evaluation and accountability; learning evaluation; creating a positive learning environment; positive work environment; evidence-based nursing and midwifery.
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (3)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	/
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	/
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (title of course, study programme where it is/was held, and level of study programme)	<u>Course teacher (from academic year 2012/2013 to 2016/2017):</u> <i>University undergraduate study of nursing: The nursing process (1st year); Community health care (3rd year).</i>
Authorship of university textbooks from the field of the course	/
Professional and research papers published in the last five years from the field of the course (max 5 references)	Podrug M, Aranza D, Marendić M, Buljubašić A, Orlandini R, Dolić M, Krželj V. Incidence of injury in children treated at the Department of Emergency Medicine of the Split-Dalmatia County. <i>Paediatrica Croatica</i> . 2021 Mar 17;65(1):21-6. Buljubašić A, Elezović A, Orlandini R, Marendić M. Contraception - knowledge and prejudice. 2nd Scientific Symposium with International Participation "Public Health Science and Achievements in Practice", Proceedings Janković S, Koren S, Šarić M, Orlandini R, Antičević V, et al. The Croatian Model of University Education for Nurses. <i>Int Arch Nurs Health Care</i> 4:093. doi.org/10.23937/2469-5823/1510093 Accepted: May 23, 2018; Published: May 25, 2018.
Professional and research papers In methodology and quality of teaching published in the last five years (max 5 references)	/
Professional and research projects from the field of the course carried out in the last five years (max 5 references)	Participation in the Twinning project of the Ministry of Health of the Republic of Croatia "Education of mentors for nurses and midwives in the health system in Croatia and the implementation of the educational curriculum harmonized with Directive 2005/36 / EC" (2017-2018) Participation in the UNICEF Lifelong Learning Program "Lifelong Learning Program for Family Support and Child Welfare" (2016-2017)
Within which program and to what extent did the course teacher acquire methodological, psychological,	Completed the course of professional development "Communication and pedagogical skills for clinical mentors" organized by the "Alumni" of the Association of Students of the University Department of Health Studies, University of Split (2020).

<p>didactic and pedagogical competencies?</p>	<p>Acquired knowledge of communication skills in working with students; basic skills of leading a small group and working in a team; curricular planning, implementation and evaluation, and the mentoring process.</p> <p>Completed training program "Training of mentor educators" organized by the Ministry of Health of the Republic of Croatia within the Twinning project "Training of mentors for nurses and midwives in the health system in the Republic of Croatia and the implementation of educational curriculum in line with Directive 2005/36 / EC" (2018). Acquired knowledge on ways of applying projects in personal, professional, teaching and scientific research development; ways of applying other models of innovative learning and teaching in health education.</p>
<p>PRIZES AND AWARDS</p>	
<p>Prizes and awards for teaching and research</p>	<p>/</p>

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Title, name and last name	Assistant professor Ana Ćurković
Title of the course at the proposed study programme	Health Care Ethics
GENERAL INFORMATION ON COURSE LEADER	
E-mail address	ana.curkovic@ozs.unist.hr
Year of birth	1988.
Scientist ID	336731
CROSBİ profile ID	31752
Research rank and date of the last appointment	/
Research and teaching or teaching rank, and the date of the last appointment	assistant professor, 24.11.2020.
Area and field of appointment into research rank	Area of biomedicine and health, field of public health and health care, branch of social medicine
INFORMATION ON CURRENT EMPLOYMENT	
Institution of employment	University of Split, University Department of Health Studies
Date of employment	1.4.20212.
Job title (professor, researcher, associate teacher, etc.)	assistant professor
Field of research	Social medicine
Position in the institution	assistant professor
INFORMATION ON EDUCATION – Highest degree achieved	
Degree	PhD
Institution	Split School of Medicine
Place	Split
Date	29.10.2018.
INFORMATION ON ADDITIONAL TRAINING	
Year	/
Place	/
Institution	/
Field of training	/
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English 4
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (title of course, study programme where it is/was held, and level of study programme)	Previous participation in courses as a teaching assistant and postdoctoral researcher
Authorship of university textbooks from the field of the course	/
Professional and research papers published in the last five years from the field of the course (max 5 references)	Lukežić, Marina; Ćurković, Ana; Kolčić, Ivana; Polašek, Ozren. Socioeconomic status and psychological distress do not predict mortality risk in the island population of Vis, Croatia // Journal of Global Health Economics and Policy, 1 (2021), 1; 2021016, 7 doi:10.52872/001c.29662 Rehberg, Joshua; Stipčić, Ana; Ćorić, Tanja; Kolčić, Ivana; Polašek, Ozren. Mortality patterns in Southern Adriatic islands of Croatia: a registry-based study // Croatian Medical Journal, 59 (2018), 3; 118-123 doi:10.3325/cmj.2018.59.118

	<p>Stipčić, Ana. Važnost socioekonomskih pokazatelja u određivanju zdravlja i zdravstvenih rizika u južnoj Hrvatskoj, 2018., doktorska disertacija, Medicinski fakultet Split, Split.</p> <p>Šolić, Ivana; Stipčić, Ana; Pavličević, Ivančica; Marušić, Ana Transparency and public accessibility of clinical trial information in Croatia: how it affects patient participation in clinical trials // Biochemia Medica: The journal of The Croatian Society of Medical Biochemistry and Laboratory Medicine, 27 (2017), 2; 259-269 doi:10.11613/BM.2017.027.</p>
Professional and research papers In methodology and quality of teaching published in the last five years (max 5 references)	<p>Antičević, Vesna; Sindik, Joško; Klarin, Mira; Đogaš, Varja; Stipčić, Ana; Kardum, Goran; Barač, Ivana; Zoranić, Sanja; Perković Kovačević, Marina Effects of social skills training among freshman undergraduate nursing students: a randomized controlled trial // Medica Jadertina, 48 (2018), 1-2; 23-32</p>
Professional and research projects from the field of the course carried out in the last five years (max 5 references)	/
Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?	<p>Professional development: Development and improvement of pedagogical competencies of university teachers. University of Split, Faculty of Philosophy, CIRCO - Center for Lifelong Research and Development Education (2014)</p>
PRIZES AND AWARDS	
Prizes and awards for teaching and research	Award for the best poster presentation in the category of young researchers, HandsOn: Biobanks 2014, Helsinki, Finland.

Title, name, surname	Matea Dolić, mag.med.techn., senior lecturer
Title of the course at the proposed study programme	History and Nursing Models
GENERAL INFORMATION ON THE TEACHER	
e-mail address	matea.dolic@ozs.unist.hr
Year of birth	1980
Researcher ID in the Register of researches	
Research or art position and the date of the last appointment	
Research and teaching position, art and teaching position or teaching position and date of the last appointment	Lecturer, 2020.
Area and field of election in research or art position	Biomedicine; nursing
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	University Department of Health Studies, University of Split
Date of employment	2012
Name of position (professor, researcher, associate teacher, etc.)	Senior lecturer
Field of research	nursing, midwifery
Function	Deputy Chief of Midwifery
INFORMATION ON EDUCATION – highest degree earned	
Degree	Master of Nursing
Institution	University Department of Health Studies, University of Split
Place	Split
Date	2015.
INFORMATION ON ADDITIONAL TRAINING	
Year	continuously
Place	Croatia
Institution	Hospital Centers, Faculty of Health Studies, Polytechnic of Health
Field of additional training	Biomedicine; nursing and midwifery
MOTHER TONGUE AND OTHER LANGUAGES	
Mother tongue	Croatian
Foreign language and knowledge of the language on a scale from 2 (sufficient) to 5 (excellent)	English -3
COMPETENCES FOR TEACHING THE COURSE	
Earlier experience in teaching similar courses (state course name)	Maternal and infant health care; Adult Nursing I .; Nursing care for psychiatric patients; Nursing History and Models; Health education with teaching and learning methods; Patronage and work in primary health care; Nursing process; Health care in nursing; Community Health Care, Health care; Health care for persons with special needs; Palliative care; Midwifery care of healthy newborn; Midwifery care in the postpartum period; Health education with learning and teaching methods; History and models of nursing;

	<p>Midwifery care in gynecology; Patronage and work in primary health care; Clinical skills I.,II.,III.</p> <p>37th Seminar “<i>Croatian Spring Pediatric School</i>”. 19 – 23 April 2021, Split..</p> <p>Communication skills in working with students; basic small group leadership and teamwork skills; curriculum planning, implementation, and assessment; and the mentoring process.</p> <p>Connecting education and best practices, March 20-21,2017 Opatija. University of Applied Health Science. Expert meeting on the occasion of marking the 140th anniversary of the School of Midwives in Zagreb and World Midwifery Day</p> <p>Suicide. E- learning online course. Croatian chamber of nurses</p> <p>A set of measures in the prevention of urinary tract infections associated with use of a urinary catheter. E-learning online course. Croatian chamber of nurses</p>
<p>Authorship of university/faculty textbooks from similar areas</p>	<p>Midwifery care in the postpartum period and its complications – Co-authorship on a peer-reviewed university script Introduction to Midwifery – Script Midwifery care in gynecology – Script Maternal and newborn health care – Script History and models of nursing - Script</p>
<p>Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)</p>	<p>Kozina L, Saric M. Frequency of chronic non-communicable diseases in the pregnant population of the Republic of Croatia. <i>Midwifery Newsletter</i>. 1 (2017); 13 .-. 18th</p> <p>Jankovic S, Koren S, Saric M, Orlandini R, Anticevic V, Svaljug D, Buljubasic A. The Croatian Model of University Education for Nurses. <i>Nurs Health Care</i> 2018, 4: 093.</p> <p>Dolić, Matea; Antičević, Vesna; Dolić, Krešimir; Pogorelić, Zenon Difference in Pandemic-Related Experiences and Factors Associated with Sickness Absence among Nurses Working in COVID-19 and Non-COVID-19 Departments // <i>International journal of environmental research and public health</i>, 19 (2022), 3; 1093, 20 doi:10.3390/ijerph19031093</p> <p>Dolić, Matea; Antičević, Vesna; Dolić, Krešimir; Pogorelić, Zenon Questionnaire for assessing social contacts of nurses who worked with coronavirus patients during the first wave of the COVID-19 pandemic // <i>Healthcare</i>, 9 (2021), 8; 930, 9 doi:10.3390/healthcare9080930</p> <p>Podrug, Mario; Aranza, Diana; Marendić, Mario; Buljubašić, Ante; Orlandini, Rahela; Dolić, Matea; Krželj, Vjekoslav Incidence of children injuries treated at the Institute of emergency medicine of the Split-Dalmatia County// <i>Paediatrica Croatica</i>, 65 (2021), 1; 21-26 doi:10.13112/PC.2021.4</p> <p>Jović, Jelena; Marović, Vanda; Dolić, Matea</p>

	David wants to live and breastfeed! // Primaljski vjesnik, (2020), 27/28; 69-73
Professional and scholarly articles published in the last five years in areas of teaching methodology and teaching quality (5 works at most)	
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	<p>Development of Occupational Standards / Qualifications with Enhancement of Health Study Programs HR 3.1.15-0051. "Training of mentors for nurses and midwives in the healthcare system in Croatia and implementation of an educational curriculum in accordance with Directive 2005/36 / EC". Twinning project funded under the European Union Transitional Instrument for Croatia.</p> <p>Completed training program "Training of mentor educators" organized by the Ministry of Health of the Republic of Croatia within the Twinning project "Training of mentors for nurses and midwives in the health system in the Republic of Croatia and the implementation of educational curriculum in line with Directive 2005/36 / EC" (2018) . Acquisition of knowledge on the application of projects in personal and professional development, teaching and scientific research; possibilities of applying other models of innovative learning and teaching in health education.</p> <p>Completed the continuing education course "Communication and Pedagogical Skills for Clinical Mentors" organised by the "Alumni" Association of Students of the University Department of Health Studies, University of Split (2020). Acquired knowledge of communication skills in working with students; basic skills of leading a small group and working in a team; planning, implementing and evaluating curricula and the mentoring process.</p> <p>Connecting education and best practices, March 20-21,2017 Opatija. University of Applied Health Science. Expert meeting on the occasion of marking the 140th anniversary of the School of Midwives in Zagreb and World Midwifery Day</p> <p>Suicide. E- learning online course. Croatian chamber of nurses</p> <p>A set of measures in the prevention of urinary tract infections associated with use of a urinary catheter. E-learning online course. Croatian chamber of nurses</p>
Name of the programme and extent in which the teacher acquired methodological-psychological-didactic-pedagogical competences	As part of formal training according to the intended curriculum Pedagogy - 4 ECTS (Excellent grade) Didactics with teaching methodology - 4 ECTS (Excellent grade)
RECOGNITION AND AWARDS	
Recognition and awards for teaching and research/art work	Acknowledgement of the University Department of health studies for achievements related to the establishment and continuous work of the Alumni Association SOZS and overall, especially humanitarian work at (Kl.:061-01/21-01/03; Ur. br.: 2181-228-103-21-6)

Title, name and last name	Asst. Prof. Varja Đogaš, MD, PhD
Title of the course at the proposed study programme	Communication and Clinical Evaluation
GENERAL INFORMATION ON COURSE LEADER	
E-mail address	varjagd@gmail.com
Year of birth	1964.
Scientist ID	346596
CROSBİ profile ID	32592
Research rank and date of the last appointment	Assistant Professor, August 1, 2017
Research and teaching or teaching rank, and the date of the last appointment	Assistant Professor
Area and field of appointment into research rank	Biomedicine and health, Basic medical sciences
INFORMATION ON CURRENT EMPLOYMENT	
Institution of employment	School of Medicine University of Split Faculty of Humanities and Social Sciences University of Split
Date of employment	February 1, 2009
Job title (professor, researcher, associate teacher, etc.)	Assistant Professor
Field of research	Psychological Medicine
Position in the institution	Head of the department of Psychological Medicine
INFORMATION ON EDUCATION – Highest degree achieved	
Degree	PhD
Institution	School of Medicine University of Split
Place	Split
Date	February 23, 2015
INFORMATION ON ADDITIONAL TRAINING	
Year	2021
Place	Zagreb
Institution	Institute of Group Analysis,
Field of training	Group analysis
INFORMATION ON ADDITIONAL TRAINING	
Year	2022
Place	Zagreb
Institution	Croatian Society of Psychoanalytic Psychotherapy
Field of training	Psychoanalytic Psychotherapy
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English - 4
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian - 3
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Deutch - 2
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (title of course, study programme where it	Undergraduate education: Psychological medicine I and Psychological medicine II (Medicine, Medical Studies in English) Psychological medicine (Dental Medicine)

is/was held, and level of study programme)	Doctoral education: Communication Skills
Authorship of university textbooks from the field of the course	
Professional and research papers published in the last five years from the field of the course (max 5 references)	<ol style="list-style-type: none"> 1. Žuljević, Marija Franka; Jeličić, Karlo; Viđak, Marin; Đogaš, Varja; Buljan, Ivan <u>Impact of the first COVID-19 lockdown on study satisfaction and burnout in medical students in Split, Croatia: a cross-sectional presurvey and postsurvey // <i>BMJ Open</i>, 11 (2021), 6; e049590, 11 doi:10.1136/bmjopen-2021-049590</u> 2. Antičević, Vesna; Sindik, Joško; Klarin, Mira; Đogaš, Varja; Stipčić, Ana; Kardum, Goran; Barać, Ivana; Zoranić, Sanja; Perković Kovačević, Marina <u>Effects of social skills training among freshman undergraduate nursing students: a randomized controlled trial // <i>Medica Jadertina</i>, 48 (2018), 1-2; 23-32</u> 3. Antičević, Vesna; Sindik, Joško; Klarin, Mira; Đogaš, Varja; Stipčić, Ana; Kardum, Goran; Barać, Ivana; Zoranić, Sanja; Perković Kovačević, Marina <u>Effects of social skills training among freshman undergraduate nursing students: a randomized controlled trial // <i>Medica Jadertina</i>, 48 (2018), 1-2; 23-32</u> 4. Đogaš, Varja; Donev, Doncho M.; Kukulja-Taradi, Sunčana; Đogaš, Zoran; Ilakovac, Vesna; Novak, Anita; Jerončić, Ana <u>No difference in the intention to engage others in academic transgression among medical students from neighboring countries: a cross-national study on medical students from Bosnia and Herzegovina, Croatia, and Macedonia // <i>Croatian medical journal</i>, 57 (2016), 4; 381-391 doi:10.3325/cmj.2016.57.381</u>
Professional and research papers In methodology and quality of teaching published in the last five years (max 5 references)	
Professional and research projects from the field of the course carried out in the last five years (max 5 references)	Internationalization of study programs at all levels at the Faculty of Medicine in Split - Operational Program "Effective Human Resources (2014-2020) – associate Project MEDICINSKA +; – associate
Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?	
PRIZES AND AWARDS	
Prizes and awards for teaching and research	

Title, name and last name of the course leader	Tonća Jukić, Ph.D., Associate Professor
Title of the course at the proposed study programme	Pedagogy, Didactics and Teaching Methodology
GENERAL INFORMATION ON COURSE LEADER	
E-mail address	tjukic@ffst.hr
Personal web page	-
Year of birth	1978.
Scientist ID	290210
CROSBİ profile ID	22126
Research rank and date of the last appointment	senior research associate, 7. 2. 2018.
Research and teaching or teaching rank, and the date of the last appointment	associate professor, 1. 10. 2019.
Area and field of appointment into research rank	social sciences, pedagogy
INFORMATION ON CURRENT EMPLOYMENT	
Institution of employment	Faculty of Humanities and Social Sciences, University of Split
Date of employment	1.12. 2006.
Job title (professor, researcher, associate teacher, etc.)	associate professor
Field of research	teaching process, pedagogical science
Position in the institution	teacher
INFORMATION ON EDUCATION – Highest degree achieved	
Degree	Ph. D.
Institution	Faculty of Humanities and Social Sciences, University of Zagreb
Place	Zagreb
Date	16. 5. 2011.
INFORMATION ON ADDITIONAL TRAINING	
Year	2002./2003.
Place	Split
Institution	Forum for Freedom in Education, Zagreb
Field of training	Pedagogy, Didactics
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (5)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian (3)
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (title of course, study programme where it is/was held, and level of study programme)	Experience at Faculty of Humanities and Social Sciences Split: <ul style="list-style-type: none"> - Systematic Pedagogy, Study of Pedagogy, Undergraduate study - Fundamentals of Pedagogy, Study of Pre-school Education, Undergraduate study - Fundamentals of Pedagogy, Teacher Study, Integral study - Systematic pedagogy, Lifelong learning program (PPDMO, CIRCO) - Pedagogy, Lifelong learning program (PPDMS, CIRCO) - Creativity as pedagogical challenge, Pedagogy, Undergraduate study

	<ul style="list-style-type: none"> - Extracurricular and after-school activities, Pedagogy, Graduate study <p>Experience at Faculty of Science Split:</p> <ul style="list-style-type: none"> - Extracurricular and after-school activities, Lifelong learning program
Authorship of university textbooks from the field of the course	-
Professional and research papers published in the last five years from the field of the course (max 5 references)	<ol style="list-style-type: none"> 1. Nemeth-Jajić, J., & Jukić, T. (2021). Definiranje i uporaba nazivlja za e-izvedbu nastave. <i>Metodički ogledi</i>, 28(1), 89-114 2. Jukić, T. (2021). Styles of creativity in education. In R. Duev (Ed.) <i>Science and society: contribution of humanities and social sciences</i>. Skopje: Faculty of philosophy in Skopje. 3. Jukić, T. (2019, June). Creativity in Education. In <i>Proceedings of the Seventh International Science Conference Contemporary Education – Conditions, Challenges and Perspectives</i> (pp. 11-16). Southwest University Neofit Rilski. 4. Jukić, T., & Mandarić Vukušić, A. (2017/2018). Crisis of Upbringing and Education: How to become a part of the solution rather than being part of the problem. <i>Vospitanie: Journal of Educational Sciences, Theory and Practice</i>. 10(14), 11-20.
Professional and research papers In methodology and quality of teaching published in the last five years (max 5 references)	<ol style="list-style-type: none"> 1. Jukić, T., & Nemeth-Jajić, J. (2020). Motiviranje adolescenata na čitanje: primjeri dobre prakse. In I. Batarelo Kokić, A. Bubić, T. Kokić, A. Mandarić Vukušić (Ed..) <i>Čitanje u ranoj adolescenciji</i>. Split: Filozofski fakultet (pp. 97-121).
Professional and research projects from the field of the course carried out in the last five years (max 5 references)	-
Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?	<ul style="list-style-type: none"> - Faculty of Science and Education University of Split, 6 teaching methodologies - Forum for Freedom in Education, Project Reading and Writing for Critical Thinking (RWCT), (since 2006 leads pedagogical-didactic workshops for teachers)
PRIZES AND AWARDS	
Prizes and awards for teaching and research	-

Title, name and last name	Associate Professor Anamarija Jurčev Savičević, MD
Title of the course at the proposed study programme	Dietetics Infection Prevention and Control
GENERAL INFORMATION ON COURSE LEADER	
E-mail address	anamarijajs@gmail.com
Year of birth	1968
Scientist ID	336981
CROSBİ profile ID	31630
Research rank and date of the last appointment	Senior Research Fellow July 10, 2019
Research and teaching or teaching rank, and the date of the last appointment	Associate Professor September 19, 2019
Area and field of appointment into research rank	Biomedicine and health Public health and health care Epidemiology
INFORMATION ON CURRENT EMPLOYMENT	
Institution of employment	1. Teaching Institute for Public Health of the Split-Dalmatia County 2. University Department of Health Studies, University of Split
Date of employment	1. December 12, 1997 2. April 1, 2021
Job title (professor, researcher, associate teacher, etc.)	1. Epidemiology specialist 2. Associate Professor
Field of research	1. Epidemiology 2. Courses from the Department of Preventive Medicine
Position in the institution	1. Head of the Unit for Scientific Research, Head of the Department for the Control of Tuberculosis and Other Respiratory Infections 2. Head of the Department of Preventive Medicine
INFORMATION ON EDUCATION – Highest degree achieved	
Degree	PhD
Institution	School of Medicine University of Split
Place	Split
Date	2012
Degree	Specialist in Epidemiology
Institution	PHI
Place	Split
Date	2002
INFORMATION ON ADDITIONAL TRAINING	
Year	2021
Place	Mside, Malta
Institution	Faculty of Education, University of Malta
Field of training	Applied Public Health
Year	2021
Place	Cadiz, Spain
Institution	Faculty of Education, University of Cadiz
Field of training	Applied Public Health

Year	2019
Place	Athens, Greece
Institution	Medical School National and Kapodistrian, University of Athens
Field of training	Epidemiology
Year	2018
Place	Florence, Italy
Institution	School of Human Health Sciences, Università degli Studi di Firenze
Field of training	Epidemiology
Year	2014
Place	Izmir, Turkey
Institution	World Health Organization
Field of training	Epidemiology
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English Very Good
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian Good
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (title of course, study programme where it is/was held, and level of study programme)	Travel Medicine- course leader School of Medicine and School of Dental Medicine Undergraduate Numerous undergraduate courses: Medicine of work with health ecology, Hygiene, Epidemiology, Public health, Health promotion, Law in medicine, Infection control and prevention, Dietetics, Medical Humanities, How to live a hundred years, Risk communication
Authorship of university textbooks from the field of the course	Jurčev Savičević A, Miše K. (eds). Tuberkuloza-stara dama u novom ruhu: Zagreb: Medicinska naklada, 2021. Puntarić D, Ropac D, Jurčev Savičević A. (eds.). Javno zdravstvo. Zagreb: Medicinska naklada, 2015.
Professional and research papers published in the last five years from the field of the course (max 5 references)	<ol style="list-style-type: none"> 1. Jurčev Savičević A, Ninčević J, Veršić Š, Cuschieri S, Bandalović A, Turić A, Bećir B, Modrić T, Sekulić D. Performance of Professional Soccer Players before and after COVID-19 Infection; Observational Study with an Emphasis on Graduated Return to Play. Int J Environ Res Public Health. 2021;18(21):11688. 2. Šunda M Gilić B, Perić I, Jurčev Savičević A, Sekulić D. Evidencing the Influence of the COVID-19 Pandemic and Imposed Lockdown Measures on Fitness Status in Adolescents: A Preliminary Report . Healthcare (Basel). 2021;9(6):681. 3. Gilić B, Zenić N, Šeparović V, Jurčev Savičević A, Sekulić D. Evidencing the influence of pre-pandemic sports participation and substance misuse on physical activity during the COVID 19 lockdown: a prospective analysis among older adolescents. Int J Occup Med Environ Health. 2021;34:1-13. 4. Andres M, van der Werf MJ, Ködmön C, Albrecht S, Haas W, Fiebig L, Survey study group...Jurčev Savičević A. Molecular

	<p>and genomic typing for tuberculosis surveillance: A survey study in 26 European countries. PLoS One. 2019;14(3):e0210080</p> <p>5. Obradovic Salcin L, Miljanovic Damjanovic V, Jurcev Savicevic A, Ban D, Zenic N. Prospective Analysis of Prevalence, Trajectories of Change, and Correlates of Cannabis Misuse in Older Adolescents from Coastal Touristic Regions in Croatia. Int J Environ Res Public Health. 2019;16(16). pii: E2924</p>
Professional and research papers In methodology and quality of teaching published in the last five years (max 5 references)	/
Professional and research projects from the field of the course carried out in the last five years (max 5 references)	<ol style="list-style-type: none"> 1. <i>SEA-EU Alliance</i>. Impact of COVID-19 illness on professional soccer players (612468-EPP-1-2019-1-ES-EPPKA2-EUR-UNIV) 2. <i>SEA-EU Alliance</i>. Impact of COVID-19 pandemic on work content satisfaction, psychophysiological distress and sense of control and cohesiveness among public health workers involved in pandemic control (612468-EPP-1-2019-1-ES-EPPKA2-EUR-UNIV)
Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?	Skills of medical education and scientific work School of Medicine University of Split, 2012.
PRIZES AND AWARDS	
Prizes and awards for teaching and research	University of Split 2021. 4. Congress of Epidemiology with International Participation 2019. Croatian Medical Association 2018.

Title, name and last name of the course leader	Assistant professor Ph.D. Zlatka Knezović, B.Sc
Title of the course at the proposed study programme	Dietetics Infection Prevention and Control
GENERAL INFORMATION ON COURSE LEADER	
E-mail address	zlatka.knezovic@nzjz-split.hr
Year of birth	1962.
Scientist ID	353820
CROSBİ profile ID	33313
Research rank and date of the last appointment	research associate, 01.07.2020.
Research and teaching or teaching rank, and the date of the last appointment	Assistant Professor, 24.11.2020.
Area and field of appointment into research rank	Biomedicine and Health, Basic Medical Sciences
INFORMATION ON CURRENT EMPLOYMENT	
Institution of employment	Teaching Institute for Public Health of Split-Dalmatia County
Date of employment	16.07.1987.
Job title (professor, researcher, associate teacher, etc.)	Head of the Department of Chemical Analysis of Food and General Use Items
Field of research	Health ecology
Position in the institution	Deputy Head of the Health Ecology Service
INFORMATION ON CURRENT EMPLOYMENT	
Institution of employment	University Department of Health Studies
Date of employment	24.11.2020.
Job title (professor, researcher, associate teacher, etc.)	Assistant Professor
Field of research	Medical Laboratory Diagnostics
Position in the institution	
INFORMATION ON EDUCATION – Highest degree achieved	
Degree	Doctor of Science (PhD)
Institution	Faculty of Chemical Technology, University of Split
Place	Split
Date	25.04.2016.
INFORMATION ON ADDITIONAL TRAINING	
Year	
Place	
Institution	
Field of training	
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (4)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian (2)
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (title of course, study programme where it is/was held, and level of study programme)	Leader of the course Food Toxicology

<p>Authorship of university textbooks from the field of the course</p>	<p>Sutlović, Davorka; Marušić, Jadranka; Stipišić, Angela; Poljak, Vedran; Laštre Primorac, Danja; Majić, Zrinka; Luetić, Sanja; Knezović, Zlatka; Papić, Jasminka; Žafran Novak, Jelena et al. Food toxicology / Sutlović, Davorka (ed.) Split: Redak, 2011.</p> <p>Sutlović, Davorka; Kovačić, Zdravko; Riha, Biserka; Žuntar, Irena; Tomašek, Ljubica; Bakulić, Lana; Nestić, Marina; Horvat, Vesna; Mandić, Sanja; Plavšić, Franjo et al. Fundamentals of forensic toxicology / Sutlović, Davorka (ed.) Split: Redak, 2011</p>
<p>Professional and research papers published in the last five years from the field of the course (max 5 references)</p>	<p>Nedoklan, Srđan; Knezović, Zlatka; Knezović, Nina; Sutlović, Davorka. Nutrition and mineral content in human teeth through the centuries // Archives of oral biology, 124 (2021) doi:.org/10.1016/j.archoralbio.2021.105075</p> <p>Nedoklan, Srđan; Tadin, Antonija; Knezović, Zlatka; Sutlović, Davorka. Comparison of dental caries in Croats from the early medieval period and the 20th century // Archives of oral biology, 109 (2020), 104581, 7. doi:.org/10.1016/j.archoralbio.2019.10458</p> <p>Knezović, Zlatka; Trgo, Marina; Sutlović, Davorka Monitoring mercury environment pollution through bioaccumulation in meconium // Process safety and environmental protection, 101 (2016), 2-8 doi:10.1016/j.psep.2016.01.013</p> <p>Sutlović, Davorka; Borić, Igor; Slišković, Livia; Popović, Marijana; Knezović, Zlatka; Nikolić, Ivana; Vučinović, Ana Bone mineral density of skeletal remains: Discordant results between chemical analysis and DXA method // Legal medicine, 20 (2016), 18-22 doi:10.1016/j.legalmed.2016.03.008</p> <p>Knezović, Zlatka; Trgo, Marina; Sutlović, Davorka Assessment of environmental pollution through accumulation of lead and cadmium in meconium samples // Fresenius environmental bulletin, 25 (2016), 12A; 5804-5811</p>
<p>Professional and research papers In methodology and quality of teaching published in the last five years (max 5 references)</p>	
<p>Professional and research projects from the field of the course carried out in the last five years (max 5 references)</p>	
<p>Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?</p>	<p>Course "Skills of medical education and scientific work", Faculty of Medicine in Split November 14 - 16, 2019</p>
<p>PRIZES AND AWARDS</p>	
<p>Prizes and awards for teaching and research</p>	

Title, name and last name	Višnja Kokić Maleš, MD, PhD, Assistant Professor
Title of the course at the proposed study programme	Evidence-based Clinical Care of Internal Medicine Patients
GENERAL INFORMATION ON COURSE LEADER	
E-mail address	kokicvisnja@gmail.com
Year of birth	1984
Scientist ID	
CROSBİ profile ID	40059
Research rank and date of the last appointment	research associate, July 2019
Research and teaching or teaching rank, and the date of the last appointment	Assistant professor, June 2020
Area and field of appointment into research rank	scientific field of biomedicine and health, field of clinical medical science, branch of internal medicine
INFORMATION ON CURRENT EMPLOYMENT	
Institution of employment	CHC Split, University of Split, University Department of Health Studies
Date of employment	CHC January 2012, University 4/2021
Job title (professor, researcher, associate teacher, etc.)	ass.prof.
Field of research	Clinical Medicine sciences
Position in the institution	Leading the course of Internal Medicine at University of Split, University Department of Health Studies Position at CHC: diabetologist and endocrinologist
INFORMATION ON EDUCATION – Highest degree achieved	
Degree	Doctor of Science, PhD
Institution	Split Medical School
Place	Split
Date	April 2018
INFORMATION ON ADDITIONAL TRAINING	
Year	
Place	
Institution	
Field of training	
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English 4
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian 5
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (title of course, study programme where it is/was held, and level of study programme)	
Authorship of university textbooks from the field of the course	
Professional and research papers published in the last five years from the field of the course (max 5 references)	1. Vilovic M, Kurir TT, Novak A, Krnic M, Borovac JA, Lizatovic IK, Kocic V, Bozic J. Hypoglycemia and Glucagon Utilization in Insulin-Treated Diabetic Patients. Exp Clin Endocrinol Diabetes. 2020

	<p>Aug;128(8):493-498. doi: 10.1055/a-0741-6763. Epub 2018 Nov 14. PMID: 30428496.</p> <p>2. Kokic V, Kokic S, Krnic M, Petric M, Liberati AM, Simac P, Milenkovic T, Capkun V, Rahelic D, Blaslov K. Prediabetes awareness among Southeastern European physicians. J Diabetes Investig. 2017 Aug 29;9(3):544–8. doi: 10.1111/jdi.12740. Epub ahead of print. PMID: 28853223; PMCID: PMC5934258.</p> <p>3. Kokic V, Martinovic Kaliterna D, Radic M, Perkovic D, Cvek M, Capkun V. Relationship between vitamin D, IFN-γ, and E2 levels in systemic lupus erythematosus. Lupus. 2016 Mar;25(3):282-8. doi: 10.1177/0961203315605367. Epub 2015 Sep 24. PMID: 26405019.</p> <p>4. Kokic V, Martinovic Kaliterna D, Radic M, Tandara L, Perkovic D. Association between vitamin D, oestradiol and interferon-gamma in female patients with inactive systemic lupus erythematosus: A cross-sectional study. J Int Med Res. 2018 Mar;46(3):1162-1171. doi: 10.1177/0300060517734686. Epub 2017 Dec 13. PMID: 29235391; PMCID: PMC5972245</p> <p>5. Domagoj Markovic, Josip Lukenda, Visnja Kokic, Petra Simac, Piero Marin Zivkovic, Ingrid Prkacin, Viktor Culic. A ten-year comparative study of cardiovascular disease publications, health and socioeconomic indicators between European countries. Signa Vitae. 2021. 17(3);95-102.</p>
Professional and research papers In methodology and quality of teaching published in the last five years (max 5 references)	
Professional and research projects from the field of the course carried out in the last five years (max 5 references)	
Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?	
PRIZES AND AWARDS	
Prizes and awards for teaching and research	

Title, name and last name	Asocc. Prof. dr. sc. Slavica Kozina, psychologist
Title of the course at the proposed study programme	Communication and Clinical Evaluation
GENERAL INFORMATION ON COURSE LEADER	
E-mail address	slavica.kozina@mefst.hr
Year of birth	1966.
Scientist ID	MB: 276745
CROSBİ profile ID	26344
Research rank and date of the last appointment	Senior Research Associate, 01. 07. 2020.
Research and teaching or teaching rank, and the date of the last appointment	Associate professor, 23. 07. 2020.
Area and field of appointment into research rank	Biomedicine and healthcare, public health and health care, public health
INFORMATION ON CURRENT EMPLOYMENT	
Institution of employment	School of Medicine, University of Split
Date of employment	1998.
Job title (professor, researcher, associate teacher, etc.)	Professor
Field of research	Medical psychology, psychological trauma
Position in the institution	Professor
INFORMATION ON EDUCATION – Highest degree achieved	
Degree	Ph. D.
Institution	School of Medicine, University of Zagreb
Place	Zagreb
Date	2011.
INFORMATION ON ADDITIONAL TRAINING	
Year	2002/2003
Place	Oslo, Norway
Institution	Department of Psychiatry. Psychosocial Centre for Refugee. Medical School University of Oslo.
Field of training	War trauma
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English language (C+, ¾)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German language (3)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Undergraduate studies in nursing and physical therapy: Communication skills; Health psychology; Developmental Psychology.
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (title of course, study programme where it is/was held, and level of study programme)	
Authorship of university textbooks from the field of the course	Urlić I, Jurčević S. <i>Psychological aspects of diving medicine</i> (in Croat) Psihološki aspekti medicine ronjenja. U: Petri NM, Andrić D. Odabrana poglavlja iz medicine ronjenja: materijali za pohađanje

	<p>tečaja poslijediplomskog usavršavanja iz medicine ronjenja za liječnike. Split: Hrvatski liječnički zbor, Hrvatsko društvo za podvodnu i hiperbaričku medicinu, Institut pomorske medicine HRM, Medicinski fakultet Sveučilišta u Splitu, 2001:70-75.</p> <p>Jurčević S. <i>Psychology of pain</i>. (In Croat) Psihologija boli. U: Jukić M, Sapunar D. Kronična bol-dijagnostički postupak i liječenje. Poslijediplomski tečaj stalnog usavršavanja liječnika (Tečaj I kategorije). Split: Medicinski fakultet u Splitu, 2006:68-71.</p> <p>Jurčević S. <i>Psychological components of pain</i>. (In Croat) Psihološke odrednice boli. U: Jukić M. Liječenje kronične boli. Poslijediplomski tečaj stalnog usavršavanja liječnika (Tečaj I kategorije). Split: Ambulanta za liječenje boli. Odjel za anesteziju i intenzivno liječenje KBC Split, Hrvatsko društvo za liječenje boli - Hrvatski liječnički zbor, Hrvatska liječnička komora, 2008:68-71.</p>
<p>Professional and research papers published in the last five years from the field of the course (max 5 references)</p>	<ol style="list-style-type: none"> 1. Kozina S, Kowalski M, Vlastelica M, Mastelic T, Borovac JA. Traumatic memory of one's son gone missing in war: content analysis using Krippendorff's alpha. <i>SAGE Open</i> (January-March) 2019:1-9. Doi: 10.1177/2158244019839627 2. Kozina S, Vlastelica M, Borovac JA, Mastelic T, Marković D, Lončar M. Violence without a face: The Analysis of Testimonies of Women who were sexually assaulted during the war in Croatia and Bosnia and Herzegovina. <i>Psychiatry Danubina</i>, 2018;Vol , (accepted 22.11.2018) 3. Lončar, M; Dijanić Plašč, I; Bunjevac, T; Hrabač, P; Jakšić, N; Kozina, S; Henigsberg, N; Šegud, M; Marčinko, D. Predicting Symptom Clusters of posttraumatic Stress Disorder (PTSD) in Croatian War Veterans: The Role of Socio-demographics, War Experiences and Subjective Quality of Life. <i>Psychiatry Danubina</i> 2014;26:231-238. 4. Jukic M, Kvolik S, Kardum G, Kozina S, Tomic Juraga A. Knowledge and Practices of Obtaining Informed Consent or Medical Procedures among Specialist Physicians: Questionnaire Study in 6 Croatian Hospitals. <i>Croat Med J</i> 2009;50:567-74 5. Jurcevic S, Allen J, Dahl S. Gender Differences in War-Related Disappearance: Croatian Experiences. <i>Military Medicine</i> 2007;172(4):370-375.
<p>Professional and research papers In methodology and quality of teaching published in the last five years (max 5 references)</p>	<ol style="list-style-type: none"> 1. Jurcevic Kozina S, Malicki M. Professional achievements in medicine: Too many unresolved questions. <i>Acta Medica Academica</i> 2012;41(1):8-25 2. 3. Jukic M, Kozina S, Kardum G, Hogg R, Kvolik S. Physicians overestimate patient knowledge of the process of informed consent. A cross-sectional study. <i>Med Glas Ljek komore Zenicko-doboj kantona</i> 2011;8(1):39-45

	<p>4. Vilovic K, Jurcevic S, Ivanisevic R, Sapunar D. Clinical skills teaching – Survey at medical school in Split and Zagreb. Medicina 2006;42:26-30.</p> <p>5. Vlastelica M, Jurčević S. Specifičnosti žalovanja majki čiji su sinovi nestali i/ili su posmrtno identificirani. Soc.psihijat 2008;36:29-32.</p> <p>6. Kozina, S; Vlastelica M. Disocijacija i detachment kao odraz traumatskog događaja na aspekte sebstva. Soc. psihijat. 2014; 42:33 – 42.</p>
Professional and research projects from the field of the course carried out in the last five years (max 5 references)	Impact of the scientific journals on the Croatian medical community" (principal investigator Prof. Dr. Sc. Matko Marušić) Project Code: 216-1080314-0245 Project duration: 2016
Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?	<p>1. Completed graduate study of psychology (professor of psychology), subjects: Pedagogical Psychology, Developmental Psychology 1 and 2, Didactics and Pedagogy</p> <p>2. Completed postgraduate professional studies in "Psychotherapy"</p>
PRIZES AND AWARDS	
Prizes and awards for teaching and research	Croatian Psychological Society Award "Ramiro Bujas"

Title, name and last name	Dejan Kružić, PhD Full professor tenure
Title of the course at the proposed study programme	Human Resource Management Health Care Management
GENERAL INFORMATION ON COURSE LEADER	
E-mail address	dkruzic@efst.hr
Year of birth	1954.
Scientist ID	92243
CROSBİ profile ID	20710
Research rank and date of the last appointment	Scientific advisor - tenure
Research and teaching or teaching rank, and the date of the last appointment	Full professor tenure, 24.5.2018.
Area and field of appointment into research rank	Social sciences, Field of Economy, branch Economics of Entrepreneurship
INFORMATION ON CURRENT EMPLOYMENT	
Institution of employment	Faculty of Economics, Business and Tourism Split
Date of employment	01.03.2003.
Job title (professor, researcher, associate teacher, etc.)	Professor at the Department of management
Field of research	Crisis management, Entrepreneurship
Position in the institution	Full professor tenure
INFORMATION ON EDUCATION – Highest degree achieved	
Degree	PhD
Institution	Faculty of Economics, Business and Tourism Split
Place	Split
Date	1983.
INFORMATION ON ADDITIONAL TRAINING	
Year	
Place	
Institution	
Field of training	
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (3)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian (2)
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (title of course, study programme where it is/was held, and level of study programme)	Crisis management; Entrepreneurship; Family business; Entrepreneurial planning; Public-private partnership projects; Postgraduate and graduate university studies; Undergraduate university and professional study
Authorship of university textbooks from the field of the course	Kružić, D. (ur.), <i>Obiteljsko poduzetništvo</i> , Ekonomski fakultet Mostar i Ekonomski fakultet Split, 2016. Buble, M., Kružić, D.: <i>Poduzetništvo – realnost sadašnjosti i izazov budućnosti</i> , RRiF, Zagreb, 2006.
Professional and research papers	Kružić, D., Ivić, M., Cindrić, I.: <i>Corporate Social Responsibility as a Reputation Mechanism for the Companies Operating in Media Industry</i> , Proceedings of the 7th International OFEL Conference on

<p>published in the last five years from the field of the course (max 5 references)</p>	<p>Governance, Management and Entrepreneurship: Embracing Diversity in Organisations, Zagreb, 2019.</p> <p>Škokić, V., Kružić, D., <i>Knowledge creation and the need for new research directions in entrepreneurship studies</i>, Management Education and Research in the Upcoming Epoch: Rethinking Discipline and Reconceptualization Modes of Creating Knowledge (Tipurić, D., Aleksić, A., ur.). Ekonomski fakultet Zagreb, Zagreb, 2017.</p> <p>Bulog, I., Jukić, I., Kružić, D., <i>Managerial Skills: Does Family Ownership Make a Difference?</i> Proceedings of the 5th International OFEL Conference on Governance, Management and Entrepreneurship: The Paradoxes of Leadership and Governance in the Postmodern Societx, Tipurić, D., Galetić, F. (ur.), CIRU, Zagreb, 2017.</p> <p>Kružić, D. (ur.), <i>Obiteljsko poduzetništvo</i>, Ekonomski fakultet Mostar i Ekonomski fakultet Split, 2016.</p>
<p>Professional and research papers In methodology and quality of teaching published in the last five years (max 5 references)</p>	
<p>Professional and research projects from the field of the course carried out in the last five years (max 5 references)</p>	
<p>Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?</p>	
<p>PRIZES AND AWARDS</p>	
<p>Prizes and awards for teaching and research</p>	<p>Medal of the City of Split (2003) for outstanding contribution to local development management and for an overall scientific and professional activities.</p> <p>Award of the Faculty of Economics in Split for the book <i>Family Business</i> (2004).</p> <p>Recognition of the Faculty of Economics in Split for valuable scientific work - for co-authorship of the book <i>Influence of organizational variables on the success of business process improvement programs</i> (2010).</p> <p>Recognition of the Faculty of Economics in Split for valuable scientific work - the book <i>Family Businesses - Life Cycles, Inheritance and Sustainability</i> (2012).</p> <p>Recognition of the Faculty of Economics in Split for valuable scientific work - for co-authorship of the book <i>Possibilities of Restructuring Aluminij d.d. Mostar</i> (2013).</p> <p>Award of the Faculty of Economics in Split for valuable scientific work - for co-authorship of the book <i>Family Entrepreneurship</i> (2015).</p>

Title, name and last name	Full professor Vjekoslav Krželj PhD,MD
Title of the course at the proposed study programme	Nursing Care Theory Nursing Care Evidence-based Clinical Care of Paediatric Patients* History and Nursing Models
GENERAL INFORMATION ON COURSE LEADER	
E-mail address	vkrzelj@ozs.unist.hr
Year of birth	1954
Scientist ID	207195
CROSBİ profile ID	
Research rank and date of the last appointment	15574
Research and teaching or teaching rank, and the date of the last appointment	Scientific Adviser 03. 10. 2011.
Area and field of appointment into research rank	Full professor 24. 11.2016.
INFORMATION ON CURRENT EMPLOYMENT	
Institution of employment	University of Split, Department of Health Studies
Date of employment	1st October 2019.
Job title (professor, researcher, associate teacher, etc.)	professor
Field of research	Teaching, study management
Position in the institution	Assistant to the Head of Department; Head of the Department of Nursing
INFORMATION ON EDUCATION – Highest degree achieved	
Degree	Paediatrician
Institution	University of Zagreb, Medical School
Place	Zagreb
Date	1987
INFORMATION ON ADDITIONAL TRAINING	
Year	1998.
Place	Philadelphia, USA
Institution	St. Christopher Hospital for Children
Field of training	Liver transplantation in children
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English - 3
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (title of course, study programme where it is/was held, and level of study programme)	Head of the Department of Pediatrics, School of Medicine, University of Split from 2007 to 2019
Authorship of university textbooks from the field of the course	Anet Papazovska Cherepnalkovski, Natasha Najdanovska Aluloska, Nikolina Zdraveska, Katica Piperkova and Vjekoslav Krzelj. Neonatal Hyperbilirubinemia in Newborns of the Republic of North Macedonia. Chapter in Common Newborn and Infant Health Problems. IntechOpen; 2019. DOI: http://dx.doi.org/10.5772/intechopen.87045 Krželj Vjekoslav, Čulo Čagalj Ivana. Inherited metabolic disorders and heart diseases. In Proceedings from the Symposium with

International participation HEART AND...Sarajevo: Academy of Sciences and Arts of Bosnia and Herzegovina, 2019:23-37. DOI: 10.5644/PI2019.181.00 ISBN 978-9926-410-47-6

Polić, Branka; Markić, Joško; Kovačević, Tanja; Marušić, Eugenija; Krželj, Vjekoslav; Lahman Dorić, Marija; Meštrović, Julije. Encefalopatija u djece uzrokovana influenza A virusom // Pulmologija kroz primjere iz prakse / Pavlov, Neven ; Perić, Irena (ur.). Split : Sveučilište u Splitu, Medicinski fakultet, 2017. 55-67.

Krželj V. Prevencija u pedijatriji. Dijete u bolnici. U: Željko Ključević i suradnici. Zaštita mentalnog zdravlja djece i mladih. Uloga javno zdravstvenih projekata. Split:Nastavni zavod za javno zdravstvo Splitsko-dalmatinske županije, 2016: 173 -178. ISBN: 978-953-56756-8-6

Krželj V. Konatalna rubeola. U: Deni Karelović i suradnici. Infekcije u ginekologiji i perinatologiji. Zagreb: Medicinska naklada, 2012 : 501-506.

Krželj V. Liječenje antibioticima. U: Julije Meštrović i suradnici. Hitna stanja u pedijatriji. Zagreb: Medicinska naklada, 2011 : 725-733.

Krželj V. Nenapredovanje djece na tjelesnoj masi. U Neda Aberle, Milan Bitunjac. Sekundarna prevencija u pedijatriji.Slavonski Brod, 2010:80-86.

Rudan, Igor; Rudan, Diana; Saftić, Vanja; Musić Milanović Sanja; Stevanović, Ranko; Vuletić, Gorka; Baklja Konsuo, Ana; Markić, Joško; Krželj, Vjekoslav; Pucarin, Jasna; Biloglav, Zrinka; Ivanković, Davor. Zdravstveno stanje, specifične bolesti i očekivano trajanje života stanovništva hrvatskih otoka // Stanovništvo hrvatskih otoka 2001. / Smoljanović, Mladen ; Smoljanović, Ankica ; Rudan, Igor (ur.). Split : Laser plus d.o.o. Zagreb, 2008. Str. 69-89.

Barić, Ivo; Reiner, Željko; Krželj, Vjekoslav; Mučević Katanec, Dijana; Bilić, Ernest; Jelaković, Bojan; Radoš, Marko; Novak, Milivoj; Đuranović, Vlasta; Bašnec, Anica; Vujkovic, Bojan; Pećin, Ivan; Karačić, Iva; Ćuk, Mario. Nasljedne metaboličke bolesti 2007: Bolesti krvnih žila. / Barić, Ivo (ur.). Zagreb: Medicinska naklada, 2007.

Meštrović, Julije; Polić, Branka; Saraga Marijan; Čulić, Srđana; Škrabić, Veselin; Pavlov, Neven; Meštrović, Marija; Metličić, Vitomir; Žitko, Vanda; Despot, Ranka; Krželj, Vjekoslav. Liječenje djece u jedinici intenzivnog liječenja // Intenzivna medicina / Jukić, Marko ; Gašparović, Mladen ; Husedžinović, Ino ; Majerić Kogler, Višnja ; Perić, Mladen ; Žunić, Josip (ur.). Zagreb : Medicinska naklada, 2008. Str. 1216-1247.

Krželj V. Osobitosti antibakterijske terapije u dječjoj dobi. U : Punda-Polić V, Bagatin J, Bradarić N. Antibiotici – racionalna primjena. 2. dopunjeno izdanje. Split : Medicinski fakultet, 2001: 246-261.

	<p>Krželj V. Transplantacija jetre u djece. U: Hozo I, Miše S. Odabrana poglavlja iz gastroenterologije. Split: Hrvatsko gastroenterološko društvo, Ogranak Split, 1999: 383-98.</p> <p>Krželj V. Hiperbarična oksigenacija u pedijatriji. U: Petri NM, Andrić D, Ropac D. Odabrana poglavlja iz hiperbarične oksigenacije. Split : HDPPHM-HLZ, Institut pomorske medicine HRM, Medicinski fakultet sveučilišta u Splitu, 1999: 179-88.</p> <p>Krželj V. Osobitosti antibakterijskog liječenja u dječjoj dobi. U : Punda-Polić V, Bagatin J, Bradarić N. Antibiotici – racionalna primjena. Split : Jedinica za znanstveni rad KB Split, 1998: 147-161.</p> <p>Krželj V, Balarin L. Sestrinska anamneza, Status i ocjena djeteta. U: Juretić M, Balarin L i sur. Pedijatrija za više medicinske sestre. Split: Klinička bolnica, 1995: 53-60.</p>
<p>Professional and research papers published in the last five years from the field of the course (max 5 references)</p>	<ol style="list-style-type: none"> 1. Vrkić Boban I, Lozić B, Stričević L, Čulo Čagalj I, Skelin Glavaš A, Krželj V. PHACES Syndrome with Intestinal Hemangiomas. Acta Dermatovenerol Croat. 2019 Dec; 27(4):265-269. 2. <u>Vrdoljak M, Gužvinec M, Trkulja V, Butić I, Ivić I, Krželj V, Tonkić M, Hegeduš Jungvirth M, Payerl Pal M, Tešović G.</u> Distribution of rotavirus genotypes in three Croatian regions among children ≤5 years of age (2012-2014). <u>Int J Infect Dis.</u> 2019 Dec;89:3-9. doi: 10.1016/j.ijid.2019.09.008. Epub 2019 Sep 12 3. Ramadža DP, Sarnavka V, Vuković J, Fumić K, Krželj V, Lozić B, Pušeljić S, Pereira H, Silva MJ, Tavares de Almeida I, Barić I, Rivera I. <u>Molecular basis and clinical presentation of classic galactosemia in a Croatian population.</u> J Pediatr Endocrinol Metab. 2018 Jan 26;31(1):71-75. doi: 10.1515/jpem-2017-0302. 4. Podrug M, Aranza D, Marenić M, Buljubašić A, Orlandini R, Dolić M, Krželj V. Učestalost ozljeda djece liječene u Zavodu za hitnu medicinu Splitsko-dalmatinske županije. Paediatr Croat. 2021;65:21-6. DOI: http://dx.doi.org/10.13112/PC.2021.4 5. Pogorelić Z, Čagalj IČ, Žitko V, Neveščanin A, Krželj V. <u>Late-Onset Hypertrophic Pyloric Stenosis in a 14-Weeks-Old Full Term Male Infant.</u> Acta Medica (Hradec Kralove). 2019;62(2):82-84. doi: 10.14712/18059694.2019.108.
<p>Professional and research papers In methodology and quality of teaching published in the last five years (max 5 references)</p>	<p>Krželj V. Department of Pediatrics. In Zoran Đogaš, Ivanišević Milan. Faculty of Medicine, University of Split 1997-2017, monograph. Split: University of Split, Faculty of Medicine, 2017: 423-433. ISBN: 978-953-7524-19-7</p> <p>Krželj V. Misconceptions and errors in children's nutrition. International scientific-professional conference: HARMONIZATION PROCESSES AND SUSTAINABLE DEVELOPMENT FROM THE PERSPECTIVE OF PEDAGOGY OF MARIA MONTESSORI, Split, 27-29. May 2021</p>
<p>Professional and research projects from the field of the course carried out in the last five years (max 5 references)</p>	<p>Member of the expert team for Chapter 2.2 from the University of Split for the project The European University of the Seas (SEA-EU) - Co-funded by the ERASMUS + Program of the European Union.</p>

	<p>Project reference: 612468-EPP-1-2019-1-ES-EPPKA2-EUR-UNIV. Estimated duration of the project from 01/10/2019 to 30/09/2022.</p> <p>External collaborator on the research project UIP-2017-05-8580 (Reco) entitled "Rotaviruses in the ecosystem of the Republic of Croatia: molecular epidemiology and zoonotic potential". Funded by the Croatian Science Foundation. Estimated duration from April 1, 2018 to March 31, 2023.</p> <p>Collaborator on the project "Cardiovascular diseases and oral health - the impact of oral health of pregnant women on the cardiovascular health of children" of the Academy of Sciences and Arts of Bosnia and Herzegovina since 2017.</p> <p>Collaborator on the institutional project "Improving the availability of physical therapy for immobile or difficult to move gerontological patients at the Department of Physical Medicine and Rehabilitation of KBC Split" (SOZS-IP-2020-1) Estimated duration July 15, 2020, until July 15, 2022</p>
<p>Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?</p>	<p>Postgraduate study in Clinical Paediatrics.</p> <p>Postgraduate course of continuing medical education of the 1st category. Secondary prevention in paediatrics Slavonski Brod, March 21-23, 2014</p>
<p>PRIZES AND AWARDS</p>	
<p>Prizes and awards for teaching and research</p>	<p>Major member of the Croatian Medical Association since May 31, 2019.</p> <p>Commendation from the Faculty of Medicine, University of Split for the best teaching of Medicine according to the student survey in the academic year 2011/12.</p> <p>Ladislav Rakovac Award - HLZ Assembly March 6, 2010 Decoration for the results achieved in the development of health, medical thought and science, and especially for effective work in the Choir.</p> <p>President of the Union of Middle-Eastern and Mediterranean Pediatric Societies (UMEMPS) from 2008 -2009</p> <p>Honorary member of the Paediatric Society of Hungary since June 19, 2009.</p>

Title, name and last name	Assistant professor Mihajlo Lojpur, MD, PhD
Title of the course at the proposed study programme	Emergency and Clinical Care Evidence-based Clinical Practice
GENERAL INFORMATION ON COURSE LEADER	
E-mail address	mihajlo.lojpur@gmail.com
Year of birth	1958.
Scientist ID	345900
CROSBİ profile ID	32509
Research rank and date of the last appointment	/
Research and teaching or teaching rank, and the date of the last appointment	Assistant Professor, July 1, 2014
Area and field of appointment into research rank	Biomedicine and Health, Clinical Medical Sciences
INFORMATION ON CURRENT EMPLOYMENT	
Institution of employment	School of medicine, University of Split / University hospital Split Department of anesthesiology and intensive care
Date of employment	In University hospital Split from February 13, 1992.
Job title (professor, researcher, associate teacher, etc.)	Spec. anesthesiologist, subspecialist in intensive care medicine / research associate
Field of research	Anesthesiology, resuscitation and intensive care
Position in the institution	Head of the Department of Anesthesiology, Clinic of Anesthesiology, Resuscitation and Intensive Care / lecturer
INFORMATION ON EDUCATION – Highest degree achieved	
Degree	M.D., Ph.D.
Institution	School of medicine, University of Split
Place	Split
Date	Postgraduate doctoral study completed on April 5, 2013
INFORMATION ON ADDITIONAL TRAINING	
Year	2000., 2003.-2007., 2008.
Place	Rijeka, Zagreb, Rome
Institution	University clinical Rijeka, Clinical hospital zagreb
Field of training	Cardioanesthesia and intensive care of cardiac surgery patients. Echocardiography (EACTA Echo'08).
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English, 4
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German, 2
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (title of course, study programme where it is/was held, and level of study programme)	<ul style="list-style-type: none"> Resuscitation and emergency medicine courses of the Croatian Medical Association since 1996. and the European Resuscitation Council (ERC) since 2002. Co-organizer and lecturer in the Postgraduate Courses in Anesthesiology, Resuscitation and Intensive Care under the auspices of the Council of the European Community and the aegis of the Foundation for European Education in Anesthesiology (FEEA), from 2002. to 2010. Co-organizer and lecturer in Fundamental Critical Care Support Course Society of Critical Care Medicine, Split, Croatia, 2004. – 2009.

	<ul style="list-style-type: none"> Lecturer at the courses of Croatian Society of Anesthesiology, Reanimatology and Intensive Care Medicine of the Croatian Medical Association and the Committee for European Education in Anesthesiology (CEEAA) from 2018 Head of the Department of First Aid, at the Faculty of Medicine in Split, from 2007 to 2010. (graduate study)
Authorship of university textbooks from the field of the course	<ol style="list-style-type: none"> Coauthor of Basic Clinical skills. In: Simunovic VJ: Catalogue of Clinical Skills. Seattle: CreateSpace Independent Publishing Platform; 2013. ISBN - 10: 1489580212. Autor of BLS. In: Simunović VJ: Basic and General Clinical Skills. Seattle: CreateSpace Independent Publishing Platform; 2013. ISBN - 10: 1489556648 Autor of ALS. In: Simunović VJ: Basic and General Clinical Skills. Seattle: CreateSpace Independent Publishing Platform; 2013. ISBN - 10: 1489556648 Autor of chapter Resuscitation In: Šimurina, T, Mraović, B. General clinical anesthesiology and resuscitation. Zadar, Department of Health Studies, University of Zadar, 2020
Professional and research papers published in the last five years from the field of the course (max 5 references)	<ul style="list-style-type: none"> Anic, Ante; Breskovic, Toni; Jurisic, Zrinka; Borovina, Ante Lojpur, Mihajlo Kocen, Dubravka; Nenadic, Denis; Bulat, Cristian; Vukovic, Ivica; Duplancic, Darko. Percutaneous epicardial approach for ablation of ventricular tachycardia in patients with structural heart disease - a review of a series of patients from the Clinical Hospital Center Split. <i>Cardiologia Croatica</i>. 13 (2018), 11-12; 318-318 doi: 10.15836 / ccar2018.318
Professional and research papers In methodology and quality of teaching published in the last five years (max 5 references)	
Professional and research projects from the field of the course carried out in the last five years (max 5 references)	
Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?	<ul style="list-style-type: none"> Medical School Split, Integrated Learning in Medicine, (Intel-M „Train the Trainee Seminar“), Split, Croatia, 2007. Medical school Split, Skills of medical education and research, Medical School Split, Split, Croatia, 2012.
PRIZES AND AWARDS	
Prizes and awards for teaching and research	<ol style="list-style-type: none"> Acknowledgement of the Croatian Medical Association for improving medical profession, improving health and humanitarian activity (2008.) Diploma of the Croatian Medical Association for significant contribution in professional, scientific, and ethic principles and improvement of national health (2014.) Muniment of the Croatian Chamber of Dental Medicine (HKDM) for special contribution to the development and improvement of dental activity in the Republic of Croatia, significant merits and assistance to the Chamber in accomplishing its tasks (2016) Muniment of the Croatian Medical Association for a special contribution to the development and improvement of healthcare and healthcare activities in the Republic of Croatia, for the contribution of medical science and significant merit and assistance to the Croatian Medical Association in the accomplishment of its tasks (2017.)

	5. Ladislav Rakovac Award of the Croatian Medical Association Assembly for the achieved results in the development of medicine, medical thought and science and especially for effective work in the Choir (2019)
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First and last name and title of teacher	Nina Mišić Radanović, PhD. Assistant professor
The course he/she teaches in the proposed study programme	Health Care Law Patient's Right
GENERAL INFORMATION ON COURSE TEACHER	
E-mail address	nina.misic.radanovic@unist.hr
Personal web page	
Year of birth	1988.
Scientist ID	348995
Research or art rank, and date of last rank appointment	
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Assistant professor, 10.7.2018.
Area and field of election into research or art rank	Scientific area: social sciences Scientific field: law
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	University of Split, University Department of Forensic sciences
Date of employment	14.11. 2012.
Name of position (professor, researcher, associate teacher, etc.)	Assistant professor
Field of research	Criminal law, Criminal procedure law, Civil law, Civil procedure law, Medical law
Function	Head of Chair of law sciences
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD.
Institution	Faculty of law, University of Mostar
Place	Mostar
Date	21.10.2017.
INFORMATION ON ADDITIONAL TRAINING	
Year	
Place	
Institution	
Field of training	
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English - 4
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian - 3
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	<ul style="list-style-type: none"> - Law in Forensic sciences - graduate university study of Forensics - Civil law and civil procedure - graduate university study of Forensics - Criminal law - graduate university study of Forensics - Forensics and liability in medicine - graduate university study of Forensics - Introduction to law I. – undergraduate university study of Forensics

	- Introduction to law II. - undergraduate university study of Forensics
Authorship of university/faculty textbooks in the field of the course	
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<ol style="list-style-type: none"> 1. MIŠIĆ RADANOVIĆ, Nina: <i>Pristanak pacijenta na medicinski zahvat kao razlog za isključenje protupravnosti</i>, Zbornik radova Pravnog fakulteta u Splitu, god.55. 4/2018. str. 865.-892. 2. MIŠIĆ RADANOVIĆ, Nina: <i>Novo kazneno djelo prisile prema zdravstvenom radniku</i>, Zbornik radova s međunarodnog kongresa „1. Kongres KOKOZ-a i 3. Hrvatski kongres medicinskog prava s međunarodnim sudjelovanjem“, Rabac, 2019., str. 147.-170. 3. MIŠIĆ RADANOVIĆ, Nina: <i>Prijepori o kaznenoj odgovornosti medicinskih djelatnika za stručnu pogrešku</i>, Godišnjak Akademije pravnih znanosti Hrvatske, Vol. XI. No.1, 2020, str. 41-62, 4. MIŠIĆ RADANOVIĆ, Nina, VUKUŠIĆ, Ivan: <i>Quality standard and causality in healthcare malpractice</i>, ECLIC, Osijek, rujanj 2020. 5. MIŠIĆ RADANOVIĆ, Nina: <i>Pravni aspekti odbijanja medicinskog postupka</i>, Godišnjak Akademije pravnih znanosti Hrvatske, XII (2021.) str. 263.-287.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?-pedagoške kompetencije?	Seminar for development and training of pedagogical competencies of university lecturers, CIRCO - Center for research and development of lifelong learning, February 28, 2013.
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	<p>Commendation to the first author of the best scientific work created at the University Department of Forensic Sciences published in the academic year 2019/2020</p> <p>Acknowledgment for special contribution to the work of the Commission for launching the undergraduate university study of Forensics</p>
Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated)	Student surveys – average grade 4,8

Title, name and last name	Assistant professor Antonela Matana, PhD
Title of the course at the proposed study programme	Statistics in Health Care
GENERAL INFORMATION ON COURSE LEADER	
E-mail address	antmatana@ozs.unist.hr
Year of birth	1989.
Scientist ID	365156
CROSBİ profile ID	34453
Research rank and date of the last appointment	Research associate, 10.7. 2019
Research and teaching or teaching rank, and the date of the last appointment	Assistant professor, 24.11.2020.
Area and field of appointment into research rank	Biomedicine and Health, Basic Medical Sciences
INFORMATION ON CURRENT EMPLOYMENT	
Institution of employment	The University of Split, University Department of Health Studies
Date of employment	20. 4 2021
Job title (professor, researcher, associate teacher, etc.)	Assistant professor
Field of research	Biostatistics
Position in the institution	Assistant professor
INFORMATION ON EDUCATION – Highest degree achieved	
Degree	PhD
Institution	University of Split, School of Medicine
Place	Split, Croatia
Date	21.12.2018
INFORMATION ON ADDITIONAL TRAINING	
Year	2019.
Place	Split, Croatia
Institution	The University of Split, Faculty of Science
Field of training	Bioinformatics and Statistics
Year	2017
Place	London, England
Institution	Imperial College London, London
Field of training	Genome-wide association studies
Year	2017
Place	Split, Croatia
Institution	The University of Split, Faculty of Science
Field of training	Bioinformatics and Statistics
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English - 5
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (title of course, study programme where it is/was held, and level of study programme)	-
Authorship of university textbooks from the field of the course	-
Professional and research papers	Matana A, Boutin T, Torlak V, Brdar D, Gunjaca I, Kolcic I, et al. Genome-wide analysis identifies two susceptibility loci for positive

<p>published in the last five years from the field of the course (max 5 references)</p>	<p>thyroid peroxidase and thyroglobulin antibodies. J Clin Endocrinol Metab. 2019.</p> <p>Matana A, Ziros PG, Chartoumpekis DV, Renaud CO, Polasek O, Hayward C, et al. Rare and common genetic variations in the Keap1/Nrf2 antioxidant response pathway impact thyroglobulin gene expression and circulating levels, respectively. Biochem Pharmacol. 2019.</p> <p>Matana A, Popovic M, Boutin T, et al. Genetic Variants in the ST6GAL1 Gene Are Associated with Thyroglobulin Plasma Level in Healthy Individuals. Thyroid. 2019;29(6):886-893.</p> <p>Punda A, Škrabić V, Torlak V, Gunjača I, Boraska Perica V, Kolčić I, Polašek O, Hayward C, Zemunik T, Matana A. Thyroid hormone levels are associated with metabolic components: a cross-sectional study. Croat Med J. 2020 Jul 5;61(3):230-238.</p> <p>Matana A, Brdar D, Torlak V, Boutin T, Popović M, Gunjača I, Kolčić I, Boraska Perica V, Punda A, Polašek O, Barbalić M, Hayward C, Zemunik T. Genome-wide meta-analysis identifies novel loci associated with parathyroid hormone level. Mol Med. 2018 Apr 11;24(1):15.</p>
<p>Professional and research papers In methodology and quality of teaching published in the last five years (max 5 references)</p>	<p>-</p>
<p>Professional and research projects from the field of the course carried out in the last five years (max 5 references)</p>	<p>2021 – Principal investigator at the Institutional project "Adherence to the pattern of the Mediterranean diet and the level of physical activity in children and youth in Croatia"</p> <p>2020 - 2024 Associate at the Croatian Science Foundation "Research project" Regulation of thyroid and parathyroid function and blood calcium homeostasis ", leader prof. Tatijana Zemunik</p> <p>2014 - 2018 Doctoral student at the Croatian Research Institute of Research Project IP-11-2013 No. 1498 "Discovery of new gene loci involved in the regulation of thyroid and thyroid function", leader prof. Tatijana Zemunik</p>
<p>Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?</p>	<p>Undergraduate study of Mathematics and Informatics at the Faculty of Science in Split, Croatia.</p>
<p>PRIZES AND AWARDS</p>	
<p>Prizes and awards for teaching and research</p>	<p>2021. University of Split Science Award 2020 in the category of Young Scientists for the best-ranked scientists according to WoSCC and Scopus databases</p> <p>2017. Best Presentation Award, „ICHG 2017: 19th International Conference on Human Genetics, December 18-19 2017", Bangkok, Thailand</p> <p>2012. Scholarship of the European Society of Human Genetics (ESHG) for participation in a training course: „Introduction to the statistical analysis of genome-wide association studies“, Department of Genomics of Common Disease, Imperial College London, UK</p>

Title, name and last name of the course leader	Associate professor Ante Obad, MD, PhD
Title of the course at the proposed study programme	Health Care Quality Control
GENERAL INFORMATION ON COURSE LEADER	
E-mail address	ante.obad@ozs.unist.hr
Personal web page	https://publons.com/researcher/2124876/ante-obad/
Year of birth	1972
Scientist ID	276655
CROSBİ profile ID	23191
Research rank and date of the last appointment	Senior research associate, 04/07/2018
Research and teaching or teaching rank, and the date of the last appointment	Associate professor, 22/01/2019
Area and field of appointment into research rank	Biomedicine and Health, Basic medical sciences, Human physiology
INFORMATION ON CURRENT EMPLOYMENT	
Institution of employment	University of Split, University Department of Health Studies
Date of employment	16/10/2012
Job title (professor, researcher, associate teacher, etc.)	Associate professor
Field of research	Internal medicine, Cardiology
Position in the institution	Associate professor, Deputy Head of the Department, Assistant to the Head of the Department for Development and Innovation
INFORMATION ON EDUCATION – Highest degree achieved	
Degree	PhD
Institution	School of Medicine, University of Zagreb
Place	Zagreb, Croatia
Date	2009
INFORMATION ON ADDITIONAL TRAINING	
Year	1998 and 1999
Place	Zagreb, Croatia
Institution	Clinical Hospital Merkur, Department for Radiology
Field of training	Postgraduate course for medical doctors I category: "Ultrasound of abdominal organs" (1998); "Ultrasound of thyroid gland and surface organs" (1998); "Ultrasound-doppler of blood vessels" (1999)
Year	2001
Place	London, United Kingdom
Institution	Imperial College of Medicine, Department for Cardiology
Field of training	Course in Echocardiography
Year	2002
Place	Bad-Oyenhausen, Germany
Institution	Herz und Diabeteszentrum, Department for Cardiology
Field of training	Education in area of Echocardiography
Year	2007
Place	Zagreb, Croatia
Institution	Clinical Hospital Dubrava
Field of training	Course in Transesophageal Heart Ultrasound
Year	2009
Place	Liverpool, United Kingdom
Institution	Jhon Moores University, School of Sport and Exercise Sciences
Field of training	Course in Cardiovascular Ultrasound in Sport and Exercise Science
Year	2010

Place	Trondheim, Norway
Institution	NTNU Trondheim
Field of training	Education from echocardiography, tissue doppler
Year	2013
Place	Baar, Switzerland
Institution	Switzerland cardiology society
Field of training	Course on CPET (Cardiopulmonally exercise training)
Year	2018-2019
Place	Geneva, Switzerland
Institution	Geneva School of Diplomacy and International Relations
Field of training	Executive diploma in diplomatic practice
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English – excellent (5)
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (title of course, study programme where it is/was held, and level of study programme)	Lecturer at the Department of Physiology, Faculty of Medicine since 2004 an in other study programs of health faculties University of Split (Dentistry, Pharmacy, English study of Medicine). Since 2012 is a course leader of “Physiology” at the University Department of Health Studies
Authorship of university textbooks from the field of the course	-
Professional and research papers published in the last five years from the field of the course (max 5 references)	<ol style="list-style-type: none"> 1. Zubac, Damir; Obad, Ante; Zec, Mirela; Bosnjak, Ana; Ivancev, Vladimir; Valic, Zoran. Spleen Contraction During Step-Transition Supine Cycling Exercise: Preliminary findings // The FASEB journal, 35 (2021), 1; 456-456 2. Zubac, Damir; Obad, Ante; Zec, Mirela; Bosnjak, Ana; Ivancev, Vladimir; Valic, Zoran. Spleen Contraction During Step-Transition Supine Cycling Exercise: Preliminary findings // The FASEB journal, 35 (2021), 1; 456-456 3. Šegrt Ribičić, Ivana; Valić, Maja; Božić, Joško; Obad, Ante; Glavaš, Duška; Glavičić, Igor; Valić, Zoran Influence of oxygen enriched gases during decompression on bubble formation and endothelial function in self-contained underwater breathing apparatus diving: a randomized controlled study // Croatian medical journal, 60 (2019), 265-272 4. Mijacika, Tanja; Frestad, Daria; Kyhl, Kasper; Barak, Otto; Drviš, Ivan; Secher, Niels H.; Buca, Ante; Obad, Ante; Dujic, Ante; Madsen, Per Lav Blood pooling in extrathoracic veins after glossopharyngeal insufflation // European journal of applied physiology, 117 (2017), 4; 641-649 5. Susilovic-Grabovac, Zora; Obad, Ante; Duplančić, Darko; Banić, Ivana; Brusoni, Denise; Agostoni, Piergiuseppe; Vuković, Ivica; Dujic, Zeljko; Bakovic, Darija 2D speckle tracking echocardiography of the right ventricle free wall in SCUBA divers after single open sea dive // CLINICAL AND EXPERIMENTAL PHARMACOLOGY AND PHYSIOLOGY, 45 (2017), 3; 234-240

Professional and research papers In methodology and quality of teaching published in the last five years (max 5 references)	-
Professional and research projects from the field of the course carried out in the last five years (max 5 references)	Active participation in the realization of scientific-research projects: <ol style="list-style-type: none"> 1. Diving with compressed air and cardiovascular system; project code: 216-2160133-0130; duration of the project: 01/01/2007-31/12/2013 2. Apnea diving and cardiovascular system; project code; 216-2160133-0330; duration of the project: 01/01/2007-31/12/2013 3. Cardiovascular effects of wine and its ingredients; project code: 216-2160547-0537; duration of the project: 01/01/2007-31/12/2013 4. Natural sources of resveratrol and its synergistic effect with other polyphenols; project code: 011-2160547-2226; duration of the project: 01/01/2007-01/01/2009 5. Heart failure in Croatia; project code: 108-1081875-1927; duration of the project: 01/01/2007-01/01/2009
Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?	
PRIZES AND AWARDS	
Prizes and awards for teaching and research	Acknowledgment of the University Department of Health Studies for contribution to the University Department of Health Studies University of Split; May 2021

Title, name and last name of the course leader	Assistant professor, Arnes Rešić, MD
Title of the course at the proposed study programme	Clinical Pharmacology
GENERAL INFORMATION ON COURSE LEADER	
E-mail address	aresic2@gmail.com
Personal web page	
Year of birth	1971
Scientist ID	366962
CROSBİ profile ID	34634
Research rank and date of the last appointment	Research associate, University of Zagreb School of Medicine, Croatia, 07.11.2018.
Research and teaching or teaching rank, and the date of the last appointment	Assistant professor University Department of Health Studies, University of Split, Croatia, 25.02.2020.
Area and field of appointment into research rank	Biomedicine and health, Clinical medical science
INFORMATION ON CURRENT EMPLOYMENT	
Institution of employment	Children's Hospital Zagreb
Date of employment	27.12.1999.
Job title (professor, researcher, associate teacher, etc.)	Pediatrician, Pediatric pharmacologist and toxicologist
Field of research	Pediatrics, Pharmacology, Toxicology
Position in the institution	Head of the Department of Pediatric Cardiology, Nephrology, Clinical Pharmacology and Toxicology
INFORMATION ON EDUCATION – Highest degree achieved	
Degree	PhD Biomedicine and Health Sciences
Institution	University of Zagreb School of Medicine
Place	Zagreb, Croatia
Date	15.03.2018
INFORMATION ON ADDITIONAL TRAINING	
Year	2016.-2018.
Place	Zagreb, Croatia
Institution	Children's Hospital Zagreb
Field of training	Subspecialty pediatric clinical pharmacology and toxicology
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English 3
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German 3
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (title of course, study programme where it is/was held, and level of study programme)	Course leader Pharmacotherapy in pediatrics, postgraduate study Clinical Pharmacy, Faculty of Pharmacy and Biochemistry in Zagreb, 2020 - present
Authorship of university textbooks from the field of the course	

Professional and research papers published in the last five years from the field of the course (max 5 references)	<ol style="list-style-type: none"> 1. Skelin M, Katić J, Šarčević D, Rahelić D, Lucijanić M, Rešić A, Puljević M, Javor E. Comparison of media and academic attention of recently published positive and neutral or negative randomized cardiovascular clinical trials. <i>Rev. Cardiovasc. Med.</i> 2022; 23(1): 031. 2. Babić Ž, Benco N, Rešić A, Turk R. Characteristics of unintentional exposure to nonsteroidal anti-inflammatory drugs and analgesics in preschool children. <i>Arh Hig Rada Toksikol</i> 2021;72:299-304. DOI: 10.2478/aiht-2021-72-3596 3. Anzulović M, Turčić P, Benco N, Rešić A. Differences between infantile hemangiomas and vascular malformations and pharmacotherapy in children. <i>Farmaceutski glasnik</i> 3/2020;76:173-184. 4. Vulin K, Daković I, Grmoja T, Tripalo Batos A, Resic A, Baskovic M, Sekelj-Fures J: Cervicofacial subcutaneous emphysema after facial cosmetic procedure in an 11-year-old girl; <i>Australasian J Dermatol.</i> 2019; Vol 60; Issue 1: 64-65. 5. Rešić A, Močić Pavić A, Čizmić A, Potočnjak I. Blue rubber bleb nevus syndrome: A rare cause of gastrointestinal bleeding and vascular anomaly in children. <i>Vascular Medicine</i> February 2018; Vol. 23; Issue 1:82-83.
Professional and research papers In methodology and quality of teaching published in the last five years (max 5 references)	
Professional and research projects from the field of the course carried out in the last five years (max 5 references)	
Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?	
PRIZES AND AWARDS	
Prizes and awards for teaching and research	

First and last name and title of teacher	Davorka Sutlovic, Full professor with tenure
The course he/she teaches in the proposed study programme	Scientific and Research Work
GENERAL INFORMATION ON COURSE TEACHER	
E-mail address	dsutlovic@ozs.unist.hr
Personal web page	http://ozs.unist.hr/o-odjelu/ustroj-odjela/uprava/pomocnik-procelnika-odjela-za-nastavu
Year of birth	1961.
Scientist ID	256403
Research or art rank, and date of last rank appointment	Scientific advisor with tenure; 2019.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Full professor with tenure 2020.
Area and field of election into research or art rank	Biomedicine and health- Basic medical sciences Interdisciplinary sciences - Basic medical sciences/pharmacy
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	University of Split -University department of health studies / Medical School Split
Date of employment	2019. /2008.
Name of position (professor, researcher, associate teacher, etc.)	Full professor with tenure
Field of research	chemistry and instrumental techniques
Function	Head of the Department of Basic medical sciences; Assistant to the Head of Department for Education
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Ph.D.
Institution	UNIVERSITY OF SPLIT- SCHOOL OF MEDICINE
Place	SPLIT
Date	2005
INFORMATION ON ADDITIONAL TRAINING	
Year	2018; 2015; 2011; 2007; 2005; 2005; 2005; 2004; 2004; 1998;
Place	<i>Slovenia-Otočec; Italy-Florence; Italy, Pavia and Verona; Greek-Athens; ZAGREB; Germany – Duisburg; ZAGREB; Plitvice; Germany - Darmstadth; PULA ;</i>
Institution	European Societies of Toxicology ; Forensic Toxicology Unit, Department of Health Science, University of Florence; Clinical Hospital; Medical School; Medical School- Department of forensic science and criminology; Shimadzu; Center for Criminalistic Investigation “ Ivan Vučetić”; European Societies of Toxicology; Applied Biosystems; European Societies of Toxicology;
Field of training	Specialized toxicology course - Regulatory toxicology; Toxicology; Clinical toxicology; Forensic toxicology; Forensic toxicology; Toxicology; Forensic toxicology; Toxicology; Toxicology; Toxicology
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (3)
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it	1. UNDERGRADUATE AND GRADUATE: ON MEDICINE STUDY from 2000. - Forensic science from 2007. - Small dose of toxicology

<p>is/was offered, and level of study programme)</p>	<p>from 2007. - Drugs Abuse in sport</p> <p>2. UNDERGRADUATE AND GRADUATE: STUDY OF PHARMACY from 2011. - Forensic pharmacy from 2011. - Pharmaceutical toxicology</p> <p>3. UNDERGRADUATE AND GRADUATE: STUDY OF MEDICAL LABORATORY DIAGNOSTICS</p> <p>from 2012. - INSTRUMENTAL TECHNIQUES IN MLD from 2012. - Food Toxicology from 2019. - General chemistry and stoichiometry from 2019. - Analytical chemistry from 2019. - Organic chemistry from 2019. - Introduction to scientific work</p> <p>4. GRADUATE: STUDY FOR FORENSIC SCIENCES from 2010. -2017. Forensic chemistry and toxicology I from 2010. -2017. Forensic chemistry and toxicology II from 2010. - 2017. Applied forensic toxicology from 2010. - 2017. Food Toxicology</p> <p>5. POSTGRADUATE STUDY: 5.1.ON MEDICAL SCHOOL SPLIT from 2007. - Biochemical mechanisms of toxicity 5.2.ON LAW SCHOOL SPLIT - STUDY OF MEDICAL LAW from 2007. - Forensic medicine from 2007. - CSI Split - Medical criminology</p> <p>5.3. ON PHARMACEUTICAL AND BIOCHEMISTRY SCHOOL OF ZAGREB STUDY OF TOXICOLOGY from 2011. - Forensic toxicology in human medicine</p>
<p>Authorship of university/faculty textbooks in the field of the course</p>	<ol style="list-style-type: none"> 1. Sutlović Davorka, et al. Fundamentals of Forensic Toxicology. Split: Redak; 2011. 2. Sutlović Davorka, et al. Food Toxicology. Split: Redak; 2011. 3. Sutlović Davorka. Basics of chemistry, forensics manual for students. Split: Redak; 2013. 4. Kovačić, Zdravko; Nestić, Marina; Sutlović, Davorka. Forensic toxicology // Forensic medicine and deontology/ Mayer, Davor (ur.). Zagreb: Medicinska naklada, 2018. 153-201.
<p>Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)</p>	<ol style="list-style-type: none"> 1. Sutlović, Davorka; Kuret, Sendi; Definis, Marija New psychoactive and classic substances in pooled urine samples collected at the Ultra Europe festival in Split, Croatia // <i>Arhiv za higijenu rada i toksikologiju</i>, 72 (2021), 3; 198-204 doi:10.2478/aiht-2021-72-3509 (međunarodna recenzija, članak, znanstveni) 2. Nedoklan, Srđan; Knezović, Zlatka; Knezović, Nina; Sutlović, Davorka Nutrition and mineral content in human teeth through THE CENTURIES // <i>Archives of oral biology</i>, 124 (2021), 105075, 8 doi:.org/10.1016/j.archoralbio.2021.105075 (međunarodna recenzija, članak, znanstveni) 3. Sutlović, Davorka; Ključević, Željko; Kuret, Sendi ABC1, CYP2B6, and CYP3A4 genetic polymorphisms do not affect methadone maintenance treatment in HCV-positive

	<p>patients // <i>Arhiv za higijenu rada i toksikologiju</i>, 71 (2020), 4; 353-358 doi:10.2478/aiht-2020-71-3378 (međunarodna recenzija, članak, znanstveni)</p> <p>4. Patrician, Alexander; Versic-Bratincevic, Maja; Mijacika, Tanja; Banic, Ivana; Marendic, Mario; Sutlović, Davorka; Dujić, Željko; Ainslie, Philip N. Examination of a New Delivery Approach for Oral Cannabidiol in Healthy Subjects: A Randomized, Double-Blinded, Placebo-Controlled Pharmacokinetics Study. // <i>Advances in therapy</i>, 36 (2019), 11; 3196-3210 doi:10.1007/s12325-019-01074-6 (međunarodna recenzija, članak, znanstveni)</p> <p>5. Ključević, Željko; Benzon, Benjamin; Ključević, Nikola; Veršić Bratinčević, Maja; Sutlović, Davorka Liver damage indices as a tool for modifying methadone maintenance treatment: a cross-sectional study // <i>Croatian medical journal</i>, 59 (2018), 298-306 (međunarodna recenzija, članak)</p>
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	<ol style="list-style-type: none"> 2007. - Heavy metals in human remains from Klis and Bribir ancient county; LEADER; FUNDING SOURCE - MINISTRY OF SCIENCE, EDUCATION AND SPORTS 2007. - Cardiovascular effects of wine and its constituents; RESEARCHER -FUNDING SOURCE - MINISTRY OF SCIENCE, EDUCATION AND SPORTS Co-leader of the European project "I-SEE European project on New Psychoactive Substance" (2015-2017) Head of the scientific research project of the Government of the Republic of Croatia "Intoxication with new psychoactive substances - treatment protocol" (2017) Head of the scientific research project of the Government of the Republic of Croatia "Monitoring of intoxications with new psychoactive substances by analysis of urine samples" (2018)
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?-pedagoške kompetencije?	Mandatory education at the Medical Faculty Split Tempus Project Training of Trainers in Vienna (2x), Pécs and Zagreb
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	
Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated)	

Title, name and last name of the course leader	Assistant Professor Nada Tomasović Mrčela, MD
Title of the course at the proposed study programme	Health Insurance Systems Health Care Quality Control Geriatrics and Evidence-based Geriatric Nursing Care *
GENERAL INFORMATION ON COURSE LEADER	
E-mail address	nada.tomasovic@du.htnet.hr
Personal web page	/
Year of birth	1965.
Scientist ID	338812
CROSBİ profile ID	32015
Research rank and date of the last appointment	October 23, 2013 election to the scientific title of research associate
Research and teaching or teaching rank, and the date of the last appointment	scientific-teaching title - assistant professor in the field of biomedicine and health, field of public health and health care, branch of public health since June 1, 2017.
Area and field of appointment into research rank	the field of biomedicine and health, the field of public health and health care.
INFORMATION ON CURRENT EMPLOYMENT	
Institution of employment	. 1.University of Split / University Department for Health Studies 2.Referral Center of the Ministry of Health of the Republic of Croatia for Health Care of the Elderly - Department of Public Health Gerontology, Andrija Štampar Teaching Institute of Public Health
Date of employment	1 date of employment at the University of Split / University Department for Health Studies – 15 Oct 2012 2..date of employment at IPH „Dr.Andrija Štampar“- 22 Apr 2014
Job title (professor, researcher, associate teacher, etc.)	1. Assistant professor 2. Doctor of Medicine specialist - team leader in the Department of Public Health Gerontology
Field of research	The field of Biomedicine and Health, the field of public health and health care
Position in the institution	1. Assistant professor 2. Doctor of medicine specialist - team leader in the Department of Public Health Gerontology
INFORMATION ON EDUCATION – Highest degree achieved	
Degree	1. PhD 2.Doctor of Medicine
Institution	1.Faculty of Medicine, University of Split 2.Faculty of Medicine, University of Zagreb
Place	1. Split 2.Zagreb
Date	1.In Split, January 24, 2011. 2.In Zagreb, June 29, 1989
INFORMATION ON ADDITIONAL TRAINING	
Year	2004-2007
Place	Dubrovnik / Zagreb
Institution	Dubrovnik Health Center / Certificate of the title of specialist family medicine is issued by the Ministry of Health and social welfare of the Republic of Croatia
Field of training	specialization in family medicine

MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (4)
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (title of course, study programme where it is/was held, and level of study programme)	Evidence-based geriatrics and geriatric nursing care Elective course University of Split / University Department of Health Studies
Authorship of university textbooks from the field of the course	<p>Co-author in chapters of university textbooks:</p> <ol style="list-style-type: none"> Mimica N, Bogdanović N, Tomasović Mrčela N, Tomek-Roksandić S, Kušan Jukić M, Klepac N et al. Alzheimerova bolest – gerijatrijski gerontološko-javnozdravstveni prioritet. U: Tomek-Roksandić S, Mimica N, Kušan Jukić M, ed. Alzheimerova bolest i druge demencije – rano otkrivanje i zaštita zdravlja. Zagreb: Medicinska naklada; 2016.p.3-13. Tomek-Roksandić S, Tomasović Mrčela N, Mimica N, Šostar Z, Kušan Jukić M, Benjak T et al. Značenje Registra za Alzheimerovu bolest i druge demencije u starijih osoba. In: Tomek-Roksandić S, Mimica N, Kušan Jukić M, ed. Alzheimerova bolest i druge demencije – rano otkrivanje i zaštita zdravlja. Zagreb: Medicinska naklada; 2016.p.14-36. Pezelj – Duliba D, Tomek-Roksandić S, Tomasović Mrčela N, Vajagić M, Popek I, Puljak A et al. Prava i posebnosti starijih osoba s Alzheimerovom bolešću u zaštiti zdravlja. U: Tomek-Roksandić S, Mimica N, Kušan Jukić M, ed. Alzheimerova bolest i druge demencije – rano otkrivanje i zaštita zdravlja. Zagreb: Medicinska naklada; 2016.p.86-117. Kumbrija S, Tomasović Mrčela N, Kašuba Lazić Đ, Hanževački M, Tomek-Roksandić S, Katić M et al. Uloga obiteljskog liječnika u ranom otkrivanju oboljelih od Alzheimerove bolesti i drugih demencija. U: Tomek-Roksandić S, Mimica N, Kušan Jukić M, ed. Alzheimerova bolest i druge demencije – rano otkrivanje i zaštita zdravlja. Zagreb: Medicinska naklada; 2016. p.131-39. Pavić T, Tomek-Roksandić S, Krznarić Ž, Smolej-Narančić N, Tomasović Mrčela N, Popek I et al. Stanje uhranjenosti (nutritivni probir) gerijatrijskih i psihogerijatrijskih bolesnika. In: Tomek-Roksandić S, Mimica N, Kušan Jukić M, ed. Alzheimerova bolest i druge demencije – rano otkrivanje i zaštita zdravlja. Zagreb: Medicinska naklada; 2016.p.176-88. Tomek-Roksandić S, Tomasović Mrčela N, Smolej Narančić N, Šostar Z, Duraković Z, Fortuna V, Lukić M, Vučevac V. Osnove iz zdravstvene gerontologije. In: Puntarić D, Ropac D, Jurčev Savičević A, ed. Javno zdravstvo. Zagreb: Medicinska naklada; 2015.p.256-83.
Professional and research papers published in the last five years from the field of the course (max 5 references)	<ol style="list-style-type: none"> Mach Z, Tomasović Mrčela N, Kolarić B. Assessed quality of life (QOL) of residents receiving level 2 and level 3 social services in county-owned

	<p>nursing homes in the City of Zagreb. <i>Acta Med Croatica</i>, 2020; 74 (2): 115-124.</p> <p>2. Tomasović Mrčela N, Kolarić B, Mesarić J, Stavljenić-Rukavina A. Quality indicators related to geroprophylaxis in Croatian nursing homes. <i>Acta Med Croatica</i>. 2020; 74 (4): 307-311.</p> <p>3.. Ćorić T, Kolarić B, Tomek-Roksandić S, Tomasović Mrčela N, Sajko D, Maltarić M, Mravak S, Arnaut K, Nakić A. Gerontološko-javnozdravstveni pokazatelji zaštite zdravlja i stanja uhranjenosti starijih osoba u Hrvatskoj. In: Kolarić B, Vranešić Bender D, Pavić E, ed. <i>Prehrambeno-gerontološke norme / Jelovnici u domovima za starije osobe i gerontološkim centrima</i>. Zagreb: Ministarstvo zdravstva Republike Hrvatske; 2020.p.28-36.[cited 2020 November 25.]. Available at: https://zdravlje.gov.hr/UserDocsImages/2020%20Vijesti/Prehrambeno-gerontoloske%20norme_17.10.2020.%20.pdf</p> <p>4.Kolarić B, Tomasović Mrčela N, Ćorić T, Tomek-Roksandić S, Predavec S, Galić R, Šentija Knežević M, Sajko D, Maltarić M, Mravak S, Arnaut K. Uloga gerontološkog multidisciplinarnog tima i interdisciplinarnog pristupa u zaštiti zdravlja starijih osoba. In: Kolarić B, Vranešić Bender D, Pavić E, ed. <i>Prehrambeno-gerontološke norme / Jelovnici u domovima za starije osobe i gerontološkim centrima</i>. Zagreb: Ministarstvo zdravstva Republike Hrvatske; 2020.p. 75-6. [cited 2020 November 25.]. Available at: https://zdravlje.gov.hr/UserDocsImages/2020%20Vijesti/Prehrambeno-gerontoloske%20norme_17.10.2020.%20.pdf</p> <p>5.Tomek-Roksandić S, Benjak T, Tomasović Mrčela N, Maltarić M, Trošelj M, Kolarić B et al. Gerontološkojavnozdravstveni pokazatelji zaštite zdravlja starijih osoba u Hrvatskoj i Gradu Zagrebu (2014. - 2016. g. / popisna 2011. g.). Zagreb: Referentni centar Ministarstva zdravstva RH za zaštitu zdravlja starijih osoba -Služba za javnozdravstvenu gerontologiju Nastavnog zavoda za javno zdravstvo „Dr. Andrija Štampar“ i Hrvatski zavod za javno zdravstvo,Služba za javno zdravstvo, Zagreb; 2016.</p>
<p>Professional and research papers In methodology and quality of teaching published in the last five years (max 5 references)</p>	<p>1.Mravak S,Tomek-Roksandić S, Kolarić B, Tomasović Mrčela N, Lukić M, Meštrić S et al.. <i>Dinamički sustav e-učenja u primjeni edukacije iz javnozdravstvene gerontologije</i>.Knjiga sažetaka 3. hrvatskog gerontološkog i gerijatrijskog kongresa s međunarodnim sudjelovanjem. Opatija, Hrvatska; 2016 November 15-17.; Zagreb: HLZ; U: <i>Liječnički vjesnik</i>. 2016; 138; supplement 2:132.</p> <p>2.Vujević L, Pašić H, Ahmić H, Sulić P, Kolarić B, T. Mrčela N. Attitude of Medical Students Towards Older Persons. <i>Conference Proceeding Better Future of Healthy Ageing (BFHA 2020)</i>; 2020 June 3.-5.; ŠNZ „Andrija Štampar“,Zagreb, Hrvatska; Zagreb: <i>LIJEČ VJESN</i> 2020;142; supl. 1: 148-9.(poster)</p>
<p>Professional and research projects from the field of the course carried out in the last five years (max 5 references)</p>	<p>1.Project management Project title: "Self-assessed need of the elderly for the services of gerontological centers (extra-institutional care) in Split" Project code (SOZS-IP-2020-5) Source of funding: University of Split, University Department of Health Studies.</p>

	2.Active participation in the project "FPDM, Family Practice Depression and Multimorbidity Study",
Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?	attending the postgraduate course of the 1st category "The Art of Medical Teaching" which is obligatory before the election to the title of assistant professor.
PRIZES AND AWARDS	
Prizes and awards for teaching and research	Diploma of the Main Board of the Croatian Medical Association in recognition of his special contribution to nurturing the honorable tradition of the Croatian Medical Association, medical science and health in the Republic of Croatia (2009).

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