2021/22

COURSE CATALOGUE, COMPETENCIES AND LEARNING OUTCOMES

GRADUATE STUDY PROGRAMME OF PHYSIOTHERAPY

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

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UNIVERSITY OF SPLIT – UNIVERSITY DEPARTMENT OF HEALTH STUDIES

CONTENTS:

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Course leaders

I. COMPETENCIES OF THE GRADUATE UNIVERSITY STUDY PROGRAMME OF PHYSIOTHERAPY

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 basic knowledge of health law, health insurance system, economics in health care, pedagogy and didactics.

1.2**. Expert knowledge in physiotherapy**: be qualified to provide evidence-based physiotherapeutic procedures, whereby respecting human rights, ethical and professional standards aimed at protecting the health of the general population. Be qualified to make complex decisions and to manage risks in unpredictable contexts within the defined area.

2. Personal skills

2.1. **Problem solving and decision making**: based on the acquired knowledge and skills, taking into account patients' functional and population characteristics, plan, implement and evaluate physiotherapeutic interventions.

2.2. **Communication skills**: provide positive interactions with patients, associates, other health professionals and the general public through oral and written forms of communication. Use quality communication in the educational process across all educational levels in the area of physiotherapy. By applying communication skills and knowledge of psychological factors, help to develop positive relationships with patients and their families in order to reduce anxiety and encourage motivation necessary in the therapeutic procedure.

2.3. **Teamwork skills**: by showing professional and responsible behaviour make significant contribution to various situations and interprofessional groups as well as to the work of professional organisations and committees, to activities within rehabilitation teams by applying a problem-oriented and focused interdisciplinary teamwork.

3. Professional skills

3.1. **Physiotherapy and rehabilitation:** assess, plan and implement rehabilitation programmes that improve or restore motor functions, maximize the ability to move, reduce painful syndromes, prevent and mitigate disability due to illness and injury. Apply, develop and supervise the application of physical therapy modalities and techniques. Conduct tests to determine the type and level of disability. Participate in setting goals and creating physiotherapeutic interventions for: reducing pain, strengthening muscles, improving joint mobility, improving cardiovascular and respiratory functions, improving balance and coordination, etc. Take part in activities based on the rules of verified physiotherapeutic practice according to the principles of professional ethics and legislation at the primary, secondary and tertiary level of health care.

3.2. **Physiotherapy in community:** participate in disease prevention and disability prevention programmes as well as in health promotion programmes of the entire population in health facilities, community and public health. Provide education and instruct patients and their families in procedures that should be further performed outside clinical settings.

3.3. **Organisational skills:** implement the prescribed physiotherapy documentation and share information with other healthcare professionals to ensure constant and comprehensive care; plan and organise the implementation of physiotherapeutic interventions; plan and provide conditions for physiotherapeutic interventions, coordinate the process of implementation of physiotherapy programmes; participate in the organisation of individual and team work.

3.4. **Information and research skills:** use information technologies, databases and statistical methods for the purpose of improving the work process and quality assurance, professional knowledge and skills as well as for the purpose of conducting research activities. Participate in research in the field of physiotherapy.

3.6. **Educational skills**: conduct health education activities, participate in the education of physiotherapists, supervise and evaluate the work of physiotherapists.

4. Independence and responsibility

4.1. **Independence**: show independence in organisation, leadership and management, development of strategy and business plans relevant to the profession.

4.2. **Responsibility**: apply legal and ethical principles of the profession in independent and team work; conduct activities related to continuous professional education and contribute to the development of the profession.

II. COURSE CATALOGUE WITH LEARNING OUTCOMES

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

1. Understand the acquired knowledge in the field of evidence-based physiotherapy, heath law, economics and management in health care, health insurance system, statistics in health care, pedagogy, didactics and methodology.
2. Plan and create physiotherapeutic interventions, taking into account the indications and contraindications for the application of physical procedures in therapy.
3. Integrate the principles of personalized medicine into physiotherapy programmes and apply evidence-based physiotherapy practice.
4. Plan, implement and evaluate physiotherapeutic interventions in all branches of clinical medicine, according to the established programmes, rules and protocols of the rehabilitation teams.
5. Understand and critically evaluate evidence-based physiotherapy practice.
6. Be able to identify priorities in the teamwork and effectively participate in the work of a multidisciplinary team of health professionals and associates.
7. Apply management methods in accordance with the needs and levels within health institutions. Keep records of effectiveness and monitor quality within the health system. Know the organisation of the health system and be trained to plan measures to improve and increase efficiency as well as develop and improve the quality of health care system. Know the course, schedule and control of work processes and the foundations of resource management.
8. Understand and be able to apply teaching methods within educational institutions, healthcare professionals, patients and their families.
9. Act on the principles of professional ethics and legislation.
10. Use information technologies, databases and statistical methods for the purpose of improving professional knowledge and skills and conducting research activities.
11. Know the regulations in the field of health care, understand the meaning of own responsibility whereby absolutely respecting patients' rights.
12. Know the importance and model of effective management of medical records and implement it in accordance with applicable regulations.
13. Through continuous learning and research, improve the competences and attitudes necessary for the advancement and for raising the quality of professional work.
14. Recognize the health needs of the community and accordingly take appropriate measures aimed at preserving health; promote healthy lifestyles of the community and the entire population.

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

CODE	COURSE	DF 1	DF 2	DF 3	DF 4	DF 5	DF 6	DF 7	DF 8	DF 9	DF 10	DF 11	DF 12	DF 13	DF 14
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								+		+			+	
ZSF701	Evidence-based Sports Physiotherapy	+	+	+	+	+	+		+					+	+
ZSF702	Evidence-based Paediatric Physiotherapy	+	+	+	+	+	+		+					+	

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

CODE	COURSE	DF 1	DF 2	DF 3	DF 4	DF 5	DF 6	DF 7	DF 8	DF 9	DF 10	DF 11	DF 12	DF 13	DF 14
ZSF703	Evidence-based Neurorehabilitation	+	+	+	+	+	+		+					+	
ZSF704	Evidence-based Kinesiotherapy in Traumatology	+	+	+	+	+	+		+					+	
ZSF705	Evidence-based Rheumatological Rehabilitation Models	+	+	+	+	+	+		+					+	
ZSF706	Evidence-based Physiotherapy in Rehabilitation of Acute Cardiopulmonary Conditions	+	+	+	+	+	+		+					+	
ZSF707	Evidence-based Physiology, Measurement and Evaluation of Pain*	+	+	+		+									
ZSF708	Peripheral Neurological Disorders- Evidence-based Treatment and Electrodiagnostics*	+	+	+		+									
ZSF709	Evidence-based Vertebrology Rehabilitation Models*	+	+	+		+									+
ZSF710	Evidence-based Speech Rehabilitation*	+	+	+		+									
ZSF711	The Therapeutic Massage - Controversy*	+	+	+		+									
ZSF712	The In-house Rehabilitation – Significance or Misconception*	+	+	+	+	+									
ZSF713	Evidence-based Physiotherapy in Gynaecology and Obstetrics*	+	+	+	+	+	+								
ZSF714	Evidence-based Rehabilitation of People with Amputations*	+	+	+	+	+	+								
ZSF715	Evidence-based Geriatric Rehabilitation*	+	+	+		+	+								
ZSF716	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
	ZSF701	Evidence-based Sports Physiotherapy	10	10	30	0	5
	ZSF702	Evidence-based Paediatric Physiotherapy	10	10	30	0	5
	TOTAL		280	175	125	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	ZSF703	Evidence-based Neurorehabilitation	20	20	30	0	10
	ZSF704	Evidence-based Kinesiotherapy in Traumatology	20	20	30	0	10
	ZSF705	Evidence-based Rheumatological Rehabilitation Models	20	20	30	0	10
	ZSF706	Evidence-based Physiotherapy in Rehabilitation of Acute Cardiopulmonary Conditions	20	20	30	0	10
	ZSF707	Evidence-based Physiology, Measurement and Evaluation of Pain*	10	10	30	0	5
	ZSF708	Peripheral Neurological Disorders- Evidence-based Treatment and Electrodiagnostics*	10	10	30	0	5
	ZSF709	Evidence-based Vertebrology Rehabilitation Models*	10	10	30	0	5
	ZSF710	Evidence-based Speech Rehabilitation*	10	10	30	0	5
	ZSF711	The Therapeutic Massage -Controversy*	10	10	30	0	5
	ZSF712	The In-house Rehabilitation – Significance or Misconception*	10	10	30	0	5
	ZSF713	Evidence-based Physiotherapy in Gynaecology and Obstetrics*	10	10	30	0	5
	ZSF714	Evidence-based Rehabilitation of People with Amputations*	10	10	30	0	5
	ZSF715	Evidence-based Geriatric Rehabilitation*	10	10	30	0	5
	ZSF716	Master's thesis	0	295	0	0	15
	TOTAL		170	465	390	0	100

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
ZSF701	Evidence-based Sports Physiotherapy	-	In accordance with the Ordinance on the Study and System of Studying
ZSF702	Evidence-based Paediatric Physiotherapy	-	In accordance with the Ordinance on the Study and System of Studying
ZSF703	Evidence-based Neurorehabilitation	-	In accordance with the Ordinance on the Study and System of Studying
ZSF704	Evidence-based Kinesiotherapy in Traumatology	-	In accordance with the Ordinance on the Study and System of Studying
ZSF705	Evidence-based Rheumatological Rehabilitation Models	-	In accordance with the Ordinance on the Study and System of Studying
ZSF706	Evidence-based Physiotherapy in	-	In accordance with the Ordinance on the Study and System of Studying

	Rehabilitation of Acute Cardiopulmonary Conditions		
ZSF707	Evidence-based Physiology, Measurement and Evaluation of Pain*	-	In accordance with the Ordinance on the Study and System of Studying
ZSF708	Peripheral Neurological Disorders- Evidence-based Treatment and Electrodiagnostics*	-	In accordance with the Ordinance on the Study and System of Studying
ZSF709	Evidence-based Vertebrology Rehabilitation Models*	-	In accordance with the Ordinance on the Study and System of Studying
ZSF710	Evidence-based Speech Rehabilitation*	-	In accordance with the Ordinance on the Study and System of Studying
ZSF711	The Therapeutic Massage - Controversy*	-	In accordance with the Ordinance on the Study and System of Studying
ZSF712	The In-house Rehabilitation – Significance or Misconception*	-	In accordance with the Ordinance on the Study and System of Studying
ZSF713	Evidence-based Physiotherapy in Gynaecology and Obstetrics*	-	In accordance with the Ordinance on the Study and System of Studying
ZSF714	Evidence-based Rehabilitation of People with Amputations*	-	In accordance with the Ordinance on the Study and System of Studying
ZSF715	Evidence-based Geriatric Rehabilitation*	-	In accordance with the Ordinance on the Study and System of Studying
ZSF716	Master’s thesis	-	In accordance with the Ordinance on the Study and System of Studying

V. CURRICULA OF MANDATORY AND ELECTIVE COURSES

<table>
<tr><td colspan="2">NAME OF THE COURSE</td><td colspan="6">Health Care Law</td></tr>
<tr><td>Code</td><td colspan="2">ZSZ701</td><td>Year of study</td><td colspan="4">1.</td></tr>
<tr><td>Course teacher</td><td colspan="2">Full professor, Jozo Čizmić, PhD</td><td>Credits (ECTS)</td><td colspan="4">4</td></tr>
<tr><td rowspan="2">Associate teachers</td><td colspan="2" rowspan="2">Assistant professor Nina Mišić Radanović, PhD</td><td rowspan="2">Type of instruction (number of hours)</td><td>L</td><td>S</td><td>E</td><td>T</td></tr>
<tr><td>35</td><td>5</td><td>5</td><td>0</td></tr>
<tr><td>Status of the course</td><td colspan="2">Mandatory</td><td>Percentage of application of e-learning</td><td colspan="4">20%</td></tr>
<tr><td colspan="8">COURSE DESCRIPTION</td></tr>
<tr><td>Course enrolment requirements and entry competences required for the course</td><td colspan="7">No requirements</td></tr>
<tr><td>Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</td><td colspan="7">Upon completion of the course, students will be able to:

• 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.</td></tr>
<tr><td rowspan="5">Course content broken down in detail by weekly class schedule (syllabus)</td><td>L1</td><td colspan="5">1/ The concept and content of health care rights, relationship to other scientific disciplines and principles of performing health care activities.</td><td>5</td></tr>
<tr><td>L2</td><td colspan="5">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.</td><td>5</td></tr>
<tr><td>L3</td><td colspan="5">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).</td><td>5</td></tr>
<tr><td>L4</td><td colspan="5">4/ Ensuring quality of health services (Professional training; Supervision of the work of health professionals; professional chambers).</td><td>2</td></tr>
<tr><td>L5</td><td colspan="5">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; Bodies of the Chamber; Supervision of the work of the Chamber; the Chamber Cooperation with the Ministry of Health and other</td><td>2</td></tr>
</table>

		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 ☐ *on line* in entirety ☐ partial e-learning ☐ field work	☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (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	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	**Title**	**Number of copies in the library**	**Availability via other media**

library and 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., 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	▪ 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	Mandatory	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 completed the course, the student will be able to: • 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 anlysis 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 nurisng 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	1,2

		healthcare professionals; identity and integrity of healthcare professions; healthcare professions – science and skills.	
	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	☒ lectures ☒ seminars and workshops ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work	☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (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		(Other)	
	Tests		Oral exam		(Other)	
	Written exam		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 diplomske studije. (lecture handouts for graduate study programme). 40%		
Jukić I. Skripta za preddiplomske i diplomske 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	▪ 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	Mandatory	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: • 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 ☐ *on line* in entirety ☐ partial e-learning ☐ field work	☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (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	1,0	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	▪ 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)	

<table>
<tr><td colspan="2">NAME OF THE COURSE</td><td colspan="5">Health Insurance Systems</td></tr>
<tr><td>Code</td><td colspan="2">ZSZ704</td><td>Year of study</td><td colspan="4">1.</td></tr>
<tr><td>Course teacher</td><td colspan="2">Full professor Mirko Klarić, PhD</td><td>Credits (ECTS)</td><td colspan="4">4</td></tr>
<tr><td rowspan="2">Associate teachers</td><td colspan="2" rowspan="2">Assistant professor Nada Tomasović Mrčela, MD, PhD</td><td rowspan="2">Type of instruction (number of hours)</td><td>L</td><td>S</td><td>E</td><td>T</td></tr>
<tr><td>30</td><td>5</td><td>0</td><td>0</td></tr>
<tr><td>Status of the course</td><td colspan="2">Mandatory</td><td>Percentage of application of e-learning</td><td colspan="4">20%</td></tr>
<tr><td colspan="7">COURSE DESCRIPTION</td></tr>
<tr><td>Course enrolment requirements and entry competences required for the course</td><td colspan="6">No requirements</td></tr>
<tr><td>Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</td><td colspan="6">Upon completion of the course students will be able to:
– 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.</td></tr>
<tr><td>Course content broken down in detail by weekly class schedule (syllabus)</td><td colspan="6">1. Administrative aspects of the health insurance
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.

2. Financing models of health insurance
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 careprotection (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.

3. Financing of the health care system in the Republic of Croatia
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</td></tr>
</table>

	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.). 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) .

Format of instruction	☒ lectures ☒seminars and workshops ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work	☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (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)

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	Mirko Klarić Upravno-politički aspekti sustava zdravstvene zaštite 2004. Magistarska radnja, Pravni fakultet u Zagrebu. 40 % 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 % Siniša Zrinščak Zdravstvena politika Hrvatske. U vrtlogu reformi i suvremenih društvenih izazova 2007. Revija za socijalnu politiku, god. 14, br. 2., 2007. 15 % Siniša Zrinščak Sustavi zdravstvene politike u svijetu: osnovna obilježja i aktualni procesi 1999. Revija za socijalnu politiku, god. 6, br 1, 1999. 15 % Miroslav Mastilica Financiranje zdravstvene zaštite u L. Kovačić (ur.): Organizacija i upravljanje u zdravstvenoj zaštiti. 2003. Medicinska naklada, Zagreb. 10 %		
Optional literature (at the time of submission of study programme proposal)	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.: Marketorjentirung der Krankenkassen auf der Grundlage von Gesundheitszielen, Arbeit und Socialpolitikm br, 3. – 4., 1997		
Quality assurance methods that ensure the acquisition of exit competences	Students and lecturers' analysis of the quality of teaching, - 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)			

<table>
<tr><td colspan="2">NAME OF THE COURSE</td><td colspan="6">Health Care Information Systems</td></tr>
<tr><td>Code</td><td>ZSZ705</td><td>Year of study</td><td colspan="5">1.</td></tr>
<tr><td>Course teacher</td><td>Full professor Ana Jerončić, PhD</td><td>Credits (ECTS)</td><td colspan="5">4</td></tr>
<tr><td rowspan="2">Associate teachers</td><td rowspan="2">Mr. sc. Renato-Zdenko Jerončić</td><td rowspan="2">Type of instruction (number of hours)</td><td>L</td><td>S</td><td>E</td><td>T</td></tr>
<tr><td>10</td><td>15</td><td>10</td><td>0</td></tr>
<tr><td>Status of the course</td><td>Mandatory</td><td>Percentage of application of e-learning</td><td colspan="5">20%</td></tr>
<tr><td colspan="7">COURSE DESCRIPTION</td></tr>
<tr><td>Course enrolment requirements and entry competences required for the course</td><td colspan="6">No requirements</td></tr>
<tr><td>Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</td><td colspan="6">Upon completion of the course, students will be able to:

• 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</td></tr>
<tr><td>Course content broken down in detail by weekly class schedule (syllabus)</td><td colspan="6">Topics:

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)

In total: 10 lectures + 15 seminars + 10 practicals</td></tr>
<tr><td>Format of instruction</td><td colspan="3">☒ lectures
☒seminars and workshops
☒exercises
☐ on line in entirety
☐ partial e-learning
☐ field work</td><td colspan="3">☐ independent assignments
☐ multimedia
☐ laboratory
☐ work with mentor
☐ (other)</td></tr>
</table>

<table>
<tr><td>Student responsibilities</td><td colspan="6">Regular class attendance.
Active participation in the teaching process.
Password for AAI EduHr electronic identity for access to e - learning</td></tr>
<tr><td rowspan="5">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)</td><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>2.0</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>2.0</td><td>Project</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Grading and evaluating student work in class and at the final exam</td><td colspan="6">
<table>
<tr><th>Success Indicator</th><th>Maximal points</th><th>Weight of the partial score (%)</th></tr>
<tr><td>Written exam</td><td>30</td><td>50</td></tr>
<tr><td>Seminar paper (problem solving, presentation)</td><td>30</td><td>50</td></tr>
<tr><td>In total</td><td>60</td><td>100</td></tr>
</table>
CRITERIA FOR GRADING
<table>
<tr><th>Achieved overall points (%)</th><th>Criterion</th><th>Grade</th></tr>
<tr><td>60-69.9</td><td>meets the minimum criteria</td><td>sufficient (2)</td></tr>
<tr><td>70-79.9</td><td>average success</td><td>good (3)</td></tr>
<tr><td>80-89.9</td><td>above-average success</td><td>very good (4)</td></tr>
<tr><td>90-100</td><td>exceptional success</td><td>excellent (5)</td></tr>
</table>
</td></tr>
<tr><td>Required literature (available in the library and via other media)</td><td colspan="6">
<table>
<tr><th>Title</th><th>Number of copies in the library</th><th>Availability via other media</th></tr>
<tr><td>Josipa Kern i Mladen Petrovečki, ur. Medicinska informatika, 2009., Medicinska naklada.</td><td>15/50-70</td><td>-</td></tr>
</table>
</td></tr>
<tr><td>Optional literature (at the time of submission of study programme proposal)</td><td colspan="6">1. Lynda R Hardy (editor). Fast Facts in Health Informatics for Nurses, 1st edition. Springer, 2020
2. Volpe S. Health Informatics: Multidisciplinary Approaches for Current and Future Professionals: HIMSS Book Series, 2022.
3. Callahan Hunt E, Breckenridge Sproat S, et al. The Nursing Informatics Implementation Guide (Health Informatics): Springer, 2004</td></tr>
<tr><td>Quality assurance methods that ensure the acquisition of exit competences</td><td colspan="6">▪ Teaching quality analysis by students and teachers
▪ Exam passing rate analysis
▪ Committee for control of teaching reports
▪ External evaluation</td></tr>
<tr><td>Other (as the proposer wishes to add)</td><td colspan="6"></td></tr>
</table>

<table>
<tr><td colspan="2">NAME OF THE COURSE</td><td colspan="5">Human Resource Management</td></tr>
<tr><td>Code</td><td colspan="2">ZSZ706</td><td>Year of study</td><td colspan="4">1st</td></tr>
<tr><td>Course teacher</td><td colspan="2">Dejan Kružić, PhD, Full professor tenure</td><td>Credits (ECTS)</td><td colspan="4">4</td></tr>
<tr><td rowspan="2">Associate teachers</td><td colspan="2" rowspan="2">Ana Juras, PhD, Research associate
Ante Mihanović, PhD, Senior lecturer</td><td rowspan="2">Type of instruction (number of hours)</td><td>L</td><td>S</td><td>E</td><td>T</td></tr>
<tr><td>20</td><td>5</td><td>10</td><td>0</td></tr>
<tr><td>Status of the course</td><td colspan="2">Mandatory</td><td>Percentage of application of e-learning</td><td colspan="4">Up to 50%</td></tr>
<tr><td colspan="7">COURSE DESCRIPTION</td></tr>
<tr><td>Course enrolment requirements and entry competences required for the course</td><td colspan="6">No requirements</td></tr>
<tr><td>Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</td><td colspan="6">The main learning outcome of the course: Identify opportunities and manage human resources in a modern organization.
Individual learning outcomes:
(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.</td></tr>
<tr><td>Course content broken down in detail by weekly class schedule (syllabus)</td><td colspan="6">– 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.</td></tr>
<tr><td>Format of instruction</td><td colspan="3">X lectures
X seminars and workshops
X exercises
☐ on line in entirety
X partial e-learning
☐ field work</td><td colspan="3">X independent assignments
X multimedia
☐ laboratory
☐ work with mentor
☐ (other)</td></tr>
<tr><td>Student responsibilities</td><td colspan="6">Regular class attendance.
Active participation in the teaching process.
Password for AAI EduHr electronic identity for access to e - learning.</td></tr>
<tr><td>Screening student work (name the</td><td>Class attendance</td><td>0,40</td><td>Research</td><td></td><td>Practical training</td><td>0,80</td></tr>
</table>

<table>
<tr><td rowspan="2">proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</td><td>
<table>
<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></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>2,80</td><td>Project</td><td></td><td>(Other)</td><td></td></tr>
</table>
</td></tr>
<tr><td>* 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.</td></tr>
<tr><td>Grading and evaluating student work in class and at the final exam</td><td>
<table>
<tr><th>Evaluation indicators</th><th>Success (points)</th><th>Share in overall grade (%)</th></tr>
<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>
</table>
PERFORMANCE AND GRADE RATIO
<table>
<tr><th>Achieved success percentage (%)</th><th>Criteria</th><th>Grade</th></tr>
<tr><td>60%-69%</td><td>meets the minimum criteria</td><td>sufficient (2)</td></tr>
<tr><td>70%-79%</td><td>average success</td><td>good (3)</td></tr>
<tr><td>80%-89%</td><td>above average success</td><td>very good (4)</td></tr>
<tr><td>90% and above</td><td>exceptional success</td><td>excellent (5)</td></tr>
</table>
</td></tr>
<tr><td>Required literature (available in the library and via other media)</td><td>
<table>
<tr><th>Title</th><th>Number of copies in the library</th><th>Availability via other media</th></tr>
<tr><td>Juras, A. (2021). Osnove menadžmenta u zdravstvu. OZS, Sveučilište u Splitu, odabrana poglavlja.</td><td></td><td></td></tr>
<tr><td>Belak, V. (2014). Menadžment u teoriji i praksi, odabrana poglavlja.</td><td></td><td></td></tr>
<tr><td>Noe i sur. (2006). Menadžment ljudskih potencijala, Mate, Zagreb, odabrana poglavlja.</td><td></td><td></td></tr>
<tr><td>Written course materials from lectures and exercises in e-form</td><td></td><td></td></tr>
</table>
</td></tr>
<tr><td>Optional literature (at the time of submission of study programme proposal)</td><td>Alfirević, N., Pavić, I., Matić, I. (2007). Menadžment – Priručnik za nastavu, EFST, selected chapters.

Berman, E., Bowman, J., West, J. i Van Wart, M. (2018). Upravljanje ljudskim potencijalima u javnoj službi – Paradoksi, procesi i problemi. Mate d.o.o., Zagreb.

Buble, M. (2006). Menadžment. Ekonomski fakultet Split, Split, odabrana poglavlja.

Fried, B. (2018). Fundamentals of Human Resources in Healthcare, 2nd Edition. Health Administration Press, Chicago, USA.

Niles, N. (2019). Basic Concepts of Health Care Human Resource Management, 2nd Edition. Jones & Bartlett Learning, Burlington, USA.</td></tr>
</table>

Quality assurance methods that ensure the acquisition of exit competences	▪ 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)	

<table>
<tr><td colspan="2">NAME OF THE COURSE</td><td colspan="5">Health Care Management</td></tr>
<tr><td>Code</td><td>ZSZ707</td><td>Year of study</td><td colspan="4">1st</td></tr>
<tr><td>Course teacher</td><td>Dejan Kružić, PhD,
Full professor tenure</td><td>Credits (ECTS)</td><td colspan="4">6</td></tr>
<tr><td rowspan="2">Associate teachers</td><td rowspan="2">Ana Juras, PhD,
Research associate
Ante Mihanović, PhD,
Senior lecturer</td><td rowspan="2">Type of instruction (number of hours)</td><td>L</td><td>S</td><td>E</td><td>T</td></tr>
<tr><td>20</td><td>5</td><td>10</td><td>0</td></tr>
<tr><td>Status of the course</td><td>Mandatory</td><td>Percentage of application of e-learning</td><td colspan="4">Up to 50%</td></tr>
<tr><td colspan="6">COURSE DESCRIPTION</td></tr>
<tr><td>Course enrolment requirements and entry competences required for the course</td><td colspan="5">No requirements</td></tr>
<tr><td>Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</td><td colspan="5">The main learning outcome of the course: Identify the possibilities and ways of managing a modern health organization.
Individual learning outcomes:
(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.</td></tr>
<tr><td>Course content broken down in detail by weekly class schedule (syllabus)</td><td colspan="5">– 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.</td></tr>
<tr><td>Format of instruction</td><td colspan="2">X lectures</td><td colspan="3">X independent assignments</td></tr>
</table>

	X seminars and workshops **X** exercises ☐ *on line* in entirety **X** partial e-learning ☐ field work	**X** multimedia ☐ laboratory ☐ work with mentor ☐ (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

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)

	Title	**Number of copies in the library**	**Availability via other media**
Required literature (available in the library and via other media)	Juras, A. (2021). *Osnove menadžmenta u zdravstvu*. OZS, Sveučilište u Splitu. Belak, V. (2014). *Menadžment u teoriji i praksi*, odabrana poglavlja. Buble, M. (2006). *Menadžment*. 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)	Alfirević, N., Pavić, I., Matić, I. (2007). *Menadžment – Priručnik za nastavu,* EFST, selected chapters. Fried, B. (2018). *Fundamentals of Human Resources in Healthcare, 2nd Edition.* Health Administration Press, Chicago, USA. Kalauz, S. (2014). *Organizacija i upravljanje u zdravstvenoj njezi*. Medicinska naklada, Zagreb. Murray, E. (2017). *Nursing leadership and management: For patient safety and quality care*. FA Davis Company, Philadelphia, SAD.		
Quality assurance methods that ensure the acquisition of exit competences	▪ 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)			

<table>
<tr><td colspan="2">NAME OF THE COURSE</td><td colspan="5">Health Care Economics</td></tr>
<tr><td>Code</td><td colspan="2">ZSZ708</td><td>Year of study</td><td colspan="4">1.</td></tr>
<tr><td>Course teacher</td><td colspan="2">Full professor Žejlko Mrnjavac, PhD
Associate professor Lana Kordić, PhD</td><td>Credits (ECTS)</td><td colspan="4">4</td></tr>
<tr><td rowspan="2">Associate teachers</td><td colspan="2" rowspan="2"></td><td rowspan="2">Type of instruction (number of hours)</td><td>L</td><td>S</td><td>E</td><td>T</td></tr>
<tr><td>20</td><td>20</td><td>0</td><td>0</td></tr>
<tr><td>Status of the course</td><td colspan="2">Mandatory</td><td>Percentage of application of e-learning</td><td colspan="4">30%</td></tr>
<tr><td colspan="7">COURSE DESCRIPTION</td></tr>
<tr><td>Course enrolment requirements and entry competences required for the course</td><td colspan="6">No requirements</td></tr>
<tr><td>Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</td><td colspan="6">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.

Individual learning outcomes:

• 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.</td></tr>
<tr><td>Course content broken down in detail by weekly class schedule (syllabus)</td><td colspan="6"><table>
<tr><th>Type of instruction</th><th>Topic</th><th>Number of student hours</th></tr>
<tr><td>L and S</td><td>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)</td><td>2 + 2</td></tr>
<tr><td>L and S</td><td>The demand for health and health services; Demand, elasticity and health;</td><td>2 + 2</td></tr>
<tr><td>L and S</td><td>Production, health and health care: efficient use of inputs¸ Cost of delivering health services;</td><td>2 + 2</td></tr>
<tr><td>L and S</td><td>Basic market model; Supplier-induced demand and agency;</td><td>2 + 2</td></tr>
</table></td></tr>
</table>

	L and S	Market failure and government; The economics of regulation; Ublic-private parnership ih health –critical review;	2 + 2
	L and S	Health insurance around the word –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 thehealth systems nowedays;	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	X lectures x seminars and workshops ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work	☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (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	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)	1. Documents and reports by national and international healthcare institutions 2. The most recent papers. Some of them: • Kordić, L., 2022. Mesuring 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 comparation 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 Borštnar, 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	▪ 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	Mandatory	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)	After completing the course the student will be able to: • 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. 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 Satisfation 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** ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work	☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (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	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)

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and 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	▪ 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)			

<table>
<tr><td colspan="2">NAME OF THE COURSE</td><td colspan="5">Pedagogy</td></tr>
<tr><td>Code</td><td>ZSZ710</td><td>Year of study</td><td colspan="4">1st</td></tr>
<tr><td>Course teacher</td><td>Tonća Jukić, PhD, Associate Professor</td><td>Credits (ECTS)</td><td colspan="4">4</td></tr>
<tr><td rowspan="2">Associate teachers</td><td rowspan="2">-</td><td rowspan="2">Type of instruction (number of hours)</td><td>L</td><td>S</td><td>E</td><td>T</td></tr>
<tr><td>20</td><td>20</td><td>0</td><td>0</td></tr>
<tr><td>Status of the course</td><td>Mandatory</td><td>Percentage of application of e-learning</td><td colspan="4">20%</td></tr>
<tr><td colspan="6">COURSE DESCRIPTION</td></tr>
<tr><td>Course objectives</td><td colspan="5">To enable students to undertake pedagogical activities.</td></tr>
<tr><td>Course enrolment requirements and entry competences required for the course</td><td colspan="5">No requirements</td></tr>
<tr><td>Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</td><td colspan="5">Upon completion of the course, students will be able to:
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.</td></tr>
<tr><td>Course content broken down in detail by weekly class schedule (syllabus)</td><td colspan="5">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.</td></tr>
</table>

	Type	Thematic units	Hours
	lectures	Scientific definition of pedagogy - epistemological characteristics, goals and objectives, basic concepts of pedagogy, pedagogyand other sciences	4 L
		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	☒ lectures ☒ seminars and workshops ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work	☒ independent assignments ☒ multimedia ☐ laboratory ☐ work with mentor ☐ (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)	

<table>
<tr><td>ECTS value of the course)</td><td>Written exam</td><td>1,5</td><td>Project</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Grading and evaluating student work in class and at the final exam</td><td colspan="6">
<table>
<tr><th>Indicators</th><th>Success (points)</th><th>Share in the grade (%)</th></tr>
<tr><td>Written or oral exam</td><td>7</td><td>70 %</td></tr>
<tr><td>seminar</td><td>3</td><td>30 %</td></tr>
<tr><td>Total</td><td>10</td><td>100 %</td></tr>
</table>
RATIO OF SUCCESS AND EVALUATION
<table>
<tr><th>Success - percentage (%)</th><th>criterion</th><th>grade</th></tr>
<tr><td>60 - 69 %</td><td>meets the minimum criteria</td><td>sufficient (2)</td></tr>
<tr><td>70 - 84 %</td><td>average success</td><td>good (3)</td></tr>
<tr><td>85 - 94 %</td><td>above-average success</td><td>very good (4)</td></tr>
<tr><td>95 - 100 %</td><td>exceptional success</td><td>excellent (5)</td></tr>
</table>
</td></tr>
<tr><td>Required literature (available in the library and via other media)</td><td colspan="6">
<table>
<tr><th>Title</th><th>Number of copies in the library</th><th>Availability via other media</th></tr>
<tr><td>1. Milat, J. (2005). Pedagogija (ili) Teorija osposobljavanja. Zagreb: Školska knjiga.</td><td>4</td><td>no</td></tr>
<tr><td>2. Milat, J. (2007). Epistemologija pedagogije: dileme, pitanja, moguća rješnja. Pedagogijska istraživanja, 4(2), 189-201.</td><td>-</td><td>yes</td></tr>
<tr><td>3. PPT – presentations from lectures and seminars.</td><td>-</td><td>yes</td></tr>
<tr><td>4. Scientific papers of students' choice.</td><td>-</td><td>yes</td></tr>
</table>
</td></tr>
<tr><td>Optional literature (at the time of submission of study programme proposal)</td><td colspan="6">

Chabot, D., & Chabot, M. (2009). Emocionalna pedagogija, osjećati kako bi se učilo. Zagreb: Educa.
Delors, J. (Ed.) (1998). Učenje - blago u nama. Zagreb: Educa.
Glasser, W. (2005). Kvalitetna škola. Zagreb: Educa.
Gudjons, H. (1994). Pedagogija - temeljna znanja. Zagreb: Educa.
Matijević, M., Bilić, V., & Opić, S. (2016). Pedagogija za učitelje i nastavnike. Zagreb: Školska knjiga i Učiteljski fakultet Sveučilišta u Zagrebu.
Miljković, D., Đuranović, M., & Vidić, T. (2019). Odgoj i obrazovanje: iz teorije u praksu. Zagreb: IEP-D2, Učiteljski fakultet Sveučilišta u Zagrebu.
Seitz, M., & Hallwachs, U. (1997). Montessori ili Waldorf?: knjiga za roditelje, odgajatelje ili pedagoge. Zagreb: Educa

</td></tr>
<tr><td>Quality assurance methods that ensure the acquisition of exit competences</td><td colspan="6">

Teaching quality analysis by students and teachers
Exam passing rate analysis
Committee for control of teaching reports
External evaluation

</td></tr>
<tr><td>Other (as the proposer wishes to add)</td><td colspan="6"></td></tr>
</table>

<table>
<tr><td>NAME OF THE COURSE</td><td colspan="5">Didactics and Teaching Methodology</td></tr>
<tr><td>Code</td><td>ZSZ711</td><td>Year of study</td><td colspan="3">1st</td></tr>
<tr><td>Course teacher</td><td>Tonća Jukić, PhD, Associate Professor</td><td>Credits (ECTS)</td><td colspan="3">4</td></tr>
<tr><td rowspan="2">Associate teachers</td><td rowspan="2"></td><td rowspan="2">Type of instruction (number of hours)</td><td>L</td><td>S</td><td>E</td><td>T</td></tr>
<tr><td>20</td><td>20</td><td>0</td><td>0</td></tr>
<tr><td>Status of the course</td><td>Mandatory</td><td>Percentage of application of e-learning</td><td colspan="3">20%</td></tr>
<tr><td colspan="6">COURSE DESCRIPTION</td></tr>
<tr><td>Course objectives</td><td colspan="5">To enable students to undertake pedagogical activities within the educational program from the profession.</td></tr>
<tr><td>Course enrolment requirements and entry competences required for the course</td><td colspan="5">No requirements</td></tr>
<tr><td>Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</td><td colspan="5">Upon completion of the course, students will be able to:
– 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.</td></tr>
<tr><td>Course content broken down in detail by weekly class schedule (syllabus)</td><td colspan="5">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.</td></tr>
</table>

	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	☒ lectures ☒ seminars and workshops ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work	☒ independent assignments ☒ multimedia ☐ laboratory ☐ work with mentor ☐ (other)
Student responsibilities	Regular class attendance. Active participation in the teaching process. Password for AAI EduHr electronic identity for access to e - learning.	

<table>
<tr><td rowspan="6">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)</td><td>Class attendance</td><td>1,5</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>1</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>1,5</td><td>Project</td><td></td><td>(Other)</td><td></td></tr>
<tr><td></td><td colspan="6"></td></tr>
<tr><td>Grading and evaluating student work in class and at the final exam</td><td colspan="6">
<table>
<tr><th>Indicators</th><th>Success (points)</th><th>Share in the grade (%)</th></tr>
<tr><td>Written exam</td><td>7</td><td>70 %</td></tr>
<tr><td>Seminar</td><td>3</td><td>30 %</td></tr>
<tr><td>Total</td><td>10</td><td>100 %</td></tr>
</table>
RATIO OF SUCCESS AND EVALUATION
<table>
<tr><th>Success - percentage (%)</th><th>criterion</th><th>grade</th></tr>
<tr><td>60 - 69 %</td><td>meets the minimum criteria</td><td>sufficient (2)</td></tr>
<tr><td>70 – 79,9 %</td><td>average success</td><td>good (3)</td></tr>
<tr><td>80 – 89,9 %</td><td>above-average success</td><td>very good (4)</td></tr>
<tr><td>90 - 100 %</td><td>exceptional success</td><td>excellent (5)</td></tr>
</table>
</td></tr>
<tr><td>Required literature (available in the library and via other media)</td><td colspan="6">
<table>
<tr><th>Title</th><th>Number of copies in the library</th><th>Availability via other media</th></tr>
<tr><td>1. Kostović-Vranješ, V. (2015). Metodika nastave predmeta prirodoslovnog područja. Zagreb: Školska knjiga (chapters 4- 10, 14)</td><td>3</td><td>No</td></tr>
<tr><td>2. Milat, J. (2014). Metodički priručnik za izvođenje nastave. Electronic edition ZS.</td><td>-</td><td>Yes</td></tr>
<tr><td>3. Milat, J. (2019). Osnove didaktike s metodikom: izbor tekstova za pripremanje ispita za studente zdravstvenog studija Sveučilišta u Splitu. Electronic edition ZS.</td><td>-</td><td>Yes</td></tr>
<tr><td>4. PPT presentations from classes.</td><td>-</td><td>Yes</td></tr>
</table>
</td></tr>
<tr><td>Optional literature (at the time of submission of study programme proposal)</td><td colspan="6">

Abou Aldan, D. (2019). Metodika zdravstvene njege: priručnik za nastavnike. Zagreb: Medicinska Naklada.
Bognar, L. & Matijević, M. (2002). Didaktika. Zagreb: Školska knjiga.
Jensen, E. (2003). Super-nastava: nastavne strategije za kvalitetnu i uspješnu školu. Zagreb: Educa.
Jensen, E. (2005). Poučavanje s mozgom na umu. Zagreb: Educa.
Jurčić, M. (2014). Kompetentnost nastavnika – pedagoške i didaktičke dimenzije. Pedagogijska istraživanja, 11(1), 77-93
Kyriacou, C. (2001) Temeljna nastavna umijeća. Zagreb: Educa.
Matijević, M. & Radovanović, D. (2011). Nastava usmjerena na učenika. Zagreb: Školske novine.

</td></tr>
</table>

Quality assurance methods that ensure the acquisition of exit competences	• 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	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	Mandatory	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: • 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 medixcal researches – guidelines for assessment of different types of research organizations.	5

Format of instruction		
	☒ lectures ☒ seminars and workshops ☒ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work	☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (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		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	3.0	Project		(Other)	
Grading and evaluating student	The final mark from the course is calculated from the points from the written exam (100 %).					

<table>
<tr><td>work in class and at the final exam</td><td colspan="3"><table>
<tr><td>Grading (%)</td><td>Criteria</td><td>Grades</td></tr>
<tr><td>60-69.9</td><td>meets the minimum criteria</td><td>sufficient (2)</td></tr>
<tr><td>70-79.9</td><td>average success</td><td>good (3)</td></tr>
<tr><td>80-89.9</td><td>above-average success</td><td>very good (4)</td></tr>
<tr><td>90-100</td><td>outstanding success</td><td>oustanding (5)</td></tr>
</table></td></tr>
<tr><td rowspan="3">Required literature (available in the library and via other media)</td><td>Title</td><td>Number of copies in the library</td><td>Availability via other media</td></tr>
<tr><td>Ferenczi&Muirhead (2012) Doktor u jednom potezu: Statistika i epidemiologija. One Stop Doc Statistics and Epidemiology-(prijevod Marušić A . ur.). Medicinska naklada. 80%</td><td></td><td></td></tr>
<tr><td>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%</td><td></td><td></td></tr>
<tr><td>Optional literature (at the time of submission of study programme proposal)</td><td colspan="3">1. Petz, B. Osnovne statističke metode za nematematičare. 5. izdanje. Jastrebarsko: Naklada Slap 2004.</td></tr>
<tr><td>Quality assurance methods that ensure the acquisition of exit competences</td><td colspan="3">▪ Teaching quality analysis by students and teachers
▪ Exam passing rate analysis
▪ Committee for control of teaching reports
▪ External evaluation</td></tr>
<tr><td>Other (as the proposer wishes to add)</td><td colspan="3"></td></tr>
</table>

NAME OF THE COURSE	Scientific Research Work					
Code	**ZSZ713**	Year of study	1.			
Course teacher	Davorka Sutlovic, 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	Mandatory	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: • 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	☒ lectures ☒ seminars and workshops ☒ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work	☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (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)	

<table>
<tr><td>Grading and evaluating student work in class and at the final exam</td><td>
<table>
<tr><th>Indicators</th><th>Success (points)</th><th>Share in the grade (%)</th></tr>
<tr><td>Written exam</td><td>30</td><td>50</td></tr>
<tr><td>Project</td><td>30</td><td>50</td></tr>
<tr><td>Total</td><td>60</td><td>100 %</td></tr>
</table>
RATIO OF SUCCESS AND EVALUATION
<table>
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<tr><td>60 - 69 %</td><td>meets the minimum criteria</td><td>sufficient (2)</td></tr>
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<tr><th>Title</th><th>Number of copies in the library</th><th>Availability via other media</th></tr>
<tr><td>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%</td><td></td><td></td></tr>
</table>
</td></tr>
<tr><td>Optional literature (at the time of submission of study programme proposal)</td><td>
1. Day RA, Gastel N. How to write and publish a scientific paper, 6th edition. Westport, Connecticut: Greenwood Press, 2006.
2. 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.
3. Ogrinc GS, Headrick LA. Fundamentals of Health Care Improvement. Oakbrook Terrace (Il): USA Joint Commission Resources, 2008.
4. 4. Committee on Assessing Integrity in Research Environments. Integrity in Scientific Research. Washington DC: Institute of Medicine and National Research Council.
</td></tr>
<tr><td>Quality assurance methods that ensure the acquisition of exit competences</td><td>
▪ Teaching quality analysis by students and teachers
▪ Exam passing rate analysis
▪ Committee for control of teaching reports
▪ External evaluation
</td></tr>
<tr><td>Other (as the proposer wishes to add)</td><td></td></tr>
</table>

NAME OF THE COURSE	Evidence-based Sports Physiotherapy					
Code	**ZSF701**	Year of study	1.			
Course teacher	Assistant professor Dinko Pivalica, MD, PhD	Credits (ECTS)	5			
Associate teachers	Associates from teahing bases	Type of instruction (number of hours)	L	S	E	T
			10	10	30	0
Status of the course	Mandatory	Percentage of application of e-learning	Up to20%			

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: ● apply therapeutic procedures in the sports team, ● recognize a sports injury on a sports field, ● apply therapeutic procedures in sports trauma, and ● independently conduct research on physical therapy modalities

Course content broken down in detail by weekly class schedule (syllabus)

Type	Themes	Hours
L	Mechanisms of injury in sports	2
L	Physical therapy procedures and sports injuries	1
L	Physiotherapy procedures in the treatment of soft injuries	2
L	Physiotherapy procedures in upper limb therapy	2
L	Physiotherapy procedures in lower limb injury	2
L	The role of physiotherapists in the sports team	1
S	Mechanisms of injury in sports	2
S	Rotator cuff injuries	2
S	Sore groin syndrome	2
S	Meniscus injuries and treatment modalities	2
S	Achilles tendon injuries	2
E	Rehabilitation of non-operatively treated rotator cuff injury	3
E	Preventive shoulder exercises in overhead sports	3
E	Therapy for elbow enthesitis	3
E	Physiotherapeutic procedures in painful groin	3
E	Physiotherapy procedures injure hamstrings muscle groups	3
E	Physiotherapy for suturing the meniscus	3
E	Physiotherapy for Achilles tendon rupture	3
E	Physiotherapeutic procedures in Achilles insertional tendinopathy tendons	3
E	Physiotherapy procedures for ankle injuries	3
E	Painful cross in athletes	3

Format of instruction	X lectures X seminars and workshops X exercises ☐ *on line* in entirety ☐ partial e-learning	☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)

<table>
<tr><td></td><td colspan="6">☐ field work</td><td colspan="2"></td></tr>
<tr><td>Student responsibilities</td><td colspan="8">Regular class attendance.
Active participation in the teaching process.
Password for AAI EduHr electronic identity for access to e - learning.</td></tr>
<tr><td rowspan="6">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)</td><td>Class attendance</td><td>1,0</td><td>Research</td><td></td><td>Practical training</td><td colspan="2"></td></tr>
<tr><td>Experimental work</td><td></td><td>Report</td><td></td><td></td><td colspan="2"></td></tr>
<tr><td>Essay</td><td></td><td>Seminar essay</td><td>1,0</td><td>(Other)</td><td colspan="2"></td></tr>
<tr><td>Tests</td><td></td><td>Oral exam</td><td></td><td>(Other)</td><td colspan="2"></td></tr>
<tr><td>Written exam</td><td>3,0</td><td>Project</td><td></td><td>(Other)</td><td colspan="2"></td></tr>
<tr><td colspan="6"></td><td colspan="2"></td></tr>
<tr><td>Grading and evaluating student work in class and at the final exam</td><td colspan="8">
<table>
<tr><th>Indicators</th><th>Success (points)</th><th>Share in the grade (%)</th></tr>
<tr><td>Class attendance</td><td>5</td><td>10</td></tr>
<tr><td>Seminar essay</td><td>5</td><td>10</td></tr>
<tr><td>Written exam</td><td>40</td><td>80</td></tr>
<tr><td>Total</td><td>50</td><td>100 %</td></tr>
</table>
RATIO OF SUCCESS AND EVALUATION
<table>
<tr><th>Success - percentage (%)</th><th>criterion</th><th>grade</th></tr>
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</td></tr>
<tr><td>Required literature (available in the library and via other media)</td><td colspan="6">Title</td><td>Number of copies in the library</td><td>Availability via other media</td></tr>
<tr><td></td><td colspan="6">1. Marko Pećina. Sportska medicina (odabrana poglavlja) Stjepan Haimer and Rudi Čajevec. Medicina Sporta (odabrana poglavlja)
2. Teaching materials and ppt presentations posted on Merlin platforms</td><td></td><td></td></tr>
<tr><td>Optional literature (at the time of submission of study programme proposal)</td><td colspan="8"></td></tr>
<tr><td>Quality assurance methods that ensure the acquisition of exit competences</td><td colspan="8">Students and lecturers’ analysis of the quality of teaching,
- 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)</td></tr>
<tr><td>Other (as the proposer wishes to add)</td><td colspan="8"></td></tr>
</table>

NAME OF THE COURSE	Evidence-based Pediatric Physiotherapy					
Code	**ZSF702**					
Study program	Physiotherapy	Year of study	1.			
Course teacher	Assistant Professor Ana Poljičanin,MD, PhD	Credits (ECTS)	5			
Associate teachers	Asija Čeprnja, dr.med. Ela Škorić, dr.med.	Type of instruction (number of hours)	L	S	E	T
			10	10	30	0
Status of the course	Mandatory	Percentage of application of e-learning	20%			

COURSE DESCRIPTION

Course goal	To acquaint students with the laws, characteristics and stages of normal sensorimotor development of the child Introduce students to the main types of developmental disorders Introduce students to different concepts of physiotherapy Introduce students to planning and collaboration skills within the team
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: – • Plan and perform a physiotherapy assessment of the child – • Plan for physiotherapy procedures – • Plan cooperation with the rehabilitation team – • Evaluate the effect of physical therapy – • Evaluate the success of reahabilitation teamwork

Course content broken down in detail by weekly class schedule (syllabus)

Teaching form	Topics	number of student hours
L	Growth and development of the child in the first 12 months of life	2
L	Development in pronation and supination. Seat development. Development catches. Stroke Growth and development of 2 - 7 years of age. Child development from the aspect of Bobath therapy. Uprightness and balance reactions Abnormal movement. A risky child. Cerebral paralysis. Vojta therapy and other therapeutic principles. Handling	4
L	Congenital damage to the brachial plexus. Congenital crooked neck. Spina bifida, Meningomyelocoela. Sy Down (clinical features and rehabilitation procedures)	2
L	Diagnosis according to Vojta Application of other therapeutic principles	2
S	Orthoses in children's rehabilitation Rehabilitation of children with torticollis	2
S	Hip and knee deformities. Foot deformities (clinical features and treatment) Three-dimensional foot therapy Kyphosis Scoliosis Hydrotherapy	4

		Sensory integration	
	S	Neuromuscular diseases, Juvenile rheumatoid arthritis. Juvenile osteochondrosis. (clinical characteristics and rehabilitation procedures) Neurodevelopmental therapy Vojta therapy in children	4
	E	Demonstration of examinations and exercises (on yourself, doll, child) Normal and abnormal development - assessment	8
	E	Munich functional diagnostics Assessment of spontaneous motor skills Kinesiological diagnostics according to Vojta Application of other therapies	8
	E	Neurorisk Child - Assessing the Application of other therapies. Parent Education for Handling	8
	E	Assessment and therapy of functional and structural deformities of the spine and feet	6

Format of instruction	☐ lectures ☐ seminars and workshops ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work	☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (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	0,25	Research		Practical training	
	Experimental work		Report			
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	4,75	Project		(Other)	

Grading and evaluating student work in class and at the final exam

Verification indicators	Performance (points)	Rating share (%)
Attendance and activity at lectures and seminars for 100% attendance	5	5,00
Written exam	95	95,00
In total	**100**	**100**

RATIO OF SUCESS AND GRADES

Achieved success percentage (%)	Criterion	evaluation
65-74	meets the minimum criteria	sufficient (2)
75-82	average success	good (3)
83-92	above-average success	very good (4)
93-100	exceptional success	excellent (5)

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	Rota-Čeprnja A. Rehabilitacija u dječjoj dobi.		
	Nastavni tekstovi. Medicinski fakultet u Splitu, 2005.		
	Klaić, I.: Specijalne teme u fizioterapiji - nastavni tekstovi, Visoka zdravstvena škola, Zagreb, 2001.		
Optional literature (at the time of submission of study programme proposal)	E. I. Blanche, T. M. Botticelli, M. K. Hallway: Combining Neuro-Developmental Treatment and Sensory Integration Principles – An Approach to Pediatric Therapy. San Antonio: Therapy Skill Builders, 1995. L. Bly, A. Whiteside: Facilitation techniques based on NDT principles. San Antonio: Therapy Skill Builders, 1997.		
Quality assurance methods that ensure the acquisition of exit competences	- Students and lecturers' analysis of the quality of teaching, - 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	Evidence-based Neurorehabilitation					
Code	**ZSF703**	Year of study	2.			
Course teacher	Assistant professor Ivanka Marinović MD, PhD	Credits (ECTS)	10			
Associate teachers	Associates from teahing bases	Type of instruction (number of hours)	L	S	E	T
			20	20	30	0
Status of the course	Mandatory	Percentage of application of e-learning	Up to20%			

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 completing the course the student will be able to: - assessment and analysis of the functional status of patients with neurological diseases and injuries, according to the ICF classification - planning and implementation of physiotherapeutic interventions in persons with neurological diseases and disorders of the central and peripheral nervous system - assessment and evaluation of the use of orthopedic and other aids in the process of neurorehabilitation - recognize the usefulness of the application of telerehabilitation and robotics in neurorehabilitation - critically interpret and implement scientific evidence on neurorehabilitation in physiotherapy practice.

Course content broken down in detail by weekly class schedule (syllabus)

Type	Themes	Hours
L	Organization of the nervous system. Somatosensory and motor system. Functional organization of the cerebral cortex. Principles of motor learning and motor control. Association of neurophysiological mechanisms, which are the basis of motor control, with different forms of motor activities.	5
L	Motor adaptation and skills learning. Formation of motor programs. Principles of neuroplasticity. Neuroplasticity in the service of neurorehabilitation.	5
L	Principles of recovery of function, motor learning and functional outcome in neurological diseases and injuries.	5
L	Neurophysiological kinesitherapy concepts. Principles and features of Bobath concept, PNF concept, neurofeedback, mirror therapy, CIMT therapy. Telerehabilitation and robotics in neurorehabilitation.	5
S	International Classification of Functioning, Disability and Health (ICF) for assessment of functionality; other measuring instruments and scales.	5
S	Evidence-based physiotherapy interventions in patients with multiple sclerosis and Parkinson's disease.	5
S	Evidence-based physiotherapy interventions in craniocerebral injuries and stroke patients.	5
S	Evidence-based physiotherapy interventions for peripheral and cerebral nerve damage and neuromuscular diseases.	5

	E	Bobath concept in adults with central impairments; assessment, analysis, treatment and evaluation.	5
	E	PNF concept in adults with central and peripheral impairments; assessment, analysis, treatment and evaluation.	5
	E	Healthy Side Limitation Therapy (CIMT) in adults with central impairment; assessment, analysis, treatment and evaluation.	5
	E	Mirror therapy in adults with central and peripheral impairments; assessment, analysis, treatment and evaluation.	5
	E	Stimulating sensory integration in the proprioceptive and vestibular areas and through hippotherapy	5
	E	Orthoses, mobility aids and self-help in neurorehabilitation	5

Format of instruction	X lectures X seminars and workshops X exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work	☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (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	3,0	(Other)	
	Tests		Oral exam	2,0	(Other)	
	Written exam	5,0	Project		(Other)	

Grading and evaluating student work in class and at the final exam

Indicators	Success (points)	Share in the grade (%)
Seminar essay	30	30,00
Written exam	20	20,00
Oral exam	50	50,00
Total	**100**	**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**
	Judaš M, Kostović I: Temelji neuroznanosti. HIIM Zagreb, 2014. Grozdek Čović G., Maček Z.: Neurofacilitacijska terapija, Zdravstveno veleučilište Zagreb, 2011.		

	Susan Edwards: Neurological Physiotherapy-motor control		
Optional literature (at the time of submission of study programme proposal)			
Quality assurance methods that ensure the acquisition of exit competences	Students and lecturers' analysis of the quality of teaching, - 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	Evidence-based Kinesiotherapy in Traumatology					
Code	**ZSF704**	Year of study	2.			
Course teacher	Assistant professor Dinko Pivalica, MD, PhD	Credits (ECTS)	10			
Associate teachers	Assistant professor Fabijan Čukelj, MD, PhD Associates from teahing bases	Type of instruction (number of hours)	L	S	E	T
			20	20	30	0
Status of the course	Mandatory	Percentage of application of e-learning	Up to20%			

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 completing the course, students will: - name, define and recognize different forms of injuries according to the basic mechanisms of their occurrence, recognize associated injuries and distinguish acute from chronic conditions - plan individual physiotherapeutic processes in the field of orthopedics, trauma, sports and rheumatology based on evidence-based knowledge - link specific diagnostic status with evidence-based physiotherapy skills and concepts - critically analyze and discuss the results of performed kinesitherapy procedures - independently conduct kinesitherapy in traumatology - independently conduct research on kinesiological procedures in the rehabilitation of trauma patients

Course content broken down in detail by weekly class schedule (syllabus)

Type	Themes	Hours
L	The mechanism of trauma	3
L	Measuring instruments and tests for objectification of the situation	2
L	Physiotherapeutic procedures in the conservative treatment of trauma	3
L	Physiotherapy procedures after surgical treatment of trauma	3
L	Physiotherapeutic procedures for upper limb injuries	3
L	Physiotherapeutic procedures for lower limb injuries	3
L	Physiotherapy procedures for spinal injuries	3
S	Physiotherapy procedures for shoulder joint injuries	2
S	Physiotherapy procedures for elbow and wrist injuries	2
S	Physiotherapy procedures for spinal injuries	2
S	Physiotherapy procedures for hip injuries	2
S	Physiotherapy procedures for painful groin syndrome	2
S	Physiotherapeutic procedures in conservatively treated knee injuries	2
S	Physiotherapy procedures after operatively treated knee injuries	2
S	Physiotherapeutic procedures for lower leg fractures	2
S	Physiotherapy procedures for ankle injuries	2

	E	Diagnosis of injuries to the bony part of the shoulder and upper arm	2
	E	Diagnosis of injuries to the bony part of the elbow and forearm	2
	E	Diagnosis of injuries of the bony part of the hand	2
	E	Diagnosis of soft tissue changes of the shoulder and upper arm	3
	E	Diagnosis of soft tissue changes of the lower limb joints	3
	E	Diagnosis of muscle injuries	2
	E	Diagnosis of hip and thigh bone injuries	2
	E	Diagnosis of injuries to the bony part of the lower leg and ankle	2
	E	Physiotherapeutic procedures for upper limb injuries	6
	E	Physiotherapy procedures for lower limb injuries	6

Format of instruction	X lectures X seminars and workshops X exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work	X independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (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	1,0	Research		Practical training	
	Experimental work		Report			
	Essay		Seminar essay	1,0	(Other)	
	Tests		Oral exam	4,0	(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 (%)
100% Class attendance	10	10%
Seminar essay	10	10%
Written exam	40	40%
Oral exam	40	40%
Total	**100**	**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**
	Šoša T. i suradnici. 2007. Kirurgija. Naklada Ljevak – Medicinska biblioteka Smiljanić Branimir. 2003. Traumatologija. Školska knjiga Zagreb		

	R Braddom et al. 2011. Physical Medicine and Rehabilitation. Saunders. Teaching materials and ppt presentations posted on the Merlin platform		
Optional literature (at the time of submission of study programme proposal)	Zvonimir Lovrić. 2008. Traumatologija. Školska knjiga, Zagreb (odabrana poglavlja)		
Quality assurance methods that ensure the acquisition of exit competences	Students and lecturers' analysis of the quality of teaching, - 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	Evidence-based Rheumatological Rehabilitation Models					
Code	**ZSF705**	Year of study	2.			
Course teacher	Assistant Professor Ivanka Marinović, MD.PhD	Credits (ECTS)	10			
Associate teachers	Associates and mentors from teaching bases	Type of instruction (number of hours)	L	S	E	T
			20	20	30	0
Status of the course	Core	Percentage of application of e-learning	20%			

COURSE DESCRIPTION

Course enrolment requirements and entry competencies 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: – assessment and analysis of the functional status of patients with rheumatic diseases according to the ICF classification – planning, implementation and evaluation of physiotherapeutic interventions in patients with rheumatic diseases – assessment and evaluation of the use of orthopedic and other aids in the process of rehabilitation of patients with rheumatic diseases – critically interpret and implement scientific evidence on rheumatological rehabilitation models in physiotherapy practice

Course content broken down in detail by weekly class schedule (syllabus)

Form of teaching	Themes of teaching	Number of student hours
L	Pathogenesis, clinical presentation and rehabilitation of rheumatoid arthritis	5
L	Pathogenesis, clinical presentation and rehabilitation of osteoarthritis	5
L	Pathogenesis, clinical presentation and rehabilitation of spondyloarthritis	5
L	Pathogenesis, clinical presentation and rehabilitation of metabolic diseases of joints and bones and extraarticular rheumatism	5
S	International Classification of Functioning, Disability and Health (ICF) for assessment of functionality; other measuring instruments and scales	5
S	Evidence-based physiotherapy interventions in patients with rheumatoid arthritis and osteoarthritis	5
S	Evidence-based physiotherapy interventions in patients with spondyloarthritis	5
S	Evidence-based physiotherapy interventions in patients with metabolic diseases of the joints and bones and extra-articular rheumatism	5
E	Physiotherapeutic interventions in rheumatoid arthritis: assessment, planning, implementation, evaluation	5
E	Physiotherapeutic interventions in osteoarthritis: assessment, planning, implementation, evaluation	5

	E	Physiotherapeutic interventions in spondyloarthritis: assessment, planning, implementation, evaluation	5
	E	Physiotherapeutic interventions in metabolic diseases of joints and bones: assessment, planning, implementation, evaluation	5
	E	Physiotherapeutic interventions in extra-articular rheumatism: assessment, planning, implementation, evaluation	5
	E	Orthoses, mobility aids and self-help in the rehabilitation of patients with rheumatic diseases	5

Format of instruction	☒ lectures ☒ seminars and workshops ☒ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work	☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (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	3.0	(Other)	
	Tests		Oral exam	2.0	(Other)	
	Written exam	5.0	Project		(Other)	

Grading and evaluating student work in class and at the final exam

Verification indicators	Performance (points)	Rating share (%)
Seminar essay	30	30,0
Oral exam	20	20,0
Written exam	50	50,
In total	**100**	**100**

RATIO OF SUCESS AND GRADES

Achieved success percentage (%)	Criterion	evaluation
65-74	meets the minimum criteria	sufficient (2)
75-82	average success	good (3)
83-92	above-average success	very good (4)
93-100	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**
	Kosinac Z, Vlak T. Opća i specijalna kineziterapija. Zagreb: Medicinska naklada, 2021.	2	

	Vlak T, Martinović Kaliterna D. Rano prepoznavanje reumatskih bolesti. Split : Medicinski fakultet Sveučilišta u Splitu, 2011	2	
	Časopis Reumatizam – Časopis Hrvatskog reumatološkog društva		https://reumatizam.hlz.hr
Optional literature (at the time of submission of study programme proposal)	Rheumatology - Physiopedia https://www.physio-pedia.com		
Quality assurance methods that ensure the acquisition of exit competences	- Students and lecturers' analysis of the quality of teaching, - 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		Rehabilitation of Acute Cardiopulmonary Conditions – Evidence-based Physiotherapy				
Code	**ZSF706**	Year of study	2.			
Course teacher	Associate professor Ante Oba, MD, PhD	Credits (ECTS)	10			
Associate teachers	Associate from teaching bases	Type of instruction (number of hours)	L	S	E	T
			20	20	30	0
Status of the course	Manatory	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: - recognize patients for whom the treatments is contraindicated; - apply individual clinical skills through use of different rehabilitation tools; - explain contemporary therapeutic procedures and equipment used in the rehabilitation of cardiopulmonary patients; - participate in the creation of the optimised treatment plan for individual patients; - keep thorough medical records about procedures and tools used in individual rehabilitation and their final effects on patients' health status; - explain the basic biochemical, morphological, functional, hemodynamic and other parametres that might affect both the course and the outcome of therapeutic procedures.

Course content broken down in detail by weekly class schedule (syllabus)	Form of teaching	Themes of teaching	Number of student hours
	L, S, E	Theoretical and applied knowledge in the sphere of rehabilitation of cardiopulmonary patients.	20, 20, 30

Format of instruction		
	X lectures X seminars and workshops X exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work	☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (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	2
	Experimental work		Report			
	Essay		Seminar essay	2	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	5,0	Project		(Other)	

<table>
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<tr><th>Verification indicators</th><th>Performance (points)</th><th>Rating share (%)</th></tr>
<tr><td>Written exam</td><td>30</td><td>60</td></tr>
<tr><td>Seminar essay</td><td>10</td><td>20</td></tr>
<tr><td>Practical training</td><td>10</td><td>20</td></tr>
<tr><td>In total</td><td>50</td><td>100</td></tr>
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<table>
<tr><th>Title</th><th>Number of copies in the library</th><th>Availability via other media</th></tr>
<tr><td>3. I. Vuković: Rehabilitacija u kardiologiji i pulmologiji (handouts)
4. Jennifer A Pryor, S Ammani Prasad : Physiotherapy for Respiratory an Cardiac Problems.</td><td></td><td></td></tr>
</table>
</td></tr>
<tr><td>Optional literature (at the time of submission of study programme proposal)</td><td>1. I. Vuković D. Mirić : Selected chapters from cardiology (course book)
2. I. Vuković D. Mirić : Koronarna bolest (course book)
Mark H Beers, M.D. and Robert Berkow, M.D. : The merk manual (handbook in diagnostics and therapy) chapters. 6 i 16</td></tr>
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</table>

NAME OF THE COURSE	Evidence-based Physiology, Measurement and Evaluation of Pain					
Code	**ZSF707**					
Study program	Physiotherapy	Year of study	2.			
Course teacher	Assistant Professor Ana Poljičanin,MD, PhD	Credits (ECTS)	5			
Associate teachers	Assistants and mentors from teaching bases	Type of instruction (number of hours)	L	S	E	T
			10	10	30	0
Status of the course	Elective	Percentage of application of e-learning	20%			

COURSE DESCRIPTION

Subject goals	Introduce students to the basic determinants of pain Introduce students to a multidisciplinary approach to pain diagnosis and therapy Introduce students to the analysis of scientific articles and procedures for implementing evidence in clinical practice
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 completing the course the student will be able to: Analyze systematic review articles and implement evidence into clinical practice Conduct an evidence-based physiotherapy pain assessment Develop, plan and evaluate physiotherapy interventions to reduce pain

Course content broken down in detail by weekly class schedule (syllabus)

Formo f teaching	Theme	Number of student hours
L	Basic determinants of the phenomenon of pain	2
L	Overview of current knowledge of anatomy, physiology, biochemistry and pharmacology important for understanding the system of pain perception	2
L	"Gate Control" theory of pain (Melzack and Wall)	2
L	Psychological aspects of pain, and the influence of gender, culture and environmental factors on the attitude towards pain	2
L	Definition and taxonomy of pain	2
S	Fundamental differences between acute and chronic pain	2
S	Generalized and regional pain syndromes	2
S	Methods of symptomatic control	2
S	Multidisciplinary approach to therapy and diagnostics	4
E	Analyzing systematic review articles on pain and evidence of the effectiveness of interventions for different types of pain	10
E	Physiotherapeutic assessment of pain	10
E	Planning a physiotherapy intervention to reduce pain	10

Format of instruction	x☐ lectures x☐ seminars and workshops x☐ exercises	☐ independent assignments ☐ multimedia ☐ laboratory

	☐ *on line* in entirety ☐ partial e-learning ☐ field work	☐ work with mentor ☐ (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	0,25	Research	0,75	Practical training	1,50
	Experimental work		Report			
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	2,50	Project		(Other)	

Grading and evaluating student work in class and at the final exam

Verification indicators	Performance (points)	Rating share (%)
Class attendance	5	5
Research	15	15
Written exam	50	50
Practical work	30	30
In total	**100**	**100**

RATIO OF SUCCES AND EVALUATION

Achieved success percentage (%)	Criterion	evaluation
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)

	Title	**Number of copies in the library**	**Availability via other media**
Required literature (available in the library and via other media)	1) Bol – uzroci i liječenje. Urednici: Jukić M, Majerić Kogler V, Fingler M. Medicinska naklada, Zagreb, 2011. 2) Zdravstvena psihologija. Urednik: Havelka M. Naklada Slap, Zagreb, 2002. 3) Cochrane baza sustavnih preglednih članaka (Cochrane Database of Systematic Reviews) - pristup preko Ovida 4) Medicina utemeljena na dokazima, Croatian Medical Journal (http://www.cmj.hr/HS/Klinicko_pitanje/ebm.htm) 5) Web stranica The Cochrane Collaboration (www.cochrane.org) 6)		
Optional literature (at the time of	1) Patrick D. Wall – Pain 2) Ronald Melzack - The puzzle of pain; 3) Frank T. Vertosick - Why We Hurt: The Natural History of Pain		

submission of study programme proposal)	4) Ronald Melzack - The Challenge of Pain David B. Morris - The Culture of Pain
Quality assurance methods that ensure the acquisition of exit competences	Students and lecturers' analysis of the quality of teaching, - 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	**Peripheral Neurological Disorders – Evidence-based Treatment and Electrodiagnostics**					
Code	**ZSF708**					
Study program	Physiotherapy	Year of study	2.			
Course teacher	Assistant Professor Ana Poljičanin,MD, PhD	Credits (ECTS)	5			
Associate teachers	Assistants and mentors from teaching bases	Type of instruction (number of hours)	L	S	E	T
			10	10	30	0
Status of the course	Elective	Percentage of application of e-learning	20%			

COURSE DESCRIPTION

Subject goals	Introduce students to basic neurological disorders that can be diagnosed through EMG Introduce students to the technique of performing a search
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 completing the course the student will be able to: explain the basic principles of electrodiagnostics perform an electrodiagnostic test in cooperation with the team

Course content broken down in detail by weekly class schedule (syllabus)

Teaching methods	Topic	Number of student hours
L,S,E	Anatomy of the peripheral nervous system	2,2,3
L,S,E	Anatomical and physiological basis of pain-neuropathic pain	2,2,3
L,S,E	Peripheral nerve damage - mononeuropathy, polyneuropathy and multiple mononeuropathy	1,1,4
L,S,E	Hereditary and acquired polyneuropathy	1,1,4
L,S,E	Compressive radiculopathies	1,1,4
L,S,E	Damage to the brachial and lumbosacral plexus	1,1,4
L,S,E	EMG and ENG in clinical work	1,1,4
L,S,E	ENG in peripheral nerve margins	1,1,4

Format of instruction	☐x lectures	☐ independent assignments

	☐x seminars and workshops ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work	☐ multimedia ☐ laboratory ☐ work with mentor ☐ (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	0,25	Research		Practical training	2,25
	Experimental work		Report			
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	2,50	Project		(Other)	

Grading and evaluating student work in class and at the final exam

Verification indicators	Performance (points)	Share in rating (%)
Class attendance	5	5
Written exam	50	50
Practical work	45	45
In total	**40**	**100**

RATIO OF SUCESS AND EVALUATION

Achieved success percentage (%)	Criterion	evaluation
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**
1. Jušić, A: Klinička EMNG i neuromuskularne bolesti. Zagreb:JUMENA,1981. 2. Bilić E., Žagar M.: Neuropatija i kronična bol. Zagreb: Medicinska naklada, 2011.		

Optional literature (at the time of submission of study programme proposal)	1. Hang J. Lee., Joeel A.DeLisa.: Surface Anatomy for Clinical Needle Electromyiography, New York: Demos Medical Publishing, 2000. 2. Weiss L., Silver J., Waiss J.: Easy EMG, Butterworth – Heinemann, 2004.
Quality assurance methods that ensure the acquisition of exit competences	Students and lecturers' analysis of the quality of teaching, - 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	Evidence-based Vertebrology Rehabilitation Models				
Code	**ZSF709**	Year of study	2.		
Course teacher	Assistant Professor Dinko Pivalica, MD, PhD	Credits (ECTS)	5		
Associate teachers		Type of instruction (number of hours)	L	S	E	T
			10	10	30	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)	Upon completion of the course, students will be able to: – explain basic principles of clinical vertebrology; – explain the role of a physiotherapist in the treatment and rehabilitation of spinal rheumatic diseases.

Course content broken down in detail by weekly class schedule (syllabus)

Teaching methods	Topic	Number of student hours
L, S, E	Propedeutics of the locomotor system;	2,2,6
L, S, E	Inflammatory rheumatic spinal diseases – basics and principles of rehabilitation;	2,2,6
L, S, E	Degenerative rheumatic spinal diseases – basics and principles of rehabilitation;	2,2,6
L, S, E	Metabolic rheumatic spinal diseases – basics and principles of rehabilitation;	2,2,6
L, S, E	Soft-tissue spinal diseases – basics and principles of rehabilitation.	2,2,6

Format of instruction	X lectures X seminars and workshops X exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work	☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (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	2
	Experimental work		Report			
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	2	Project		(Other)	

<table>
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<tr><th>Verification indicators</th><th>Performance (points)</th><th>Share in rating (%)</th></tr>
<tr><td>Written exam</td><td>20</td><td>50</td></tr>
<tr><td>Practical work</td><td>20</td><td>50</td></tr>
<tr><td>In total</td><td>40</td><td>100</td></tr>
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<tr><td>1. Grazio S, Buljan D. i sur. Križobolja. Jastrebarsko : Naklada Slap, 2009.

2. Vlak T, Martinović D. Rano prepoznavanje reumatskih bolesti. Split : Medicinski fakultet Sveučilišta u Splitu, 2011.

3. Jajić I. i sur. Lumbalni bolni sindrom. Zagreb: Školska knjiga, 1984.</td><td></td><td></td></tr>
</table>
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<tr><td>Optional literature (at the time of submission of study programme proposal)</td><td>1. Jajić I. Fizijatrijsko-reumatološka propedeutika. Zagreb: Medicinska naklada, 2004.
2. Vlak T, Kosinac Z. Kineziterapija u reumatskim bolestima. U: Kosinac Z. Kineziterapija: tretmani poremećaja i bolesti organa i organskih sustava. Split: Sveučilište u Splitu, 2006 : 331 – 403.
3. David C, Lloyd J. Rheumatological physiotherapy. Trento: Mosby, 1999.
4. Weinstein SM, Herring SA, Standaert CJ. Low back pain. In : Delisa JA. Physical medicine & rehabilitation. Principles and Practice. 4-th ed. Lippincott Williams & Wilkins : Philadelphia 2005 : 653 – 678
5. Jajić Z, Jajić I. Zaštita zglobova reumatskih bolesnika. Zagreb: Birotisak, 1999.
6. Jajić I, Jajić Z. Reumatske bolesti: Fizikalna terapija i rehabilitacija. Zagreb: Medicinska knjiga, 1997.
7. Franović A. Razgovori bolesnika s reumatologom. Koprivnica: Belupo, 1995.
8. Jajić I. Specijalna fizikalna medicina. 2. izd. Zagreb: Školska knjiga, 1991.
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</table>

NAME OF THE COURSE	Evidence-based Speech Rehabilitation					
Code	**ZSF710**	Year of study	2.			
Course teacher	Assistant Professor Dinko Pivalica, MD, PhD	Credits (ECTS)	5			
Associate teachers	Associates from teaching bases	Type of instruction (number of hours)	L	S	E	T
			10	10	30	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)	Upon completion of the course, students will be able to: – recognize disorders of speech and language due to brain injuries of various etiology; – explain the importance of both timely diagnostics and rehabilitation of speech and language; – participate in optimised rehabilitation procedures specifically planned for individual patients, which depends of disorder symptoms and the location of injury.

Course content broken down in detail by weekly class schedule (syllabus)

Teaching methods	Topic	Number of student hours
L, S, E	Speech and language	2, 2, 5
L, S, E	Model of speech manifestation in the regions of brain	2, 2, 5
L, S, E	Post-brain injury disorders of speech and language	2, 2, 5
L, S, E	Recognising and defining the impediments of speech and language according to the symptoms and location of injury	2, 2, 5
L, S, E	Rehabilitation planning	1, 1, 5
L, S, E	Speech and language rehabilitation	1, 1, 5

Format of instruction	X lectures X seminars and workshops X exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work	☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (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	2,0	(Other)		
Written exam	2,0	Project		(Other)		

<table>
<tr><td>Grading and evaluating student work in class and at the final exam</td><td>
<table>
<tr><th>Verification indicators</th><th>Performance (points)</th><th>Share in rating (%)</th></tr>
<tr><td>Written exam</td><td>67</td><td>67%</td></tr>
<tr><td>Practical work</td><td>33</td><td>33%</td></tr>
<tr><td>In total</td><td>40</td><td>100</td></tr>
</table>
RATIO OF SUCESS AND EVALUATION
<table>
<tr><th>Achieved success percentage (%)</th><th>Criterion</th><th>evaluation</th></tr>
<tr><td>60-69,9</td><td>meets the minimum criteria</td><td>sufficient (2)</td></tr>
<tr><td>70-79,9</td><td>average success</td><td>good (3)</td></tr>
<tr><td>80-89,9</td><td>above-average success</td><td>very good (4)</td></tr>
<tr><td>90-100</td><td>exceptional success</td><td>excellent (5)</td></tr>
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<tr><td>Required literature (available in the library and via other media)</td><td>
<table>
<tr><th>Title</th><th>Number of copies in the library</th><th>Availability via other media</th></tr>
<tr><td>1. Vuletić D.:Afazija – logopedsko lingvistički pristup, ŠK, Zagreb, 1996.
2.Prizl-Jakovac T.: Afazija, Edukacijsko rehabilitacijski fakultet, Zagreb, 2001.
3.Davis,Wilcox: Adult aphasia rehabilitation – Applied pragmatics, San Diego, California, 1985.
4.Barac B.: Neurologija, ŠK, Zagreb, 1982.
5. Yorkston K., Beukelman D., Bell K: Clinical management of Dysarthric Speakers
6. Mc Neil M., Rosenbek J., Aronson E.: The Dysarthrias, San Diego, California, 1984.
7. Taylor Sarno M.: Aphasia, New York University Scool of Medicine, 2002.
8. Nadeau S.E., Crosson B.: Subcortical Aphasia, Department of Neurology, University of Florida College of Medicine and Department of Clinical and Healt Psychology
9. Teaching materials and ppt presentations posted on the Merlin platform</td><td></td><td></td></tr>
</table>
</td></tr>
<tr><td>Optional literature (at the time of submission of study programme proposal)</td><td>1. Lurija A.R.: Osnove neuropsihologije, 1983.
2. Lurija A.R.: Osnove neurolingvistike, 1982.
3. Škarić I.: U potrazi za izgubljenim govorom, ŠK, Zagreb, 1982.
4. Schwartz J., Begley S.: Um i mozak, V.B.Z., Zagreb, 2005.</td></tr>
<tr><td>Quality assurance methods that ensure the acquisition of exit competences</td><td>Students and lecturers' analysis of the quality of teaching,
- 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)</td></tr>
<tr><td>Other (as the proposer wishes to add)</td><td></td></tr>
</table>

NAME OF THE COURSE	Therapeutic Massage Controversy					
Code	**ZSF711**	Year of study	2.			
Course teacher	Assistant Professor Ana Poljičanin,MD, PhD	Credits (ECTS)	5			
Associate teachers	Ivana Klarić Kukuz, mag. physioth. Josipa Grančić, mag. physioth.	Type of instruction (number of hours)	L	S	E	T
			10	10	30	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)	After completing the course the student will be able to: 1. Plan the massage according to indications and contraindications 2. Perform basic massage techniques 3. Evaluate the effectiveness of massage techniques based on the latest evidence

Course content broken down in detail by weekly class schedule (syllabus)

Teaching methods	Topic	Number of student hours
L, S, E	Definition and history of massage	2, 2, 6
L, S, E	Indications, contraindications and goals	2, 2, 6
L, S, E	Mechanical effects of massage	2, 2, 6
L, S, E	Types of massage	2, 2, 6
L, S, E	Use of massage-EBM	2, 2, 6

Format of instruction

X lectures X seminars and workshops X exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work	☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (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	0,25	Research	1,50	Practical training	0,75
Experimental work		Report			
Essay		Seminar essay		(Other)	
Tests		Oral exam		(Other)	
Written exam	2,50	Project		(Other)	

Grading and evaluating student work in class and at the final exam

Verification indicators	Performance (points)	Share in rating (%)
Class attendance	5	5
Research	30	30
Practical work	15	15
Written exam	50	50
In total	**100**	**100**
RATIO OF SUCESS AND EVALUATION		

	Achieved success percentage (%)	Criterion	evaluation
	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**
	Ellsworth A., Altman P. Masaža anatomija, Datastatus, Beograd, 2009. Teaching materials and ppt presentations posted on the Merlin platform		
Optional literature (at the time of submission of study programme proposal)	Grozdek G. Temelji medicinske masaže, Hrvatska udruga fizioterapeuta, Zagreb, 1998. Znanstveni radovi		
Quality assurance methods that ensure the acquisition of exit competences	Students and lecturers' analysis of the quality of teaching, - 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	In-house Rehabilitation – Pros and Cons					
Code	**ZSF712**	Year of study	2.			
Course teacher	Assistant Professor Jure Aljinović, MD, PhD	Credits (ECTS)	5			
Associate teachers	Assistants and mentors from teaching bases	Type of instruction (number of hours)	L	S	E	T
			10	10	30	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)	After completing the course the student will be able to: - explain the basic concepts in the field of physical and rehabilitation medicine; - acquaintance with diagnoses that have the right to physiotherapeutic treatment in the patient's home - explain the importance and role of physiotherapists in the process of treatment and rehabilitation of diseases that affect the locomotor system and neurological system and lead to significant disability and impairment of patients and meet when visiting the patient's home – explain the importance and role of physiotherapists in the process of treatment and rehabilitation of diseases that affect gerontological patients

Course content broken down in detail by weekly class schedule (syllabus)

Type	Theme	Classes
L	In house physical therapy in Croatia	4
L	Rehabilitation in the home of patients: neurological patients, children with neurodevelopmental problems, orthopedic patients-scientific evidence of rehabilitation in the home for these areas and clinical guidelines for practical work	3
L	Rehabilitation in the home of patients: traumatological patients, patients with spinal problems, oncological patients, postcovid patients - scientific evidence of rehabilitation in the home for these areas and clinical guidelines for practical work	3
S	Presentation of patients at in house rehabilitation, and its monitoring during physiotherapeutic procedures	5
S	Rheumatic diseases - basics and principles of rehabilitation at home	5
P	Neurological diseases - basics and principles of rehabilitation at home	6
P	Post-traumatic conditions - the basis and principles of rehabilitation at home	6
P	Diseases of the elderly and the care of disabled patients - the basics and principles of rehabilitation at home	6
P	Metabolic diseases - basics and principles of rehabilitation at home	6

Format of instruction	x lectures x seminars and workshops x exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work	☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)

<table>
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<tr><td rowspan="5">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)</td><td>Class attendance</td><td></td><td>Research</td><td></td><td>Practical training</td><td></td></tr>
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<tr><td>Essay</td><td></td><td>Seminar essay</td><td>1,0</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>4,0</td><td>Project</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Grading and evaluating student work in class and at the final exam</td><td colspan="6">
<table>
<tr><th>Verification indicators</th><th>Performance (points)</th><th>Share in rating (%)</th></tr>
<tr><td>Written exam</td><td>20</td><td>80</td></tr>
<tr><td>Seminar essay</td><td>5</td><td>20</td></tr>
<tr><td>In total</td><td>25</td><td>100</td></tr>
</table>
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<tr><td></td><td colspan="3">1. Ćurković B. i sur. Fizikalna i rehabilitacijska medicina. Zagreb : Medicinska naklada, 2004.
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3. Jajić I. Fizijatrijsko-reumatološka propedeutika. Zagreb: Medicinska naklada, 2004.
4. Jajić I. Specijalna fizikalna medicina. 2. izd. Zagreb: Školska knjiga, 1991.</td><td></td><td></td></tr>
<tr><td>Optional literature (at the time of submission of study programme proposal)</td><td colspan="6">1. Vlak T, Kosinac Z. Kineziterapija u reumatskim bolestima. U: Kosinac Z. Kineziterapija: tretmani poremećaja i bolesti organa i organskih sustava. Split: Sveučilište u Splitu, 2006 : 331 – 403.
2. David C, Lloyd J. Rheumatological physiotherapy. Trento: Mosby, 1999.
3. Jajić Z, Jajić I. Zaštita zglobova reumatskih bolesnika. Zagreb: Birotisak, 1999.
4. Jajić I, Jajić Z. Reumatske bolesti: Fizikalna terapija i rehabilitacija. Zagreb: Medicinska knjiga, 1997.
5. Franović A. Razgovori bolesnika s reumatologom. Koprivnica: Belupo, 1995.
6. Jajić I. Reumatologija. Zagreb: Medicinska knjiga , 1995.
7. Vlak T, Martinović D. Rano prepoznavanje reumatskih bolesti. Split : Medicinski fakultet Sveučilišta u Splitu, 2011.
8. Časopis “Fizikalna medicina i rehabilitacija” – glasilo Hrvatskog društva za fizikalnu medicinu, koji izlazi dva puta godišnje, uz tematske suplemente.</td></tr>
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- External evaluation (visits by the quality control teams of the National Agency for Quality Control, external evaluation and self-analysis)</td></tr>
</table>

Other (as the proposer wishes to add)	

NAME OF THE COURSE	Evidence-based Physiotherapy in Gynaecology and Obstetrics					
Code	**ZSF713**					
Study program	Physiotherapy	Year of study	2.			
Course teacher	Assistant Professor Ana Poljičanin, MD, PhD	Credits (ECTS)	5			
Associate teachers	Assistants and mentors from teaching bases	Type of instruction (number of hours)	L	S	E	T
			10	10	30	0
Status of the course	Elective	Percentage of application of e-learning	20%			

COURSE DESCRIPTION

Course goals	After completing the course, the student will undergo rehabilitation in gynecology and obstetrics.
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: - conduct kinesiotherapy in pregnancy; - design an exercise regime for every trimester; - demonstrate the use of different protective positions for various daily activities; - demonstrate breathing and pushing techniques.

Course content broken down in detail by weekly class schedule (syllabus)

Type	Theme	Hours
L,S,E	Exercise in pregnancy-EBM	2,1,5
L,S,E	Types of exercise that are recommended and those that are not recommended in pregnancy	2,2,5
L,S,E	Exercise by quarters	2,2,5
L,S,E	Absolute and relative contraindications for aerobic exercise in pregnancy	2,2,5
L,S,E	Daily activities during pregnancy	1,1,5
L,S,E	Breathing and expulsion techniques	1,2,5

Format of instruction		
	x☐ lectures x☐ seminars and workshops x☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work	☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (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	0.25	Research		Practical training	2,25
	Experimental work		Report			

activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	2,50	Project		(Other)	

Grading and evaluating student work in class and at the final exam

Verification indicators	Performance (points)	Share in rating (%)
Class attendance	5	5
Written exam	50	50
Practical work	45	45
In total	**100**	**100**

RATIO OF SUCESS AND EVALUATION

Achieved success percentage (%)	Criterion	evaluation
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)

	Title	**Number of copies in the library**	**Availability via other media**
Required literature (available in the library and via other media)	Manuela Filipec i Marinela Jadanec. Fizioterapija u ginekologiji i porodništvu : odabrana poglavlja u fizioterapiji. Zagreb : Hrvatski zbor fizioterapeuta, 2017.		
	Vježbe za trudnice : cjeloviti program vježbanja kroz tromjesečja i priprema za porođaj / Snježana Vojvodić Schuster, Zagreb, Biovega, 2004.		
	Snježana Vojvodić Schuster. Vježbe poslije porođaja, Planetopija, Zagreb		

Optional literature (at the time of submission of study programme proposal)	Physical Medicine and Rehabilitation, 4th Edition; By Randall L. Braddom, MD. Harms R. (2012.): Vodič za zdravu trudnoću. Zagreb: Medicinska naklada Anić Tarle M. i sur. (2010.): Zdrava i fit u trudnoći. Zagreb: AKD d.o.o.
Quality assurance methods that ensure the acquisition of exit competences	Students and lecturers' analysis of the quality of teaching, - 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	Evidence-based Rehabilitation of People with Amputations					
Code	**ZSF714**	Year of study	2.			
Course teacher	Assistant professor Dinko Pivalica, MD, PhD	Credits (ECTS)	5			
Associate teachers		Type of instruction (number of hours)	L	S	E	T
			10	10	30	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)	Upon completion of the course, students will be able to: – conduct kinesiotherapy in preoperative, postoperative and preprosthetic stage; – conduct a prosthetic gait training; – prepare the stump for weight bearing on a prosthesis.

Course content broken down in detail by weekly class schedule (syllabus)

Type	Theme	Classes
L, S, E	Rehabilitation of people with amputations in different stages: -preoperative (kinesiotherapy, psyschological preparation for surgery, prosthetic gait) -postoperative (care, kinesiotherapy, verticalisation) -preprosthetic (a patient and stump preparation for weight bearing on a prosthesis) -prosthetic (a prosthesis and a gait training)	10, 10, 30

Format of instruction		
	X lectures X seminars and workshops X exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work	☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (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	2
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 rating (%)
Written exam	20	80
Seminar essay	5	20
In total	**25**	**100**

RATIO OF SUCESS AND EVALUATION

	Achieved success percentage (%)	Criterion	evaluation
	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)

	Title	**Number of copies in the library**	**Availability via other media**
Required literature (available in the library and via other media)	Physical Medicine and Rehabilitation By Randall L. Braddom, MD, 4th Edition. Teaching materials and ppt presentations posted on the Merlin platform		
Optional literature (at the time of submission of study programme proposal)	Orthopedic aids, ISPO Croatia.		
Quality assurance methods that ensure the acquisition of exit competences	Students and lecturers' analysis of the quality of teaching, - 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	Evidence-based Geriatric Rehabilitation					
Code	**ZSF715**	Year of study	2.			
Course teacher	Assistant Professor Jure Aljinović, MD, PhD	Credits (ECTS)	5			
Associate teachers	Assistants and mentors from teaching bases	Type of instruction (number of hours)	L	S	E	T
			10	10	30	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)	After completing the course the student will be able to: - Introduction to models of care for the elderly, and actively participate in teamwork - Adoption of methods and procedures for assessing and monitoring changes in the aging and aging process - implement a rehabilitation program in order to preserve the functional abilities of the geriatric population - explain the importance and role of physiotherapists in the process of treatment and rehabilitation of diseases that affect gerontological patients

Course content broken down in detail by weekly class schedule (syllabus)

Type	Theme	Classes
L	Special problems of the elderly - depression, dementia, impotence. Social adjustment and personality in aging - family, retirement, housing. Health behavior and aging. Communication with the elderly.	2
L	Healthy and balanced diet in the gerontological population, eating disorders in the gerontological population, sarcopenia, fragility, overweight	2
L	Aging of the people and aging of the individual - demographic changes, aging criteria - experiences from the family medicine clinic	2
L	Posture, gait, balance and coordination disorders in the gerontological population and their treatment	2
L	Modalities of physical therapy in the gerontological population, modalities of care for the elderly	2
S	Incidence, rehabilitation and physical therapy in musculoskeletal pathology in the gerontological population	2
S	Incidence, rehabilitation and physical therapy in cardiac patients in the gerontological population	2
S	Specifics of rehabilitation of neurosurgical patients in geriatric age	2
S	Incidence, rehabilitation and physical therapy in endocrinological diseases in the gerontological population	2
S	Rehabilitation of a gerontological patient after cerebrovascular insult	2
P	Working with a physiotherapist at the patient's bedside	6
P	Evaluation of a gerontological patient, recognition of sarcopenia, fragility and fragility	6
P	Working with a physiotherapist. Taking questionnaires from a gerontological patient, evaluating gait, coordination, and functional indices	6

	P	Examination of an immobile gerontological patient. Physiotherapeutic status	6
	P	Use of orthopedic and prosthetic aids in a gerontological patient, assessment of functionality	6

Format of instruction	x lectures x seminars and workshops x exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work	☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (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	4,0	Project		(Other)		

Grading and evaluating student work in class and at the final exam

Verification indicators	Performance (points)	Share in rating (%)
Written exam	20	80
Seminar essay	5	20
In total	**25**	**100**

RATIO OF SUCESS AND EVALUATION

Achieved success percentage (%)	Criterion	evaluation
60-69,9	meets the minimum criteria	sufficient (2)
70-79,9	average success	good (3)
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	Title	**Number of copies in the library**	**Availability via other media**
Required literature (available in the library and via other media)	1. Ćurković B. i sur. Fizikalna i rehabilitacijska medicina. Zagreb : Medicinska naklada, 2004. 2. Bobinac-Georgievski A, Domljan Z, Martinović-Vlahović R, Ivanišević G. ur. Fizikalna medicina i rehabilitacija u Hrvatskoj. Zagreb : Hrvatski liječnički zbor & Hrvatsko društvo za fizikalnu medicinu i rehabilitaciju, 2000. 3. Jajić I. Fizijatrijsko-reumatološka propedeutika. Zagreb: Medicinska naklada, 2004. 4. Jajić I. Specijalna fizikalna medicina. 2. izd. Zagreb: Školska knjiga, 1991.		
Optional literature (at the time of submission of study programme proposal)	1. Vlak T, Kosinac Z. Kineziterapija u reumatskim bolestima. U: Kosinac Z. Kineziterapija: tretmani poremećaja i bolesti organa i organskih sustava. Split: Sveučilište u Splitu, 2006 : 331 – 403. 2. David C, Lloyd J. Rheumatological physiotherapy. Trento: Mosby, 1999. 3. Jajić Z, Jajić I. Zaštita zglobova reumatskih bolesnika. Zagreb: Birotisak, 1999. 4. Jajić I, Jajić Z. Reumatske bolesti: Fizikalna terapija i rehabilitacija. Zagreb: Medicinska knjiga, 1997.		

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Quality assurance methods that ensure the acquisition of exit competences	Students and lecturers' analysis of the quality of teaching, - 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)	

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 Žejlko 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	Tonća Jukić, PhD, Associate Professor
ZSZ711	Didactics and Teaching Methods	Tonća Jukić, PhD, Associate Professor
ZSZ712	Statistics in Health Care	Antonela Matana, PhD, Assistant Professor
ZSZ713	Scientific and Research Work	Davorka Sutlović, PhD, Full professor with tenure
ZSF701	Evidence-based Sports Physiotherapy	Assistant professor Dinko Pivalica, MD, PhD Associates from teaching bases
ZSF702	Evidence-based Paediatric Physiotherapy	Assistant professor Ana Poljičanin, MD, PhD Associates from teaching bases
ZSF703	Evidence-based Neurorehabilitation	Assistant professor Ivanka Marinović, MD, PhD Associates from teaching bases
ZSF704	Evidence-based Kinesiotherapy in Traumatology	Assistant professor Dinko Pivalica, MD, PhD Assistant professor Fabijan Čukelj, MD, PhD Associates from teaching bases
ZSF705	Evidence-based Rheumatological Rehabilitation Models	Assistant professor Ivanka Marinović, MD, PhD Associates from teaching bases
ZSF706	Evidence-based Physiotherapy in Rehabilitation of Acute Cardiopulmonary Conditions	Associate professor Ante Obad, MD, PhD Associates from teaching bases
ZSF707	Evidence-based Physiology, Measurement and Evaluation of Pain*	Assistant professor Ana Poljičanin, MD, PhD Associates from teaching bases

ZSF708	Peripheral Neurological Disorders-Evidence-based Treatment and Electrodiagnostics*	Assistant professor Ana Poljičanin, MD, PhD Associates from teaching bases
ZSF709	Evidence-based Vertebrology Rehabilitation Models*	Assistant professor Dinko Pivalica, MD, PhD Associates from teaching bases
ZSF710	Evidence-based Speech Rehabilitation*	Assistant professor Dinko Pivalica, MD, PhD Associates from teaching bases
ZSF711	The Therapeutic Massage -Controversy*	Assistant professor Ana Poljičanin, MD, PhD Associates from teaching bases
ZSF712	The In-house Rehabilitation – Significance or Misconception*	Assistant professor Jure Aljinović, MD, PhD Associates from teaching bases
ZSF713	Evidence-based Physiotherapy in Gynaecology and Obstetrics*	Assistant professor Ana Poljičanin, MD, PhD Associates from teaching bases
ZSF714	Evidence-based Rehabilitation of People with Amputations*	Assistant professor Dinko Pivalica, MD, PhD Associates from teaching bases
ZSF715	Evidence-based Geriatric Rehabilitation*	Assistant professor Jure Aljinović, MD, PhD Assistant professor Ana Poljičanin, MD, PhD Associates from teaching bases
ZSF716	Master's thesis	

CURRICULUM VITAE OF TEACHERS AND ASSOCIATES

In alphabetical order:

Title, name and last name of the course leader	**Assistant professor Jure Aljinović , MD, PhD**
Title of the course at the proposed study programme	The In-house Rehabilitation – Significance or Misconception* Evidence-based Geriatric Rehabilitation*
GENERAL INFORMATION ON COURSE LEADER	
E-mail address	Jure.aljinovic@mefst.hr; jure.aljinovic@ozs.unist.hr
Personal web page	-
Year of birth	1980
Scientist ID	309450
CROSBI profile ID	24293
Research rank and date of the last appointment	19.10.2016. scientific assocciate in the field of Biomedicine and Health- in field of Clinical medical science
Research and teaching or teaching rank, and the date of the last appointment	14.03.2019. assisstant professor on Course of phsical and rehabilitatiom medicine School of medicine in Split; 01.06.2019. assistant professor (25% employment) Course of Physiotherapy University department of Health studies Split
Area and field of appointment into research rank	Field of biomedicine and health- Clinical Medical Science
INFORMATION ON CURRENT EMPLOYMENT	
Institution of employment	Clinical Hospital Centre Split
Date of employment	11/2010
Job title (professor, researcher, associate teacher, etc.)	Medical doctor
Field of research	Physical and rehabilitation medicine
Position in the institution	Medical doctor
INFORMATION ON EDUCATION – Highest degree achieved	
Degree	PHD.
Institution	School of medicine in Split
Place	Split
Date	15.02.2012.
INFORMATION ON ADDITIONAL TRAINING	
Year	Rheumatology subspecialist
Place	Zagreb
Institution	Ministary of Health
Field of training	Physical 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 5
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)	2016- Course leader: Physical and Rehabilitation Medicine School of medicine in Split 2018- Leader od Courses at University department of health studies: Funkcionalna anatomija, Gerontologija utemeljena na dokazima

	2019- Vice-leader of Physical medicine and rehabilitation Course at School of medicine, University of Split 2019- Leader of laboratory of clinical skills 2020- Course leader : Protetika i ortotika, Kliničke vještine 3, Fizikalni čimbenici u terapiji 2020- Vice-leader of Physiotherapy Course University department of Health studies Split
Authorship of university textbooks from the field of the course	1. Anatomski vodič za vježbe snage / Vilović, Katarina (ur.). Zagreb : Medicinska naklada, 2009 (priručnik). 2. Osnove ultrazvučnog pregleda koljenskog zgloba u reumatologiji// Upalne reumatske bolesti- primjena ultrazvuka u dijagnostici i praćenju// Jadranka Morović Vergles (ur); Medicinska naklada/ Zagreb 2018, str 41-45. Priručnici stalnog medicinskog usavršavanja/ Poslijediplomski tečaj prve kategorije Medicinskog fakulteta u Zagrebu
Professional and research papers published in the last five years from the field of the course **(max 5 references)**	20. Aljinović, J., Barišić, I., Poljičanin, A. et al. Can measuring passive neck muscle stiffness in whiplash injury patients help detect false whiplash claims?. Wien Klin Wochenschr 132, 506–514 (2020). https://doi.org/10.1007/s00508-020-01631-y 21. Milicevic T, Katic J, Milovac SN, Matetic A, Aljinovic J, Dogas Z, Gunjaca G. Auto-adaptive positive airway pressure improves lung function and arterial stiffness parameters in patients with severe obstructive sleep apnea syndrome over a 1 year follow-up. Physiol Meas. 2020 Dec 31;41(12):125006. doi: 10.1088/1361-6579/abcdf5. PMID: 33382043. 22. Aljinović, J., Barun, B., Poljičanin, A. et al. Croatian version of the neck disability index can distinguish between acute, chronic and no neck pain. Wien Klin Wochenschr (2021). https://doi.org/10.1007/s00508-021-01908-w 24. Šošo D, Aljinović J, Lovrić Kojundžić S, Marinović I, Čečuk Jeličić E, Marasović Krstulović D. Ultrasound-Verified Peripheral Arthritis in Patients with HLA-B*35 Positive Spondyloarthritis. Life. 2021; 11(6):524. https://doi.org/10.3390/life11060524 25. Barun B, Barišić I, Krnić A, Benzon B, Vlak T, Aljinović J. Neck Disability Index Is Better in Classification of Recovery after Whiplash Injury in Comparison with Ultrasound Shear Wave Elastography of Trapezius Muscle. Diagnostics. 2021; 11(11):2077. https://doi.org/10.3390/diagnostics11112077
Professional and research papers In methodology and quality of teaching published in the last five years (**max 5 references**)	Vlak T, Moslavac S, Poljičanin A, Aljinović J, Barišić I, Ceravolo MG. An upgraded model of teaching physical and rehabilitation medicine: the vertical education approach of Split University, Croatia. Eur J Phys Rehabil Med 2018 Jan 11. DOI: 10.23736/S1973-9087.18.05045-1
Professional and research projects from the field of the course carried out in the last five years (**max 5 references**)	2020-2022 Voditelj projekta: SOZS-IP-2020-1: „Poboljšanje dostupnosti fizikalne terapije nepokretnom ili teško pokretnom gerontološkom pacijentu na Zavodu za fizikalnu medicinu i rehabilitaciju KBC-a Split
Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?	Teach the teachers
PRIZES AND AWARDS	
Prizes and awards for teaching and research	Zahvalnica HLZ-a 2021.

Title, name and last name	**Assistant professor Ana Ćurković, PhD**
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
CROSBI 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 Stipčić, Ana. Važnost socioekonomskih pokazatelja u određivanju zdravlja i zdravstvenih rizika u južnoj Hrvatskoj, 2018., doktorska disertacija, Medicinski fakultet Split, Split. 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.
Professional and research papers In methodology and quality of teaching published in the last five years (**max 5 references**)	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
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?	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)
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 and last name	**Dejan Kružić, PhD** **Full professor tenure**
Title of the course at the proposed study programme	Human Resources Management Health Care Management
GENERAL INFORMATION ON COURSE LEADER	
E-mail address	dkruzic@efst.hr
Year of birth	1954.
Scientist ID	92243
CROSBI 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.), *Obiteljsko poduzetništvo*, Ekonomski fakultet Mostar i Ekonomski fakultet Split, 2016. Buble, M., Kružić, D.: *Poduzetništvo – realnost sadašnjosti i izazov budućnosti*, RRiF, Zagreb, 2006.
Professional and research papers	Kružić, D., Ivić, M., Cindrić, I.*: Corporate Social Responsibility as a Reputation Mechanism for the Companies Operating in Media Industry*, Proceedings of the 7th International OFEL Conference on

published in the last five years from the field of the course **(max 5 references)**	Governance, Management and Entrepreneurship: Embracing Diversity in Organisations, Zagreb, 2019. Škokić, V., Kružić, D., *Knowledge creation and the need for new research directions in entrepreneurship studies*, 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. Bulog, I., Jukić, I., Kružić, D., *Managerial Skills: Does Family Ownership Make a Difference*? 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. Kružić, D. (ur.), *Obiteljsko poduzetništvo*, Ekonomski fakultet Mostar i Ekonomski fakultet Split, 2016.
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	Medal of the City of Split (2003) for outstanding contribution to local development management and for an overall scientific and professional activities. Award of the Faculty of Economics in Split for the book *Family Business* (2004). Recognition of the Faculty of Economics in Split for valuable scientific work - for co-authorship of the book *Influence of organizational variables on the success of business process improvement programs* (2010). Recognition of the Faculty of Economics in Split for valuable scientific work - the book *Family Businesses - Life Cycles, Inheritance and Sustainability* (2012). Recognition of the Faculty of Economics in Split for valuable scientific work - for co-authorship of the book *Possibilities of Restructuring Aluminij d.d. Mostar* (2013). Award of the Faculty of Economics in Split for valuable scientific work - for co-authorship of the book *Family Entrepreneurship* (2015).

Title, name and last name of the course leader	**Assistant professor Ivanka Marinović, MD, PhD**
Title of the course at the proposed study programme	Evidence-based Neurorehabilitation Evidence-based Rheumatological Rehabilitation Models
GENERAL INFORMATION ON COURSE LEADER	
E-mail address	ivanka.marinovic@ozs.unist.hr ; imarinovic27@gmail.com
Personal web page	
Year of birth	1961.
Scientist ID	358480
CROSBI profile ID	33816
Research rank and date of the last appointment	Research Associate, January 31, 2018
Research and teaching or teaching rank, and the date of the last appointment	
Area and field of appointment into research rank	Biomedicine and health, field of clinical medical science
INFORMATION ON CURRENT EMPLOYMENT	
Institution of employment	University Hospital of Split
Date of employment	1992.
Job title (professor, researcher, associate teacher, etc.)	Physical medicine and rehabilitation specialist Subspecialist of rheumatology
Field of research	Physical medicine and rehabilitation; rheumatology
Position in the institution	Head of the Rheumatology Department
INFORMATION ON EDUCATION – Highest degree achieved	
Degree	Medical doctor
Institution	The School of Medicine in Split
Place	Split
Date	1987.
INFORMATION ON ADDITIONAL TRAINING	
Year	1995, 2008.
Place	Split, Zagreb
Institution	University Hospital of Split, University Hospital of Zagreb
Field of training	Physical medicine and rehabilitation; rheumatology
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 (very 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)	Lecturer in Physical and Rehabilitation Medicine at The School of Medicine, University of Split until 2020.
Authorship of university textbooks from the field of the course	Marinović I. Uvod u fizioterapiju, nastavni materijali. Sveučilišni odjel zdravstvenih studija Sveučilišta u Splitu, 2021. Marinović I. i sur. Klinička kineziologija, nastavni materijali. Sveučilišni odjel zdravstvenih studija Sveučilišta u Splitu, Split 2021. Autor i koautor poglavlja u knjizi: Marinović I.; Marinović I, Vlak T. (2011): Ankilozantni spondilitis; Osteoartritis // Rano prepoznavanje reumatskih bolesti/ Vlak T., Martinović Kaliterna D. Medicinski fakultet Sveučilišta u Splitu ,2011. Str. 39-44.,111-122. ISBN:978-953-7524-09-8

Professional and research papers published in the last five years from the field of the course **(max 5 references)**	Aljinović, Jure; Barun, Blaž; Poljičanin, Ana; Marinović, Ivanka; Vlak, Tonko; Pivalica, Dinko; Benzon, Benjamin. Croatian version of the neck disability index can distinguish between acute, chronic and no neck pain // Wiener klinische Wochenschrift, bb (2021), 34241680, 9 doi:10.1007/s00508-021-01908-w Šošo, Daniela; Aljinović, Jure; Lovrić Kojundžić, Sanja; Marinović, Ivanka; Čečuk Jeličić, Esma; Marasović Krstulović, Daniela. Ultrasound-Verified Peripheral Arthritis in Patients with HLA-B*35 Positive Spondyloarthritis // Life, 11 (2021), 6; 11060524, 10 doi:10.3390/life11060524 Soso D, Aljinović J, Marinović I, Lovrić Kojundžić S, Čečuk Jeličić E, Marasović Krstulović D. The occurrence of sacroiliitis in HLA-B*35-positive patients with undifferentiated spondyloarthritis. A cross sectional MRI study. Clin Rheumatol. 2020 Aug;39(8):2299-2306. Marinović I, Župa V, Milić M, Podrug J, Aranza D, Podrug M. The effect of exercise on fatigue in patients with multiple sclerosis. Acta kinesiologica,13 (2019);2:11-18. Bogdanic D, Karanovic N, Mratinovic-Mikulandra J, Paukovic-Sekulic B, Brnic D, Marinovic I, Nonkovic D, Bogdanic N. The Role of Platelet Function Analyzer Testing in Cardiac Surgery Transfusion Management. Transfus Med Hemother. 2017 Apr;44(2):106-113.
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	**Nina Mišić Radanović, PhD.** **Assistant professor**
The course he/she teaches in the proposed study programme	Health 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)	- 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)	1. MIŠIĆ RADANOVIĆ, Nina: *Pristanak pacijenta na medicinski zahvat kao razlog za isključenje protupravnosti,* Zbornik radova Pravnog fakulteta u Splitu, god.55. 4/2018. str. 865.-892. 2. MIŠIĆ RADANOVIĆ, Nina: *Novo kazneno djelo prisile prema zdravstvenom radniku,* 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: *Prijepori o kaznenoj odgovornosti medicinskih djelatnika za stručnu pogrešku*, Godišnjak Akademije pravnih znanosti Hrvatske, Vol. XI. No.1, 2020, str. 41-62, 4. MIŠIĆ RADANOVIĆ, Nina, VUKUŠIĆ, Ivan: *Quality standard and causality in healthcare malpractice,* ECLIC, Osijek, rujan 2020. 5. MIŠIĆ RADANOVIĆ, Nina: *Pravni aspekti odbijanja medicinskog postupka*, 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	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 Acknowledgment for special contribution to the work of the Commission for launching the undergraduate university study of Forensics
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
CROSBI 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

published in the last five years from the field of the course **(max 5 references)**	thyroid peroxidase and thyroglobulin antibodies. J Clin Endocrinol Metab. 2019. 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. 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. 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. 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.
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**)	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" 2020 - 2024 Associate at the Croatian Science Foundation "Research project" Regulation of thyroid and parathyroid function and blood calcium homeostasis ", leader prof. Tatijana Zemunik 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
Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?	Undergraduate study of Mathematics and Informatics at the Faculty of Science in Split, Croatia.
PRIZES AND AWARDS	
Prizes and awards for teaching and research	2021. University of Split Science Award 2020 in the category of Young Scientists for the best-ranked scientists according to WoSCC and Scopus databases 2017. Best Presentation Award, „ICHG 2017: 19th International Conference on Human Genetics, December 18-19 2017'', Bangkok, Thailand 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

Title, name and last name of the course leader	**Associate professor Ante Obad, MD, PhD**
Title of the course at the proposed study programme	Evidence-based Physiotherapy in Rehabilitation of Acute Cardiopulmonary Conditions
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
CROSBI 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)**	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: 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 Dinko Pivalica MD, PhD**
Title of the course at the proposed study programme	Evidence-based Sports Physiotherapy Evidence-based Kinesiotherapy in Traumatology Evidence-based Vertebrology Rehabilitation Models* Evidence-based Speech Rehabilitation Evidence-based Rehabilitation of People with Amputations*
GENERAL INFORMATION ON COURSE LEADER	
E-mail address	dpivalica@kbsplit.hr
Personal web page	
Year of birth	1963
Scientist ID	354143
CROSBI profile ID	33342
Research rank and date of the last appointment	Assistant Professor University Department of Health Studies, University of Split, Area: Biomedicine and Health Field: Clinical Medical Science Branch: Physical Medicine and Rehabilitation
Research and teaching or teaching rank, and the date of the last appointment	
Area and field of appointment into research rank	
INFORMATION ON CURRENT EMPLOYMENT	
Institution of employment	University Hospital Split
Date of employment	1996.g.
Job title (professor, researcher, associate teacher, etc.)	
Field of research	Physical medicine and rehabilitataion
Position in the institution	Head of the Department of Physical Medicine and Rehabilitation with Rheumatology
INFORMATION ON EDUCATION – Highest degree achieved	
Degree	Assistant Professor
Institution	University Department of Health Studies, University of Split
Place	Split
Date	2016.
INFORMATION ON ADDITIONAL TRAINING	
Year	2018
Place	Zagreb
Institution	Department of Traumatology „ University hospital Sestre milosrdnice
Field of training	Course in basics of musculoskeletal ultrasound
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)	from 2004. Associate on the course Sports Medicine in the Faculty of Kinesiology, University of Split from 2012. Course Leader of courses Doping and sport and Physical Factors in Rehabilitation at the Professional Studies of the Faculty of Kinesiology, University of Split

	from 2011. Lecturer for several courses in the University Department of Health Studies, University of Split: Sports Medicine, Locomotor System Physiotherapy, Physiotherapy Skills I, Sport for people with disabilities. Lecturer for several graduate study courses in the University Department of Health Studies, University of Split: Evidence-based Kinesiotherapy of the Locomotor System, Evidence-based sports physiotherapy Lecturer on several courses
Authorship of university textbooks from the field of the course	Kačar H. and associates Sportsko pravo. Pivalica D. Poglavlje: Doping i sport. Pravni fakultet Sveučilišta u Splitu 2018, 519-526.
Professional and research papers published in the last five years from the field of the course **(max 5 references)**	1. Aljinović, Jure; Barun, Blaž; Poljičanin, Ana; Marinović, Ivanka; Vlak, Tonko; Pivalica, Dinko; Benzon, Benjamin Croatian version of the neck disability index can distinguish between acute, chronic and no neck pain // Wiener klinische Wochenschrift, bb (2021), 34241680, 9 doi:10.1007/s00508-021-01908-w 2. Jurić T,Vuković I, Pivalica D. Impact of outpatient cardiac rehabilitation on depression in patients after percutaneous coronary intervention) Fizikalna i rehabilitacijska medicina. 2019; 33(3-4):137-149 3 3. Parlov, Mladenka; Kuzmičić, Sandra; Sunara, Davor; Lovrić Kojundžić, Sanja; Košta, Vana; Pivalica, Dinko; Vlak, Tonko; Poljičanin, Ana Cerebelarna ataksija s perifernom polineuropatijom i obostranom vestibularnom arefleksijom CANVAS – prikaz bolesnice (Cerebellar ataxia with peripheral polyneuropathy and bilateral vestibular areflexia CANVAS - case report)7 Congress Of Phisical Mediciine And Rehabilitation , book of abstract - knjiga sažetaka Šibenik, Hrvatska, 2018. str. 167-168 4. Aljinović, Jure; Pivalica, Dinko; Marinović, Ivanka; Poljičanin, Ana; Vlak, Tonko; Stipančević, Hrvoje; Martinović Kaliterna, Dušanka; Čarić, Davor Hyperbaric Oxygen Therapy as a Therapy Option in the Early Phase of Avascular Necrosis of the Femoral Head // International Journal of Physiatry, 2 (2016), 2; 1-4 doi:10.23937/2572-4215.1510010 (međunarodna recenzija, članak, znanstveni)
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**)	Jure Aljinović, Blaž Barun, Dora Dujmović, Marija Matijaca, Ivanka Marinović, Dinko Pivalica, Ana Poljičanin: Improving the availability of physical therapy for immobile or difficult-to-move gerontological patients hospitalized at Department of Physical Therapy and Rehabilitation in Clinical Hospital Split (Croatian title: Poboljšanje dostupnosti fizikalne terapije nepokretnom ili teško pokretnom gerontološkom pacijentu na Zavodu za fizikalnu medicinu i rehabilitaciju KBC-a Split) prof. Damir Sekulić PhD and associates: Change of direction speed (CODS) and reactive agility (RAG); development of the specific

	measurement tools, identification of predictors, and evaluation of training effects
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	**Assistant professor Ana Poljičanin, MD, PhD**
Title of the course at the proposed study programme	Evidence-based Paediatric Physiotherapy Evidence-based Physiology, Measurement and Evaluation of Pain* Peripheral Neurological Disorders- Evidence-based Treatment and Electrodiagnostics* The Therapeutic Massage -Controversy* Evidence-based Physiotherapy in Gynaecology and Obstetrics*
GENERAL INFORMATION ON COURSE LEADER	
E-mail address	ana.poljicanin@gmail.com
Personal web page	/
Year of birth	1978.
Scientist ID	301976
CROSBI profile ID	24104
Research rank and date of the last appointment	Assistant professor, 2014
Research and teaching or teaching rank, and the date of the last appointment	06/12/2014 Elected to the scientific-teaching title of assistant professor at the Department of Anatomy, Histology and Embryology, Faculty of Medicine, University of Split.
Area and field of appointment into research rank	biomedicine and health, basic medical sciences, anatomy
INFORMATION ON CURRENT EMPLOYMENT	
Institution of employment	2018.
Date of employment	University Hospital of Split
Job title (professor, researcher, associate teacher, etc.)	Specialist of Physical Medicine and Rehabilitation
Field of research	Medical doctor
Position in the institution	Independent provision of specialized health care in physical medicine and rehabilitation
INFORMATION ON CURRENT EMPLOYMENT	
Institution of employment	2019.
Date of employment	University Department for Health Studies, University of Split
Job title (professor, researcher, associate teacher, etc.)	Teaching and research (tertiary level)
Field of research	Assistant Professor
Position in the institution	Undergraduate and graduate teaching of physiotherapy students, research
INFORMATION ON EDUCATION – Highest degree achieved	
Degree	2022.
Institution	Ljubljana, Slovenija
Place	UEMSA
Date	EAFWH wound healing course
INFORMATION ON ADDITIONAL TRAINING	
Year	2019. – 2021.
Place	Croatia
Institution	Croatian Society for Acupuncture
Field of training	Basics of acupuncture
INFORMATION ON ADDITIONAL TRAINING	
Year	2018. – ongoing
Place	Croatia, Slovenia, Germany
Institution	Department for Health Studies, UKC Ljubljana, Juzo Academy
Field of training	Lymphedem diagnostics and therapy
INFORMATION ON ADDITIONAL TRAINING	
Year	2018.

Place	Milano, Italy
Institution	Euro musculus – USPRM
Field of training	Musculosceletal ultrasound basic course
INFORMATION ON ADDITIONAL TRAINING	
Year	2018.
Place	Zagreb, Croatia
Institution	European Union Geriatric Medicine Society
Field of training	Total nutrition therapy Geriatric course 2.0
INFORMATION ON ADDITIONAL TRAINING	
Year	2017.
Place	Rijeka, Croatia
Institution	Allergan
Field of training	Botox in treatment of spasticity
INFORMATION ON ADDITIONAL TRAINING	
Year	2017.
Place	Online
Institution	European PRM Board
Field of training	ESWT online course
INFORMATION ON ADDITIONAL TRAINING	
Year	2015.
Place	Salzburg, Austria
Institution	Open medical institute
Field of training	Physical medicine and rehabilitation
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)
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)	Undergraduate education - University of Split, School of Medicine: Anatomy, since 2007. Undergraduate education - University of Split, School of Medicine: Physical and rehabilitation medicine, Medicine since 2013, Medical studies in English since 2016. Undergraduate and graduate education -University of Split, Department of Health Studies: Clinical neuroanatomy, Rehabilitation models in rheumatology based on evidence, since 2014, Clinical Kinesiology, physiotherapy assessment University of Split, Faculty of Kinesiology Split: Functional anatomy, since 2014-2019.
Authorship of university textbooks from the field of the course	Akutne i kronične rane/ Huljev, Dubravko, Žulec, Mirna i sur 2022. (autor poglavlja) Anatomski vodič za vježbe snage / Vilović, Katarina (ur.).Zagreb : Medicinska naklada, 2009 (prevoditelj).
Professional and research papers published in the last five years from the field of the course **(max 5 references)**	1. VJEŽBE U VODI KOD OSOBA S OSTEOARTRITISOM KOLJENA I KUKA. A Okmažić, J Aljinović, I Marinović, A Poljičanin Hrvatski časopis zdravstvenih znanosti 1 (2), 94-98 2. Guidelines for diagnosis and treatment of patients with neck pain–Part 1 S Grazio, V Bašić Kes, D Zadravec, K Houra, L Grgurević, T Nemčić, Liječnički vjesnik 143 (5-6), 143-162. 2021 3. Guidelines for diagnosis and treatment of patients with neck pain–Part 2 S Grazio, D Perović, H Skala Kavanagh, T Vlak, … Liječnički vjesnik 143 (9-10), 327-348. 2021

	4. Croatian version of the neck disability index can distinguish between acute, chronic and no neck pain : Results of a validation study. Aljinović J, Barun B, Poljičanin A, Marinović I, Vlak T, Pivalica D, Benzon B. Wien Klin Wochenschr. 2021 Jul 9. 5. Psychometric properties of the Croatian version of the depression, anxiety, and stress scale-21 and multiple sclerosis impact scale-29 in multiple sclerosis patients. Rogić Vidaković M, Šimić N, Poljičanin A, Nikolić Ivanišević M, Ana J, Đogaš Z.Mult Scler Relat. Disord. 2021 May;50:102850. doi: 10.1016/j.msard.2021.102850. Epub 2021 Feb 20.PMID: 33636617
Professional and research papers In methodology and quality of teaching published in the last five years (**max 5 references**)	An upgraded model of teaching Physical and Rehabilitation Medicine: the vertical education approach of Split University, Croatia. Vlak T, Moslavac S, Poljičanin A, Aljinović J, Barišić I, Ceravolo MG. Eur J Phys Rehabil Med. 2018 Aug;54(4):644-645. doi: 10.23736/S1973-9087.18.05045-1. Epub 2018 Jan 11.
Professional and research projects from the field of the course carried out in the last five years (**max 5 references**)	2022.institutional project manager: Education of health workers of the Clinical Hospital Center Split for the implementation of rehabilitation activities with women with breast cancer - EDUMaRe **2020** member of the working group for drafting the qualification standard "Physiotherapist" organized by the Croatian Chamber of Physiotherapists **2020.** researcher on the project “Gerontology”, Department for Helath studies, University of Split, Croatia **2020**. researcher on the project "Promoting Health Literacy in Children and Youth " , Department for Helath studies, University of Split, Croatia **2020.** researscher on the project “Clinical, neurophysiological and immunological markers in the treatment of patients whit corticosteroids in relapsing-remitting multiple sclerosis”, School of Medicine, University of Split, Croatia
Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?	University educational Course of Educators: INTEL- M Project Integrated Learning in Medicine (Mikroteaching, PBL, OSCE, Clinical skills, Sandwich)
PRIZES AND AWARDS	
Prizes and awards for teaching and research	Acknowledgment of the Croatian Medical Association 2020 Best Case Award - Radial Paralysis - What could go wrong?

First and last name and title of teacher	**Davorka Sutlovic, Full professor with tenure**
The course he/she teaches in the proposed study programme	Introduction to Scientific 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 tehniques
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	*Slovenia-Otočec; Italy-Florence; Italy, Pavia and Verona; Greek-Athens; ZAGREB; Germany – Duisburg; ZAGREB; Plitvice; Germany - Darmstadth; PULA ;*
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

is/was offered, and level of study programme)	from 2007. - Drugs Abuse in sport 2. **UNDERGRADUATE AND GRADUATE**: STUDY OF PHARMACY from 2011. - Forensic pharmacy from 2011. - Pharmaceutical toxicology 3. **UNDERGRADUATE AND GRADUATE**: STUDY OF MEDICAL LABORATORY DIAGNOSTICS 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 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 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 5.3. ON PHARMACEUTICAL AND BIOCHEMISTRY SCHOOL OF ZAGREB STUDY OF TOXICOLOGY from 2011. - Forensic toxicology in human medicine
Authorship of university/faculty textbooks in the field of the course	1. SutloviC Davorka, et al. Fundamentals of Forensic Toxicology. Split: Redak; 2011. 2. Sutlovic 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.
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	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 *// Arhiv za higijenu rada i toksikologiju,* **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 *// Archives of oral biology,* **124** (2021), 105075, 8 doi:.org/10.1016/j.archoralbio.2021.105075 (međunarodna recenzija, članak, znanstveni) 3. Sutlović, Davorka; Ključević, Željko; Kuret, Sendi ABCB1, CYP2B6, and CYP3A4 genetic polymorphisms do not affect methadone maintenance treatment in HCV-

	positive patients *// Arhiv za higijenu rada i toksikologiju,* **71** (2020), 4; 353-358 doi:10.2478/aiht-2020-71-3378 (međunarodna recenzija, članak, znanstveni) 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. *// Advances in therapy,* **36** (2019), 11; 3196-3210 doi:10.1007/s12325-019-01074-6 (međunarodna recenzija, članak, znanstveni) 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 *// Croatian medical journal,* **59** (2018), 298-306 (međunarodna recenzija, članak
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)	1. 2007. - Heavy metals in human remains from Klis and Bribir ancient county; LEADER; FUNDING SOURCE - MINISTRY OF SCIENCE, EDUCATION AND SPORTS 2. 2007. - Cardiovascular effects of wine and its constituents; RESEARCHER -FUNDING SOURCE - MINISTRY OF SCIENCE, EDUCATION AND SPORTS 3. Co-leader of the European project "I-SEE European project on New Psychoactive Substance" (2015-2017) 4. Head of the scientific research project of the Government of the Republic of Croatia "Intoxication with new psychoactive substances - treatment protocol" (2017) 5. 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)	