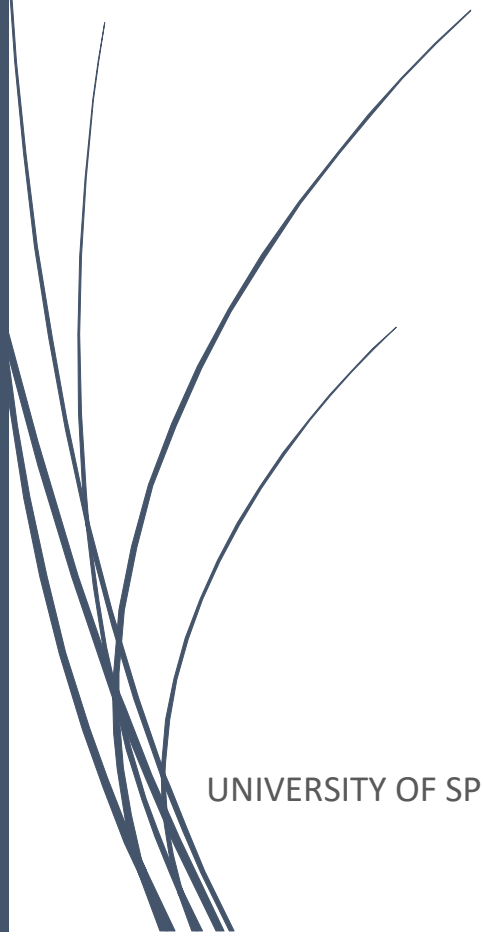
2021/22

# COURSE CATALOGUE , COMPETENCIES AND LEARNING OUTCOMES

## UNDERGRADUATE STUDY PROGRAMME OF PHYSIOTHERAPY

Adopted at the 5th session of the Professional Expert Council held on 22 February 2022



CONTENTS:

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Course leaders

# COMPETENCIES OF THE UNDERGRADUATE UNIVERSITY STUDY PROGRAMME OF PHYSIOTHERAPY

After completing undergraduate study programme of physiotherapy the students will be fully qualified to work independently or in a team. Upon completion of their studies, students acquire the following competences:

## 1. Knowledge

1.1.**Basic knowledge in natural and biomedical sciences**: apply basic knowledge of anatomy, physiology, biochemistry, biology, biophysics, embryology, public health, statistics needed to define, analyse and make clinical judgement in biomedicine and health.

1.2**. Expert knowledge in physiotherapy**: identify the morphological characteristics of tissues, organs and organ systems, explain the physiology and pathophysiology of the musculoskeletal system and detect deviations from the normal state of other organ systems; interpret kinesiology and biomechanical principles of body functioning; master, document and interpret methods and results of physiotherapy assessment and participate in setting physiotherapy goals and physiotherapy intervention plan.

## 2. Personal skills

2.1. **Problem solving and decision making**: participate in planning, implementation and evaluation of physiotherapy interventions based on the acquired knowledge and skills, taking into account the patient functional and population characteristics.

2.2. **Communication skills**: provide positive interactions with patients, associates, other health professionals and the general public through oral and written forms of communication.

2.3. **Teamwork skills**: with professional, responsible and ethical behavior contribute in different situations and in interprofessional groups, as well as in the work of professional organizations and committees, work within rehabilitation teams applying problem-oriented and focused interdisciplinary teamwork.

# 3. Professional skills

3.1. **Physiotherapy and rehabilitation**: apply accquired knowledge and skills respecting the principles of ethics and deontology; carry out the physiotherapy assessment of the patient's condition to determine the type and level of disability; participate in setting physiotherapy goals and physiotherapy intervention plan; applies and evaluates the effects of physiotherapy intervention; work within rehabilitation teams and participates in health promotion and the implementation of current health policy. Act according to the principles of professional ethics and legislation, in accordance with the rules of effective physiotherapy practice at the primary, secondary and tertiary health care levels.

3.2. **Physiotherapy in community:** Educate patients and families, participate in the programs for disease prevention and the prevention of disability, as well as in promoting health of the entire population in health institutions, in community and public health. Carry out health education activities, train, supervise and evaluate the work of the future physiotherapists through mentoring.

3.3. **Organisational skills:** keep the physiotherapy documentation; plan and organise the implementation of physiotherapy interventions; provide conditions for physiotherapy interventions, participate in the organisation of individual and team work.

3.4. **Information skills:** apply information technology, databases and statistics to improve professional knowledge and skills, to improve the working process and quality assurance, develop professional knowledge and skills and carry out research activities.

3.5. **Research skills**: explain the scientific foundations of physiotherapy interventions, implement the research methodology in physiotherapy and critically interpret and implement scientific evidence in physiotherapy practice

# 4. Independence and responsibility

4.1. **Independence**: demonstrate independence in organization, leadership and management, development of strategies and business plans relevant to the profession

4.2. **Responsibility**: apply legal and ethical principles of the profession in independent and team work; carry out activities related to continuing professional education and contributes to the development of the profession.

# COURSE CATALOGUE WITH LEARNING OUTCOMES

Upon completion of the study the Bachelors of physiotherapy will be able to:

1. demonstrate basic knowledge of anatomy, physiology, biochemistry, biology, biophysics, public health, pathology and pathophysiology, pharmacology and microbiology and other biomedical subjects, as well as statistics and informatics needed to define, analyse and make clinical judgement in biomedicine and health.
2. identify the morphological characteristics of tissues, organs and organ systems, explain the physiology and pathophysiology of the musculoskeletal system and detect deviations from the normal state of other organ systems, define kinesiology and biomechanical principles of normal functioning of the body.
3. acquire theoretical and practical knowledge on various physiotherapeutic skills, techniques and assistive aids.
4. Acquire theoretical and practical knowledge of basic assessment methods and establishment of the functional diagnosis, documentation and interpretation of results, forming assessment conclusions within physiotherapy treatment.
5. Participate in setting goals, planning and implementing physiotherapy interventions, taking into account the indications and contraindications for using physical factors in therapy.
6. Implement and supervise physiotherapy interventions. Evaluate the effect of physiotherapy intervention in achieving goals using functional tests and measurements.
7. Plan and implement methods of physiotherapy intervention in all branches of clinical medicine, according to the established programs, rules and procedures of rehabilitation teams.
8. Apply basic health terminology in written and oral communication.
9. Use information technology, databases and statistics to improve professional knowledge and skills, to improve the working process and quality assurance, develop professional knowledge and skills and conduct research activities.
10. Act according to the principles of professional ethics and legislation, ensuring patient safety and ethical and social responsibility when conducting physiotherapy intervention in accordance with the rules of effective physiotherapy practice at the primary, secondary and tertiary health care levels.
11. Function as equal member of the rehabilitation team, perform basic tasks in the field of physiotherapy within rehabilitation teams, evaluate the work of a physiotherapist in the teamwork, respecting the team members.
12. Educate patients and families, participate in the programs for disease prevention and health promotion of the entire population in health institutions, in community and public health.
13. Carry out health education activities, train and supervise future physiotherapists through mentoring.

# MANDATORY AND ELECTIVE COURSES

| CODE | COURSE | PDF 1 | PDF 2 | PDF 3 | PDF 4 | PDF 5 | PDF 6 | PDF 7 | PDF 8 | PDF 9 | PDF 10 | PDF 11 | PDF 12 | PDF 13 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ZSZ634 | Informatics and Statistics in Health Care | + | | | | | | | | + | | | | |
| ZSZ635 | Social and Health Legislation | + | | | | | | | | | | | | |
| ZSZ604 | Basics of Health Care Management | + | | | | | | | | | | | | |
| ZSZ605 | Ethics in Health Care | + | | | | | | | | | | | | |
| ZSZ606 | Physical Training I | + | | | | | | | | | | | | |
| ZSZ632 | English for Radiologic Technology I | + | | | | | | | + | | | | | |
| ZSZ608 | Health Care Psychology | + | | | | | | | | | | + | + | |
| ZSZ609 | Communication Skills | + | | | | | | | | | | + | + | |
| ZSZ610 | Hygiene and Epidemiology | + | | | | | | | | | | | | |
| ZSZ611 | Sociology of Health | + | | | | | | | | | | | | |
| ZSZ613 | Public Health | + | | | | | | | | | | | | |
| ZSZ614 | Biochemistry | + | | | | | | | | | | | | |
| ZSZ615 | Biophysics | + | | | | | | | | | | | | |
| ZSZ616 | Anatomy | + | + | | | | | | | | | | | |
| ZSZ617 | Physiology | + | + | | | | | | | | | | | |
| ZSZ618 | Biology | + | | | | | | | | | | | | |
| ZSZ619 | Embryology and Histology | + | + | | | | | | | | | | | |
| ZSZ620 | Basics of Nursing Care | + | | | | | | | | | | | | |
| ZSF601 | Uvod u fizioterapiju | | | + | + | + | | | + | | | | | |
| ZSF602 | Physiotherapy Assessment | | | + | + | + | + | | + | | | | | |
| ZSF603 | Clinical Kinesiology | | + | | + | | + | | + | | | | | |
| ZSF604 | Basics of Motor Transformations | | + | | + | | | | + | | | | | |
| ZSF609 | Biomechanics | + | + | | | | | | | | | | | |
| ZSF610 | Clinical Skills I | | | + | + | + | + | | + | + | + | + | | |



Key

L – lectures

S – seminars

E – exercises

F – field practice

*Physical culture – students have 38 hours of field practice in the first and second year.

| CODE | COURSE | PDF 1 | PDF 2 | PDF 3 | PDF 4 | PDF 5 | PDF 6 | PDF 7 | PDF 8 | PDF 9 | PDF 10 | PDF 11 | PDF 12 | PDF 13 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ZSZ621 | Introduction to Scientific Work | + | | | | | | | + | + | | | | |
| ZSZ622 | Use of Science Technology | + | | | | | | | + | + | | | | |
| ZSZ623 | Physical Training II | + | | | | | | | | | | | | |
| ZSZ633 | English for Radilogic Technology I | + | | | | | | | + | | | | | |
| ZSZ625 | Pathophysiology | + | | | | | | | | | | | | |
| ZSZ626 | Pathology | + | | | | | | | | | | | | |
| ZSZ627 | Microbiology and Parasitology | + | | | | | | | | | | | | |
| ZSZ628 | Pharmacology | + | | | | | | | | | | | | |
| ZSF611 | Clinical Sciences of Locomotor System and Sport | | + | | | | | | | | | | | |
| ZSF612 | Clinical Sciences in Gynaecology and Internal Medicine | | + | | | | | | | | | | | |
| ZSF613 | Clinical Sciences of Neuropsychiatry and Paediatrics | | + | | | | | | | | | | | |
| ZSF614 | Physical factors in therapy | | + | + | | + | | + | | | | | | |
| ZSF615 | Manual physiotherapy skills | | + | + | | + | | + | | | | | | |
| ZSF616 | Locomotor system physiotherapy | | + | + | | + | | + | | | | | | |
| ZSF618 | Special themes from motor transformations | | + | | + | | | | | | | | | |
| ZSF620 | Clinical Skills II | | + | + | + | + | + | | + | + | + | + | | |
| ZSF617 | Basics of Dermatology | + | | | | | | | | | | | | |
| ZSF619 | Basics of radiology | + | | | | | | | | | | | | |

| CODE | COURSE | PDF 1 | PDF 2 | PDF 3 | PDF 4 | PDF 5 | PDF 6 | PDF 7 | PDF 8 | PDF 9 | PDF 10 | PDF 11 | PDF 12 | PDF 13 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ZSZ630 | Emergency Medicine | | + | | | | | | | | | | | |
| ZSF621 | Special topics in gynaecology and paediatrics | | + | + | + | + | + | + | + | + | + | + | + | |
| ZSF622 | Physiotherapy in cardiology and pulmonology | | + | + | + | + | + | + | + | + | + | + | + | |
| ZSF623 | Physiotherapy in Neurology and Rheumatology | | + | + | + | + | + | + | + | + | + | + | + | |
| ZSF627 | Clinical Skills III | | + | | | + | + | + | + | + | + | + | + | |
| ZSF628 | Clinical Skills IV | | + | | | + | + | + | + | + | + | + | + | |
| ZSF629 | Diploma Thesis | | | | | | | | + | + | | | | |
| ZSF630 | Functional anatomy of the musculoskeletal system | + | + | | | | | + | + | | | | | |
| ZSF625 | Sport of people with disabilities | | + | + | | + | | + | + | | | | + | |
| ZSF626 | Physiotherapy skills in neurorehabilitation | | + | + | | + | | + | + | | | + | + | |
| ZSF605 | Palliative care | | + | | | | | + | + | | | + | + | |
| ZSF606 | Basics of work therapy | | + | + | | | | + | + | | | + | + | |
| ZSF631 | Applied Neuroanatomy | + | + | | | | | | + | | | | | |
| ZSF608 | Gerontology | | + | | | | | + | + | | | + | + | |

# EXAM AND COURSE ENTRY REQUIREMENTS

| CODE | COURSE | COURSE ENTRY REQUIREMENTS | EXAM ENTRY REQUIREMENTS |
|---|---|---|---|
| ZSZ634 | Informatics and Statistics in Health Care | - | In accordance with the Ordinance on the Study and System of Studying |
| ZSZ635 | Social and Health Legislation | - | In accordance with the Ordinance on the Study and System of Studying |
| ZSZ604 | Basics of Health Care Management | - | In accordance with the Ordinance on the Study and System of Studying |
| ZSZ605 | Ethics in Health Care | - | In accordance with the Ordinance on the Study and System of Studying |
| ZSZ606 | Physical Training I | - | In accordance with the Ordinance on the Study and System of Studying |
| ZSZ632 | English for Physiotherapy I | - | In accordance with the Ordinance on the Study and System of Studying |
| ZSZ608 | Health Care Psychology | - | In accordance with the Ordinance on the Study and System of Studying |
| ZSZ609 | Communication Skills | - | In accordance with the Ordinance on the Study and System of Studying |
| ZSZ610 | Hygiene and Epidemiology | - | In accordance with the Ordinance on the Study and System of Studying |
| ZSZ611 | Sociology of Health | - | In accordance with the Ordinance on the Study and System of Studying |
| ZSZ613 | Public Health | - | In accordance with the Ordinance on the Study and System of Studying |
| ZSZ614 | Biochemistry | - | Completed lectures and seminars and exercises |
| ZSZ615 | Biophysics | - | In accordance with the Ordinance on the Study and System of Studying |
| ZSZ616 | Anatomy | - | In accordance with the Ordinance on the Study and System of Studying |
| ZSZ617 | Physiology | - | In accordance with the Ordinance on the Study and System of Studying |
| ZSZ618 | Biology | - | Completed lectures and seminars |
| ZSZ619 | Embryology and Histology | - | In accordance with the Ordinance on the Study and System of Studying |
| ZSZ620 | Basics of Nursing Care | - | In accordance with the Ordinance on the Study and System of Studying |
| ZSF601 | Introduction to Physiotherapy | - | Completed lectures and seminars and exercises |
| ZSF602 | Physiotherapy Assessment | - | Completed lectures and seminars and exercises |
| ZSF603 | Clinical Kinesiology | - | Completed lectures and seminars and exercises |
| ZSF604 | Basics of Motor Transformations | - | Completed lectures and seminars and exercises |
| ZSF609 | Biomechanics | - | Completed lectures, seminars and exercises |
| ZSF610 | Clinical Skills I | - | Completed lectures and seminars and exercises |
| ZSZ621 | Introduction to Scientific Work | - | In accordance with the Ordinance on the Study and System of Studying |
| ZSZ622 | Use of Scientific Technology | - | In accordance with the Ordinance on the Study and System of Studying |
| ZSZ623 | Physical Training II | - | In accordance with the Ordinance on the Study and System of Studying |

| | | | |
|---|---|---|---|
| ZSZ633 | English for Physiotherapy II | **Passed** English for Physiotherapy I | In accordance with the Ordinance on the Study and System of Studying |
| ZSZ625 | Pathophysiology | - | In accordance with the Ordinance on the Study and System of Studying |
| ZSZ626 | Pathology | - | In accordance with the Ordinance on the Study and System of Studying |
| ZSZ627 | Microbiology with Parasitology | - | In accordance with the Ordinance on the Study and System of Studying |
| ZSZ628 | Pharmacology | - | In accordance with the Ordinance on the Study and System of Studying |
| ZSF611 | Clinical Sciences of Locomotor System and Sport | - | Completed lectures and seminars |
| ZSF612 | Clinical Sciences in Gynaecology and Internal Medicine | - | Completed lectures |
| ZSF613 | Clinical Sciences of Neuropsychiatry and Paediatrics | - | Completed lectures and seminars |
| ZSF614 | Physical factors in therapy | - | Completed lectures and seminars |
| ZSF615 | Manual physiotherapy skills | - | Completed lectures and seminars and exercises |
| ZSF616 | Locomotor system physiotherapy | - | Completed lectures and seminars and exercises |
| ZSF618 | Special themes from motor transformations | - | Completed lectures and seminars and exercises |
| ZSF620 | Clinical Skills II | - | Completed lectures and exercises |
| ZSF617 | Basics of dermatology and oncology | - | Completed lectures, class attendance according to the UDHS Ordinance |
| ZSF619 | Basics of radiology | - | Completed lectures and seminars and exercises |
| ZSZ630 | Emergency conditions in medicine | - | In accordance with the Ordinance on the Study and System of Studying |
| ZSF621 | Special topics in gynaecology and paediatrics | - | Completed lectures and seminars and exercises |
| ZSF622 | Physiotherapy in cardiology and pulmonology | - | Completed lectures and seminars and exercises |
| ZSF623 | Physiotherapy in Neurology and Rheumatology | - | Completed lectures and seminars and exercises |
| ZSF627 | Clinical Skills III | - | Completed lectures and exercises |
| ZSF628 | Clinical Skills IV | - | Completed lectures and exercises |
| ZSF630 | Functional anatomy of the musculoskeletal system | - | Completed lectures and seminars and exercises |
| ZSF625 | Sport of people with disabilities | - | Completed lectures and exercises |
| ZSF626 | Physiotherapy skills in neurorehabilitation | - | Completed lectures and exercises |
| ZSF605 | Palliative care | - | Completed lectures and exercises |
| ZSF606 | Basics of work therapy | - | Completed lectures and exercises |
| ZSF631 | Applied Neuroanatomy | - | Completed lectures and exercises |
| ZSF608 | Gerontology | - | Completed lectures and exercises |

# SYLLABI OF MANDATORY AND ELECTIVE COURSES

| NAME OF THE COURSE | Informatics and Statistics in Health Care | | | | | |
|---|---|---|---|---|---|---|
| **Code** | **ZSZ634** | Year of study | 1 | | | |
| Course teacher | Antonela Matana, PhD, Assistant Professor | Credits (ECTS) | 2 | | | |
| Associate teachers | - | Type of instruction (number of hours) | L | S | E | T |
| | | | 10 | 10 | 20 | |
| 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 completing this course, students will be able to:<br>- Describe and explain the basic concepts of informatics and health information systems;<br>- Explain and apply computational techniques in the process of health care;<br>- Select the relevant databases applicable to the process of health care and for studying and research;<br>- Apply information technology in all communication processes in healthcare institutions;<br>- Use text processing and tabular data processing software, creating documents, presenting tabular data;<br>- Use medically oriented search engines, browse medical literature in the Medline database, use Boolean operators for searching medical content on the Internet;<br>- Independent creation of databases<br>- Use research methodology and statistical methods and procedures in medicine<br>- Understand the concepts of measurements in research;<br>- Explain the different ways of presenting the data collected in the research;<br>- Explain and demonstrate basic statistical definitions. |

| Course content broken down in detail by weekly class schedule (syllabus) | Format of instruction | Class unit | Class hour |
|---|---|---|---|
| | L,S,E | The basic concepts of informatics and its importance for the development of knowledge and improvement of professional practice | 5 |
| | L,S,E | Hardware and software | 5 |
| | L,S,E | System software, application software, user software | 5 |
| | L,S,E | Data types, data analysis in research. Sample and population. Estimation of population parameters Empirical distributions. Fundamentals of statistical inference. | 5 |
| | L,S,E | Basic forms of computer application in database search with the aim of learning and research (Medline database) | 5 |
| | L,S,E | Healthcare information systems: principles and levels | 5 |
| | L,S,E | Application of informatics in improving the healthcare processes. | 5 |
| | L,S,E | Application of information technology in all communication processes in health care institutions. | 5 |

| Format of instruction | ☒ lectures | ☐ independent assignments |
|---|---|---|

| | | |
|---|---|---|
| | ☒ seminars and workshops<br>☒ exercises<br>☐ *on line* in entirety<br>☐ partial e-learning<br>☐ field work | ☐ multimedia<br>☐ laboratory<br>☐ work with mentor<br>☐ (other) |
| Student responsibilities | Regular class attendance.<br>Active participation in the teaching process.<br>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 | 0.5 | (Other) | | |
| Tests | | Oral exam | | (Other) | | |
| Written exam | 1.5 | Project | | (Other) | | |

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

| Evaluation indicators | Success (points) | Share in overall grade (%) |
|---|---|---|
| Written exam | 30 | 75 |
| Seminar essay | 10 | 25 |
| **Total** | **40** | **100** |

**PERFORMANCE AND GRADE RATIO**

| Grading (%) | Criteria | Grades |
|---|---|---|
| 60-69.9 | meets the minimum criteria | sufficient (2) |
| 70-79.9 | average success | good (3) |
| 80-89.9 | above-average success | very good (4) |
| 90-100 | outstanding success | excellent (5) |

| Required literature (available in the library and via other media) | Title | Number of copies in the library | Availability via other media |
|---|---|---|---|
| | Kern J, Petrovečki M, urednici. Medicinska informatika. Zagreb: Medicinska Naklada; 2009. | | |
| | B.Petz, Osnovne statističke metode za nematematičare, Naklada Slap, Jastrebarsko, 1997 | | |

| | |
|---|---|
| Optional literature (at the time of submission of study programme proposal) | 1. van Bemmel JH, Musen MA (eds). Handbook of Medical Informatics. Heidelberg: Springer-Verlag, 1997.<br>2. Coiera E. Guide to health informatics. 2. izd. London: Arnold; 2003.<br>3. Shortliffe E, Cimino JJ, urednici. Biomedical Informatics: Computer Applications in Health Care and Biomedicine. New York: Springer; 2006.<br>4. Somek, M. Skripta iz informatike. Zagreb, Zdravstveno veleučilište, e-stranice Katedre za informatiku, 2010.<br>5. Ferenczi E, Muirhead N. Doktor u jednom potezu: Statistika i epidemiologija. Zagreb: Medicinska naklada; 2012. |
| Quality assurance methods that ensure the acquisition of exit competences | ▪ Teaching quality analysis by students and teachers<br>▪ Exam passing rate analysis<br>▪ Committee for control of teaching reports<br>▪ External evaluation |
| Other (as the proposer wishes to add) | - |

| NAME OF THE COURSE | Social and Health Legislation | | | | | |
|---|---|---|---|---|---|---|
| **Code** | **ZSZ635** | Year of study | 1. | | | |
| Course teacher | Jozo Čizmić, full professor tenure | Credits (ECTS) | 2. | | | |
| Associate teachers | Nina Mišić Radanović, assistant professor | Type of instruction (number of hours) | L | S | E | T |
| | | | 15 | 15 | | |
| Status of the course | Mandatory | Percentage of application of e-learning | Up to 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 listening to lectures, independent learning and passing the exam, students will:<br>- Recognize and connect the concepts and basic contents of health law<br>- Understand the basics of health law.<br>- Identify and clarify the basic criteria of legal responsibility of health professionals, rights and obligations of health professionals in performing their activities.<br>- Clarify evaluation of healthcare activities<br>- Explain the work and structure of professional chambers.<br>- Understand and explain the position of the health worker in relation to disciplinary, civil and criminal liability.<br>- Recognize and apply the fundamental rights of patients at work. |

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

| | | |
|---|---|---|
| L/S | The concept and content of health law, the relationship to other scientific disciplines and the principles of health care. | 3/3 |
| L/S | The concept of health care and social care , health care measures, levels of health care, content and organizational forms of health care, health care institutions | 2/2 |
| L/S | Rights and obligations of health professionals in performing activities (Providing and denying assistance; Mutual relations between workers and patients; Appeal of conscience; Business secret; Obligation to report; Keeping medical records; Choosing another doctor; Searching for a doctor; Health professionals as witnesses and experts). | 2/2 |
| L/S | Quality assurance of the provided health service (Professional training; Professional supervision over the work of health workers; Professional chambers). | 2/2 |
| L/S | Chambers of Health Workers (Obligation to associate in the Chamber; Exemptions from mandatory association in the Chamber; Public powers of the Chamber; Affairs of the Chamber; Bodies of the Chamber; Supervision of the Chamber; Cooperation of the Chamber with the Ministry of Health and with other bodies; Notification of the Chamber; Payment of membership fees and other financial obligations of members of the Chamber). | 2/2 |
| L/S | Disciplinary liability of health care workers (Disciplinary violations; Serious and minor disciplinary violations; Disciplinary bodies; Disciplinary measures; Money Fine; Initiation of disciplinary proceedings; Appropriate application of the law; Statute of limitations; Misdemeanor liability), criminal and civil liability, | 2/2 |
| L/S | Fundamental rights of patients. | 2/2 |

| | |
|---|---|
| Format of instruction | X lectures<br>X seminars and workshops<br>☐ exercises<br>☐ *on line* in entirety<br>☐ partial e-learning<br>☐ field work<br>☐ independent assignments<br>☐ multimedia<br>☐ laboratory<br>☐ work with mentor<br>☐ (other) |
| Student responsibilities | Regular class attendance.<br>Active participation in the teaching process.<br>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 | 2 | Project | | (Other) | | |

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

| Evaluation indicators | Success (points) | Share in overall grade (%) |
|---|---|---|
| Written exam | 20 | 100 |
| **Total** | **20** | **100** |

**PERFORMANCE AND GRADE RATIO**

| Achieved success percentage (%) | Criteria | Grade |
|---|---|---|
| 60-69,9 | meets the minimum criteria | sufficient (2) |
| 70-79,9 | average success | good (3) |
| 80-89,9 | above average success | very good (4) |
| 90-100 | exceptional success | excellent (5) |

Required literature (available in the library and via other media)

| Title | Number of copies in the library | Availability via other media |
|---|---|---|
| Udžbenik *Osnove zdravstvenog prava*, autori; Jozo Čizmić i Ljubica Žunić, Split 2014, web knjižara Redak | | |
| BABIĆ, T. – ROKSANDIĆ, S., *Osnove zdravstvenog prava*, Zagreb, 2006. | | |
| ČIZMIĆ, J., *Pravni aspekti medicinske dokumentacije*, «Pravo i porezi», godina XVI., 2007., br. 10., str. 3.-18. | | |
| ČIZMIĆ, J., *Pojam, izvori i načela medicinskog prava*, «Pravo i porezi», god. XVI., 2007., br. 6, str. 25.-34. | | |
| BOŠKOVIĆ, Z., *Medicina i pravo*, Zagreb, 2007. | | |
| Zbornik radova *Liječnička pogreška – medicinski i pravni aspekti*, zbornik radova, urednici JANKOVIĆ, S. – ČIZMIĆ, J., Split, 2007. | | |
| Zakon o kvaliteti zdravstvene zaštite, NN br. 118/18 | | |
| Zakon o zdravstvenoj zaštiti, NN br. 100/18, 125/19, 147/20 | | |
| Kodeks medicinske etike i deontologije, NN br. 55/08, 139/15 | | |
| Podzakonski propisi i propisi autonomnog (staleškog) prava. | | |
| Zakon o radiološkoj i nuklearnoj sigurnosti, NN br. 141/13, 39/15, 130/17, 118/18, 21/22 | | |

| | | | |
|---|---|---|---|
| | Zakon o zaštiti od neionizirajućih zračenja, NN br. 91/10, , 114/18 | | |
| | Zakon o sestrinstvu, NN br. 121/03, 117/08, 57/11 | | |
| | Zakon o fizioterapeutskoj djelatnosti, NN br. 120/08. | | |
| | Zakon o primaljstvu, NN br. 120/08, 145/10 | | |
| | Zakon o liječništvu, «Narodne novine», broj 121/03, 117/08 | | |
| | Zakon o zaštiti prava pacijenata, NN br. 169/04, 37/08 | | |
| Optional literature (at the time of submission of study programme proposal) | HERVEY, T. – McHALE, J. V., *Health Law and the European Union*, Cambridge, 2004.<br>LAUFS-UHLENBRUCK, *Handbuch des Arztrechts*, Munchen, 2002.<br>DEUTSCH-SPICKHOFF, *Medizinerecht*, Berlin, 2003.<br>STAUCH, M. – WHEAT, K., *Sourcebook on Medical Law*, London-Sydney, 1999.,<br>RADIŠIĆ, J., *Medicinsko pravo*, Beograd, 2004.<br>KLARIĆ, P., *Odgovornost za štete nastale uporabom medicinskih tehničkih uređaja,* Pravo u gospodarstvu, 4/2002.<br>PETRIĆ, S., *Građanskopravna odgovornost zdravstvenih djelatnika*, Zbornik PF Sveučilišta u Rijeci, 2005/vol 26. br. 1., str. 81. | | |
| Quality assurance methods that ensure the acquisition of exit competences | ▪ Teaching quality analysis by students and teachers<br>▪ Exam passing rate analysis<br>▪ Committee for control of teaching reports<br>▪ External evaluation | | |
| Other (as the proposer wishes to add) | | | |

<table>
<tr><td colspan="2">NAME OF THE COURSE</td><td colspan="5">Basics of Health Care Management</td></tr>
<tr><td colspan="2">Code</td><td colspan="5">ZSZ604</td></tr>
<tr><td>Study programme</td><td>Common</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">1,0</td></tr>
<tr><td rowspan="2">Associate teachers</td><td rowspan="2">Ana Juras, PhD, Research associate<br>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>10</td><td>4</td><td>5</td><td></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 20%</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>Course objectives</td><td colspan="5">Introduce students with basic concepts and available methods and tools of management and leadership in healthcare. Acquired knowledge should enable students to understand organizational, management and leadership processes in healthcare and healthcare organizations.</td></tr>
<tr><td>Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</td><td colspan="5">1. Critically consider and evaluate management concepts and theories in the context of health and health organizations;<br>2. Propose to the current situation an adequate organizational structure, organizational culture and manner of planning in the health organization;<br>3. Propose to the current situation an adequate approach and methods of workforce management in the health organization;<br>4. Critically analyse various interpersonal processes, dynamics and communication in teamwork and propose an adequate leadership style in health organization;<br>5. Propose to the current situation adequate methods and tools of control, especially quality control in the health organization;<br>6. Critically consider work situations in the health organization and propose the application of adequate principles and methods of ethical management.</td></tr>
<tr><td>Course content broken down in detail by weekly class schedule (syllabus)</td><td colspan="5">– Conceptual definition of management. Basic principles, theories and functions of management. Application of management in the context of health and healthcare organizations. The importance of applying ethics in the management of healthcare organizations.<br>– Planning as a function of management. Implementation of the planning function in healthcare organizations.<br>– Organizing as a function of management. Implementation of the organizing function in health organizations.<br>– Staffing as a function of management. Implementation of the staffing function in healthcare organizations.<br>– Leadership as a function of management. Implementation of the leadership function in health organizations.<br>– Control as a function of management. Implementation of the control function in health organizations.</td></tr>
<tr><td>Format of instruction</td><td colspan="2">☒ lectures<br>☒ seminars and workshops<br>☒ exercises<br>☐ on line in entirety<br>☒ partial e-learning<br>☐ field work</td><td colspan="3">☒ independent assignments<br>☐ multimedia<br>☐ laboratory<br>☐ work with mentor<br>☐ (other)</td></tr>
</table>

| | |
|---|---|
| Student responsibilities | In accordance to Rules of studying and Deontological code for USSM students.<br>Regular class attendance.<br>Active participation in the teaching process.<br>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 | 0,20 | Research | | Practical training | 0,20 |
| | Experimental work | | Report | | | |
| | Essay | | Seminar essay | | (Other) | |
| | Tests | | Oral exam | | (Other) | |
| | Written exam | 0,60 | Project | | (Other) | |

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

Regular class attendance:

1. lectures - minimum 70% of all lectures,
2. seminars 70% and exercises 80%,
3. active participation on classes.

| Evaluation indicators | Success (points) | Share in overall grade (%) |
|---|---|---|
| Attendance and activity on lectures and seminars (for 100% attendance) | 2 | 10 |
| Written exam | 14 | 70 |
| Practical training | 4 | 20 |
| **Total** | **20** | **100** |

**PERFORMANCE AND GRADE RATIO**

| Achieved success percentage (%) | Criteria | Grade |
|---|---|---|
| 60-69,9 | meets the minimum criteria | sufficient (2) |
| 70-79,9 | average success | good (3) |
| 80-89,9 | above average success | very good (4) |
| 90-100 | exceptional success | excellent (5) |

| Required literature (available in the library and via other media) | **Title** | **Number of copies in the library** | **Availability via other media** |
|---|---|---|---|
| | Juras, A. (2021). *Osnove menadžmenta u zdravstvu*, Sveučilište u Splitu, SOZS, Split. | | |
| | Buble, M. (2009). *Menadžment*. Ekonomski fakultet. Sveučilište u Splitu, selected chapters. | | |
| | Lectures' and exercises' materials | | |

| | |
|---|---|
| Optional literature (at the time of submission of study programme proposal) | Kalauz, S. (2014). *Organizacija i upravljanje u zdravstvenoj njezi*. Medicinska naklada, Zagreb.<br>Murray, E. (2017). *Nursing leadership and management: For patient safety and quality care*. FA Davis Company, Philadelphia, SAD.<br>Walshe, K., Smith, J. (Eds.). (2011). *Healthcare management*. McGraw-Hill Education, UK. |
| Quality assurance methods that ensure the acquisition of exit competences | ▪ Teaching quality analysis by students and teachers<br>▪ Exam passing rate analysis<br>▪ Committee for control of teaching reports<br>▪ External evaluation |
| Other (as the proposer wishes to add) | |

| NAME OF THE COURSE | Ethics in Health Care | | | | | |
|---|---|---|---|---|---|---|
| **Code** | **ZSZ605** | Year of study | 1. | | | |
| Course teacher | Ana Ćurković, PhD, Assistant professor | Credits (ECTS) | 1.5 | | | |
| Associate teachers | Ana Jeličić, PhD, Assistant professor | Type of instruction (number of hours) | L | S | E | T |
| | | | 20 | 10 | | |
| Status of the course | Mandatory | Percentage of application of e-learning | Under 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, students will be able to:<br>- explain the concept of ethics as a philosophical discipline and its historical development,<br>- distinguish ethics from morality,<br>- describe and explain the history of health ethics,<br>- describe, explain and apply the principles of health ethics,<br>- describe, explain and apply the code of ethics,<br>- describe, explain and take a critical stance in various ethical dilemmas in health practice,<br>- explain the models of ethical decision-making in health practice,<br>- explain the importance of professional secrecy,<br>- to promote and respect the rights of man, child and patient,<br>- analyze and evaluate individual cases and situations,<br>- adopt ethical values,<br>- make, accept and face, deal with, one's own ethical and moral decisions and the consequences of those decisions in the context of a sense of personal responsibility and duty. |

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

| Tipe of instruction | Subject | Number of hours |
|---|---|---|
| L | History and definition of ethics, ethics as a philosophical discipline: the foundation of ethics, the meaning of the term, the subject of ethics, ethics and morality | 1 |
| L | Object and subject of ethics: man as a person - human dignity, human rights, value and good - evil, conscience and guilt | 2 |
| L | Bioethics: history, concept, meaning, application, role, principles, topics and problems | 2 |
| L | Introduction to health ethics, medical ethics: history, concept, characteristics, areas | 2 |
| L/S | Ethics and science: ethics in scientific research | 1/1 |
| L/S | Ethics and fundamental human rights (equality and respect, discrimination, violation of patients' rights, right to decide) | 2/2 |
| L | Ethics and communication in medicine (communication with colleagues, communication with the patient, models of the relationship with the patient) | 2 |
| L/S | Confidentiality of information and professional secrecy | 2/2 |
| L/S | Ethical aspects of informed consent, patient education, informed choice | 2/2 |
| L/S | Ethics committees and codes of ethics of health professions | 2/1 |

| | | | |
|---|---|---|---|
| | L/S | Ethics of care, palliative care, ethical issues related to the end of life and death | 2/2 |

| | | |
|---|---|---|
| Format of instruction | ☒lectures<br>☒seminars and workshops<br>☐ exercises<br>☐ *on line* in entirety<br>☐ partial e-learning<br>☐ field work | ☐ independent assignments<br>☐ multimedia<br>☐ laboratory<br>☐ work with mentor<br>☐ (other) |
| Student responsibilities | Regular class attendance.<br>Active participation in the teaching process.<br>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 | 0.30 | (Other) | | |
| Tests | | Oral exam | | (Other) | | |
| Written exam | 1.20 | Project | | (Other) | | |

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

| Evaluation indicators | Success (points) | Share in overall grade (%) |
|---|---|---|
| Written exam | 40 | 80 |
| Practical training | 10 | 20 |
| **Total** | **50** | **100** |

**PERFORMANCE AND GRADE RATIO**

| Achieved success percentage (%) | Criteria | Grade |
|---|---|---|
| 60-69,9 | meets the minimum criteria | sufficient (2) |
| 70-79,9 | average success | good (3) |
| 80-89,9 | above average success | very good (4) |
| 90-100 | exceptional success | excellent (5) |

Required literature (available in the library and via other media)

| Title | Number of copies in the library | Availability via other media |
|---|---|---|
| Etika u: Beričić, B. Filozofija; sažeto e-izdanje. Ibis grafika Zagreb 2012. (str. 127.-153.) | | |
| Čović, A, Pojmovna razgraničenja: moral, etika, medicinska etika, bioetika, integrativna bioetika // Bioetika i dijete : Moralne dileme u pedijatriji / Čović, Ante ; Radonić, Marija (ur.). Zagreb: Pergamena ; Hrvatsko društvo za preventivnu i socijalnu pedijatriju, 2011. str. 11-24 | | |
| Tom L. Beauchamp, Načela u bioetici. Društvena istraživanja : časopis za opća društvena pitanja, Vol. 5 No. 3-4 (23-24), 1996. str. 533-544 | | |
| Svjetsko liječničko udruženje. Priručnik medicinske etike. Medicinska naklada Zagreb 2010. (str. 36.-61., 82.-93.) | | |
| Frković A. Medicina i bioetika. Pergamena Zagreb 1010. (str. 24,-27,, 129.-144., 152.-167.) | | |
| Švajger A. Medicinska etika: Priručno štivo. Sveučilište u Zagrebu, Medicisnki fakultet. Zagreb 1995. (str. 67.-75.) | | |
| Talanga, J. Odnos liječnika i pacijenta prema medicinskoj etici. Bogoslovska smotra, Vol. 76 No. 1, 2006. str. 47-59 | | |

| | | | |
|---|---|---|---|
| | Pozaić V. Teološki vidici liječničke tajne. Obnov. Život (56) 4 (2001). str. 437-450 | | |
| Optional literature (at the time of submission of study programme proposal) | | | |
| Quality assurance methods that ensure the acquisition of exit competences | ▪ Teaching quality analysis by students and teachers<br>▪ Exam passing rate analysis<br>▪ Committee for control of teaching reports<br>▪ External evaluation | | |
| Other (as the proposer wishes to add) | | | |

| NAME OF THE COURSE | Physical Culture I | | | | | |
|---|---|---|---|---|---|---|
| **Code** | **ZSZ606** | Year of study | 1 | | | |
| Course teacher | Željko Kovačević, PhD<br>Assistant Professor | Credits (ECTS) | 1,5 | | | |
| Associate teachers | | Type of instruction (number of hours) | L | S | E | T |
| | | | 3 | 8 | 14 | 38 |
| Status of the course | Mandatory | Percentage of application of e-learning | | | | |

**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:<br>- Harmonize and improve physical and spiritual health<br>- Manage and improve the quality of healthy living |

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

| Format of instruction | Class unit | Class hour |
|---|---|---|
| T | Framework program; football, handball, volleyball, athletics, basketball, swimming | 10 |
| T | Special program; badminton, indoor football, beach volleyball, hiking, table tennis, water polo | 10 |
| T | Custom program: for students with disabilities | 10 |
| T | Elective programs for the competition | 8 |

Format of instruction

| | |
|---|---|
| ☐ lectures<br>☐ seminars and workshops<br>☐ exercises<br>☐ *on line* in entirety<br>☐ partial e-learning<br>X field work | ☐ independent assignments<br>☐ multimedia<br>☐ laboratory<br>☐ work with mentor<br>☐ (other) |

| | |
|---|---|
| Student responsibilities | Regular class attendance.<br>Active participation in the teaching process.<br>Password for AAI EduHr electronic identity for access to e - learning |

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*

| | | | | | |
|---|---|---|---|---|---|
| Class attendance | 1,5 | Research | | Practical training | |
| Experimental work | | Report | | | |
| Essay | | Seminar essay | | (Other) | |
| Tests | | Oral exam | | (Other) | |
| Written exam | | Project | | (Other) | |

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

| Evaluation indicators | Success (points) | Share in overall grade (%) |
|---|---|---|
| Class attendance | 100 | 100 |
| **Total** | **100** | **100** |

**PERFORMANCE AND GRADE RATIO**

| Grading (%) | Criteria | Grades |
|---|---|---|
| 60-69.9 | meets the minimum criteria | sufficient (2) |
| 70-79.9 | average success | good (3) |

| | | | |
|---|---|---|---|
| | 80-89.9 | above-average success | very good (4) |
| | 90-100 | outstanding success | excellent (5) |

| | | | |
|---|---|---|---|
| Required literature (available in the library and via other media) | **Title** | **Number of copies in the library** | **Availability via other media** |
| | Mišigoj Duraković M.tjelesna aktivnost i zdravlje. Zagreb;Kineziološki fakultet; 1999 | | |
| Optional literature (at the time of submission of study programme proposal) | | | |
| Quality assurance methods that ensure the acquisition of exit competences | ▪ Teaching quality analysis by students and teachers<br>▪ Exam passing rate analysis<br>▪ Committee for control of teaching reports<br>▪ External evaluation | | |
| Other (as the proposer wishes to add) | | | |

| NAME OF THE COURSE | English for Physiotherapy I | | | | | | |
|---|---|---|---|---|---|---|---|
| **Code** | **ZSF632** | | | | | | |
| **Study programme** | Physiotherapy | Year of study | 1. | | | | |
| **Course teacher** | Sonja Koren, MA, senior lecturer | Credits (ECTS) | 1,5 | | | | |
| Associate teachers | | Type of instruction (number of hours) | P | S | KL | LV | T |
| | | | | 30 | | | |
| Status of the course | Mandatory | Percentage of application of e-learning | Up to 10% | | | | |

**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 be able to:<br>- develop language skills of speaking, listening, reading, and writing in the field of physiotherapy,<br>- find relevant information, and formulate the key idea,<br>- recognize and explain medical terminology in the field of physiotherapy,<br>- present topics in their professional field,<br>- develop communication skills in the field of physiotherapy. |

| Course content broken down in detail by weekly class schedule (syllabus) | | | |
|---|---|---|---|
| | S1 | Introduction | 2 |
| | S2 | Suffixes, prefixes, and terminology | 2 |
| | S3 | Structural organization of the body | 2 |
| | S4 | The skeletal system | 2 |
| | S5 | The muscular system | 2 |
| | S6 | Bones – Formation | 2 |
| | S7 | Bones – Structure | 2 |
| | S8 | Joints | 2 |
| | S9 | Muscles | 2 |
| | S10 | Fracture | 2 |
| | S11 | Sports Medicine | 2 |
| | S12 | Sprains and Strains, R.I.C.E. | 2 |
| | S13 | Epidemiology | 2 |
| | S14 | Presentations of seminar papers | 2 |
| | S15 | Presentations of seminar papers | 2 |

| Format of instruction | | | |
|---|---|---|---|
| ☐ lectures<br>x seminars and workshops<br>☐ exercises<br>☐ *on line* in entirety<br>☐ partial e-learning<br>☐ field work | ☐ lectures<br>x seminars and workshops<br>☐ exercises<br>☐ *on line* in entirety<br>☐ partial e-learning<br>☐ field work | ☐ independent assignments<br>☐ multimedia<br>☐ laboratory<br>☐ work with mentor<br>☐ (other) | ☐ indepen<br>☐ multime<br>☐ laborato<br>☐ work wi<br>☐ ( |

| Student responsibilities | Regular class attendance.<br>Active participation in the teaching process.<br>Password for AAI EduHr electronic identity for access to e - learning |
|---|---|

| Screening student work *(name the proportion of* | Class attendance | | Research | | Practical training | Class attendance |
|---|---|---|---|---|---|---|

| | | | | | | |
|---|---|---|---|---|---|---|
| *ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)* | Experimental work | | Report | | 0,45 | Experimental work |
| | Essay | | Seminar essay | | (Other) | Essay |
| | Tests | | Oral exam | | (Other) | Tests |
| | Written exam | 1,05 | Project | | (Other) | Written exam |
| Grading and evaluating student work in class and at the final exam | Written exam | | | | | |

| | Title | Number of copies in the library | Availability via other media |
|---|---|---|---|
| Required literature (available in the library and via other media) | Krišković A. *English in Physiotherapy*. Medicinski fakultet Sveučilišta u Rijeci. Rijeka, 2008. | | |
| | Glendinning, E.H., Howard, R. *Professional English in Use - Medicine*. Cambridge: Cambridge University Press; 2007 (selected chapters) | | |
| | S. McCarter *Medicine 2.* Oxford English for Careers, Oxford University Press; 2010. | | |
| | Chabner DE. The Language of Medicine. 8th edition. St. Louis: Saunders Elsevier; 2007 | | |
| | Allum V. *English for Rehabilitation*. 2017. | | |
| | | | |
| Optional literature (at the time of submission of study programme proposal) | | | |
| Quality assurance methods that ensure the acquisition of exit competences | ▪ Teaching quality analysis by students and teachers<br>▪ Exam passing rate analysis<br>▪ Committee for control of teaching reports<br>▪ External evaluation | | |
| Other (as the proposer wishes to add) | | | |

| NAME OF THE COURSE | Health Care Psychology | | | | | |
|---|---|---|---|---|---|---|
| **Code** | ZSZ608 | Year of study | 1. | | | |
| Course teacher | Vesna Antičević, PhD, Associate professor | Credits (ECTS) | 2 | | | |
| Associate teachers | Slavica Kozina, PhD, Associate professor<br>Varja Đogaš, PhD, Assistant professor<br>Associates from teaching bases | Type of instruction (number of hours) | L | S | E | T |
| | | | 14 | 12 | 18 | |
| Status of the course | Mandatory | Percentage of application of e-learning | To 10% | | | |

**COURSE DESCRIPTION**

| | |
|---|---|
| Course enrolment requirements and entry competences required for the course | 1. Introducing students to basic knowledge about the impact of psychological factors on health and illness, as well as the impact of illness and physical disorders on the development of psychological problems<br>2. To introduce students to the possibilities of applying psychological methods and techniques in health care, diagnosis, treatment and rehabilitation of diseases.<br>3. To demonstrate to students the application of interviews and communication skills on patients with various diseases |
| Learning outcomes expected at the level of the course (4 to 10 learning outcomes) | Upon completion of the course the student will:<br>- recognize and understand the importance of psychology in health care,<br>- recognize and understand the characteristics of stress and adopt ways of coping with stress,<br>- recognize and understand the connection between physical illnesses and mental states and the influence of mental states on the occurrence of illness,<br>- recognize the psychosocial manifestations of chronic diseases,<br>- recognize positive and negative health behaviors,<br>- know the psychological difficulties of patients in the hospital,<br>- recognize psychological difficulties related to pregnancy and childbirth,<br>- know the psychological difficulties and interventions in rehabilitation processes after the loss of bodily functions<br>- know the techniques of psychological care in the health professions<br>- recognize the applicability of communication principles in contact with patients |

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

| Form of teaching | Topics | Student hours |
|---|---|---|
| L+S+E | Understanding the importance of psychology in health care, | 2+2+3 |
| L+S+E | History of health psychology, Health psychology and health behavior, Psychological healthcare | 2+2+3 |
| L+S+E | Physical illness and mental conditions<br>Psychological needs in diseases | 2+2+3 |
| L+S+E | Psychological reactions to loss of bodily functions<br>Qualities for psychological care | 2+2+3 |
| L+S+E | Psychological difficulties of patients in hospital<br>Models of psychological care | 2+2+3 |
| L+S+E | Stress and physical health<br>Strategies for coping with stress | 2+2+3 |
| L+S+E | Psychological manifestations of pregnancy and childbirth<br>Psychological care skills | 1+0+0 |
| L+S+E | Psychological care in health professions<br>Knowledge of psychological care | 1+0+0 |

| | |
|---|---|
| Format of instruction | ☐x lectures<br>☐x seminars and workshops<br>☐x exercises<br>☐ *on line* in entirety<br>☐ partial e-learning<br>☐ field work<br>☐x independent assignments<br>☐ multimedia<br>☐ laboratory<br>☐ work with mentor<br>☐ (other) |
| Student responsibilities | In accordance to Rules of studying and Deontological code for USSM students. |

| 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 | 0,14 | (Other) | |
| | Tests | | Oral exam | | (Other) | |
| | Written exam | 1,86 | Project | | (Other) | |

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

| Evaluation indicators | Success (points) | Share in overall grade (%) |
|---|---|---|
| Written exam | 40 | 93,02 |
| Seminar essay (presentation…) | 3 | 6,98 |
| **Total** | **43** | **100** |

**PERFORMANCE AND GRADE RATIO**

| Achieved success percentage (%) | Criteria | Grade |
|---|---|---|
| 60-69,9 | meets the minimum criteria | sufficient (2) |
| 70-79,9 | average success | good (3) |
| 80-89,9 | above average success | very good (4) |
| 90-100 | exceptional success | excellent (5) |

| Required literature (available in the library and via other media) | **Title** | **Number of copies in the library** | **Availability via other media** |
|---|---|---|---|
| | Havelka Meštrović A., Havelka, M. (2020). Zdravstvena psihologija. Naklada Slap. Jastrebarsko, 1998. | | |
| | Class materials | | |

| | |
|---|---|
| Optional literature (at the time of submission of study programme proposal) | Priest, H. (2014). Uvod u psihološku njegu u sestrinstvu i zdravstvenim strukama<br>Marks, D. F., Murray, M., Evans, B., Estacio, E. V. (2011). Health Psychology. SAGE Publications Inc. |
| Quality assurance methods that ensure the acquisition of exit competences | ▪ Teaching quality analysis by students and teachers<br>▪ Exam passing rate analysis<br>▪ Committee for control of teaching reports<br>▪ External evaluation |
| Other (as the proposer wishes to add) | |

| NAME OF THE COURSE | Communication Skills | | | | | |
|---|---|---|---|---|---|---|
| **Code** | **ZSZ609** | Year of study | 1. | | | |
| Course teacher | Vesna Antičević, PhD<br>Associate professor | Credits (ECTS) | 2 | | | |
| Associate teachers | Endica Radić Hozo, PhD | Type of instruction (number of hours) | L | S | E | T |
| | | | 12 | 0 | 18 | |
| Status of the course | Mandatory | Percentage of application of e-learning | To 10% | | | |

**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 the student will be able:<br>- to explain the basic laws of interpersonal communication,<br>- to understand the criteria for the division of communication according to the type and purpose of communication,<br>- to understand and explain the basics of information (diagnostic) communication,<br>- to understand and explain the basics of therapeutic communication,<br>- to improve basic communication skills,<br>- to develop complex communication skills for work in health care,<br>- to identify and resolve barriers to communication,<br>- to manage communication skills with people with disabilities and different ages,<br>- to identify and demonstrate basic barriers to communication with the patient and family member;<br>- to recognize and resolve simple complaints in relation to the patient and family members. |

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

| | Topic | Student hours |
|---|---|---|
| L+E | Introduction to communication skills | 2+3 |
| L+E | Information communication and interview technique<br>Therapeutic communication | 2+3 |
| L+E | Communication skills, abilities and prejudices<br>Complex communication skills: Active listening and emaphic listening | 2+3 |
| L+E | Assertiveness and communication with people with limited communication skills | 2+3 |
| L+E | Communication with people of different ages | 2+3 |
| L+E | Breaking bad news and griefing | 2+3 |

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

| | | | | | | |
|---|---|---|---|---|---|---|
| Screening student work *(name the* | Class attendance | 0,14 | Research | | Practical training | |

| | | | | | | |
|---|---|---|---|---|---|---|
| *proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)* | Experimental work | | Report | | | |
| | Essay | | Seminar essay | | (Other) | |
| | Tests | | Oral exam | | (Other) | |
| | Written exam | 1,86 | 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) | 3 | 6,98 |
| Written exam | 40 | 93,02 |
| **Total** | **43** | **100** |

**PERFORMANCE AND GRADE RATIO**

| Achieved success percentage (%) | Criteria | Grade |
|---|---|---|
| 60-69,9 | meets the minimum criteria | sufficient (2) |
| 70-79,9 | average success | good (3) |
| 80-89,9 | above average success | very good (4) |
| 90-100 | exceptional success | excellent (5) |

| Required literature (available in the library and via other media) | **Title** | **Number of copies in the library** | **Availability via other media** |
|---|---|---|---|
| | Lučanin, D., Despot Lučanin, J. (2010). Komunikacijske vještine u zdravstvu. Zdravstveno Veleučilište. Naklada Slap. Jastrebarsko. | | |
| | Class materials | | |

| | |
|---|---|
| Optional literature (at the time of submission of study programme proposal) | Knapp, M. L., Hall, J. A. (2010). Neverbalna komunikacija u ljudskoj interakciji. Naklada Slap. Jastrebarsko. |
| Quality assurance methods that ensure the acquisition of exit competences | ▪ Teaching quality analysis by students and teachers<br>▪ Exam passing rate analysis<br>▪ Committee for control of teaching reports<br>▪ External evaluation |
| Other (as the proposer wishes to add) | |

| NAME OF THE COURSE | Hygiene and Epidemiology | | | | | |
|---|---|---|---|---|---|---|
| **Code** | **ZSZ610** | Year of study | 1 | | | |
| Course teacher | Assoc. Prof. Anamarija Jurcev Savicevic, MD, PhD | Credits (ECTS) | 3 | | | |
| Associate teachers | Full Professor Rosanda Mulic, MD, PhD<br>Assoc. Prof. Ingrid Tripković, MD, PhD<br>Asst. Prof. Iris Jerončić Tomić, MD, PhD<br>Asst. Prof Zlatka Knezović, PhD<br>Mentors from teaching bases | Type of instruction (number of hours) | L | S | E | T |
| | | | 30 | 20 | 5 | |
| Status of the course | Mandatory | Percentage of application of e-learning | Up to 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:<br>- identify and describe hygienic-epidemiological concepts, phenomena and problems in the community and explain the causes of certain diseases, as well as methods of their recognition (detection);<br>- group and differentiate diseases according to their epidemiological characteristics and identify infectious diseases in sporadic and epidemic forms<br>- analyze existing data of importance to the community and interpret the impact of certain preventive measures on the spread of these diseases over a period of time;<br>- plan, implement and evaluate general and specific prevention measures<br>- collect samples for laboratory tests, manipulate delivery, storage and distribution of vaccines (cold chain), apply epidemiological surveys and basic procedures of DDD measures<br>- explain methods of controlling nosocomial infections<br>- explain and identify sources of pollution (chemical, biological and physical)<br>- explain the importance and control of healthy water and food, as well as proper disposal of waste, especially medical and especially hazardous waste<br>- explain how to carry out and supervise sterilization and disinfection procedures<br>- demonstate keeping records and storing samples |

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

| | **Subject** | |
|---|---|---|
| L | General epidemiology | 3 |
| L,S | Epidemiological concepts and epidemiological measurements | 1,1 |
| L,S | Special epidemiology | 1,4 |
| L,S | Hygiene | 1,2 |
| L | Basic factors of the epidemic process | 1 |
| S | Epidemiological methods | 1 |
| L,S | Anti-epidemic measures and procedures | 1,1 |
| L | Epidemiology of infectious diseases | 1 |
| L,S | Routes of transmission of infectious diseases | 3, 1 |
| L,S | General measures for protection against infectious diseases | 1,1 |
| S,E | Specific protection measures against infectious diseases | 1,1 |
| E | Vaccinations and calendar of mandatory vaccinations | 1 |
| S | Law on Protection of the Population from Infectious Diseases and Rulebook on Suppression of Hospital Infections | 1 |

| | | | |
|---|---|---|---|
| | L | International Sanitary Regulations | 1 |
| | L | Epidemiology of chronic mass noncommunicable diseases | 2,1 |
| | L,S | An ecological approach in understanding health and disease | 2,1 |
| | L,S,E | The most significant environmental and work environment factors that lead to disease | 6,3,1 |
| | L,S | Toxic damage and toxicological protection | 2,1 |
| | L,S,E | Assessment of individual risk factors in the environment and protection measures | 3,2,2 |
| | L,S | Basic legal provisions related to environmental protection and the Food Act | 1 |

| | | |
|---|---|---|
| Format of instruction | X lectures<br>X seminars and workshops<br>X exercises<br>☐ *on line* in entirety<br>☐ partial e-learning<br>☐ field work | ☐ independent assignments<br>☐ multimedia<br>☐ laboratory<br>☐ work with mentor<br>☐ (other) |
| Student responsibilities | Regular class attendance<br>Active participation in the teaching process<br>Password for AAI EduHr electronic identity to access 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 | 0.5 |
| | Experimental work | | Report | | | |
| | Essay | | Seminar essay | 0.5 | (Other) | |
| | Tests | | 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) | 20 | 20 |
| Written exam*** | 40 | 40 |
| Seminar essay | 20 | 20 |
| Practical training | 20 | 20 |
| **Total** | **100** | **100** |

**PERFORMANCE AND GRADE RATIO**

| Achieved success percentage (%) | Criteria | Grade |
|---|---|---|
| 60-69,9 | meets the minimum criteria | sufficient (2) |
| 70-79,9 | average success | good (3) |
| 80-89,9 | above average success | very good (4) |
| 90-100 | exceptional success | excellent (5) |

| Required literature (available in the library and via other media) | **Title** | **Number of copies in the library** | **Availability via other media** |
|---|---|---|---|
| | Ropac D., Puntarić D, i sur. Epidemiologija zaraznih bolesti. Zagreb: Medicinska naklada; 2010. | | |
| | Kolčić I., Vorko Jović A. (Ur) Epidemiologija, Zagreb: Medicinska naklada; 2012. | | |

| | | | |
|---|---|---|---|
| | Puntarić D, Miškulin M, Bošnir J. Zdravstvena ekologija. Zagreb: Medicinska naklada; 2011. | | |
| Optional literature (at the time of submission of study programme proposal) | Jurčev Savičević A, Miše K. (ur). Tuberkuloza-stara dama u novom ruhu: Zagreb: Medicinska naklada, 2021.<br>Internet and course materials | | |
| Quality assurance methods that ensure the acquisition of exit competences | ▪ Teaching quality analysis by students and teachers<br>▪ Exam passing rate analysis<br>▪ Committee for control of teaching reports<br>▪ External evaluation | | |
| Other (as the proposer wishes to add) | | | |

| NAME OF THE COURSE | Sociology of Health | | | | | |
|---|---|---|---|---|---|---|
| **Code** | **ZSZ611** | Year of study | 1. | | | |
| Course teacher | Ana Ćurković, PhD, Assistant professor | Credits (ECTS) | 1.5 | | | |
| Associate teachers | Ana Jeličić, PhD, Assistant professor | Type of instruction (number of hours) | L | S | E | T |
| | | | 20 | 12 | | |
| Status of the course | Mandatory | Percentage of application of e-learning | Under 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:<br>- reproduce basic sociological knowledge for understanding the importance of social issues in medicine, health and health care, social policies in professional health care,<br>- conduct, at the individual level, an elementary analysis of observed political and social phenomena and connect the results of analyzes with the needs of their future profession,<br>- interpret basic knowledge of the principle of justice and equality in society and the importance of interdisciplinarity in the provision of health care,<br>- explain the historical sequence of origin and development of socio-medical determinants,<br>- explain the adopted basic sociological concepts that determine the position of man in society and the community,<br>- recognize the sociological importance of health care and the position of health care workers in society and the community,<br>- understand basic socio-medical criteria and research methods. |

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

| Type of instruction | Subject | Number of hours |
|---|---|---|
| L | Basic sociological concepts, the concept of sociology, the field of sociology, the scientific view of society | 1 |
| L | Sociology of health (medical sociology): history, definition, development, area of interest, topics, similarities and differences with other disciplines (social medicine and medical sociology) | 2 |
| L | Sociological theories of health and disease | 1 |
| L | Defining health and disease, normal and pathological | 2 |
| L/S | Social determinants of health and disease: class, age, gender, race and health, the role of culture in understanding health and disease | 2/2 |
| L/S | Social stratification: health and social inequalities | 2/2 |
| L/S | Quality of life, health improvement, life satisfaction and health (work, leisure) | 1/2 |
| L | Health behavior, patient role, roles and relationships of patient and health professionals | 1 |
| L/S | Mental illness, labeling and stigma | 1/2 |
| L/S | Social capital and health, stress and social support | 1/2 |
| L | Health systems and medical professions | 1 |
| L/S | Alternative and integrative medicine | 1/2 |
| L | Individual health and community health | 2 |
| L | Health promotion | 2 |

<table>
<tr><td>Format of instruction</td><td>☒ lectures<br>☒seminars and workshops<br>☐ exercises<br>☐ on line in entirety<br>☐ partial e-learning<br>☐ field work</td><td>☐ independent assignments<br>☐ multimedia<br>☐ laboratory<br>☐ work with mentor<br>☐ (other)</td></tr>
<tr><td>Student responsibilities</td><td colspan="2">Regular class attendance<br>Active participation in the teaching process<br>Password for AAI EduHr electronic identity to access e-learning</td></tr>
<tr><td>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 colspan="2">
<table>
<tr><td>Class attendance</td><td></td><td>Research</td><td></td><td>Practical training</td><td></td></tr>
<tr><td>Experimental work</td><td></td><td>Report</td><td></td><td></td><td></td></tr>
<tr><td>Essay</td><td></td><td>Seminar essay</td><td>0.30</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>1.20</td><td>Project</td><td></td><td>(Other)</td><td></td></tr>
</table>
</td></tr>
<tr><td>Grading and evaluating student work in class and at the final exam</td><td colspan="2">
<table>
<tr><th>Evaluation indicators</th><th>Success (points)</th><th>Share in overall grade (%)</th></tr>
<tr><td>Written exam</td><td>40</td><td>80</td></tr>
<tr><td>Seminar essay (presentation…)</td><td>10</td><td>20</td></tr>
<tr><td>Total</td><td>50</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>60-69,9</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="2">
<table>
<tr><th>Title</th><th>Number of copies in the library</th><th>Availability via other media</th></tr>
<tr><td>Cerjan-Letica G, Letica S, Babić-Bosanac S, Mastilica M, Orešković S. Medicinska sociologija, Medicinska knjiga Zagreb, 2003.</td><td></td><td></td></tr>
<tr><td>Štifanić M, Medicinska sociologija, Adamić, Rijeka, 2001. (str. 9.-65., 86.-108.)</td><td></td><td></td></tr>
<tr><td>Orešković, S. Novi društveni ugovor: Medicinska sociologija i znanost o životu, M.A.K. Golden, Zagreb, 1997. (str. 153.-164.)</td><td></td><td></td></tr>
</table>
</td></tr>
<tr><td>Optional literature (at the time of submission of study programme proposal)</td><td colspan="2"></td></tr>
<tr><td>Quality assurance methods that ensure the acquisition of exit competences</td><td colspan="2">▪ Teaching quality analysis by students and teachers<br>▪ Exam passing rate analysis<br>▪ Committee for control of teaching reports<br>▪ External evaluation</td></tr>
<tr><td>Other (as the proposer wishes to add)</td><td colspan="2"></td></tr>
</table>

| NAME OF THE COURSE | Public Health | | | | | |
|---|---|---|---|---|---|---|
| **Code** | **ZSZ613** | Year of study | 1. | | | |
| Course teacher | Assoc. Prof. Anamarija Jurcev Savicevic, MD, PhD | Credits (ECTS) | 1 | | | |
| Associate teachers | Full Professor Rosanda Mulic, MD, PhD<br>Asst. Prof. Iris Jerončić Tomić, MD, PhD<br>Asst. Prof. Ana Ćurković, MD<br>Asst. Prof. Željka Karin,MD, PhD<br>Asst. Prof. Ivana Marasović-Šušnjara, MD, PhD | Type of instruction (number of hours) | L | S | E | T |
| | | | 15 | 5 | | |
| Status of the course | Mandatory | Percentage of application of e-learning | Up to 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:<br>- explain the basic concepts in the field of public health (health, health care system, health economy)<br>- identify and describe risk factors that affect health in all groups of society and analyze and relate the relationship between them<br>- describe the basic indicators of demographic vital statistics of the Republic of Croatia and basic health-statistical indicators of health and disease<br>- state the definition of health and disease, community health and define vulnerable groups<br>- distinguish the types of health care institutions and health activities and the level of health care<br>- assess the responsibility and competence of health professionals<br>- explain the validity of health care and health insurance<br>- explain the principles of community intervention and methods of health education and health promotion<br>- deal with health documentation and reports in health care and procedures with the same<br>- understand data secrecy and human rights<br>- describe the methods of social intervention in the field of social security, unemployment and health |

| Course content broken down in detail by weekly class schedule (syllabus) | | | |
|---|---|---|---|
| | | | |
| | L | The role and tasks of public health as part of unique medicine. Health, health standards | 2 |
| | L | Disease and the natural course of the disease | 2 |
| | L | Factors affecting the health of the individual and the community | 1 |
| | S | Community demographic health | 1 |
| | S | The impact of primary social communities on the health of the individual | 1 |
| | L | Basic skills of communication with the individual / patient | 2 |
| | L | Health and disease in the life cycle (childhood, adolescence, adulthood, old age) | 1 |
| | S | Minority and segregated groups | 1 |

| | | | |
|---|---|---|---|
| | L | Health behavior and principles of health education and health promotion | 2 |
| | S | Basics of recognizing the socio-medical needs of vulnerable groups | 2 |
| | L | Basic principles of medical ethics | 2 |
| | L | Health workers, Health insurance, Public and private health | 2 |

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

| Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)* | | | | | | |
|---|---|---|---|---|---|---|
| Class attendance | 0.5 | Research | | Practical training | | |
| Experimental work | | Report | | | | |
| Essay | | Seminar essay | | (Other) | | |
| Tests | | Oral exam | | (Other) | | |
| Written exam | 0.5 | Project | | (Other) | | |

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

| Evaluation indicators | Success (points) | Share in overall grade (%) |
|---|---|---|
| Written exam | 50 | 50 |
| Attendance and activity on lectures and seminars (for 100% attendance) | 50 | 50 |
| **Total** | **100** | **100** |

**PERFORMANCE AND GRADE RATIO**

| Achieved success percentage (%) | Criteria | Grade |
|---|---|---|
| 60-69,9 | meets the minimum criteria | sufficient (2) |
| 70-79,9 | average success | good (3) |
| 80-89,9 | above average success | very good (4) |
| 90-100 | exceptional success | excellent (5) |

| Required literature (available in the library and via other media) | **Title** | **Number of copies in the library** | **Availability via other media** |
|---|---|---|---|
| | Puntarić D, Ropac D, Jurčev Savičević A. i sur. Javno zdravstvo. Zagreb: Medicinska naklada; 2015 | | |

| | |
|---|---|
| Optional literature (at the time of submission of study programme proposal) | Internet and course materials |
| Quality assurance methods that ensure the acquisition of exit competences | ▪ Teaching quality analysis by students and teachers<br>▪ Exam passing rate analysis<br>▪ Committee for control of teaching reports<br>▪ External evaluation |

| | |
|---|---|
| Other (as the proposer wishes to add) | |

| NAME OF THE COURSE | Biochemistry | | | | | |
|---|---|---|---|---|---|---|
| **Code** | **ZSZ614** | Year of study | 1 | | | |
| Course teacher | Full Prof. Irena Drmić Hofman, PhD | Credits (ECTS) | 2 | | | |
| Associate teachers | Ivana Franić, MSc | Type of instruction (number of hours) | L | S | E | T |
| | | | 20 | 10 | | |
| Status of the course | Essential | Percentage of application of e-learning | Up to 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 the student will be able to:<br>- define electrolyte status<br>- distinguish isotonic solutions from hypo- and hypertonic solutions<br>- define the acid-base status and recognize the laws of buffer behavior into the human body<br>- explain the function of hemoglobin and the mechanism of oxygen transfer<br>- describe the action of enzymes and vitamins as precursors of coenzymes<br>- indicate the biochemical reactions in the metabolic pathways of catabolism and anabolism of carbohydrates, fats, and proteins<br>- explain the principles of action of hormones<br>- explain the biochemical mechanism of blood clotting<br>- state and explain the basic tests for the analysis of metabolic functions (glucose, cholesterol and triglycerides; urea, creatinine and urine)<br>- list and describe the principles of the basic tests of liver function (aminotransferase, GGT, LDH, bilirubin, albumin, basic coagulation tests) |

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

| Teaching Methods | Topic | No. of student hours |
|---|---|---|
| L/S | Fluid and electrolyte balance | 2/1 |
| L/S | Acidobase balance | 2/1 |
| L/S | Hemoglobin | 2/1 |
| L/S | Enzymes and vitamins as precursors of coenzymes | 2/1 |
| L/S | Metabolic fuels | 2/1 |
| L/S | Metabolism of carbohydrates | 2/1 |
| L/S | Metabolism of fats | 2/2 |
| L/S | Metabolism of proteins | 2/1 |
| L/S | Hormones | 2/1 |
| L | Tests of basic metabolic functions | 1 |
| L | Liver function tests | 1 |

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

<table>
<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></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</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>Evaluation indicator</th><th>Success (points)</th><th>Share in the grade (%)</th></tr>
<tr><td>Written exam</td><td>30</td><td>100</td></tr>
<tr><td>Total</td><td>30</td><td>100</td></tr>
</table>
RATIO OF SUCCESS AND EVALUATION
<table>
<tr><th>Achieved success percentage (%)</th><th>Criteria</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 rowspan="3">Required literature (available in the library and via other media)</td><td colspan="3">Title</td><td>Number of copies in the library</td><td>Availability via other media</td></tr>
<tr><td colspan="3">1. Topić E, Primorac D, Janković S: Medical and Biochemical Diagnostics in Clinical Practice. Medicinska naklada, Zagreb, 2nd edition, 2018.</td><td></td><td></td></tr>
<tr><td colspan="3">2. Harper's Illustrated Biochemistry, Medicinska naklada, Zagreb, 28 th edition Lange Medical Books / McGraw-Hill, 2009. (Croatian translation, 2011.)</td><td></td><td></td></tr>
<tr><td>Optional literature (at the time of submission of study programme proposal)</td><td colspan="6">Murphy MJ, Srivastava R, Deans K. Clinical Biochemistry, 6th Edition, Elsevier, 2018.</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<br>▪ Exam passing rate analysis<br>▪ Committee for control of teaching reports<br>▪ External evaluation</td></tr>
<tr><td>Other (as the proposer wishes to add)</td><td colspan="6"></td></tr>
</table>

| NAME OF THE COURSE | Biophysics | | | | | |
|---|---|---|---|---|---|---|
| **Code** | **ZSZ615** | Year of study | 1 | | | |
| Course teacher | Prof. Ivica Aviani, PhD | Credits (ECTS) | 2 | | | |
| Associate teachers | Prof. Ante Bilušić, PhD<br>Mr. Darijo Radović, dr. med., senior lecturer | Type of instruction (number of hours) | L | S | E | T |
| | | | 20 | 5 | | |
| Status of the course | Compulsory | Percentage of application of e-learning | Up to 20 % | | | |

**COURSE DESCRIPTION**

| | |
|---|---|
| Course enrolment requirements and entry competences required for the course | .<br><br>No requirements |
| Learning outcomes expected at the level of the course (4 to 10 learning outcomes) | Upon completion and passing of the course, students are expected to be able to:<br>• interpret and use physical quantities and units used in biophysics.<br>• apply basic physical laws to describe the operation of medical devices.<br>• apply basic physical laws to describe the functioning of the human body.<br>• apply basic physical laws to describe the interaction of the human body with the environment.<br>• explain the principles of operation of basic medical devices.<br>• explain the physical principles of basic methods of medical diagnosis.<br>• - explain the effects of external energy sources on the human body. |

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

| Type of class | Subject | Number of hours |
|---|---|---|
| lecture | PHYSICAL QUANTITIES AND UNITS<br>- Introduction<br>- Fundamental and derived units of measurement<br>- Units of length, weight, mass, time | 1 |
| lecture | LAWS OF MOTION<br>- Speed and acceleration<br>- Newton's laws of motion<br>- Inertial forces | 2 |
| lecture | EFFECTS OF GRAVITATIONAL FORCES ON THE HUMAN BODY<br>- Center of gravity and equilibrium of the Body<br>- The law of leverage<br>- Density, sedimentation, centrifugation<br>- Influence of weightlessness and extreme gravity | 2 |
| lecture | WORK, POWER, ENERGY<br>- Work, power, energy<br>- Types and transformations of energy: application of conservation laws | 1 |
| lecture | PRESSURE IN THE HUMAN BODY<br>- Pressure: atmospheric, hydrostatic, hydraulic, osmotic<br>- Effect of extreme pressures, decompression<br>- Measurements of body pressure<br>- Arterial and venous blood pressure<br>- Eye pressure and intracranial pressure | 2 |
| lecture | FLUID MECHANICS<br>- Surface tension and capillary effects<br>- Fluid flow, viscosity, Bernoulli effect<br>- Cardiovascular system | 2 |
| lecture | HEAT AND TEMPERATURE | 2 |

| | | | |
|---|---|---|---|
| | | - Heat: nature, measurement, specific heat<br>- Temperature scales<br>- Heat Transfer: Thermal conductors and insulators<br>- States of matter<br>- Evaporation, boiling, relative humidity<br>- Maintenance and regulation of body temperature | |
| | lecture | SOUND AND HEARING<br>- Appearance of sound: sources and receivers<br>- Description of Sound Waves: Frequency, intensity, and speed<br>- Hearing threshold, noise, protection<br>- Use of ultrasound | 1,5 |
| | lecture | LIGHT AND SEEING<br>- Laws of propagation of light<br>- Elements of the eye, vision correction, use of lenses<br>- Biological effects of light<br>- Use of light in diagnosis and therapy | 1,5 |
| | lecture | ELECTRICITY AND MAGNETISM<br>- Voltage, current, resistance<br>- Electric current in solids, electrolytes, gasses and in vacuum<br>- Electrical properties of cells and tissues<br>- Membrane potentials, conductivity of nerves<br>- Electricity and the human body<br>- Rhythm generator and defibrillation<br>- EKG, EEG, EMG, EKT<br>- magnetotherapy | 2 |
| | lecture | ELECTROMAGNETIC RADIATION<br>- Electromagnetic waves<br>- Atomic structure and electronic transitions<br>- Electromagnetic radiation spectrum<br>- Ionizing and non-ionizing radiation<br>- The effect of radiation on the human body | 1 |
| | lecture | NUCLEAR DIAGNOSTICS AND THERAPY<br>- Structure of atoms and isotopes<br>- MRI<br>- Atomic energy, radioactivity<br>- Use of radioactive isotopes in medicine, PET<br>- radiation, unit and dose protection<br>- X-rays, CT | 2 |
| | seminar | Biophysical basics of haemorheology (pressures and volumes of blood in the vascular system) | 1 |
| | seminar | Biophysical basics of the physiology of seeing and hearing | 1 |
| | seminar | Electromagnetic radiation in medicine and radiation protection | 2 |
| | seminar | Biophysical basics of diagnostic methods | 1 |

| | | |
|---|---|---|
| Format of instruction | ☒ lectures<br>☒ seminars and workshops<br>☐ exercises<br>☐ *on line* in entirety<br>☒ partial e-learning<br>☐ field work | ☐ independent assignments<br>☒ multimedia<br>☐ laboratory<br>☐ work with mentor<br>☐ (other) |
| Student responsibilities | Regular class attendance<br>Active participation in the teaching process<br>Password for AAI EduHr electronic identity to access 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>0.4</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></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>1,6</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><td>The final grade will constitute of</td><td>Percentage of grade (%)</td></tr>
<tr><td>Attendance and activity in lectures and seminars</td><td>20</td></tr>
<tr><td>Written exam</td><td>80</td></tr>
<tr><td>Total</td><td>100</td></tr>
</table>
SUCCESS AND ASSESSMENT RELATIONSHIP
<table>
<tr><td>Percentage of grade achieved (%)</td><td>Description of criteria</td><td>Grade</td></tr>
<tr><td>60 – 69.9</td><td>met 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 sucess</td><td>excelent (5)</td></tr>
</table>
</td></tr>
<tr><td rowspan="4">Required literature (available in the library and via other media)</td><td colspan="3">Title</td><td>Number of copies in the library</td><td>Availability via other media</td></tr>
<tr><td colspan="3">Materials and presentations from lectures and seminars, Merlin, SRCE, 2021. https://moodle.srce.hr/2021-2022/</td><td></td><td></td></tr>
<tr><td colspan="3">Paul Davidovits, Physics in Biology and Medicine, 3rd ed, Academic Press, New York 2019.</td><td></td><td></td></tr>
<tr><td colspan="3">I. Aviani and A.Bilušić, Fundamentals of Biophysics in Health Care, University of Split, under construction</td><td></td><td></td></tr>
<tr><td>Optional literature (at the time of submission of study programme proposal)</td><td colspan="6">B. Middleton, J. Phillips, R. Thomas, S. Stacey, Physics in Anaesthesia, Oxfordshire, United Kingdom, Scion Publishing Ltd.,2012.</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<br>▪ Exam passing rate analysis<br>▪ Committee for control of teaching reports<br>▪ External evaluation</td></tr>
<tr><td>Other (as the proposer wishes to add)</td><td colspan="6"></td></tr>
</table>

| NAME OF THE COURSE | Anatomy | | | | | |
|---|---|---|---|---|---|---|
| **Code** | **ZSZ616** | Year of study | First | | | |
| Course teacher | Prof. Ivica Grković, MD PhD | Credits (ECTS) | 3 | | | |
| Associate teachers | Prof. Ana Marušić, MD PhD<br>Prof. Katarina Vilović, MD PhD<br>Prof. Katarina Vukojević, MD PhD<br>Associates from teaching bases | Type of instruction (number of hours) | L | S | E | T |
| | | | 26 | 20 | 20 | |
| Status of the course | Mandatory | Percentage of application of e-learning | 0% | | | |

**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) | Knowledge, to be able to:<br>- describe basic anatomy and structure of organs and organ systems<br>- analyse the structure of the human body and interpret the vital functions<br>- demonstrate the application of general anatomical principles and concepts to organs/organ systems<br>- recognize the importance of continuous revision of knowledge on the structure of the human body for the comprehension of teaching units in clinical medicine (in later years of study), as well as throughout their professional life. |

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

| | | |
|---|---|---|
| 1. | Introduction and osteology 1 and 2 | |
| 2. | Joints 1 and 2 | |
| 3. | Muscular systems 1 and 2 | |
| 4. | Cardiovascular system | |
| 5. | Digestive system | |
| 6. | Respiratory system | |
| 7. | Urinary system | |
| 8. | Reproductive system | |
| 9. | Nervous system | |
| 10. | Sensory system | |
| | | |

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

| Screening student work *(name the proportion of ECTS credits for each* | | | | | | |
|---|---|---|---|---|---|---|
| | Class attendance | | Research | | Practical training | |
| | Experimental work | | Report | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| *activity so that the total number of ECTS credits is equal to the ECTS value of the course)* | Essay | | Seminar essay | | (Other) | |
| | Tests | 3 | Oral exam | | (Other) | |
| | Written exam | | Project | | (Other) | |

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

| Evaluation indicators | Success (points) | Share in overall grade (%) |
|---|---|---|
| Written exam | 50 | 50 |
| **Total** | **50** | **100** |

**PERFORMANCE AND GRADE RATIO**

| Achieved success percentage (%) | Criteria | Grade |
|---|---|---|
| 60-69,9 | meets the minimum criteria | sufficient (2) |
| 70-79,9 | average success | good (3) |
| 80-89,9 | above average success | very good (4) |
| 90-100 | exceptional success | excellent (5) |

Required literature (available in the library and via other media)

| **Title** | **Number of copies in the library** | **Availability via other media** |
|---|---|---|
| Bajek, S; Bobinac, D; Jerković, R; Malnar, D. Sustavna anatomija čovjeka. Digital point tiskara. Rijeka, 2007. | | |
| Netter, F.H.: Atlas of Human Anatomy, ICON Learning Systems; 3rd Bk&Cdr edition, 2003 | | |

Optional literature (at the time of submission of study programme proposal)

Sobotta: Atlas anatomije čovjeka, Svezak 1 & 2, Naklada Slap, 2000
Bobinac D., Dujmović M.: Osnove anatomije, Glosa. Rijeka, 2003.

Quality assurance methods that ensure the acquisition of exit competences

Regularity of attending classes:
- - lectures - at least 80% of all classes attended,
- - seminars 90% and exercises 100%,
- - active participation in classes.

Other (as the proposer wishes to add)

| NAME OF THE COURSE | Physiology | | | | | |
|---|---|---|---|---|---|---|
| **Code** | **ZSZ617** | Year of study | 1 | | | |
| Course teacher | Assoc. Ante Obad, PhD, MD | Credits (ECTS) | 3 | | | |
| Associate teachers | Prof. Maja Valić, PhD, MD<br>Prof. Zoran Valić, PhD, MD | Type of instruction (number of hours) | L | S | E | T |
| | | | 30 | 7 | 10 | |
| Status of the course | Mandatory | Percentage of application of e-learning | Up to 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, students will be able to:<br>- Describe main physiological processes at the cellular level, organsystems and organism as a whole<br>- Define normal functions of all organ systems of the human body: cardiovascular, hematopoietic, musculoskeletal, respiratory, digestive,uropoietic, immune, endocrine and nervous systems<br>- Explain and understand the interrelationships between individualorgan systems in the human body<br>- Interpret general response patterns of an organism<br>- Explain the basic principles of functional tests and identify deviations from normal values. |

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

| Type | THEME | Hours |
|---|---|---|
| P | Introduction to physiology (cell physiology and general physiology) | 2 |
| P | Muscle and neuromuscular transmission | 3 |
| P | Neuroscience | 3 |
| P | Heart | 4 |
| P | Human arterial and venous system | 3 |
| P | Kidneys | 3 |
| P | Erythrocytes and blood groups | 3 |
| P | Respiration | 3 |
| P | General principles of gastrointestinal function | 3 |
| P | Introduction to endocrinology | 3 |
| S | Cardiac output volume control | 2 |
| S | Tissue control of blood flow, regulation of circulation | 2 |
| S | Hemostasis and blood clotting | 1 |
| S | Blood pressure regulation | 2 |
| E | Pressure measurement | 3 |
| E | ECG recording and interpretation | 3 |
| E | Spirometry | 1 |
| E | Ultrasound in clinical practice | 3 |

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

<table>
<tr><td>Student responsibilities</td><td colspan="6">Regular class attendance<br>Active participation in the teaching process<br>Password for AAI EduHr electronic identity to access 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>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></td><td colspan="2">(Other)</td></tr>
<tr><td>Tests</td><td></td><td>Oral exam</td><td></td><td colspan="2">(Other)</td></tr>
<tr><td>Written exam</td><td>1,5</td><td>Project</td><td></td><td colspan="2">(Other)</td></tr>
<tr><td>Grading and evaluating student work in class and at the final exam</td><td colspan="6">
<table>
<tr><th>Evaluation indicators</th><th>Success (points)</th><th>Share in overall grade (%)</th></tr>
<tr><td>Written exam</td><td>100</td><td>50</td></tr>
<tr><td>Total</td><td>100</td><td>100</td></tr>
</table>
RATIO OF SUCCESS AND EVALUATION
<table>
<tr><th>Achieved success percentage (%)</th><th>Criteria</th><th>Grade</th></tr>
<tr><td>60-69,9</td><td>meets minimum criteria</td><td>sufficient (2)</td></tr>
<tr><td>70-79,9</td><td>average success</td><td>good (3)</td></tr>
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<tr><td>90-100</td><td>outstanding 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="2">Title</td><td>Number of copies in the library</td><td colspan="2">Availability via other media</td></tr>
<tr><td colspan="2">Guyton AC, Hall JE. Medical Physiology. 11. ed.Zagreb: Medicinska naklada; 2006.</td><td></td><td colspan="2"></td></tr>
<tr><td>Optional literature (at the time of submission of study programme proposal)</td><td colspan="6">Materials distributed to students during lectures and exercises.</td></tr>
<tr><td>Quality assurance methods that ensure the acquisition of exit competences</td><td colspan="6">Regularity of attending classes:<br>1. lectures - at least 80% of all classes attended,<br>2. seminars 90% and exercises 100%,<br>3. active participation in classes.</td></tr>
<tr><td>Other (as the proposer wishes to add)</td><td colspan="6"></td></tr>
</table>

| NAME OF THE COURSE | Biology | | | | | |
|---|---|---|---|---|---|---|
| **Code** | ZSZ618 | Year of study | 1. | | | |
| Course teacher | Sendi Kuret, PhD, Assistant Professor | Credits (ECTS) | 2 | | | |
| Associate teachers | | Type of instruction (number of hours) | L | S | E | T |
| | | | 20 | 10 | | |
| Status of the course | Mandatory | Percentage of application of e-learning | Up to 10% | | | |

**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 passing the exam the student will be able to:<br>- describe the structure of a eukaryotic cell and compare it with the structure of a prokaryotic cell,<br>- define and describe cell compartments and join them into a functional entirety,<br>- analyze and describe individual phases of the cell cycle and cell division,<br>- explain cell renewal, aging and cell death,<br>- explain the basic principles of genetics and solve simple tasks in this area. |

| Course content broken down in detail by weekly class schedule (syllabus) | | | |
|---|---|---|---|
| | L/S | Cell structure and function. Prokaryotes *vs* Eukaryotes. Cell chemistry. Macromolecules. | |
| | L/S | Deoxyribonucleic acid – DNA. | |
| | L/S | Ribonucleic acid - RNA. Transcription. | |
| | L/S | The nucleus. DNA-RNA-Proteins. Translation. | |
| | L/S | Cell membrane-structure and transport. | |
| | L/S | Bioenergetics and metabolism. | |
| | L/S | Cytoskeleton and cell movement. | |
| | L/S | Cell cycle. Fertilization. | |
| | L/S | Basic principles of medical genetics. | |
| | L/S | Cell death and cell renewal. | |
| | | | |

| Format of instruction | | |
|---|---|---|
| | ☒ lectures<br>☒ seminars and workshops<br>☐ exercises<br>☐ *on line* in entirety<br>☒ partial e-learning<br>☐ field work | ☐ independent assignments<br>☐ multimedia<br>☐ laboratory<br>☐ work with mentor<br>☐ (other) |
| Student responsibilities | Regular class attendance<br>Active participation in the teaching process<br>Password for AAI EduHr electronic identity to access 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 | 0.4 | Research | | Practical training | |
| | Experimental work | | Report | | | |
| | Essay | | Seminar essay | 0,40 | (Other) | |
| | Tests | | Oral exam | | (Other) | |
| | Written exam | 1,20 | Project | | (Other) | |

<table>
<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</td><td>20</td><td>20</td></tr>
<tr><td>Written exam</td><td>80</td><td>80</td></tr>
<tr><td>Total</td><td>100</td><td>100</td></tr>
</table>
<br>SUCCESS AND ASSESSMENT RELATIONSHIP
<table>
<tr><th>Percentage of grade achieved (%)</th><th>Description of criteria</th><th>Grade</th></tr>
<tr><td>60 – 69.9</td><td>met minimum criteria</td><td>sufficient (2)</td></tr>
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</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>Cooper GM, Hausman RE. The Cell, a Molecular Approach. 8th ed. Washington DC, Sunderland (Massachusetts): ASM Press, Sinauer Associates; 2019.</td><td></td><td></td></tr>
</table>
</td></tr>
<tr><td>Optional literature (at the time of submission of study programme proposal)</td><td>Cox TM, Sinclair J. Molecular biology in medicine. Blackwell Science, 1997. Oxford, UK (selected chapters).</td></tr>
<tr><td>Quality assurance methods that ensure the acquisition of exit competences</td><td>▪ Teaching quality analysis by students and teachers<br>▪ Exam passing rate analysis<br>▪ Committee for control of teaching reports<br>▪ External evaluation</td></tr>
<tr><td>Other (as the proposer wishes to add)</td><td></td></tr>
</table>

| NAME OF THE COURSE | Embriology and Histology | | | | | |
|---|---|---|---|---|---|---|
| **Code** | **ZSZ619** | Year of study | 1. | | | |
| Course teacher | Snježana Mardešić<br>Full professor | Credits (ECTS) | 2. | | | |
| Associate teachers | Associates in teaching bases | Type of instruction (number of hours) | L | S | E | T |
| | | | 20 | 10 | | |
| Status of the course | Mandatory | Percentage of application of e-learning | Up to 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, students will be able to:<br>- describe basic tissues of the human body<br>- explain the basic principles of histological structure of organ systems and basic histological techniques<br>- identify tissues in histological sections<br>- describe the structure and function of reproductive cells, reproductive glands and fertilisation<br>- explain the process of implantation and stages of development of the fetus till birth<br>- describe mechanisms of occurrence of congenital anomalies. |

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

| | Themes | Hours |
|---|---|---|
| L | Reproductive cells, menstrual cycle and fertilisation | 2 |
| L | Implantation, embryonic and fetal period, placenta | 2 |
| L, S | Congenital anomalies | 1, 1 |
| L, S | Histological techniques | 1, 1 |
| L, S | Epithelial and connective tissue | 1, 1 |
| L, S | Cartilage and bone tissue | 1, 1 |
| L, S | Muscle tissue | 2, 1 |
| L | Nervous tissue | 2 |
| L, S | Circulatory and immune system | 2 |
| L, S | Basic structure of the digestive system | 2, 1 |
| L, 2 | Respiratory system | 2, 1 |
| L, S | Endocrine system | 1, 2 |
| L, S | Urinary tract | 1, 1 |

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

| | | | | | | |
|---|---|---|---|---|---|---|
| Screening student work *(name the proportion of ECTS credits for each* | Class attendance | | Research | | Practical training | |
| | Experimental work | | Report | | | |

<table>
<tr><td rowspan="3">activity so that the total number of ECTS credits is equal to the ECTS value of the course)</td><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</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>Evaluation indicators</th><th>Success (points)</th><th>Share in overall grade (%)</th></tr>
<tr><td>Written exam</td><td>30</td><td>100</td></tr>
<tr><td>Total</td><td>30</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>60-69,9</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>
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</td></tr>
<tr><td rowspan="2">Required literature (available in the library and via other media)</td><td colspan="3">Title</td><td>Number of copies in the library</td><td>Availability via other media</td></tr>
<tr><td colspan="3">Mirna Saraga-Babić, Livia Puljak, Snježana Mardešić, Sandra Kostić, Damir Sapunar. Embriologija i histologija čovjeka (za studente preddiplomskih sveučilišnih zdravstvenih studija). Split, 2014. Nakladnik: Sveučilište u Splitu. Dostupno na: https://www.webknjizara.hr/knjige/medicina/embriologija-i-histologija-covjeka-grupa-autora</td><td></td><td></td></tr>
<tr><td>Optional literature (at the time of submission of study programme proposal)</td><td colspan="6">1. Sapunar D, Saraga Babić M. Histološki atlas – CD izdanje. Split: Medicinski fakultet u Splitu. Dostupno na: http://genom.mefst.hr/HistologyAtlas/index.htm<br>2. Lecture abstracts</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<br>▪ Exam passing rate analysis<br>▪ Committee for control of teaching reports<br>▪ External evaluation</td></tr>
<tr><td>Other (as the proposer wishes to add)</td><td colspan="6"></td></tr>
</table>

| NAME OF THE COURSE | Basics of Nursing Care | | | | | |
|---|---|---|---|---|---|---|
| **Code** | **ZSZ620** | Year of study | 1. | | | |
| Course teacher | Prof. Julije Meštrović, MD, PhD | Credits (ECTS) | 1 | | | |
| Associate teachers | Diana Aranza, master of Nursing | Type of instruction (number of hours) | L | S | E | T |
| | | | 15 | 4 | | |
| Status of the course | Mandatory | Percentage of application of e-learning | up to 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) | 1. To explain the nature, characteristics and principles of health care;<br>2. To explain health care related to meeting basic human needs;<br>3. To describe the admission, transfer and discharge of the patient;<br>4. To carry out a suitable disinfection and sterilization procedure;<br>5. To measure vital signs, notice deviations from normal values and to take appropriate interventions;<br>6. To assess bodily excretions, identify deviations and difficulties and apply appropriate interventions;<br>7. To apply enteral and parenteral therapy;<br>8. Planning and implementing care for a patient with cognitive-perceptual difficulties, an elderly patient, and a dying patient;<br>9. Conducting a physical examination of the patient<br>10. To properly write and process nursing documentation |

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

| Teaching methods | Topic | Number of student hours |
|---|---|---|
| L1 | Vital signs in children | 2 |
| L2 | Features and principles of health care<br>Admission, transfer and discharge of the patient from the health institution. | 2 |
| L3 | Basic human needs. | 2 |
| L4 | General infection prevention procedures. | 2 |
| L5 | Vital signs. | 3 |
| L6 | Body excretions. | 2 |
| L7 | Application of drugs. | 2 |
| S1-4 | Nursing care to maintain skin integrity. Nursing care for patients with cognitive-perceptual difficulties. Nursing care for elderly. Nursing care for dying patients. Nursing documentation. Providing nursing care for specific groups of patients. | 4 |

| | | |
|---|---|---|
| Format of instruction | X lectures<br>X seminars and workshops<br>☐ exercises<br>☐ *on line* in entirety<br>Xpartial e-learning<br>☐ field work | X independent assignments<br>☐ multimedia<br>☐ laboratory<br>☐ work with mentor<br>☐ (other) |
| Student responsibilities | Regular class attendance<br>Active participation in the teaching process<br>Password for AAI EduHr electronic identity to access e-learning | |

<table>
<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 colspan="2">Practical training</td><td></td></tr>
<tr><td>Experimental work</td><td></td><td>Report</td><td></td><td colspan="2"></td><td></td></tr>
<tr><td>Essay</td><td></td><td>Seminar essay</td><td>0,33</td><td colspan="2">(Other)</td><td></td></tr>
<tr><td>Tests</td><td></td><td>Oral exam</td><td></td><td colspan="2">(Other)</td><td></td></tr>
<tr><td>Written exam</td><td>0,67</td><td>Project</td><td></td><td colspan="2">(Other)</td><td></td></tr>
<tr><td>Grading and evaluating student work in class and at the final exam</td><td colspan="7">
<table>
<tr><th>Evaluation indicators</th><th>Success (points)</th><th>Share in overall grade (%)</th></tr>
<tr><td>Written exam</td><td>40</td><td>66,67</td></tr>
<tr><td>Seminar essay (presentation…)</td><td>20</td><td>33,33</td></tr>
<tr><td>Total</td><td>60</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>60-69,9</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 rowspan="4">Required literature (available in the library and via other media)</td><td colspan="4">Title</td><td>Number of copies in the library</td><td>Availability via other media</td></tr>
<tr><td colspan="4">1. Čukljek S. Basics of Nursing care. University of Applied Health Sciences, Zagreb, 2005.</td><td></td><td></td></tr>
<tr><td colspan="4">2. Henderson, V. Basic Principles of Nursing Care. HUSE and HUMS, Zagreb 1994.</td><td></td><td></td></tr>
<tr><td colspan="4">3. Aranza D. Teaching materials.</td><td></td><td></td></tr>
<tr><td>Optional literature (at the time of submission of study programme proposal)</td><td colspan="7">1. Fučkar, G. Process of Nursing Care. School of Medicine of the University of Zagreb. Zagreb, 1992 (select chapters).<br>2. Fučkar, G. Nursing Diagnoses. HUSE. Zagreb 1992 (select chapters)</td></tr>
<tr><td>Quality assurance methods that ensure the acquisition of exit competences</td><td colspan="7">▪ Teaching quality analysis by students and teachers<br>▪ Exam passing rate analysis<br>▪ Committee for control of teaching reports<br>▪ External evaluation</td></tr>
<tr><td>Other (as the proposer wishes to add)</td><td colspan="7"></td></tr>
</table>

| NAME OF THE COURSE | Introduction to Physiotherapy | | | | | |
|---|---|---|---|---|---|---|
| **Code** | **ZSF601** | Year of study | 1. | | | |
| Course teacher | Assist. prof. Ivanka Marinović, MD, PhD | Credits (ECTS) | 2 | | | |
| Associate teachers | Associate from teaching base | Type of instruction (number of hours) | L | S | E | T |
| | | | 20 | 5 | 10 | |
| Status of the course | Mandatory | Percentage of application of e-learning | up to 10% | | | |

**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) | By mastering the content of the course, the student will acquire the knowledge needed to monitor and adopt the content of the course of the professional discipline. By mastering the content of the course, the student will adopt the basic concepts in physiotherapy, the process of planning and organizing in physiotherapy.<br>After listening to lectures, seminars, independent learning and passing the exam, students will:<br>- define the concept of physiotherapy and the scope of work of physiotherapists<br>- describe the role of a physiotherapist<br>- understand and describe the problems and the need for physiotherapy<br>- identify and analyze the types of organizational units of physiotherapy<br>- identify, analyze and compare models of teamwork<br>- discuss the importance of introducing and respecting standards in the profession<br>- discuss the role of research in physiotherapy |

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

| Form of teaching | Themes of teaching | Number of student hours |
|---|---|---|
| L | Definition of physiotherapy, scope of work of physiotherapists, role of physiotherapists in modern physiotherapy, development of today's physiotherapy, physiotherapeutic approaches and their differences | 4 |
| L | Team collaboration models | 2 |
| L/S | Types of organization of physiotherapy units | 2/2 |
| L | The importance of introducing and respecting standards in the profession | 3 |
| L | The role of research in physiotherapy | 3 |
| L | Levels of organization of physiotherapy: outpatient, inpatient, community | 3 |
| L/S | Team cooperation and prerequisites for team action | 3/3 |
| E | Outpatient, hospital and community organization of physiotherapy | 5 |
| E | Physiotherapy assessment, functional diagnosis, physiotherapy plan, physiotherapy intervention, performance evaluation | 5 |
| | | |

| | | |
|---|---|---|
| Format of instruction | ☒ lectures<br>☒ seminars and workshops<br>☒ exercises | ☐ independent assignments<br>☐ multimedia<br>☐ laboratory |

<table>
<tr><td></td><td colspan="3">☐ on line in entirety<br>☐ partial e-learning<br>☐ field work</td><td colspan="3">☐ work with mentor<br>☐ (other)</td></tr>
<tr><td>Student responsibilities</td><td colspan="6">Regular class attendance<br>Active participation in the teaching process<br>Password for AAI EduHr electronic identity to access 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>0.25</td><td>Research</td><td></td><td>Practical training</td><td></td></tr>
<tr><td>Experimental work</td><td></td><td>Report</td><td></td><td></td><td></td></tr>
<tr><td>Essay</td><td></td><td>Seminar essay</td><td>0.25</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>1.50</td><td>Project</td><td></td><td>(Other)</td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Grading and evaluating student work in class and at the final exam</td><td colspan="6">Written exam</td></tr>
<tr><td rowspan="4">Required literature (available in the library and via other media)</td><td colspan="3">Title</td><td>Number of copies in the library</td><td colspan="2">Availability via other media</td></tr>
<tr><td colspan="3">Babić Naglić Đ. i sur. Fizikalna i rehabilitacijska medicina. Zagreb: Medicinska naklada, 2013.</td><td>3</td><td colspan="2"></td></tr>
<tr><td colspan="3">Marinović I. Uvod u fizioterapiju – nastavni materijali. Sveučilišni odjel zdravstvenih studija Split, 2021</td><td>3</td><td colspan="2">On the website Merlin platform</td></tr>
<tr><td colspan="3">Kliničke smjernice u fizioterapiji. Hrvatska komora fizioterapeuta. Zagreb, 2011.</td><td>3</td><td colspan="2">https://www.hkf.hr/klinicke-smjernice-u-fizikalnoj-terapiji/</td></tr>
<tr><td>Optional literature (at the time of submission of study programme proposal)</td><td colspan="6">Hrvatski časopis zdravstvenih znanosti, Sveučilišni odjel zdravstvenih studija, Split<br>časopis Physiotherapia Croatica, izdavač Hrvatski zbor fizioterapeuta, Zagreb<br>časopis Fizioterapija, Hrvatska udruga fizioterapeuta, Zagreb<br>časopis Fizioinfo, Hrvatski zbor fizioterapeuta, Zagreb</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<br>▪ Exam passing rate analysis<br>▪ Committee for control of teaching reports<br>▪ External evaluation</td></tr>
<tr><td>Other (as the proposer wishes to add)</td><td colspan="6"></td></tr>
</table>

| NAME OF THE COURSE | Physiotherapy assessment | | | | | |
|---|---|---|---|---|---|---|
| **Code** | **ZSF602** | Year of study | 1. | | | |
| Course teacher | Assistan professor, Ana Poljičanin, MD, PhD | Credits (ECTS) | 5 | | | |
| Associate teachers | Assistant professor, Jure Aljinović, MD<br><br>Associates from teaching bases | Type of instruction (number of hours) | L | S | E | T |
| | | | 30 | 10 | 50 | |
| Status of the course | Mandatory | Percentage of application of e-learning | Up to 10% | | | |

**COURSE DESCRIPTION**

| | |
|---|---|
| Course objectives | - Introduce students to the basic knowledge and skills needed to conduct physiotherapy assessment<br>- To acquaint students with theoretical and practical knowledge of basic assessment methods,<br>- Introduce students to the basic knowledge and skills to determine the need for physiotherapy treatment.<br>- Introduce students to theoretical and practical knowledge of documenting and interpreting the results<br>- To acquaint students with theoretical and practical knowledge about shaping the conclusions of the assessment within the physiotherapy process. |
| 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 listening to lectures, seminars, exercises, independent learning and passing the exam, students will:<br>- Understand the purpose of assessment in physiotherapy.<br>- Perform patient examination, anamnesis, observation, palpation, measurement procedures and tests in physiotherapy.<br>- Perform anthropometric measurements, aerobic capacity and endurance measurements,<br>- Assess the integrity and mobility of the joints<br>- Determine measures of range of motion<br>- Examine and measure muscle strength (manual muscle test, dynamometry)<br>- Examine isometric and isokinetic muscle strength;<br>- Assess posture, pain, skin integrity, reflex activity<br>- Assess everyday life activities and instrumental activities of everyday life |

| Course content broken down in detail by weekly class schedule (syllabus) | | | | | |
|---|---|---|---|---|---|
| | L | International Classification of Functioning, Training and Health in Physiotherapy Assessment | 3 | | |
| | L | Physiotherapy assessment | 3 | | |
| | L | Posture assessment - introduction (ideal posture, postural adjustment, examples of poor postural adjustment) | 3 | | |
| | L | Assessment of gait in physiotherapy | 3 | | |
| | L | Estimation of anthropometric indicators | 3 | | |
| | L | Assessment of joint function | 3 | | |
| | L | Assessment of muscle function | 3 | | |
| | L | Assessment of neurological function | 3 | | |

| | | | |
|---|---|---|---|
| | L | An assessment of an individual's overall level of functioning or functional status | 3 |
| | L | Clinical reasoning in physiotherapy and goal setting | 3 |
| | S | Posture assessment - observation, tests, measurements | 2 |
| | S | Gait assessment - observation, tests, measurements, Compensatory gait mechanisms | 2 |
| | S | Anthropometry - Proper performance of anthropometric measurements, Determination of anatomical points | 1 |
| | S | Assessment of joint function - Proper measurement of the range of motion of individual joints | 1 |
| | S | Assessment of muscle function - Proper performance of MMT by individual muscle groups | 1 |
| | S | Assessment of sensation, motor skills and mobility of the nervous system | 1 |
| | S | Use of evaluation questionnaires in everyday physiotherapy practice | 1 |
| | S | Application of ICF model and Physiotherapy evaluation form in everyday physiotherapy practice | 1 |
| | E | Posture assessment | 5 |
| | E | Kinesiometric procedures for the assessment of spinal function | 5 |
| | E | Kinesiometric procedures for the shoulder and shoulder girdle | 5 |
| | E | Kinesiometric procedures for forearm and elbow | 5 |
| | E | Kinesiometric procedures for wrist and hand | 5 |
| | E | Kinesiometric procedures for pelvis and hip | 5 |
| | E | Kinosiometric procedures for lower leg and knee | 5 |
| | E | Kinesiometric procedures for foot and ankle | 5 |
| | E | Gait assessment | 5 |
| | E | Completion of physiotherapy evaluation form and questionnaire, Evaluation of what has been learned | 5 |
| | | | |

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

| Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)* | | | | | | |
|---|---|---|---|---|---|---|
| | Class attendance | 0,5 | Research | | Practical training | |
| | Experimental work | | Report | | | |
| | Essay | | Seminar essay | | (Other) | |
| | Tests | 1,0 | Oral exam | 2,0 | (Other) | |
| | Written exam | 1,5 | 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 | 10 | 10,00 |

| | | | |
|---|---|---|---|
| | Colloquia | 20 | 20,00 |
| | Written exam | 30 | 30,00 |
| | Oral exam | 40 | 40,00 |
| | In total | **100** | **100** |

**RATIO OF SUCESS AND GRADES**

| 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) | Klaić, I., Jakuš, L.: Fizioterapijska procjena, Zdravstveno veleučilište, Zagreb, 2017. | | |
| | Filipović, V., Klaić, I., Jakuš, L.: Evaluacijska lista za procjenu terapijskih postupaka. Zagreb: Visoka zdravstvena škola, 1997. | | |
| | | | |

| | |
|---|---|
| Optional literature (at the time of submission of study programme proposal) | 1. Hislop, H. J., Montgomery, J.: Daniel's and Worthingham's Muscle Testing – Techniques of Manual Examination. Philadelphia: W. B. Saunders Company, 1995.<br>2. Serge Tixa: Atlas palpatorne anatomije, Datastatus, 2009.<br>3. Bernhard Reichert: Plapation Techiques Surface Anatomy for physical Therapists, Thieme, 2015. |
| Quality assurance methods that ensure the acquisition of exit competences | ▪ Teaching quality analysis by students and teachers<br>▪ Exam passing rate analysis<br>▪ Committee for control of teaching reports<br>▪ External evaluation |
| Other (as the proposer wishes to add) | |

| NAME OF THE COURSE | Clinical Kinesiology | | | | | |
|---|---|---|---|---|---|---|
| **Code** | **ZSF603** | Year of study | 1. | | | |
| Course teacher | Assist. prof. Ivanka Marinović, MD, PhD | Credits (ECTS) | 5 | | | |
| Associate teachers | Assist. prof. Ana Poljičanin, MD. PhD Assist. prof. Jure Aljinović, MD. PhD Associates from teaching bases | Type of instruction (number of hours) | L | S | E | T |
| | | | 25 | 15 | 50 | |
| Status of the course | Mandatory | Percentage of application of e-learning | up to 10% | | | |

**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) | By mastering the content of the course, the student will acquire the knowledge needed to monitor and adopt the content of the course of the professional discipline and clinical sciences.<br>After listening to lectures, seminars, exercises, independent learning and passing the exam, students will:<br>- Understand the kinesiological analysis of human body movements.<br>- Understand the clinical aspects of physiology and neurophysiology<br>- Understand the development of posture and postural adaptation of the human body.<br>- Perform a kinesiological analysis of the spine, head, neck and torso.<br>- Perform kinesiological foot analysis.<br>- Understand the peculiarities of the most common postural deviations.<br>- Apply the knowledge gained in clinical practice for each body segment and the body as a whole.<br>- Analyze upright and sitting body posture.<br>- Analyze the functional relationships of body segments using isokinetics. |

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

| Form of teaching | Themes of teaching | Number of student hours |
|---|---|---|
| L | Introduction to clinical kinesiology, basic positions, planes and axes of the body | 2 |
| L | Introduction to kinesiological analysis of human body movement | 2 |
| L | Development of posture and postural adaptation of the human body | 2 |
| L | Movement with respect to gravity, position of the grip of the muscle with respect to the axis of movement, muscle contractions. | 2 |
| L | Movement on planes and around axes, triple rule, kinetic chain, arthrokinematics, concave-convex principles | 3 |
| L | Basic positions, planes and axes of the body. Kinesiological gait analysis. Analysis of upright and sitting body posture | 2 |
| L | Kinesiological analysis of the head and spine | 2 |
| L | Kinesiological analysis of the pelvic ring and hip | 2 |
| L | Kinesiological analysis of the shoulder girdle | 2 |
| L | Kinesiological analysis of elbow, wrist and hand | 2 |
| L | Kinesiological analysis of the knee and ankle | 2 |

| | | | |
|---|---|---|---|
| | L | Kinesiological analysis of respiration | 2 |
| | S | Applicability of acquired knowledge in clinical practice for each body segment and the body as a whole<br>Analysis of functional relationships of body segments using isokinetics | 15 |
| | E | Kinesiological analysis of trunk and spine | 7 |
| | E | Kinesiological analysis of the shoulder girdl | 7 |
| | E | Kinesiological analysis of elbow, wrist and hand | 7 |
| | E | Kinesiological analysis of the pelvic ring and hip | 7 |
| | E | Kinesiological analysis of the knee and ankle | 5 |
| | E | Kinesiological analysis of respiration | 5 |
| | E | Kinesiological analysis of mimic muscles and abdominal press | 5 |
| | E | Kinesiological gait analysis | 7 |

| | | |
|---|---|---|
| Format of instruction | ☒ lectures<br>☒ seminars and workshops<br>☒ exercises<br>☐ *on line* in entirety<br>☒ partial e-learning<br>☐ field work | ☐ independent assignments<br>☐ multimedia<br>☐ laboratory<br>☐ work with mentor<br>☐ (other) |
| Student responsibilities | Regular class attendance<br>Active participation in the teaching process<br>Password for AAI EduHr electronic identity to access 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 | 0.50 | Research | | Practical training | |
| | Experimental work | | Report | | | |
| | Essay | | Seminar essay | 0.50 | (Other) | |
| | Tests | 1.0 | Oral exam | 1.50 | (Other) | |
| | Written exam | 1.50 | Project | | (Other) | |

| | |
|---|---|
| Grading and evaluating student work in class and at the final exam | Written and oral exam |

| | Title | Number of copies in the library | Availability via other media |
|---|---|---|---|
| Required literature (available in the library and via other media) | Roje,T. Specijalna kineziologija, Odjel zdravstvenih studija, skripta, 2013 | 3 | On the website Merlin platform |
| | Marinović I. i sur. Klinička kineziologija – nastavni materijali. Sveučilišni odjel zdravstvenih studija, Split, 2021. | 3 | On the website Merlin platform |
| | Stjepan Heimer, "Zdravstvena kineziologija". Zagreb: Medicinska naklada, 2018. | 3 | |

| | |
|---|---|
| Optional literature (at the time of submission of study programme proposal) | Houglum, P.A., Bertoti D.B. Brunnstrom's Clinical Kinesiology. 6th ed. F.A. Davis Company; 2011.<br>Manuela Filipec, i sur. POSTURA, Medicinska naklada<br>časopis Physiotherapia Croatica, Hrvatski zbor fizioterapeuta, Zagreb<br>časopis Fizioinfo, Hrvatski zbor fizioterapeuta, Zagreb |
| Quality assurance methods that ensure the acquisition of exit competences | ▪ Teaching quality analysis by students and teachers<br>▪ Exam passing rate analysis<br>▪ Committee for control of teaching reports<br>▪ External evaluation |

| | |
|---|---|
| Other (as the proposer wishes to add) | |

| NAME OF THE COURSE | Basic Motor Transformations | | | | | |
|---|---|---|---|---|---|---|
| **Code** | **ZSF604** | Year of study | 1. | | | |
| Course teacher | Ante Burger PhD<br>Assistant professor | Credits (ECTS) | 4. | | | |
| Associate teachers | | Type of instruction (number of hours) | L | S | E | T |
| | | | 15 | 10 | 30 | 20 |
| Status of the course | Essential | Percentage of application of e-learning | 10% | | | |

**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) | By mastering the content of the course, the student will acquire the knowledge needed to monitor and adopt the content of the course of the professional discipline.<br>By mastering the content of the course, the student will acquire knowledge about ways to achieve transformation processes in their own body through various forms of physical activity.<br>After listening to lectures, seminars, exercises, independent learning and passing the exam, the student will:<br>- understand training theory<br>- understand the basic classification (structure) of biotic and general motor knowledge and motor abilities of man;<br>- understand the need to conduct motor testing<br>- describe, define and develop a plan and program of the transformation process based on the results of motor skills testing<br>- link the results of motor testing with the development of the transformation process program<br>- demonstrate the components of the transformation process<br>- understand the basic features of the formal model of kinesiological transformations and transformation operators and successfully apply this knowledge in practice with the aim of acquiring and improving biotic and general motor knowledge.<br>- understand the development (maintenance) of motor skills in people of different ages, genders, levels of training and skills |

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

| Type | Theme | Hours |
|---|---|---|
| L | Sports termininology | 3 |
| L | Features of transformation operators | 5 |
| L | Division of kinesiological contents | 5 |
| L | Defining anthropological status | 2 |
| S | Formal model of transformation processes and features | 5 |
| S | Biotic motor knowledge-natural forms of movement<br>Structure and transformations of motor abilities | 5 |
| E | Methods of learning and improvement | 10 |
| E | Flexibility | 5 |
| E | Balance | 5 |
| T | Precision | 5 |
| T | Force | 5 |
| T | Coordination | 5 |
| T | Agility | 5 |

<table>
<tr><td>Format of instruction</td><td colspan="3">X lectures<br>X seminars and workshops<br>☐ exercises<br>☐ on line in entirety<br>Xp artial e-learning<br>Xf ield work</td><td colspan="3">☐ independent assignments<br>☐ multimedia<br>X laboratory<br>☐ work with mentor<br>☐ (other)</td></tr>
<tr><td>Student responsibilities</td><td colspan="6">Regular class attendance<br>Active participation in the teaching process<br>Password for AAI EduHr electronic identity to access 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>0,80</td><td>Research</td><td></td><td>Practical training</td><td></td></tr>
<tr><td>Experimental work</td><td></td><td>Report</td><td></td><td></td><td></td></tr>
<tr><td>Essay</td><td></td><td>Seminar essay</td><td>0,80</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>2,40</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">Written exam</td></tr>
<tr><td rowspan="5">Required literature (available in the library and via other media)</td><td colspan="3">Title</td><td>Number of copies in the library</td><td colspan="2">Availability via other media</td></tr>
<tr><td colspan="3">Sekulić, D., Metikoš, D. (2007). Fundamentals of transformational procedures in kinesiology. Split: Faculty of Natural Sciences and Mathematics.</td><td></td><td colspan="2"></td></tr>
<tr><td colspan="3">Kosinac, Z. (2003): Kinesitherapy of locomotor systems. University of Split</td><td></td><td colspan="2"></td></tr>
<tr><td colspan="3">Beachle, T., Earle, R. W. (2008). Essentials of Strength Training and Conditioning. Champaign, IL., USA: Human Kinetics.</td><td></td><td colspan="2"></td></tr>
<tr><td colspan="3">Metikoš, D., Hofman, E., Prot, F., Pintar, Ž., Oreb, G .: Measurement of basic motor dimensions of athletes. Zagreb: Faculty of Physical Education, University of Zagreb, 1989.</td><td></td><td colspan="2"></td></tr>
<tr><td>Optional literature (at the time of submission of study programme proposal)</td><td colspan="6">-Duraković-Mišigoj, M. (1999): Physical Exercise and Health. Faculty of physical culture of the University of Zagreb.<br>-Kosinac, Z. (2003): Neuromuscular functions and methodological basis coordination exercises. Faculty of Natural Sciences and Mathematics I educational areas of the University of Split. Proceedings, 205-219.<br>-Tkalčić, S. (2000). Complexes of general preparatory movements. Sportsmark: Zagreb</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<br>▪ Exam passing rate analysis<br>▪ Committee for control of teaching reports<br>▪ External evaluation</td></tr>
<tr><td>Other (as the proposer wishes to add)</td><td colspan="6"></td></tr>
</table>

| NAME OF THE COURSE | Biomechanics | | | | | |
|---|---|---|---|---|---|---|
| **Code** | **ZSF609** | Year of study | 1. | | | |
| Course teacher | Prof. Tamara Grujić, PhD | Credits (ECTS) | 2. | | | |
| Associate teachers | assoc. prof. Josip Musić, PhD | Type of instruction (number of hours) | L | S | E | T |
| | | | 20 | 10 | 15 | |
| Status of the course | mandatory | Percentage of application of e-learning | 10% | | | |

**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) | By mastering the content of the course, the student will acquire the knowledge needed to listen and adopt the content of the courses of the professional levels and courses related to medical clinical sciences.<br><br>After listening to lectures, seminars, active work on laboratory exercises, independent learning and passing the exam, the student will be able to:<br><br>- recognize and name the basic laws of biomechanics,<br>- determine and calculate anthropometric parameters of body segments,<br>- observe and estimate kinematic and kinetic quantities of human motion,<br>- calculate the loads in the joints (forces and moments) that occur due to different movements of the human locomotor system,<br>- apply and actively participate in biomechanical analysis of movement. |

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

| | LECTURES: | |
|---|---|---|
| L | Introductory chapters in biomechanics; Fundamentals of mechanics (vectors). Human biomechanical model. Planes in which 2D human movements take place, movements in the joints | 2 |
| L | Anthropometry (determination of basic human anthropometric parameters) and determination (calculation) of the center of mass of several body segments (i.e. the center of mass of a complex structure). Solving tasks. | 3 |
| L | Fundamentals of kinematics and application to human motion (study of human motion, without studying the influence of forces on motion). Position, displacement, velocity, and acceleration in linear and circular motion of the human body. Solving tasks. | 3 |
| L | Fundamentals of kinetics and application to human motion (study of human motion with the influence of forces on motion); statics / dynamics. Solving tasks. | 3 |
| L | Forces acting on a human in motion (gravity, ground reaction force, inertial forces, muscular forces). Newton's laws for the linear human motion of man. Solving tasks. | 3 |

| | | | |
|---|---|---|---|
| | L | Moments of force acting on segments of the human locomotor system during movements; Statics at human rest / circular motion of a body with constant circular velocity. Solving tasks. | 3 |
| | L | Newton - Euler's laws for the circular motion of segments of the human body. Solving tasks.<br>Free-body diagram. Calculation of muscle forces and moments in joints that cause human movement (inverse dynamic approach). Solving tasks. | 3 |
| | | | |
| | | **SEMINARS:** | |
| | S | Seminar lecture on anthropometric measurements. Assigning a seminar paper that students should do independently and present.<br>Task: Development of a general anthropometric table of student population, based on measurements conducted by students | 3 |
| | S | Seminar lecture on determining the center of mass of a complex human segment's structure. Assigning a seminar paper that students should do independently and present.<br>Tasks: Determining the centers of mass of a man in motion (complex structure) for two observed cases: arm in motion (three-segment model), both legs in motion (four-segment model) | 4 |
| | S | Student's presentations of seminar papers | 3 |
| | | | |
| | | **LABORATORY EXERCISES:** | |
| | LE | LAB. EXERCISE 1: Measuring the range of motion (ROM) of the cervical spine - In the exercise students through modern techniques of measuring the position and orientation of the body in space - using inertial sensors - determine the active range of motion of the cervical spine for: flexion, lateral flexion and rotation. The measured values are then compared with standard values from several databases. Finally, students give a critical review of the measurement technique itself, but also of the obtained measured values. | 4 |
| | LE | LAB. EXERCISE 2: Measurement of reaction forces during human gait - Based on the measured data using the force platform, students should sketch the time dependence of the vertical and horizontal components of the ground reaction force. Then they need to calculate the amounts of the resultant ground reaction forces, as well as the x coordinates of their pressure centers and, finally, using the calculated data, draw a Pedotti diagram for normal gait. | 3 |
| | LE | LAB. EXERCISE 3: Inverse kinematics, measurements and calculation - In the exercise students are introduced to the purpose of inverse kinematics and its basic, constituent parts. They are also introduced to all the necessary measurements that need to be available in order for the calculation itself to be performed - most of which students have done through | 4 |

| | | | |
|---|---|---|---|
| | | laboratory exercises. Through several examples, students learn about the computational process as well as the laws of mechanics that are in the background. Finally, students independently solve the whole task, and comment on the possibility of applying the procedure of inverse kinematics in clinical practice. | |
| | LE | LAB. EXERCISE 4: Introduction to modern sensors in rehabilitation technology (inertial sensors, optoelectronic methods of motion capture, EMG, force sensors, etc.) and the approach to serious gaming. Based on the consideration, student's task is to propose and develop their own application of serious play in rehabilitation practice (from diagnosis to monitoring progress. | 4 |

| | | |
|---|---|---|
| Format of instruction | x lectures<br>x seminars and workshops<br>☐ exercises<br>☐ *on line* in entirety<br>x partial e-learning<br>☐ field work | x independent assignments<br>x multimedia<br>x laboratory<br>☐ work with mentor<br>☐ (other) |
| Student responsibilities | Obligations of attending classes:<br>1. lectures - at least 80% of all classes attended,<br>2. seminars 90% and laboratory exercises 100%,<br>3. active participation in classes.<br><br>Conditions for a positive grade:<br>- regular class attendance<br>- prepared and submitted (presented) seminar papers<br>- completed and passed all laboratory exercises<br>- passed written exam<br><br>Have an active 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 | 0.10 | Research | | Practical training | |
| | Experimental work (laboratory exercises) | 0.60 | Report | | | |
| | Essay | | Seminar essay | 0.10 | (Other) | |
| | Tests | | Oral exam | | (Other) | |
| | Written exam | 1.20 | Project | | (Other) | |

| Grading and evaluating student work in class and at the final exam | Verification indicators | Performance (points) | Grade rating share (%) |
|---|---|---|---|
| | Attendance and activity at lectures and seminars for 100% attendance | 5 | 5,00 |
| | Experimental work (laboratory exercises) | 30 | 30,00 |
| | Written exam | 60 | 60,00 |
| | Seminar assignments (presentation) | 5 | 5,00 |

| | | | |
|---|---|---|---|
| | **Total:** | **100** | **100** |

**RATIO OF SUCCESS AND GRADE**

| Achieved success percentage (%) | Criterions | 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) | Tamara Grujić: Biomechanics, script, FESB | | On the website Merlin Platforms / Course Title: Biomechanics |
| | Josip Music: Instructions for laboratory exercises in Biomechanics, script, FESB | | On the website Merlin Platforms / Course Title: Biomechanics |
| | David A. Winter: ''Biomechanics and Motor Control of Human Movement'', Fourth Edition, 2009, Wiley | | Available from teachers on request |
| Optional literature (at the time of submission of study programme proposal) | D. Knudson: Fundamentals of Biomechanics, Kluwer Academic/Plenum Publishers, New York, 2003.<br><br>Computer Methods in Biomechanics & Biomedical Engineering – 3, ur. J. Middelton, M. L. Jones, N. G. Shrive, G. N. Pande, Gordon and Breach Science Publishers, 2001 (selected chapters) | | |
| Quality assurance methods that ensure the acquisition of exit competences | - Teaching quality analysis by students and teachers<br>- Exam passing rate analysis<br>- Committee for control of teaching reports<br>- External evaluation | | |
| Other (as the proposer wishes to add) | Anonymous student surveys - through anonymous student surveys in which students rate the course professor and course associates, teachers receive valuable feedback on student satisfaction with the way they teach and lead the course, as well as comments that can further improve teaching. | | |

| NAME OF THE COURSE | Clinical Skills I | | | | | |
|---|---|---|---|---|---|---|
| **Code** | **ZSF610** | | | | | |
| Field of study | Physiotherapy | Year of study | 1. | | | |
| Course teacher | Assistan professor, Ana Poljičanin, MD, PhD | Credits (ECTS) | 8 | | | |
| Associate teachers | Associates from teaching bases | Type of instruction (number of hours) | L | S | E | T |
| | | | 5 | 15 | 150 | |
| Status of the course | Mandatory | Percentage of application of e-learning | Up to 10% | | | |

**COURSE DESCRIPTION**

| | |
|---|---|
| Course objectives | - To acquaint students with the scope of work of physiotherapists and the role of physiotherapists in modern physiotherapy.<br>- Introduce students to the methods of physiotherapy assessment.<br>- Introduce students to clinical examination, history, observation, palpation, measurement procedures and tests in physiotherapy.<br>- Introduce students to anthropometric measures.<br>- Introduce students to the procedures for measuring aerobic capacity and endurance.<br>- Introduce students to how to assess the integrity and mobility of joints<br>- Introduce students to how to measure range of motion.<br>- Introduce students to measuring muscle strength - manual muscle test, dynamometry<br>- Introduce students to the method of testing isometric and isokinetic muscle strength. |
| 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) | By mastering the content of the course, the student will:<br>- apply basic knowledge and skills necessary for conducting physiotherapy assessment<br>- apply the basic knowledge and skills needed to determine the need for physiotherapy treatment.<br>- search for basic concepts in physiotherapy<br>- apply basic knowledge and skills necessary for the process of planning and organizing in physiotherapy. |

| Course content broken down in detail by weekly class schedule (syllabus) | | | |
|---|---|---|---|
| | P | Introductory lecture: schedule, introduction to mentors and how to hold exercises. Familiarity with the rules of conduct in the ward and towards patients. Introduction to the specifics of rehabilitation in various branches of clinical medicine. | 5 |
| | E | The role of physiotherapists in modern physiotherapy | 13 |
| | E | Physiotherapeutic assessment methods | 13/2 |
| | E | Anthropometric measures | 13/2 |
| | E | Anamnesis procedure | 13 |
| | E | Performing a clinical examination: observation, palpation and measurement | 13 |
| | E | Measurements of aerobic capacity and endurance | 13/4 |
| | E | Assessments of joint integrity and mobility | 13/4 |
| | E | Movement range measurements | 13/4 |
| | E | Measurement of muscle strength - manual muscle test, dynamometry | 13/4 |
| | E | Isometric and isokinetic muscle strength testing | 13 |
| | E | Demonstration of physiotherapy assessment performed on patients during clinical exercises using learned physiotherapy | 15 |

| | | | |
|---|---|---|---|
| | | procedures with attached physiotherapy, photo and video documentation | |

| | | |
|---|---|---|
| Format of instruction | x lectures<br>x seminars and workshops<br>x exercises<br>☐ *on line* in entirety<br>☐ partial e-learning<br>☐ field work | ☐ independent assignments<br>☐ multimedia<br>☐ laboratory<br>☐ work with mentor<br>☐ (other) |
| Student responsibilities | Regular class attendance<br>Active participation in the teaching process<br>Password for AAI EduHr electronic identity to access 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 | 0,80 | Research | | Practical training | 2,40 |
| | Experimental work | | Report | | | |
| | Essay | | Seminar essay | 1,60 | (Other) | |
| | Colloquia | 3,20 | Oral exam | | (Other) | |
| | Written exam | | 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 | 10 | 10,00 |
| Colloquia | 40 | 40,00 |
| Seminar paper (presentation ) | 20 | 20,00 |
| Practical work | 30 | 30,00 |
| In total | **100** | **100** |

**RATIO OF SUCESS AND GRADES**

| 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** |
|---|---|---|---|
| | Teaching materials for the first year of study | | |

| | |
|---|---|
| Optional literature (at the time of submission of study programme proposal) | |
| Quality assurance methods that ensure the acquisition of exit competences | ▪ Teaching quality analysis by students and teachers<br>▪ Exam passing rate analysis<br>▪ Committee for control of teaching reports<br>▪ External evaluation |
| Other (as the proposer wishes to add) | |

| NAME OF THE COURSE | Introduction to Scientific Work | | | | | |
|---|---|---|---|---|---|---|
| **Code** | **ZSL621** | Year of study | 2. | | | |
| Course teacher | Davorka Sutlović, PhD, Full professor with tenor | Credits (ECTS) | 2 | | | |
| Associate teachers | Vjekoslav Krželj, PhD, Full professor with tenor<br>Frane Mihanović, PhD, Assistant professor<br>Sendi Kuret, PhD, Assistant professor<br>Ante Burger, PhD, Assistant professor<br>Diana Aranza, lecturer<br>Mario Marendić, lecturer<br>Mario Podrug, assistant | Type of instruction (number of hours) | L | S | E | F |
| | | | 6 | 10 | 12 | |
| Status of the course | Mandatory | Percentage of application of e-learning | Up to 20% | | | |

**COURSE DESCRIPTION**

| | |
|---|---|
| Course objectives | To transfer to students knowledge from research methodology that will integrate with the acquired knowledge about the use of medical information and the application of statistical methods and procedures in medicine. Based on such integration, students will acquire basic knowledge and skills for research and use of professional and scientific literature. |
| 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 and passing the course, students will:<br>- Understand the sources and ways of creating real knowledge;<br>- Explain the different structures of health research;<br>- Understand the different ways of presenting the data collected in the research;<br>- Critically evaluate data views and critically analyze scientific reports on medical research. |

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

| Course type | Teaching unit | Hours |
|---|---|---|
| L/S | Scientific research | 2,1 |
| L/S | Hypothesis and statistical hypothesis | 1,1 |
| L/S | Types of research | 1,1 |
| L/S/E | Research planning | 1,1,2 |
| L/S/E | Interpretation of results | 1,1,2 |
| S/E | Data display | 2,1 |
| S/E | Scientific publication | 1,1 |
| S/E | Material of a scientific article | 1,2 |
| S/E | Publication of research | 1,2 |

| | | |
|---|---|---|
| Format of instruction | ☒ lectures<br>☒ seminars and workshops<br>☒ exercises<br>☐ *on line* in entirety<br>☒ partial e-learning<br>☐ field work | ☐independent assignments<br>☐ multimedia<br>☐ laboratory<br>☐ work with mentor<br>☐ (other) |
| Student responsibilities | Regular class attendance<br>Active participation in the teaching process<br>Password for AAI EduHr electronic identity to access 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>0.2</td><td>Research</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Experimental work</td><td></td><td>Report</td><td></td><td>(Other)</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>1.0</td><td>Project</td><td>0.8</td><td>(Other)</td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></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>Success (points)</th><th>Rating share (%)</th></tr>
<tr><td>Attendance and activity at lectures and seminars for 100% attendance</td><td>4</td><td>10</td></tr>
<tr><td>Project</td><td>16</td><td>40</td></tr>
<tr><td>Written exam (minimum pass rate on the test is 60% of correctly solved tasks)</td><td>20</td><td>50</td></tr>
<tr><td>Total</td><td>40</td><td>100</td></tr>
</table>
RATIO OF SUCCESS AND EVALUATION
<table>
<tr><th>Achieved success percentage (%)</th><th>Criterion</th><th>Rating</th></tr>
<tr><td>60-69,9</td><td>meets 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>excellent (5)</td></tr>
</table>
</td></tr>
<tr><td rowspan="3">Required literature (available in the library and via other media)</td><td colspan="3">Title</td><td>Number of copies in the library</td><td>Availability via other media</td></tr>
<tr><td colspan="3">Marušić M, ed. Introduction to scientific work in medicine. 4th edition. Zagreb: Medicinska naklada; 2008</td><td>0</td><td>https://webknjizara.hr/</td></tr>
<tr><td colspan="3">Teaching materials for individual teaching units</td><td></td><td></td></tr>
<tr><td>Optional literature (at the time of submission of study programme proposal)</td><td colspan="6">1. Petz, B. Osnovne statističke metode za nematematičare. 5. izdanje. Jastrebarsko: Naklada Slap 2004.<br>1. Day RA, Gastel N. How to write and publish a scientific paper, 6th edition. Westport, Connecticut: Greenwood Press, 2006.<br>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.<br>3. Ogrinc GS, Headrick LA. Fundamentals of Health Care Improvement. Oakbrook Terrace (Il): USA Joint Commission Resources, 2008.<br>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 colspan="6">▪ Teaching quality analysis by students and teachers<br>▪ Exam passing rate analysis<br>▪ Committee for control of teaching reports<br>▪ External evaluation</td></tr>
<tr><td>Other (as the proposer wishes to add)</td><td colspan="6"></td></tr>
</table>

| NAME OF THE COURSE | Use of Scientific Technology | | | | | |
|---|---|---|---|---|---|---|
| **Code** | **ZSZ622** | Year of study | 2. | | | |
| Course teacher | Antonela Matana, PhD<br>Assistant Professor | Credits (ECTS) | 1.5 | | | |
| Associate teachers | | Type of instruction (number of hours) | L | S | E | T |
| | | | 10 | 12 | | |
| Status of the course | Mandatory | Percentage of application of e-learning | Up to 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, students will be able to:<br>- Identify the characteristics of successful innovations in scientific technology<br>- Explain the significance of use of artificial intelligence in medicine<br>- Give examples of innovations in several of the most advanced hospitals which will pervade the healthcare system in the future |

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

| Course type | Teaching unit | Hours |
|---|---|---|
| L,S | Characteristics and examples of technology trends in healthcare systems (VoIP, RFID, E-prescriptions, smartphones, etc.) | 7 |
| L,S | Artificial intelligence in medicine | 7 |
| L,S | Hospitals of the future (WiFi, voice recognition, digital pens, smart cards, memory devices, RFID, Web 2.0, open source code in medicine, Internet 2, biometrics) | 8 |

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

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*

| | | | | | |
|---|---|---|---|---|---|
| Class attendance | 0,5 | Research | | Practical training | |
| Experimental work | | Report | | | |
| Essay | | Seminar essay | | (Other) | |
| Tests | | Oral exam | | (Other) | |
| Written exam | 1 | Project | | (Other) | |

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

| Verification indicators | Success (points) | Rating share (%) |
|---|---|---|
| Written exam | 100 | 100 |
| **Total** | **100** | **100** |

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

**RATIO OF SUCCESS AND EVALUATION**

<table>
<tr><td>Achieved success percentage (%)</td><td>Criterion</td><td>Rating</td></tr>
<tr><td>60-69,9</td><td>meets minimum criteria</td><td>sufficient (2)</td></tr>
<tr><td>70-79,9</td><td>average success</td><td>good (3)</td></tr>
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<tr><td>90-100</td><td>outstanding 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>Hoyt RE: Medical Informatics – A practical guide for healthcare professionals, 3rd edition, Medical Informatics Program, Pensacola, Florida, USA 2009 - poglavlja 9 i 21</td><td></td><td></td></tr>
</table>

</td></tr>
<tr><td>Optional literature (at the time of submission of study programme proposal)</td><td>Hoyt RE: Medical Informatics – A practical guide for healthcare professionals, 3rd edition, Medical Informatics Program, Pensacola, Florida, USA 2009 – poglavlja 1-8, 10-20</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 | Physical Culture II | | | | | |
|---|---|---|---|---|---|---|
| **Code** | **ZSZ623** | Year of study | 1 | | | |
| Course teacher | Željko Kovačević, PhD<br>Assistant Professor | Credits (ECTS) | 1,5 | | | |
| Associate teachers | | Type of instruction (number of hours) | L | S | E | T |
| | | | 3 | 8 | 14 | 38 |
| Status of the course | Mandatory | Percentage of application of e-learning | | | | |

**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:<br>- Harmonize and improve physical and spiritual health<br>- Manage and improve the quality of healthy living |

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

| Format of instruction | Class unit | Class hour |
|---|---|---|
| T | Framework program; football, handball, volleyball, athletics, basketball, swimming | 10 |
| T | Special program; badminton, indoor football, beach volleyball, hiking, table tennis, water polo | 10 |
| T | Custom program: for students with disabilities | 10 |
| T | Elective programs for the competition | 8 |

Format of instruction

| | |
|---|---|
| ☐ lectures<br>☐ seminars and workshops<br>☐ exercises<br>☐ *on line* in entirety<br>☐ partial e-learning<br>X field work | ☐ independent assignments<br>☐ multimedia<br>☐ laboratory<br>☐ work with mentor<br>☐ (other) |

| | |
|---|---|
| Student responsibilities | Regular class attendance.<br>Active participation in the teaching process.<br>Password for AAI EduHr electronic identity for access to e - learning |

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*

| | | | | | |
|---|---|---|---|---|---|
| Class attendance | 1,5 | Research | | Practical training | |
| Experimental work | | Report | | | |
| Essay | | Seminar essay | | (Other) | |
| Tests | | Oral exam | | (Other) | |
| Written exam | | Project | | (Other) | |

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

| Evaluation indicators | Success (points) | Share in overall grade (%) |
|---|---|---|
| Class attendance | 100 | 100 |
| **Total** | **100** | **100** |

**PERFORMANCE AND GRADE RATIO**

| Grading (%) | Criteria | Grades |
|---|---|---|
| 60-69.9 | meets the minimum criteria | sufficient (2) |
| 70-79.9 | average success | good (3) |

| | | | |
|---|---|---|---|
| | 80-89.9 | above-average success | very good (4) |
| | 90-100 | outstanding success | excellent (5) |

| | | | |
|---|---|---|---|
| Required literature (available in the library and via other media) | **Title** | **Number of copies in the library** | **Availability via other media** |
| | Mišigoj Duraković M.tjelesna aktivnost i zdravlje. Zagreb;Kineziološki fakultet; 1999 | | |
| Optional literature (at the time of submission of study programme proposal) | | | |
| Quality assurance methods that ensure the acquisition of exit competences | ▪ Teaching quality analysis by students and teachers<br>▪ Exam passing rate analysis<br>▪ Committee for control of teaching reports<br>▪ External evaluation | | |
| Other (as the proposer wishes to add) | | | |

| NAME OF THE COURSE | English for Physiotherapy II | | | | |
|---|---|---|---|---|---|
| **Code** | **ZSF633** | Year of study | 2. | | |
| Course teacher | Sonja Koren, MA, Senior lecturer | Credits (ECTS) | 1,5 | | |
| Associate teachers | / | Type of instruction (number of hours) | L | S | E | T |
| | | | | 30 | | |
| Status of the course | Mandatory | Percentage of application of e-learning | Up to 10% | | | |

**COURSE DESCRIPTION**

| | |
|---|---|
| Course enrolment requirements and entry competences required for the course | Passed English for Physiotherapy I |
| Learning outcomes expected at the level of the course (4 to 10 learning outcomes) | After completing the course students will be able to:<br>- develop language skills of speaking, listening, reading, and writing in the field of physiotherapy,<br>- use professional terminology in the field of physiotherapy,<br>- understand professional literature in English,<br>- find, summarize, and present data and information. |

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

| | | |
|---|---|---|
| S1 | Introduction | 2 |
| S2 | What is Rehabilitation | 2 |
| S3 | Instructing the patient | 2 |
| S4 | Exercises and massage | 2 |
| S5 | Relaxation | 2 |
| S6 | Hydrotherapy | 2 |
| S7 | Osteoporosis | 2 |
| S8 | Arthritis | 2 |
| S9 | Muscular dystrophy | 2 |
| S10 | Continuous Passive Movement (CPM) Machine | 2 |
| S11 | Occupational Therapy | 2 |
| S12 | Medical ethics | 2 |
| S13 | Research Articles | 2 |
| S14 | Presentations of seminar papers | 2 |
| S15 | Presentations of seminar papers | 2 |

| Format of instruction | | |
|---|---|---|
| | ☐ lectures<br>x seminars and workshops<br>☐ exercises<br>☐ *on line* in entirety<br>☐ partial e-learning<br>☐ field work | ☐ independent assignments<br>☐ multimedia<br>☐ laboratory<br>☐ work with mentor<br>☐ (other) |
| Student responsibilities | Regular class attendance.<br>Active participation in the teaching process.<br>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 | | 0,45 | |
| | Essay | | Seminar essay | | (Other) | |
| | Tests | | Oral exam | | (Other) | |
| | Written exam | 1,05 | Project | | (Other) | |

| | | | |
|---|---|---|---|
| Grading and evaluating student work in class and at the final exam | Written exam | | |
| Required literature (available in the library and via other media) | **Title** | **Number of copies in the library** | **Availability via other media** |
| | Krišković A. *English in Physiotherapy*. Medicinski fakultet Sveučilišta u Rijeci. Rijeka, 2008. | | |
| | Glendinning, E.H., Howard, R. *Professional English in Use - Medicine*. Cambridge: Cambridge University Press; 2007 (selected chapters) | | |
| | Allum V. *English for Rehabilitation*. 2017. | | |
| Optional literature (at the time of submission of study programme proposal) | | | |
| Quality assurance methods that ensure the acquisition of exit competences | ▪ Teaching quality analysis by students and teachers<br>▪ Exam passing rate analysis<br>▪ Committee for control of teaching reports<br>▪ External evaluation | | |
| Other (as the proposer wishes to add) | | | |

| NAME OF THE COURSE | Pathophysiology | | | | | |
|---|---|---|---|---|---|---|
| **Code** | **ZSZ625** | Year of study | 2. | | | |
| Course teacher | Assist. Prof. Anteo Bradarić-Šlujo, MD, PhD | Credits (ECTS) | 2 | | | |
| Associate teachers | Prof. Tina Tičinović Kurir, MD, PhD<br>Assoc. Prof. Joško Božić, MD, PhD<br>Assist. Prof. Marino VIlović, MD, PhD<br>Assist. Prof. Mladen Krnić, MD, PhD<br>Marko Kumrić, MD | Type of instruction (number of hours) | L | S | E | T |
| | | | 30 | 8 | 0 | 38 |
| Status of the course | Essential | Percentage of application of e-learning | Up to 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) | - explain and interpret general pathophysiological principles, actions, causes and ways of pathophysiological processes;<br>- describe and explain the general patterns of reaction of the organism to the damage;<br>- identify general ways of organ and tissue insufficiency;<br>- discuss the changes that occur in disorders of the control mechanisms of individual organ systems and the whole organism;<br>- describe and explain the clinical features associated with pathophysiological processes in various pathological conditions |

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

| | | |
|---|---|---|
| L1 | Disorders of energy metabolism | 2 |
| L2 | Pathophysiology of the respiratory system | 2 |
| L3 | Pathophysiology of chromosomal and genetic disorders | 2 |
| L4 | Disorders of acid-base balance | 2 |
| L5 | Pathophysiology of inflammation and infection | 2 |
| L6 | Disorders of carbohydrate and protein metabolism | 2 |
| L7 | Pathophysiology of endocrinopathies | 2 |
| L8 | Pathophysiology of malignant growth | 2 |
| L9 | Pathophysiology of cardiovascular disorders 1 | 2 |
| L10 | Pathophysiology of cardiovascular disorders 2 | 2 |
| L11 | Pathophysiology of circulatory collapse | 2 |
| L12 | Fluid and electrolyte disorders | 2 |
| L13 | Pathophysiology of anemia | 2 |
| L14 | Pathophysiology of gastrointestinal disorders | 2 |
| L15 | Disorders of energy metabolism | 2 |
| S1 | Coagulation disorders | 2 |
| S2 | Pathophysiology of the renal system | 3 |
| S3 | Repetition and integration | 3 |

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

| | | |
|---|---|---|
| | ☐ field work | |
| Student responsibilities | Regular class attendance.<br>Active participation in the teaching process.<br>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 | 0.2 | Research | | Practical training | |
| | Experimental work | | Report | | | |
| | Essay | | Seminar essay | | (Other) | |
| | Tests | | Oral exam | | (Other) | |
| | Written exam | 1.8 | 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) | 5 | 10 |
| Written exam | 45 | 90 |
| **Total** | **50** | **100** |

**PERFORMANCE AND GRADE RATIO**

| Achieved success percentage (%) | Criteria | Grade |
|---|---|---|
| 60-69,9 | meets the minimum criteria | sufficient (2) |
| 70-79,9 | average success | good (3) |
| 80-89,9 | above average success | very good (4) |
| 90-100 | exceptional success | excellent (5) |

| Required literature (available in the library and via other media) | **Title** | **Number of copies in the library** | **Availability via other media** |
|---|---|---|---|
| | - Pathophysiology for higher medical schools: Gamulin S. Školska knjiga Zagreb, 2006. | | |
| Optional literature (at the time of submission of study programme proposal) | - Harrison's Principles of Internal Medicine. 19. edition. 4. Croatian edition. Split: Placebo, 2019.<br>- Gamulin S, Kovač Z, Marušić M. Pathophysiology, VIII. edition. Medicinska naklada, Zagreb, 2018. | | |
| Quality assurance methods that ensure the acquisition of exit competences | - Students and lecturers' analysis of the quality of teaching,<br>- Analysis of the exam success rate,<br>- Reports of the Teaching Control Committee,<br>- External evaluation (visits by the quality control teams of the National Agency for Quality Control, participation in TEEP). | | |
| Other (as the proposer wishes to add) | | | |

| NAME OF THE COURSE | Pathology | | | | | |
|---|---|---|---|---|---|---|
| **Code** | **ZSZ626** | Year of study | 2 | | | |
| Course teacher | Prof.dr.sc. Valdi Pešutić-Pisac | Credits (ECTS) | 2 | | | |
| Associate teachers | Prof.dr.sc. Šimun Anđelinović MDPhD ;<br>Associates from teaching bases | Type of instruction (number of hours) | L | S | E | T |
| | | | 30 | 8 | | |
| Status of the course | Mandatory | Percentage of application of e-learning | Up to 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) | 1. To list the groups of pathological processes, to describe their etiopathogenetic mechanisms, to list their most important morphological features and to connect them with the elements of the clinical background.<br>2. To list the most important pathological entities within individual organ systems, to connect them with general features of pathological processes, to describe their morphological features specific to each organ system and to be able to apply acquired knowledge to individual clinical examples.<br>3. To list and describe individual methods of morphological diagnosis and their clinical use.<br>4. To list and describe the signs of death.<br>5. To describe the most significant features of individual stages of autopsy. |

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

| Form of teaching | General Pathology: | Hours number |
|---|---|---|
| P | Cellular adaptation | 2 |
| P | Cell injury and death | 2 |
| P | Acute and chronic inflamation | 2 |
| P,S | Reparation | 1,1 |
| P,S | Regeneration | 1,1 |
| P,S | Healing | 1,1 |
| P,S | Hemodynamic disorders | 1,1 |
| P,S | Genetic disorders | 1,1 |
| P,S | Diseases of immunity | 1,1 |
| P,S | Neoplasia | 2,2 |
| | Systemic Pathology: | |
| P | Cardiovascular pathology | 1 |
| P | Environmentalpathology | 1 |
| P | Lung pathology | 1 |
| P | Hemathopathology | 1 |
| P | Gastrointestinal pathology | 1 |
| P | Pathology of the Liver | 1 |
| P | And Pancreas | 1 |
| P | Kidney pathology | 1 |
| P | Genitourinary pathology | 1 |
| P | Breast pathology | 1 |
| P | Endocrine pathology | 1 |
| P | Skin pathology | 1 |
| P | Bone and joints pathology | 1 |

| | | | |
|---|---|---|---|
| | P | Periferal nerves pathology | 1 |
| | P | Scelatal muscle pathology | 1 |
| | P | Central nervous systrem pathology | 1 |
| | | | |

| | | |
|---|---|---|
| Format of instruction | x lectures<br>x seminars and workshops<br>☐ exercises<br>☐ *on line* in entirety<br>☐ partial e-learning<br>☐ field work | ☐ independent assignments<br>☐ multimedia<br>☐ laboratory<br>☐ work with mentor<br>☐ (other) |
| Student responsibilities | Regular class attendance<br>Active participation in the teaching process<br>Password for AAI EduHr electronic identity to access 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 | 2,0 | Project | | (Other) | |

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

| Verification indicators | Success (points) | Rating share (%) |
|---|---|---|
| Written exam | 50 | 100 |
| **Total** | **50** | **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** |
|---|---|---|---|
| | 1. Jakić Razumović J, Šarčević B, Seiwert S. Patologija, SLAP, Zagreb, 2009. | | |

| | |
|---|---|
| Optional literature (at the time of submission of study programme proposal) | 1. 1. Damjanov I, Seiwerth S,Jukić S, Nola M. Patologija; 5.izdanje. Medicinska naklada , Zagreb, 2018 |
| Quality assurance methods that ensure the acquisition of exit competences | ▪ Teaching quality analysis by students and teachers<br>▪ Exam passing rate analysis<br>▪ Committee for control of teaching reports<br>▪ External evaluation |
| Other (as the proposer wishes to add) | |

<table>
<tr><td>NAME OF THE COURSE</td><td colspan="5">Microbiology and Parasitology</td></tr>
<tr><td>Code</td><td colspan="5">ZSZ627</td></tr>
<tr><td>Study program</td><td></td><td>Year of study</td><td colspan="3">2.</td></tr>
<tr><td>Course teacher</td><td>asst. prof. Vanja Kaliterna, M.D., PhD, clinical microbiology specialist</td><td>Credits (ECTS)</td><td colspan="3">2</td></tr>
<tr><td rowspan="2">Associate teachers</td><td rowspan="2">asst. prof. Anita Novak, M.D., PhD, clinical microbiology specialist<br>asst. prof. Katarina Šiško Kraljević, M.D., PhD, clinical microbiology specialist<br>asst. prof. Merica Carev, M.D., PhD, clinical microbiology specialist<br>Associates from teaching bases</td><td rowspan="2">Type of instruction (number of hours)</td><td>L</td><td>S</td><td>ME</td><td>LE</td><td>T</td></tr>
<tr><td>20</td><td>10</td><td></td><td></td><td></td></tr>
<tr><td>Status of the course</td><td>Mandatory</td><td>Percentage of application of e-learning</td><td colspan="3">Up to 10%</td></tr>
<tr><td colspan="6">COURSE DESCRIPTION</td></tr>
<tr><td>Objectives of the course</td><td colspan="5">1. To introduce students to the basics of microbiology and parasitology<br>2. To present students the biological properties of microorganisms that cause infections<br>3. To introduce students modes of infection transmitting caused by microorganisms<br>4. To present students human defend modes against infections<br>5. To present students methods for treating infectious diseases<br>6. To enable students to accept the principles of proper and safe laboratory work<br>7. To present students the methods of prevention of nosocomial infections</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">After completing the course student will be able to:<br>- To identify and explain the biological properties of microorganisms that cause infectious diseases in humans, their pathogenicity factors and modes of transmission<br>- To use the acquired knowledge on the basics of human defense against infection<br>- To learn the mode of action of antimicrobial agents and the mechanisms of resistance of microorganisms to these agents<br>- To recognize and apply the basic principles of proper and safe laboratory work<br>- To apply disinfection and sterilization methods<br>- To explain and apply methods of prevention of nosocomial infections<br>- To explain the basics of laboratory diagnostics of pathogenic microorganisms and parasites<br>- To distinguish types of samples for microbiological processing, and apply the correct selection of individual types of samples from various organic systems<br>- To apply the acquired knowledge in the proper transport of the sample to the microbiological laboratory</td></tr>
</table>

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

| Form of teaching | Thematic units: | Number of student hours |
|---|---|---|
| P1 | Introduction to medical microbiology. Primarily sterile clinical specimens. Primarily non-sterile clinical specimens. | 3 |
| P2 | Disinfection and sterilization. Nosocomial infections. Control of nosocomial infections. Isolation measures. | 2 |
| P3 | Nonspecific and specific immunity. Humoral and cellular immunity. Primary and secondary immune response. | 2 |
| P4 | Bacterial infections of organ systems. | 3 |
| S1 | Collection of clinical material, transport, storage until seeding on nutrient media. Proper completion of accompanying referrals. Methods of direct bacteriological diagnostics. | 2 |
| P5 | Antimicrobial drugs. | 2 |
| S2 | Bacterial susceptibility testing to antimicrobial agents | 2 |
| P6 | Basic morphological characteristics of fungi. Diseases caused by fungi. Hospital infections caused by fungi. | 2 |
| S3 | Collection of clinical material for mycological diagnosis. Transport and storage. Laboratory diagnosis of mycosis. | 2 |
| P7 | General properties of parasites. Parasites important in human pathology. | 3 |
| S4 | Collecting of clinical material for parasitological diagnosis. Transport and storage. Methods of parasitological diagnostics. | 2 |
| P8 | General properties of the viruses. Viruses that cause diseases in humans. Methods of virological diagnosis. Viral nosocomial infections. | 3 |
| S5 | Virological diagnostics (collecting of clinical material for direct and indirect diagnosis, transport and storage). Virus isolation systems. Serological and molecular methods in microbiology. | 2 |

**Format of instruction:**

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

**Student responsibilities**

Attend classes ordinarily.
Actively participate in teaching activities.
Own an active 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 | 0,2 | Research | | Practical training | |
| Experimental work | | Report | | (other) | |
| Essay | | Seminar essay | | (other) | |
| Tests | | Oral exam | | (other) | |
| Written exam | 1,8 | 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 | 10 | 10.00 |
| Written exam | 90 | 90.00 |
| **Total** | **100** | **100.00** |

**RATIO OF SUCCESS AND EVALUATION**

| Achieved success percentage (%) | Criterion | Mark |
|---|---|---|
| 60 – 70.9 | meets the minimum criteria | sufficient (2) |
| 71 – 80.9 | average success | good (3) |
| 81 – 90.9 | above-average success | very good (4) |
| 91 - 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) | Written materials (handouts) from lectures. | | on the website Merlin platform Course Clinical microbiology |
| | Kalenić S i sur.. Medicinska mikrobiologija. 2. izd. Zagreb:Medicinska naklada, 2019. | | |
| | Richter B. Medicinska parasitologija. 6. izd. Merkur A.B.D., 2002. | | |
| | Presečki V i sur. Virologija. Zagreb: Medicinska naklada; 2002. | | |
| | | | |
| Optional literature (at the time of submission of study programme proposal) | Tonkić M., Dobec M., Abram M. i sur. Jawetz,Melnick & Adelberg Medicinska mikrobiologija. Split: Placebo, 2015.<br>Uzunović-Kamberović S, ur. Medicinska mikrobiologija. Zenica : Štamparija Fojnica, 2009. | | |
| Quality assurance methods that ensure the acquisition of exit competences | 1. Teaching quality analysis by students and teachers<br>2. Exam passing rate analysis<br>3. Committee for control of teaching reports<br>4. External evaluation | | |
| Other (as the proposer wishes to add) | | | |

| NAME OF THE COURSE | Pharmacology | | | | | |
|---|---|---|---|---|---|---|
| **Code** | **ZSZ628** | Year of study | 2. | | | |
| Course teacher | Mladen Boban, MD<br>Full Professor | Credits (ECTS) | 2. | | | |
| Associate teachers | Ivana Mudnić, Associate Professor<br>Associates from teaching bases | Type of instruction (number of hours) | L | S | E | T |
| | | | 28 | 8 | | |
| Status of the course | Mandatory | Percentage of application of e-learning | Up to 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 students will be able to:<br>- explain the basics of pharmacology, the importance of recognising unwanted effects of drugs in the context of a competent member of the healthcare team, correct provision of information to the patient and possibilities of timely intervention<br>- explain the basic pharmacological concepts, mechanisms of action of drugs, pharmacological response factors, and the particularities of application of drugs in individual organ disorders<br>- differentiate between the desired and harmful effects of drugs, and understand the basic pharmacokinetics and pharmacodynamics of drugs most commonly used in their field of work<br>- identify pharmacokinetics and pharmacodynamics of major drug categories<br>- recognize the expected effects of drugs they encounter in their daily work, their side-effects and interactions |

| Course content broken down in detail by weekly class schedule (syllabus) | Type of instruction | Subject | Number of hours |
|---|---|---|---|
| | L, E | General pharmacology | 3,1 |
| | L, E | Drug research and clinical trials | 3,1 |
| | L, E | Antimicrobial drugs | 4,1 |
| | L, E | Allergic reactions | 3,1 |
| | L, E | Drug toxicity | 3,1 |
| | L, E | Analgesics and the pharmacology of pain | 4,1 |
| | L, E | Application of drugs in individual organ disorders (cardiovascular, digestive, central and autonomous nervous system and kidneys); | 5,1 |
| | L, E | Application of drugs during pregnancy and lactation. | 3,1 |

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

| Screening student work *(name the* | Class attendance | 0,2 | Research | | Practical training | |
|---|---|---|---|---|---|---|

<table>
<tr><td rowspan="4">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>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 colspan="2">(Other)</td></tr>
<tr><td>Tests</td><td></td><td>Oral exam</td><td></td><td colspan="2">(Other)</td></tr>
<tr><td>Written exam</td><td>1,8</td><td>Project</td><td></td><td colspan="2">(Other)</td></tr>
<tr><td>Grading and evaluating student work in class and at the final exam</td><td colspan="6">
<table>
<tr><td>Verification indicators</td><td>Success (points)</td><td>Rating share (%)</td></tr>
<tr><td>Class attendance</td><td>5</td><td>10</td></tr>
<tr><td>Written exam</td><td>45</td><td>90</td></tr>
<tr><td>Total</td><td>50</td><td>100</td></tr>
</table>
RATIO OF SUCCESS AND EVALUATION
<table>
<tr><td>Achieved success percentage (%)</td><td>Criterion</td><td>Rating</td></tr>
<tr><td>60-69,9</td><td>meets 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>excellent (5)</td></tr>
</table>
</td></tr>
<tr><td>Required literature (available in the library and via other media)</td><td colspan="2">Title</td><td>Number of copies in the library</td><td colspan="2">Availability via other media</td></tr>
<tr><td></td><td colspan="2">Abstracts of lectures and exercises, (textbook in preparation)</td><td></td><td colspan="2"></td></tr>
<tr><td>Optional literature (at the time of submission of study programme proposal)</td><td colspan="6">Bulat, M., Geber, J., Lacković, Z. Medicinska farmakologija. Zagreb, Medicinska naklada, 2001.<br>Farmakologija, Rang HP,Dale MM,Ritter JM, Moore PK (urednici), Golden Marketing, Zagreb, 2006.<br>Pharmacology in Nursing, McKerny&Salerno (urednici), Mosby, StLouis, 2003.</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<br>▪ Exam passing rate analysis<br>▪ Committee for control of teaching reports<br>▪ 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">Clinical sciences of the Locomotor System and Sports</td></tr>
<tr><td>Code</td><td>ZSF611</td><td>Year of study</td><td colspan="4">2.</td></tr>
<tr><td>Course teacher</td><td>Ass.Prof.Fabijan Čukelj,MD.,PhD</td><td>Credits (ECTS)</td><td colspan="4">5.</td></tr>
<tr><td rowspan="2">Associate teachers</td><td rowspan="2">Prof. dr. sc. Nenad Ilić<br>izv. prof. dr.sc. Zenon Pogorelić<br>doc. dr. sc. Mihajlo Lojpur<br>Doc. dr. sc. Dinko Pivalica<br>Doc. dr.sc. Ana Poljičanin<br>Daniela Šošo, dr. med.<br>doc. dr. sc. Jure Aljinović</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>55</td><td>10</td><td></td><td></td></tr>
<tr><td>Status of the course</td><td>Mandatory</td><td>Percentage of application of e-learning</td><td colspan="4">Max.10%</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">Orthopedics and traumatology of the locomotor system:<br>- Introduce students to the basics of diagnostics in orthopedics and traumatology<br>- To show students the pathophysiological processes and mechanisms of general disorders of the musculoskeletal system, inflammatory diseases, degenerative joint diseases and tumor diseases<br>- Introduce students to the clinical signs of general disorders, inflammatory diseases, degenerative and tumor diseases of the musculoskeletal system<br>- Show students the differences between congenital and acquired diseases of the musculoskeletal system by segments<br>- Introduce students to the procedures for the treatment of injuries of the musculoskeletal system<br>- Introduce students to injuries of the musculoskeletal system<br><br>Surgery:<br>- Introduce students to the basic principles of surgery<br>- Show students the types of surgical procedures by terminology and regions<br>- Introduce students to the complications of surgical operations<br><br>Sports medicine:<br>- Introduce students to the types of sports injuries,<br>- Introduce students to the basic principles of treatment of acute and chronic conditions of injuries in sport<br>- Introduce students to injury prevention procedures in sports<br>- Introduce students to the diet of athletes<br><br>Prosthetics and orthotics:<br>- Show students the field of application of prosthetics and orthotics<br>- Introduce students to the basic principles of applying prostheses for the upper and lower extremities.</td></tr>
<tr><td>Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</td><td colspan="5">After listening to lectures, seminars, exercises, independent learning and passing the exam, the student will:<br><br>Orthopedics and traumatology of the locomotor system:<br>- recognize and distinguish the basics of diagnostics in orthopedics and traumatology<br>- identify and name pathophysiological processes and mechanisms of general disorders of the musculoskeletal system, inflammatory diseases, degenerative diseases of the joints and tumors<br>- name and distinguish the clinical picture of general disorders, inflammatory diseases, degenerative and tumor diseases of the musculoskeletal system</td></tr>
</table>

<table>
<tr><td></td><td colspan="3">- recognize and distinguish congenital and acquired diseases of the musculoskeletal system by segments<br>- identify and describe injuries of the musculoskeletal system<br>- recognize and distinguish procedures for the treatment of injuries of the musculoskeletal system<br><br>Surgery:<br>- define the basic principles of work in surgery<br>- name the types of operations according to the terminology and regions<br>- identify and describe the complications of surgical operations<br><br>Sports medicine:<br>- recognize and distinguish sports injuries,<br>- name and describe the basic principles of treatment of acute and chronic conditions of injuries in sports<br>- identify and describe procedures for injury prevention in sports<br>- identify specific needs and plan the athlete's diet<br><br>Prosthetics and orthotics:<br>- define and describe the field of application of prosthetics and orthotics<br>- recognize and describe the use of prostheses for the upper and lower extremities.</td></tr>
<tr><td rowspan="3">Course content broken down in detail by weekly class schedule (syllabus)</td><td>Form of teaching</td><td>Theme</td><td>Number of student hours</td></tr>
<tr><td>L/S</td><td>Orthopedics and traumatology: History of orthopedics, basics of diagnostics in orthopedics, orthopedic procedures (non-operative and operative). General disorders of the musculoskeletal system, bone dysplasia, Multiple congenital contractures, Metabolic and hormonal diseases (osteoporosis, rickets and osteomalacia, gout). Juvenile osteochondrosis. Inflammatory diseases of the musculoskeletal system (osteomyelitis, srtritis, rheumatoid arthritis). Degenerative joint diseases. Arthropathy. Normal and impaired bone healing. Reflex sympathetic dystrophy. Consequences of squatting. Tumors of the musculoskeletal system. Injuries of the musculoskeletal system (sprains, sprains, fractures), types of immobilization, fractures in the shoulder and upper arm, fractures of the forearm and hand, fractures of the pelvis and hip, fractures of the thighs, lower legs and feet, spinal injuries. Special part: congenital and acquired diseases by body segments (neck, spine and pelvis, chest, shoulder and upper arm, elbow and forearm, wrist and hand, hip and upper leg, knee and lower leg, knee and lower leg, ankle and foot). Orthopedic aids</td><td>23/9</td></tr>
<tr><td>L</td><td>Surgery: Basic principles of surgery: asepsis, antisepsis, sterilization, types of surgical procedures and divisions by nomenclature and regions, the body's response to injury - surgery, wound and healing, foundations and types of anesthesia, resuscitation, blood and blood transfusions, respiratory complications surgical operations, chronic venous insufficiency, thrombosis and embolism, shock syndrome, burns; neurosurgery: craniocerebral injuries, types of neurosurgical operations; thoracic and cardiovascular surgery: chest injuries, surgical diseases of the chest, types of operations in the chest; abdominal surgery and urology: injuries of abdominal organs and kidneys, types of incisions on</td><td>10</td></tr>
</table>

| | | | |
|---|---|---|---|
| | | the abdominal wall, types of the most common operations in abdominal surgery | |
| | L/S | **Sports medicine**: History of sports medicine, injury prevention, principles of injuries and classification of sports injuries, first aid in sports, basic principles of treatment of acute conditions of injuries in sports, basic principles of treatment of chronic conditions of injuries in sports, nutrition, doping and other illicit substances in sports . | 12/2 |
| | L/S | **Prosthetics and orthotics**: Historical development of aids, division and terminology, epidemiology and principles of team and interdisciplinary work in the field of orthopedic aids, principles of prescription and application of aids, basic principles and technology of prostheses, orthoses and other aids. Prosthetics and orthotics in integral rehabilitation, adaptations in the residential environment and in the environment of persons with disabilities. | 10/4 |

| | | |
|---|---|---|
| Format of instruction | **x** lectures<br>**x** seminars and workshops<br>☐ exercises<br>☐ *on line* in entirety<br>**x** partial e-learning<br>☐ field work | ☐ independent assignments<br>☐ multimedia<br>☐ laboratory<br>☐ work with mentor<br>☐ (other) |
| Student responsibilities | Regular class attendance<br>Active participation in the teaching process<br>Password for AAI EduHr electronic identity to access 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<br>Performance -Written exam -40 points Share in grade 80.00 %<br>Seminar paper (presentation)- 10 points , Share in grade 20.00 %<br>A total of 50 points 100%<br><br>Achieved success percentage (%) Grading criteria<br>60-69.9 meets minimum criteria -sufficient (2)<br>70-79.9 average success -good (3)<br>80-89.9 above average success -very good (4)<br>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) | Pećina, M. i sur.: Ortopedija. Zagreb: Medicinska biblioteka, 2004. | | |
| | Erceg M. Bolesti kuka djece i odraslih. Medicinski fakultet Split, 2003. | | |
| | Prpić, I. i sur.: Kirurgija za medicinare, Školska knjiga 1995. | | |
| | Kauzlarić, N. I sur.: Ortopedska pomagala, Društvo za protetiku i ortotiku ISPO Croatia, 2018 g. | | |

| | |
|---|---|
| Optional literature (at the time of submission of study programme proposal) | Jelić, M.: Protetika, Fizioterapija, 1998.; Broj 1. poglavlje 2., 15-35 str.<br>Pećina, M., Heimer, S.: Sportska medicina. Zagreb: Naprijed, 1995. (odabrana poglavlja).<br>Orlić D. Život s umjetnim zglobom kuka. Zagreb : Kerschoffset, 1996.<br>Pecotić-Jedričević S, Vlak T. Rehabilitacija bolesti mišićno-koštanog sustava. Nastavni tekstovi. Medicinski fakultet Split, 2005.<br>Jajić I, jajić Z. Fizijatrijsko-reumatološka propedeutika. Zagreb : Medicinska naklada, 2004. |
| Quality assurance methods that ensure the acquisition of exit competences | ▪ Teaching quality analysis by students and teachers<br>▪ Exam passing rate analysis<br>▪ Committee for control of teaching reports<br>▪ External evaluation |
| Other (as the proposer wishes to add) | |

<table>
<tr><td colspan="2">NAME OF THE COURSE</td><td colspan="5">Clinical Sciences in Gynaecology and Internal Medicine</td></tr>
<tr><td>Code</td><td colspan="2">ZSF612</td><td>Year of study</td><td colspan="4">2</td></tr>
<tr><td>Course teacher</td><td colspan="2">Assistant professor Martina Šunj, MD</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 Višnja Kokić Maleš<br>Assistant professor Duška Glavaš, MD<br>Associate professor Kornelija Miše, MD<br>Assistant professor Ivanka Marinović, MD</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>45</td><td></td><td></td><td></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 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">After completing the lectures, seminars, independent work and exam students will:<br>Gynecology and obstetrics:<br>- Describe pathophysiological processes and mechanisms in occurrence of diseases of the lower and upper female reproductive tract,<br>- Describe clinical symptoms of diseases of the lower and upper female reproductive tract,<br>- Name, identify and describe diagnostic procedures and possibilities of conservative and surgical treatment of diseases of the lower and upper female reproductive tract,<br>- Describe physiology of pregnancy and childbirth,<br>- Describe and identify complications in pregnancy.<br><br>Pulmonology:<br>- Describe pathophysiological processes and mechanisms in occurrence of respiratory diseases,<br>- Describe clinical symptoms of respiratory diseases,<br>- Name, identify and describe diagnostic procedures and possibilities of conservative and surgical treatment of respiratory diseases.<br>Cardiology:<br>- Describe pathophysiological processes and mechanisms in occurrence of cardiovascular diseases,<br>- Describe clinical symptoms of cardiovascular diseases,<br>- Name, identify and describe diagnostic procedures and possibilities of conservative and surgical treatment of cardiovascular diseases.<br><br>Rheumatology:<br>- Describe pathophysiological processes and mechanisms in occurrence of rheumatic diseases and disorders,<br>- Describe clinical symptoms of rheumatic diseases and disorders,<br>- Name, identify and describe diagnostic procedures and possibilities of treatment of rheumatic diseases and disorders.</td></tr>
<tr><td>Course content broken down in detail by weekly class schedule (syllabus)</td><td>L</td><td colspan="4">Gynaecology with obstetrics: Basics of the anatomy and physiology of pelvis; Diagnostics in gynaecology and obstetrics; Inflammatory diseases of lower and upper female reproductive</td><td>15</td></tr>
</table>

| | | | |
|---|---|---|---|
| | | tract; Benign and pre-malignant cervical diseases; Micro-invasive and invasive cervical cancer; Benign uterine diseases, endometrium cancer, endometriosis; Benign ovarian tumours; Ovarian cancer; Menstrual cycle and its disorders, contraception, sterility, incontinency; Physiology of pregnancy and childbirth; Bleeding in early and late pregnancy; Ectopic pregnancy; Miscarriage; Monitoring of the new-born during childbirth; Puerperium; Disorders in puerperium; Lactation. | |
| | L | **Rheumatology**: Pathohistology of rheumatic diseases, diagnostics, symptoms of autoimmune diseases and systemic diseases of connective tissue, rheumatoid arthritis, juvenile chronic arthritis, psoriatic arthritis, Reiter's disease, ankylosing spondylitis, degenerative joint diseases, degenerative spine diseases, metabolic diseases of skeletal system. | 10 |
| | L | **Cardiology:** Basics of anatomy, physiology and pathophysiological processes in cardiovascular diseases; Diagnostics; History taking and physical examination; Invasive and non-invasive methods;<br>Electrocardiography; Cardiac failures, Rheumatoid fever; Acquired cardiac and congenital failures; Inflammatory processes; Ischaemic heart disease, Irregular heartbeats; Disorders of cardiac conductive systems; Diseases of aorta and peripheral arteries; Aortic hypertension; Atherosclerosis, Patient's condition upon cardiac surgery and procedures of cardiopulmonary resuscitation. | 10 |
| | L | **Pulmology:** Basics of the anatomy, physiology and pathophysiological processes in diseases of respiratory; Chronic, obstructive lung diseases, TB, sarcoidosis, pneumonia, bronchial and lung cancer,emergencies in pulmology, pharmacotherapy in pulmology. | 10 |

| | | |
|---|---|---|
| Format of instruction | X lectures<br>☐ seminars and workshops<br>☐ exercises<br>☐ *on line* in entirety<br>☐ partial e-learning<br>☐ field work | ☐ independent assignments<br>☐ multimedia<br>☐ laboratory<br>☐ work with mentor<br>☐ (other) |
| Student responsibilities | Regular class attendance.<br>Active participation in the teaching process.<br>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 | 0,80 | Research | | Practical training | |
| | Experimental work | | Report | | | |
| | Essay | | Seminar essay | | (Other) | |
| | Tests | | Oral exam | | (Other) | |
| | Written exam | 3,20 | Project | | (Other) | |

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

| Evaluation indicators | Success (points) | Share in overall grade (%) |
|---|---|---|
| Class attendance | 10 | 20,00 |
| Written exam | 40 | 80,00 |
| **Total** | **50** | **100** |

**PERFORMANCE AND GRADE RATIO**

| Achieved success percentage (%) | Criteria | 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) | Šimunić, V. I sur.: Ginekologija. Zagreb: Medicinska biblioteka, 2001. | | |
| | Vincelj, J.: Odabrana poglavlja iz kardiovaskularnih bolesti. Zagreb: Školska knjiga, 1998 | | |
| | Jadranka Morović-Vergles i suradnici INTERNA MEDICINA – ODABRANA POGLAVLJA Zagreb: Zdravstveno veleučilište, Naklada Slap. 2007:1-431 | | |
| | Vuković I. Rehabilitacija kardiopulmonalnih bolesti. Nastavni tekstovi. Medicinski fakultet u Splitu, 2004. | | |
| | Mimica, M.: Bolesti respiracijskog sustava, u: Interna medicina u praksi. Zagreb: Školska knjiga,1989. | | |
| | Vlak T. Reumatologija za fizioterapeute. Nastavni tekstovi. Medicinski fakultet u Splitu, 2005. | | |
| | Vlak T. Rehabilitacija reumatskih bolesti. Nastavni tekstovi. Medicinski fakultet u Splitu, 2005. | | |
| | Teaching materials and ppt presentations posted on the Merlin platform | | |
| Optional literature (at the time of submission of study programme proposal) | | | |
| Quality assurance methods that ensure the acquisition of exit competences | ▪ Teaching quality analysis by students and teachers<br>▪ Exam passing rate analysis<br>▪ Committee for control of teaching reports<br>▪ External evaluation | | |
| Other (as the proposer wishes to add) | | | |

<table>
<tr><td>NAME OF THE COURSE</td><td colspan="5">Clinical Sciences of Neuropsychiatry and Pediatrics</td></tr>
<tr><td>Code</td><td>ZSF613</td><td>Year of study</td><td colspan="3">2.</td></tr>
<tr><td>Course teacher</td><td>Prof. Vjekoslav Krželj, PhD</td><td>Credits (ECTS)</td><td colspan="3">4</td></tr>
<tr><td rowspan="2">Associate teachers</td><td rowspan="2">Marijan Saraga, PhD<br>Radenka Kuzmanić Šamija, PhD<br>Anet Papazovska Cherepnalkovski, PhD<br>Arnes Rešić, PhD<br>Associates from teaching bases</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>45</td><td>10</td><td></td><td></td></tr>
<tr><td>Status of the course</td><td>Mandatory</td><td>Percentage of application of e-learning</td><td colspan="3">10%</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">After completing the lectures, seminars, independent work and exam students will:<br>Neurology:<br>- Describe pathophysiology of neurological diseases and disorders of the locomotor system,<br>- Describe clinical symptoms of neurological diseases,<br>- Name, identify and describe diagnostic procedures in neurological diseases and disorders as well as their possible treatments.<br>Psychiatry:<br>- Describe concepts of mental health and illness,<br>- Identify and understand theories of mental health,<br>- Explain the concept of psychiatric care,<br>- Name, identify and describe possible treatments of psychopathologic disorders, organic disorders, disorders caused by addiction, schizophrenic disorders, affective, neurotic, somatoform, behavioural and personality.<br>Pediatrics:<br>- Describe protective measures undertaken to support and protect healthy and sick children,<br>- Describe and identify normal psychomotor development of children,<br>- Understand psychological reaction of children to illness,<br>- Name, identify and describe diagnostic procedures and possible treatments of diseases and disorders in childhood<br>- Define "chronic pain" as a "chronic pain" as a distinct clinical entity.</td></tr>
<tr><td>Course content broken down in detail by weekly class schedule (syllabus)</td><td colspan="5">Neurology: Basics of neuroanatomy, neurological diagnostics, basics of neurophysiology, consciousness and higher nervous functions, pathophysiology of disorders of the locomotor system, syndromes of high intracranial pressure and meningeal irritation, epilepsy, cerebrovascular diseases, brain and spinal cord tumours, diseases of extrapyramidal system, neuromuscular diseases, demyelination diseases, inflammatory diseases of central and peripheral nervous system, functional headaches, closed craniocerebral injuries, malformations of central nervous system, neurocranium and spinal canal, selected chapters from neuropediatrics, clinical syndromes of autonomic disorders of cranial nerves, compressive damages of peripheral nerves, clinical syndromes of disordered coordination and damage of vestibular function.</td></tr>
</table>

<table>
<tr><td></td><td colspan="6">Psychiatry: definition of psychiatry, concept of mental health and illness, theories of mental health, illness and personality, history and development of psychiatry, contents and duties of psychiatric profession, organisation of psychiatric protection and mental health improvement, psychiatric care (concept, contents and types), general psychopathology (mental contents), psychological status, organic disorders, disorders caused by addiction, schizophrenic disorders, affective disorders, neurotic disorders, somatoform disorders, personality disorders, mental retardation, types of care provided for each disorder.<br>Pediatrics: Mothers' and children's health care, psychological development of children, prenatal, perinatal and postnatal period, psychomotor development of an infant, small and pre-school children, psychology of a sick child, nutrition and eating disorders, infectious diseases, cardiovascular diseases, diseases of central nervous system, neuromuscular and muscular diseases, urinary diseases, behavioural disorders, disabled children.</td></tr>
<tr><td>Format of instruction</td><td colspan="3">☒ lectures<br>☒ seminars and workshops<br>☐ exercises<br>☐ on line in entirety<br>☐ partial e-learning<br>☐ field work</td><td colspan="3">☐ independent assignments<br>☐ multimedia<br>☐ laboratory<br>☐ work with mentor<br>☐ (other)</td></tr>
<tr><td>Student responsibilities</td><td colspan="6">Regular class attendance<br>Active participation in the teaching process<br>Password for AAI EduHr electronic identity to access 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>0,40</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></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>3,60</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">Written exam</td></tr>
<tr><td rowspan="4">Required literature (available in the library and via other media)</td><td colspan="3">Title</td><td>Number of copies in the library</td><td colspan="2">Availability via other media</td></tr>
<tr><td colspan="3">Brinar, V. i sur.: Neurologija za medicinare, Zagreb: Medicinska naklada, 2009.</td><td></td><td colspan="2"></td></tr>
<tr><td colspan="3">Mardešić, D. i sur.: Pedijatrija, Zagreb: Školska knjiga, 2016.</td><td></td><td colspan="2"></td></tr>
<tr><td colspan="3">Frančišković, T i sur.: Psihijatrija za više zdravstvene studije, Zagreb: Medicinska naklada, 2011.</td><td></td><td colspan="2"></td></tr>
<tr><td>Optional literature (at the time of submission of study programme proposal)</td><td colspan="6"></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<br>▪ Exam passing rate analysis<br>▪ Committee for control of teaching reports<br>▪ External evaluation</td></tr>
<tr><td>Other (as the proposer wishes to add)</td><td colspan="6"></td></tr>
</table>

| NAME OF THE COURSE | Physical Factors in Therapy | | | | | |
|---|---|---|---|---|---|---|
| **Code** | **ZSF614** | Year of study | 2. | | | |
| Course teacher | Assistant professor Jure Aljinović, PHD , MD | Credits (ECTS) | 4 | | | |
| Associate teachers | Daniela Šošo, MD | Type of instruction (number of hours) | L | S | E | T |
| | | | 25 | 10 | 35 | |
| Status of the course | Mandatory | Percentage of application of e-learning | Up to 10% | | | |

**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) | By mastering the content of the course the student will acquire the knowledge and skills needed to determine the need for physiotherapy treatment, planning and programming of the physiotherapy process and the selection and application of physiotherapy procedures in accordance with the needs of users.<br>After listening to lectures, seminars, exercises, independent learning and passing the exam, the student will:<br>- describe the basic principles of symptomatic and causal treatment<br>- describe the effects of physical factors in therapy<br>- identify and describe indications and contraindications for the use of physical factors in therapy<br>- describe electrodiagnostic procedures and participate in their application<br>- recognize, describe, critically analyze, plan and apply procedures of electrotherapy, thermotherapy, ultrasound therapy, light therapy, paraffin therapy, magnetotherapy, hydrotherapy, cryotherapy and laser therapy. |

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

| Type of class | Theme | Number of student hours |
|---|---|---|
| L | Physical factors in physical and rehabilitation medicine | 2 |
| L | Electrodiagnostic procedures prior to the application of physiotherapy | 1 |
| L/S | Electrotherapy | 2/2 |
| L | Electrostimulation | 2 |
| L | Thermotherapy | 2 |
| L/S | Ultrasound therapy | 2/2 |
| L | Light therapy, paraffin therapy | 2 |
| L/S | Fundamentals of balneology and climatology | 2/2 |
| L/S | Magnetotherapy | 2/2 |
| L | Hydrotherapy | 2 |
| L | Cryotherapy and cryokinetics | 2 |
| L/S | Laser therapy | 2/2 |
| L | Principles of symptomatic and causal treatment | 2 |
| CP | Method of application of electrotherapeutic procedures | 5 |
| CP | Method of application of thermotherapeutic modalities | 5 |
| CP | Hydrogymnastics, Hauffe baths, alternating baths | 5 |
| CP | Method of application of cryotherapy and paraffin therapy | 5 |
| CP | Magnetotherapy and laser therapy techniques | 5 |
| CP | Techniques and methods of ultrasound application. Electrostimulation | 5 |
| CP | Shortwave diathermy, shock wave therapy | 5 |

| | | |
|---|---|---|
| Format of instruction | x lectures | ☐ independent assignments |

<table>
<tr><td></td><td colspan="3">x seminars and workshops<br>x exercises<br>☐ on line in entirety<br>x partial e-learning<br>☐ field work</td><td colspan="3">☐ multimedia<br>☐ laboratory<br>☐ work with mentor<br>☐ (other)</td></tr>
<tr><td>Student responsibilities</td><td colspan="6">Regular class attendance<br>Active participation in the teaching process<br>Password for AAI EduHr electronic identity to access 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>0,40</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></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>3,60</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">Written exam</td></tr>
<tr><td rowspan="5">Required literature (available in the library and via other media)</td><td colspan="3">Title</td><td>Number of copies in the library</td><td colspan="2">Availability via other media</td></tr>
<tr><td colspan="3">Babić- Naglić B.. i sur. Fizikalna i rehabilitacijska medicina. Zagreb : Medicinska naklada, 2013.</td><td></td><td colspan="2"></td></tr>
<tr><td colspan="3">Jajić, I.: Fizikalna medicina i opća rehabilitacija. Zagreb: Medicinska naklada, 2000.</td><td></td><td colspan="2"></td></tr>
<tr><td colspan="3">Bobinac-Georgijevski, A.: Fizikalna medicina i rehabilitacija u Hrvatskoj. Zagreb: Naklada Fran, 2000.</td><td></td><td colspan="2"></td></tr>
<tr><td colspan="3"></td><td></td><td colspan="2"></td></tr>
<tr><td>Optional literature (at the time of submission of study programme proposal)</td><td colspan="6">Wadsworth, H., Chanmugam, A. P: P.: Electrophysical agents in physiothreapy: Therapeutic and diagnostic use. Marrckville, N.S.W.: Ssaience Press, 1998.<br>Cameron, M.: Phyisical agents in rehabilitatoin: from research to practice. Philadelphia: W. B. Saunders Company, 1999.</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<br>▪ Exam passing rate analysis<br>▪ Committee for control of teaching reports<br>▪ External evaluation</td></tr>
<tr><td>Other (as the proposer wishes to add)</td><td colspan="6"></td></tr>
</table>

| NAME OF THE COURSE | Physiotherapy Skills I | | | | | |
|---|---|---|---|---|---|---|
| **Code** | **ZSF615** | Year of study | 2 | | | |
| Course teacher | Dinko Pivalica, MD, PhD, Assistant professor | Credits (ECTS) | 9 | | | |
| Associate teachers | Associates from teaching bases | Type of instruction (number of hours) | L | S | E | T |
| | | | 35 | 20 | 140 | 0 |
| Status of the course | Mandatory | Percentage of application of e-learning | Up to 10% | | | |

**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 lectures, seminars, independent work and exam students will:<br>● Describe massage techniques<br>● Define the benefits of manual therapy techniques in therapy procedures<br>● Use basic manual massage and manual lymphatic drainage<br>● Assess the muscle strength using MMT<br>● Implement the principles and procedures of implementing manual therapy techniques<br>● Implement the principles and procedures in the treatment of lung diseases<br>● Describe and implement and the principles and procedures in the application of orthopedic aids |

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

| | | |
|---|---|---|
| L | Introduction to course | 2 |
| L | Classification of massage techniques, Introduction to classic manual massage conditions | 2 |
| L | Classic manual massage technique - indication and contraindication | 2 |
| L | Classic manual massage technique - back, arms and legs | 2 |
| L | Lymph and the lymphatic system, introduction to manual lymphatic drainage | 3 |
| L | Manual lymphatic drainage conditions, techniques and types of edema | 3 |
| L | Chinese massage techniques | 2 |
| L | Chinese medicine, acupuncture and contraindications | 2 |
| L | Soft tissue massage techniques, indications and contraindications | 2 |
| L | Manual medicine technique, indications and contraindications | 3 |
| L | Manipulation and mobilisation, PIR, mobilisation techniques | 2 |
| L | Pulmonology introduction. bronchial asthma | 2 |
| L | Acute and chronic lung disease | 2 |
| L | Breathing exercises and use in different pulmonary disease | 2 |
| L | Cardiovascular system | 2 |
| L | Early and late rehabilitation of cardiovascular patients | 2 |
| S | Kynesiometrics | 2 |
| S | Manual muscle test - measuring volume and longitude | 2 |
| S | Medical massage, sports massage | 2 |
| S | Manual lymphatic drainage of upper and lower extremities manual lymphatic drainage and lymphatic drainage using devices | 2 |
| S | Lymph as liquid, difference between lymphatic drainage and classic manual massage | 2 |

| | | | |
|---|---|---|---|
| | S | Chinese medicine - acupuncture and acupressure, reflexology | 2 |
| | S | Soft tissue massage | 2 |
| | S | Rehabilitation in pulmonary disease patients | 2 |
| | S | Breathing exercises | 2 |
| | S | Rehabilitation of cardiology disease patients | 2 |
| | E | Manual Lymphatic drainage | 30/5 |
| | E | Manual medicine | 30/5 |
| | E | Skeleto-muscular system | 25 |
| | E | Rehabilitation of pulmonary disease patients | 25 |
| | E | Classic manual massage | 20 |

| | | |
|---|---|---|
| Format of instruction | ☒ lectures<br>☒ seminars and workshops<br>☒ exercises<br>☐ *on line* in entirety<br>☒ partial e-learning<br>☐ field work | ☐ independent assignments<br>☐ multimedia<br>☐ laboratory<br>☐ work with mentor<br>☐ (other) |
| Student responsibilities | Regular class attendance<br>Active participation in the teaching process<br>Password for AAI EduHr electronic identity to access 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 | 0,90 | Research | | Practical training | |
| | Experimental work | | Report | | | |
| | Essay | | Seminar essay | 0,90 | (Other) | |
| | Tests | 1,80 | Oral exam | 2,70 | (Other) | |
| | Written exam | 2,70 | Project | | (Other) | |

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

| Evaluation | Assigned Points (bodovi) | Percentage in Grade (%) |
|---|---|---|
| Lecture Presence (points for being present in every lecture) | 10 | 10,00 |
| Tests | 20 | 20,00 |
| Written Exam | 30 | 30,00 |
| Seminar essay | 10 | 10,00 |
| Oral Exam | 30 | 30,00 |
| **Total** | **100** | **100** |

**Grade and Point Percentage Relationship**

| Percentage of points (%) | Grade |
|---|---|
| 60-69,9 | Below Average (2) |
| 70-79,9 | Average (3) |
| 80-89,9 | Good (4) |
| 90-100 | Excellent (5) |

| Required literature (available in the library and via other media) | **Title** | **Number of copies in the library** | **Availability via other media** |
|---|---|---|---|
| | Grozdek, G. i sur.: Temelji medicinske masaže. Zagreb: Hrvatska udruga fizioterapeuta, 1998. | | |
| | Jakuš, L. i sur.: Terapijske vježbe – nastavni tekstovi. Zagreb: Visoka zdravstvena škola, 2004. | | |
| | | | |

| | |
|---|---|
| Optional literature (at the time of submission of study programme proposal) | Gormley, J.,Hussey, J.: Exercise therapy in prevention and treatment of disease, Blackwell science ltd, 2004<br><br>Hollis, M., Fletcher – Cook, P.: Practical exercise therapy, Blackwell science ltd, 1999 |
| Quality assurance methods that ensure the acquisition of exit competences | It will be required of students to attend the course regularly. The following must be met to pass the course:<br>- student presence of at least 80% for lectures<br>- student presence of at least 90% for seminars<br>- student presence of at least 100% for exercises<br><br>In addition, the students will be asked to actively participate in the course to the best of their ability. |
| Other (as the proposer wishes to add) | - |

| NAME OF THE COURSE | Locomotor System Physiotherapy | | | | | |
|---|---|---|---|---|---|---|
| **Code** | **ZSF616** | Year of study | 2 | | | |
| Course teacher | Dinko Pivalica, MD, PhD, Assistant professor | Credits (ECTS) | 7 | | | |
| Associate teachers | Jure Aljinović, MD, PhD<br>Associates from teaching bases | Type of instruction (number of hours) | L | S | E | T |
| | | | 70 | 20 | 25 | |
| Status of the course | Mandatory | Percentage of application of e-learning | Up to 10% | | | |

**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) | The students will gain additional knowledge necessary for successful planning and implementing the physiotherapy process in the fields of orthopedics, traumatology, sports medicine and rheumatology.<br>Upon successful course completion, the students will be able to:<br>● Recognise and differentiate between normal movement and normal human function from pathological patterns by distinguishing specific physiotherapy status of the patient<br>● Name and define different types of injury based on their origin mechanism. Recognise joint injury and differentiate acute from chronic state<br>● Associate a specific diagnostic status with the appropriate physiotherapy skill and concept<br>● Critically access and discuss results of carried out procedures<br>● Plan individual physiotherapy processes in the fields of orthopedics, traumatology, sports medicine and rheumatology<br>● Actively participate in a multidisciplinary team |

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

| | | |
|---|---|---|
| L | Introduction to the course; rehabilitation team; characteristics of the rehabilitation team and different roles in it | 4 |
| L | Functional status of the locomotor system. Rehabilitation planning for patients with degenerative changes on the spine | 2 |
| L | Spine functional status | 2 |
| L | Rehabilitation planning for patients with degenerative changes on the spine | 2 |
| L | Functional status of upper extremities. Rehabilitation planning for patients with degenerative changes on the upper extremities | 3 |
| L | Functional status of lower extremities | 2 |
| L | Rehabilitation planning for patients with degenerative changes on the lower extremities | 3 |
| L | Role of functional tests in accessing the status of upper extremities | 3 |
| L | Introduction to traumatology | 2 |
| L | Trauma; types of fractures; different fractures in children and the elderly | 4 |
| L | Treating fractures; delayed healing and pseudoarthrosis; operative treatment | 4 |
| L | Fracture forms, causes of fractures and types of immobilization | 3 |
| L | Shoulder joint and upper arm fractures and injuries | 3 |
| L | Elbow joint, forearm and fist fractures and injuries | 3 |

| | | | |
|---|---|---|---|
| | L | Pelvis and hip joint fractures and injuries | 2 |
| | L | Knee ligaments injuries | 2 |
| | L | Lower leg and ankle injuries | 2 |
| | L | Spine injury | 2 |
| | L | Planning rehabilitation for patients with pelvis and hip joint injury | 2 |
| | L | Introduction to rheumatology; classification of rheumatism; basics of soft tissue inflammation | 2 |
| | L | Rheumatoid arthritis, ankylosing spondylitis | 3 |
| | L | Introduction to degenerative disease of the spine and joints | 3 |
| | L | Extraarticular rheumatism | 3 |
| | L | Planning of therapeutic procedures for conservatively treated degenerative changes of the spine and peripheral joints | 3 |
| | L | Metabolic diseases | 3 |
| | L | Biomechanics of walking | 3 |
| | | | |
| | S | Measuring the spine and peripheral joint mobility | 2 |
| | S | Rehabilitation procedure planning in patients with spine curvature | 2 |
| | S | Orthopedic aids used with patients with spine disease | 2 |
| | S | Rehabilitation planning for patients who had fractures which were operatively treated | 2 |
| | S | Conservative treatment of upper extremity fractures | 2 |
| | S | Conservative treatment of lower extremity fractures | 2 |
| | S | Chronic regional painful syndrome, complications of long term treatment | 2 |
| | S | Frozen shoulder syndrome, calcifying tendinitis | 2 |
| | S | Rehabilitation after stitching of meniskus, rehabilitation of the complex injury of the knee | 2 |
| | S | Achilles tendon | 2 |
| | | | |
| | E | Physiotherapy procedures in spine and pelvis bone fractures | 10 |
| | E | Physiotherapy procedures in extremity fractures | 10 |
| | E | Use of orthopedic aids | 5 |

| | | |
|---|---|---|
| Format of instruction | ☒ lectures<br>☒ seminars and workshops<br>☒ exercises<br>☐ *on line* in entirety<br>☒ partial e-learning<br>☐ field work | ☐ independent assignments<br>☐ multimedia<br>☐ laboratory<br>☐ work with mentor<br>☐ (other) |
| Student responsibilities | Regular class attendance<br>Active participation in the teaching process<br>Password for AAI EduHr electronic identity to access 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 | 0,70 | Research | | Practical training | |
| | Experimental work | | Report | | | |
| | Essay | | Seminar essay | 1,40 | (Other) | |
| | Tests | | Oral exam | 2,80 | (Other) | |
| | Written exam | 2,10 | Project | | (Other) | |

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

| Evaluation | Assigned Points (bodovi) | Percentage in Grade (%) |
|---|---|---|
| Lecture Presence (points for being present in every lecture) | 10 | 10,00 |
| Written Exam | 30 | 30,00 |
| Seminar essay | 20 | 20,00 |
| Oral Exam | 40 | 40,00 |
| **Total** | **100** | **100** |

**Grade and Point Percentage Relationship**

| Percentage of points (%) | Grade |
|---|---|
| 60-69,9 | Below Average (2) |
| 70-79,9 | Average (3) |
| 80-89,9 | Good (4) |
| 90-100 | Excellent (5) |

**Required literature (available in the library and via other media)**

| Title | Number of copies in the library | Availability via other media |
|---|---|---|
| Filipović, V.: Fizioterapija kod poremećaja mišićno koštanog sustava - nastavni tekstovi. Zagreb: Visoka zdravstvena škola,1998. | | |
| Jeričević-Pecotić S , Vlak T. Rehabilitacija bolesti mišićno koštanog sustava. Nastavni tekstovi. Medicinski fakultet Split, 2005. | | |
| Pećina, M.: Sindromi prenaprezanja sustava za kretanje. Zagreb: Globus, 1992. | | |
| Smiljanić B.:Traumatologija , Zagreb , Školska knjiga 2003. | | |
| | | |

**Optional literature (at the time of submission of study programme proposal)**

Filipović, V.: Biomehanička analiza lokomocije i posturalnih svojstava kod idiopatskih adolescentnih skolioza - magistarski rad. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu, 2003.
Nikolić, V., Hudec, M. (1998) Principi i elementi biomehanike. Školska knjiga, Zagreb.

**Quality assurance methods that ensure the acquisition of exit competences**

It will be required of students to attend the course regularly. The following must be met to pass the course:

- student presence of at least 80% for lectures
- student presence of at least 90% for seminars
- student presence of at least 100% for exercises

In addition, the students will be asked to actively participate in the course to the best of their ability.

**Other (as the proposer wishes to add)**

| NAME OF THE COURSE | Special Topics from Motor Transformations | | | | | |
|---|---|---|---|---|---|---|
| **Code** | **ZF618** | Year of study | 2 | | | |
| Course teacher | Ante Burger PhD<br>Assistant professor | Credits (ECTS) | 4 | | | |
| Associate teachers | | Type of instruction (number of hours) | L | S | E | T |
| | | | 10 | 10 | | 50 |
| Status of the course | Mandatory | Percentage of application of e-learning | 10% | | | |

**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 listening to lectures, seminars, exercises, independent learning and passing the exam, the student will:<br>- analyze the motor stereotype of movement and determine the energy processes required for its implementation<br>- determine which motor tests must be performed based on the analysis of motor structure<br>- perform initial, transitive and final motor testing<br>- process and present the results of motor testing with quality<br>- based on the results of motor testing, develop a plan and program of the targeted training process<br>- implementation and control of kinesiological operators involved in the transformation process<br>- explain and show the person how, based on the results of the final motor test, he will determine the laws according to which he will improve his motor skills. |

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

| Form of teaching | Theme | Number of student hours |
|---|---|---|
| L | Principles and rules of sports training | |
| L | Measurement of motor abilities, transformation procedures in kinesiology, functional abilities of athletes | |
| L | Aerobic functional ability, anaerobic functional ability, aerobic ability tests, motor ability tests | |
| S | Development of flexibility, agility tests, proprioception exercises | |
| S | Seminar papers - injuries in sports, prevention of athletes, top sports and health | |
| T | Aerobic functional ability, anaerobic functional ability, aerobic ability tests, motor ability tests | |
| T | Balance development, coordination tests, introducing students to the processing and presentation of motor test results | |

| | | | |
|---|---|---|---|
| | T | Introducing students to the implementation and control of kinesiology operators involved in the transformation process, agility exercises, motor tests and modern work technologies | |

| | | |
|---|---|---|
| Format of instruction | X lectures<br>X seminars and workshops<br>☐ exercises<br>☐ *on line* in entirety<br>X partial e-learning<br>X field work | ☐ independent assignments<br>☐ multimedia<br>☐ laboratory<br>☐ work with mentor<br>☐ (other) |
| Student responsibilities | Regular class attendance<br>Active participation in the teaching process<br>Password for AAI EduHr electronic identity to access 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 | 0,80 | Research | | Practical training | |
| | Experimental work | | Report | | | |
| | Essay | | Seminar essay | 0,80 | (Other) | |
| | Tests | | Oral exam | | (Other) | |
| | Written exam | 2,40 | Project | | (Other) | |

| | |
|---|---|
| Grading and evaluating student work in class and at the final exam | Written exam |

| Required literature (available in the library and via other media) | **Title** | **Number of copies in the library** | **Availability via other media** |
|---|---|---|---|
| | Findak, V .: Methodology of Physical and Health Culture, Handbook for Teachers of Physical and Health Culture, Školska knjiga, Zagreb, 1999. | | |
| | Sekulić, D, Metkoš, D: Fundamentals of Transformation Procedures in Kinesiology, Redak, Split, 2007. | | |
| | Sekulić, D, Condition Analysis and Transformation Procedures in Kinesiology, Redak, Split, 2015. | | |
| | | | |

| | |
|---|---|
| Optional literature (at the time of submission of study programme proposal) | Pearl, B., Moran, G. T.: Getting stronger. Shelter publications, inc., Bolinas, California, 2002. |
| Quality assurance methods that ensure the acquisition of exit competences | ▪ Teaching quality analysis by students and teachers<br>▪ Exam passing rate analysis<br>▪ Committee for control of teaching reports<br>▪ External evaluation |
| Other (as the proposer wishes to add) | |

| NAME OF THE COURSE | Clinical Skills II | | | | | |
|---|---|---|---|---|---|---|
| **Code** | **ZSF620** | Year of study | 2. | | | |
| Course teacher | Assist. prof. Ivanka Marinović, MD, PhD | Credits (ECTS) | 7 | | | |
| Associate teachers | Assist. prof. Ante Burger, PhD Associates from teaching bases | Type of instruction (number of hours) | L | S | E | T |
| | | | 5 | 15 | 125 | |
| Status of the course | Mandatory | Percentage of application of e-learning | up to 10% | | | |

**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) | By mastering the content of the course, the student will acquire the knowledge and skills needed to plan the physiotherapy process and the selection and application of physiotherapy procedures in accordance with the needs of users.<br>By mastering the content of the course, the student will acquire the knowledge and skills necessary for monitoring and adopting the content of the course of the professional discipline.<br>Adoption and mastering of propaedeutics of the locomotor system.<br>After attending seminars, exercises and passing the exam, the student will:<br>- Define physical factors in therapy.<br>- Describe and perform therapeutic exercises within the physiotherapy process.<br>- Describe and perform manual therapy techniques.<br>- Describe and report respiratory therapy techniques.<br>- Describe and report functional training of self-care and household care within the physiotherapy process.<br>- Describe and perform techniques of application of aids, orthoses, adaptive, protective, support means and equipment. |

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

| Form of teaching | Themes of teaching | Number of student hours |
|---|---|---|
| L | Introductory lecture: introduction to mentors, content and manner of holding exercises. Introduction to the rules of conduct in the ward and towards patients. Introduction to the modalities of physical therapy. | 5 |
| E | Therapeutic exercises within the physiotherapy process | 25 |
| E | Manual therapy techniques | 20 |
| E | Respiratory training techniques | 10 |
| E | Application of electrotherapy procedures | 30 |
| E | Application of ultrasound and magnetotherapy | 10 |
| E | Application of cryotherapy and thermotherapeutic procedures | 10 |
| E | Application of laser and shock wave | 5 |
| E | Application of aids in the rehabilitation process | 5 |
| E | Hydrogymnastics, local baths | 5 |
| E | Functional training, self-care training | 5 |
| S | Scientific achievements in the development of physical factors used in the rehabilitation process | 15 |
| | | |

<table>
<tr><td>Format of instruction</td><td colspan="3">☒ lectures<br>☒ seminars and workshops<br>☒ exercises<br>☐ on line in entirety<br>☒ partial e-learning<br>☐ field work</td><td colspan="3">☒ independent assignments<br>☐ multimedia<br>☐ laboratory<br>☐ work with mentor<br>☐ (other)</td></tr>
<tr><td>Student responsibilities</td><td colspan="6">Regular class attendance<br>Active participation in the teaching process<br>Password for AAI EduHr electronic identity to access 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>0.70</td><td>Research</td><td></td><td>Practical training</td><td>2.10</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>1.40</td><td>(Other)</td><td></td></tr>
<tr><td>Tests</td><td>2.80</td><td>Oral exam</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Written exam</td><td></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">Written exam</td></tr>
<tr><td rowspan="3">Required literature (available in the library and via other media)</td><td colspan="3">Title</td><td>Number of copies in the library</td><td colspan="2">Availability via other media</td></tr>
<tr><td colspan="3">Literature previously used for courses of the second year of physiotherapy course</td><td></td><td colspan="2"></td></tr>
<tr><td colspan="3"></td><td></td><td colspan="2"></td></tr>
<tr><td>Optional literature (at the time of submission of study programme proposal)</td><td colspan="6"></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<br>▪ Exam passing rate analysis<br>▪ Committee for control of teaching reports<br>▪ External evaluation</td></tr>
<tr><td>Other (as the proposer wishes to add)</td><td colspan="6"></td></tr>
</table>

| NAME OF THE COURSE | Basics of Dermatology | | | | |
|---|---|---|---|---|---|
| **Code** | **ZSF617** | Year of study | 2 | | |
| Course teacher | Prof. dr sc. Neira Puizina-Ivić | Credits (ECTS) | 2 | | |
| Associate teachers | Associates from teaching bases | Type of instruction (number of hours) | L | S | E | T |
| | | | 20 | 10 | | 30 |
| Status of the course | elective | Percentage of application of e-learning | up to 10% | | | |

**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 lectures and seminars independent learning and passing the exam, the student will:<br>- describe the pathophysiology and clinical picture of skin diseases<br>- appoint, recognize and describe diagnostic procedures in skin diseases and possibilities of influence on physical therapy<br>- assess the degree of skin damage and the possibility of applying physical therapy<br>- choose an appropriate method of physical therapy depending on the degree of skin damage |

| Course content broken down in detail by weekly class schedule (syllabus) | | | |
|---|---|---|---|
| | L | Basic structure and function of the skin, efflorescence system | 2 |
| | L | Viral and bacterial and fungal and parasitic skin diseases | 4 |
| | L | Psoriasis and psoriatic arthritis, new treatments | 4 |
| | L | Disorders of venous circulation | 3 |
| | L | Skin tumors | 3 |
| | L | Autoimmune diseases and vesicular and bullous dermatoses | 4 |
| | S | Atopic dermatitis and skin care | 3 |
| | S | Diseases of sebaceous glands and hair follicles, pigmentation disorder | 2 |
| | S | Sexually transmitted diseases | 1 |
| | S | Allergic diseases | 3 |
| | S | Photodermatoses | 1 |

| Format of instruction | | |
|---|---|---|
| | x lectures<br>x seminars and workshops<br>☐ exercises<br>☐ *on line* in entirety<br>x partial e-learning<br>☐ field work | ☐ independent assignments<br>☐ multimedia<br>☐ laboratory<br>☐ work with mentor<br>☐ (other) |
| Student responsibilities | Regular class attendance<br>Active participation in the teaching process<br>Password for AAI EduHr electronic identity to access 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 | 2,00 | Project | | (Other) | |

<table>
<tr><td>Grading and evaluating student work in class and at the final exam</td><td>
<table>
<tr><td>verification indicator</td><td>efficacy (points)</td><td>Share in the grade (%)</td></tr>
<tr><td>Written exam</td><td>30</td><td>100</td></tr>
<tr><td>Total</td><td>30</td><td>100</td></tr>
</table>
RATIO OF SUCCESS AND GRADE
<table>
<tr><td>Achieved success percent (%)</td><td>Criterion</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 siccess</td><td>vrlo dobar (4)</td></tr>
<tr><td>90-100</td><td>outstanding success</td><td>outstanding (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>Abstracts of lectures and seminars</td><td></td><td></td></tr>
<tr><td>Richard Weller, John A. A. Hunter, John Savin, Mark Dah, (Neira Puizina-Ivić, ed. Croatioan edition): Klinička dermatologija, 1. edition, Split: Placebo; 2021.</td><td></td><td></td></tr>
<tr><td></td><td></td><td></td></tr>
</table>
</td></tr>
<tr><td>Optional literature (at the time of submission of study programme proposal)</td><td></td></tr>
<tr><td>Quality assurance methods that ensure the acquisition of exit competences</td><td>
<ul>
<li>Teaching quality analysis by students and teachers</li>
<li>Exam passing rate analysis</li>
<li>Committee for control of teaching reports</li>
<li>External evaluation</li>
</ul>
</td></tr>
<tr><td>Other (as the proposer wishes to add)</td><td></td></tr>
</table>

| NAME OF THE COURSE | Basics of Radiology | | | | | |
|---|---|---|---|---|---|---|
| **Code** | **ZSF619** | Year of study | 2 | | | |
| Course teacher | Stipan Janković, Full professor with tenure | Credits (ECTS) | 2 | | | |
| Associate teachers | | Type of instruction (number of hours) | L | S | E | T |
| | | | 20 | | 15 | |
| Status of the course | Mandatory | Percentage of application of e-learning | Up to 10% | | | |

**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 this course students will get additional knowledge necessary for successful participation in teamwork as well as for professional and responsible performance of therapeutic procedures.<br>After completing the lectures, seminars, independent work and exam students will:<br>- Name and define x-rays and their effects on a human body,<br>- Identify particularities of diagnostic radiological methods,<br>- Perform radiographic exams of the skeletal system and read radiological images. |

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

| TYPE | THEME | HOURS |
|---|---|---|
| L | History of radiology | 2 |
| L | Origin and characteristics of x-rays. Biological effects of x-ray and radiation protection | 4 |
| L | Radiological diagnostics methods and principles of radiological procedures. | 4 |
| L | Digital radiological methods. Interventional radiology. | 5 |
| L | Radiography. Radiology of musculoskeletal system. | 5 |
| E | X –ray image: quality control. X-ray images of upper and lower extremities. | 3 |
| E | Modification of radiological methods – skeletal acute trauma. | 3 |
| E | Control radiographic skeletal images | 3 |
| E | Radiological procedures in cases of neurological and psychiatric patient. | 3 |
| E | Radiological procedures in cases of patient with central nervous system trauma. | 3 |

| Format of instruction | | |
|---|---|---|
| | X lectures<br>☐ seminars and workshops<br>X exercises<br>☐ *on line* in entirety<br>X partial e-learning<br>☐ field work | ☐ independent assignments<br>☐ multimedia<br>☐ laboratory<br>☐ work with mentor<br>☐ (other) |
| Student responsibilities | Regular class attendance.<br>Active participation in the teaching process.<br>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 | 0,20 | Research | | Practical training | |
| | Experimental work | | Report | | | |
| | Essay | | Seminar essay | | (Other) | |
| | Tests | | Oral exam | | (Other) | |

<table>
<tr><td>ECTS value of the course)</td><td>Written exam</td><td>1,80</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 colspan="3">Evaluation indicators</th><th>Success (points)</th><th>Share in overall grade (%)</th></tr>
<tr><td colspan="3">Class attendance</td><td>5</td><td>10,00</td></tr>
<tr><td colspan="3">Written exam</td><td>45</td><td>90,00</td></tr>
<tr><td colspan="3">Total</td><td>50</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>60-69,9</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>Car, Z.:Uvod u radiološku tehniku. Zagreb: Visoka zdravstvena škola, 1998.</td><td></td><td></td></tr>
<tr><td>Janković S. i sur. Radiologija. Medicinski fakultet u Splitu, u tisku.</td><td></td><td></td></tr>
<tr><td>Bešenski, N., Škegro, N.: Radiološka tehnika skeleta. Zagreb: Školska knjiga, 1987.</td><td></td><td></td></tr>
<tr><td>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 colspan="6"></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<br>▪ Exam passing rate analysis<br>▪ Committee for control of teaching reports<br>▪ External evaluation</td></tr>
<tr><td>Other (as the proposer wishes to add)</td><td colspan="6"></td></tr>
</table>

| NAME OF THE COURSE | Emergencies in Medicine | | | | | |
|---|---|---|---|---|---|---|
| **Code** | **ZSZ630** | Year of study | 3 | | | |
| Course teacher | Mihajlo Lojpur, M.D., Ph.D, Assistant Professor | Credits (ECTS) | 2 | | | |
| Associate teachers | Associates from teaching bases | Type of instruction (number of hours) | L | S | E | T |
| | | | 18 | | 25 | |
| 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) | The student will be trained in basic resuscitation skills and work in the intensive care unit and:<br>1. Supervise the functions of vital organs and recognize development of life-threatening situation,<br>2. Evaluate patient's condition and take appropriate emergency measures in typical emergencies,<br>3. Implement emergency procedures for dealing with vital organ failure,<br>4. Apply BLS and ALS resuscitation protocol,<br>5. Identify life-threatening arrhythmias and apply AED if necessary.<br>6. Establish and maintain a patent airway,<br>7. Administer oxygen,<br>8. Establish peripheral and/or intraosseous venous access,<br>9. Use parenteral drugs, infusion solutions and blood derivatives<br>10. Recognize the occurrence and type of complications during diagnostic or other medical procedures in life-threatening patients, and apply emergency procedures and treatment if they occur |

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

| Form of teaching | Topics | Hours |
|---|---|---|
| | | |
| L | 1. Monitoring of vital functions of the organism | 1 |
| L | 2. Essential medicines in emergencies | 1 |
| L | 3. Acute poisoning | 1 |
| L | 4. Treatment of acute pain | 1 |
| L | 5. Resuscitation of children | 1 |
| L | 6. Acute failure of vital organ systems | 2 |
| L | 7. Shock, Anaphylactic shock | 1 |
| L | 8. Fluid replacement | 1 |
| L | 9. Basics of mechanical ventilation | 2 |
| L | 10. Blood replacement | 1 |
| L | 11. Adult resuscitation | 2 |
| L | 12. Acute coronary syndrome | 1 |
| L | 13. Injury care, Burns | 2 |
| L | 14. Identification of patients requiring urgent treatment | 1 |
| E | 1. Airway and oxygen administration | 5 |
| E | 2. Resuscitation (BLS modified for hospital conditions + scenarios) | 5 |
| E | 3. Patient monitoring, cardiac arrhythmias, defibrillation and electroconversion | 5 |
| E | 4. Initial care of the injured | 5 |

| | | | |
|---|---|---|---|
| | E | 5. Iv and intraosseous route, administration of drugs, infusion solutions and blood | 5 |

| | | |
|---|---|---|
| Format of instruction | ☐ √ **lectures**<br>☐ √ **seminars and workshops**<br>☐ √ **exercises**<br>☐ *on line* in entirety<br>☐ partial e-learning<br>☐ field work | ☐ independent assignments<br>☐ multimedia<br>☐ laboratory<br>☐ √ **work with mentor**<br>☐ (other) |
| Student responsibilities | Regular class attendance<br>Active participation in the teaching process<br>Password for AAI EduHr electronic identity to access 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 | | **Mastering skills in exercises** | 1 |
| | Essay | | Seminar essay | | (Other) | |
| | Tests | | Oral exam | | (Other) | |
| | **Written exam** | 1 | Project | | (Other) | |

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

Written exam:

| **Achieved success ( % )** | **Description of acquired knowledge** | **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 | remarkable success | excellent (5) |

Required literature (available in the library and via other media)

| **Title** | **Number of copies in the library** | **Availability via other media** |
|---|---|---|
| Marko Jukić, Mladen Carev, Nenad Karanović, Mihajlo Lojpur. Anesthesiology and Intensive Care Medicine for students of medicine, dental medicine and health studies. Split: Faculty of Medicine, 2017.<br>Chapters 1, 3, 10, 12, 15, 19, 20, 22, 25 and 28 | | Website of the School of Split |
| Mihajlo Lojpur. Cardiopulmonary resuscitation. In: Tanja Šimurina, Boris Mraović. General clinical anesthesiology and resuscitation. Zadar: University of Zadar, 2020; 379-446 | | |
| Gvožđak M, Tomljanović B. Basic emergency medical procedures. Croatian Chamber of Nurses, Croatian Institute of Emergency Medicine, Zagreb, 2011. | | https://vub.hr/images/uploads/3209/hitni_medicinski_postupci_u_izvanbolnckim_uvjetima.pdf |
| Basic Clinical skills. In: Simunovic VJ: Catalogue of Clinical Skills. Seattle: CreateSpace Independent Publishing Platform; 2013. ISBN - 10: 1489580212. | | |
| | | |

| | |
|---|---|
| Optional literature (at the time of submission of study programme proposal) | |

| | |
|---|---|
| Quality assurance methods that ensure the acquisition of exit competences | ▪ Teaching quality analysis by students and teachers<br>▪ Exam passing rate analysis<br>▪ Committee for control of teaching reports<br>▪ External evaluation |
| Other (as the proposer wishes to add) | |

| NAME OF THE COURSE | Special Topics in Gynecology and Pediatrics | | | | | |
|---|---|---|---|---|---|---|
| **Code** | **ZSF621** | | | | | |
| Study program | Physiotherapy | Year of study | 3 | | | |
| Course teacher | Associate professor, Ana Poljičanin, MD, PhD | Credits (ECTS) | 6 | | | |
| Associate teachers | Associates from teaching bases. | Type of instruction (number of hours) | L | S | E | T |
| | | | 30 | 15 | 45 | 10 |
| Status of the course | Mandatory | Percentage of application of e-learning | Up to 10% | | | |

**COURSE DESCRIPTION**

| | |
|---|---|
| | Introduce students to the problems and needs of physiotherapy in gynecology and obstetrics, and in selected groups of pediatric patients<br>• Introduce students to the laws, characteristics and stages of normal sensorimotor development of the child<br>• Introduce students to the main types of deviations in child development<br>• Introduce students to the procedures of physiotherapy assessment, intervention and evaluation in the work with gynecological patients, pregnant women, mothers and children<br>• Introduce students to the theoretical background, principles and content of different concepts of physiotherapy in these groups of users<br>• Introduce students to the role and tasks of physiotherapists within health teams dealing with gynecological patients, pregnant women, mothers and children<br>• Introduce students to the basic knowledge and skills of collaboration 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) | By mastering the content of the course the student will acquire the knowledge needed to plan and implement the physiotherapy process in gynecology and obstetrics and to plan and implement the physiotherapy process in the most common conditions and diseases that affect the normal sensorimotor development of the child.<br>After listening to lectures, seminars, exercises, independent learning and passing the exam, the student will:<br>• understand and describe the problems and the need for physiotherapy in gynecology and obstetrics, and in selected groups of pediatric patients<br>• understand, describe and demonstrate the laws, characteristics and stages of normal sensorimotor development of the child<br>• identify, analyze and compare the main types of deviations in the child's development<br>• plan and implement procedures of physiotherapeutic assessment, intervention and evaluation within the work with gynecological patients, pregnant women, mothers and children<br>• understand and describe the basic theoretical background, principles and contents of different concepts of physiotherapy for these groups of users<br>• understand and describe the roles and tasks of physiotherapists within health teams dealing with gynecological patients, pregnant women, mothers and children<br>• Demonstrate basic knowledge and skills of cooperation within the team. |

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

| Form of teaching | Theme | Number of hours |
|---|---|---|
| L | Growth and development of the child in the first 12 months of life. Development in pronation and supination. Seat development. Development of grabbing. | 4 |

| | | | |
|---|---|---|---|
| | L | Walk. Growth and development from 2 - 7 years of age. Child development from the aspect of Bobath therapy. Uprightness and balance reactions. | 4 |
| | L | Abnormal movement. A child with neurorisk. Cerebral paralysis. Neurodevelopmental therapy and 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) | 4 |
| | L | Neuromuscular diseases. JRA. Juvenile osteochondrosis. (clinical characteristics and rehabilitation procedures) | 4 |
| | L | Bad posture. Scoliosis and kyphosis. Chest deformities. Medical gymnastics | 5 |
| | L | Hip and knee deformities. Foot deformities (clinical features and treatment) Three-dimensional foot therapy | 5 |
| | S | Hypotonic syndrome, Dystonic syndrome | 3 |
| | S | Autism, ADHD | 3 |
| | S | Osteomyelitis, Rickets | 3 |
| | S | Habilitation of blind children<br>Habilitation of children with mental retardation and autism | 3 |
| | S | Occupational therapy, Orthoses and other aids used in childhood | 3 |
| | E/T | Drainage position of the child in the incubator, education of parents for handling | 9/2 |
| | E/T | Application of neurodevelopmental therapy Work with neurorisk child, Application of aids - board, roller, ball | 9/2 |
| | E/T | Kinesitherapy procedure in the treatment of brachial plexus, Kinesitherapy procedure in the treatment of torticolis | 9/2 |
| | E/T | Orofacial stimulation in hypotonic children, Treatment of Dawn syndrome | 9/2 |
| | E/T | Handling - exercises on dolls, Exercises for bad posture (kyphosis, scoliosis), Exercises for X and O legs and three-dimensional foot therapy. | 9/2 |
| | | | |

| | | |
|---|---|---|
| Format of instruction | X☐ lectures<br>☐X seminars and workshops<br>☐X exercises<br>☐ *on line* in entirety<br>☐X partial e-learning<br>☐ field work | ☐ independent assignments<br>☐ multimedia<br>☐ laboratory<br>☐ work with mentor<br>☐ (other) |
| Student responsibilities | Regular class attendance<br>Active participation in the teaching process<br>Password for AAI EduHr electronic identity to access 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 | 0,60 | Research | | Practical training | |
| | Experimental work | | Report | | | |
| | Essay | | Seminar essay | 1,20 | (Other) | |
| | Tests | | Oral exam | | (Other) | |
| | Written exam | 4,20 | Project | | (Other) | |

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

| Verification indicator | Preformance (points) | Rating share (%) |
|---|---|---|
| Attendance and activity at lectures and seminars for 100% attendance | 10 | 10,00 |
| Written exam*** | 70 | 70,00 |
| Seminar presentation | 20 | 20,00 |
| **Total** | **100** | **100** |

**RATIO OF SUCCESS AND GRADE**

| Achieved success percentage (%) | Criteria | Grade |
|---|---|---|
| 60-69,9 | Meets the minimum criteria | sufficient (2) |
| 70-79,9 | Average success | good (3) |
| 80-89,9 | Above- average success | Very good (4) |
| 90-100 | Exceptional success | excellent (5) |

**Required literature (available in the library and via other media)**

| **Title** | **Number of copies in the library** | **Availability via other media** |
|---|---|---|
| Rota-Čeprnja A. Rehabilitacija u dječjoj dobi. Nastavni tekstovi. Medicinski fakultet u Splitu, 2005. | | |
| Filipec M, Jadanec M. Odabrana poglavlja u fizioterapiji-Fizioterapija u perinatologiji, Hrvatski zbor fizioterapeuta, Zagreb, 2020. | | |
| Filipec M, Jadanec M. Odabrana poglavlja u fizioterapiji-Fizioterapija u ginekologiji i porodništvu, Hrvatski zbor fizioterapeuta, Zagreb, 2017. | | |
| Klaić, I.: Specijalne teme u fizioterapiji - nastavni tekstovi, Visoka zdravstvena škola, Zagreb, 2001. | | |
| | | |

**Optional literature (at the time of submission of study programme proposal)**

John M. Flynn J.M., Weinstein S, Lovell and Winter's Pediatric Orthopaedics. 8th Edition, Lippincott Williams & Wilkins (LWW), 2020.
Alexander MA, Matthews DJ, Pediatric Rehabilitation: Principles and Practice Hardcover – Illustrated, Demos Medical Education / Medical, 2015.
Irion JM, Irion GL. Women's Health in Physical Therapy: Principle and Practices for Rehab Professionals, Lippincott Williams & Wilkins, 2010.

**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 | **Physiotherapy in Cardiology and Pulmonology** | | | | | | |
|---|---|---|---|---|---|---|---|
| **Code** | **ZSF622** | | | | | | |
| Study program | Physiotherapy | Year of study | 3. | | | | |
| Course teacher | Associate professor Ante Obad, PhD | Credits (ECTS) | 4 | | | | |
| Associate teachers | Assistant Professor Duška Glavaš, PhD<br>Davor Perić, BSc. | Type of instruction (number of hours) | L | S | KL | LE | T |
| | | | 20 | 10 | 30 | | |
| Status of the course | Mandatory | Percentage of application of e-learning | Up to 10% | | | | |

**COURSE DESCRIPTION**

| | |
|---|---|
| Course objectives | • Show students the specifics of different models of physiotherapy in people with disorders and diseases of the cardiovascular and respiratory systems<br>• To show students the specifics of physiotherapy in people suffering from and treated for tumors<br>• Introduce students to the application of physiotherapy procedures in the prevention and treatment of diseases and disorders of the cardiovascular and respiratory systems<br>• Introduce students to the application of physiotherapy procedures in the prevention and treatment of the consequences of tumor diseases<br>• Introduce students to the effects of the physiotherapy process in people with disorders and diseases of the cardiovascular and respiratory systems<br>• Introduce students to the effects of the physiotherapy process in people suffering from and treated for tumors<br>• Introduce students to the principles of teamwork |
| 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) | By mastering the content of the course the student will acquire the knowledge needed to plan and implement the physiotherapy process in people with disorders and diseases of the cardiovascular and respiratory systems and to plan and implement the physiotherapy process in people suffering from and treated for tumors.<br>After listening to lectures, seminars, exercises, independent learning and passing the exam, the student will:<br>• recognize and critically evaluate the specifics of different models of physiotherapy in people with disorders and diseases of the cardiovascular and respiratory systems<br>• recognize and critically evaluate the specifics of physiotherapy in people suffering from and treated for tumor diseases<br>• apply physiotherapeutic procedures in the prevention and treatment of diseases and disorders of the cardiovascular and respiratory systems<br>• apply physiotherapeutic procedures in the prevention and treatment of the consequences of tumor diseases<br>• evaluate and critically analyze the effects of the physiotherapy process in people with disorders and diseases of the cardiovascular and respiratory systems<br>• evaluate and critically analyze the effects of the physiotherapy process in people suffering from and treated for tumors<br>• actively participate in teamwork. |
| Course content elaborated in detail | Type \| Theme \| Hours |

| | | | | |
|---|---|---|---|---|
| according to the weekly schedule | L | Objectives of cardiopulmonary rehabilitation, patient assessment. Indications and contraindications for cardiac rehabilitation. Principles of rehabilitation in ischemic heart disease | 5 | |
| | L | Rehabilitation of patients after cardiac surgical revascularization of the heart. Rehabilitation in valvular heart disease, after ES heart implantation, after heart transplantation and in peripheral vascular diseases | 5 | |
| | L | Rehabilitation of patients in convalescent and postconvalescent phase | 5 | |
| | L | Indications and contraindications for pulmonary rehabilitation. Tools in rehabilitation of pulmonary patients, methods of respiratory physiotherapy (relaxation). Tools in rehabilitation of pulmonary patients, methods of respiratory physiotherapy (positional drainage, breathing exercises, inhalations) | 5 | |
| | KL | Basic cardiovascular indicators in physiotherapy, normal values, measurements, patient monitoring. Early rehabilitation of patients with myocardial infarction | 10 | |
| | KL | Early rehabilitation of cardiac surgery patients. Rehabilitation in convalescent and postconvalescent phase. Physical training of cardiac patients | 15 | |
| | KL | Methods of respiratory physiotherapy - relaxation and positional drainage with auxiliary methods. Respiratory physiotherapy methods - breathing exercises and inhalation therapy. Use of respiratory aids. Respiratory physiotherapy of specific conditions | 5 | |
| | S | Early rehabilitation after myocardial infarction. Early rehabilitation after cardiac surgical myocardial revascularization. Physiotherapeutic procedures in cystic fibrosis. COPD and the importance of physiotherapy. Physiotherapy after heart transplantation. | 10 | |

| | | |
|---|---|---|
| Format of instruction | ☒ lectures<br>☒ seminars and workshops<br>☒ exercises<br>☐ *on line* in entirety<br>☒ partial e-learning<br>☐ field work | ☐ independent assignments<br>☐ multimedia<br>☐ laboratory<br>☐ work with mentor<br>☐ (other) |
| Student responsibilities | Regular class attendance<br>Active participation in the teaching process<br>Password for AAI EduHr electronic identity to access 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 | 0,80 | Research | | Practical training | |
| | Experimental work | | Report | | | |
| | Essay | | Seminar essay | | | |
| | Tests | | Oral exam | | | |
| | Written exam | 3,20 | Project | | | |

| Grading and evaluating student work in class and at the final exam | | | |
|---|---|---|---|
| | Verification indicators | Points | Share in grade (%) |
| | Written exam | 100 | 100 |
| | **Total** | | **100** |

<table>
<tr><td></td><td colspan="3">RATIO OF SUCCESS AND EVALUATION<table>
<tr><td>Achieved success percentage (%)</td><td>Criteria</td><td>Grade</td></tr>
<tr><td>60-69,9</td><td>meets 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>80-99,9</td><td>above average success</td><td>very good (4)</td></tr>
<tr><td>90-100</td><td>outstanding success</td><td>excellent (5)</td></tr>
</table></td></tr>
<tr><td rowspan="4">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>Vuković I. Rehabilitation of cardiopulmonary patients. Teaching texts. Faculty of Medicine in Split, 2004.</td><td></td><td></td></tr>
<tr><td>Rehabilitation of persons with ischemic heart disease. Proceedings, II Symposium of the Society for Respiratory and Cardiovascular Physiotherapy. Zagreb: Hrvatski zbor fizioterapeuta, 2001.</td><td></td><td></td></tr>
<tr><td>Kraljević, A .: Physiotherapy in cardiology - teaching texts. Zagreb: Visoka zdravstvena škola, 2002.</td><td></td><td></td></tr>
<tr><td>Supplementary literature</td><td colspan="3">Markov-Glavaš, D .: Quality of life of patients treated for laryngeal cancer - master's thesis, Zagreb: Faculty of Medicine, University of Zagreb, 1998.<br>Frownfelter, D., Dean, E .: Principles and practice of cardiopulmonary physical therapy 3rd edition, St. Louis: Mosby - year book Inc. 1996</td></tr>
<tr><td>Quality assurance methods that ensure the acquisition of exit competences</td><td colspan="3">Regularity of attending classes:<br>1. lectures - at least 80% of all classes attended,<br>2. seminars 90% and exercises 100%,<br>3. active participation in classes.</td></tr>
<tr><td>Other (as the proposer wishes to add)</td><td colspan="3"></td></tr>
</table>

<table>
<tr><td colspan="2">NAME OF THE COURSE</td><td colspan="5">Physiotherapy in Neurology and Rheumatology</td></tr>
<tr><td>Code</td><td>ZSF623</td><td>Year of study</td><td colspan="4">3.</td></tr>
<tr><td>Course teacher</td><td>Assist. prof. Ivanka Marinović, MD, PhD</td><td>Credits (ECTS)</td><td colspan="4">8</td></tr>
<tr><td rowspan="2">Associate teachers</td><td rowspan="2">Associates from teaching bases</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>40</td><td>20</td><td>80</td><td></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 10%</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">Rehabilitation in neurology:<br>By mastering the content of the course the student will acquire the knowledge needed to plan and implement the physiotherapy process in people with disorders and diseases of the neurological system and to plan and implement the physiotherapy process in people with central nervous system disorders.<br>By mastering the content of the course, the student will acquire the knowledge needed to plan and implement the physiotherapy process in the field of neurology, psychiatry and geriatrics.<br>After listening to lectures, seminars, exercises, independent learning and passing the exam, the student will:<br>- Describe physiotherapy in neurology.<br>- Describe the neurophysiological foundations in neurological physiotherapy.<br>- Describe the hierarchical and parallel organization of the central nervous system.<br>- Describe the central postural control mechanism.<br>- Describe and evaluate the characteristics of normal movement.<br>- Describe normal automatic postural reactions, balance reactions, voluntary and automated movements, functional movement.<br>- Analyze the components of normal movement and motor activity: lying, sitting and standing postural set, and transfer activities between postural sets and complex functional activities.<br>- Define physiotherapy in psychiatry.<br>- Define physiotherapy in geriatrics.<br><br>Rehabilitation in rheumatology:<br>- State the principles of physiotherapy in rheumatology<br>- State the principles of rehabilitation of inflammatory rheumatic diseases<br>- State the principles of rehabilitation of degenerative rheumatic diseases<br>- State the principles of rehabilitation of metabolic rheumatic diseases<br>- State the principles of rehabilitation of extraarticular rheumatic diseases<br>- Perform evaluation of the success of rehabilitation of numerous disease-specific questionnaires</td></tr>
<tr><td>Course content broken down in detail by weekly class schedule (syllabus)</td><td>Form of teaching</td><td colspan="4">Themes of teaching</td><td>Number of student hours</td></tr>
<tr><td></td><td>L/S</td><td colspan="4">Rehabilitation in neurology: Physiotherapy in neurology, neurophysiological foundations in neurological rehabilitation, hierarchical and parallel organization of the central nervous system, central control postural mechanism, characteristics of normal movement, normal automatic postural reactions, balance reactions, voluntary and automated movements,</td><td>20/10</td></tr>
</table>

| | | | |
|---|---|---|---|
| | | functional movement. Analysis of components of normal movement and motor activity: lying, sitting and standing postural set, and transfer activities between postural sets and complex functional activities; Physiotherapy in psychiatry. Physiotherapy in geriatrics. | |
| | E | Physiotherapy assessment and planning of physiotherapy interventions in patients with neurological diseases. Normal movement and occurrence of pathological patterns in patients with neurological impairment. | 6 |
| | E | Physiotherapy assessment and planning of physiotherapy interventions in patients with stroke, patients with ataxia, paraparesis / plegia, tetraparesis / plegia | 6 |
| | E | Neurophysiotherapy of specific conditions in patients with Parkinson's disease, multiple sclerosis, myasthenia gravis, dementia | 6 |
| | E | Proprioceptive neuromuscular facilitation in the rehabilitation of neurological patients. Mirror therapy | 6 |
| | E | Bobath concept in the rehabilitation of neurological patients | 6 |
| | E | Orthotics in neurological rehabilitation | 5 |
| | E | Physiotherapeutic procedures in the rehabilitation of peripheral nerve damage and neuromuscular diseases | 5 |
| | L/S | **Rehabilitation in rheumatology:** Physiotherapy in rheumatology; rehabilitation of rheumatic diseases. Propaedeutics of the locomotor system. Fundamentals and principles of rehabilitation of inflammatory rheumatic diseases, degenerative rheumatic diseases. Fundamentals and principles of rehabilitation of metabolic and extraarticular rheumatic diseases. Evaluation of rehabilitation success with a number of disease-specific questionnaires | 20/10 |
| | E | Physiotherapeutic procedures in patients with inflammatory rheumatic diseases | 7 |
| | E | Physiotherapeutic procedures in patients with degenerative diseases of the spine | 6 |
| | E | Physiotherapeutic procedures in patients with metabolic rheumatic diseases | 6 |
| | E | Physiotherapeutic procedures in patients with extraarticular rheumatism | 6 |
| | E | Physiotherapeutic procedures in patients with degenerative joint diseases | 6 |
| | E | Physiotherapeutic procedures in inflammatory low back pain | 4 |
| | E | Physiotherapeutic procedures in the rehabilitation of hands and feet in patients with rheumatoid arthritis | 5 |

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

| | | | | | | |
|---|---|---|---|---|---|---|
| Screening student work *(name the proportion of ECTS credits for each* | Class attendance | 1.00 | Research | | Practical training | |
| | Experimental work | | Report | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| *activity so that the total number of ECTS credits is equal to the ECTS value of the course)* | Essay | | Seminar essay | 1.00 | (Other) | |
| | Tests | 0.40 | Oral exam | 4.00 | (Other) | |
| | Written exam | 1.60 | Project | | (Other) | |
| Grading and evaluating student work in class and at the final exam | Written and oral exam | | | | | |

| | Title | Number of copies in the library | Availability via other media |
|---|---|---|---|
| Required literature (available in the library and via other media) | Neurologija: za visoku školu za medicinske sestre, fizioterapeute, inženjere radiologije / Silva Butković Soldo, Marina Titlić. – Medicinski fakultet Osijek, 2018 | **3** | |
| | Schnurrer-Luke-Vrbanić,T.Smjernice za rehabilitaciju osoba nakon moždanog udara. HDFRM. Fiz. rehabil. med. 2015. | | https://hrcak.srce.hr/163304 |
| | **Go**rdana Grozdek Čović**,** Zdravko Maček, Neurofacilitacijska terapija, Knjižara Ljevak, 2011. | 3 | |
| | Susan Edwards: Neurological Physiotherapy-motor control (free on line) | | https:/www.scribd.com |
| | Kovač I: Rehabilitacija i fizikalna terapija bolesnika s neuromuskularnim bolestima.Samobor: Edok, 2004. | | www.sddh.hr/2012/idakovac.pdf |
| | Pecotić – Jeričević S, Vlak T. Rehabilitacija bolesti mišićno-koštanog sustava. I i II dio. Nastavni tekstovi. Split : Medicinski fakultet Sveučilišta u Splitu, 2005. | 3 | |
| | Karelović D, Marković V, Vlak T, Vučinović Z. Osteoporoza. Split: Jedinica za znanstveni rad KBC Split, 2008. | 3 | |
| | Vlak T, Martinović Kaliterna D. Rano prepoznavanje reumatskih bolesti. Split : Medicinski fakultet Sveučilišta u Splitu, 2011. | 3 | |
| | Kosinac Z, Vlak T. Opća i specijalna kineziterapija. Zagreb: Medicinska naklada, 2021. | 3 | |
| Optional literature (at the time of submission of study programme proposal) | Janet H. Carr et al. Neurological Rehabilitation: Optimizing motor performance. Churchill Livingstone; 2010.<br>Raine S. et al. Bobath Concept -Theory and Clinical Practice in Neurological Rehabilitation. Wiley-Blackwell; 2009.<br>časopis Physiotherapia Croatica, izdavač Hrvatski zbor fizioterapeuta, Zagreb<br>časopis Fizioinfo , izdavač Hrvatski zbor fizioterapeuta, Zagreb<br>Hrvatski časopis zdravstvenih znanosti, Sveučilišni odjel zdravstvenih studija, Split | | |
| Quality assurance methods that ensure the acquisition of exit competences | ▪ Teaching quality analysis by students and teachers<br>▪ Exam passing rate analysis<br>▪ Committee for control of teaching reports<br>▪ External evaluation | | |
| Other (as the proposer wishes to add) | | | |

| NAME OF THE COURSE | Clinical Skills III | | | | |
|---|---|---|---|---|---|
| **Code** | **ZSF627** | Year of study | 3. | | |
| Course teacher | Assistant professor Jure Aljinović, PHD , MD | Credits (ECTS) | 10 | | |
| Associate teachers | Mladenka Parlov, MD | Type of instruction (number of hours) | L | S | E | T |
| | | | 5 | 10 | 150 | 30 |
| Status of the course | Mandatory | Percentage of application of e-learning | | | | |

**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) | By mastering the content of the course, the student will acquire the knowledge and skills needed to plan and implement a physiotherapy process for different groups of users.<br>After attending seminars, exercises and passing the exam, the student will:<br>- determine the need for physiotherapy,<br>- plan and apply physiotherapy procedures<br>- demonstrate the basic roles and tasks of physiotherapists within health teams,<br>- apply knowledge and skills of cooperation within the team. |

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

| Type of class | Theme | Number of student hours |
|---|---|---|
| L | Introductory lecture: schedule, introduction to mentors and how to hold exercises. Familiarity with the rules of conduct in the ward and towards patients. Introduction to the specifics of rehabilitation in various branches of clinical medicine. | 10 |
| E | Physiotherapy in orthopedics | 30 |
| E | Physiotherapy in sports medicine and traumatology | 30 |
| E | Physiotherapy in rheumatology | 30 |
| E | Physiotherapy in neurology, Physiotherapy in pediatrics | 30 |
| E | Physiotherapy in gynecology with obstetrics, Physiotherapy in oncology, Physiotherapy in psychiatry, Physiotherapy in geriatrics | 30 |
| E | Physiotherapy in cardiology and pulmonology | 30 |
| S | Scientific achievements in the rehabilitation of traumatological, orthopedic, rheumatological, neurological, cardiac, pulmonary, oncological, psychiatric and geriatric patients | 20 |

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

| Screening student work *(name the proportion of ECTS credits for each activity so that the* | | | | | | |
|---|---|---|---|---|---|---|
| | Class attendance | 1,0 | Research | | Practical training | 3,0 |
| | Experimental work | | Report | | | |
| | Essay | | Seminar essay | 2,0 | (Other) | |

| | | | | | | |
|---|---|---|---|---|---|---|
| *total number of ECTS credits is equal to the ECTS value of the course)* | Tests | 4,0 | Oral exam | | (Other) | |
| | Written exam | | Project | | (Other) | |
| Grading and evaluating student work in class and at the final exam | Written exam | | | | | |

| Required literature (available in the library and via other media) | **Title** | **Number of copies in the library** | **Availability via other media** |
|---|---|---|---|
| | Other literature previously used for Courses of the third Year of Physiotherapy Course | | |
| | | | |

| | |
|---|---|
| Optional literature (at the time of submission of study programme proposal) | |
| Quality assurance methods that ensure the acquisition of exit competences | ▪ Teaching quality analysis by students and teachers<br>▪ Exam passing rate analysis<br>▪ Committee for control of teaching reports<br>▪ External evaluation |
| Other (as the proposer wishes to add) | |

| NAME OF THE COURSE | Clinical Skills IV | | | | | |
|---|---|---|---|---|---|---|
| **Code** | **ZSF628** | Year of study | 3. | | | |
| Course teacher | Assistant professor Ana Poljičanin, MD | Credits (ECTS) | 9 | | | |
| Associate teachers | Associate from teaching bases | Type of instruction (number of hours) | L | S | E | T |
| | | | 10 | 20 | 165 | |
| Status of the course | Mandatory | Percentage of application of e-learning | Up to 10% | | | |

**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) | Students will develop knowledge and skills needed for independent planning and performing of physiotherapeutic procedures with selected groups of patients as well as those necessary for critical evaluation of the programme application.<br>Students will be able to:<br>- Develop a plan for conducting a research in a selected sample of subjects,<br>- Apply knowledge of research methodology necessary for independent planning and conducting research,<br>- Create, perform and document physiotherapy process related to the clinical field of interest,<br>- Demonstrate professional and scientific readings necessary for understanding and critical evaluation of physiotherapeutic procedures within the specific area of interest. |

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

| TYPE | THEME | HOURS |
|---|---|---|
| L | Introductory lecture: introduction to mentors, content and manner of performing exercises. Familiarity with the rules of conduct in the ward and towards patients. Search professional and scientific literature. | 5 |
| L | Introduction to the drafting of research on a selected sample of respondents. Introduction to research methodology, creation, implementation and documentation of the physiotherapy process | 5 |
| S | Physiotherapy assessment, implementation of physical therapy modalities, evaluation and documentation of the physiotherapy process in patients with various orthopedic, rheumatological and neurological diseases | 20 |
| E | Defining the type and level of impairment, functional limitation and disability; defining goals, evaluating outcomes and documenting physiotherapy procedures in patients with rheumatic diseases | 25 |
| E | Defining the type and level of impairment, functional limitation and disability; defining goals, evaluating outcomes and documenting physiotherapy procedures in patients with orthopedic diseases | 25 |
| E | Defining the type and level of impairment, functional limitation and disability; defining goals, evaluating outcomes and documenting physiotherapy procedures in patients with traumatic diseases | 25 |
| E | Defining the type and level of impairment, functional limitation and disability; defining goals, evaluating outcomes and | 30 |

| | | | |
|---|---|---|---|
| | | documenting physiotherapy procedures in patients with neurological diseases | |
| | E | Defining the type and level of impairment, functional limitation and disability; defining goals, evaluating outcomes and documenting physiotherapy procedures in children with disabilities | 35 |
| | E | Defining the type and level of impairment, functional limitation and disability; defining goals, evaluating outcomes and documenting physiotherapy procedures in the geriatric population | 30 |

| | | |
|---|---|---|
| Format of instruction | X lectures<br>X seminars and workshops<br>X exercises<br>☐ *on line* in entirety<br>X partial e-learning<br>☐ field work | X independent assignments<br>☐ multimedia<br>☐ laboratory<br>☐ work with mentor<br>☐ (other) |
| Student responsibilities | Regular class attendance.<br>Active participation in the teaching process.<br>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 | 0,90 | Research | | Practical training | 2,70 |
| | Experimental work | | Report | | | |
| | Essay | | Seminar essay | 1,80 | (Other) | |
| | Colloquium | 3,60 | Oral exam | | (Other) | |
| | Written exam | | Project | | (Other) | |

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

| Evaluation indicators | Success (points) | Share in overall grade (%) |
|---|---|---|
| Class attendance | 10 | 10,00 |
| Colloquium | 40 | 40,00 |
| Seminar essay | 20 | 20,00 |
| Pratctical training | 30 | 30,00 |
| **Total** | **100** | **100** |

**PERFORMANCE AND GRADE RATIO**

| Achieved success percentage (%) | Criteria | Grade |
|---|---|---|
| 60-69,9 | meets the minimum criteria | sufficient (2) |
| 70-79,9 | average success | good (3) |
| 80-89,9 | above average success | very good (4) |
| 90-100 | exceptional success | excellent (5) |

| Required literature (available in the library and via other media) | **Title** | **Number of copies in the library** | **Availability via other media** |
|---|---|---|---|
| | Teaching materials and ppt presentations posted on the Merlin platform | | |
| Optional literature (at the time of submission of study programme proposal) | | | |
| Quality assurance methods that ensure | ▪ Teaching quality analysis by students and teachers<br>▪ Exam passing rate analysis<br>▪ Committee for control of teaching reports | | |

| | |
|---|---|
| the acquisition of exit competences | ▪ External evaluation |
| Other (as the proposer wishes to add) | |

| NAME OF THE COURSE | Functional Anatomy of the Musculoskeletal System | | | | | |
|---|---|---|---|---|---|---|
| **Code** | **ZSF630** | Year of study | 3. | | | |
| Course teacher | Assistant professor Jure Aljinović | Credits (ECTS) | 2 | | | |
| Associate teachers | Assistant prof. Ana Poljičanin<br>Associates from teaching bases | Type of instruction (number of hours) | L | S | E | T |
| | | | 20 | 10 | 20 | |
| Status of the course | elective | Percentage of application of e-learning | Up to 10% | | | |

**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 listening to lectures, seminars, exercises, independent learning and passing the exam, students will:<br>- Describe the movement using anatomical terms and concepts enabling quality and effective communication among health professionals<br>- Identify the basic mechanical function of locomotor system structures<br>- Explain the mechanisms that enable the proper execution of movements<br>- Explain the different effects of the same muscles depending on the type of contraction<br>- Describe the compensatory mechanisms needed to maintain movement in the event of failure of individual components of the locomotor system<br>- Describe how orthopedic aids enable the restitution of certain mechanical functions (walking, grasping, movement) |

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

| Type of class | Theme | Number of student hours |
|---|---|---|
| L | Histological structure of the locomotor system | 2 |
| L/S | Functional anatomy of the trunk, pelvis and hip | 3/2 |
| L/S | Functional anatomy of the lower extremity (knee, ankle, and foot) | 3/2 |
| L/S | Functional anatomy of standing and walking | 3/2 |
| L/S | Gait and gait disorders with orthopedic aid (orthosis, prosthesis or gait aid) | 3/2 |
| L | Basic terminology when describing movements | 3 |
| L/S | Functional anatomy of the upper extremity (shoulder, elbow and wrist) | 3/2 |
| E | Gait and posture analysis | 10 |
| E | Analysis of the locomotor system by examination of joints, muscles and ligaments - topographic anatomy | 10 |
| | | |

| | | |
|---|---|---|
| Format of instruction | x lectures<br>x seminars and workshops<br>x exercises<br>☐ *on line* in entirety | ☐ independent assignments<br>☐ multimedia<br>☐ laboratory |

<table>
<tr><td></td><td colspan="3">x partial e-learning<br>☐ field work</td><td colspan="3">☐ work with mentor<br>☐ (other)</td></tr>
<tr><td>Student responsibilities</td><td colspan="6">Regular class attendance<br>Active participation in the teaching process<br>Password for AAI EduHr electronic identity to access 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>0,20</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></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>1,80</td><td>Project</td><td></td><td>(Other)</td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Grading and evaluating student work in class and at the final exam</td><td colspan="6">Written exam</td></tr>
<tr><td rowspan="3">Required literature (available in the library and via other media)</td><td colspan="3">Title</td><td>Number of copies in the library</td><td colspan="2">Availability via other media</td></tr>
<tr><td colspan="3">1. Keros P, Pećina M., Funkcijska anatomija lokomotornog sustava, Naklada Ljevak, 2007,</td><td></td><td colspan="2"></td></tr>
<tr><td colspan="3"></td><td></td><td colspan="2"></td></tr>
<tr><td>Optional literature (at the time of submission of study programme proposal)</td><td colspan="6">Sobotta: Atlas anatomije čovjeka, Svezak 1 & 2, Naklada Slap, 2000.<br>Braddom L. Randall: Physical Medicine and Rehabilitation 3rd Edition, Elsevier, 2006. (odabrana poglavlja)</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<br>▪ Exam passing rate analysis<br>▪ Committee for control of teaching reports<br>▪ External evaluation</td></tr>
<tr><td>Other (as the proposer wishes to add)</td><td colspan="6"></td></tr>
</table>

| NAME OF THE COURSE | Sports and Persons with Disabilities | | | | | |
|---|---|---|---|---|---|---|
| **Code** | **ZSF625** | Year of study | 3. | | | |
| Course teacher | Assistant professor Dinko Pivalica, MD | Credits (ECTS) | 9 | | | |
| Associate teachers | Associate from teaching bases | Type of instruction (number of hours) | L | S | E | T |
| | | | 20 | | | 30 |
| Status of the course | Elecitve | Percentage of application of e-learning | Up to 10% | | | |

**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) | To acquire additional knowledge necessary to participate in team work and professional and responsible implementation of physiotherapy.<br>Students will be able to:<br>- Recognize and name use of sport for people with disabilities,<br>- Define regulation and principles of sports for people with disabilities,<br>- Actively participate in planning sports activities for people with disabilities. |

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

| Form | Theme | Hours |
|---|---|---|
| L | Definition of sport for people with disabilities | 2 |
| L | History of sports for people with disabilities, teamwork | 2 |
| L | sports injuries | 2 |
| L | Conditions for the development of sports and persons with disabilities | 3 |
| L | Education and sports activities for children, exercise at school | 3 |
| L | Classification | 2 |
| L | Summer sports | 3 |
| L | Winter sports | 2 |
| L | Doping | 1 |
| | | |
| T | Field testing: working with people with disabilities | 5 |
| T | Exercises for people with mild disabilities - Athletics | 5 |
| T | Water sports - pool work | 5 |
| T | Working with people with disabilities in the hall sitting volleyball | 5 |
| T | Working with people with disabilities in the basketball hall | 5 |
| T | Summer sports I | 5 |

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

| | | | | | | |
|---|---|---|---|---|---|---|
| Screening student work *(name the proportion of ECTS credits for each* | Class attendance | 0,20 | Research | | Practical training | 2,70 |
| | Experimental work | 0,40 | Report | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| *activity so that the total number of ECTS credits is equal to the ECTS value of the course)* | Essay | | Seminar essay | | (Other) | |
| | Colloquium | | Oral exam | 0,80 | (Other) | |
| | Written exam | 0,60 | Project | | (Other) | |

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

| Evaluation indicators | Success (points) | Share in overall grade (%) |
|---|---|---|
| Class attendance | 5 | 10,00 |
| Pratctical training | 10 | 20,00 |
| Written exam | 15 | 30,00 |
| Oral exam | 20 | 40,00 |
| **Total** | **50** | **100** |

**PERFORMANCE AND GRADE RATIO**

| Achieved success percentage (%) | Criteria | Grade |
|---|---|---|
| 60-69,9 | meets the minimum criteria | sufficient (2) |
| 70-79,9 | average success | good (3) |
| 80-89,9 | above average success | very good (4) |
| 90-100 | exceptional success | excellent (5) |

Required literature (available in the library and via other media)

| **Title** | **Number of copies in the library** | **Availability via other media** |
|---|---|---|
| Ciliga, D.: Sport osoba sa invaliditetom, nastavni tekstovi, Visoka zdravstvena škola, Zagreb, 1998. | | |
| Karen, P., DePauw, S., Gavron, J..Disability and sport. Human kinetics, Champaign, IL | | |
| Teaching materials and ppt presentations posted on the Merlin platform | | |

Optional literature (at the time of submission of study programme proposal)

Doll-Tepper, G., Kroner, M., W. Sonnenschein. New horizons in sport for athletes with a disability. Meyer and Meyer Sport, Cologne, Germany, 1999.

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 | Physiotherapeutic Skills in Neurorehabilitation | | | | | |
|---|---|---|---|---|---|---|
| **Code** | **ZSF626** | Year of study | 3. | | | |
| Course teacher | Assist. prof. Ivanka Marinović, MD, PhD | Credits (ECTS) | 4 | | | |
| Associate teachers | Associates from teaching bases | Type of instruction (number of hours) | L | S | E | T |
| | | | 25 | | 60 | |
| Status of the course | Elective | Percentage of application of e-learning | up to 10% | | | |

**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) | By mastering the content of the course, the student will acquire the knowledge and skills necessary for planning and programming the physiotherapy process and the selection and application of specific physiotherapy concepts in accordance with the needs of users.<br>After listening to lectures, exercises, independent learning and passing the exam, the student will:<br>- recognize the usefulness of the application of neurodevelopmental treatment Bobath pediatric concept, Vojta concept, Bobath concept for adults with central nervous system damage and PNF concept by M. Knott<br>- identify specific goals that are achieved through the application of neurodevelopmental treatment - Bobath pediatric concept, Vojta concept, Bobath concept for adults with central nervous system damage and PNF concept according to M. Knott<br>- identify the components of the application of neurodevelopmental treatment Bobath pediatric concept, Vojta concept, Bobath concept for adults with central nervous system damage and PNF concept according to M. Knott. |

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

| Form of teaching | Themes of teaching | Number of student hours |
|---|---|---|
| L | Principles and procedures of neurodevelopmental treatment - Bobath pediatric concept | 5 |
| L | Principles and procedures for applying the Vojta concept | 5 |
| L | Principles and procedures of application of the Bobath concept for adults with central nervous system damage | 5 |
| L | Principles and procedures of application of PNF concept | 5 |
| L | Principles of neuroplasticity. Robotics in neurorehabilitation | 5 |
| E | Vojta concept in the rehabilitation of neurological diseases | 8 |
| E | Rehabilitation procedures in patients after a stroke | 8 |
| E | Rehabilitation procedures in patients with multiple sclerosis | 8 |
| E | Benefits of verticalization of patients with central nervous system damage and patients with spinal cord injuries | 8 |
| E | Rehabilitation procedures in patients with extrapyramidal diseases of the nervous system | 8 |
| E | Rehabilitation procedures in patients with ataxia | 8 |
| E | Rehabilitation procedures after spinal cord injurie | 7 |
| E | Rehabilitation procedures after craniocerebral injuries | 5 |

| Format of instruction | | |
|---|---|---|
| | ☒ lectures | ☐ independent assignments |
| | ☐ seminars and workshops | ☐ multimedia |
| | ☒ exercises | ☐ laboratory |
| | ☐ *on line* in entirety | ☐ work with mentor |

| | | | | | | |
|---|---|---|---|---|---|---|
| | ☒ partial e-learning<br>☐ field work | | ☐ (other) | | | |
| Student responsibilities | Regular class attendance<br>Active participation in the teaching process<br>Password for AAI EduHr electronic identity to access 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 | 0.40 | Oral exam | | (Other) | |
| | Written exam | 2.40 | Project | | (Other) | |

| Grading and evaluating student work in class and at the final exam | Written exam |
|---|---|

| Required literature (available in the library and via other media) | **Title** | **Number of copies in the library** | **Availability via other media** |
|---|---|---|---|
| | Butković Soldo S, Neurorehabilitacijska i restauracijska neurologija. Medicinski fakultet Osijek, 2018. | 3 | |
| | Kovač I: Rehabilitacija i fizikalna terapija bolesnika s neuromuskularnim bolestima. Samobor: Edok, 2004. | 3 | www.sddh.hr/2012/idakovac.pdf |
| | Gordana Grozdek Čović, Zdravko Maček, Neurofacilitacijska terapija, Knjižara Ljevak, 2011. | 3 | |
| | Rota-Čeprnja A. Rehabilitacija u dječjoj dobi. Nastavni tekstovi. Medicinski fakultet u Splitu, 2005. | 3 | |

| Optional literature (at the time of submission of study programme proposal) | Raine S. et al. Bobath Concept -Theory and Clinical Practice in Neurological Rehabilitation. Wiley-Blackwell; 2009.<br>Janet H. Carr et al. Neurological Rehabilitation: Optimizing motor performance. Churchill Livingstone; 2010.<br>časopis Physiotherapia Croatica, izdavač Hrvatski zbor fizioterapeuta, Zagreb<br>časopis Fizioinfo, Hrvatski zbor fizioterapeuta, Zagreb<br>Hrvatski časopis zdravstvenih znanosti, Sveučilišni odjel zdravstvenih studija, Split |
|---|---|
| Quality assurance methods that ensure the acquisition of exit competences | ▪ Teaching quality analysis by students and teachers<br>▪ Exam passing rate analysis<br>▪ Committee for control of teaching reports<br>▪ External evaluation |
| Other (as the proposer wishes to add) | |

| NAME OF THE COURSE | Palliative Care | | | | | |
|---|---|---|---|---|---|---|
| **Code** | **ZSF605** | Year of study | 3. | | | |
| Course teacher | Assistant Professor Nada Tomasović Mrčela, MD | Credits (ECTS) | 2. | | | |
| Associate teachers | Other associates from the multidisciplinary palliative care team<br>Other associates in the field of physiatry / physiotherapy | Type of instruction (number of hours) | L | S | E | T |
| | | | 30 | | 15 | |
| Status of the course | Elective | Percentage of application of e-learning | Up to 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 this course students will acquire additional knowledge necessary for successful participation in teamwork as well as for professional and responsible performance of physiotherapy procedures. They will be able to:<br>-Define palliative care<br>-Distinguish between types and places of palliative care providing<br>-Define structure and members of a multidisciplinary palliative team and the role of physiotherapist in the team.<br>-Define the basic principles of palliative care |

| Course content broken down in detail by weekly class schedule (syllabus) | | |
|---|---|---|
| L,E | Definition and structure of palliative care, forms and places of implementation, goals and ideas of the hospice movement. | 6,1 |
| L,E | structure and members of a multidisciplinary palliative team | 6,1 |
| L,E | Procedures and forms of providing assistance in palliative care units within hospital areas | 6,6 |
| L,E | Procedures and forms of providing palliative care in the patient's home | 6,6 |
| L,E | Hospice – organization<br>Basic principles of palliative care | 6,1 |

| Format of instruction | | |
|---|---|---|
| | ☐ **lectures**<br>☐ seminars and workshops<br>☐ **exercises**<br>☐ *on line* in entirety<br>☐ partial e-learning<br>☐ **field work** | ☐ independent assignments<br>☐ multimedia<br>☐ laboratory<br>☐ work with mentor<br>☐ (other) |
| Student responsibilities | Regular class attendance<br>Active participation in the teaching process<br>Password for AAI EduHr electronic identity to access 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 | 0.2 | Research | | Practical training | |
| | Experimental work | | Report | | | |
| | Essay | | Seminar essay | | (Other) | |
| | Tests | | Oral exam | | (Other) | |

| | | | | | | |
|---|---|---|---|---|---|---|
| *ECTS value of the course)* | Written exam | 1.8 | Project | | (Other) | |
| Grading and evaluating student work in class and at the final exam | Written exam | | | | | |
| Required literature (available in the library and via other media) | **Title** | | | | **Number of copies in the library** | **Availability via other media** |
| | Lončar Z, Katić M, Jureša V i sur. **Palijativna skrb u zajednici**. Zagreb: Medicinska naklada; 2018. | | | | | |
| | | | | | | |
| Optional literature (at the time of submission of study programme proposal) | | | | | | |
| Quality assurance methods that ensure the acquisition of exit competences | ▪ Teaching quality analysis by students and teachers<br>▪ Exam passing rate analysis<br>▪ Committee for control of teaching reports<br>▪ External evaluation | | | | | |
| Other (as the proposer wishes to add) | | | | | | |

| NAME OF THE COURSE | Basics of Work Therapy | | | | | |
|---|---|---|---|---|---|---|
| **Code** | **ZSF606** | Year of study | 3. | | | |
| Course teacher | Assistant professor Dinko Pivalica, MD | Credits (ECTS) | 9 | | | |
| Associate teachers | Associate from teaching bases | Type of instruction (number of hours) | L | S | E | T |
| | | | 20 | 10 | | 20 |
| Status of the course | Elecitve | Percentage of application of e-learning | Up to 10% | | | |

**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) | To acquire additional knowledge necessary for successful participation in teamwork as well as for professional and responsible performance of therapeutic procedures.<br>They will be able to:<br>- identify the role of occupational therapy in clinical practice,<br>- distinguish models and approaches in occupational therapy,<br>- relate and apply problem-based approach in therapeutic procedures. |

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

| Form | Theme | Hours |
|---|---|---|
| L | Historical development of occupational therapy in Croatia and in the world | 2 |
| L | Croatian, European and world organization of occupational therapy (HURT, ENOTHE, COTEC, WFOT) | 2 |
| L | Role, area and function of occupational therapy within interdisciplinary professional context. Philosophy of occupational therapy | 3 |
| L | Philosophy of occupational therapy | 2 |
| L | Models and approaches in occupational therapy. Terminology in occupational therapy. | 3 |
| L | Concept of occupation and activity and their significance in occupational therapy. Maintenance of personal health within therapeutic process. | 4 |
| L | Introduction to problem-based tasks. | 2 |
| L | Professional behaviour. | 2 |
| | | |
| S | Occupational therapy of neurodevelopmental disorders | 2 |
| S | Occupational therapy in the rehabilitation of a neurological patient | 3 |
| S | Occupational therapy in the elderly | 3 |
| S | The role of the occupational therapist in a multidisciplinary team | 2 |
| T | Occupational therapy assessment. Solving problem tasks | 15 |
| T | Analysis of the functional performance of everyday life activities | 5 |

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

| | |
|---|---|
| Student responsibilities | Regular class attendance.<br>Active participation in the teaching process.<br>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 | 0,20 | Research | | Practical training | 2,70 |
| | Experimental work | | Report | | | |
| | Essay | | Seminar essay | 0,40 | (Other) | |
| | Colloquium | | Oral exam | 0,80 | (Other) | |
| | Written exam | 0,60 | Project | | (Other) | |

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

| Evaluation indicators | Success (points) | Share in overall grade (%) |
|---|---|---|
| Class attendance | 5 | 10,00 |
| Written exam | 15 | 30,00 |
| Seminar essay | 10 | 20,00 |
| Oral exam | 20 | 40,00 |
| **Total** | **50** | **100** |

**PERFORMANCE AND GRADE RATIO**

| Achieved success percentage (%) | Criteria | Grade |
|---|---|---|
| 60-69,9 | meets the minimum criteria | sufficient (2) |
| 70-79,9 | average success | good (3) |
| 80-89,9 | above average success | very good (4) |
| 90-100 | exceptional success | excellent (5) |

Required literature (available in the library and via other media)

| Title | Number of copies in the library | Availability via other media |
|---|---|---|
| Šimunović, D.: Odabrane poglavlja iz radne terapije. Zagreb: Visoka zdravstvena škola, 1998. | | |
| Teaching materials and ppt presentations posted on the Merlin platform | | |

| | |
|---|---|
| Optional literature (at the time of submission of study programme proposal) | Hagedorn, R.: Occupational therapy: foundations for practice; Models, frames of reference and core skills. London: Churchill Livingstone, 1992.<br>Hagedorn, R.: Tools for practice in OT- A structured approach to core skills and processes. London: Churchill Livingstone, 2000. |
| Quality assurance methods that ensure the acquisition of exit competences | ▪ Teaching quality analysis by students and teachers<br>▪ Exam passing rate analysis<br>▪ Committee for control of teaching reports<br>▪ External evaluation |
| Other (as the proposer wishes to add) | |

| NAME OF THE COURSE | Applied Neuroanatomy | | | | | |
|---|---|---|---|---|---|---|
| **Code** | **ZSF631** | | | | | |
| Study program | Physiotherapy | Year of study | 3. | | | |
| Course teacher | Associate professor, Ana Poljičanin, MD. PhD. | Credits (ECTS) | 2 | | | |
| Associate teachers | Associates from teaching bases | Type of instruction (number of hours) | L | S | E | T |
| | | | 30 | 0 | 15 | |
| Status of the course | elective | Percentage of application of e-learning | To 10% | | | |

**COURSE DESCRIPTION**

| | |
|---|---|
| Course objectives | - Introduce students to the organization and function of the nervous system<br>- To acquaint students with the blood supply to the central nervous system and the consequences of its disorder<br>- Introduce students to the principles of functional neuroanatomy such as contralaterality, ipsilaterality, topography, bilateral symmetry<br>- Introduce students to the anatomical organization of the sensory system<br>- Introduce students to the anatomical organization of the motor system<br>- Introduce students to the clinical presentation of damage to the nervous system depending on the level of damage<br>- Introduce students to the reactions of the nervous system to injuries |
| 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 listening to lectures, exercises, independent learning and passing the exam, students will:<br>- Identify parts of the nervous system and relate them to their function<br>- Identify the blood supply to the central nervous system and the consequences of its disorder<br>- Describe the principles of functional neuroanatomy such as contralaterality, ipsilaterality, topography, bilateral symmetry<br>- Describe the anatomical organization of the sensory system<br>- Describe the anatomical organization of the motor system<br>- Distinguish the level of damage to the nervous system based on clinical symptoms<br>- Describe the reactions of the nervous system to injuries |

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

| Form of teaching | Theme | Number of hours |
|---|---|---|
| P | Anatomical basis of diseases of the central nervous system | 3 |
| P | Anatomical basis of peripheral nervous system disease | 3 |
| P | Application of acupuncture in the rehabilitation of neurological conditions | 4 |
| P | Spinal cord injuries | 4 |
| P | Rehabilitation of patients with spinal cord injuries | 4 |
| P | Movement diseases | 4 |
| P | Diagnosis of motion sickness | 4 |

| | | |
|---|---|---|
| | | |
| P | Dynamic neuromuscular stabilization | 4 |
| V | Sports activities of people with spinal cord injuries | 2 |
| V | Vestibular rehabilitation - anatomical basis | 2 |
| V | Mirror therapy - anatomical basis | 2 |
| V | Therapeutic riding | 3 |
| V | Application of orthoses in neurorehabilitation - anatomical basis | 2 |
| V | Nordic walking in neurorehabilitation - anatomical basis | 2 |
| V | Neurorehabilitation Anatomical Basis: A Case Study | 2 |

**Format of instruction**

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

**Student responsibilities**

Regular class attendance
Active participation in the teaching process
Password for AAI EduHr electronic identity to access 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 | |
| Experimental work | | Report | | | |
| Essay | | Seminar essay | | (Other) | |
| Tests | | Oral exam | | (Other) | |
| Written exam | 1,60 | Project | | (Other) | |

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

| Verification indicator | Performance(points) | Rating share (%) |
|---|---|---|
| Attendance and activity at lectures and seminars for 100% attendance | 10 | 20,00 |
| Written exame | 40 | 80,00 |
| **In total** | **50** | **100** |

**RATIO OF SUCCESS AND GRADES**

| Achieved success percentage (%) | 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) | Križan Z.: Pregled građe glave, vrata i leđa. Školska knjiga, Zagreb, 1989. | | |
| | Malnar D., Bobinac D.:Ustrojstvo sive i bijele tvari središnjeg živčanog sustava. Skripta, Rijeka, 2008. | | |
| | Bobinac D.: Atlas središnjeg živčanog sustava. Glosa, Rijeka, 2002. | | |
| | | | |
| Optional literature (at the time of submission of study programme proposal) | Snell, R. S. Clinical Neuroanatomy, 7 ed, Wolters Kluwer/Lippincott & Williams, 2009<br>Jeffrey T.J., Cardozo D.L. Functional Neuroanatomy, An Interactive Text and Manual, 1st ed., Wiley-Liss; 2004<br>Blumenfeld, H. Neuroanatomy Through Clinical Cases, 2nd ed., Sinauer Associates, Inc., 2011 | | |
| Quality assurance methods that ensure the acquisition of exit competences | ▪ Teaching quality analysis by students and teachers<br>▪ Exam passing rate analysis<br>▪ Committee for control of teaching reports<br>▪ External evaluation | | |
| Other (as the proposer wishes to add) | | | |

| NAME OF THE COURSE | Gerontology | | | | | |
|---|---|---|---|---|---|---|
| **Code** | **ZSF608** | Year of study | 3. | | | |
| Course teacher | Assistant Professor Nada Tomasović Mrčela, MD | Credits (ECTS) | 2 | | | |
| Associate teachers | Other associates in the multidisciplinary gerontological team | Type of instruction (number of hours) | L | S | E | T |
| | | | 30 | | | 15 |
| Status of the course | Elective | Percentage of application of e-learning | | | | |

**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 listening to lectures, exercises, independent learning and passing the exam, the student will:<br>- describe and understand the factors that affect the aging process and changes in the aging process<br>- describe and discuss about methods and procedures for assessing and monitoring changes in the aging and aging process.<br>- describe and discuss about gerontological - public health problems / or challenges: dementia, geriatric domino effect, Geriatric syndrome 5 geriatric giants,<br>- describe models of care for the elderly<br>- define the structure of team members and the role of the physiotherapist in it |

| Course content broken down in detail by weekly class schedule (syllabus) | | | |
|---|---|---|---|
| | L | Aging of the people and aging of the individual - demographic changes, aging criteria. | 3 |
| | L | Theories of aging - biological, social, psychological. | 3 |
| | L | Aging and society - social status, attitudes and prejudices. | 3 |
| | L | Biological, psychological and social aging. | 3 |
| | L | Social adjustment and personality in aging - family, retirement, housing. | 3 |
| | L | Positive and negative health attitudes and aging | 3 |
| | L | Communication with the elderly. | 3 |
| | L | Gerontological - public health problems/ or challenges: dementia, geriatric domino effect, Geriatric syndrome 5 geriatric giants. | 3 |
| | L | Care models for elderly. An interdisciplinary approach in care for the elderly. | 3 |
| | L | Changes in old age in cognitive ability, motor skills, senses, physical health, mental health, functional ability… | 3 |
| | T | Physiotherapeutic procedures in diseases of the elderly | 10 |
| | T | Physiotherapeutic procedures for people with dementia | 5 |

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

| Screening student work *(name the* | Class attendance | 0.2 | Research | | Practical training | |
|---|---|---|---|---|---|---|

| | | | | | | |
|---|---|---|---|---|---|---|
| *proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)* | Experimental work | | Report | | | |
| | Essay | | Seminar essay | | (Other) | |
| | Tests | | Oral exam | | (Other) | |
| | Written exam | 1.8 | Project | | (Other) | |
| Grading and evaluating student work in class and at the final exam | Written exam | | | | | |

| | Title | Number of copies in the library | Availability via other media |
|---|---|---|---|
| Required literature (available in the library and via other media) | 1.Galić S, Tomasović Mrčela N. Priručnik iz gerontologije, gerijatrije i psihologije starijih osoba – psihologije starenja. Osijek: Medicinska škola Osijek; 2013. (selected chapters)<br>2.Tomek-Roksandić S et al. Gerontološki centri 2004.: zagrebački model uspješne prakse za starije ljude. Zagreb: Zavod za javno zdravstvo Grada Zagreba,Centar za gerontologiju; 2004. . (selected chapters)<br>3.Despot Lučanin, J. Iskustvo starenja. Jastrebarsko: Naklada Slap; 2003. (selected chapters)<br>4.Havelka, M, Despot Lučanin, J. Psihologija starenja. U: Z. Duraković et al. Gerijatrija- Medicina starije dobi. Zagreb: C.T. – Poslovne informacije, d.o.o. ; 2007. p. 428-45. | | |
| | | | |
| Optional literature (at the time of submission of study programme proposal) | 1.Schaie, K. W. i Willis, S. L..Psihologija odrasle dobi i starenja. Jastrebarsko: Naklada Slap; 2001.<br>2.Tomek-Roksandić S, Mimica N, Kušan Jukić M, ed. Alzheimerova bolest i druge demencije – rano otkrivanje i zaštita zdravlja. Zagreb: Medicinska naklada; 2016. (selected chapters)<br>3.Tomasović Mrčela N, Tomek-Roksandić S, Šostar Z, Duraković Z, Ljubičić M, Stavljenić Rukavina A, Lukić M. Razlike između fiziološkog i bolesnog starenja – osnove za gerontološku rehabilitaciju. In: Grubišić F, Vlak T, ed. Fizikalna i rehabilitacijska medicina.6.Kongres fizikalne i rehabilitacijske medicine; 2016 April 14 -17.; Šibenik, Hrvatska; Zagreb: Hrvatsko društvo za fizikalnu i rehabilitacijsku medicine pri HLZ-u; 2016:56-67.<br>4.Tomek-Roksandić S, Tomasović Mrčela N, Smolej Narančić N, Šostar Z, Duraković Z, Fortuna V, Lukić M, Vučevac V. Osnove iz zdravstvene gerontologije. U: Puntarić D, Ropac D, Jurčev Savičević A, ed. Javno zdravstvo. Zagreb: Medicinska naklada; 2015.p.256-83.<br>5.Tomek-Roksandić S, Benjak T, Tomasović Mrčela N, Maltarić M, Trošelj M, Kolarić B et al. Gerontološkojavnozdravstveni pokazatelji zaštite zdravlja starijih osoba u Hrvatskoj i Gradu Zagrebu (2014. - 2016. g. / popisna 2011. g.). Zagreb: Referentni centar Ministarstva zdravstva RH za zaštitu zdravlja starijih osoba -Služba za javnozdravstvenu gerontologiju Nastavnog zavoda za javno zdravstvo „Dr. Andrija Štampar“ i Hrvatski zavod za javno zdravstvo, Služba za javno zdravstvo. Zagreb; 2016. | | |
| Quality assurance methods that ensure the acquisition of exit competences | ▪ Teaching quality analysis by students and teachers<br>▪ Exam passing rate analysis<br>▪ Committee for control of teaching reports<br>▪ External evaluation | | |
| Other (as the proposer wishes to add) | | | |

# LIST OF COURSES, TEACHERS AND ASSOCIATES

| CODE | COURSE | COURSE TEACHERS |
|---|---|---|
| ZSZ634 | Informatics and Statistics in Health Care | Antonela Matana, PhD, Assistant Professor |
| ZSZ635 | Social and Health Legislation | Jozo Čizmić, full professor tenure<br>Nina Mišić Radanović, assistant professor |
| ZSZ604 | Basics of Health Care Management | Dejan Kružić, PhD, Full professor tenure |
| ZSZ605 | Ethics in Health Care | Ana Ćurković, PhD, Assistant professor<br>Ana Jeličić, PhD, Assistant professor |
| ZSZ606 | Physical Training I | Željko Kovačević, PhD Assistant Professor |
| ZSZ636 | English for Physiotherapy I | Sonja Koren, MA, Senior lecturer |
| ZSZ608 | Health Care Psychology | Vesna Antičević, PhD, Associate professor |
| ZSZ609 | Communication Skills | Vesna Antičević, PhD, Associate professor |
| ZSZ610 | Hygiene and Epidemiology | Assoc. Prof. Anamarija Jurcev Savicevic, MD, PhD |
| ZSZ611 | Sociology of Health | Ana Ćurković, PhD, Assistant professor<br>Ana Jeličić, PhD, Assistant professor |
| ZSZ613 | Public Health | Assoc. Prof. Anamarija Jurcev Savicevic, MD, PhD<br>Full Professor Rosanda Mulic, MD, PhD<br>Asst. Prof. Iris Jeroničić Tomić, MD, PhD<br>Asst. Prof. Ana Ćurković, MD<br>Asst. Prof. Željka Karin,MD, PhD<br>Asst. Prof. Ivana Marasović-Šušnjara, MD, PhD |
| ZSZ614 | Biochemistry | Full Prof. Irena Drmić Hofman, PhD |
| ZSZ615 | Biophysics | Prof. Ivica Aviani, PhD<br>Prof. Ante Bilušić, PhD<br>Mr. Darijo Radović, dr. med., senior lecturer |
| ZSZ616 | Anatomy | Prof. Ivica Grković, MD PhD<br>Prof. Ana Marušić, MD PhD<br>Prof. Katarina Vilović, MD PhD<br>Prof. Katarina Vukojević, MD PhD<br>Associates from teaching bases |
| ZSZ617 | Physiology | Assoc. Ante Obad, PhD, MD<br>Prof. Maja Valić, PhD, MD<br>Prof. Zoran Valić, PhD, MD |
| ZSZ618 | Biology | Sendi Kuret, PhD, Assistant Professor |
| ZSZ619 | Embriology and Histology | Snježana Mardešić, Full professor |
| ZSZ620 | Basics of Nursing Care | Prof. Julije Meštrović, MD, PhD<br>Diana Aranza, master of Nursing |
| ZSF601 | Introduction to Physiotherapy | Assist. prof. Ivanka Marinović, MD, PhD |
| ZSF602 | Physiotherapy assessment | Assistan professor, Ana Poljičanin, MD, PhD<br>Assistant professor, Jure Aljinović, MD<br>Associates from teaching bases |
| ZSF603 | Clinical Kinesiology | Assist. prof. Ivanka Marinović, MD, PhD<br>Assist. prof. Ana Poljičanin, MD. PhD<br>Assist. prof. Jure Aljinović, MD. PhD<br>Associates from teaching bases |
| ZSF604 | Basic Motor Transformations | Ante Burger PhD, Assistant professor |

| | | |
|---|---|---|
| ZSF609 | Biomechanics | Prof. Tamara Grujić, PhD<br>assoc. prof. Josip Musić, PhD |
| ZSF610 | Clinical Skills I | Assistan professor, Ana Poljičanin, MD, PhD<br>Associates from teaching bases |
| ZSZ621 | Introduction to Scientific Work | Davorka Sutlović, PhD, Full professor with tenur<br>Vjekoslav Krželj, PhD, Full professor with tenor<br>Frane Mihanović, PhD, Assistant professor<br>Sendi Kuret, PhD, Assistant professor<br>Ante Burger, PhD, Assistant professor<br>Diana Aranza, lecturer<br>Mario Marendić, lecturer<br>Mario Podrug, assistant |
| ZSZ622 | Use of Scientific Technology | Antonela Matana, PhD Assistant Professor |
| ZSZ623 | Physical Training II | Željko Kovačević, PhD, Assistant Professor |
| ZSZ637 | English for Physiotherapy II | Sonja Koren, MA, Senior lecturer |
| ZSZ625 | Pathophysiology | Assist. Prof. Anteo Bradarić-Šlujo, MD, PhD<br>Associates from teaching bases |
| ZSZ626 | Pathology | Prof.dr.sc. Valdi Pešutić-Pisac<br>Prof.dr.sc. Šimun Anđelinović MDPhD ; |
| ZSZ627 | Microbiology with Parasitology | asst. prof. *Vanja Kaliterna*, M.D., PhD, clinical microbiology specialist<br>asst. prof. *Anita Novak*,<br>M.D., PhD, clinical microbiology specialist<br>asst. prof. *Katarina Šiško Kraljević*, M.D., PhD, clinical microbiology specialist<br>asst. prof. *Merica Carev*,<br>M.D., PhD, clinical microbiology specialist<br>*Associates from teaching bases* |
| ZSZ628 | Pharmacology | Mladen Boban, MD, Full Professor<br>Ivana Mudnić, Associate Professor<br>Associates from teaching bases |
| ZSF611 | Clinical sciences of the Locomotor System and Sports | Ass.Prof.Fabijan Čukelj,MD.,PhD<br>Prof. dr. sc. Nenad Ilić<br>izv. prof. dr.sc. Zenon Pogorelić<br>doc. dr. sc. Mihajlo Lojpur<br>Doc. dr. sc. Dinko Pivalica<br>Doc. dr.sc. Ana Poljičanin<br>Daniela Šošo, dr. med.<br>doc. dr. sc. Jure Aljinović |
| ZSF612 | Clinical Sciences in Gynaecology and Internal Medicine | Assistant professor Višnja Kokić Maleš<br>Assistant professor Duška Glavaš, MD<br>Associate professor Kornelija Miše, MD<br>Assistant professor Ivanka Marinović, MD |
| ZSF613 | Clinical Sciences of Neuropsychiatry and Pediatrics | Prof. Vjekoslav Krželj, PhD<br>Marijan Saraga, PhD<br>Radenka Kuzmanić Šamija, PhD<br>Anet Papazovska Cherepnalkovski, PhD<br>Arnes Rešić, PhD<br>Associates from teaching bases |
| ZSF614 | Physical Factors in Therapy | Assistant professor Jure Aljinović, PHD , MD<br>Daniela Šošo, MD |
| ZSF615 | Physiotherapy Skills I | Dinko Pivalica, MD, PhD, Assistant professor<br>Associates from teaching bases |
| ZSF616 | Locomotor System Physiotherapy | Dinko Pivalica, MD, PhD, Assistant professor |

| | | |
|---|---|---|
| | | Jure Aljinović, MD, PhD<br>Associates from teaching bases |
| ZSF618 | Special Topics from Motor Transformations | Ante Burger PhD, Assistant professor |
| ZSF620 | Clinical Skills II | Assist. prof. Ivanka Marinović, MD, PhD<br>Assist. prof. Ante Burger , PhD<br>Associates from teaching bases |
| ZSF617 | Basics of Dermatology | Prof. dr sc. Neira Puizina-Ivić<br>Associates from teaching bases |
| ZSF619 | Basics of Radiology | Stipan Janković, Full professor with tenure |
| ZSZ630 | Emergencies in Medicine | Mihajlo Lojpur, M.D., Ph.D, Assistant Professor<br>Associates from teaching bases |
| ZSF621 | Special Topics in Gynecology and Pediatrics | Associate professor, Ana Poljičanin, MD, PhD<br>Associates from teaching bases. |
| ZSF622 | Physiotherapy in Cardiology and Pulmonology | Associate professor Ante Obad, PhD<br>Assistant Professor Duška Glavaš, PhD<br>Davor Perić, BSc. |
| ZSF623 | Physiotherapy in Neurology and Rheumatology | Assist. prof. Ivanka Marinović, MD, PhD<br>Associates from teaching bases |
| ZSF627 | Clinical Skills III | Assistant professor Jure Aljinović, PHD , MD<br>Mladenka Parlov, MD |
| ZSF628 | Clinical Skills IV | Associate professor, Ana Poljičanin, MD, PhD<br>Associates from teaching bases. |
| ZSF630 | Functional Anatomy of the Musculoskeletal System | Assistant professor Jure Aljinović<br>Assistant prof. Ana Poljičanin<br>Associates from teaching bases |
| ZSF625 | Sports and Persons with Disabilities | Assistant professor Dinko Pivalica, MD<br>Associate from teaching bases |
| ZSF626 | Physiotherapeutic Skills in Neurorehabilitation | Assist. prof. Ivanka Marinović, MD, PhD<br>Associates from teaching bases |
| ZSF605 | Palliative Care | Assistant Professor Nada Tomasović Mrčela, MD<br>Other associates from the multidisciplinary palliative care team<br>Other associates in the field of physiatry / physiotherapy |
| ZSF606 | Basics of Work Therapy | Assistant professor Dinko Pivalica, MD<br>Associate from teaching bases |
| ZSF631 | Applied Neuroanatomy | Associate professor, Ana Poljičanin, MD, PhD<br>Associates from teaching bases. |
| ZSF608 | Gerontology | Assistant Professor Nada Tomasović Mrčela, MD<br>Other associates in the multidisciplinary gerontological team |
| ZSR634 | Bachelor's Thesis | |

# CURRICULUM VITAE OF TEACHERS AND ASSOCIATES

In alphabetical order:

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|---|---|
| Title, name and last name of the course leader | **Assistant professor Jure Aljinović , MD, PhD** |
| Title of the course at the proposed study programme | Functional Anatomy of Locomotor System, ZSF630<br>Clinical Skills 3, ZSF627<br>Physical Factors in Therapy, ZSF614 |
| 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 | 2016- Course leader: Physical and Rehabilitation Medicine School of medicine in Split |

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|---|---|
| is/was held, and level of study programme) | 2018- Leader od Courses at University department of health studies: Funkcionalna anatomija, Gerontologija utemeljena na dokazima<br>2019- Vice-leader of Physical medicine and rehabilitation Course at School of medicine, University of Split<br>2019- Leader of laboratory of clinical skills<br>2020- Course leader : Protetika i ortotika, Kliničke vještine 3, Fizikalni čimbenici u terapiji<br>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).<br>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<br>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.<br>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<br>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<br>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, | Teach the teachers |

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|---|---|
| didactic and pedagogical competencies? | |
| PRIZES AND AWARDS | |
| Prizes and awards for teaching and research | Zahvalnica HLZ-a 2021. |

| **Title, name and last name** | **Associate professor Vesna Antičević, PhD** |
|---|---|
| Title of the course at the proposed study programme | Health Care Psychology<br>Communication Skills |
| GENERAL INFORMATION ON COURSE LEADER | |
| E-mail address | vesna.anticevic@ozs.unist.hr |
| Year of birth | 1965 |
| Scientist ID | 336020 |
| CROSBI profile ID | 31537 |
| Research rank and date of the last appointment | Associate professor 2020 |
| Research and teaching or teaching rank, and the date of the last appointment | Associate professor |
| Area and field of appointment into research rank | Social sciences |
| INFORMATION ON CURRENT EMPLOYMENT | |
| Institution of employment | University Department of Health Studies |
| Date of employment | 2014 |
| Job title (professor, researcher, associate teacher, etc.) | professor |
| Field of research | Social sciences |
| Position in the institution | Head of the quality |
| INFORMATION ON EDUCATION – Highest degree achieved | |
| Degree | PhD |
| Institution | University of Zagreb, University Department of Health Studies |
| Place | Zagreb |
| Date | 2012 |
| INFORMATION ON ADDITIONAL TRAINING | |
| Year | 2004 |
| Place | Zagreb |
| Institution | University of Zagreb, University Department of Health Studies |
| Field of training | Postgraduate professional study |
| MOTHER TONGUE AND FOREIGN LANGUAGES | |
| Mother tongue | Croatian |
| Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent) | English 4 |
| Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent) | Germany 2 |
| 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) | Undergaraduate studies:<br>Health psychology<br>Communication skills<br>Psychology of Pain<br>Biological basis of behavior<br>Psychology of disability<br>Psychology of lifelong learning<br>Graduate studies:<br>Communication and clinical assessment<br>Clinical care for psychiatric patients<br>English studies:<br>Educational psychology<br>Healthcare for persons with disabilities |

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|---|---|
| | Healthcare of psychiatric patients |
| Authorship of university textbooks from the field of the course | |
| Professional and research papers published in the last five years from the field of the course **(max 5 references)** | 1. Dolić, Matea; Antičević, Vesna; Dolić, Krešimir; Pogorelić, Zenon<br>Difference in pandemic-related experiences and factors associated with sickness absence among nurses working in COVID-19 and non-COVID-19 departments (2022). International journal of environmental research and public health, 19, 3; 1093, 20 doi:10.3390/ijerph19031093<br>2. Dolić, Matea; Antičević, Vesna; Dolić, Krešimir; Pogorelić, Zenon. Questionnaire for assessing social contacts of nurses who worked with coronavirus patients during the first wave of the COVID-19 pandemic // Healthcare, 9 (2021), 8; 930, 9 doi:10.3390/healthcare9080930<br>3. Đapić Kolak, Zdravka; Antičević, Vesna<br>The effect of continuous training of nurses and carers on the protection of the health of users of the Nursing Home // Medica Jadertina, 48 (2018), 4; 207-216<br>4. ković, Stipan; Koren, Sanja; Šarić, Matea; Orlandini, Rahela; Antičević, Vesna; Švaljug, Deana; Buljubašić, Ante<br>The Croatian Model of University Education for Nurses // International Archives of Nursing and Health Care, 4 (2018), 2; 1-4 doi:10.23937/2469-5823/1510093<br>5. Klarin, Mira; Antičević, Vesna; Kardum, Goran; Proroković, Ana; Sindik, Joško<br>Communication and social skills in education of health occupation students: attitudes and validation on nationwide parallel group randomized study // Suvremena psihologija, 20 (2017), 1; 39-52 |
| Professional and research papers In methodology and quality of teaching published in the last five years (**max 5 references**) | |
| Professional and research projects from the field of the course carried out in the last five years (**max 5 references**) | |
| Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies? | |
| PRIZES AND AWARDS | |
| Prizes and awards for teaching and research | |

| **Title, name and last name** | **Diana Aranza, Master of Nursing, lecturer** |
|---|---|
| Title of the course at the proposed study programme | Basics of Nursing Care |
| GENERAL INFORMATION ON COURSE LEADER | |
| E-mail address | daranza@ozs.unist.hr |
| Year of birth | 1972. |
| Scientist ID | |
| CROSBI profile ID | 38136 |
| Research rank and date of the last appointment | |
| Research and teaching or teaching rank, and the date of the last appointment | Lecturer, 08.9.2017. |
| Area and field of appointment into research rank | Biomedicine and Health; Clinical Medical Sciences |
| INFORMATION ON CURRENT EMPLOYMENT | |
| Institution of employment | University of Split; University Department of Health Studies |
| Date of employment | 8th September 2017. |
| Job title (professor, researcher, associate teacher, etc.) | Lecturer |
| Field of research | Nursing and midwifery |
| Position in the institution | |
| INFORMATION ON EDUCATION – Highest degree achieved | |
| Degree | Master of Nursing |
| Institution | University of Split; University Department of Health Studies |
| Place | Split, Croatia |
| Date | 9th July 2014. |
| INFORMATION ON ADDITIONAL TRAINING | |
| Year | 2017 – 2021. |
| Place | Split |
| Institution | University of Split; University Department of Health Studies |
| Field of training | - Expert Mentor. Completed training program for expert mentors, organized by the Ministry of Health of the Republic of Croatia within the European Union-funded Twinning project "Training of mentors for nurses and midwives in the health care system of the Republic of Croatia and implementation of the training curriculum in accordance with Directive 2005/36 / EC".<br>- KBC Split - Clinic for Paediatrics; Croatian Paediatric Society; Croatian Society for School and University Medicine; HUMS - Paediatric Society; University of Split – SOZS<br>- Cochrane Croatia_Systematic Reviews_Presentation 3 poster presentations (2018, 2019, 2020)<br>- Communication skills in working with students; basic small group leadership and teamwork skills; curriculum planning, implementation, and assessment; and the mentoring process.<br>- Nursing care of patients with stoma<br>- How to take care of yourself in COVID -19 pandemic |
| 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 | |
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| Earlier experience as course teacher of similar courses (title of course, study programme where it is/was held, and level of study programme) | Professional subjects in the field of nursing and health care |
| Authorship of university textbooks from the field of the course | Midwifery care in the postpartum period and its complications – Co-authorship on a peer-reviewed university script<br>Introduction to Midwifery – Script<br>Midwifery care in gynecology – Script<br>Maternal and newborn health care – Script |
| Professional and research papers<br>published in the last five years from the field of the course **(max 5 references)** | Supičić Z, Puljić Z, Milić M, Aranza D. Health literacy of students at the University of Split: a cross-sectional study. Journal of Applied Health Sciences [Internet of Applied Health Sciences]. 2021; 7 (1): 25-35. https://doi.org/10.24141/1/7/1/3<br><br>Podrug M, Aranza D, Bazina AM, Krželj L, Milić M. Epidemiological characteristics of patients with arterial hypertension who sought emergency medical care in the Split-dalmatia county. Research in Physical Education, Sport and Health 2017; 6 (2): 53-57.<br><br>Puljić Z, Supičić Z, Milić M, Aranza D. Attitudes of University of Split students about psychiatric patients. Medica Jadertina [Internet]. 2021 [accessed 07.10.2021]; 51 (3): 201-209. Available at: https://hrcak.srce.hr/263139 (SCOPUS)<br><br>Podrug M, Aranza D, Marendić M, Buljubašić A, Orlandini R, Dolić M, Krželj V. Incidence of injuries of children treated at the Institute of Emergency Medicine of the Split-Dalmatia County. Paediatria Croatica. 2021 Mar 17; 65 (1): 21-6 (SCOPUS)<br><br>Puljić Z, Supičić Z, Milić M, Aranza D. Knowledge of students of the University of Split about psychiatric diseases: a cross-sectional study. Croatian Journal of Health Sciences [Internet]. 2021; 1 (1): 19-24. Available at: https://hrcak.srce.hr/257816 |
| Professional and research papers<br>In methodology and quality of teaching published in the last five years (**max 5 references**) | Aranza D, Milavić B, Marusic A, Buzov M, Poklepović Peričić T. A cross-sectional study on adaptation and initial validation of a test to evaluate health claims among high school students: Croatian version. BMJ Open. 2021 Aug 10;11(8):e048754. doi: 10.1136/bmjopen-2021-048754.<br><br>Puljak L, Čivljak M, Haramina A, Mališa S, Čavić D, Klinec D, Aranza D, Mesarić J, Skitarelić N, Zoranić S, Majstorović D, Neuberg M, Mikšić Š, Ivanišević K. Attitudes and concerns of undergraduate university health sciences students in Croatia regarding complete switch to e-learning during COVID-19 pandemic: a survey. BMC Med Educ. 2020 Nov 10;20(1):416. doi: 10.1186/s12909-020-02343-7. PMID: 33167960; PMCID: PMC7652670.<br><br>Books<br><br>Translation and adaptation: Aranza D, Poklepović Peričić T: Informed Health Choices Group. A book of good health decisions: How to think about treatment properly? A textbook on health for children in primary school. Available at: |

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| | https://www.informedhealthchoices.org/wp-content/uploads/2021/02/01_ChildrensBook_HR_CROATIA_web.pdf |
| Professional and research projects from the field of the course carried out in the last five years (**max 5 references**) | **Coordinator:**<br>1. Institutional project of the University Department of Health Studies "Promoting health literacy in children and youth". PromoLit (SOZS-IP-2020-2).<br>**Project participant**:<br>1. Project of the Croatian Science Foundation (HRZZ IP-2014-09-7672) "Professionalism in health care" "Class: 003-08 / 11-03 / 0005, Reg. No .: 2181-198-03 -04 / 10-11 And Class: 003-08 / 13-03 / 0003, Reg. No .: 2181-198-03-04-13-0038). Project manager prof. dr. sc. Ana Marušić.<br>2. Erasmus + Project "Evidence Implementation in Clinical Practice" EICP (2020-l-DE0l-KA203-005669). Project manager doc. dr. sc. Tina Poklepović Peričić. |
| Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies? | Passed courses at the Graduate Study of Nursing: Pedagogy, Methodology and Didactics, Health Psychology, Communication Skills<br><br>Completed training program "Training of mentor educators" organized by the Ministry of Health of the Republic of Croatia within the Twinning project "Training of mentors for nurses and midwives in the health system in the Republic of Croatia and the implementation of educational curriculum in line with Directive 2005/36 / EC" (2018) . Acquisition of knowledge on the application of projects in personal and professional development, teaching and scientific research; possibilities of applying other models of innovative learning and teaching in health education.<br><br>Completed the continuing education course "Communication and Pedagogical Skills for Clinical Mentors" organised by the "Alumni" Association of Students of the University Department of Health Studies, University of Split (2020). Acquired knowledge of communication skills in working with students; basic skills of leading a small group and working in a team; planning, implementing and evaluating curricula and the mentoring process. |
| PRIZES AND AWARDS | |
| Prizes and awards for teaching and research | Acknowledgment of the University Department of Health Studies for personal contribution to the publication of textbooks for children "Book of good health decisions: how to think about treatment", textbook on health for children in primary school and overall contribution to the work of the University Department of Health Studies |

| **Title, name and last name** | **Ivica Aviani, PhD, Professor** |
|---|---|
| Title of the course at the proposed study programme | Biophysics |
| GENERAL INFORMATION ON COURSE LEADER | |
| E-mail address | iaviani@pmfst.hr |
| Personal web page | https://mapmf.pmfst.unist.hr/~iaviani/ |
| Year of birth | 1955 |
| Scientist ID | 76256 |
| CROSBI profile ID | 20158 |
| Research rank and date of the last appointment | Senior Scientist, 23/05/2018 |
| Research and teaching or teaching rank, and the date of the last appointment | Full Professor, 06/02/2019 |
| Area and field of appointment into research rank | Area of natural sciences – field of physics |
| INFORMATION ON CURRENT EMPLOYMENT | |
| Institution of employment | Faculty of Science in Split |
| Date of employment | 05. 07. 2012. |
| Job title (professor, researcher, associate teacher, etc.) | Professor |
| Field of research | Solid State Physics, Biophysics, Physics Education |
| Position in the institution | Head of graduate studies in mathematics and physics; teaching major.<br>Head of graduate studies in physics; teaching major.<br>Head of the Laboratory for Structural Characterization of Samples.<br>Head of the Physics Teaching Methods Laboratory. |
| INFORMATION ON EDUCATION – Highest degree achieved | |
| Degree | PhD |
| Institution | University of Zagreb, Faculty of Science |
| Place | Zagreb |
| Date | 20/07/1999 |
| INFORMATION ON ADDITIONAL TRAINING | |
| Year | **2011** |
| Place | Vienna, Austria |
| Institution | Institute of Physical Chemistry |
| Area of training | Transport and Magnetic Properties of Thermoelectrics |
| Year | **2009.** |
| Place | Vienna, Austria |
| Institution | Institute of Physical Chemistry |
| Area of training | Transport Properties of Thermoelectrics |
| Year | **2007.** |
| Place | Cambridge, England |
| Institution | University of Cambridge, Cavendish Laboratory |
| Area of training | Transport Properties of Pressurised CeGe |
| Year | **2003.** |
| Place | Grenoble, France |
| Institution | University of Joseph Fourier |
| Area of training | Magnetostriction of Rare Earth Hexaboride |
| Year | **2001.** |
| Place | Grenoble, France |
| Institution | C.N.R.S. - Lab. Magnetisme Louis Néel |
| Area of training | Magnetostriction of Rare Earth Hexaboride |
| Year | **1999. - 2000.** |
| Place | Grenoble, France |

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| Institution | C.N.R.S. - Lab. Magnetisme Louis Néel |
| Area of training | Producing a magnetostriction device |
| Year | **1996.** |
| Place | Frankfurt am M., Germany |
| Institution | University of J.W. Goethe, Physikalishes Institut |
| Area of training | Ultrasound Characterization of Electric Properties of Heavy Fermions |
| MOTHER TONGUE AND FOREIGN LANGUAGES | |
| Native language | Croatian |
| Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent) | English 5 (excellent) |
| Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent) | French 2 (sufficient) |
| 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) | • *Physics Education I, II i III*, Graduate programme Master of Education in Physics at University of Split, Faculty of Science, Department of Physics, 2015 – present.<br>• *Introduction to statistical physics (Statistical physics I)*, Undergraduate programme Batchelor in physics at University of Split, Faculty of Science, 2017– present.<br>• *Experimental Methods of Physics in Biophysics*, Ph.D. study of Biophysics at the Faculty of Science, University of Split, 2019 – present (a part of course).<br>• *Research-based physics education strategies,* Postgraduate University Study Programme in "Education Research in Natural and Technical Sciences", University of Split, Faculty of Science 2020 – present.<br>• *Selected Chapters in Methods of Teaching Physics, Postgraduate programme "Physics in Education" at University of Sarajevo, (2014 – present).*<br>• *Fundamental Concepts in Physics, Undergraduate programme Batchelor in physics at University of Split, Faculty of Science, Department of Physics (2013 – 2015).*<br>• *Physics 1, Graduate program in Conservation and Restoration at the Arts Academy, University of Split, 2011 – 2013.* |
| 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)** | • J. Car, D. Blažeka, T. Bajan, L. Krce, I. Aviani, N. Krstulović, *A quantitative analysis of colloidal solution of metal nanoparticles produced by laser ablation in liquids*, Applied Physics A, 127, 838 (2021), https://doi.org/10.1007/s00339-021-04966-z<br>• D. Crnčević, L. Krce, L. Mastelić, A. Maravić, B. Soldo, I. Aviani, I. Primožič, R. Odžak, M. Šprung,*The mode of antibacterial action of quaternary N-benzylimidazole salts against emerging opportunistic pathogens,* Bioorganic Chemistry, **112**, 104938 (2021), https://doi.org/10.1016/j.bioorg.2021.104938<br>• L. Krce, M. Šprung, T. Rončević, A. Maravić, V. Čikeš Čulić, D. Blažeka, N. Krstulović and I. Aviani, *Probing the Mode of Antibacterial Action of Silver Nanoparticles Synthesized by Laser Ablation in Water: What Fluorescence and AFM Data Tell Us,* Nanomaterials **10 (6)**, 1040 (2020), https://doi.org/10.3390/nano10061040 |

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| | • L. Krce, M. Šprung, A. Maravić, P. Umek, K. Salamon, N. Krstulović and I. Aviani, *Bacteria Exposed to Silver Nanoparticles Synthesized by Laser Ablation in Water: Modelling E. coli Growth and Inactivation,* Materials **13 (3)**, 653 (2020), https://doi.org/10.3390/ma13030653<br>• L. Krce, M. Šprung, A. Maravić, I. Aviani, *A simple interaction-based E. coli growth model,* Physical Biology **16 (6)**, 066005 (2019), https://doi.org/10.1088/1478-3975/ab3d51 |
| Professional and research papers<br>In methodology and quality of teaching published in the last five years (**max 5 references**) | • N. Erceg, L. Jelovica, Z. Hrepić, V. Mešić, M. Karuza, I. Aviani, *University students' conceptual understanding of microscopic models of electrical and thermal conduction in solids,* Eur. J. Phys. **42**, 045702 (2021), https://doi.org/10.1088/1361-6404/abf5eb<br>• D.S. Glamočić, V. Mešić, K. Neumann, A. Sušac, W.J. Boone, I. Aviani, E. Hasović, N. Erceg, R. Repnik, V. Grubelnik *Maintaining item banks with the Rasch model: An example from wave optics,* Phys. Rev. Phys. Educ. Res. **17**, 010115 (2021), https://doi.org/10.1103/PhysRevPhysEducRes.17.010105<br>• N. Erceg, I. Aviani, M. Karuza, K. Grlaš, V. Mešić, *Development of the kinetic molecular theory of liquids concept inventory: Preliminary results on university students' misconceptions*, Eur. J. Phys. 40, 025704 (2019). https://doi.org/10.1088/1361-6404/aaff36<br>• V Mešić, K. Neumann, I. Aviani, E. Hasović, W. J. Boone, N. Erceg, V. Grubelnik, A. Sušac, Dž. Salibašić Glamočić, M. Karuza, A. Vidak, A. Alihodžić and R. Repnik, *Measuring students' conceptual understanding of wave optics: A Rasch modeling approach*, Phys Rev. Phys. Educ. Res. 15, 010115 (2019). https://doi.org/10.1103/PhysRevPhysEducRes.15.010115<br>• N. Erceg, I. Aviani, V. Mešić, M. Glunčić, G. Žauhar, *Development of the kinetic molecular theory of gases concept inventory: Preliminary results on university students' misconceptions*, Phys. Rev. Phys. Educ. Res. 12, 020139 (2016). https://doi.org/10.1103/PhysRevPhysEducRes.12.020139 |
| Professional and research projects from the field of the course carried out in the last five years (**max 5 references**) | • 2020. – 2024. *Laser synthesis of nanoparticles,* HrZZ Project: IP-2019-04-6418, principal investigator Nikša Krstulović.<br>• 2020. – 2023. *Engineering reservoirs and optimizing response function measurements in quantum simulators and computers,* Croatian-American NSF project, No: 2/2019, principal investigator Ivica Aviani.<br>• 2020. – 2022. *Research on students' conceptual understanding of microscopic models in thermodynamics and development of modern methodical tools*, University of Rijeka project, principal investigator Nataša Erceg.<br>• 2019 – 2022 *Development of Physics Studies with the Application of The Croatian Qualifications Framework (CROQF)*, The European Social Fund (ESF) project.<br>• 2018 - 2021 I*nternationalization of Graduate Study Programs at The Faculty of Science in Split*, ESF project. |
| Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies? | Through teacher training programs before the Education and Teacher Training Agency, at district and state professional conventions for physics teachers (over 60 conventions). |
| PRIZES AND AWARDS | |
| Prizes and awards for teaching and research | Award from the University of Split, Faculty of Science, for outstanding scientific research in 2019. |

| **Title, name and last name** | **Full professor Mladen Boban, M.D., Ph.D.** |
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| The course he/she teaches in the proposed study programme | Pharmacology |
| GENERAL INFORMATION ON COURSE TEACHER | |
| E-mail address | mladen.boban@mefst.hr |
| Year of birth | 1964 |
| Scientist ID | 207836 |
| CROSBI profile ID | 15610 |
| Research or art rank, and date of last rank appointment | Scientific adviser, 2005. |
| Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment | Full professor tenure, July 15th, 2010. |
| Area and field of election into research or art rank | Biomedicine and health, basic medical sciences |
| INFORMATION ON CURRENT EMPLOYMENT | |
| Institution where employed | University of Split School of Medicine |
| Date of employment | 1997. |
| Name of position (professor, researcher, associate teacher, etc.) | Professor |
| Field of research | Pharmacology |
| Function | Head of the Department of Basic and Clinical Pharmacology |
| INFORMATION ON EDUCATION – Highest degree earned | |
| Degree | Ph.D. |
| Institution | University of Zagreb, School of Medicine |
| Place | Zagreb |
| Date | April 21st, 1995. |
| INFORMATION ON ADDITIONAL TRAINING | |
| Year | 1989-1992 |
| Place | Milwaukee, USA |
| Institution | The Medical College of Wisconsin |
| Field of training | Pharmacology and physiology of cardiovascular system |
| 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 (name title of course, study programme where it is/was offered, and level of study programme) | Principal teacher of several courses in the field of pharmacology for students of medicine, pharmacy, dental medicine, health studies, at undergraduate, graduate and postgraduate level |
| Authorship of university/faculty textbooks in the field of the course | Author and translator of several chapters in pharmacology textbooks |
| Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most) | 1. Boban, N., Tonkić, M., Grga, M., Milat, A.M., Mudnić, I., Boban, M. Antimicrobial activity of wine in relation to bacterial resistance to medicinal antibiotics<br>(2021) Oeno One, 55 (1), pp. 45-48.<br><br>2. Radman, S., Raić, S., Bućan, I., Pribisalić, A., Dunatov, J., Mudnić, I., Boban, M., Pellay, F.X., Kolčić, I., Polašek, O. Searching for carbonylome biomarkers of aging - Development and validation of |

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| | the proteomic method for quantification of carbonylated protein in human plasma<br>(2020) Croatian Medical Journal, 61 (2), pp. 119-125.<br><br>3.Režić-Mužinić, N., Mastelić, A., Benzon, B., Markotić, A., Mudnić, I., Grković, I., Grga, M., Milat, A.M., Ključević, N., Boban, M. Expression of adhesion molecules on granulocytes and monocytes following myocardial infarction in rats drinking white wine<br>(2018) PLoS ONE, 13 (5), art. no. e0196842<br><br>4. Milat, A.M., Mudnić, I., Grković, I., Ključević, N., Grga, M., Jerčić, I., Jurić, D., Ivanković, D., Benzon, B., Boban, M. Effects of White Wine Consumption on Weight in Rats: Do Polyphenols Matter?<br>(2017) Oxidative Medicine and Cellular Longevity, 2017, art. no. 8315803<br><br>5.Boban, M., Stockley, C., Teissedre, P.-L., Restani, P., Fradera, U., Stein-Hammer, C., Ruf, J.-C.<br>Drinking pattern of wine and effects on human health: Why should we drink moderately and with meals?<br>(2016) Food and Function, 7 (7), pp. 2937-2942. |
| 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) | Croatian Science Foundation, Principal Investigator, Project 8652 „BioWine“ 2014-2019, |
| 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? | Continuing education course *Skills of medical education and scientific work* at the University of Split School of Medicine |
| PRIZES AND AWARDS, STUDENT EVALUATION | |
| Prizes and awards for teaching and scholarly/artistic work | 2. Decoration: „Chevalier de l'Ordre du Merite Agricole“, Ministère de l'Agriculture, de l'Alimentation, de la Pêche, de la Ruralité et de l'Aménagement du territoire, The Republic of France, 2011.<br>3. National science award in the field of Biomedicine for year 2012. |
| 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) | 4,5 |

| **Title, name and last name** | **Ascoc. Prof. Joško Božić, MD, PhD** |
|---|---|
| Title of the course at the proposed study programme | Pathophysiology |
| GENERAL INFORMATION ON COURSE LEADER | |
| E-mail address | josko.bozic@mefst.hr |
| Year of birth | 1985 |
| Scientist ID | 326460 |
| CROSBI profile ID | 30423 |
| Research rank and date of the last appointment | Senior research associate (22.01.2020.) |
| Research and teaching or teaching rank, and the date of the last appointment | Associate Professor (21.04.2020.) |
| Area and field of appointment into research rank | Biomedicine and Health<br>Clinical Medical Sciences |
| INFORMATION ON CURRENT EMPLOYMENT | |
| Institution of employment | University of Split School of Medicine |
| Date of employment | 14.01.2011. |
| Job title (professor, researcher, associate teacher, etc.) | Associate Professor |
| Field of research | Pathophysiology |
| Position in the institution | Vice-Dean for Medical Studies in English<br>Deputy Head of the Department of Pathophysiology<br>Head of the Department of Diploma Thesis |
| INFORMATION ON EDUCATION – Highest degree achieved | |
| Degree | Doctor of Medical Sciences (PhD) |
| Institution | University of Split School of Medicine |
| Place | Split |
| Date | 2016 |
| INFORMATION ON ADDITIONAL TRAINING | |
| Year | / |
| Place | / |
| Institution | / |
| Field of training | / |
| MOTHER TONGUE AND FOREIGN LANGUAGES | |
| Mother tongue | Croatian |
| Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent) | English – excellent (5) |
| Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent) | German – sufficient (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) | Pathophysiology course leader (Dental Medicine Studies, Medical Studies in English) |
| Authorship of university textbooks from the field of the course | Tičinović Kurir T et al. Pathophysiology of endocrinopathies – chosen chapters. Split, Naklada Redak, 2013. (University textbook) - author of the chapter |
| Professional and research papers | 1. Borovac JA, Glavas D, Susilovic Grabovac Z, Supe Domic D, D'Amario D, Bozic J. Catestatin in Acutely Decompensated Heart Failure |

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| published in the last five years from the field of the course **(max 5 references)** | Patients: Insights from the CATSTAT-HF Study. J Clin Med. 2019;8(8). pii: E1132.<br>2. Borovac JA, Dogas Z, Supe-Domic D, Galic T, Bozic J. Catestatin serum levels are increased in male patients with obstructive sleep apnea. Sleep Breath. 2019;23(2):473-481.<br>3. Tadin Hadjina I, Zivkovic PM, Matetic A, Rusic D, Vilovic M, Bajo D, Puljiz Z, Tonkic A, Bozic J. Impaired neurocognitive and psychomotor performance in patients with inflammatory bowel disease. Sci Rep. 2019;9(1):13740. doi: 10.1038/s41598-019-50192-2.<br>4. Bozic J, Borovac JA, Galic T, Kurir TT, Supe-Domic D, Dogas Z. Adropin and Inflammation Biomarker Levels in Male Patients With Obstructive Sleep Apnea: A Link With Glucose Metabolism and Sleep Parameters. J Clin Sleep Med. 2018;14(7):1109-1118.<br>5. Vilovic M, Dogas Z, Ticinovic Kurir T, Borovac JA, Supe-Domic D, Vilovic T, Ivkovic N, Rusic D, Novak A, Bozic J. Bone metabolism parameters and inactive matrix Gla protein in patients with obstructive sleep apnea. Sleep. 2019 Oct 21. pii: zsz243. doi: 10.1093/sleep/zsz243. [Epub ahead of print]. |
| 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**) | 2014 – present, scientific project "Translational research on neuroplasticity of breathing and effect of intermittent hypoxia in anesthesia and sleep", HRZZ (investigator)<br>2018.- present„ "Normative models of vascular biomarkers for improving cardiovascular risk stratification in primary and secondary prevention" HRZZ (investigator) |
| Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies? | Skills course of medical education and scientific work, University of Split School of Medicine, 2019. |
| PRIZES AND AWARDS | |
| Prizes and awards for teaching and research | 2011 - Award of the Faculty Council for outstanding achievement during the study, University of Split School of Medicine<br>2013 – Best poster presentation award at the 5th Croatian Diabetes Congress with international participation, Pula, Croatia<br>2014 - Award for best rated teacher according to student survey results (Dental medicine study)<br>2018 - Award for best rated teacher according to student survey results (Medical Studies in English)<br>2019 - Award for best rated teacher according to student survey results (Medical Studies in English) |

| **Title, name and last name** | **Assist. Prof. Anteo Bradarić Šlujo, MD, PhD** |
|---|---|
| Title of the course at the proposed study programme | Pathophysiology |
| GENERAL INFORMATION ON COURSE LEADER | |
| E-mail address | anteo.bradaric@gmail.com |
| Year of birth | 1963. |
| Scientist ID | 281640 |
| CROSBI profile ID | 23574 |
| Research rank and date of the last appointment | scientific associate; 2014 |
| Research and teaching or teaching rank, and the date of the last appointment | Assist. Prof. - 23.07.2014. |
| Area and field of appointment into research rank | biomedicine and health, clinical medical sciences |
| INFORMATION ON CURRENT EMPLOYMENT | |
| Institution of employment | University Hospital of Split; University of Split School of Medicine |
| Date of employment | 1995. |
| Job title (professor, researcher, associate teacher, etc.) | Cardiology specialist; assistant professor |
| Field of research | Cardiovascular diseases, Pathophysiology |
| Position in the institution | Executor |
| INFORMATION ON EDUCATION – Highest degree achieved | |
| Degree | Doctor of Medical Sciences (PhD) |
| Institution | University of Zagreb School of Medicine |
| Place | Split |
| Date | 2012 |
| INFORMATION ON ADDITIONAL TRAINING | |
| Year | 2009. |
| Place | Split |
| Institution | University Hospital of Split |
| Field of training | Interventional cardiology |
| 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 4/5 |
| 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) | Elective classes in interventional cardiology and electrocardiograms Pathophysiology of the cardiovascular system |
| Authorship of university textbooks from the field of the course | Clinical pathophysiology - etiopathogenetic nodes 2013 (chapter author) |
| Professional and research papers published in the last five years from the field of the course **(max 5 references)** | 1. Borovac JA, D'Amario D, Schwarz K, Bradarić A, Božić J, Glavaš D. The effect of P2Y12 inhibitor pretreatment vs. no pretreatment on major bleeding among patients with NSTE-ACS: an updated meta-analysis and meta- regression pooling 41,548 patients from 11 studies. Eur Heart J. Digital Experience: Oxford University Press, 2021.<br>2. Borovac JA, D'Amario D, Glavas D, Sušilović Grabovac Z, Šupe Domić D, Novak K, Bradarić A, Miličić D, Duplančić D, Božić J. The S2PLIT-UG score, a novel system identifying patients with a |

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| | high risk of all- cause mortality following acute decompensation of heart failure, correlates with levels of sST2, hs-cTnI and NT-proBNP. Eur J Heart Fail. 2020;22:27-28.<br>3. Borovac JA, Božić J. Sušilović Grabovac Z, Šupe Domić D, Tičinović Kurir T, Bradarić A, Živković PM, Vilović M, Novak K, Glavaš D. Catestatin serum levels are inversely associated with adverse structural and hemodynamic profile among patients with acutely decompensated heart failure: preliminary echocardiographic findings. Abstracts of the Heart Failure. 2019; pp. 112-113.<br>4. Giunio L, Lozo M, Bradarić A, Zanchi J, Giunio L. Coronary perforation in STEMI PCI simultaneously treated by pericardiocent esis and covered stent implantation. How to manage coronary perforation Part 2. EuroPCR. 2018.<br>5. Giunio L, Lozo M, Bradarić A, Zanchi J, Giunio L. When less is more. How to manage left stem dissections. EuroPCR. 2018. |
| Professional and research papers In methodology and quality of teaching published in the last five years (**max 5 references**) | / |
| Professional and research projects from the field of the course carried out in the last five years (**max 5 references**) | / |
| Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies? | As part of the acquisition of the scientific - teaching title of assistant professor, passed the Skills course of medical education and scientific work, University of Split School of Medicine, 2014. |
| PRIZES AND AWARDS | |
| Prizes and awards for teaching and research | / |

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| Title, name and last name of the course leader | **Assistant professor Ante Burger, PhD** |
| Title of the course at the proposed study programme | Basic of Motor Transformations<br>Special Topics from Motor Transformations |
| GENERAL INFORMATION ON COURSE LEADER | |
| E-mail address | antburger@ozs.unist.hr anteburger@gmail.com |
| Personal web page | |
| Year of birth | 1981 |
| Scientist ID | 391 675 |
| CROSBI profile ID | 39248 |
| Research rank and date of the last appointment | |
| Research and teaching or teaching rank, and the date of the last appointment | Scientific-teaching title Assistant Professor 22.12.2020. |
| Area and field of appointment into research rank | Area of social sciences, field of kinesiology |
| INFORMATION ON CURRENT EMPLOYMENT | |
| Institution of employment | UNIVERSITY DEPARTMENT OF HEALTH STUDIES IN SPLIT |
| Date of employment | 20.04.2021. |
| Job title (professor, researcher, associate teacher, etc.) | Professor |
| Field of research | Kinesitherapy |
| Position in the institution | Professor of Kinesiology |
| INFORMATION ON EDUCATION – Highest degree achieved | |
| Degree | Assistant professor |
| Institution | University department of health studies in Split |
| Place | Split |
| Date | 22.12.2020. |
| INFORMATION ON ADDITIONAL TRAINING | |
| Year | 2020 |
| Place | Split |
| Institution | University department of health studies in Split |
| Field of training | Social sciences |
| MOTHER TONGUE AND FOREIGN LANGUAGES | |
| Mother tongue | Croatian language |
| Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent) | English language 5 |
| Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent) | Italian language 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) | Handball, Undergraduate study of kinesiology,<br>Control of training in handball Undergraduate study of kinesiology<br>Mini handball - Graduate study of kinesiology<br>Beach handball - Graduate study of kinesiology |
| 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. Burger, A., Rogulj, N., Papić. V., Čavala, M. (2016). Sport talent inpupilsin Splitsko-dalmatinska county . Croatian Journal ofEducation, 18(3), 643-663.<br>2. Bjelanović, L., Pejić, D., Burger, A., Ledić, I. (2017). Body height and weight of rugby players in different playing |

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| | positions.3. International scientific-professional conference "Physiotherapy in sports, recreation and wellness ", Vukovar, 242-250.<br>3. Rogulj, N.,Foretić,N.,Spasić,M.,Burger,A.,Čavala, M.(2017).Metrical caracteristics of newly constructed tests for assesing specific motor abilities in gandball goalkeepers. 8th International Scientific Conference on Kinesiology, Opatija,401-405.<br>4. Burger, A., Krespi, M., Pejić, D., Bjelanović, L., Ledić, I. (2017). Analysis of the success of the realization of more players and the success of the realization of the first attack after a time break in men and women in top handball. 3rd International Scientific Conference "Physiotherapy in Sport, Recreation and Wellness", Vukovar, 251-259<br>5. Burger, A.,Foretić,N.,Spasić, M.,Rogulj,N.,Papić, V.(2021).Handball jump shoot kinematics- Differences between Croatian elite and professsional players. 9th International Scientific Conference on Kinesiology, Opatija, 102-106. |
| Professional and research papers In methodology and quality of teaching published in the last five years (**max 5 references**) | 1. Burger, A., Abramović, I., Prnić, L. (2021). Application of street handball in teaching PE and school sports.29.Summer School of Kinesiology of the Republic of Croatia. Pedagogical competencies in kinesiology, Zadar, 355-360<br>2. Burger,A. 14th Men s 18 European Handball championship Croatia, 9th-19th August 2018. QUALITATIVE ANALYSIS.EHF-Official web page.<br>3. Burger,A. 15 th Men s 19(18) European Handball Championship, 12-22 August 2021 in Croatia.Qualitative Analysis-Official web page |
| 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? | 29. Summer School of Kinesiology 2021.-Training duration 30 hours Lecturer External Associate at the Faculty of Kinesiology Held over 800 hours of classes<br>Sports School - Zagreb 240 hours of classes |
| PRIZES AND AWARDS | |
| Prizes and awards for teaching and research | 29th Summer School of Kinesiology 2021 - Award for the best professional work |

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| Title, name and last name of the course leader | **Assistant professor Fabijan Čukelj, MD, PhD** |
| Title of the course at the proposed study programme | Clinical sciences of the locomotor system and sports |
| GENERAL INFORMATION ON COURSE LEADER | |
| E-mail address | fabijan.cukelj@gmail.com |
| Personal web page | |
| Year of birth | 1961 |
| Scientist ID | 377826 |
| CROSBI profile ID | 531 |
| Research rank and date of the last appointment | Ass.Prof.,29.january 2018 |
| Research and teaching or teaching rank, and the date of the last appointment | Research associate |
| Area and field of appointment into research rank | Biomedicine and Health,Orthopaedic and Trauma Surgery |
| INFORMATION ON CURRENT EMPLOYMENT | |
| Institution of employment | 1.SOZS, Assistant Professor, Department of Physiotherapy<br>2.Orthopedist-traumatologist, KBC Sestre milosrdnice, Zagreb, Clinic for traumatology<br>3. Faculty of Medicine Split-work contract-external associate |
| Date of employment | 1.29.january 2018<br>2.2.siječnja 2020. |
| Job title (professor, researcher, associate teacher, etc.) | 1.Assistant Professor<br>2. Orthopedist-traumatologist<br>3.Assistant Professor |
| Field of research | Orthopedics and traumatology |
| Position in the institution | 1. Course teacher of Clinical Science of the Locomotor System and Sports<br>2.Head of Department of Sports Traumatology<br>3. Course teacher of Orthopedics |
| INFORMATION ON EDUCATION – Highest degree achieved | |
| Degree | Ass.Prof. |
| Institution | SOZS (UNIVERSITY DEPARTMENT OF HEALTH STUDIES) |
| Place | Split |
| Date | 1/29/2018 |
| INFORMATION ON ADDITIONAL TRAINING | |
| Year | 1. Completed the course of sports doctor and passed the exam -IOC Medical Commission in Zagreb from October 6 to October 8, 1994.<br>2. Completed postgraduate course of continuous training of doctors of the I category "TRAUMATOLOGY IN MODERN MEDICINE" held in Zagreb from November 6-8, 1997.<br>3. Completed the course in Osteosynthesis in Davos-Switzerland from 14.12.-19.12.1997<br>4. Completed course AO-Principles of Operative Fracture Treatment, Zagreb 22-24.5.1998.<br>5. Completed course AO-Approaches and Osteosyntheses-, Graz, Austria, 9-13-9.2008.<br>6. Passed exam and course in ultrasound diagnostics of the locomotor system in Zagreb on 12 and 13 May 2000.<br>7. Advanced course of Arthroscopy in Courmayeur, Italy from 6-11-1-2002<br>8. Completed course AO-Trauma Course Upper Extremity from 3.11.-5-11-2011-Zagreb |

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| | 9. Completed course-Upper Extremity-From finger tip to the shoulder, June 10-11, 2011, Amsterdam |
| Place | 1.Zagreb<br>2.Zagreb<br>3.Davos-CH<br>4.Zagreb<br>5.Graz-Austria<br>6.Zagreb<br>7.Courmayer,Italia<br>8.Zagreb<br>9.Amsterdam,NL |
| Institution | 1,2,4,6,8 KBC Zagreb, 3.AO Hospital Davos, 5.University Hospital Graz, 9.University Hospital Amsterdam |
| Field of training | Orthopaedics |
| 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 |
| 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) | Surgery course 2003-2011,Medical School Split<br>Orthopaedic course 2009-present UNIVERSITY DEPARTMENT OF HEALTH STUDIES<br>Orthopaedic course 2010-present Medical School Split |
| Authorship of university textbooks from the field of the course | Orthopedic Guide-Medical school Split<br>Selected chapters from Apley's System of Orthopedics and Fractures<br><br>Official textbook of the Faculty of Kinesiology, University of Mostar "Sports Medicine", chapter "Sports Traumatology". ISBN 978-9958-690-88-4, Mostar 2013 |
| Professional and research papers published in the last five years from the field of the course **(max 5 references)** | 1. Knee Osteoarthritis: A Review of Pathogenesis and State-Of-The-Art Non-Operative Therapeutic Considerations.<br>Primorac D, Molnar V, Rod E, Jeleč Ž, Čukelj F, et.al.<br>Genes (Basel). 2020 Jul 26;11(8):854. doi: 10.3390/genes11080854<br>2. Cytokines and Chemokines Involved in Osteoarthritis Pathogenesis.<br>Molnar V, Matišić V, Kodvanj I, Bjelica R, Jeleč Ž, Hudetz D, Rod E, Čukelj F, et.al.<br>Int J Mol Sci. 2021 Aug 26;22(17):9208. doi: 10.3390/ijms22179208<br>3. Comprehensive Review of Knee Osteoarthritis Pharmacological Treatment and the Latest Professional Societies' Guidelines.<br>Primorac D, Molnar V, Matišić V, Hudetz D, Jeleč Ž, Rod E, Čukelj F, Vidović D, Vrdoljak T, Dobričić B, Antičević D, Smolić M, Miškulin M, Ćaćić D, Borić I.<br>Pharmaceuticals (Basel). 2021 Mar 2;14(3):205. doi: 10.3390/ph14030205<br>4.<br>Polychromatic Flow Cytometric Analysis of Stromal Vascular Fraction from Lipoaspirate and Microfragmented Counterparts Reveals Sex-Related Immunophenotype Differences.<br>Zenic L, Polancec D, Hudetz D, Jelec Z, Rod E, Vidovic D, Staresinic M, Sabalic S, Vrdoljak T, Petrovic T, **Cukelj F**, Molnar V, Cemerin M, Matisic V, Brlek P, Djukic Koroljevic Z, Boric I, Lauc G, Primorac D. |

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| | Genes (Basel). 2021 Dec 16;12(12):1999.<br>doi: 10.3390/genes12121999.PMID: 34946948 |
| 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**) | Clinical and molecular phenotyping of osteoarthritis: a personalized approach to diagnosis and treatment<br>project reference code KK.01.2.1.02.0173 |
| Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies? | MEDICAL EDUCATION SKILLS course. MF Split |
| PRIZES AND AWARDS | |
| Prizes and awards for teaching and research | The best rated teacher from the ranks of scientific-teaching and teaching titles of the Medical Faculty Split for the academic year 2018/2019 |

| **Title, name and last name** | **Assistant professor Ana Ćurković, PhD** |
|---|---|
| Title of the course at the proposed study programme | Sociology of Health<br>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<br><br>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 |

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| | Stipčić, Ana. Važnost socioekonomskih pokazatelja u određivanju zdravlja i zdravstvenih rizika u južnoj Hrvatskoj, 2018., doktorska disertacija, Medicinski fakultet Split, Split.<br><br>Šolić, Ivana; Stipčić, Ana; Pavličević, Ivančica; Marušić, Ana<br>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<br>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.<br>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** | **Full Professor (tenure) Irena Drmić Hofman, PhD, MSc** |
|---|---|
| Title of the course at the proposed study programme | Biochemistry |
| GENERAL INFORMATION ON COURSE LEADER | |
| E-mail address | idhofman@ozs.unist.hr |
| Personal web page | https://www.bib.irb.hr/pregled/profil/25009 |
| Year of birth | 1965 |
| Scientist ID | 219413 |
| CROSBI profile ID | 25009 |
| Research rank and date of the last appointment | Scientific Advisor with Tenure, July 26, 2019 |
| Research and teaching or teaching rank, and the date of the last appointment | Full Professor with Tenure, December 18, 2019 |
| Area and field of appointment into research rank | Biomedicine and Health, Basic Medical Sciences |
| INFORMATION ON CURRENT EMPLOYMENT | |
| Institution of employment | University of Split School of Medicine |
| Date of employment | 1 April 1995 |
| Job title (professor, researcher, associate teacher, etc.) | Full Professor with Tenure |
| Field of research | Biochemistry and Molecular Biology |
| Position in the institution | Head of Department of Chemistry and Biochemistry |
| INFORMATION ON CURRENT EMPLOYMENT | |
| Institution of employment | University Department of Health Studies, University of Split |
| Date of employment | 20 April 2021 |
| Job title (professor, researcher, associate teacher, etc.) | Full Professor with Tenure |
| Field of research | Biochemistry and Laboratory Diagnostics |
| Position in the institution | Assistant to the Head for Science and International Cooperation |
| INFORMATION ON EDUCATION – Highest degree achieved | |
| Degree | PhD |
| Institution | University of School of Zagreb School of Medicine |
| Place | Zagreb, Croatia |
| Date | 27 October 2003 |
| INFORMATION ON ADDITIONAL TRAINING | |
| Year | 1995 |
| Place | Verona, Italy |
| Institution | Institute of Biology and Genetics, School of Medicine |
| Field of training | Molecular genetics and Population genetics |
| Year | 1998, 1999, 2000, 2001 |
| Place | Bielefeld, Germany |
| Institution | Institute for Cell Culture Technology, University of Bielefeld |
| Field of training | Glycomics |
| Year | 2004-2005 |
| Place | Münster, Germany |
| Institution | **University of Münster, Institute for Medical Physics and Biophysics** |
| Field of training | Tumor Glycomics (DAAD Fellowship) |
| MOTHER TONGUE AND FOREIGN LANGUAGES | |
| Mother tongue | Croatian |
| English | 5 |
| Italian | 4 |
| German | 2 |
| COMPETENCES FOR THE COURSE | |

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| Earlier experience as course teacher of similar courses (title of course, study programme where it is/was held, and level of study programme) | 1. Nutrition and Health (elective course, Study of Medicine)<br>2. Biochemistry (University of Split Department of Health Studies, USDHS, undergraduate study)<br>3. Biochemistry 2 (USDHS, undergraduate study)<br>4. Molecular Biology Techniques in Medicine (USDHS, undergraduate study)<br>5. Molecular Methods in Tumor Diagnostics, Tumor Glycomics, Molecular Research Methods in Glycomedicine (elective courses, University of Split School of Medicine, Postgraduate study Tumor Biology)<br>6. Diagnostic of Genetic and Chromosomal Disorders, (elective course, University of Split School of Medicine, Postgraduate study TRIBE) |
| 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.Oršolić I, Bursać S, Jurada D, Drmić Hofman I, Dembić Z, Bartek J, Mihalek I, Volarević S. Cancer-associated mutations in the ribosomal protein L5 gene dysregulate the HDM2/p53-mediated ribosome biogenesis checkpoint. *Oncogene*. 2020; 39(17):3443-57.<br>2. Galusic D, Lucijanic M, Livun A, Radman M, Blaslov V, Vicelic Cutura L, Petric M, Miljak A, Lucijanic J, Drmic Hofman I, Kusec R. Higher AURKA and PLK1 expression are associated with inferior overall survival in patients with myelofibrosis. *Blood Cells Mol Dis*. 2020:102396.<br>3. Galusic D, Lucijanic M, Livun A, Radman M, Lucijanic J, Drmic Hofman I, Kusec R. CDC25c expression in patients with myelofibrosis is associated with stronger myeloproliferation and shorter overall survival. *Wien Klin Wochenschr*. 2020. doi: 10.1007/s00508-020-01738-2.<br>4.Šupe-Domić D, Milas G, Stanišić L, Drmić Hofman I, Martinović Klarić I. Reference intervals for six salivary cortisol measures based on the Croatian Late Adolescence Stress Study (CLASS). *Biochem Med* (Zagreb). 2018;28(1):010902.<br>5.Milas G, Šupe-Domić D, Drmić Hofman I, Rumora L, Martinović Klarić I. Weather conditions: a neglected factor in human salivary cortisol research? *Int J Biometeorol* 2018; 62(2):165-75. |
| Professional and research papers In methodology and quality of teaching published in the last five years (**max 5 references**) | 1. Drmić Hofman I. Metode molekularne genetike u leukemijama i limfomima. U: genetičko informiranje u praksi. Čulić V, Pavelić J, Radman M (Ur.). Medicinska naklada, Zagreb, 2016. |
| Professional and research projects from the field of the course carried out in the last five years (**max 5 references**) | 1. Regulation of receptor-mediated mitophagy in erythroid lineage cells - MitoReg. PI: Assoc. Prof. Ivana Novak Nakir, Financed by Croatian Science Foundation (IP-2020-02, duration 2021-2025) |
| Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies? | 1. IUBMB International Workshop on Biochemistry Education, University of Split School of Medicine, Croatia, 2011.<br>2. FEBS Workshop on Education in Biochemistry and Molecular Biology, Opatija, Croatia, 2010. |
| PRIZES AND AWARDS | |
| Prizes and awards for teaching and research | |

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

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|---|---|
| is/was held, and level of study programme) | Doctoral education:<br>Communication Skills |
| Authorship of university textbooks from the field of the course | |
| Professional and research papers published in the last five years from the field of the course **(max 5 references)** | 1. Žuljević, Marija Franka; Jeličić, Karlo; Viđak, Marin; **Đogaš, Varja**; Buljan, Ivan<br>Impact of the first COVID-19 lockdown on study satisfaction and burnout in medical students in Split, Croatia: a cross-sectional presurvey and postsurvey // *BMJ Open,* **11** (2021), 6; e049590, 11 doi:10.1136/bmjopen-2021-049590<br><br>2. Antičević, Vesna; Sindik, Joško; Klarin, Mira; **Đogaš, Varja**; Stipčić, Ana; Kardum, Goran; Barać, Ivana; Zoranić, Sanja; Perković Kovačević, Marina<br>Effects of social skills training among freshman undergraduate nursing students: a randomized controlled trial // *Medica Jadertina,* **48** (2018), 1-2; 23-32<br><br>3. Antičević, Vesna; Sindik, Joško; Klarin, Mira; **Đogaš, Varja**; Stipčić, Ana; Kardum, Goran; Barać, Ivana; Zoranić, Sanja; Perković Kovačević, Marina<br>Effects of social skills training among freshman undergraduate nursing students: a randomized controlled trial // *Medica Jadertina,* **48** (2018), 1-2; 23-32<br><br>4. **Đogaš, Varja**; Donev, Doncho M.; Kukolja-Taradi, Sunčana; Đogaš, Zoran; Ilakovac, Vesna; Novak, Anita; Jerončić, Ana<br>No difference in the intention to engage others in academic transgression among medical students from neighboring countries: a cross-national study on medical students from Bosnia and Herzegovina, Croatia, and Macedonia // *Croatian medical journal,* **57** (2016), 4; 381-391 doi:10.3325/cmj.2016.57.381 |
| Professional and research papers In methodology and quality of teaching published in the last five years (**max 5 references**) | |
| Professional and research projects from the field of the course carried out in the last five years (**max 5 references**) | Internationalization of study programs at all levels at the Faculty of Medicine in Split - Operational Program "Effective Human Resources (2014-2020) – associate<br>Project MEDICINSKA +; – associate |
| Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies? | |
| PRIZES AND AWARDS | |
| Prizes and awards for teaching and research | |

| **Title, name and last name** | **Duška Glavaš, MD, PhD, Assistant Professor** |
|---|---|
| Title of the course at the proposed study programme | Internal medicine |
| GENERAL INFORMATION ON COURSE LEADER | |
| E-mail address | duska.glavas@gmail.com |
| Year of birth | 1961. |
| Scientist ID | 232325 |
| CROSBI profile ID | |
| Research rank and date of the last appointment | 31. 03. 2000, Master work<br>08. 06. 2010, PhD |
| Research and teaching or teaching rank, and the date of the last appointment | 03.02.2011, assistant<br>20.04.2017, assistant professor |
| Area and field of appointment into research rank | |
| INFORMATION ON CURRENT EMPLOYMENT | |
| Institution of employment | Clinical Hospital Split<br>University Split, Medical school |
| Date of employment | 1.10.1990, Clinical Hospital Split<br>20.04.2017, Medical school, University Split |
| Job title (professor, researcher, associate teacher, etc.) | Cardiologist<br>Assistant prof., Internal medicine, Clinical skills |
| Field of research | Clinical medicine sciences |
| Position in the institution | The head of Intensive care unit, Clinic for cardiovascular diseases, Clinical Hospital Split |
| INFORMATION ON EDUCATION – Highest degree achieved | |
| Degree | PhD, |
| Institution | Split Medical School |
| Place | Split |
| Date | 8.6.2010 |
| INFORMATION ON ADDITIONAL TRAINING | |
| Year | 1988-1898, Clinical pharmacology department Basel |
| Place | Basel, Switzerland |
| Institution | Human Pharmacology Lab. |
| Field of training | Clinical pharmacology, Cardiology |
| 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 5 |
| 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) | Course for teachers organized by Split Medical School |

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| Authorship of university textbooks from the field of the course | 1. Glavas D. Pulmonary thromboembolism and deep venous thrombosis-guidelines for prevention. In: Mirić D, et all. Preventive cardiology. HKD 1997; 459-70.<br>2. Glavas D. Smoking and heart. In: Miric D, at all. Contemporary life and heart. HKD 2001; 245-275.<br>3. Vukovic I, Duplancic D, Glavas D. Diagnostics of peripheral vascular diseases by ultrasound. In Hozo I, Karelovic D, et all. Ultrasound in clinical praxis. Croatian gastroenterology society 2004; 369-423.<br>4. Glavas D. Smoking and coronary diseases. In Mirić D, et all. Coronary diseases 2006; 32-46. |
| Professional and research papers published in the last five years from the field of the course **(max 5 references)** | 1. Borovac JA, Orsolic A, Miric D, **Glavas D**. The use of Smith-modified Sgarbossa criteria to diagnose an extensive anterior acute myocardial infarction in a patient presenting with a left bundle branch block. J Electrocardiol. 2021;64:80-84.<br>2. Borovac JA, D'Amario D, Bozic J, **Glavas D**. Sympathetic nervous system activation and heart failure: Current state of evidence and the pathophysiology in the light of novel biomarkers. World J Cardiol. 2020;12:373-408.<br>3. Borovac JA, **Glavas D**, Susilovic Grabovac Z, Supe Domic D, Stanisic L, D'Amario D, Kwok CS, Bozic J. Circulating sST2 and catestatin levels in patients with acute worsening of heart failure: a report from the CATSTAT-HF study. ESC Heart Fail. 2020;7:2818-2828.<br>4. Borovac JA, **Glavas D**, Susilovic Grabovac Z, Supe Domic D, Stanisic L, D'Amario D, i sur. Right Ventricular Free Wall Strain and Congestive Hepatopathy in Patients with Acute Worsening of Chronic Heart Failure: A CATSTAT-HF Echo Substudy. J Clin Med. 2020;9:1317-1<br><br>5. Seferovic PM, Jankowska E, Coats AJS, Maggioni AP, Lopatin Y, Milinkovic I, Polovina M, Lainscak M, Timmis A, Huculeci R, Vardas P...**Glavas D**, et al. The Heart Failure Association Atlas: rationale, objectives, and methods. Eur J Heart Fail. 2020;22:638-645. |
| 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 | Prizes of Croatian Medical Chamber 2021 for medical and scientific work |

| **Title, name and last name** | **Professor Ivica Grković, MD, PhD, full professor** |
|---|---|
| Title of the course at the proposed study programme | Anatomy |
| GENERAL INFORMATION ON COURSE LEADER | |
| E-mail address | Ivica.grkovic@mefst.hr |
| Year of birth | 1964 |
| Scientist ID | 173423 |
| CROSBI profile ID | 13898 |
| Research rank and date of the last appointment | Scientific advisor, Biomedicine and Health – Preclinical medicine - Anatomy, since 2009 |
| Research and teaching or teaching rank, and the date of the last appointment | Full tenured professor of Anatomy, since 2014 |
| Area and field of appointment into research rank | Biomedicine and Health:<br>- Basic Medical Sciences<br>- Anatomz |
| INFORMATION ON CURRENT EMPLOYMENT | |
| Institution of employment | University of Split School of Medicine |
| Date of employment | September 2004 |
| Job title (professor, researcher, associate teacher, etc.) | Full tenured professor |
| Field of research | Anatomy |
| Position in the institution | Head, Department of anatomy |
| INFORMATION ON EDUCATION – Highest degree achieved | |
| Degree | PhD |
| Institution | University of Melbourne, Department of anatomy and neuroscience |
| Place | Melbourne, Australia |
| Date | 1997. |
| INFORMATION ON ADDITIONAL TRAINING | |
| Year | 1992-2004 |
| Place | Melbourne, Australia |
| Institution | The University of Melbourne |
| Field of training | Anatomy, neurobiology of the autonomic nervous system |
| 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) |
| Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent) | Italian – sufficient (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) | 'Lecturer' (1998-2002) i 'Senior Lecturer' (2003-2004); Anatomy and neuroscience, The University of Melbourne |
| Authorship of university textbooks from the field of the course | An@tomedia (A New Approach to Medical Education: Developments in Anatomy)<br>Norman Eizenberg, Christopher Briggs, Priscilla Barker, Ivica Grkovic<br>Mc Graw Hill Education, http://anatomediaonline.com/ |

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| Professional and research papers published in the last five years from the field of the course **(max 5 references)** | 1. Ključević N, Boban D, Milat AM, Jurić D, Mudnić I, Boban M, **Grković I**. (2019) Expression of Leukocytes Following Myocardial Infarction in Rats is Modulated by Moderate White Wine Consumption. Nutrients. 11(8). pii: E1890. doi: 10.3390/nu11081890.<br><br>2. Ljubkovic M, Gressette M, Bulat C, Cavar M, Bakovic D, Fabijanic D, **Grkovic I**, Lemaire C, Marinovic J. (2019) Disturbed Fatty Acid Oxidation, Endoplasmic Reticulum Stress and Apoptosis in Left Ventricle of Patients with Type 2 Diabetes Mellitus. Diabetes. 68(10):1924-33. doi: 10.2337/db19-0423.<br><br>3. Režić-Mužinić N, Mastelić A, Benzon B, Markotić A, Mudnić I, **Grković I**, Grga M, Milat AM, Ključević N, Boban M. (2018) Expression of adhesion molecules on granulocytes and monocytes following myocardial infarction in rats drinking white wine. PLoS One.13(5) e0196842. doi: 10.1371/journal.pone.0196842.<br><br>4. Agnic I, Filipovic N, Vukojevic K, Saraga-Babic M, **Grkovic I**.(2018) Isoflurane post-conditioning influences myocardial infarct healing in rats. Biotech Histochem. 93(5):354-63. doi: 10.1080/10520295.2018.1443507.<br><br>5. Ključević N, Milat AM, Grga M, Mudnić I, Boban M, **Grković I**. (2017) White Wine Consumption Influences Inflammatory Phase of Repair After Myocardial Infarction in Rats. J Cardiovasc Pharmacol. 70(5):293-99. |
| Professional and research papers In methodology and quality of teaching published in the last five years (**max 5 references**) | 1. Sapunar D, Marušić M, Puljak L, **Grković I**, Malički M, Marušić A, Čivljak M, Tanjić Ž. (2018) The Medical School of the Catholic University of Croatia: Principles, Goals, Standards and Organization. Acta Med Acad. 47(1):61-75.<br><br>2. Sapunar D, **Grković I**, Lukšić D, Marušić M. (2016) Management of teaching processes using the Share point platform: A case study from the University of Split School of Medicine. *Acta Med Acad.* 45(1):34-8.<br><br>3. Sapunar D, **Grković I**, Lukšić D, Marušić M. (2016) The business process management software for successful quality management and organization: A case study from the University of Split School of Medicine. *Acta Med Acad.* 45(1):26-33. |
| Professional and research projects from the field of the course carried out in the last five years (**max 5 references**) | 1. Croatian Research Foundation: "Biological effects of wine: the influence of vinification technology, dealcoholisation and aging of wine" 2015.-2019.- research fellow |
| Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies? | Courses on Anatomy (since 1989) and Neuroscience (since 1993), from instructor/tutor to full tenured professor. |
| PRIZES AND AWARDS | |
| Prizes and awards for teaching and research | 2015.: Best teacher award in Dental medicine course in 2014/15.<br>2019.: Best teacher award in Dental medicine course in 2018/19. |

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| Title, name and last name of the course leader | **Stipan Janković, MD, Full professor with tenure** |
| Title of the course at the proposed study programme | Basics of Radiology |
| GENERAL INFORMATION ON COURSE LEADER | |
| E-mail address | stipan.jankovic@ozs.unist.hr |
| Year of birth | 1948 |
| Scientist ID | 106463 |
| CROSBI profile ID | 11388 |
| Research rank and date of the last appointment | Scientific advisor with tenure |
| Research and teaching or teaching rank, and the date of the last appointment | Tenured full professor of radiology, 3 December 2004 |
| Area and field of appointment into research rank | Biomedicine and health, clinical medical sciences, radiology |
| INFORMATION ON CURRENT EMPLOYMENT | |
| Institution of employment | University Department of Health Studies |
| Date of employment | 1 December 2011 |
| Job title (professor, researcher, associate teacher, etc.) | Tenured full professor |
| Field of research | Radiology (subspecialisation in neuroradiology) |
| Position in the institution | Head |
| INFORMATION ON EDUCATION – Highest degree achieved | |
| Degree | professor, PhD, Prim., MD |
| Institution | University of Zagreb |
| Place | Zagreb |
| Date | 2004 |
| INFORMATION ON ADDITIONAL TRAINING | |
| Year | 1985., 1989., 1991., 1993., 1998., 2014. … |
| Place | University of Zagreb, Lund – Šweden, Karolinska institut – Sweden, Frankfurt, Ospedale San Rafaelle – Milano, Versaille, ST. Joseph hospital – New York, etc. |
| Institution | University of Zagreb, Lund – Sweden, Karolinska institut – Sweden, Frankfurt, Ospedale San Rafaelle – Milano, Versaille, ST. Joseph hospital – New York, Istanbul, itd. |
| Field of training | Neuroradiology, Breast radiology |
| MOTHER TONGUE AND FOREIGN LANGUAGES | |
| Mother tongue | Croatian |
| Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent) | French (3) |
| Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent) | English (2) |
| Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent) | Russian (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) | |

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| Authorship of university textbooks from the field of the course | Janković, Stipan; Lovrić Kojundžić, Sanja; Čarić, Ana<br>**Osnove radiologije za primalje**, Split: Sveučilište u Splitu, Sveučilišni odjel zdravstvenih studija, 2014 (Autorska)<br>Janković, Stipan; Bešenski, Nada<br>**Klinička neuroradioogija kralježnice i kralježnične moždine**, Zagreb: Medicinska naklada, 2013 (Sveučilišni udžbenik)<br>Janković, Stipan; Čizmić, Jozo<br>**Liječnička pogreška-medicinski i pravni aspekti**, Poslijediplomski tečaj stalnog medicinskog usavršavanja I. kategorije, Split: Impresum, 2007 (zbornik)<br>Janković, Stipan<br>**Mamografija i ultrazvuk dojke**/Poslijediplomski tečaj I. kategorije - tečaj stalnog medicinskog usavršavanja liječnika, Split, 2004, Split: Impresum, 2004 (zbornik)<br>Janković, Stipan; Polić, Stojan; Petričević, Ante; Bačić, Antun<br>**Odabrana poglavlja iz hitne medicine**, Split: Jedinica za znanstveni rad KB Split, 1998 (Autorska)<br>Topić, Elizabeta; Primorac, Dragan; Janković, Stipan; Štefanović, Mario<br>**Medicinska biokemija i laboratorijska medicina u kliničkoj praksi /** Topić, Elizabeta ; Primorac, Dragan ; Janković, Stipan ; Štefanović, Mario (ur.).<br>Zagreb: Medicinska naklada, 2018<br>Bukovec, Željka; Mirošević, Gorana<br>Endokrinološke i metaboličke bolesti // Medicinska biokemija i laboratorijska medcina u kliničkoj praksi / Topić, Elizabeta ; Primorac, Dragan ; Janković, Stipan ; Štefanović, Mario (ur.).<br>Zagreb: Medicinska naklada, 2018. str. 155-157<br>Grković, Ivica; Miletić, Damir; Kolić, Krešimir; Janković, Stipan; Glavina, Gordana<br>Radiološka anatomija orofacijalnog područja, anomalije i varijacije // Dentalna radiografija i radiologija<br>Split: Medicinski fakultet Sveučilišta u Splitu, 2009. str. 103-113<br>Janković, Stipan<br>Rendgenski uređaji // Radiologija / Hebrang, Andrija ; Klarić-Čustović, Ratimira (ur.).<br>Zagreb: Medicinska naklada, 2007. str. 33-56<br>Drinković, Ivan; Janković, Stipan<br>Bolesti dojke // Radiologija / Hebrang, Andrija ; Klarić-Čustović, Ratimira (ur.).<br>Zagreb: Impresum, 2006. str. 321-329<br>Janković, Stipan<br>Rentgenski uređaji // Radiologija / Hebrang, Andrija ; Klarić-Čustović, Ratimira (ur.).<br>Zagreb: Impresum, 2006. str. 33-60<br><br>Topić, Elizabeta; Salamunić, Ilza; Margetić, Sandra; Getaldić, Biserka; Čulić, Srđana; Dvornik, Štefica; Šimundić, Ana-Maria; Štefanović, Mario; Janković, Stipan; Staničić, Ante<br>Suvremeni pristup medicinskoj dijagnostici u primarnoj zdravstvenoj zaštiti / Topić, Elizabeta ; Janković, Stipan (ur.).<br>Zagreb: Medicinska naklada, 2006<br>Seminari iz kliničke radiologije / Janković, Stipan (ur.). Split: Medicinski fakultet, 2005 (monografija)<br>Janković, Stipan |

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| | Mamografija i ultrazvuk dojke/Poslijediplomski tečaj I. kategorije - tečaj stalnog medicinskog usavršavanja liječnika, Split, 2004.. Split: Impresum, 2004 (zbornik)<br>Medicinskobiokemijska dijagnostika u kliničkoj praksi / Topić, Elizabeta ; Primorac, Dragan ; Janković, Stipan (ur.). Zagreb: Medicinska naklada, 2004 (Udžbenici i skripta)<br>Janković, Stipan; Miše, Stjepan; Jakšić, Ana<br>Uputstva liječnicima pri upućivanju bolesnika na specijalističku dijsgnostiku i specijalističko-konzilijarne preglede u Kliničku bolnicu Split, 2003. (podatak o recenziji nije dostupan, uputstva).<br>Janković, Stipan<br>Acta medica Croatica, tematski broj 2002., 2002. (podatak o recenziji nije dostupan, urednik časopisa).<br>Janković, Stipan; Eterović, Davor<br>Fizikalne osnove i klinički aspekti medicinske dijagnostike<br>Zagreb: Impresum, 2002<br>Janković, Stipan<br>Odabrana poglavlja iz gastroenterologije // Odabrana poglavlja iz gastroenterologije / Hozo, Izet ; Miše, Stjepan (ur.).<br>Split: Impresum, 1999. str. 1-1<br>Kalajžić, Josip; Janković, Stipan; Rešić, Biserka<br>Magnetska rezonancija: Naša iskustva u neuroradiologiji // Zbornik radova 2. Kongresa Hrvatskog društva radiologa<br>Osijek, Hrvatska, 1998. str. 67-67 (poster, sažetak, znanstveni)<br>Janković, Stipan<br>Hitna radiološka dijagnostika gastrointestinalnog trakta // Hitna stanja u gastroenterologiji / Hozo, Izet ; Miše, Stjepan (ur.).<br>Split: Impresum, 1998. str. 61-70<br>Janković, Stipan<br>Radijacijska oštećenja // Harrison Principi interne medicine / Ivančević, Željko (ur.).<br>Split: Impresum, 1997. str. 2179-2185<br>Janković, Stipan; Mihanović, Frane<br>**Radiološki uređaji i oprema u radiologiji, radioterapiji i nuklearnoj medicini /** Janković, Stipan ; Mihanović, Frane (ur.).<br>Split: Sveučilište u Splitu, 2015<br>Janković, Stipan; Marinović Guić, Maja<br>**Osnove radiologije za fizioterapeute**<br>Split: Sveučilište u Splitu, Sveučilišni odjel zdravstvenih studija, 2014<br>Janković, Stipan; Mihanović, Frane<br>**Uvod u radiologiju**<br>Split: Sveučilište u Splitu, Sveučilišni odjel zdravstvenih studija, 2014<br><br>Bešenski, Nada; Janković, Stipan; Buča, Ante<br>**Klinička neuroradiologija mozga**<br>Zagreb: Medicinska naklada, 2011<br>Mamografski probir raka dojke: Organizacija, rani rezultati i kontrola kvalitete (poslijediplomski tečaj I kategorije stalnog medicinskog usavršavanja), Medicinski fakultet Sveučilišta u Splitu, 2008.<br>Stipan Janković, Damir Miletić<br>Dentalna radiografija i radiologija. Split: Medicinski fakultet Split, 2009 (Autorska) |

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| Professional and research papers published in the last five years from the field of the course **(max 5 references)** | (Loughborough University, School of Sport, Exercise and Health Sciences, Loughborough, UK) Novokmet, Natalija; Lela, Ivana; Zajc Petranović, Matea; Havaš Auguštin, Dubravka; Šarac, Jelena; Čoklo, Miran; Karelović, Deni; Žižić, Ana; Škrabić, Veselin, Stanišić, Lada; Orehovec, Biserka et al.<br>Nutritional status before pregnancy, blood glucose and maternal body size in pregnancy, and the anthropometry of newborns – preliminary insights from the cribs study // 5th International Conference on Nutrition and GrowthPariz, Francuska, 2018. str.<br>Fuchs, Nives; Novokmet, Natalija; Lela, Ivana; Zajc Petranović, Matea; Havaš Auguštin, Dubravka; Šarac, Jelena; Carić, Tonko; Dolanc, Ivan; Karelović, Deni; Škrabić, Veselin et al.<br>Impact of pre-pregnancy BMI on blood glucose levels in pregnancy and on the anthropometry of newborns – preliminary insights from the Croatian Islands' Birth Cohort Study (CRIBS) // Collegium antropologicum, 42 (2018), 2; 89-93<br>Bukovec, Željka; Mirošević, Gorana<br>Endokrinološke i metaboličke bolesti // Medicinska biokemija i laboratorijska medcina u kliničkoj praksi / Topić, Elizabeta ; Primorac, Dragan ; Janković, Stipan ; Štefanović, Mario (ur.).<br>Zagreb: Medicinska naklada, 2018. str. 155-157<br>Perinić Lewis, Ana; Zajc Petranović, Matea; Carić, Tonko; Pribačić Ambrožić, Vanda; Karelović, Deni; Janković, Stipan; Missoni, Saša<br>A sociodemographic profile of the participants in the Croatian Islands' Birth Cohort Study (CRIBS)/ Sociodemografski profil sudionica u Kohortnoj studiji rođenih na istočnojadranskim otocima (CRIBS) // Hrvatski geografski glasnik, 81 (2019), 1; 83-105 doi:https://.org/10.21861/HGG.2019.81.01.04<br>Delale, E.A.; Novokmet, N.; Fuchs, N.; Dolanc, I.; Karelović, D.; Janković, S.; Musić Milanović, S.; Cameron, N.; Missoni, S.<br>Some determinants of quality of life of pregnant women // Book of Abstracts of the 33rd Annual Conference of the European Health Psychology Society<br>Dubrovnik, Hrvatska, 2019. str. 677-677<br>Bočkor, Luka; Delale, Eva Anđela; Carić, Tonko; Novokmet, Natalija; Fuchs, Nives; Karelović, Deni; Janković, Stipan; Musić Milanović, Sanja; Cameron, Noel; Missoni, Saša<br>Health locus of control and quality of life of pregnant women. // 3rd Congress of Joint European Neonatal Societies (jENS 2019)<br>Maastricht, Nizozemska, 2019. str. 101-101 |
| Professional and research papers In methodology and quality of teaching published in the last five years (**max 5 references**) | Janković, Stipan; Koren, Sonja; Šarić, Matea; Orlandini, Rahela; Antičević, Vesna; Švaljug, Deana; Buljubašić, Ante<br>The Croatian Model of University Education for Nurses // International Archives of Nursing and Health Care, 4 (2018), 2; 4:093, 4 doi:10.23937/2469-5823/1510093 Antičević, Vesna; Ćurković, Ana; Šarić Gudelj, Ana; Janković, Stipan<br>The role of Sociodemographic Characteristics, Types of Internet Activities and Psychological Characteristics in the Internet Addiction // XII congreso internacional y xvii nacional de psicología clínica, Libro de Actas<br>Santander, Španjolska, 2019. str. 605-605<br>Pavicic Ivelja, Mirela; Ivic, Ivo; Dolic, Kresimir; Mestrovic, Antonio; Perkovic, Nikola; Jankovic, Stipan<br>Evaluation of cerebrovascular reactivity in chronic hepatitis C patients using transcranial color Doppler // PLOS ONE, 14 (2019), 6; e0218206, 10 doi:10.1371/journal.pone.0218206 |

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| | Delale, Eva Anđela; Novokmet, Natalija; Fuchs, Nives; Dolanc, Ivan; Mrdjen-Hodžić, Rafaela; Karelović, Deni; Janković, Stipan; Musić Milanović, Sanja; Cameron, Noel; Missoni, Saša<br>Stress, locus of control, hope and depression as determinants of quality of life of pregnant women: Croatian Islands' Birth Cohort Study (CRIBS) // Health Care for Women International, 42 (2021), 12; 1358-1378 doi:10.1080/07399332.2021.1882464 |
| Professional and research projects from the field of the course carried out in the last five years (**max 5 references**) | A prospective study of PFAS exposure and cardiovascular disease outcomes in an Island population, Study period: 4/1/2021 to 3/31/2026 |
| Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies? | For over 40 years, since 1972, I have worked continuously as a doctor, and as a teacher from 1978 until today.<br>During that time I have been the editor, co-editor, author and/or co-author of 30 books. I published over 250 scientific and professional articles, several studies, expertise, over 1000 forensic examinations (over 500 were written independently or in an expert team), moving up from the position of the assistant to the tenured full professor in 2004.<br>From 2005 to 2009 I was Dean of the School of Medicine, University of Split for two terms, and from 2011 until today I have been, with a short break, the Head of the UDHS.<br>I was a Deputy Head of the Clinical Institute of Radiology, University Hospital of Split for 12 years, and the Head of the Clinical Institute for over 18 years. I was a member and/or head of several governing councils in Split and the Republic of Croatia and a member of the ASHE team for re-accreditation. I was a member of the National Council for Higher Education and the National Council for Health of the Republic of Croatia.<br>Since 2004 I have been the Head of the Commission for professional conferences and associations, and promotion of science of the Ministry of Science, Education and Sports, Croatia.<br>I received the European diploma in neuroradiology (ECONR) in 2013.<br>I am included in the bok of the most prominent Croatian doctors, and in the millennium edition of Who is Who in the world (Marquis 2000).<br>I was a military volunteer from April 1, 1991 to June 30, 1996. Now I am a member of the Association of Croatian Homeland War volunteer doctors, and a member of the Association of Croatian Homeland War Veterans of the 158. brigade and 6. DP Split and president of the Military Veterans Court of Honour. |
| PRIZES AND AWARDS | |
| Prizes and awards for teaching and research | - Split-Dalmatia County award ”for significant personal contribution to the development of health care in our county through the development of diagnostic radiology at University Hospital of Split” in 2001.<br>- Croatian Medical Association Memorial Award (1997) for “participation in the war”, Croatian Medical Association Charter (2003) ”in recognition of outstanding contribution to the Association, medical science and health care in the Republic of Croatia”<br>- in 2008 Diploma Croatian Medical Association.<br>- In April 2004 a Certificate of Appreciation ”for the contribution in raising standards of the University Hospital Centre Split” |

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| | - Certificate of Appreciation of the Croatian Society of Radiology ”for help and support in all areas of activity.”<br>- In 2006 an annual national award for promotion and popularization of science in the Republic of Croatia,<br>- in 2008 the highest award of the Croatian Medical Association Ladislav Rakovac Award ”for achievements in the development of health, medical thought and science, and in particular for the effective work in the Association.”<br>- In 2009 the annual award of the Croatian Anthropological Society, The ”Dragutin Gorjanović Kramberger” for outstanding contribution to the development of science and anthropology in the Republic of Croatia<br>- Diploma of the Croatian Medical Association on the occasion of the 135th anniversary”for outstanding contribution to cherishing honourable tradition of the Croatian Medical Association, medical science and health care in Republic of Croatia”<br>- As the lead author and editor of the best university textbook”- Dental radiography and radiology” the Certificate of Appreciation on the occasion of the School of Medicine Day in 2010<br>- In 2014 ”as the author of the best university textbook at the School of Medicine in Split in the academic year 2012/2013” (Clinical neuroradiology of the spine and spinal cord) the Certificate of Appreciation and Recognition ”for continuous and rich publishing activity in the field of radiology”.<br>- A military volunteer from April 1, 1991 to June 30, 1996, when demobilized with the rank of reserve major of medical profession. For contribution to the defence of the homeland and patriotic merits in the war I was awarded the Commemorative Medal of the Homeland War 1990 - 1992, Medal for Participation in Operation ”Storm”, Commemorative Medal of the Homeland’s Gratitude, and the Order of the Croatian Trefoil, special Certificate of Appreciation from General Ante Gotovina for contribution in the winning operation ”Storm”, and the Order of Ban Jelačić in March 2013.<br>- In 1985 the ”Medal of Merit”.<br>- In 2021 University of Split award for contribution to the development and promotion of the University of Split. |

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| Title, name and last name | **Assistant professor Iris Jerončić Tomić, MD PhD** |
| Title of the course at the proposed study programme | Hygiene and epidemiology |
| GENERAL INFORMATION ON COURSE LEADER | |
| E-mail address | iris.jeroncic@mefst.hr |
| Year of birth | 1966. |
| Scientist ID | 345775 |
| CROSBI profile ID | 32487 |
| Research rank and date of the last appointment | Research associate |
| Research and teaching or teaching rank, and the date of the last appointment | Assistant professor, 1st September 2016 |
| Area and field of appointment into research rank | Public health and health care, Social medicine |
| INFORMATION ON CURRENT EMPLOYMENT | |
| Institution of employment | University of Split School of Medicine |
| Date of employment | May 2009 |
| Job title (professor, researcher, associate teacher, etc.) | Assistant professor |
| Field of research | Public health and health care, Social medicine |
| Position in the institution | Head of the Department of Public Health |
| INFORMATION ON EDUCATION – Highest degree achieved | |
| Degree | PhD |
| Institution | University of Split School of Medicine |
| Place | Split |
| Date | 15th July 2014 |
| INFORMATION ON ADDITIONAL TRAINING | |
| Year | 2016 |
| Place | Zagreb |
| Institution | Faculty of Medicine in Zagreb |
| Field of training | Palliative care |
| 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) | Lecturer in Public Health (Social Medicine, Gerontology, Social Media Medicine) at the University of Split School of Medicine |
| Authorship of university textbooks from the field of the course | 1. Mulić, R, Jerončić, I. Komunikacija u javnome zdravstvu // Javno zdravstvo / Puntarić, Dinko; Ropac, Darko ; Jurčev-Savičević, Anamarija (ur.). Zagreb: Medicinska naklada, 2015. str. 518-534 |
| Professional and research papers published in the last five years from the field of the course **(max 5 references)** | 1. Jerončić Tomić I, Mulić R. Ageism in the Age of Pandemic, Engleski *// In medias res,* 10(18)#5 2021 (2021), 2347-2364 doi:10.46640/imr.10.18.4<br>2. Jerončić I, Mudronja L, Mulić R. Current infectiosus risk in international maritime traffic *// 5th IMSC Book of* |

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| | *Abstracts* / Split: Faculty of Maritime Studies Split, 2013. str. 41-41<br>3. Mulić R, Jerončić Tomić I. Supplying ships with safe drinking-water // *International maritime health,* 71 (2020), 2; 123-128 doi:10.5603/IMH.2020.0022<br>4. Mulić R, Russo A, Jerončić Tomić I. Study of Malaria Cases among Seafarers in Croatia and the Causes of Ineffective Chemoprophylaxis among them // *Pedagogika (Sofia),* 93 (2021), 6s; 121-131<br>5. Jerončić Tomić I, Pranić Sh, Mulić R, Polašek O. Usporedba pojavnosti hiperuricemije i gihta na otoku Korčuli i otoku Visu s gradom Splitom i njegovom okolicom // *Liječnički vjesnik : glasilo Hrvatskoga liječničkog zbora,* Vol.139 (2017), No.5-6; 144-149 |
| Professional and research papers In methodology and quality of teaching published in the last five years (**max 5 references**) | 1. Jerončić-Tomić I, Čerluka T, Vidan P, Mulić R. Stereotypes and health literacy in seafarers: Views of the students of medicine and maritime science on contraception. Int Marit Health. 2018;69(3):163-170.<br>2. Jerončić I, Mudronja L, Mulić R. Current Infectious Risks in International Maritime Traffic. Book Of Abstracts. 5th International Maritime Science Conference, Split, 2013;41.<br>3. Jerončić, I Nikolić J Mulić R. Maritime Medicine and Medicine for Seafarers // *Book of Proceedings, 6th IMSC 2014, International Maritime Science Conference* / Fakulteta za pomorstvo in promet, Portorož, 2014. str. 50-50<br>4. Mulić R, Jerončić Tomić I, Vukić L. What Does A Doctor of Medicine Do at The Faculty of Maritime Studies? // *Book of Proceedings, 8th International Maritime Science Conference* / Kotor, Montenegro: CIP - Nacionalna biblioteka Crne Gore, 2019. str. 459-462<br>5. **Jerončić Tomić I. Stigma – mitovi i predrasude depresivnog poremećaja – uloga videa kao medija u psihoedukaciji (Boli me – video za promociju mentalnog zdravlja)** In medias res: časopis filozofije medija, Vol. 6 No. 11, 2017. |
| Professional and research projects from the field of the course carried out in the last five years (**max 5 references**) | 1. "Internationalization of study programs at all levels at the Faculty of Medicine in Split"<br>2. "10,001 Dalmatians" of the Medical Faculty of the University of Split<br>3. Seroepidemiology, hereditary predisposition and infectious diseases in Croatia. |
| Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies? | Regular education and continuous lifelong training.<br>Medical Education Course, University of Split, 2014 |
| PRIZES AND AWARDS | |
| Prizes and awards for teaching and research | |

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

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| Place | Athens, Greece |
| Institution | Medical School National and Kapodistrian, University of Athens |
| Field of training | Epidemiology |
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| Year | 2018 |
| Place | Florence, Italy |
| Institution | School of Human Health Sciencies, Universita degli Studi di Firenze |
| Field of training | Epidemiology |
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| Year | 2014 |
| Place | Izmir, Turkey |
| Institution | World Health Organization |
| Field of training | Epidemiology |
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| 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<br>Very Good |
| Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent) | Italian<br>Good |
| COMPETENCES FOR THE COURSE | |
| Earlier experience as course teacher of similar courses (title of course, study programme where it is/was held, and level of study programme) | Travel Medicine- course leader<br>School of Medicine and School of Dental Medicine<br>Undergraduate<br><br>Numerous undergraduate courses: Medicine of work with health ecology, Hygiene, Epidemiology, Public health,<br>Health promotion, Law in medicine, Infection control and prevention, Dietetics, Medical Humanities, How to live a hundred years, Risk communication |
| Authorship of university textbooks from the field of the course | Jurčev Savičević A, Miše K. (eds). Tuberkuloza-stara dama u novom ruhu: Zagreb: Medicinska naklada, 2021.<br>Puntarić D, Ropac D, Jurčev Savičević A. (eds.). Javno zdravstvo. Zagreb: Medicinska naklada, 2015. |
| Professional and research papers published in the last five years from the field of the course **(max 5 references)** | 1. **Jurčev Savičević A**, Ninčević J, Veršić Š, Cuschieri S, Bandalović A, Turić A, Bećir B, Modrić T, Sekulić D. Performance of Professional Soccer Players before and after COVID-19 Infection; Observational Study with an Emphasis on Graduated Return to Play. Int J Environ Res Public Health. 2021;18(21):11688.<br>2. Šunda M Gilić B, Perić I, **Jurčev Savičević A**, Sekulić D. Evidencing the Influence of the COVID-19 Pandemic and Imposed Lockdown Measures on Fitness Status in Adolescents: A Preliminary Report . Healthcare (Basel). 2021;9(6):681.<br>3. Gilić B, Zenić N, Šeparović V, **Jurčev Savičević A**, Sekulić D. Evidencing the influence of pre-pandemic sports participation and substance misuse on physical activity during the COVID 19 lockdown: a prospective analysis among older adolescents. Int J Occup Med Environ Health. 2021;34:1-13.<br>4. Andres M, van der Werf MJ, Ködmön C, Albrecht S, Haas W, Fiebig L, Survey study group...**Jurcev Savicevic A**. Molecular and genomic typing for tuberculosis surveillance: A survey |

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| | study in 26 European countries. PLoS One. 2019;14(3):e0210080<br>5. Obradovic Salcin L, Miljanovic Damjanovic V, **Jurcev Savicevic** A, Ban D, Zenic N. Prospective Analysis of Prevalence, Trajectories of Change, and Correlates of Cannabis Misuse in Older Adolescents from Coastal Touristic Regions in Croatia. Int J Environ Res Public Health. 2019;16(16). pii: E2924 |
| 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**) | 1. *SEA-EU Alliance.* Impact of COVID-19 illness on professional soccer players (612468-EPP-1-2019-1-ES-EPPKA2-EUR-UNIV)<br>2. *SEA-EU Alliance.* Impact of COVID-19 pandemic on work content satisfaction, psychophysiological distress and sense of control and cohesiveness among public health workers involved in pandemic control (612468-EPP-1-2019-1-ES-EPPKA2-EUR-UNIV) |
| Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies? | Skills of medical education and scientific work<br>School of Medicine University of Split,<br>2012. |
| PRIZES AND AWARDS | |
| Prizes and awards for teaching and research | University of Split 2021.<br>4. Congress of Epidemiology with International Participation 2019.<br>Croatian Medical Association 2018. |

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| **Title, name and last name** | **Asst. Prof. Vanja Kaliterna, M.D., PhD, Clinical Microbiology Specialist** |
| Title of the course at the proposed study programme | Microbiology and parasitology |
| GENERAL INFORMATION ON COURSE LEADER | |
| E-mail address | vanja.kaliterna@gmail.com |
| Year of birth | 15th September 1968 |
| Scientist ID | 300762 |
| CROSBI profile ID | 23993 |
| Research rank and date of the last appointment | Research Associate, 13th October 2015 |
| Research and teaching or teaching rank, and the date of the last appointment | Assistant Professor, 2nd June 2016 |
| Area and field of appointment into research rank | Area Biomedicine and Health<br>Field Clinical medical sciences, Medical Microbiology |
| INFORMATION ON CURRENT EMPLOYMENT | |
| Institution of employment | Teaching Public Health Institute of Split-Dalmatia County |
| Date of employment | 1. 12. 1997. |
| Job title (professor, researcher, associate teacher, etc.) | Head of Department for Molecular Diagnosis and Diagnosis of Genital Infections |
| Field of research | Medical Microbiology |
| Position in the institution | Head of the Department of Clinical Microbiology TPHI SDC |
| INFORMATION ON CURRENT EMPLOYMENT | |
| Institution of employment | University Department of Health Studies, , University of Split |
| Date of employment | 1. 2. 2020. |
| Job title (professor, researcher, associate teacher, etc.) | Assistant Professor |
| Field of research | Medical Microbiology |
| Position in the institution | |
| INFORMATION ON EDUCATION – Highest degree achieved | |
| Degree | Doctor of Science (PhD) |
| Institution | School of medicine, University of Split |
| Place | Split |
| Date | 24. 3. 2014. |
| INFORMATION ON ADDITIONAL TRAINING | |
| Year | 1998. |
| Place | Farmington, Connecticut, USA |
| Institution | University of Connecticut Health Center |
| Field of training | Molecular biology (University Postdoctoral Fellow in the Department of Pediatrics) |
| 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 (4-5) |
| Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent) | German (3) |
| Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent) | Italian (3) |
| COMPETENCES FOR THE COURSE | |

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| Earlier experience as course teacher of similar courses (title of course, study programme where it is/was held, and level of study programme) | Course teacher: Microbiology and Parasitology and Clinical Microbiology |
| Authorship of university textbooks from the field of the course | 1. **Kaliterna V**. Bakterijska vaginoza. U: Zekan J, Šitum M, Karelović D, Marinović B, ur. Vulvologija. Zagreb: Medicinska naklada, 2020., str. 51-4.<br>2. **Kaliterna V**. Ortomiksovirusi (virusi Influence). U: Brooks GF, Carroll KC, Butel JS, Morse SA, Mietzner TA, ur. "Medicinska mikrobiologija (Jawetz, Melnick i Adelberg)", Placebo d.o.o., 2015. (Medical Microbiology. 26th ed. New York: McGraw-Hill; 2013.)<br>3. **Kaliterna V**. Bunyaviridae. U: Uzunović-Kamberović S, ur. Medicinska mikrobiologija. Zenica: Štamparija Fojnica, 2009. str. 851-5. |
| Professional and research papers published in the last five years from the field of the course **(max 5 references)** | 1. Vilibic-Cavlek T, Stevanovic V, Ilic M, Barbic L, Capak K, Tabain I, Krleza JL, Ferenc T, Hruskar Z, Topic RZ, **Kaliterna V**, Antolovic-Pozgain A, Kucinar J, Koscak I, Mayer D, Sviben M, Antolasic L, Milasincic L, Bucic L, Ferencak I, Kaic B. SARS-CoV-2 Seroprevalence and Neutralizing Antibody Response after the First and Second COVID-19 Pandemic Wave in Croatia, Pathogens. 2021 Jun 20;10(6):774.<br>2. **Kaliterna V**, Barišić Z. Genital human papillomavirus infections. Front Biosci (Landmark Ed). 2018;1;23:1587-611.<br>3. Tonkić M, Sušić E, Goić-Barišić I, **Kaliterna V**, Tambić Andrašević A. Bakteriološka dijagnostiku infekcija mokraćnog i spolnog sustava: smjernice za mikrobiološku dijagnostiku Hrvatskog društva za kliničku mikrobiologiju Hrvatskog liječničkog zbora.Zagreb: Hrvatsko društvo za kliničku mikrobiologiju; 2017.<br>4. **Kaliterna V**, Kaliterna M, Hrenović J, Barišić Z, Tonkić M, Goic-Barisic I. *Acinetobacter baumannii* in the Southern Croatia: clonal lineages, biofilm formation and resistance patterns. Infectious Diseases (Lond) 2015;47(12):902-7.<br>5. Šimundža R, **Kaliterna V**, Mladinić Vulić D, Pejković S. The prevalence of *Ureaplasma urealyticum* bacterium in endocervical swabs in the Split-Dalmatia county. Gynaecol Perinatolog 2015;24(2):56-8. |
| 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? | - Course „Skills of medical education and scientific work“, University of Split School of Medicine, 2016.<br>- Course „Basic Communication Skills Course ”, University Department of Health Studies, University of Split, 2021. |

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

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

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

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| | Aug;128(8):493-498. doi: 10.1055/a-0741-6763. Epub 2018 Nov 14. PMID: 30428496.<br><br>2. **Kokic V**, Kokic S, Krnic M, Petric M, Liberati AM, Simac P, Milenkovic T, Capkun V, Rahelic D, Blaslov K. Prediabetes awareness among Southeastern European physicians. J Diabetes Investig. 2017 Aug 29;9(3):544–8. doi: 10.1111/jdi.12740. Epub ahead of print. PMID: 28853223; PMCID: PMC5934258.<br>3. **Kokic V**, Martinovic Kaliterna D, Radic M, Perkovic D, Cvek M, Capkun V. Relationship between vitamin D, IFN-γ, and E2 levels in systemic lupus erythematosus. Lupus. 2016 Mar;25(3):282-8. doi: 0.1177/0961203315605367. Epub 2015 Sep 24. PMID: 26405019.<br>4. **Kokic V,** Martinovic Kaliterna D, Radic M, Tandara L, Perkovic D. Association between vitamin D, oestradiol and interferon-gamma in female patients with inactive systemic lupus erythematosus: A cross-sectional study. J Int Med Res. 2018 Mar;46(3):1162-1171. doi: 10.1177/0300060517734686. Epub 2017 Dec 13. PMID: 29235391; PMCID: PMC5972245<br>5. Domagoj Markovic, Josip Lukenda, **Visnja Kokic,** Petra Simac, Piero Marin Zivkovic, Ingrid Prkacin, Viktor Culic. A ten-year comparative study of cardiovascular disease publications, health and socioeconomic indicators between European countries. Signa Vitae. 2021. 17(3);95-102. |
| Professional and research papers In methodology and quality of teaching published in the last five years (**max 5 references**) | |
| Professional and research projects from the field of the course carried out in the last five years (**max 5 references**) | |
| Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies? | |
| PRIZES AND AWARDS | |
| Prizes and awards for teaching and research | |

| **Title, name and last name** | **Senior lecturer, Sonja Koren** |
|---|---|
| Title of the course at the proposed study programme | English for Physiotherapy I, II |
| GENERAL INFORMATION ON COURSE LEADER | |
| E-mail address | sonja.koren@ozs.unist.hr |
| Year of birth | 1963 |
| Scientist ID | |
| CROSBI profile ID | CROSBI ID: **1036027** |
| Research rank and date of the last appointment | Senior lecturer<br>2022 |
| Research and teaching or teaching rank, and the date of the last appointment | |
| Area and field of appointment into research rank | Area: humanities, field: philology, branch: English |
| INFORMATION ON CURRENT EMPLOYMENT | |
| Institution of employment | University Department of Health Studies |
| Date of employment | May, 2nd, 2013 |
| Job title (professor, researcher, associate teacher, etc.) | Lecturer |
| Field of research | Humanities |
| Position in the institution | |
| INFORMATION ON EDUCATION – Highest degree achieved | |
| Degree | MA in English language and literature and French language and literature |
| Institution | Faculty of Humanities and Social Sciences |
| Place | Zagreb |
| Date | 1989 |
| INFORMATION ON ADDITIONAL TRAINING | |
| Year | |
| Place | |
| Institution | |
| Field of training | 1. International Scientific and Professional Conference - Contemporary Issues in Economy and Technology - CIET 2014, 19-21 June 2014, University Department of Professional Studies, Split, Croatia (Međunarodna znanstvena i stručna konferencija Contemporary Issues in Economy and Technology - CIET 2014, 19. - 21. lipnja 2014., Sveučilišni odjel za stručne studije, Split, Hrvatska)<br>2. Grammar Learning Strategies, prof.dr.sc. Miroslaw Pawlak, u organizaciji Zavoda za jezike, Sveučilišni odjel za stručne studije, Split, 7. studenog 2014.<br>3. Teaching Grammar - A Practical Perspective, dr.sc. Anna Mystkowska-Wiertelak, u organizaciji Zavoda za jezike, Sveučilišni odjel za stručne studije, Split, 7. studenog 2014.<br>4. Developing English Language Portfolios, Peter Cuypers, MA, predavanje i radionica u organizaciji Ureda za mobilnost i međunarodnu suradnju, 8. svibnja 2015.<br>5. CLIL (Content and Language Integrated Learning) in Portuguese Higher Education - an ongoing project, dr.sc. Ana Gonçalves, predavanje i radionica u organizaciji Ureda za mobilnost i međunarodnu suradnju, 8. svibnja 2015.<br>6. Erasmus+, Introduction to Teaching English for Medical Purposes, 31. kolovoza 2015. – 4. rujna 2015., Ulm, Njemačka |

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| | 7. Workshop „Izrada i pretraživanje maloga specijaliziranoga jezičnoga korpusa“ u organizaciji Udruge nastavnika jezika struke na visokoškolskim ustanovama, 16. veljače 2017.<br>8. Webinar „Corpus-based Discourse Analysis“, Corpus Research Centre, Air University, 26. studenog, 2021.<br>9. IATEFL English for Specific Purposes Special Interest Group online event: ESPSIG: Analysis of learners' needs in the teacjing of English for medical purposes, 30. studenog, 2021. |
| 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) | French 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 (title of course, study programme where it is/was held, and level of study programme) | English language for students of physiotherapy, nursing, midwifery, radiologic technology, and medical laboratory diagnostics |
| 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. Koren S. (2016). Conceptual Metaphors in Discourse on Organ Donation, Journal of Foreign Language Teaching and Applied Linguistics, Volume 3. – Number 3 – 2016, 163-171. ISSN: 2303-5528<br>2. Duplančić Rogošić G. i Koren S. (2017). Exploring collocational competence of first-year university students as non-native speakers of English“. Conference Proceedings II International Conference From Theory to Practice in Language for Specific Purposes, 23-37. ISSN:1849-9279<br>3. Koren S. i Rogulj J. (2017). Kolokacijska kompetencija neizvornih korisnika engleskog jezika medicinske struke. Zbornik radova Veleučilišta u Šibeniku, 3-4/2017, 19-31. UDK 811.111:61 (izvorni znanstveni članak) ISSN 1846-6699<br>4. Janković S., Koren S., Šarić M., Orlandini R., Antičević V., Švaljug D. i Ante Buljubašić A. (2018). The Croatian Model of University Education for Nurses. International Archives of Nursing and Health Care. ISSN: 2469-5823 |
| Professional and research papers In methodology and quality of teaching published in the last five years (**max 5 references**) | 1. Rogulj J. i Koren S. (2018). Od strukturalizma do suvremenog „kuks” (komunikacijsko-učenje/usvajanje-kontrastivno-spoznajno) pristupa u nastavi engleskoga jezika. Zbornik radova Veleučilišta u Šibeniku, 3-4/2018,143-159. UDK 371.3:811.111 (pregledni rad) ISSN 1846-6699<br>2. Rogulj J. i Koren S. (2017). Analiza slučaja: Disleksija i disgrafija u nastavi engleskoga jezika. Vaspitanje i obrazovanje, XLII, 3-4, 247-267, UDK 371.3:811.111):616.89-008.434.5 (pregledni istraživački rad)<br>3. Duplančić Rogošić G. i Koren S. (2018). Researching Plagiarism in Higher Education – Case of First-Year Students at |

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| | Selected HEIs. Conference Proceedings Contemporary Issues in Economy & Technology 2018. |
| Professional and research projects from the field of the course carried out in the last five years (**max 5 references**) | UNIOS ZUP-2018-77, Figurative language in Health Communication |
| Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies? | Graduated from the Faculty of Humanities and Social Sciences, teacher education |
| PRIZES AND AWARDS | |
| Prizes and awards for teaching and research | |

| **Title, name and surname** | **Associate professor Željko Kovačević** |
|---|---|
| The coursehe teaches in the proposed study program | Physcial training I and II |
| GENERAL INFORMATION ABOUT THE HOLDER | |
| E-mail address | zkovacev@oozs.unist.hr |
| Year of birth | 1963. |
| Registration number from the register of scientists | 378662 |
| The number of the person"s crosby profile | CROSBI ID: 959 |
| Scientific or artistic title and date of last selection | |
| Scientific-teaching, artistic-teaching or teaching title and date of last selection | Associate professor, 2022 |
| Area and field of choice for a scientific or artistic title | Kinesiology |
| Data on current employment | |
| Constitution of employment | University Department of Health Studies |
| Date of employment | May 5, 2011. |
| Job title ( professor, researcher, associate, etc.) | professor |
| Work area | |
| Function | Lecturer |
| EDUCATION DATA- Highest degree archieved | |
| Title | Doctor of kineziology |
| Institution | Faculty of Physical Education |
| Place | Banja Luka, Bosnia and Herzegovina |
| Date | |
| TRAINING DATA | |
| Year | |
| Place | |
| Institution | |
| Area of training | |
| NATIVE AND FOREIGN LANGUAGES | |
| Native languages | Croatian |
| Foreign language and language skills on scale from 2 ( sufficient) to 5 ( excellent) | English, 3 |
| Foreign language and language skills on scale from 2 ( sufficient) to 5 ( excellent) | |
| Foreign language and language skills on scale from 2 ( sufficient) to 5 ( excellent) | |
| SUBJECT COMPETENCIES | |
| Previous experience in conducting similar courses (state the nameo f the course, the study program in which it is performed – performed and the level of the study program | Physical education and sports, Faculty of Medicine in Split |
| Authorship of university – faculty textbooks in the field of subjects | |

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| Professional, scientific and artistic works published in the last fiv years in the field of the subject ( maximum 5 references**)** | 1.Diferences in psvchological charactereistics betwen diferent active female students Internaciona lScientific Journal of Kineziologiy June 2015. god. Kovačević.Ž., Štefan.,L, Sporiš.,G.,Čular.,D. Šamija.K<br>2.Metric Characteristics Of Tests Assessing Speed and Agiliti in Youth Soccer Players., Sport Mont 2018.god. Kovačević.,Ž. Žuvela.,Kuvačić.,G.<br>3.Differences in the specific fitness abilities of younger football players, Faculty of Kinesiology,Zagreb 2020.god. Kovačević.,Ž, Duje Poljak., Čavala Marijana;,Nenad Rogulj.<br>4. Recreational kinesiological enegagement and self- respect in students of diferent ages. Opatija 2021. Jelić.,Kovačević.,Ž. Rogulj.,N. Čavala.,M. Đuzel.,J. |
| Professional and scientific papers on methodology and quality of teaching published in the last five years ( maximum 5 references) | |
| Professional, scientific and artistic projects in the field of subjects that have been implemented in the last five years ( maxiumum 5 references)**)** | |
| Within which program and to what extent did the holder acquire methodological-psychological-didactic-pedagogical competencies? | |
| RECOGNITIONS AND AWARDS | |
| Recognitions and awards for teaching and research work-artistic work | University of Split, University Department of Health Studies.Acknowledgments for the overall work of the Department over the past ten years, especially for the results achieved by students and the development of the universty sports at the Universty Department |

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

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| | Odabrana poglavlja iz medicine ronjenja: materijali za pohađanje tečaja poslijediplomskog usavršavanja iz medicine ronjenja za liječnike. Split: Hrvatski liječnički zbor, Hrvatsko društvo za podvodnu i hiperbaričku medicinu, Institut pomorske medicine HRM, Medicinski fakultet Sveučilišta u Splitu, 2001:70-75.<br>Jurčević S. *Psychology of pain*. (In Croat) Psihologija boli. U: Jukić M, Sapunar D. Kronična bol-dijagnostički postupak i liječenje. Poslijediplomski tečaj stalnog usavršavanja liječnika (Tečaj I kategorije). Split: Medicinski fakultet u Splitu, 2006:68-71.<br>Jurčević S. *Psychological components of pain.* (In Croat) Psihološke odrednice boli. U: Jukić M. Liječenje kronične boli. Poslijediplomski tečaj stalnog usavršavanja liječnika (Tečaj I kategorije). Split: Ambulanta za liječenje boli. Odjel za anesteziju i intenzivno liječenje KBC Split, Hrvatsko društvo za liječenje boli - Hrvatski liječnički zbor, Hrvatska liječnička komora, 2008:68-71. |
| Professional and research papers published in the last five years from the field of the course **(max 5 references)** | 1. Kozina S, Kowalski M, Vlastelica M, Mastelic T, Borovac JA. Traumatic memory of one's son gone missing in war: content analysis using Krippendorff's alpha. SAGE Open (January-March) 2019:1-9. Doi: 10.1177/2158244019839627<br>2. Kozina S, Vlastelica M, Borovac JA, Mastelić T, Marković D, Lončar M. Violence without a face: The Analysis of Testimonies of Women who were seually assaulted during the war in Croatia and Bosnia and Herzegovina. Psychiatria Danubina, 2018;Vol , (accepted 22.11.2018)<br>3. Lončar, M; Dijanić Plašć, I; Bunjevac, T; Hrabač, P; Jakšić, N; Kozina, S; Henigsberg, N; Šegud, M; Marčinko, D. Predicting Symptom Clusters of posttraumatic Stress Disorder (PTSD) in Croatian War Veterans: The Role of Socio-demohraphis, War Experiences and Subjective Quality of Life. Psychiatria Danubina 2014;26:231-238.<br>4. Jukic M, Kvolik S, Kardum G, Kozina S, Tomic Juraga A. Knowlwdge and Practices of Obtaining Informed Consent or Medical Procedures among Specialist Physicians: Questionnaire Study in 6 Croatian Hospitals. Croat Med J 2009;50:567-74<br>5. Jurcevic S, Allen J, Dahl S. Gender Differences in War-Related Disappearance: Croatian Experiences. Military Medicine 2007;172(4):370-375. |
| Professional and research papers In methodology and quality of teaching published in the last five years (**max 5 references**) | 1. Jurcevic Kozina S, Malicki M. Professional achievements in medicine: Too many unresolved questions. Acta Medica Academica 2012;41(1):8-25<br>2.<br>3. Jukic M, Kozina S, Kardum G, Hogg R, Kvolik S. Physicians overstimate parient knowledge of the process of informed consent. A cross-sectional study. Med Glas Ljek komore Zenicko-doboj kantona 2011;8(1):39-45 |

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

| **Title, name and last name** | **Dejan Kružić, PhD**<br>**Full professor tenure** |
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| Title of the course at the proposed study programme | Basics of Management in Health Care |
| 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.<br><br>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 |

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| 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.<br><br>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.<br><br>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.<br><br>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.<br>Award of the Faculty of Economics in Split for the book *Family Business* (2004).<br>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).<br>Recognition of the Faculty of Economics in Split for valuable scientific work - the book *Family Businesses - Life Cycles, Inheritance and Sustainability* (2012).<br>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).<br>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** | **Assistant Professor, Sendi Kuret, PhD** |
|---|---|
| Title of the course at the proposed study programme | Biology |
| GENERAL INFORMATION ON COURSE LEADER | |
| E-mail address | sendikuret@ozs.unist.hr |
| Year of birth | 1971. |
| Scientist ID | 279142 |
| CROSBI profile ID | 22887 |
| Research rank and date of the last appointment | |
| Research and teaching or teaching rank, and the date of the last appointment | Assistant Professor,2020 |
| Area and field of appointment into research rank | Biomedicine and health, field of basic medical science, genetics |
| INFORMATION ON CURRENT EMPLOYMENT | |
| Institution of employment | University Department of Health Studies |
| Date of employment | April 20,2021 |
| Job title (professor, researcher, associate teacher, etc.) | Assistant Professor |
| Field of research | Medical-laboratory diagnostics |
| Position in the institution | |
| INFORMATION ON EDUCATION – Highest degree achieved | |
| Degree | Doctor of Science (PhD) |
| Institution | Faculty of Science, University of Zagreb |
| Place | Zagreb |
| Date | 2011. |
| 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) | |
| 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. Sutlović D, Kuret S, Definis M. New psychoactive and classic substances in pooled urine samples collected at the Ultra Europe festival in Split, Croatia. Arhiv za higijenu rada i toksikologiju 2021, 72 (3): 198-204.<br>2. Sutlović D, Ključević Ž, Kuret S. ABCB1, CYP2B6, and CYP3A4 genetic polymorphisms do not affect methadone maintenance treatment in HCV-positive patients. Arh Hig Rada Toksikol. 2020, 71 (4): 353-358.<br>3. Bezić J, Kuret S, Vrbičić B, Smolić J, Borić I, Škifić I, Ledina D, Božić J. Clinicopathological Characteristics of BRAF V600E Mutated |

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| | Melanomas in the Dalmatian Region of Croatia. Acta Dermatovenerol Croat. 2019, 27(4):225-230.<br>4. Piljić Burazer M, Mladinov S, Matana A, Kuret S, Bezić J, Glavina Durdov M. Low ERCC1 expression is a good predictive marker in lung adenocarcinoma patients receiving chemotherapy based on rend sin n all TNM stages – a single-center study. Diagnostic Pathology 2019; 14;14(1):105<br>5. Vince A, Židovec Lepej S, Bingulac-Popović J, Miletić M, Kuret S, Sardelić S, Baća Vrakela I, Kurelac I. Distribution of hepatitis C virus genotypes and subtypes in Croatia: 2008-2015. Central European Journal of Public Health 2018; 26(3): 159-63. |
| 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**) | 1. Project collaborator - "Effect of cannabinoids on inflammatory markers and blood pressure in elderly healthy subjects" , external source of funding, principal investigator full professor Željko Dujić, Faculty of Medicine, University of Split<br>2. Project collaborator of the scientific research project of the Government of the Republic of Croatia "Monitoring of intoxication with new psychoactive substances by analysis of urine samples" (2018) Leader prof.dr.sc. Davorka Sutlović |
| 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** | **Assistant professor Mihajlo Lojpur, M.D., Ph.D.** |
|---|---|
| Title of the course at the proposed study programme | Emergencies in medicine |
| GENERAL INFORMATION ON COURSE LEADER | |
| E-mail address | mihajlo.lojpur@gmail.com |
| Year of birth | 1958. |
| Scientist ID | 345900 |
| CROSBI profile ID | 32509 |
| Research rank and date of the last appointment | / |
| Research and teaching or teaching rank, and the date of the last appointment | Assistant Professor, July 1, 2014 |
| Area and field of appointment into research rank | Biomedicine and Health, Clinical Medical Sciences |
| INFORMATION ON CURRENT EMPLOYMENT | |
| Institution of employment | School of medicine, University of Split / University hospital Split Department of anesthesiology and intensive care |
| Date of employment | In University hospital Split from February 13, 1992. |
| Job title (professor, researcher, associate teacher, etc.) | Spec. anesthesiologist, subspecialist in intensive care medicine / research associate |
| Field of research | Anesthesiology, resuscitation and intensive care |
| Position in the institution | Head of the Department of Anesthesiology, Clinic of Anesthesiology, Resuscitation and Intensive Care / lecturer |
| INFORMATION ON EDUCATION – Highest degree achieved | |
| Degree | M.D., Ph.D. |
| Institution | School of medicine, University of Split |
| Place | Split |
| Date | Postgraduate doctoral study completed on April 5, 2013 |
| INFORMATION ON ADDITIONAL TRAINING | |
| Year | 2000., 2003.-2007., 2008. |
| Place | Rijeka, Zagreb, Rome |
| Institution | University clinical Rijeka, Clinical hospital zagreb |
| Field of training | Cardioanesthesia and intensive care of cardiac surgery patients. Echocardiography (EACTA Echo'08). |
| MOTHER TONGUE AND FOREIGN LANGUAGES | |
| Mother tongue | Croatian |
| Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent) | English, 4 |
| Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent) | German, 2 |
| COMPETENCES FOR THE COURSE | |
| Earlier experience as course teacher of similar courses (title of course, study programme where it is/was held, and level of study programme) | • Resuscitation and emergency medicine courses of the Croatian Medical Association since 1996. and the European Resuscitation Council (ERC) since 2002.<br>• Co-organizer and lecturer in the Postgraduate Courses in Anesthesiology, Resuscitation and Intensive Care under the auspices of the Council of the European Community and the aegis of the Foundation for European Education in Anesthesiology (FEEA), from 2002. to 2010. |

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| | • Co-organizer and lecturer in Fundamental Critical Care Support Course Society of Critical Care Medicine, Split, Croatia, 2004. – 2009.<br>• Lecturer at the courses of Croatian Society of Anesthesiology, Reanimatology and Intensive Care Medicine of the Croatian Medical Association and the Committee for European Education in Anesthesiology (CEEA) from 2018<br>• Head of the Department of First Aid, at the Faculty of Medicine in Split, from 2007 to 2010. (graduate study) |
| Authorship of university textbooks from the field of the course | 1. Coautor of Basic Clinical skills. In: Simunovic VJ: Catalogue of Clinical Skills. Seattle: CreateSpace Independent Publishing Platform; 2013. ISBN - 10: 1489580212.<br>2. Autor of BLS. In: Simunović VJ: Basic and General Clinical Skills. Seattle: CreateSpace Independent Publishing Platform; 2013. ISBN - 10: 1489556648<br>3. Autor of ALS. In: Simunović VJ: Basic and General Clinical Skills. Seattle: CreateSpace Independent Publishing Platform; 2013. ISBN - 10: 1489556648<br>4. Autor of chapeter Resuscitation In: Šimurina, T, Mraović, B. General clinical anesthesiology and resuscitation. Zadar, Department of Health Studies, University of Zadar, 2020 |
| Professional and research papers published in the last five years from the field of the course **(max 5 references)** | • Anic, Ante; Breskovic, Toni; Jurisic, Zrinka; Borovina, Ante Lojpur, Mihajlo Kocen, Dubravka; Nenadic, Denis; Bulat, Cristian; Vukovic, Ivica; Duplancic, Darko. Percutaneous epicardial approach for ablation of ventricular tachycardia in patients with structural heart disease - a review of a series of patients from the Clinical Hospital Center Split. Cardiologia Croatica. 13 (2018), 11-12; 318-318 doi: 10.15836 / ccar2018.318 |
| Professional and research papers In methodology and quality of teaching published in the last five years (**max 5 references**) | |
| Professional and research projects from the field of the course carried out in the last five years (**max 5 references**) | |
| Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies? | • Medical School Split, Integrated Learning in Medicine, (Intel-M „Train the Trainee Seminar“), Split, Croatia, 2007.<br>• Medical school Split, Skills of medical education and research, Medical School Split, Split, Croatia, 2012. |
| PRIZES AND AWARDS | |
| Prizes and awards for teaching and research | 1. Acknowledgement of the Croatian Medical Association for improving medical profession, improving health and humanitarian activity (2008.)<br>2. Diploma of the Croatian Medical Association for significant contribution in professional, scientific, and ethic principles and improvement of national health (2014.)<br>3. Muniment of the Croatian Chamber of Dental Medicine (HKDM) for special contribution to the development and improvement of dental activity in the Republic of Croatia, significant merits and assistance to the Chamber in accomplishing its tasks (2016) |

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| | 4. Muniment of the Croatian Medical Association for a special contribution to the development and improvement of healthcare and healthcare activities in the Republic of Croatia, for the contribution of medical science and significant merit and assistance to the Croatian Medical Association in the accomplishment of its tasks (2017.)<br>5. Ladislav Rakovac Award of the Croatian Medical Association Assembly for the achieved results in the development of medicine, medical thought and science and especially for effective work in the Choir (2019) |

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| Title, name and last name of the course leader | **Assistant professor Ivanka Marinović, MD, PhD** |
| Title of the course at the proposed study programme | Introduction to Physiotherapy;<br>Clinical kinesiology;<br>Clinical skills II;<br>Physiotherapy in neurology and rheumatology;<br>Physiotherapeutic skills in neurorehabilitation;<br>Rheumatology (part of the Clinical Science in Gynecology and Internal Medicine course) |
| 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<br>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.<br>Marinović I. i sur. Klinička kineziologija, nastavni materijali. Sveučilišni odjel zdravstvenih studija Sveučilišta u Splitu, Split 2021. |

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| | 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<br><br>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<br><br>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.<br><br>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.<br><br>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 | |

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| First and last name and title of teacher | **Nina Mišić Radanović, PhD.**<br>**Assistant professor** |
| The course he/she teaches in the proposed study programme | Social and Health Legislation |
| 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<br>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<br>- Civil law and civil procedure - graduate university study of Forensics<br>- Criminal law - graduate university study of Forensics<br>- Forensics and liability in medicine - graduate university study of Forensics<br>- Introduction to law I. – undergraduate university study of Forensics |

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| | - 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.<br>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.<br>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,<br>4. MIŠIĆ RADANOVIĆ, Nina, VUKUŠIĆ, Ivan: *Quality standard and causality in healthcare malpractice,* ECLIC, Osijek, rujan 2020.<br>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<br><br>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** |
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| Title of the course at the proposed study programme | Healthcare Informatics and Statistics<br>Use of Scientific Technology |
| 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 |

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| 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.<br>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.<br>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.<br>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.<br>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"<br><br>2020 - 2024 Associate at the Croatian Science Foundation "Research project" Regulation of thyroid and parathyroid function and blood calcium homeostasis ", leader prof. Tatijana Zemunik<br><br>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<br><br>2017. Best Presentation Award, „ICHG 2017: 19th International Conference on Human Genetics, December 18-19 2017'', Bangkok, Thailand<br><br>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 |

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| Title, name and last name of the course leader | **Associate professor Ante Obad, MD, PhD** |
| Title of the course at the proposed study programme | Physiology<br>Physiotherapy in Cardiology and Pulmonology |
| 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,<br>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);<br>“Ultrasound of thyroid gland and surface organs” (1998);<br>“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 |

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| 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<br>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<br>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<br>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<br>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 |

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| | PHARMACOLOGY AND PHYSIOLOGY, 45 (2017), 3;<br>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:<br>1. Diving with compressed air and cardiovascular system; project code: 216-2160133-0130; duration of the project: 01/01/2007-31/12/2013<br>2. Apnea diving and cardiovascular system; project code; 216-2160133-0330; duration of the project: 01/01/2007-31/12/2013<br>3. Cardiovascular effects of wine and its ingredients; project code: 216-2160547-0537; duration of the project: 01/01/2007-31/12/2013<br>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<br>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 |

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| Title, name and last name of the course leader | **Valdi Pešutić-Pisac, Full professor, MD** |
| Title of the course at the proposed study programme | Pathology |
| GENERAL INFORMATION ON COURSE LEADER | |
| E-mail address | valdypp@gmail.com |
| Personal web page | no |
| Year of birth | 1962 |
| Scientist ID | 147360 |
| CROSBI profile ID | 26679 |
| Research rank and date of the last appointment | Full scientific consultant 10.07.2019 |
| Research and teaching or teaching rank, and the date of the last appointment | Full professor 12.07.2019. |
| Area and field of appointment into research rank | Biomedicine and health, field of clinical medical sciences |
| INFORMATION ON CURRENT EMPLOYMENT | |
| Institution of employment | KBC Split; Medicinski Fakultet u Splitu |
| Date of employment | 1989; 2004 |
| Job title (professor, researcher, associate teacher, etc.) | Pathologist, professor |
| Field of research | Pathology, education |
| Position in the institution | Pathologist, Head of Department of Pathology |
| INFORMATION ON EDUCATION – Highest degree achieved | |
| Degree | PhD; full professor |
| Institution | Medical School University of Zagreb; Medical School University of Split |
| Place | Zagreb; Split |
| Date | 2000; 2019 |
| INFORMATION ON ADDITIONAL TRAINING | |
| Year | 1995.; 1996.; 1998.;1999; 2001; 2003;2005 |
| Place | Rome, Zagreb |
| Institution | Department of Pathology, Policlinico “A.Gemelli”, University of »Sacro Cuore» Rome, Italy, Department of Pathology, Tumor Institute , Zagreb Hrvatska., |
| Field of training | Pathology |
| MOTHER TONGUE AND FOREIGN LANGUAGES | |
| Mother tongue | Croatian |
| Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent) | English 5 |
| Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent) | Italian 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) | Undergraduate teaching:<br>- Undergraduate teaching in Pathology, Doctor of Medicine, Faculty of Medicine, University of Split and Mostar<br>- Undergraduate teaching in Pathology, Dental Medicine, Faculty of Medicine in Split<br>- Undergraduate teaching in Pathology, study Pharmacy, Faculty of Medicine in Split |

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| | -Undregraduate teaching in Pathology, Medical Studies in English, Faculty of Medicine in Split<br>- study of Nursing, University Department of Health Studies, University of Split<br>-study of Nursing, University of Dubrovnik<br><br>Postgraduate teaching<br>- Postgraduate doctoral study "Evidence-based medicine" of the Medical Faculty in Split (Elective course: "Precancerous lesions of the digestive system")<br>-Postgraduate doctoral study "Biology of neoplasms", Faculty of Medicine Split (elective course "Molecular diagnostics of tumors of the urinary system and male reproductive system" |
| Authorship of university textbooks from the field of the course | Author of the chapter "Gastrointestinal system" in books :<br>1. Damjanov I, Jukić S. Specijalna patologija, Medicinska naklada, Zagreb, 2004; 221-277.<br>2. Damjanov I, Jukić S, Nola M. Patologija. Medicinska naklada , Zagreb, 2008; 391-435.<br>3. Damjanov I, Jukić S, Nola M. Patologija. Medicinska naklada , Zagreb, 2011;505-564.<br><br>Author of the chapter "Endocrine System Diseases" in books:<br>1. Damjanov I, Seiwerth S,Jukić S, Nola M. Patologija. Medicinska naklada , Zagreb, 2014; 659-696<br>2. Damjanov I, Seiwerth S,Jukić S, Nola M. Patologija. Medicinska naklada , Zagreb, 2018;659-696<br><br>Author of the chapter "Pathology of Head and Neck" u knjizi: Prgomet D i sur. Head and Neck Tumors, Medicinska naklada, Zagreb, 2019; 21-46. |
| Professional and research papers published in the last five years from the field of the course **(max 5 references)** | 1. Brčić L, Barić A, Benzon B, Brekalo M, Gračan S, Kaličanin D, Škrabić V,Zemunik T, Barbalić M, Novak I, **Pešutić Pisac** V, Punda A, Boraska Perica V. AATF and SMARCA2 are associated with thyroid volume in Hashimoto's thyroiditis patients. Sci Rep. 2020 Feb 4;10(1):1754. doi: 10.1038/s41598-020-*58457-x. PMID: 32019955; PMCID: PMC7000742*<br>2.Tonkić A, Vukovic J, Vrebalov Cindro P, **Pesutic Pisac V**, Tonkic M. Diagnosis of Hellicobacter pylori infection: A short review. Wien Klin Wochenschr. 2018 ;130(17-18): 530-534<br>3.Kontić M.Čolović Z,Paladin I, Gabelica M,Barić A,**Pešutić-Pisac V**. Association between EGFR expression and clinical outcome of laryngeal HPV squamous cell carcinoma, Acta Otolaryngol. 2019 Aug 20:1-5<br>4. Punda A, Bedeković V, Barić A, Kontić M, Čolović Z, Vanjaka Rogošić L, Punda H, Kunac N, Grandić L, **Pešutić Pisac V**. RET expression and its correlation with clinicopathologic data in papillary thyroid carcinoma. Acta Clin Croat. 2018 Dec;57(4):646-652<br>5.Barić A, Marković V, Eterović D, Bedeković V,Kontić M, Juretić Kuščić L, **Pešutić Pisac V,**Punda A. Cyclin D1, RET and p27 Expression in Papillary Microcarcinoma. Acta Clin Croat 2017; 56(1): 15-20. |
| Professional and research papers | |

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| 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**) | 1. Carcinogenesis and prognostic markers in laryngeal squamous cell carcinoma - Code: 216-0000000-0085; Ministry of science, education and sport – Head of project<br>2. Regulation of thyroid and parathyroid function and blood calcium homeostasis - associate on project<br>(1. 3. 2020. – 29. 2. 2024).<br>Head of project: Prof. dr. sc. Tatijana Zemunik<br>3. Genetic and epigenic markers as indicators of aggressiveness of differentiated thyroid cancer (ThyroGene Mark)- associate on project<br>Croatian Science Foundation project<br>Head of project : academician Zvonko Kusić |
| Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies? | Medical school of Split- Educator education course |
| PRIZES AND AWARDS | |
| Prizes and awards for teaching and research | Award for the best professor- Medical school of Split 2009.<br>Award of Croatian Medical Association 2010. |

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| Title, name and last name of the course leader | **Assistant Professor Dinko Pivalica MD, PhD** |
| Title of the course at the proposed study programme | Clinical sciences of the Locomotor System and Sports<br>Physiotherapy Skills I<br>Locomotor System Physiotherapy<br>Sports and Persons with Disabilities<br>Basics of Work Therapy |
| 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<br>University Department of Health Studies, University of Split,<br>Area: Biomedicine and Health<br>Field: Clinical Medical Science<br>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<br><br>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 |

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| | 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.<br>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<br><br>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<br><br>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<br><br>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<br><br>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) |

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| | 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 | |

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| Title, name and last name of the course leader | **Assoc. prof. Zenon Pogorelić, MD, PhD** |
| Title of the course at the proposed study programme | Clinical sciences of the Locomotor System and Sports |
| GENERAL INFORMATION ON COURSE LEADER | |
| E-mail address | zpogorelic@kbsplit.hr |
| Personal web page | https://www.researchgate.net/profile/Zenon-Pogorelic |
| Year of birth | 1979. |
| Scientist ID | 287942 |
| CROSBI profile ID | 10206 |
| Research rank and date of the last appointment | senior research associate; 2020. |
| Research and teaching or teaching rank, and the date of the last appointment | asocciate professor, 2020. |
| Area and field of appointment into research rank | Biomedicine and health, branch of surgery |
| INFORMATION ON CURRENT EMPLOYMENT | |
| Institution of employment | Univetsity Hospital of Split |
| Date of employment | 01.12.2006. |
| Job title (professor, researcher, associate teacher, etc.) | Pediatric surgeon |
| Field of research | Pediatric surgery |
| Position in the institution | Head of department of pediatric surgery |
| INFORMATION ON EDUCATION – Highest degree achieved | |
| Degree | PhD, Associate professor |
| Institution | University of Split, School of Medicine |
| Place | Split |
| Date | |
| INFORMATION ON ADDITIONAL TRAINING | |
| Year | 2016- 2018- |
| Place | Lyon |
| Institution | Hopital Femme Merre Enfant, Lyon, Francuska |
| Field of training | Pediatric surgery, Minimally invasive surgery |
| 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) | Spanish (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) | Head of department of surgery at University of Split, School of Medicine |
| Authorship of university textbooks from the field of the course | Jurić I, Pogorelić Z, Todorić D. – Embrionalni tumori u djece. In: Čulić V. et al. Genetičko informiranje u praksi. Medicinska naklada, 2015: 69 – 73. |
| Professional and research papers | 1) Pogorelić Z, Lukšić B, Ninčević S, Lukšić B, Polašek O. Hyponatremia as a predictor of perforated acute appendicitis in |

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| published in the last five years from the field of the course **(max 5 references)** | pediatric population: A prospective study. J Pediatr Surg. 2021;56(10):1816-1821.<br>2) Pogorelić Z, Čohadžić T, Jukić M, Nevešćanin Biliškov A. Percutaneous internal ring suturing for the minimal invasive treatment of pediatric inguinal hernia: A 5-year single surgeon experience. Surg Laparosc Endosc Percutan Tech. 2021;31(2):150-154.<br>3) Pogorelić Z, Milanović K, Veršić AB, Pasini M, Divković D, Pavlović O, Lučev J, Žufić V. Is there an increased incidence of orchiectomy in pediatric patients with acute testicular torsion during COVID-19 pandemic?-A retrospective multicenter study. J Pediatr Urol. 2021;17(4):479.e1-479.e6.<br>4) Pogorelić Z, Lukšić AM, Mihanović J, Đikić D, Balta V. Hyperbilirubinemia as an Indicator of Perforated Acute Appendicitis in Pediatric Population: A Prospective Study. Surg Infect (Larchmt). 2021 doi: 10.1089/sur.2021.107.<br>5) Pogorelić Z, Bjelanović D, Gudelj R, Jukić M, Petrić J, Furlan D. Video-assisted thoracic surgery in early stage of pediatricpleural empyema improves outcome. Thorac Cardiovasc Surg. 2021;69(5):475-480. |
| PRIZES AND AWARDS | |
| Prizes and awards for teaching and research | 2004. Rector's Award for outstanding results achieved in the study<br>2018. Award of the Croatian Medical Chamber for scientific contribution in the category of young scientists<br>2021. Science Award of the University of Split |

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| Title, name and last name of the course leader | **Assistant professor Ana Poljičanin, MD, PhD** |
| Title of the course at the proposed study programme | Physiotherapy assessment<br>Clinical Kinesiology<br>Clinical Skills I<br>Clinical sciences of the Locomotor System and Sports<br>Special Topics in Gynecology and Pediatrics<br>Clinical Skills IV<br>Functional Anatomy of the Musculoskeletal System<br>Applied Neuroanatomy |
| 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 |
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| 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 |

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| 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.<br>Undergraduate education - University of Split, School of Medicine: Physical and rehabilitation medicine, Medicine since 2013, Medical studies in English since 2016.<br>Undergraduate and graduate education -University of Split, Department of Health Studies: Clinical neuroanatomy, Rehabilitation models in rheumatology based on evidence, since 2014,<br>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)<br>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<br>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 |

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| | 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<br>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.<br>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<br>**2020** member of the working group for drafting the qualification standard "Physiotherapist" organized by the Croatian Chamber of Physiotherapists<br>**2020.** researcher on the project “Gerontology”, Department for Helath studies, University of Split, Croatia<br>**2020**. researcher on the project "Promoting Health Literacy in Children and Youth " , Department for Helath studies, University of Split, Croatia<br>**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<br>Best Case Award - Radial Paralysis - What could go wrong? |

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| 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 | |
| Address | R. Boškovića 35, 21000 Split |
| Telephone number | +385/21/564801 |
| 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<br>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 | |

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| Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme) | **1. UNDERGRADUATE AND GRADUATE**: ON MEDICINE STUDY<br>from 2000. - Forensic science<br>from 2007. - Small dose of toxicology<br>from 2007. - Drugs Abuse in sport<br><br>2. **UNDERGRADUATE AND GRADUATE**: STUDY OF PHARMACY<br>from 2011. - Forensic pharmacy<br>from 2011. - Pharmaceutical toxicology<br><br>3. **UNDERGRADUATE AND GRADUATE**: STUDY OF MEDICAL LABORATORY DIAGNOSTICS<br><br>from 2012. - INSTRUMENTAL TECHNIQUES IN MLD<br>from 2012. - Food Toxicology<br>from 2019. - General chemistry and stoichiometry<br>from 2019. - Analytical chemistry<br>from 2019. - Organic chemistry<br>from 2019. - Introduction to scientific work<br><br>4. **GRADUATE**: STUDY FOR FORENSIC SCIENCES<br>from 2010. -2017. Forensic chemistry and toxicology I<br>from 2010. -2017. Forensic chemistry and toxicology II<br>from 2010. - 2017. Applied forensic toxicology<br>from 2010. - 2017. Food Toxicology<br><br>5. **POSTGRADUATE STUDY:**<br>5.1.ON MEDICAL SCHOOL SPLIT<br>from 2007. - Biochemical mechanisms of toxicity<br>5.2.ON LAW SCHOOL SPLIT - STUDY OF MEDICAL LAW<br>from 2007. - Forensic medicine<br>from 2007. - CSI Split - Medical criminology<br><br>5.3. ON PHARMACEUTICAL AND BIOCHEMISTRY SCHOOL OF ZAGREB STUDY OF TOXICOLOGY<br>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.<br>2. Sutlovic Davorka, et al. Food Toxicology. Split: Redak; 2011.<br>3. Sutlović Davorka. Basics of chemistry, forensics manual for students. Split: Redak; 2013.<br>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<br>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)<br>2. Nedoklan, Srđan; Knezović, Zlatka; Knezović, Nina; Sutlović, Davorka |

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| | 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)<br>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)<br>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)<br>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<br>2. 2007. - Cardiovascular effects of wine and its constituents; RESEARCHER -FUNDING SOURCE - MINISTRY OF SCIENCE, EDUCATION AND SPORTS<br>3. Co-leader of the European project "I-SEE European project on New Psychoactive Substance" (2015-2017)<br>4. Head of the scientific research project of the Government of the Republic of Croatia "Intoxication with new psychoactive substances - treatment protocol" (2017)<br>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<br>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 | |

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| 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) | |