

2021/22

# **COURSE CATALOGUE OF COMPETENCIES AND LEARNING OUTCOMES**

## **UNDERGRADUATE STUDY PROGRAMME OF NURSING**

Adopted at the 5<sup>th</sup> session of the Professional Expert Council held on 22 February 2022

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# COMPETENCIES OF THE UNDERGRADUATE UNIVERSITY STUDY PROGRAMME OF NURSING

After completing undergraduate study programme of nursing 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 propose procedures in biomedicine and health.

1.2. **Expert knowledge in health care:** apply professional knowledge and skills in counseling and choosing appropriate health care, provision of health care for patients and their relatives, current health policies and guidelines, and principles of ethics and deontology.

## 2. Personal skills

2.1. **Problem solving and decision making:** demonstrate observational and critical skills in developing and implementing solutions to practical problems in the provision of health care and patient care, implement immediate life-saving measures independently.

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 and responsible behaviour make significant contribution to various situations and interprofessional groups, and the work of professional organizations and committees.

## 3. Professional skills

3.1. **Nursing care of patients:** as part of the health care team provide appropriate patient care that includes informing and advising patients, provide health care based on acquired knowledge and skills, apply adequate clinical knowledge, implement measures in emergency and dangerous situations

3.2. **Nursing care in community:** participate in practical training for health staff, actively participates in disease prevention and maintaining health, and public health initiatives, explain to patients healthy life style and appropriate self-care respecting the current legislation.

3.3. **Organisational skills:** plan, organize and provide health care based on acquired knowledge and skills applying independent and team work skills, operate with members of other health professions including participation in practical education of health personnel based on acquired knowledge and skills.

3.4. **Information skills:** apply information technologies and databases to improve professional knowledge and skills and self-education, analyse the quality of care in order to improve the professional practice of the nurse responsible for general care.

3.5. **Research skills:** explain scientific foundations of the general health care, including sufficient understanding of the structure, physiological functions and behavior of healthy and sick persons, as well as the relationship between health condition and physical and social environment, develop and evaluate the quality of health care.

## 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.

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## COURSE CATALOGUE WITH LEARNING OUTCOMES

Upon completion of the study the students 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 propose procedures in biomedicine and health
2. Determine the necessary health nursing care using theoretical and clinical knowledge
3. Plan, organize and provide health care based on acquired knowledge and skills
4. Analyse and evaluate the quality of health care in order to improve the professional practice of the nurses responsible for general health care
5. Operate with members of other health professions including participation in practical education of health personnel based on acquired knowledge and skills
6. Apply adequate clinical knowledge
7. Analyse the quality of care in order to improve the professional practice of the nurses responsible for general health care
8. Explain to patients healthy lifestyle and appropriate self-care
9. Independently implement immediate life-saving measures and implement measures in emergency and dangerous situations
10. Provide advice and instructions to people in need of health care and their family and support them
11. Develop professional communication and collaboration with other health professionals in the health sector
12. Use information technology and databases to improve professional knowledge and skills
13. Explain scientific foundations of the general health care, including sufficient understanding of the structure, physiological functions and behavior of healthy and sick persons, as well as the relationship between health condition and physical and social environment
14. Explain nature and ethics of the profession and of the general principles of health and health care
15. Participate in the practical training of health professionals, carry out activities related to the continuing professional education and contribute to the development of the profession.

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

CODE	COURSE	PDS 1	PDS 2	PDS 3	PDS 4	PDS 5	PDS 6	PDS 7	PDS 8	PDS 9	PDS 10	PDS 11	PDS 12	PDS 13	PDS 14	PDS 15
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	+														
ZSZ642	English for Nursing 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	+														
ZSZ620	Basics of Nursing Care	+	+			+										
ZSS601	Nursing Care		+	+		+							+			+
ZSS602	Process of Nursing Care	+	+	+	+	+	+	+					+		+	
ZSS604	Clinical Skills I		+	+	+	+	+					+				



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

CODE	COURSE	PDS 1	PDS 2	PDS 3	PDS 4	PDS 5	PDS 6	PDS 7	PDS 8	PDS 9	PDS 10	PDS 11	PDS 12	PDS 13	PDS 14	PDS 15
ZSZ621	Introduction to Scientific Work	+			+								+	+		
ZSZ622	Use of Science Technology			+	+								+	+		
ZSZ623	Physical Training II	+														
ZSZ643	English for Nursing II	+														
ZSZ625	Pathophysiology	+														
ZSZ626	Pathology	+														
ZSZ627	Microbiology and Parasitology	+														
ZSZ628	Pharmacology	+														
ZSS605	Gynaecology and Obstetrics	+														
ZSS606	Paediatrics	+	+													
ZSS607	Nursing Care of Mother and Newborn	+	+	+	+		+		+		+		+			
ZSS609	Nursing Care of Children	+	+	+	+		+		+				+			
ZSS610	Internal Medicine	+	+													
ZSS611	Neurology	+	+													
ZSS613	Infectology	+	+													
ZSS614	Nursing Care of Adults I	+	+	+	+	+	+		+				+			
ZSS617	Organization, Management and Administration in Nursing Care			+	+							+				+
ZSS636	Basics of Radiology and Radiation Protection	+														
ZSS603	Dietetics	+							+		+					
ZSS618	Clinical Skills II		+		+	+	+	+				+		+		
ZSS633	Biological Basis of Behavior*	+								+	+	+				
ZSS645	Lifelong Development Psychology*	+									+	+		+		

## V. and VI. SEMESTER – LEARNING OUTCOMES AT THE STUDY LEVEL

CODE	COURSE	PDS 1	PDS 2	PDS 3	PDS 4	PDS 5	PDS 6	PDS 7	PDS 8	PDS 9	PDS 10	PDS 11	PDS 12	PDS 13	PDS 14	PDS 15
ZSS637	Anaesthesiology, Reanimation and Intensive Care	+		+						+						
ZSS619	Surgery, Orthopaedics and Traumatology	+														
ZSS620	Ophthalmology	+														
ZSS621	Otorhinolaryngology	+														
ZSS622	Nursing Care of the Adults II	+	+	+	+	+	+	+		+						
ZSS623	Psychiatry and Mental Health	+													+	
ZSS612	Dermatology	+														
ZSS624	Nursing Care of Psychiatric Patients	+	+	+	+	+	+	+		+	+	+	+		+	
ZSS625	Health Care for People with Disabilities	+	+	+	+	+	+	+			+	+	+			
ZSS638	In-Home Nursing Care	+	+	+	+	+	+	+	+		+		+			
ZSS639	Palliative Nursing Care	+	+	+	+	+	+	+	+		+	+			+	
ZSS626	Nursing Care in the Community	+	+	+	+	+	+	+	+		+		+			
ZSS627	Health Care Education with Learning and Teaching Methods	+				+			+		+					+
ZSS640	Nursing Care of Older Adults	+	+		+	+		+			+		+			
ZSS634	Clinical Skills III		+	+	+	+	+	+			+	+		+		+
ZSS635	Bachelor's Thesis		+			+							+	+		
ZSS629	Antenatal Care					+					+					
ZSS630	Psychology of Pain													+	+	
ZSS631	Ulcer Disease						+				+					
ZSS632	Stoma Nursing Care and Chronic Wounds						+				+					
ZSS641	Geriatrics						+				+					
ZSS644	Clinical Transfusion in Everyday Practice						+									

## MANDATORY AND ELECTIVE COURSES

LIST OF COURSES							
Year of study: 1.							
Semester: I. i II.							
STATUS	CODE	COURSE	NUMBER OF HOURS PER SEMESTER				ECTS
			L	S	E	F	
Mandatory	ZSZ634	Informatics and Statistics in Health Care	10	10	20	0	2
	ZSZ635	Social and Health Legislation	15	15	0	0	2
	ZSZ604	Basics of Health Care Management	10	4	5	0	1
	ZSZ605	Ethics in Health Care	20	10	0	0	1,5
	ZSZ606	Physical Training I	0	0	0	38	1,5
	ZSS642	English for Nursing I	0	30	0	0	1,5
	ZSZ608	Health Care Psychology	14	12	18	0	2
	ZSZ609	Communication Skills	12	0	0	18	2
	ZSZ610	Hygiene and Epidemiology	30	20	0	5	3
	ZSZ611	Sociology of Health	20	12	0	0	1,5
	ZSZ613	Public Health	15	5	0	0	1
	ZSZ614	Biochemistry	20	10	0	0	2
	ZSZ615	Biophysics	20	5	0	0	2
	ZSZ616	Anatomy	26	20	40	0	3
	ZSZ617	Physiology	30	7	0	10	3
	ZSZ618	Biology	20	10	0	0	2
	ZSZ620	Basics of Nursing Care	15	4	0	0	1
	ZSS601	Nursing Care	40	15	210	0	11
	ZSS602	Process of Nursing Care	60	30	200	0	12
	ZSS604	Clinical Skills I	0	0	140	0	5
TOTAL			377	219	633	71	60

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.

LIST OF COURSES							
Year of study: 2.							
Semester: III i IV							
STATUS	CODE	COURSE	NUMBER OF HOURS PER SEMESTER				ECTS
			L	S	E	F	
Mandatory	ZSZ621	Introduction to Scientific Work	6	10	12	0	1,5
	ZSZ622	Use of Science Technology	10	12	0	0	1,5
	ZSZ623	Physical Training II	0	0	0	38	1,5
	ZSZ643	English for Nursing II	0	30	0	0	1,5
	ZSZ625	Pathophysiology	30	8	0	0	2
	ZSZ626	Pathology	30	8	0	0	2
	ZSZ627	Microbiology and Parasitology	20	10	0	0	2
	ZSZ628	Pharmacology	28	8	0	0	2
	ZSS605	Gynaecology and Obstetrics	20	5	15	0	2
	ZSS606	Paediatrics	20	5	15	0	2
	ZSS607	Nursing Care of Mother and Newborn	25	5	100	0	6
	ZSS609	Nursing Care of Children	22	10	110	0	7
	ZSS610	Internal Medicine	30	8	18	0	3
	ZSS611	Neurology	18	6	11	0	2
	ZSS613	Infectology	18	6	11	0	2
	ZSS614	Nursing Care of Adults I	40	10	120	0	8
	ZSS617	Organization, Management and Administration in Nursing Care	25	10	40	0	3
	ZSS636	Basics of Radiology and Radiation Protection	25	0	20	0	2
	ZSS603	Dietetics	30	15	0	15	3
	ZSS618	Clinical Skills II	0	0	120	0	4
TOTAL (Mandatory courses)			397	166	592	53	58
Elective	ZSS633	Biological Basis of Behavior	10	10	6	0	2
	ZSS645	Lifelong Development Psychology	10	10	6	0	2
	1 elective course is mandatory						

LIST OF COURSES							
Year of study: 3							
Semester: V i VI							
STATUS	CODE	COURSE	NUMBER OF HOURS PER SEMESTER				ECTS
			L	S	E	F	
Mandatory	ZSS637	Anaesthesiology, Reanimation and Intensive Care	20	0	20	8	2
	ZSS619	Surgery, Orthopaedics and Traumatology	30	0	35	0	3
	ZSS620	Ophthalmology	9	8	20	0	2
	ZSS621	Otorhinolaryngology	9	8	20	0	2
	ZSS622	Nursing Care of the Adults II	35	0	120	0	7
	ZSS623	Psychiatry and Mental Health	25	0	15	0	2
	ZSS612	Dermatology	18	8	20	0	2
	ZSS624	Nursing Care of Psychiatric Patients	25	10	90	0	6
	ZSS625	Health Care for People with Disabilities	15	5	15	15	2
	ZSS638	In-Home Nursing Care	20	0	35	25	3
	ZSS639	Palliative Nursing Care	10	5	20	10	2
	ZSS626	Nursing Care in the Community	20	5	20	40	4
	ZSS627	Health Care Education with Learning and Teaching Methods	30	15	30	0	3
	ZSS640	Nursing Care of Older Adults	25	0	40	40	4
	ZSS634	Clinical Skills III	0	0	150	0	5
	ZSS635	Bachelor's Thesis	0	0	140	0	5
TOTAL (Mandatory courses)			291	64	790	138	54
Elective	ZSS629	Antenatal Care	15	5	25	0	2
	ZSS630	Psychology of Pain	15	5	25	0	2
	ZSS631	Ulcer Disease	15	5	25	0	2
	ZSS632	Stoma Nursing Care and Chronic Wounds	15	5	25	0	2
	ZSS641	Geriatrics	15	5	25	0	2
	ZSS644	Clinical Transfusion in Everyday Practice	15	5	25	0	2
	3 elective courses are mandatory						

## 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
ZSS642	English for Nursing 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	-	Odslušana nastava, kolokvirani seminari i vježbe
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
ZSZ620	Basics of Nursing Care	-	In accordance with the Ordinance on the Study and System of Studying
ZSS601	Nursing Care	-	Completed lectures, seminars and exercises
ZSS602	Process of Nursing Care	-	Completed lectures, seminars and exercises
ZSS604	Clinical Skills I	-	Completed exercises
ZSZ621	Introduction to Scientific Work	-	-
ZSZ622	Use of Science Technology	-	In accordance with the Ordinance on the Study and System of Studying
ZSZ623	Physical Training I	-	In accordance with the Ordinance on the Study and System of Studying
ZSZ643	English for Nursing II	Passed English for Nursing 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 and 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
ZSS605	Gynaecology and Obstetrics	-	Completed lectures and seminars and exercises
ZSS606	Paediatrics	-	Completed lectures and seminars and exercises
ZSS607	Nursing Care of Mother and Newborn	Completed lectures and seminars in: 1. Basics of Nursing Care 2. Nursing Care 3. Process of Nursing Care 4. Clinical Skills I	Completed lectures and seminars and exercises

ZSS609	Nursing Care of Children	<b>Passed 1<sup>st</sup> year courses:</b> 1. Nursing Care 2. Process of Nursing Care 3. Clinical Skills I	Completed lectures and seminars and exercises
ZSS610	Internal Medicine	-	Completed lectures and seminars and exercises
ZSS611	Neurology	-	Completed lectures and seminars and exercises
ZSS613	Infectology	-	Completed lectures and seminars and exercises
ZSS614	Nursing Care of Adults I	<b>Passed 1<sup>st</sup> year courses:</b> 1. Nursing Care 2. Process of Nursing Care 3. Clinical Skills I	Completed lectures and seminars and exercises
ZSS617	Organization, Management and Administration in Nursing Care	<b>Passed 1<sup>st</sup> year course:</b> 1. Basics of Health 2. Care Management	Completed lectures and seminars and exercises
ZSS636	Basics of Radiology and Radiation Protection	-	Completed lectures and exercises
ZSS603	Dietetics	-	Completed lectures and seminars and exercises
ZSS618	Clinical Skills II	<b>Passed 1<sup>st</sup> year courses:</b> 1. Nursing Care 2. Process of Nursing Care 3. Clinical Skills I	Completed exercises
ZSS633	Biological Basis of Behaviour	-	Completed lectures and exercises
ZSS720	Lifelong Development Psychology	<b>Passed 1<sup>st</sup> year courses:</b> 1. Communication Skills 2. Health Care Psychology	Completed lectures and exercises
ZSS637	Anaesthesiology, Reanimation and Intensive Care	-	Completed lectures and exercises
ZSS619	Surgery, Orthopaedics and Traumatology	<b>Passed 2<sup>nd</sup> year courses:</b> 1. Internal medicine 2. Basics of Radiology and Radiation Protection 3. Infectology	Completed lectures and exercises
ZSS620	Ophthalmology	-	Completed lectures and seminars and exercises
ZSS621	Otorhinolaryngology	-	Completed lectures and seminars and exercises



ZSS622	Nursing Care of the Adults II	<p><b>Passed 1<sup>st</sup> year courses:</b></p> <ol style="list-style-type: none"> <li>1. Nursing Care</li> <li>2. Process of Nursing Care</li> <li>3. Clinical Skills I</li> </ol> <p><b>Passed 2<sup>nd</sup> year courses:</b></p> <ol style="list-style-type: none"> <li>1. Clinical Skills II</li> </ol>	Completed lectures and exercises and case report through nursing documentation
ZSS623	Psychiatry and Mental Health	-	Completed lectures and exercises
ZSS612	Dermatology	-	Completed lectures, seminars and exercises
ZSS624	Nursing Care of Psychiatric Patients	<p><b>Passed courses:</b></p> <ol style="list-style-type: none"> <li>1. Basics of Nursing Care</li> <li>2. Nursing Care</li> <li>3. Process of Nursing Care</li> <li>4. Clinical Skills I</li> <li>5. Clinical Skills II</li> </ol>	Completed lectures and seminars and exercises
ZSS625	Health Care for People with Disabilities	-	Completed lectures and seminars and exercises
ZSS638	In-Home Nursing Care	<p><b>Completed courses:</b></p> <ol style="list-style-type: none"> <li>1. Basics of Nursing Care</li> <li>2. Nursing Care</li> <li>3. Process of Nursing Care</li> <li>4. Nursing Care of Adults I</li> <li>5. Nursing care of Mother and Newborn</li> <li>6. Nursing Care of Children</li> <li>7. Clinical Skills I</li> <li>8. Clinical Skills II</li> </ol>	Completed lectures and exercises
ZSS639	Palliative Nursing Care	<p><b>Passed courses:</b></p> <ol style="list-style-type: none"> <li>1. Basics of Nursing Care</li> <li>2. Nursing Care</li> <li>3. Process of Nursing Care</li> <li>4. Clinical Skills I</li> <li>5. Health Care Psychology</li> <li>6. Communication Skills</li> </ol> <p><b>Completed course:</b></p> <ol style="list-style-type: none"> <li>1. Clinical Skills II</li> </ol>	Completed lectures and seminars and exercises
ZSS626	Nursing Care in the Community	<p><b>Completed courses:</b></p> <ol style="list-style-type: none"> <li>1. Basics of Nursing Care</li> <li>2. Nursing Care</li> <li>3. Process of Nursing Care</li> <li>4. Nursing Care of Adults I</li> <li>5. Nursing care of Mother and Newborn</li> <li>6. Child Health Care</li> <li>7. Clinical Skills I</li> <li>8. Clinical Skills II</li> </ol>	Completed lectures and seminars and exercises

ZSS627	Health Care Education with Learning and Teaching Methods	-	Completed lectures and seminars and exercises
ZSS640	Nursing Care of Older Adults	-	Completed lectures and exercises
ZSS634	Clinical Skills III	<p><b>Passed 1<sup>st</sup> year courses:</b></p> <ol style="list-style-type: none"> <li>1. Nursing Care</li> <li>2. Process of Nursing Care</li> <li>3. Clinical Skills I</li> </ol> <p><b>Passed 2<sup>nd</sup> year courses:</b></p> <ol style="list-style-type: none"> <li>1. Clinical Skills II</li> </ol>	Completed exercises
ZSS635	Bachelor's Thesis		In accordance with the Ordinance on the Study and System of Studying
ZSS629	Antenatal Care	-	Completed lectures and seminars and exercises
ZSS630	Psychology of Pain	-	Completed lectures and seminars and exercises
ZSS631	Ulcer Disease	<p><b>Completed course:</b></p> <ul style="list-style-type: none"> <li>- Internal medicine</li> </ul>	Completed lectures and seminars and exercises
ZSS632	Stoma Nursing Care and Chronic Wounds	<p><b>Passed 1<sup>st</sup> and 2<sup>nd</sup> year courses:</b></p> <ul style="list-style-type: none"> <li>- Physiology</li> <li>- Pathology</li> <li>- Internal medicine</li> </ul>	Completed lectures and seminars and exercises
ZSS641	Geriatrics	-	Completed lectures and seminars and exercises
ZSS644	Clinical Transfusion in Everyday Practice	<p><b>Completed 2<sup>nd</sup> year course:</b></p> <ul style="list-style-type: none"> <li>- Internal medicine</li> </ul>	Completed lectures and seminars and exercises

## CURRICULA 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
			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)	<p>After completing this course, students will be able to:</p> <ul style="list-style-type: none"> <li>- Describe and explain the basic concepts of informatics and health information systems;</li> <li>- Explain and apply computational techniques in the process of health care;</li> <li>- Select the relevant databases applicable to the process of health care and for studying and research;</li> <li>- Apply information technology in all communication processes in healthcare institutions;</li> <li>- Use text processing and tabular data processing software, creating documents, presenting tabular data;</li> <li>- Use medically oriented search engines, browse medical literature in the Medline database, use Boolean operators for searching medical content on the Internet;</li> <li>- Independent creation of databases</li> <li>- Use research methodology and statistical methods and procedures in medicine</li> <li>- Understand the concepts of measurements in research;</li> <li>- Explain the different ways of presenting the data collected in the research;</li> <li>- Explain and demonstrate basic statistical definitions.</li> </ul>				
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	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)																														
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Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> <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>																															
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)	<p>After listening to lectures, independent learning and passing the exam, students will:</p> <ul style="list-style-type: none"> <li>- Recognize and connect the concepts and basic contents of health law</li> <li>- Understand the basics of health law.</li> <li>- Identify and clarify the basic criteria of legal responsibility of health professionals, rights and obligations of health professionals in performing their activities.</li> <li>- Clarify evaluation of healthcare activities</li> <li>- Explain the work and structure of professional chambers.</li> <li>- Understand and explain the position of the health worker in relation to disciplinary, civil and criminal liability.</li> <li>- Recognize and apply the fundamental rights of patients at work.</li> </ul>					
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 X seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)																														
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	Udžbenik <i>Osnove zdravstvenog prava</i> , autori; Jozo Čizmić i Ljubica Žunić, Split 2014, web knjižara Redak																															
	BABIĆ, T. – ROKSANDIĆ, S., <i>Osnove zdravstvenog prava</i> , Zagreb, 2006.																															
	ČIZMIĆ, J., <i>Pravni aspekti medicinske dokumentacije</i> , «Pravo i porezi», godina XVI., 2007., br. 10., str. 3.-18.																															
	ČIZMIĆ, J., <i>Pojam, izvori i načela medicinskog prava</i> , «Pravo i porezi», god. XVI., 2007., br. 6, str. 25.-34.																															
	BOŠKOVIĆ, Z., <i>Medicina i pravo</i> , Zagreb, 2007.																															
	Zbornik radova <i>Liječnička pogreška – medicinski i pravni aspekti</i> , 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																																
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	Zakon o sestinstvu, 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)	<p>HERVEY, T. – McHALE, J. V., <i>Health Law and the European Union</i>, Cambridge, 2004.</p> <p>LAUFS-UHLENBRUCK, <i>Handbuch des Arztrechts</i>, Munchen, 2002.</p> <p>DEUTSCH-SPICKHOFF, <i>Medizinrecht</i>, Berlin, 2003.</p> <p>STAUCH, M. – WHEAT, K., <i>Sourcebook on Medical Law</i>, London-Sydney, 1999.,</p> <p>RADIŠIĆ, J., <i>Medicinsko pravo</i>, Beograd, 2004.</p> <p>KLARIĆ, P., <i>Odgovornost za štete nastale uporabom medicinskih tehničkih uređaja</i>, Pravo u gospodarstvu, 4/2002.</p> <p>PETRIĆ, S., <i>Građanskopravna odgovornost zdravstvenih djelatnika</i>, Zbornik PF Sveučilišta u Rijeci, 2005/vol 26. br. 1., str. 81.</p>		
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> <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>		
Other (as the proposer wishes to add)			

<b>NAME OF THE COURSE</b>		<b>Basics of Health Care Management</b>				
<b>Code</b>		<b>ZSZ604</b>				
Study programme	Common	Year of study	1 <sup>st</sup>			
Course teacher	Dejan Kružić, PhD, Full professor tenure	Credits (ECTS)	1,0			
Associate teachers	Ana Juras, PhD, Research associate	Type of instruction (number of hours)	L	S	E	T
	Ante Mihanović, PhD, Senior lecturer		10	4	5	
Status of the course	Mandatory	Percentage of application of e-learning	Up to 20%			
<b>COURSE DESCRIPTION</b>						
Consultation hours	Consultation hours:: Continuously during the turnus/rotation, inquiry by e-mail or in person. Outside of turnus/rotation, inquiry by e-mail. E-mail: <a href="mailto:dejan.kruzic@efst.hr">dejan.kruzic@efst.hr</a>					
Course enrolment requirements and entry competences required for the course	No requirements					
Course objectives	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.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ol style="list-style-type: none"> <li>1. Critically consider and evaluate management concepts and theories in the context of health and health organizations;</li> <li>2. Propose to the current situation an adequate organizational structure, organizational culture and manner of planning in the health organization;</li> <li>3. Propose to the current situation an adequate approach and methods of workforce management in the health organization;</li> <li>4. Critically analyse various interpersonal processes, dynamics and communication in teamwork and propose an adequate leadership style in health organization;</li> <li>5. Propose to the current situation adequate methods and tools of control, especially quality control in the health organization;</li> <li>6. Critically consider work situations in the health organization and propose the application of adequate principles and methods of ethical management.</li> </ol>					
Course content broken down in detail by weekly class schedule (syllabus)	<ul style="list-style-type: none"> <li>- 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.</li> <li>- Planning as a function of management. Implementation of the planning function in healthcare organizations.</li> <li>- Organizing as a function of management. Implementation of the organizing function in health organizations.</li> <li>- Staffing as a function of management. Implementation of the staffing function in healthcare organizations.</li> <li>- Leadership as a function of management. Implementation of the leadership function in health organizations.</li> <li>- Control as a function of management. Implementation of the control function in health organizations.</li> </ul>					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety		<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor			



	<input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> (other)			
Student responsibilities	In accordance to Rules of studying and Deontological code for USSM students. Regular class attendance. Active participation in the teaching process. Password for AAI EduHr electronic identity for access to e - learning.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,20	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	
	<b>Total</b>			<b>20</b>	<b>100</b>	
	<b>PERFORMANCE AND GRADE RATIO</b>					
	Achieved success percentage (%)	Criteria			Grade	
	60-69,9	meets the minimum criteria			sufficient (2)	
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	Juras, A. (2021). <i>Osnove menadžmenta u zdravstvu</i> , Sveučilište u Splitu, SOZS, Split.					
	Buble, M. (2009). <i>Menadžment</i> . 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). <i>Organizacija i upravljanje u zdravstvenoj njezi</i> . Medicinska naklada, Zagreb. Murray, E. (2017). <i>Nursing leadership and management: For patient safety and quality care</i> . FA Davis Company, Philadelphia, SAD. Walshe, K., Smith, J. (Eds.). (2011). <i>Healthcare management</i> . McGraw-Hill Education, UK.					
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> <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>					
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)	<p>After completing the course, students will be able to:</p> <ul style="list-style-type: none"> <li>- explain the concept of ethics as a philosophical discipline and its historical development,</li> <li>- distinguish ethics from morality,</li> <li>- describe and explain the history of health ethics,</li> <li>- describe, explain and apply the principles of health ethics,</li> <li>- describe, explain and apply the code of ethics,</li> <li>- describe, explain and take a critical stance in various ethical dilemmas in health practice,</li> <li>- explain the models of ethical decision-making in health practice,</li> <li>- explain the importance of professional secrecy,</li> <li>- to promote and respect the rights of man, child and patient,</li> <li>- analyze and evaluate individual cases and situations,</li> <li>- adopt ethical values,</li> <li>- 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.</li> </ul>					
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	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)																														
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Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> <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>
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 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: <ul style="list-style-type: none"> <li>- Harmonize and improve physical and spiritual health</li> <li>- Manage and improve the quality of healthy living</li> </ul>						
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	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)				
Student responsibilities	Regular class attendance. Active participation in the teaching process. Password for AAI EduHr electronic identity for access to e - learning						
Screening student work ( <i>name the proportion of ECTS credits for each</i> )	Class attendance	1,5	Research		Practical training		
	Experimental work		Report				

<i>activity so that the total number of ECTS credits is equal to the ECTS value of the course)</i>	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	<b>Evaluation indicators</b>			<b>Success (points)</b>	<b>Share in overall grade (%)</b>	
	Class attendance			100	100	
	<b>Total</b>			<b>100</b>	<b>100</b>	
	<b>PERFORMANCE AND GRADE RATIO</b>					
	<b>Grading (%)</b>	<b>Criteria</b>			<b>Grades</b>	
	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)	<b>Title</b>				<b>Number of copies in the library</b>	<b>Availability via other media</b>
	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	<ul style="list-style-type: none"> <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>					
Other (as the proposer wishes to add)						

NAME OF THE COURSE		ENGLISH FOR NURSING I				
Code	ZSS642	Year of study	1.			
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	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: - develop language skills of speaking, listening, reading, and Writing, - find relevant information, and formulate the key idea, - recognize and explain medical terminology in the field of nursing, - present topics in their professional field, - develop nurse communication skills.					
Course content broken down in detail by weekly class schedule (syllabus)	S1	Introduction				2
	S2	Suffixes, prefixes, and terminology				2
	S3	Medical Ethics				2
	S4	Hospital Jobs and Personnel; Hospital Departments and Facilities				2
	S5	Patient Admissions; Checking in a patient				2
	S6	Locating and Describing Pain; Pain Assessment				2
	S7	Successful Communication; Pain Relief				2
	S8	Vital Signs; Describing Readings				2
	S9	Taking Vital Signs; Circulation and the Heart				2
	S10	Symptoms and Injuries; Asking about Symptoms and Injuries				2
	S11	Asthma Emergency; SOAP notes				2
	S12	Presentations of seminar papers				2
	S13	Presentations of seminar papers				2
	S14	Presentations of seminar papers				2
	S15	Presentations of seminar papers				2
Format of instruction	<input type="checkbox"/> lectures x seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Regular class attendance. Active participation in the teaching process. Password for AAI EduHr electronic identity for access to e - learning					
Screening student work (name the proportion of ECTS credits for each activity so that the	Class attendance		Research		Practical training	
	Experimental work		Report			
	Essay		Seminar essay	0,45	(Other)	

total number of ECTS credits is equal to the ECTS value of the course)	Tests		Oral exam		(Other)	
	Written exam	1.05	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Evaluation indicators		Success (points)	Share in overall grade (%)		
	Written exam		70	70		
	Practical training		30	30		
	<b>Total</b>		<b>100</b>	<b>100</b>		
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	Wright, R., Symonds M.S. <i>English for Nursing 2</i> . Pearson Education Limited 2011					
	Glendinning, E.H., Howard, R. <i>Professional English in Use - Medicine</i> . Cambridge: Cambridge University Press; 2007 (selected chapters)					
Optional literature (at the time of submission of study programme proposal)	1. Allum V. <i>OET Sample Role Plays</i> . 2014. 2. Grice, T. <i>Nursing 1</i> . Oxford: Oxford University Press; 2008 (selected chapters)					
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> <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>					
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 Varja Đogaš, PhD, Assistant professor 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	<p>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</p> <p>2. To introduce students to the possibilities of applying psychological methods and techniques in health care, diagnosis, treatment and rehabilitation of diseases.</p> <p>3. To demonstrate to students the application of interviews and communication skills on patients with various diseases</p>					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Upon completion of the course the student will:</p> <ul style="list-style-type: none"> <li>- recognize and understand the importance of psychology in health care,</li> <li>- recognize and understand the characteristics of stress and adopt ways of coping with stress,</li> <li>- recognize and understand the connection between physical illnesses and mental states and the influence of mental states on the occurrence of illness,</li> <li>- recognize the psychosocial manifestations of chronic diseases,</li> <li>- recognize positive and negative health behaviors,</li> <li>- know the psychological difficulties of patients in the hospital,</li> <li>- recognize psychological difficulties related to pregnancy and childbirth,</li> <li>- know the psychological difficulties and interventions in rehabilitation processes after the loss of bodily functions</li> <li>- know the techniques of psychological care in the health professions</li> <li>- recognize the applicability of communication principles in contact with patients</li> </ul>					
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 Psychological needs in diseases			2+2+3	
	L+S+E	Psychological reactions to loss of bodily functions Qualities for psychological care			2+2+3	
	L+S+E	Psychological difficulties of patients in hospital Models of psychological care			2+2+3	
	L+S+E	Stress and physical health Strategies for coping with stress			2+2+3	
	L+S+E	Psychological manifestations of pregnancy and childbirth Psychological care skills			1+0+0	
	L+S+E	Psychological care in health professions Knowledge of psychological care			1+0+0	



Format of instruction	<input type="checkbox"/> x lectures <input type="checkbox"/> x seminars and workshops <input type="checkbox"/> x exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> x independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)																														
Student responsibilities	Regular class attendance. Active participation in the teaching process. Password for AAI EduHr electronic identity for access to e - learning																															
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Optional literature (at the time of submission of study programme proposal)	Priest, H. (2014). Uvod u psihološku njegu u sestrinstvu i zdravstvenim strukama 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	<ul style="list-style-type: none"> <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>																															
Other (as the proposer wishes to add)																																

NAME OF THE COURSE		Communication Skills					
Code	ZSZ609	Year of study	1.				
Course teacher	Vesna Antičević, PhD 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)	<p>Upon completion of the course the student will be able:</p> <ul style="list-style-type: none"> <li>- to explain the basic laws of interpersonal communication,</li> <li>- to understand the criteria for the division of communication according to the type and purpose of communication,</li> <li>- to understand and explain the basics of information (diagnostic) communication,</li> <li>- to understand and explain the basics of therapeutic communication,</li> <li>- to improve basic communication skills,</li> <li>- to develop complex communication skills for work in health care,</li> <li>- to identify and resolve barriers to communication,</li> <li>- to manage communication skills with people with disabilities and different ages,</li> <li>- to identify and demonstrate basic barriers to communication with the patient and family member;</li> <li>- to recognize and resolve simple complaints in relation to the patient and family members.</li> </ul>						
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 Therapeutic communication				2+3	
	L+E	Communication skills, abilities and prejudices Complex communication skills: Active listening and empathic 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 grieving				2+3	
Format of instruction	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)				
Student responsibilities	Regular class attendance Active participation in the teaching process Password for AAI EduHr electronic identity to access e-learning						
Screening student work (name the proportion of ECTS credits for each)	Class attendance	0,14	Research		Practical training		
	Experimental work		Report				

<i>activity so that the total number of ECTS credits is equal to the ECTS value of the course)</i>	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	
	<b>Total</b>			<b>43</b>	<b>100</b>	
	<b>PERFORMANCE AND GRADE RATIO</b>					
	Achieved success percentage (%)	Criteria			Grade	
	60-69,9	meets the minimum criteria			sufficient (2)	
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	90-100	exceptional success			excellent (5)	
Required literature (available in the library and via other media)	<b>Title</b>			<b>Number of copies in the library</b>	<b>Availability via other media</b>	
	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	<ul style="list-style-type: none"> <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>					
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 Assoc. Prof. Ingrid Tripković, MD, PhD Asst. Prof. Iris Jerončić Tomić, MD, PhD Asst. Prof. Zlatka Knezović, PhD 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)	<p>After completing the course, the student will be able to:</p> <ul style="list-style-type: none"> <li>- 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);</li> <li>- group and differentiate diseases according to their epidemiological characteristics and identify infectious diseases in sporadic and epidemic forms</li> <li>- 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;</li> <li>- plan, implement and evaluate general and specific prevention measures</li> <li>- collect samples for laboratory tests, manipulate delivery, storage and distribution of vaccines (cold chain), apply epidemiological surveys and basic procedures of DDD measures</li> <li>- explain methods of controlling nosocomial infections</li> <li>- explain and identify sources of pollution (chemical, biological and physical)</li> <li>- explain the importance and control of healthy water and food, as well as proper disposal of waste, especially medical and especially hazardous waste</li> <li>- explain how to carry out and supervise sterilization and disinfection procedures</li> <li>- demonstrate keeping records and storing samples</li> </ul>					
Course content broken down in detail by weekly class schedule (syllabus)		<b>Subject</b>				
	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	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Regular class attendance Active participation in the teaching process Password for AAI EduHr electronic identity 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		
	<b>Total</b>		<b>100</b>	<b>100</b>		
	<b>PERFORMANCE AND GRADE RATIO</b>					
	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)	<b>Title</b>			<b>Number of copies in the library</b>	<b>Availability via other media</b>	
	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, Bošnjir J. Zdravstvena ekologija. Zagreb: Medicinska naklada; 2011.					
Optional literature (at the time of	Jurčev Savičević A, Miše K. (ur). Tuberkuloza-stara dama u novom ruhu: Zagreb: Medicinska naklada, 2021.					

submission of study programme proposal)	Internet and course materials
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> <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>
Other (as the proposer wishes to add)	

DO NOT COPY

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)	<p>After completing the course, the student will be able to:</p> <ul style="list-style-type: none"> <li>- reproduce basic sociological knowledge for understanding the importance of social issues in medicine, health and health care, social policies in professional health care,</li> <li>- 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,</li> <li>- interpret basic knowledge of the principle of justice and equality in society and the importance of interdisciplinarity in the provision of health care,</li> <li>- explain the historical sequence of origin and development of socio-medical determinants,</li> <li>- explain the adopted basic sociological concepts that determine the position of man in society and the community,</li> <li>- recognize the sociological importance of health care and the position of health care workers in society and the community,</li> <li>- understand basic socio-medical criteria and research methods.</li> </ul>					
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				

Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)																														
Student responsibilities	Regular class attendance Active participation in the teaching process Password for AAI EduHr electronic identity to access e-learning																															
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	Cerjan-Letica G, Letica S, Babić-Bosanac S, Mastilica M, Orešković S. Medicinska sociologija, Medicinska knjiga Zagreb, 2003.																															
	Štifanić M, Medicinska sociologija, Adamić, Rijeka, 2001. (str. 9.-65., 86.-108.)																															
	Orešković, S. Novi društveni ugovor: Medicinska sociologija i znanost o životu, M.A.K. Golden, Zagreb, 1997. (str. 153.-164.)																															
Optional literature (at the time of submission of study programme proposal)																																
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> <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>																															
Other (as the proposer wishes to add)																																



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 Asst. Prof. Iris Jerončić Tomić, MD, PhD Asst. Prof. Ana Ćurković, MD Asst. Prof. Željka Karin, MD, PhD 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)	<p>After completing the course, the student will be able to:</p> <ul style="list-style-type: none"> <li>- explain the basic concepts in the field of public health (health, health care system, health economy)</li> <li>- identify and describe risk factors that affect health in all groups of society and analyze and relate the relationship between them</li> <li>- describe the basic indicators of demographic vital statistics of the Republic of Croatia and basic health-statistical indicators of health and disease</li> <li>- state the definition of health and disease, community health and define vulnerable groups</li> <li>- distinguish the types of health care institutions and health activities and the level of health care</li> <li>- assess the responsibility and competence of health professionals</li> <li>- explain the validity of health care and health insurance</li> <li>- explain the principles of community intervention and methods of health education and health promotion</li> <li>- deal with health documentation and reports in health care and procedures with the same</li> <li>- understand data secrecy and human rights</li> <li>- describe the methods of social intervention in the field of social security, unemployment and health</li> </ul>					
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	<input type="checkbox"/> X lectures <input type="checkbox"/> X seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Regular class attendance Active participation in the teaching process Password for AAI EduHr electronic identity to access e-learning					
Screening student work ( <i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i> )	Class attendance	0.5	Research		Practical training	
	Experimental work		Report			
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	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		
	<b>Total</b>		<b>100</b>	<b>100</b>		
	<b>PERFORMANCE AND GRADE RATIO</b>					
	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)	<b>Title</b>			<b>Number of copies in the library</b>	<b>Availability via other media</b>	
	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	<ul style="list-style-type: none"> <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>					
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	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)	<p>Upon completion of the course the student will be able to:</p> <ul style="list-style-type: none"> <li>- define electrolyte status</li> <li>- distinguish isotonic solutions from hypo- and hypertonic solutions</li> <li>- define the acid-base status and recognize the laws of buffer behavior into the human body</li> <li>- explain the function of hemoglobin and the mechanism of oxygen transfer</li> <li>- describe the action of enzymes and vitamins as precursors of coenzymes</li> <li>- indicate the biochemical reactions in the metabolic pathways of catabolism and anabolism of carbohydrates, fats, and proteins</li> <li>- explain the principles of action of hormones</li> <li>- explain the biochemical mechanism of blood clotting</li> <li>- state and explain the basic tests for the analysis of metabolic functions (glucose, cholesterol and triglycerides; urea, creatinine and urine)</li> <li>- list and describe the principles of the basic tests of liver function (aminotransferase, GGT, LDH, bilirubin, albumin, basic coagulation tests)</li> </ul>					
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	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Regular class attendance Active participation in the teaching process Password for AAI EduHr electronic identity 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	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Evaluation indicator		Success (points)	Share in the grade (%)		
	Written exam		30	100		
	<b>Total</b>		<b>30</b>	<b>100</b>		
	<b>RATIO OF SUCCESS AND EVALUATION</b>					
	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)	<b>Title</b>			<b>Number of copies in the library</b>	<b>Availability via other media</b>	
	1. Topić E, Primorac D, Janković S: Medical and Biochemical Diagnostics in Clinical Practice. Medicinska naklada, Zagreb, 2nd edition, 2018.					
	2. Harper's Illustrated Biochemistry, Medicinska naklada, Zagreb, 28 th edition Lange Medical Books / McGraw-Hill, 2009. (Croatian translation, 2011.)					
Optional literature (at the time of submission of study programme proposal)	Murphy MJ, Srivastava R, Deans K. Clinical Biochemistry, 6th Edition, Elsevier, 2018.					
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> <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>					
Other (as the proposer wishes to add)						

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 Mr. Darijo Radović, dr. med., senior lecturer	Type of instruction (number of hours)	L	S	E	T	
			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)	<p>Upon completion and passing of the course, students are expected to be able to:</p> <ul style="list-style-type: none"> <li>• interpret and use physical quantities and units used in biophysics.</li> <li>• apply basic physical laws to describe the operation of medical devices.</li> <li>• apply basic physical laws to describe the functioning of the human body.</li> <li>• apply basic physical laws to describe the interaction of the human body with the environment.</li> <li>• explain the principles of operation of basic medical devices.</li> <li>• explain the physical principles of basic methods of medical diagnosis.</li> <li>• - explain the effects of external energy sources on the human body.</li> </ul>						
Course content broken down in detail by weekly class schedule (syllabus)	Type of class	Subject				Number of hours	
	lecture	PHYSICAL QUANTITIES AND UNITS - Introduction - Fundamental and derived units of measurement - Units of length, weight, mass, time				1	
	lecture	LAWS OF MOTION - Speed and acceleration - Newton's laws of motion - Inertial forces				2	
	lecture	EFFECTS OF GRAVITATIONAL FORCES ON THE HUMAN BODY - Center of gravity and equilibrium of the Body - The law of leverage - Density, sedimentation, centrifugation - Influence of weightlessness and extreme gravity				2	
	lecture	WORK, POWER, ENERGY - Work, power, energy - Types and transformations of energy: application of conservation laws				1	
	lecture	PRESSURE IN THE HUMAN BODY - Pressure: atmospheric, hydrostatic, hydraulic, osmotic - Effect of extreme pressures, decompression - Measurements of body pressure - Arterial and venous blood pressure - Eye pressure and intracranial pressure				2	
	lecture	FLUID MECHANICS - Surface tension and capillary effects - Fluid flow, viscosity, Bernoulli effect - Cardiovascular system				2	
	lecture	HEAT AND TEMPERATURE - Heat: nature, measurement, specific heat				2	

		<ul style="list-style-type: none"> <li>- Temperature scales</li> <li>- Heat Transfer: Thermal conductors and insulators</li> <li>- States of matter</li> <li>- Evaporation, boiling, relative humidity</li> <li>- Maintenance and regulation of body temperature</li> </ul>	
	lecture	<b>SOUND AND HEARING</b> <ul style="list-style-type: none"> <li>- Appearance of sound: sources and receivers</li> <li>- Description of Sound Waves: Frequency, intensity, and speed</li> <li>- Hearing threshold, noise, protection</li> <li>- Use of ultrasound</li> </ul>	1,5
	lecture	<b>LIGHT AND SEEING</b> <ul style="list-style-type: none"> <li>- Laws of propagation of light</li> <li>- Elements of the eye, vision correction, use of lenses</li> <li>- Biological effects of light</li> <li>- Use of light in diagnosis and therapy</li> </ul>	1,5
	lecture	<b>ELECTRICITY AND MAGNETISM</b> <ul style="list-style-type: none"> <li>- Voltage, current, resistance</li> <li>- Electric current in solids, electrolytes, gasses and in vacuum</li> <li>- Electrical properties of cells and tissues</li> <li>- Membrane potentials, conductivity of nerves</li> <li>- Electricity and the human body</li> <li>- Rhythm generator and defibrillation</li> <li>- EKG, EEG, EMG, EKT</li> <li>- magnetotherapy</li> </ul>	2
	lecture	<b>ELECTROMAGNETIC RADIATION</b> <ul style="list-style-type: none"> <li>- Electromagnetic waves</li> <li>- Atomic structure and electronic transitions</li> <li>- Electromagnetic radiation spectrum</li> <li>- Ionizing and non-ionizing radiation</li> <li>- The effect of radiation on the human body</li> </ul>	1
	lecture	<b>NUCLEAR DIAGNOSTICS AND THERAPY</b> <ul style="list-style-type: none"> <li>- Structure of atoms and isotopes</li> <li>- MRI</li> <li>- Atomic energy, radioactivity</li> <li>- Use of radioactive isotopes in medicine, PET</li> <li>- radiation, unit and dose protection</li> <li>- X-rays, CT</li> </ul>	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	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)
Student responsibilities	Regular class attendance Active participation in the teaching process Password for AAI EduHr electronic identity 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		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1,6	Project		(Other)	
Grading and evaluating student work in class and at the final exam	The final grade will constitute of		Percentage of grade (%)			
	Attendance and activity in lectures and seminars		20			
	Written exam		80			
	<b>Total</b>		<b>100</b>			
	<b>SUCCESS AND ASSESSMENT RELATIONSHIP</b>					
Percentage of grade achieved (%)		Description of criteria		Grade		
60 – 69.9		met 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)	<b>Title</b>			<b>Number of copies in the library</b>	<b>Availability via other media</b>	
	Materials and presentations from lectures and seminars, Merlin, SRCE, 2021. <a href="https://moodle.srce.hr/2021-2022/">https://moodle.srce.hr/2021-2022/</a>					
	Paul Davidovits, Physics in Biology and Medicine, 3rd ed, Academic Press, New York 2019.					
	I. Aviani and A. Bilušić, Fundamentals of Biophysics in Health Care, University of Split, under construction					
Optional literature (at the time of submission of study programme proposal)	B. Middleton, J. Phillips, R. Thomas, S. Stacey, Physics in Anaesthesia, Oxfordshire, United Kingdom, Scion Publishing Ltd., 2012.					
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> <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>					
Other (as the proposer wishes to add)						

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 Prof. Katarina Vilović, MD PhD Prof. Katarina Vukojević, MD PhD 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)	<p>Knowledge, to be able to:</p> <ul style="list-style-type: none"> <li>- describe basic anatomy and structure of organs and organ systems</li> <li>- analyse the structure of the human body and interpret the vital functions</li> <li>- demonstrate the application of general anatomical principles and concepts to organs/organ systems</li> <li>- 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.</li> </ul>						
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	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Regular class attendance Active participation in the teaching process Password for AAI EduHr electronic identity 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		
	<b>Total</b>		<b>50</b>	<b>100</b>		
	<b>PERFORMANCE AND GRADE RATIO</b>					
	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)	<b>Title</b>			<b>Number of copies in the library</b>	<b>Availability via other media</b>	
	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: <ul style="list-style-type: none"> <li>▪ - lectures - at least 80% of all classes attended,</li> <li>▪ - seminars 90% and exercises 100%,</li> <li>▪ - active participation in classes.</li> </ul>					
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	Type of instruction (number of hours)	L	S	E	T
	Prof. Zoran Valić, PhD, MD		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)	<p>After completing the course, students will be able to:</p> <ul style="list-style-type: none"> <li>- Describe main physiological processes at the cellular level, organsystems and organism as a whole</li> <li>- Define normal functions of all organ systems of the human body: cardiovascular, hematopoietic, musculoskeletal, respiratory, digestive, uropoietic, immune, endocrine and nervous systems</li> <li>- Explain and understand the interrelationships between individual organ systems in the human body</li> <li>- Interpret general response patterns of an organism</li> <li>- Explain the basic principles of functional tests and identify deviations from normal values.</li> </ul>					
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	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			

Student responsibilities	Regular class attendance Active participation in the teaching process Password for AAI EduHr electronic identity 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	1,5	Research		Practical training	
	Experimental work		Report			
	Essay		Seminar essay		(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		100	50		
	<b>Total</b>		<b>100</b>	<b>100</b>		
	<b>RATIO OF SUCCESS AND EVALUATION</b>					
	Achieved success percentage (%)	Criteria		Grade		
	60-69,9	meets minimum criteria		sufficient (2)		
	70-79,9	average success		good (3)		
80-99,9	above average success		very good (4)			
90-100	outstanding success		excellent (5)			
Required literature (available in the library and via other media)	<b>Title</b>			<b>Number of copies in the library</b>	<b>Availability via other media</b>	
	Guyton AC, Hall JE. Medical Physiology. 11. ed.Zagreb: Medicinska naklada; 2006.					
Optional literature (at the time of submission of study programme proposal)	Materials distributed to students during lectures and exercises.					
Quality assurance methods that ensure the acquisition of exit competences	Regularity of attending classes: 1. lectures - at least 80% of all classes attended, 2. seminars 90% and exercises 100%, 3. active participation in classes.					
Other (as the proposer wishes to add)						

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: <ul style="list-style-type: none"> <li>- describe the structure of a eukaryotic cell and compare it with the structure of a prokaryotic cell,</li> <li>- define and describe cell compartments and join them into a functional entirety,</li> <li>- analyze and describe individual phases of the cell cycle and cell division,</li> <li>- explain cell renewal, aging and cell death,</li> <li>- explain the basic principles of genetics and solve simple tasks in this area.</li> </ul>						
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	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Regular class attendance Active participation in the teaching process Password for AAI EduHr electronic identity to access e-learning						
Screening student work ( <i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i> )	Class attendance	0,4	Research		Practical training		
	Experimental work		Report				
	Essay		Seminar essay	0,40	(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 (%)
	Attendance and activity on lectures and seminars	20	20
	Written exam	80	80
	<b>Total</b>	<b>100</b>	<b>100</b>
<b>SUCCESS AND ASSESSMENT RELATIONSHIP</b>			
	Percentage of grade achieved (%)	Description of criteria	Grade
	60 – 69.9	met 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)	<b>Title</b>	<b>Number of copies in the library</b>	<b>Availability via other media</b>
	Cooper GM, Hausman RE. The Cell, a Molecular Approach. 8th ed. Washington DC, Sunderland (Massachusetts): ASM Press, Sinauer Associates; 2019.		
Optional literature (at the time of submission of study programme proposal)	Cox TM, Sinclair J. Molecular biology in medicine. Blackwell Science, 1997. Oxford, UK (selected chapters).		
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> <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>		
Other (as the proposer wishes to add)			

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; 2. To explain health care related to meeting basic human needs; 3. To describe the admission, transfer and discharge of the patient; 4. To carry out a suitable disinfection and sterilization procedure; 5. To measure vital signs, notice deviations from normal values and to take appropriate interventions; 6. To assess bodily excretions, identify deviations and difficulties and apply appropriate interventions; 7. To apply enteral and parenteral therapy; 8. Planning and implementing care for a patient with cognitive-perceptual difficulties, an elderly patient, and a dying patient; 9. Conducting a physical examination of the patient 10. To properly write and process nursing documentation					
Course content broken down in detail by weekly class schedule (syllabus)	<b>Teaching methods</b>	<b>Topic</b>			<b>Number of student hours</b>	
	L1	Vital signs in children			2	
	L2	Features and principles of health care 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	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Regular class attendance Active participation in the teaching process Password for AAI EduHr electronic identity 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	0,33	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	0,67	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		66,67	
	Seminar essay (presentation...)		20		33,33	
	<b>Total</b>		<b>60</b>		<b>100</b>	
	<b>PERFORMANCE AND GRADE RATIO</b>					
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)	<b>Title</b>			<b>Number of copies in the library</b>		<b>Availability via other media</b>
	1. Čukljek S. Basics of Nursing care. University of Applied Health Sciences, Zagreb, 2005.					
	2. Henderson, V. Basic Principles of Nursing Care. HUSE and HUMS, Zagreb 1994.					
	3. Aranza D. Teaching materials.					
Optional literature (at the time of submission of study programme proposal)	1. Fučkar, G. Process of Nursing Care. School of Medicine of the University of Zagreb. Zagreb, 1992 (select chapters). 2. Fučkar, G. Nursing Diagnoses. HUSE. Zagreb 1992 (select chapters)					
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> <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>					
Other (as the proposer wishes to add)						

<b>NAME OF THE COURSE</b>	<b>Nursing Care</b>					
<b>Code</b>	<b>ZSS601</b>					
<b>Course teacher</b>	Full Professor Vjekoslav Krželj, MD	Year of study	1.			
		Credit (ECTS)	11			
<b>Associate teachers</b>	Rahela Orlandini, Master of Nursing., senior lecturer Mentors from teaching bases	Type of instruction (number of hours)	L	S	E	T
			40	15	210	
<b>Status of the course</b>	Mandatory	Percentage of applications e-learning	Up to 20%			
<b>COURSE DESCRIPTION</b>						
<b>Course enrollment requirements and entry competencies required for the course</b>	No requirements					
<b>Learning outcomes expected at the level Of the course (4-10 learning outcomes)</b>	<p>After completing the course and passing the exam, students will be able to:</p> <ol style="list-style-type: none"> <li>explain the nature of nursing, the characteristics and principles of health care and basic theories of health care <ul style="list-style-type: none"> <li>Explain the value systems on which nursing is based</li> <li>Describe and explain the scope of work of bacc. med. tech.</li> <li>Describe and explain cultural, spiritual, and other factors that affect nursing and health care</li> <li>Apply and maintain nursing documentation</li> <li>Describe and explain the organization of work and how to provide nursing care</li> </ul> </li> <li>describe the historical development of nursing and list the most important people in nursing history;</li> <li>describe nursing care related to meeting basic human needs;</li> <li>describe the admission, transfer and discharge of the patient;</li> <li>carry out a suitable disinfection and sterilization procedure;</li> <li>measure vital signs, notice deviations from normal values and take appropriate interventions;</li> <li>assess bodily excretions, identify deviations and difficulties and apply appropriate interventions;</li> <li>safely apply enteral and parenteral therapy;</li> <li>plan and implement care for patients with cognitive-perceptual difficulties, elderly patients, dying patients</li> </ol>					
<b>Course content broken down in detail by weekly schedule (syllabus)</b>	Format of instruction	Class unit			Class hour	
	L	Nursing, health care			2	
	L	Features and principles of health care			3	
	L	Theories of health care			3	
	L	History of nursing in Croatia and the world			2	
	L	Admission, transfer and discharge of the patient from the health institution			2	



	S	Basic human needs	15			
	L	General infection prevention procedures	2			
	L	Vital signs	2			
	L	Body excretions	2			
	L	Application of drugs	4			
	L	Nursing care to maintain skin integrity	2			
	L	Nursing care for patients with cognitive-perceptual difficulties	1			
	L	Nursing care for the elderly	1			
	L	Nursing care for the dying patient	1			
	L	Nursing documentation	5			
	L	Providing nursing care for specific groups of patients.	1			
	L	Definition of nursing as an independent profession	1			
	L	Basic principles of nursing care	2			
	L	Organization and scope of work bacc. honey. tech. (individually and in a team)	2			
	L	Basics of organization and the way of providing nursing care in the health and social community	2			
	E	Clinical training	1-150			
	E	Clinical training	1-60			
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> Exercises <input type="checkbox"/> <i>on line</i> in its entirety <input checked="" type="checkbox"/> blended e-learning <input type="checkbox"/> field teaching <input checked="" type="checkbox"/> independent tasks <input checked="" type="checkbox"/> multimedia <input checked="" type="checkbox"/> laboratory <input checked="" type="checkbox"/> mentoring work <input type="checkbox"/> (enter the rest)					
Student responsibilities	Regular class attendance. Active participation in the teaching process. Password for AAI EduHr electronic identity for access to e - learning.					
Screening student work ( <i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i> ):	Class attendance		Research		Practical work	1.69
	Experimental work		Report		(other)	
	Essay		Seminar essey	1.69	(other)	
	Tests	0.85	Oral exam		(other)	
	Written exam	6.77	Project		(other)	
Grading and evaluating of student work in class and at the final exam	Evaluation indicators		Success (points)	Share in overall grade (%)		
	Colloquia		5	7.69		
	Written exam ***		40	61.54		
	Seminar paper (presentation ( ))		10	15.38		
	Practical work		10	15.38		
	<b>In total</b>		<b>65</b>	<b>100</b>		

	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	exceptional success	excellent (5)	
Required literature (available in the library and via through other media)	Title	Number of copies in the library / number of students	Availability via other media
	1. Orlandini R. et al. Health care. Split: SOZS. [Teaching texts] (until the publication of the official textbook)		
	2. Fučkar G. The process of health care. Zagreb: Faculty of Medicine, University of Zagreb; 1992 (selected chapters).		
	3. Fučkar G. Nursing diagnoses. Zagreb: 1992. (selected chapters).		
	4. Henderson V. Basic Principles of Nursing. Zagreb: HUSE and HUMS; 1994		
	5. Šepec S. et al. Standardized procedures in health care. Zagreb: HKMS; 2010		<a href="http://www.hkms.hr/data/1316431523_388_mala_stand.postupci-kompletno.pdf">http://www.hkms.hr/data/1316431523_388_mala_stand.postupci-kompletno.pdf</a>
	6. Čukljek S. Basics of health care. Zagreb: Zdravstveno veleučilište; 2005		
	7. 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	Active participation in classes. Regularity of attending classes: <ul style="list-style-type: none"> <li>- lectures - at least 80% (regular) or 60% (extraordinary) of the entire class,</li> <li>- seminars - minimum 90% (regular) or 80% (extraordinary)</li> <li>- exercises - 100% (regular) or 90% (extraordinary)</li> </ul>		
Other (as the proposer wishes to add)			

NAME OF THE COURSE		Process of Nursing Care				
Code	ZSS602	Year of study	1 <sup>st</sup>			
Course teacher	Assistant Professor Mihajlo Lojpur, MD, PhD	Credits (ECTS)	12			
Associate teachers	Mario Marendić, Master of Nursing, lecturer Ante Buljubašić, Master of Nursing Other associates in the field of nursing care	Type of instruction (number of hours)	L	S	SCE	CE
			60	30	50	150
Status of the course	Mandatory	Percentage of application of e-learning	Up to 20 %			
COURSE DESCRIPTION						
Course objectives	The objectives of the course are to familiarize students with the process of nursing as a fundamental model in the care of the patient and his needs. To familiarize students with nursing diagnoses and nursing medical problems. The knowledge acquired will enable students to understand the principles of work and the needs of the patient and provide a foundation upon which to develop further knowledge and skills in nursing practice.					
Course enrolment requirements and entry competences required for the course	No requirements					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>After completing the course and passing the exam, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Describe, explain, and apply the process of nursing care;</li> <li>2. Assess the patient's condition;</li> <li>3. Determine health care needs - identify nursing diagnoses and nursing medical problems;</li> <li>4. Formulate a nursing diagnosis and nursing-medical problem;</li> <li>5. Develop a nursing care plan;</li> <li>6. Implement the planned nursing care;</li> <li>7. Evaluate the nursing care;</li> <li>8. Document nursing care;</li> <li>9. Describe and explain theories of nursing care through the process of nursing care;</li> <li>10. Organize, coordinate, and implement planned nursing care using nursing practice skills according to the standard (algorithm)</li> </ol>					
Course content broken down in detail by weekly class schedule (syllabus)	Teaching form	Topic			Number of students' hours	
	L	process of nursing care			10	
	L	determination of the need for nursing care			6	
	L	assessment according to V. Henderson's basic human needs and M. Gordon's functional health patterns			5	
	L	planning nursing care (defining goals and interventions)			5	
	L	providing of nursing care and constant monitoring of the patient's condition			4	
	L	evaluation			4	
	L	nursing documentation in the process of nursing care			5	
	L	actual nursing diagnoses			4	
	L	high-risk nursing diagnoses			4	
	L	favorable nursing diagnoses			4	
	L	nursing-medical problem			5	

	L	the process of nursing care and the theories of nursing care	4				
	S	nursing documentation	2				
	S	physical inspection	2				
	S	health functioning patterns	2				
	S	health perception and maintenance pattern	2				
	S	nutrition and metabolism pattern	2				
	S	elimination pattern	2				
	S	physical activity pattern	2				
	S	cognitive perceptive pattern	2				
	S	sleep and relaxation pattern	2				
	S	self-perception pattern	2				
	S	roles and relations pattern	2				
	S	stress and coping pattern	2				
	S	sexually reproductive pattern	2				
	S	values and beliefs pattern	2				
	S	Nursing diagnoses	2				
	SCE	Skills in nursing practice, application of the nursing process.	1-50				
	CE	Clinical training	1-150				
	Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work <input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)					
Student responsibilities	Regular class attendance Active participation in the teaching process Password for AAI EduHr electronic identity to access e-learning						
Screening student work ( <i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i> )	Class attendance		Research		Practical work	0.85	
	Experimental work		Report		Case report	1.21	
	Essay		Seminar essay	0.85	(Other)		
	Colloquium	1.82	Oral exam		(Other)		
	Written exam	7.27	Project		(Other)		
Grading and evaluating student work in class and at the final exam	Verification indicators		Success (points)		Part of grade (%)		
	Colloquium		15		15.15		
	Written exam		60		60.61		
	Seminar assignment (presentation...)		7		7.07		
	Practical work		7		7.07		
	Case report (nursing documentation)		10		10.10		
	<b>Total</b>		<b>99</b>		<b>100</b>		
	<b>RATIO OF SUCCESS AND EVALUATION</b>						
	SUCCESS RATE ACHIEVED (%)		POINTS RANGE		EVALUATION		
	FROM	TO	FROM	TO			
60%	69,9%	59.40	69.20	sufficient (2)			
70%	79,9%	69.30	79.10	good (3)			

	80%	89,9%	79.20	89.00	very good (4)
	90%	100%	89.10	99.00	excellent (5)
Required literature (available in the library and via other media)	<b>Title</b>			<b>Number of copies in the library</b>	<b>Availability via other media</b>
	Fučkar, G. Process of nursing care [Proces zdravstvene njege]. School of medicine University of Zagreb. Zagreb, 1992. [in Croatian]				
	Fučkar, G. Introduction to nursing diagnoses [Uvod u sestrinske dijagnoze]. HUSE, Zagreb, 1996. [in Croatian]				
	Buljubašić A, Marendić M. Teaching teksts. SOZS, 2020. Nursing documentation (e-form)				Internal use Excel document
	HKMS. Nursing diagnoses. Zagreb, 2011. [in Croatian]				<a href="http://www.hkms.hr/data/1316431501_827_mala_sestrinske_dijagnoze_kopletno.pdf">http://www.hkms.hr/data/1316431501_827_mala_sestrinske_dijagnoze_kopletno.pdf</a>
	HKMS. Nursing diagnoses 2. Zagreb, 2013. [in Croatian]				<a href="http://www.hkms.hr/wp-content/uploads/2019/05/Sestrinske-dijagnoze-2.pdf">http://www.hkms.hr/wp-content/uploads/2019/05/Sestrinske-dijagnoze-2.pdf</a>
	HKMS. Nursing diagnoses 3. Zagreb, 2015. [in Croatian]				<a href="https://bib.irb.hr/datoteka/783638.Sestrinske_dijagnoze_3.pdf">https://bib.irb.hr/datoteka/783638.Sestrinske_dijagnoze_3.pdf</a>
	HKMS. Categorization of patients [Kategorizacija bolesnika]. Zagreb, 2006. [in Croatian]				<a href="http://www.hkms.hr/data/1321863892_120_mala_Kategorizacija-bolesnika%5B1%5D.pdf">http://www.hkms.hr/data/1321863892_120_mala_Kategorizacija-bolesnika%5B1%5D.pdf</a>
	Šepec S. i sur. Standardized procedures in nursing care [Standardizirani postupci u zdravstvenoj njezi]. HKMS. Zagreb, 2010. [in Croatian]				<a href="http://www.hkms.hr/data/1316431523_388_mala_stand.postupci-kopletno.pdf">http://www.hkms.hr/data/1316431523_388_mala_stand.postupci-kopletno.pdf</a>
	HKMS. Nurse-medical problems [Sestrinsko-medicinski problemi]. Zagreb, 2017. [in Croatian]				<a href="https://bib.irb.hr/datoteka/1011039.Sestrinsko-medicinski_problemi.pdf">https://bib.irb.hr/datoteka/1011039.Sestrinsko - medicinski problemi.pdf</a>
Optional literature (at the time of submission of study programme proposal)	<p>Gordon M. Nursing diagnosis, process and application. McGraw-Hill Book Company, New York 1987.</p> <p>ICPN-BETA 2. Međunarodna klasifikacija sestrinske prakse. 2003.</p> <p>Ackley, B. J. Ladwig, G.B. Nursing diagnosis handbook: a guide to planning care. 6 izd. Mosby St Louis 2004.</p> <p>Carpenito Moyet L.: Nursing diagnosis application to clinical practice, 11. izd., Philadelphia Lippincott Williams &amp; Wilkins 2006.</p> <p>Ackley, B. J. Ladwig, G. B.: Nursing diagnosis handbook: a guide to planning care, 8. izd., Mosby St. Louis 2008.</p>				
Quality assurance methods that ensure	<ul style="list-style-type: none"> <li>▪ Teaching quality analysis by students and teachers</li> <li>▪ Exam passing rate analysis</li> </ul>				

the acquisition of exit competences	<ul style="list-style-type: none"> <li>▪ Committee for control of teaching reports</li> <li>▪ External evaluation</li> </ul>
Other (as the proposer wishes to add)	<p>Active class participation.</p> <p>Regularity of attending classes:</p> <ol style="list-style-type: none"> <li>1. lectures - at least 80% (regular) or 60% (extraordinary) of the total class time,</li> <li>2. seminars - at least 90% (regular students) or 80% (extraordinary students).</li> <li>3. exercises - 100% (regular students) or 80% (extraordinary students).</li> </ol>

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NAME OF THE COURSE		Clinical Skills I				
Code	ZSS604	Year of study	1 <sup>st</sup>			
Course teacher	Assistant Professor Mihajlo Lojpur, MD, PhD	Credits (ECTS)	5			
Associate teachers	Mario Marendić, Master of Nursing, lecturer Other associates in the field of nursing care	Type of instruction (number of hours)	L	S	SCE	CE
					20	120
Status of the course	mandatory	Percentage of application of e-learning	Up to 20 %			
COURSE DESCRIPTION						
Course objectives	To explain the basic principles of nursing care, and basic nursing care skills. The knowledge and skills acquired should enable the understanding of the basic principles of nursing care and the application of the basic skills in nursing practice.					
Course enrolment requirements and entry competences required for the course	No requirements					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>After completing the course and passing the exam, students will be able to:</p> <ol style="list-style-type: none"> <li>provide nursing care for immobile patients, geriatric patients, and patients in the last stage of life;</li> <li>implement personal hygiene of patients;</li> <li>document fluid and nutrition intake and amounts, identify discrepancies, and take appropriate interventions;</li> <li>carry out interventions to assist in the movement and relocation of patients;</li> <li>perform disinfection and sterilization and hand hygiene procedures;</li> <li>measure vital signs, observe deviations from normal values, and take appropriate interventions;</li> <li>assess body secretions, identify pathological conditions, and apply appropriate interventions;</li> <li>perform therapeutic procedures (introduction of a urinary catheter and applying an enema);</li> <li>apply enteral and parenteral therapy;</li> <li>plan nursing care: determine nursing care needs, determine priorities, define goals, select information, and create a plan - implement health care: validate the plan, analyze conditions, and implementation</li> </ol>					
Course content broken down in detail by weekly class schedule (syllabus)	Teaching form	Topic			Number of students' hours	
	SCE	Application of acquired knowledge and skills in the areas covered by the subjects: Basics of Nursing Care, Nursing Care, and Process of nursing care Delivery.			4	
	CE	Assessment of the patient's condition.			10	
	CE	Admission, transfer and discharge of patients,			4	
	CE	Measuring vital signs.			4	
	CE	Disinfection and sterilization procedures.			2	
	CE	Blood and secretion sampling for diagnostic procedures.			6	
	CE	Application of therapy.			6	
	CE	Nursing care of an immobile patient.			10	
	CE	Nursing care of patients in the last stage of life.			8	
	CE	Nursing care of the elderly.			8	
	CE	Perform nursing interventions with emphasis on assessing patients' conditions, defining patients' nursing care problems, and implementing interventions to resolve problems.			10	

	CE	Personal hygiene of patients.	12
	CE	Oral care.	2
	CE	Urinary catheter insertion.	2
	CE	Enema application.	2
	CE	Identification of nursing care needs. Data collection (interview, observation, measurement, documentation analysis).  <ul style="list-style-type: none"> <li>- Subjective and objective data</li> <li>- Collection of medical history</li> <li>- Use of questionnaires and assessment scales (Braden, Knoll and Norton scales, Glasgow Coma Scale, Disability Assessment Questionnaire, Pain Assessment Questionnaires and Scales, Incontinence Assessment and Monitoring Scale).</li> </ul>	6
	SCE	Analysis of the collected data (revision, interpretation, validation).  <ul style="list-style-type: none"> <li>- Grouping of the collected data</li> <li>- Verification of the consistency of the collected data</li> <li>- Verification of the presentation of a holistic approach</li> </ul>	2
	SCE	Defining problems, i.e. diagnosis in the process of nursing care.  <ul style="list-style-type: none"> <li>- PES model</li> <li>- PE model</li> <li>- Types of problems (current, potential, probable, and final).</li> </ul>	4
	SCE	Planning Determination of priorities  <ul style="list-style-type: none"> <li>- Analysis from the point of view of the hierarchy of basic human needs (Maslow) and medical knowledge.</li> <li>- Analysis from the aspect of the patient's perceived importance and severity of the problem</li> <li>- Analysis from the aspect of objective possibilities of solving certain problems</li> </ul>	2
	SCE	Establish goals for nursing care especially for each identified problem (short-term, medium-term, and long-term goals).  <ul style="list-style-type: none"> <li>- Formulation of goals</li> <li>- Alignment of goals with the general plan of nursing care</li> </ul>	2
	CE	Intervention planning (selecting the most appropriate interventions).  <ul style="list-style-type: none"> <li>- Types of interventions (independent, interdependent, and dependent).</li> <li>- Characteristics of the intervention</li> <li>- Parts of the intervention description</li> </ul>	6
	SCE	Developing a nursing care plan (documenting what was done - diagnoses, goals, interventions, and place for assessment).  <ul style="list-style-type: none"> <li>- Completion of the nursing care plan form</li> <li>- Types of care plans (individualized, standardized, and modified standardized).</li> <li>- SOAPIE model</li> </ul>	4
	CE	Implementation of a nursing care plan  <ul style="list-style-type: none"> <li>- Validation of the plan (verification of correctness, rationale, validity and quality).</li> <li>- Analysis of the conditions for the implementation of nursing care (personnel, time, space, aids).</li> <li>- Categorization of the patient according to the complexity of the care effort (1-4)</li> </ul>	4



	CE	Implementation of a nursing care plan <ul style="list-style-type: none"> <li>- Implementation of the nursing care plan - application according to the formula KKK-EEE</li> <li>- Implementation of the planned interventions (physical assistance, landscaping, counseling, education, etc.).</li> <li>- Continuous assessment of the patient's condition (informal and formal data collection during the implementation of the nursing care</li> <li>- - Critical application of the nursing care plan (monitoring the effectiveness of nursing care interventions and identifying new problems).</li> </ul>	12			
	SCE	Evaluation in the process of nursing care: <ul style="list-style-type: none"> <li>- Evaluation of the goal (reassessment of the patient's condition, comparison with the desired goal): continuous (ongoing) and final evaluation; procedures for evaluating the goal.</li> <li>- Assessment of the plan: Reassessment of the patient's condition; modification of the plan if the problem is still present and if there is a possibility that the problem that has already been solved will reoccur or if new problems have arisen</li> </ul>	2			
	CE	Nursing discharge letter, i.e. hospital discharge certificate of nursing care. <ul style="list-style-type: none"> <li>- Brief and clear statement of nursing care provided to a specific patient during hospitalization, with recommendations for continued nursing care at another facility or at home.</li> </ul>	6			
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work					
	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)					
Student responsibilities	Regular class attendance. Active participation in the teaching process. Password for AAI EduHr electronic identity for access to e - learning					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance		Research		Practical work	1.67
	Experimental work		Report		Case report	3.33
	Essay		Seminar essay		(Other)	
	Colloquium		Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Verification indicators		Success (points)		Part of grade (%)	
	Practical work		25		33.33	
	Case report (nursing documentation)		50		66.67	
	<b>Total</b>		<b>75</b>		<b>100</b>	

	<b>RATIO OF SUCCESS AND EVALUATION</b>				
	SUCCESS RATE ACHIEVED (%)		POINTS RANGE		EVALUATION
	FROM	TO	FROM	TO	
	60%	69,9%	45	52.425	sufficient (2)
	70%	79,9%	52.5	59.925	good (3)
	80%	89,9%	60	67.425	very good (4)
	90%	100%	67.5	75	excellent (5)
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	see the bibliography within the courses: Basics of Nursing care, Nursing care and Process of Nursing care				
	Nursing documentation (e-form)				Excel document
Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> <li>1. Protocols and guidelines related to disinfection, sterilization and aseptic work developed by the Epidemiological Service of the University Hospital of Split [Protokoli i uputstva vezana za dezinfekciju, sterilizaciju i aseptički rad izrađeni od Epidemiološke službe Kliničkog bolničkog centra Split]. [in Croatian]</li> <li>2. Šokota A, Kalauz S. Medicines - forms and application [Lijekovi – oblici i primjena], University of applied health sciences Zagreb, Naklada Slap, Zagreb 2008. [in Croatian]</li> <li>3. Elkin MK, Perry AG, Potter PA. Nursing interventions &amp; clinical skills, 4-th ed. Mosby Elsevier 2007.</li> </ol>				
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> <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>				
Other (as the proposer wishes to add)	<p>Active class participation. Regularity of attending classes:</p> <ol style="list-style-type: none"> <li>1. exercises - 100% (regular students) or 80% (extraordinary students).</li> </ol>				

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 Frane Mihanović, PhD, Assistant professor Sendi Kuret, PhD, Assistant professor Ante Burger, PhD, Assistant professor Diana Aranza, lecturer Mario Marendić, lecturer 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: <ul style="list-style-type: none"> <li>- Understand the sources and ways of creating real knowledge;</li> <li>- Explain the different structures of health research;</li> <li>- Understand the different ways of presenting the data collected in the research;</li> <li>- Critically evaluate data views and critically analyze scientific reports on medical research.</li> </ul>					
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	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Regular class attendance Active participation in the teaching process Password for AAI EduHr electronic identity 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	0.2	Research		(Other)	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1.0	Project	0.8	(Other)	
Grading and evaluating student work in class and at the final exam	Verification indicators		Success (points)	Rating share (%)		
	Attendance and activity at lectures and seminars for 100% attendance		4	10		
	Project		16	40		
	Written exam (minimum pass rate on the test is 60% of correctly solved tasks)		20	50		
	<b>Total</b>		<b>40</b>	<b>100</b>		
	<b>RATIO OF SUCCESS AND EVALUATION</b>					
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)	<b>Title</b>			<b>Number of copies in the library</b>	<b>Availability via other media</b>	
	Marušić M, ed. Introduction to scientific work in medicine. 4th edition. Zagreb: Medicinska naklada; 2008			0	<a href="https://webknjizara.hr/">https://webknjizara.hr/</a>	
	Teaching materials for individual teaching units					
Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> <li>Petz, B. Osnovne statističke metode za nematematičare. 5. izdanje. Jastrebarsko: Naklada Slap 2004.</li> <li>Day RA, Gastel N. How to write and publish a scientific paper, 6th edition. Westport, Connecticut: Greenwood Press, 2006.</li> <li>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.</li> <li>Ogrinc GS, Headrick LA. Fundamentals of Health Care Improvement. Oakbrook Terrace (IL): USA Joint Commission Resources, 2008.</li> </ol> <p>Committee on Assessing Integrity in Research Environments. Integrity in Scientific Research. Washington DC: Institute of Medicine and National Research Council.</p>					
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> <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>					
Other (as the proposer wishes to add)						

NAME OF THE COURSE		Use of Scientific Technology					
Code	ZSZ622	Year of study	2.				
Course teacher	Antonela Matana, PhD 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: <ul style="list-style-type: none"> <li>- Identify the characteristics of successful innovations in scientific technology</li> <li>- Explain the significance of use of artificial intelligence in medicine</li> <li>- Give examples of innovations in several of the most advanced hospitals which will pervade the healthcare system in the future</li> </ul>						
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 X seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Regular class attendance Active participation in the teaching process Password for AAI EduHr electronic identity 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		
	<b>Total</b>		<b>100</b>		<b>100</b>		

	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
	Hoyt RE: Medical Informatics – A practical guide for healthcare professionals, 3rd edition, Medical Informatics Program, Pensacola, Florida, USA 2009 - poglavlja 9 i 21		
Optional literature (at the time of submission of study programme proposal)	Hoyt RE: Medical Informatics – A practical guide for healthcare professionals, 3rd edition, Medical Informatics Program, Pensacola, Florida, USA 2009 – poglavlja 1-8, 10-20		
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> <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>		
Other (as the proposer wishes to add)			

NAME OF THE COURSE		Physical Culture II					
Code	ZSZ623	Year of study	1				
Course teacher	Željko Kovačević, PhD 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: - Harmonize and improve physical and spiritual health - 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		
Format of instruction	T	Elective programs for the competition			8		
	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Regular class attendance. Active participation in the teaching process. Password for AAI EduHr electronic identity for access to e - learning						
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,5	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	<b>Evaluation indicators</b>		<b>Success (points)</b>		<b>Share in overall grade (%)</b>		
	Class attendance		100		100		
	<b>Total</b>		<b>100</b>		<b>100</b>		
	<b>PERFORMANCE AND GRADE RATIO</b>						
	<b>Grading (%)</b>		<b>Criteria</b>		<b>Grades</b>		
	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)	<b>Title</b>		<b>Number of copies in the library</b>	<b>Availability via other media</b>
	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	<ul style="list-style-type: none"> <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>			
Other (as the proposer wishes to add)				

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NAME OF THE COURSE		English for Nursing II				
Code	ZSS643	Year of study	2.			
Course teacher	Sonja Koren, prof., 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 Language I					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After completing the course students will be able to: - develop language skills of speaking, listening, reading, and writing, - use professional terminology in the field of nursing, - understand professional literature in English, - find, summarize and present data and information.					
Course content broken down in detail by weekly class schedule (syllabus)	S1	Introduction and Revision			2	
	S2	Nutrition, Nutritional Status			2	
	S3	Food Allergies and Intolerance, Advice on diet			2	
	S4	Patient Hygiene, ADLs- Activities of Daily Living			2	
	S5	Empathy, Wound Management			2	
	S6	Assessing Patient Elimination, Describing Bodily Functions			2	
	S7	Diarrhoea, Presenting a Patient Case			2	
	S8	Evaluating levels of independence, A Patient Discharge			2	
	S9	Explaining Medications, Making Appointments on the phone			2	
	S10	Research Studies and Articles			2	
	S11	Epidemiology			2	
	S12	Presentations of seminar papers			2	
	S13	Presentations of seminar papers			2	
	S14	Presentations of seminar papers			2	
	S15	Presentations of seminar papers			2	
Format of instruction	<input type="checkbox"/> lectures x seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Regular class attendance Active participation in the teaching process Password for AAI EduHr electronic identity 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	0,45	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1,05	Project		(Other)	

Grading and evaluating student work in class and at the final exam	Evaluation indicators		Success (points)	Share in overall grade (%)
	Written exam		70	66,67
	Seminar essay (presentation...)		30	33,33
	<b>Total</b>		<b>100</b>	<b>100</b>
	<b>PERFORMANCE AND GRADE RATIO</b>			
	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)	<b>Title</b>		<b>Number of copies in the library</b>	<b>Availability via other media</b>
	Wright, R., Symonds M.S. <i>English for Nursing 2</i> . Pearson Education Limited 2011			
	Glendinning, E.H., Howard, R. <i>Professional English in Use - Medicine</i> . Cambridge: Cambridge University Press; 2007 (selected chapters)			
Optional literature (at the time of submission of study programme proposal)	1. Allum V. <i>OET Sample Role Plays</i> . 2014. 2. Grice, T. <i>Nursing 1</i> . Oxford: Oxford University Press; 2008 (selected chapters)			
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> <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>			
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 Assoc. Prof. Joško Božić, MD, PhD Assist. Prof. Marino Vllović, MD, PhD Assist. Prof. Mladen Krnić, MD, PhD 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)	<ul style="list-style-type: none"> <li>- explain and interpret general pathophysiological principles, actions, causes and ways of pathophysiological processes;</li> <li>- describe and explain the general patterns of reaction of the organism to the damage;</li> <li>- identify general ways of organ and tissue insufficiency;</li> <li>- discuss the changes that occur in disorders of the control mechanisms of individual organ systems and the whole organism;</li> <li>- describe and explain the clinical features associated with pathophysiological processes in various pathological conditions</li> </ul>					
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	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			

Student responsibilities	Regular class attendance. Active participation in the teaching process. Password for AAI EduHr electronic identity for access to e - learning.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.2	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	
	<b>Total</b>		<b>50</b>		<b>100</b>	
	<b>PERFORMANCE AND GRADE RATIO</b>					
	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)	<b>Title</b>			<b>Number of copies in the library</b>		<b>Availability via other media</b>
	- 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.					
	- Gamulin S, Kovač Z, Marušić M. Pathophysiology, VIII. edition. Medicinska naklada, Zagreb, 2018.					
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> <li>- Students and lecturers' analysis of the quality of teaching,</li> <li>- Analysis of the exam success rate,</li> <li>- Reports of the Teaching Control Committee,</li> <li>- External evaluation (visits by the quality control teams of the National Agency for Quality Control, participation in TEEP).</li> </ul>					
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 ; 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)	<p>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.</p> <p>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.</p> <p>3. To list and describe individual methods of morphological diagnosis and their clinical use.</p> <p>4. To list and describe the signs of death.</p> <p>5. To describe the most significant features of individual stages of autopsy.</p>					
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 inflammation			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	Environmental pathology			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	Skeletal muscle pathology			1
	P	Central nervous system pathology			1
Format of instruction	x lectures x seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	
Student responsibilities	Regular class attendance Active participation in the teaching process Password for AAI EduHr electronic identity to access e-learning				
Screening student work ( <i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i> )	Class attendance		Research		Practical training
	Experimental work		Report		
	Essay		Seminar essay		(Other)
	Tests		Oral exam		(Other)
	Written exam	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	
	<b>Total</b>		<b>50</b>	<b>100</b>	
	<b>RATIO OF SUCCESS AND EVALUATION</b>				
	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)	<b>Title</b>			<b>Number of copies in the library</b>	<b>Availability via other media</b>
	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, Seiwert S, Jukić S, Nola M. Patologija; 5. izdanje. Medicinska naklada, Zagreb, 2018				
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> <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>				
Other (as the proposer wishes to add)					

NAME OF THE COURSE		Microbiology and Parasitology					
Code		ZSZ627					
Study program		Year of study	2.				
Course teacher	asst. prof. <i>Vanja Kaliterna</i> , M.D., PhD, clinical microbiology specialist	Credits (ECTS)	2				
Associate teachers	asst. prof. <i>Anita Novak</i> , M.D., PhD, clinical microbiology specialist asst. prof. <i>Katarina Šiško Kraljević</i> , M.D., PhD, clinical microbiology specialist asst. prof. <i>Merica Carev</i> , M.D., PhD, clinical microbiology specialist <i>Associates from teaching bases</i>	Type of instruction (number of hours)	L	S	ME	LE	T
			20	10			
Status of the course	Mandatory	Percentage of application of e- learning	Up to 10%				
COURSE DESCRIPTION							
Objectives of the course	<ol style="list-style-type: none"> <li>1. To introduce students to the basics of microbiology and parasitology</li> <li>2. To present students the biological properties of microorganisms that cause infections</li> <li>3. To introduce students modes of infection transmitting caused by microorganisms</li> <li>4. To present students human defend modes against infections</li> <li>5. To present students methods for treating infectious diseases</li> <li>6. To enable students to accept the principles of proper and safe laboratory work</li> <li>7. To present students the methods of prevention of nosocomial infections</li> </ol>						
Course enrolment requirements and entry competences required for the course	No requirements						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>After completing the course student will be able to:</p> <ul style="list-style-type: none"> <li>- To identify and explain the biological properties of microorganisms that cause infectious diseases in humans, their pathogenicity factors and modes of transmission</li> <li>- To use the acquired knowledge on the basics of human defense against infection</li> <li>- To learn the mode of action of antimicrobial agents and the mechanisms of resistance of microorganisms to these agents</li> <li>- To recognize and apply the basic principles of proper and safe laboratory work</li> <li>- To apply disinfection and sterilization methods</li> <li>- To explain and apply methods of prevention of nosocomial infections</li> <li>- To explain the basics of laboratory diagnostics of pathogenic microorganisms and parasites</li> <li>- To distinguish types of samples for microbiological processing, and apply the correct selection of individual types of samples from various organic systems</li> <li>- To apply the acquired knowledge in the proper transport of the sample to the microbiological laboratory</li> </ul>						

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:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	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		
	<b>Total</b>		<b>100</b>	<b>100.00</b>		



	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)
Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability 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 parazitologija. 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. Uzunović-Kamberović S, ur. Medicinska mikrobiologija. Zenica : Štamparija Fojnica, 2009.		
Quality assurance methods that ensure the acquisition of exit competences	<ol style="list-style-type: none"> <li>1. Teaching quality analysis by students and teachers</li> <li>2. Exam passing rate analysis</li> <li>3. Committee for control of teaching reports</li> <li>4. External evaluation</li> </ol>		
Other (as the proposer wishes to add)			

NAME OF THE COURSE		Pharmacology					
Code	ZSZ628	Year of study	2.				
Course teacher	Mladen Boban, MD Full Professor	Credits (ECTS)	2.				
Associate teachers	Ivana Mudnić, Associate Professor 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)	<p>After completing the course students will be able to:</p> <ul style="list-style-type: none"> <li>- 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</li> <li>- explain the basic pharmacological concepts, mechanisms of action of drugs, pharmacological response factors, and the particularities of application of drugs in individual organ disorders</li> <li>- 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</li> <li>- identify pharmacokinetics and pharmacodynamics of major drug categories</li> <li>- recognize the expected effects of drugs they encounter in their daily work, their side-effects and interactions</li> </ul>						
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	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)				
Student responsibilities	Regular class attendance Active participation in the teaching process Password for AAI EduHr electronic identity to access e-learning						
Screening student work (name the proportion of ECTS credits for each)	Class attendance	0,2	Research		Practical training		
	Experimental work		Report				

<i>activity so that the total number of ECTS credits is equal to the ECTS value of the course)</i>	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		Success (points)		Rating share (%)	
	Class attendance		5		10	
	Written exam		45		90	
	<b>Total</b>		<b>50</b>		<b>100</b>	
	<b>RATIO OF SUCCESS AND EVALUATION</b>					
	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)	<b>Title</b>			<b>Number of copies in the library</b>	<b>Availability via other media</b>	
	Abstracts of lectures and exercises, (textbook in preparation)					
Optional literature (at the time of submission of study programme proposal)	Bulat, M., Geber, J., Lacković, Z. Medicinska farmakologija. Zagreb, Medicinska naklada, 2001. Farmakologija, Rang HP, Dale MM, Ritter JM, Moore PK (urednici), Golden Marketing, Zagreb, 2006. Pharmacology in Nursing, McKerny&Salerno (urednici), Mosby, StLouis, 2003.					
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> <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>					
Other (as the proposer wishes to add)						

<b>NAME OF THE COURSE</b>	Gynecology and Obstetrics							
<b>Code</b>	ZSS605							
<b>Course teacher</b>	Associate Professor. Marko Mimica, MD, PhD	<b>Year of study</b>	2.					
		<b>Credit (ECTS)</b>	2					
<b>Associate teachers</b>	Associate Professor Jelena Marušić, MD, PhD Associates from teaching bases	<b>Type of instruction (number of hours)</b>	L	S	E	T		
			20	5	15			
<b>Status of the course</b>	Mandatory	<b>Percentage of applications e-learning</b>	Up to 20%					
<b>COURSE DESCRIPTION</b>								
<b>Course enrollment requirements and entry competencies required for the course</b>	No requirements.							
<b>Learning outcomes expected at the level Of the course (4-10 learning outcomes)</b>	<p>After completing the course and passing the exam, students will be able to:</p> <ol style="list-style-type: none"> <li>1. explain the most common symptoms of gynecological diseases;</li> <li>2. explain the physiological processes of the menstrual cycle, fertilization, pregnancy and childbirth;</li> <li>3. identify the role of the nurse in recognizing and monitoring symptoms during pregnancy, childbirth and puerperium, as well as after surgical gynecological procedures;</li> <li>4. interpret the legislation in the Republic of Croatia related to abortion and sexual intercourse with a minor;</li> <li>5. explain methods of prevention of sexually transmitted diseases, as well as methods of primary and secondary prevention of malignant diseases of the female reproductive system;</li> <li>6. explain methods aimed at preserving women's reproductive health;</li> <li>7. explain basic family planning procedures;</li> <li>8. explain the most important reasons for infertility.</li> </ol>							
<b>Course content broken down in detail by weekly schedule (syllabus)</b>	<b>Format of instruction</b>	<b>Class unit</b>					<b>Class hour</b>	
	L	Menstrual cycle					1	
	L	Menstrual disorders					1	
	L, E	Pregnancy and childbirth					1, 2	
	L, E	Pathological changes in pregnancy and childbirth					1.2	
	L, S, E	Newborn monitoring					1, 1, 5	
	L, E	Puerperium					1, 2	
	L	Abortion and premature birth					1	
	L	Ectopic pregnancy					1	
	L	Acute and chronic inflammation of the female reproductive system					1	
	S	Sexually transmitted disease					1	
L	Benign and malignant tumors of the female reproductive system					1		

	L	Structure and function of female genital organs	1			
	S	Obstetric surgery	1			
	S	Transferability, perinatal mortality	1			
	L	Physiology of puerperium	1			
	L, E	Ultrasound in obstetrics and gynecology	1, 4			
	L	Gynecological endocrinology	1			
	L	Human reproduction, family planning, contraception	1			
	S	Marital infertility, assisted reproduction methods	1			
	L	Gynecological problems of children and adolescents, puberty	1			
	L	Endometriosis, dysmenorrhea	1			
	L	Lowered genitals, urinary incontinence	1			
	L	Menopause, menopause, postmenopause	1			
	L, E	Radiotherapy and chemotherapy in gynecological oncology	1, 2			
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in its entirety <input checked="" type="checkbox"/> Blended e-learning <input type="checkbox"/> field teaching <input checked="" type="checkbox"/> independent tasks <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> mentoring work <input type="checkbox"/> (other)					
Student responsibilities	Regular class attendance. Active participation in the teaching process. Password for AAI EduHr electronic identity for access to e - learning.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Class attendance	0.2	Research		Practical work	0.4
	Experimental work		Report		Other)	
	Essay		Seminar essay		Other)	
	Tests		Oral exam		(Other)	
	Written exam	1.4	Project		Other)	
Grading and evaluating of student work in class and at the final exam	Evaluation indicators		Success (points)	Share in the grade (%)		
	Attendance and activity at lectures and seminars for 100% attendance		5	10		
	Written exam ***		40	80		
	Practical work		5	10		
	<b>In total</b>		<b>50</b>	<b>100</b>		
	<b>PERFORMANCE AND GRADE RATIO</b>					
	<b>Grading (%)</b>	<b>Criteria</b>	<b>Grades</b>			
	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 through other media)	Šimunić V. Gynecology. Naklada Ljevak, Zagreb, 2001		
	Kuvačić I, Kurjak A, Đelmiš J et al. Obstetrics. Medicinska naklada, Zagreb 2009		
	Đelmiš J, Orešković S et al. Fetal medicine and obstetrics. Medicinska naklada, Zagreb 2014		
	Habek D. Gynecology and obstetrics (for higher health studies). Medicinska naklada, Zagreb 2013		
	Teaching materials and ppt presentations posted on the Merlin platform		
Optional literature (at the time of submission of study programme proposal)	Đelmiš J. Diabetes in pregnancy. Medias, Zagreb, 2002 Đelmiš J. Hypertension in pregnancy. Own edition, Zagreb, 2002 Šimunić V. Family planning. Contraception. FotoSoft, Zagreb 2002 Randić Lj., Andolšek L.: Family planning - selected chapters, Otokar Keršovani, Rijeka 1984. Dražančić A. et al.: Obstetrics - selected chapters, Školska knjiga, Zagreb 1994.		
Quality assurance methods that ensure the acquisition of exit competences	Active participation in classes. Regularity of attending classes: <ul style="list-style-type: none"> <li>- lectures - at least 80% (regular) or 60% (extraordinary) of the entire class,</li> <li>- seminars - minimum 90% (regular) or 80% (extraordinary)</li> <li>- exercises - 100% (regular) or 80% (extraordinary)</li> </ul>		
Other (as the proposer wishes to add)			

NAME OF THE COURSE		Paediatrics				
Code	ZSS606	Year of study	2			
Course teacher	Full professor tenure Vjekoslav Krželj, MD, PhD	Credits (ECTS)	2			
Associate teachers	Assistant professor, Arnes Rešić, MD, PhD	Type of instruction (number of hours)	L	S	E	T
			20	5	15	
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)	<p>After completing the course the student will be able:</p> <ul style="list-style-type: none"> <li>- To explain the basic principles in the field of pediatrics;</li> <li>- To apply the principles of pediatrics in the health care;</li> <li>- To recognize the role and importance of midwives in treating pediatric patients;</li> </ul> <p>To identify and explain the peculiarities of the immune system in children and the diseases and disorders in children</p>					
Course content broken down in detail by weekly class schedule (syllabus)	Newborn child. Newborn infant diseases					
	Child accidents					
	Nutrition and eating disorders					
	Anomalies and infections of the urinary tract in children					
	Respiratory system infections in children					
	Convulsive and epileptic syndromes					
	Monogenetic and polygenetic hereditary diseases, chromosomal anomalies and prenatal fetal damage, developmental disorders of the brain and skull					
	Ca and P metabolism disorders. Rickets. Diseases of the skeletal system in children					
	The psychomotor development of children. Sexual development disorders					
	Diagnosis and differential diagnosis of growth disorders. Vitamins and oligoelements in children's nutrition					
	Characteristics of the immune system of children. Immunodeficiency					
	Antenatal and postnatal diagnosis of hereditary disease. Genetic counselling					
	Fever – significance and symptoms.					
	Prevention of preventable diseases.					
	Cardiovascular failure syndrome. Principles of resuscitation and intensive care and supervision of seriously ill children. Congenital heart defects					
	Diabetes mellitus					
	Malabsorption syndrome					
Development and characteristics of the haematological system in children						
Red blood cell diseases. Blood coagulation disorders. White blood cell diseases						
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory			

	<input type="checkbox"/> <i>on line</i> in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> work with mentor <input type="checkbox"/> (other)																														
Student responsibilities	Regular class attendance Active participation in the teaching process Password for AAI EduHr electronic identity to access e-learning																															
Screening student work ( <i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i> )	<table border="1"> <tr> <td>Class attendance</td> <td>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> </table>	Class attendance	0,4	Research		Practical training		Experimental work		Report				Essay		Seminar essay		(Other)		Tests		Oral exam		(Other)		Written exam	1,6	Project		(Other)		
Class attendance	0,4	Research		Practical training																												
Experimental work		Report																														
Essay		Seminar essay		(Other)																												
Tests		Oral exam		(Other)																												
Written exam	1,6	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																												
	<b>Total</b>		<b>43</b>	<b>100</b>																												
	<b>PERFORMANCE AND GRADE RATIO</b>																															
	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)	<table border="1"> <thead> <tr> <th>Title</th> <th>Number of copies in the library</th> <th>Availability via other media</th> </tr> </thead> <tbody> <tr> <td>Mardešić D. Pedijatrija. Zagreb: Školska knjiga; 2016. – Odabrana poglavlja</td> <td></td> <td></td> </tr> </tbody> </table>		Title	Number of copies in the library	Availability via other media	Mardešić D. Pedijatrija. Zagreb: Školska knjiga; 2016. – Odabrana poglavlja																										
Title	Number of copies in the library	Availability via other media																														
Mardešić D. Pedijatrija. Zagreb: Školska knjiga; 2016. – Odabrana poglavlja																																
Optional literature (at the time of submission of study programme proposal)	Juretić M, Balarin L Pedijatrija za više medicinske sestre. Split. Klinička bolnica Split; 1995																															
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> <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>																															
Other (as the proposer wishes to add)																																



<b>NAME OF THE COURSE</b>	<b>Nursing Care of Mother and Newborn</b>					
<b>Code</b>	<b>ZSS607</b>					
<b>Course teacher</b>	Asst. Prof. Nađa Aračić, MD, PhD	<b>Year of study</b>	2.			
		<b>Credit (ECTS)</b>	6			
<b>Associate teachers</b>	Matea Dolić, MN., senior lecturer Diana Aranza, MN., lecturer Mentors from teaching bases	<b>Type of instruction (number of hours)</b>	L	S	E	T
			25	5	100	
<b>Status of the course</b>	Mandatory	<b>Percentage of applications e-learning</b>	Up to 10%			
<b>COURSE DESCRIPTION</b>						
<b>Course enrollment requirements and entry competencies required for the course</b>	<p>Attended classes and colloquial seminars in the subject:</p> <ol style="list-style-type: none"> <li>1. Basics of health care</li> <li>2. Nursing nursing</li> <li>3. The process of health care</li> <li>4. Clinical skills I.</li> </ol>					
<b>Learning outcomes expected at the level Of the course (4-10 learning outcomes)</b>	<p>After completing the course and passing the exam, students will be able to:</p> <ol style="list-style-type: none"> <li>1. define the health care needs of the pregnant woman / mother</li> <li>2. define neonatal health care needs</li> <li>3. to educate pregnant women about nutrition, physiological events, physical activity in order to promote and preserve health and disease prevention during pregnancy and after childbirth</li> <li>4. explain problems in the antenatal, intrapartum and postpartum periods in pregnant women and midwives</li> <li>5. explain the methods of childbirth, the preparation of the pregnant woman for childbirth and possible complications in childbirth</li> <li>6. describe emergencies in women during pregnancy and midwifery / puerperium</li> <li>7. explain the orderly postpartum period and postpartum complications</li> <li>8. describe physiological changes in the newborn</li> <li>9. define conditions that require urgent interventions in the neonatal period</li> </ol>					
<b>Course content broken down in detail by weekly schedule (syllabus)</b>	<b>Format of instruction</b>	<b>Class unit</b>				<b>Class hour</b>
	L	Historical development of motherhood				0.5
	L	Antenatal care and modern maternity care				2
	L	Physiological changes in pregnancy				2
	L	Nutrition in pregnancy				2
	L	Embryonic and fetal development				1
	L	High-risk, multiple and adolescent pregnancy				2
	L	Health problems in the antepartum period				1
	L, S	Preparing a pregnant woman for childbirth				1.1
L, E	Basic concepts of normal childbirth, methods of childbirth and complications in childbirth				2.5	

	L, E	Emergencies in obstetrics	1.5, 2			
	L, S, E	Postpartum period and postpartum complications	3, 2, 2			
	L, E	Newborn assessment and neonatal care immediately after birth	1.5, 2			
	L, E	Characteristics of a healthy newborn and biological phenomena in newborns	2, 2			
	L	Childbirth trauma, emergencies in the neonatal period	3			
	S	Nursing care for the family after the birth of a child.	2			
	E	Clinical training	1-90			
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> Exercises <input type="checkbox"/> <i>online</i> in full <input type="checkbox"/> Blended e-learning <input type="checkbox"/> field teaching <input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> mentoring work <input type="checkbox"/> (other)					
Student responsibilities	Regular class attendance. Active participation in the teaching process. Password for AAI EduHr electronic identity for access to e - learning.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Class attendance		Research		Practical work	
	Experimental work		Report		(other)	
	Essay		Seminar essay	1.85	(other)	
	Tests		Oral exam		(other)	
	Written exam	4.15	Project		(other)	
Grading and evaluating of student work in class and at the final exam	The minimum pass rate on the written test is 60% of correctly solved tasks, if the oral part of the exam is included in the test, then the minimum pass rate on the test is 50% of correctly solved tasks.					
	Evaluation indicators			Success (points)	Share in overall grade (%)	
	Attendance and activity at lectures and seminars for 100% attendance					
	Experimental work (practical exercises)					
	Essay					
	Colloquia					
	Written exam ***			45	69.23	
	Research					
	Report					
	Seminar paper (presentation ())			20	30.77	
	Oral exam					
	Project					
	Practical work					
<b>In total</b>			<b>65</b>	<b>100</b>		

	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	exceptional success	excellent (5)	
Required literature (available in the library and via other media)	title	Number of copies in the library / number of students	Availability through other media
	Dolić M. Teaching texts. OZS, 2021.		
	A script is under construction		
	Teaching materials and ppt presentations posted on the Merlin platform		
Optional literature (at the time of submission of study programme proposal)	<p>Dražančić, A., et al. Porodništvo, Školska knjiga, Zagreb, 1999</p> <p>Randić Lj., Androlšek - jeras I. : Family planning, Otokar Keršovani, Rijeka, 1984.</p> <p>Djelmiš, j., Et al. Emergencies in gynecology and obstetrics, Školska knjiga, Zagreb 2003</p> <p>Mardešić, D., et al. Pediatrics, Školska knjiga, Zagreb, 2000 - selected areas from the newborn and premature infant.</p>		
Ways of monitoring quality that ensure the acquisition of established learning outcomes	<p>Active participation in classes.</p> <p>Regularity of attending classes:</p> <ul style="list-style-type: none"> <li>- lectures - at least 80% (regular) or 60% (extraordinary) of the entire class,</li> <li>- seminars - minimum 90% (regular) or 80% (extraordinary)</li> <li>- exercises - 100% (regular) or 90% (extraordinary)</li> </ul>		
Other (according to the proponent)			

NAME OF THE COURSE		Nursing Care of Children				
Code	ZSS609	Year of study	2.			
Course teacher	Full prof. tenure Vjekoslav Krželj, MD, PhD	Credits (ECTS)	7			
Associate teachers	Diana Aranza, master of Nursing	Type of instruction (number of hours)	L	S	CE	SCE
			22	10	90	40
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	<p><b>Passed 1<sup>st</sup> year courses:</b></p> <ol style="list-style-type: none"> <li>1. Nursing Care</li> <li>2. Process of Nursing Care</li> <li>3. Clinical Skills I</li> </ol>					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>After completing the course and passing the exam, students will be able to:</p> <ol style="list-style-type: none"> <li>1. assess and understand the health, educational and supportive needs of the child and parents in order to maintain physical and mental health, as well as disease prevention and identify physical, psychosocial, spiritual and cultural factors that may affect the child's health / illness;</li> <li>2. apply the health care process by collecting data, assessing, analyzing and interpreting data for the purpose of individualized and quality care for healthy and sick children;</li> <li>3. list and explain certain stages in the psychomotor development of the child, difficulties in growth and development, parenting styles and their impact on the growth and development of the child;</li> <li>4. assess the child's psychophysical status and use the principles of therapeutic communication in the development of relationships: nurse - child - parent / guardian;</li> <li>5. educate parents / guardians on proper nutrition, care, educational procedures and health care for healthy and sick children;</li> <li>6. describe and understand the effects of hospitalization on children at different stages of growth and development;</li> <li>7. describe the etiology, symptoms, treatment and health care in children with acute and chronic diseases of all body systems;</li> <li>8. demonstrate different ways of administering the drug to the child, preparation for diagnostic and therapeutic procedures and the role of the nurse in performing medical procedures; define and explain emergencies in pediatrics and describe health care in a vitally endangered child;</li> <li>9. define and explain the assessment of pain and methods of treating pain in children and define health care for children in the terminal phase of the disease.</li> <li>10. respect the child's personality and ethical principles</li> </ol>					
Course content broken down in detail by weekly class schedule (syllabus)	<b>Teaching methods</b>	<b>Topic</b>			<b>Number of student hours</b>	
	L	parenting styles, parents' attitudes towards their own child, parents' attitudes towards a child with special needs / chronically ill child			0.5	
	L	periods in childhood, the peculiarities of the child's organism			1	
	L	psychomotor development of the child, assessment of growth and development			1	
	L	repair in the child, development of attachment, development of self-esteem			1	
	L	child health care process, theories in child health care			1	
L	hospitalization of the child, safety of the child in the hospital, injury prevention			0.5		

	L	abused child, an algorithm for dealing with health professionals in suspected abuse	1			
	L	infant and child nutrition, comprehensive child observation,	1			
	L	active and passive immunization	0.5			
	L	communication with the child and the parent / guardian	1			
	L	health care of children with acute and chronic diseases (division according to body systems)	1			
	L	certain forms of behavioral disorders in childhood	0.5			
	L	dijete s intelektualnim teškoćama	0.5			
	L	assessment and ways of treating pain in children	0.5			
	L	emergencies in pediatrics	1			
	L	health care of a vitally endangered child	1			
	L	health care of a child in the terminal phase of the disease.	0.5			
	L	doses of drugs in childhood	1			
	L	principles in giving therapy to a child	0.5			
	L	preparation, procedure and method of taking biological samples in newborns, infants, preschool, school children and adolescents	1			
	L	the child's reactions to hospitalization, the rights of children and parents in the hospital, the child's partner in health care	1			
	L	child health care in neurological diseases	0.5			
	L	child health care in cardiac diseases	0.5			
	L	child health care in pulmonary diseases	0.5			
	L	child health care in diabetes mellitus	0.5			
	L	child health care in pulmonary diseases	0.5			
	L	child health care in hematological diseases	0.5			
	L	child health care in oncological diseases	0.5			
	L	child health care in gastrointestinal diseases	0.5			
	L	child health care in nephrological diseases	0.5			
	L	access to a child with developmental disabilities	0.5			
	S	processing and presentation of seminar topics in the field of child health care	10			
	CE	clinical training	1-90			
	SCE	clinical training	1-20			
Format of instruction	x lectures xseminars and workshops xexercises <input type="checkbox"/> <i>on line</i> in entirety x partial e-learning xfield work		xindependent assignments xmultimedia xlaboratory x work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Regular class attendance. Active participation in the teaching process. Password for AAI EduHr electronic identity for access to e - learning.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance		Research		Practical training	0.54
	Experimental work		Report		Case report	1.08
	Essay		Seminar essay	1.08	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	4.31	Project		(Other)	
Grading and evaluating student	Written exam					

work in class and at the final exam			
Required literature (available in the library and via other media)	<b>Title</b>	<b>Number of copies in the library</b>	<b>Availability via other media</b>
	Aranza D. Teaching texts of the lecture and lecturer's script (until the publication of the official textbook)		
	Mardešić D. et al .: Pediatrics, Školska knjiga, Zagreb, 2016- selected chapters		
	HKMS. Standardized procedures in pediatric health care. Croatian Chamber of Nurses; 2015		<a href="http://www.hkms.hr/wp-content/uploads/2018/05/Standardizirani-postupci-u-zdravstvenoj-njezi-pedijatrijske-skrbi.pdf">http://www.hkms.hr/wp-content/uploads/2018/05/Standardizirani-postupci-u-zdravstvenoj-njezi-pedijatrijske-skrbi.pdf</a>
	Pediatric Nursing Documentation (e-format)	Excel document	
Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> <li>1. Švel, I., Grgurić, J .: Health care of a chronically ill child, Barbat, 1998</li> <li>2. Biddulph, S .: The Secret of Happy Children, Mozaik knjiga, Zagreb, 2002</li> <li>3. Mojsović, Z .: Nursing in the community, Polytechnic of Health, Zagreb 2006</li> <li>4. Turuk V .: Child health care (teaching texts), Polytechnic of Health, 2009.</li> </ol>		
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> <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>		
Other (as the proposer wishes to add)			

<b>NAME OF THE COURSE</b>	<b>Internal Medicine</b>					
<b>Item code</b>	<b>ZSS610</b>					
<b>Course teacher</b>	Asst. Prof. Višnja Kokić Maleš, MD	Year of study	2.			
		Credit (ECTS)	3			
Associate teachers	Asst. Prof. Duška Glavaš, MD Tonći Brković, PhD, MD Associate Professor Kornelija Miše, MD, PhD Asst. Prof. Gorana Trgo, MD, PhD	Type of instruction (number of hours)	L	S	E	T
			30	8	18	
Status of the course	Mandatory	Percentage of applications e-learning	Up to 20%			
<b>COURSE DESCRIPTION</b>						
Course enrollment requirements and entry competencies required for the course	No requirements					
Learning outcomes expected at the level Of the course (4-10 learning outcomes)	<p>After completing the course and passing the exam, students will be able to:</p> <ol style="list-style-type: none"> <li>1. explain the basic principles of internal diseases;</li> <li>2. identify emergencies in internal medicine;</li> <li>3. explain the pathogenesis of internal diseases;</li> <li>4. recognize the symptoms and signs of internal diseases;</li> <li>5. describe the importance of diagnostic procedures in disease detection and participate in implementation;</li> <li>6. explain the methods of treatment of internal diseases and participate in the implementation and perform the installation of a nasogastric tube, apply the infusion;</li> <li>7. describe the complications of internal diseases;</li> <li>8. participate in the resuscitation procedure (on the model and in emergency situations);</li> <li>9. care for a comatose patient (diabetic and other etiologies);</li> <li>10. participate in endoscopic and sonographic diagnostic and interventional methods</li> </ol>					
Course content broken down in detail by weekly schedule (syllabus)	Format of instruction	Class unit				Class hour
	L	3 diabetes: (SBT1, SBT2 and gestational diabetes, insulin therapy, oral hypoglycemics). 3 endocrinology: The most common endocrinopathies (Cushing's disease, adrenal insufficiency),				5
	L	5: acute coronary syndrome, heart failure, ECG basics, DVT, anticoagulant treatment, cardiopulmonary resuscitation,				5
	L	Inflammatory bowel disease, Bleeding from the GI tract, Diagnostic tests in GE, cirrhosis of the liver, Abdominal pain,				5
	L	RA, SLE. Types and division of anemia, access to enlarged lymph node, lymphoproliferative and myeloproliferative diseases,				5

	L	ASTMA / COPD, diagnostic methods in pulmonology, indications for oxygen therapy, lung tumors (division and cl image),			5	
	L	Acute and chronic renal failure, replacement methods in nephrology, disorders of acid-base status and electrolytes,			5	
	S	Cardiopulmonary resuscitation (basics of approach) preparation for diagnostic methods in gastroenterology Indications for anticoagulant treatment. Indications for oxygen therapy Hyperkalaemia and hypercalcaemia (causes and treatment) Gestational diabetes,			4	
	S	Abdominal pain Diagnosis Diabetes, prediabetes Acid-base status GERB Acute poisoning (the most common poisoning			4	
	E	Clinical training			1-18	
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in its entirety <input checked="" type="checkbox"/> Blended e-learning <input type="checkbox"/> field teaching			<input checked="" type="checkbox"/> independent tasks <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> mentoring work <input type="checkbox"/> (other)		
Student responsibilities	Regular class attendance. Active participation in the teaching process. Password for AAI EduHr electronic identity for access to e - learning.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Class attendance		Research		Practical work	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests		Oral exam		(other)	
	Written exam	3.0	Project		(other)	
Grading and evaluating of student work in class and at the final exam	Evaluation indicators		Success (points)	Share in overall grade (%)		
	Written exam		50	100		
	<b>In total</b>		<b>50</b>	<b>100</b>		
	<b>PERFORMANCE AND GRADE RATIO</b>					
	<b>Grading (%)</b>	<b>Criteria</b>			<b>Grades</b>	
	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 / number of students	Availability through other media
	Jadranka Morović-Vergles et al., Selected Topics in Internal Medicine, Polytechnic of Health, Slap Publishing House		
	Teaching materials and ppt presentations posted on the Merlin platform		
Optional literature (at the time of submission of study programme proposal)	<p>Emergencies in gastroenterology, (eds. Stjepan Miše and Izet Hozo) Croatian Gastroenterological Society - Split Branch 1998; 27-30</p> <p>Selected Chapters in Gastroenterology, edited by Izet Hozo and Stjepan Miše) Croatian Gastroenterological Society - Split Branch 1999; 197-203</p> <p>Hadžić N. et al. : Manual of Internal Medicine, Školska knjiga, Zagreb 1989.</p> <p>Čučević B. : Selected Chapters from Pulmonology - Teaching Texts, VZŠ, Zagreb 2002.</p> <p>Morović-Vergles J. : Selected Chapters in Clinical Immunology, Rheumatology and Allergology - Teaching Texts, VZŠ, Zagreb 2002</p>		
Ways of monitoring quality that ensure the acquisition of established learning outcomes	<p>Active participation in classes.</p> <p>Regularity of attending classes:</p> <ul style="list-style-type: none"> <li>- lectures - at least 80% (regular) or 60% (extraordinary) of the entire class,</li> <li>- seminars - minimum 90% (regular) or 80% (extraordinary)</li> <li>- exercises - 100% (regular) or 80% (extraordinary)</li> </ul>		
Other (according to the proponent)			

NAME OF THE COURSE		Neurology					
Code	ZSS611	Year of study	2.				
Course teacher	Full prof. Ivo Lušić, MD, PhD	Credits (ECTS)	2				
Associate teachers	Associates from teaching bases	Type of instruction (number of hours)	L	S	E	T	
			18	6	11		
Status of the course	Mandatory	Percentage of application of e-learning	Max 20%				
COURSE DESCRIPTION							
Course enrolment requirements and entry competences required for the course	No requirements						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>After the course student will:</p> <ul style="list-style-type: none"> <li>- have basic understanding of epidemiological, pathophysiological and clinical aspects of common neurological diseases (e.g. migraine, epilepsy, Parkinson's disease, stroke, multiple sclerosis and memory disorders), and will be able to apply this knowledge in clinical research settings;</li> <li>- understand how to recognize and interpret abnormal findings on the neurological exam; be able to distinguish between upper and lower motor neuron findings, lesions of the hemispheres, posterior fossa, spinal cord, nerve root/plexus, peripheral nerve, neuromuscular junction, and muscle;</li> <li>- be able to identify pathophysiological changes in patients with neurological diseases;</li> <li>- also learn the fundamentals of pharmacotherapies of the selected neurological disorders;</li> <li>- be able to collect, assess, analyse and interpret data related to the fulfilment of basic human needs of patients with neurological diseases;</li> <li>- be able to explain and participate in preparation and implementation of therapeutic and diagnostic procedures.</li> </ul>						
Course content broken down in detail by weekly class schedule (syllabus)		Functional neuroanatomy					
		Examination of the neurological patient					
		Cerebrovascular disorders					
		Epilepsy and paroxysmal consciousness disorders					
		Demyelinating disorders					
		Diagnostic methods in neurology					
		Headache and cranial neuralgias					
		Dementia					
Format of instruction	<ul style="list-style-type: none"> <li>■ lectures</li> <li>■ seminars and workshops</li> <li>■ exercises <ul style="list-style-type: none"> <li><input type="checkbox"/> on line in entirety</li> </ul> </li> <li>■ partial e-learning</li> <li><input type="checkbox"/> field work</li> </ul>			<ul style="list-style-type: none"> <li>■ independent assignments</li> <li>■ multimedia <ul style="list-style-type: none"> <li><input type="checkbox"/> laboratory</li> </ul> </li> <li>■ work with mentor</li> <li><input type="checkbox"/> (other)</li> </ul>			
	<ul style="list-style-type: none"> <li>Regular class attendance.</li> <li>Active participation in the teaching process.</li> <li>Password for AAI EduHr electronic identity for access to e - learning.</li> </ul>						
Screening student work (name the proportion of ECTS credits for each)	Class attendance		Research		Practical training		
	Experimental work		Report				

<i>activity so that the total number of ECTS credits is equal to the ECTS value of the course)</i>	Essay		Seminar essay		(Other)	
	Tests	2.0	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)	<b>Title</b>			<b>Number of copies in the library</b>	<b>Availability via other media</b>	
	Bučuk M, Tuškan-Mohar L: Neurologija za stručne studije, Medicinski fakultet, Rijeka 2012.					
Optional literature (at the time of submission of study programme proposal)	Demarin V, Trkanjec Z: Neurologija, Medicinska naklada, Zagreb 2008.					
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> <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>					
Other (as the proposer wishes to add)						

<b>NAME OF THE COURSE</b>	<b>Infectious Diseases</b>						
<b>Item code</b>	<b>ZSS613</b>						
<b>Course teacher</b>	Full Professor Ivo Lukšić, MD, PhD	<b>Year of study</b>	2.				
		<b>Credit (ECTS)</b>	2				
<b>Associate teachers</b>	Full Professor. Boris Dželalija, MD Svjetlana Karabuva, PhD, MD	<b>Type of instruction (number of hours)</b>	L	S	E	T	
			18	6	11		
<b>Status of the course</b>	Mandatory	<b>Percentage of applications e-learning</b>	up to 20%				
<b>COURSE DESCRIPTION</b>							
<b>Course enrollment requirements and entry competencies required for the course</b>	No requirements						
<b>Learning outcomes expected at the level Of the course (4-10 learning outcomes)</b>	<p>After listening to lectures, independent learning and passing the exam, students will:</p> <ol style="list-style-type: none"> <li>1. apply the basic principles of the origin and transmission of infectious diseases;</li> <li>2. explain the pathogenesis of infectious diseases;</li> <li>3. recognize the clinical picture and course of infectious diseases;</li> <li>4. integrate basic knowledge in the implementation of procedures prescribed by physicians, and in diagnostic and therapeutic procedures;</li> <li>5. integrate measures to prevent the spread of infectious diseases in the process of daily work;</li> <li>6. integrate measures to prevent the spread of healthcare associated infections in the process of daily work;</li> <li>7. plan the implementation of health care in infectious diseases patients applying the basic principles of transmission of infectious diseases;</li> <li>8. integrate basic knowledge in recognizing the incidence of infectious diseases, and in accordance with the competencies of nurses with a bachelor's degree in nursing in the work process, at all levels of health care (primary, secondary and tertiary levels);</li> <li>9. argue the opinion in the process of work in case of suspicion of infectious disease, and when assisting the doctor in the examination of patients in the emergency department and when collecting data from the anamnesis and physical examination in the prescribed nursing documentation.</li> </ol>						
<b>Course content broken down in detail by weekly schedule (syllabus)</b>	<b>Format of instruction</b>	<b>Class unit</b>					<b>Class hour</b>
	L	Introduction, general infectology and basics of immunoprophylaxis.					2
	L	Gastrointestinal infections					2
	L	Sepsis syndrome and nosocomial infection.					2
	L	Angina, streptococcal and staphylococcal diseases.					2
	L	Parasitic infections.					2
	L	Toxoinfections, zoonoses and rickettsiae.					2
	L	Pediatric rash.					2
L	Meningococcal diseases and infections of the central nervous system.					2	

	L	AIDS and other viral infections.		2		
	S	Tropical diseases and diseases of natural foci.		2		
	S	Poisoning caused by poisonous animals.		2		
	S	Viral hepatitis		2		
	E	Clinical training		1-11		
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> Exercises <input type="checkbox"/> <i>on line</i> in its entirety <input checked="" type="checkbox"/> Blended e-learning <input type="checkbox"/> field teaching		<input checked="" type="checkbox"/> independent tasks <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> mentoring work <input type="checkbox"/> (other)			
Student responsibilities	Regular class attendance. Active participation in the teaching process. Password for AAI EduHr electronic identity for access to e - learning.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Class attendance		Research		Practical work	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests		Oral exam		(other)	
	Written exam	1.0	Project		Oral exam	1.0
Grading and evaluating of student work in class and at the final exam	Evaluation indicators		Success (points)	Share in overall grade (%)		
	Written exam		50	50		
	Oral exam		50	50		
	<b>In total</b>		<b>100</b>	<b>100</b>		
	<b>PERFORMANCE AND GRADE RATIO</b>					
	<b>Grading (%)</b>		<b>Criteria</b>		<b>Grades</b>	
	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)	<b>title</b>		<b>Number of copies in the library / number of students</b>		<b>Availability through other media</b>	
	Ilija Kuzman. Infectious Diseases for Medical Schools. Medicinska Naklada Zagreb 2011					
	Teaching materials and ppt presentations posted on the Merlin platform					
Optional literature (at the time of submission)	Josip Begovac and associates. Clinical infectology. Medical edition. Zagreb 2018 Josip Begovac, Dragomir Bozinovic, Miroslav Lisic, Bruno Barsic, Slavko Schonvald. Infectious Diseases. Profile, Zagreb 2006					

of study programme proposal)	Beus I., Škerk V. Infectious Diseases for Dentists. Graphis, Zagreb 2002.
Ways of monitoring quality that ensure the acquisition of established learning outcomes	Active participation in classes. Regularity of attending classes: <ul style="list-style-type: none"> <li>- lectures - at least 80% (regular) or 60% (extraordinary) of the entire class,</li> <li>- seminars - minimum 90% (regular) or 80% (extraordinary)</li> <li>- exercises - 100% (regular) or 80% (extraordinary)</li> </ul>
Other (according to the proponent)	

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<b>NAME OF THE COURSE</b>	<b>Nursing Care of the Adults I</b>					
<b>Item code</b>	<b>ZSS614</b>					
<b>Course teacher</b>	Associate Professor Ante Obad, MD, PhD	<b>Year of study</b>	2.			
		<b>Credit (ECTS)</b>	8			
<b>Associate teachers</b>	Matea Dolić, MN senior lecturer Mario Marendić, MN, lecturer Diana Aranza, MN., lecturer Mentors from teaching bases	<b>Type of instruction (number of hours)</b>	L	S	E	T
			40	10	120	
<b>Status of the course</b>	Mandatory	<b>Percentage of applications e-learning</b>	Up to 20%			
<b>COURSE DESCRIPTION</b>						
<b>Course enrollment requirements and entry competencies required for the course</b>	Passed subjects from the 1st year: <ol style="list-style-type: none"> <li>1. Nursing Care</li> <li>2. The Process of Nursing Care</li> <li>3. Clinical Skills I</li> </ol>					
<b>Learning outcomes expected at the level Of the course (4-10 learning outcomes)</b>	After completing the course and passing the exam, students will be able to: <ol style="list-style-type: none"> <li>1. Plan, implement and evaluate the health care of patients with chronic non-communicable diseases</li> <li>2. Plan, implement and evaluate the health care of patients with infectious diseases</li> <li>1. Prepare patients to perform non-invasive and invasive diagnostic procedures</li> <li>2. Monitor the patient's condition, notice the appearance of possible complications and start the care process</li> <li>3. Set priorities in the implementation of health care</li> <li>4. Demonstrate knowledge and skills to deal with unforeseen situations in nursing practice</li> <li>5. Respond to modern professional requirements in patient care</li> <li>6. Sample biological material for prescribed tests</li> <li>7. Apply prescribed therapy with the help of medical devices (perfusor, infusomat)</li> <li>8. Provide nursing care in specific and demanding conditions (Sterile units, Intensive care units)</li> <li>9. Conduct and monitor patient monitoring</li> <li>10. Initiate and participate in the process of cardiopulmonary resuscitation</li> </ol>					
<b>Course content broken down in detail by weekly schedule (syllabus)</b>	<b>Format of instruction</b>	<b>Class unit</b>			<b>Class hour</b>	
	L	Nursing care of patients with chronic non-communicable diseases - internal medicine; water and electrolyte disturbance, fever			4	
	S	ABS - material sampling, electrolyte therapy, rehydration, laboratory tests of blood and urine, microbiological tests, dehydration			2	
	L	Nursing care of patients with chronic non-communicable diseases - internal medicine; gastrointestinal diseases and nephrological diseases, dialysis			5	

	S	Invasive and non-invasive tests in gastroenterology and nephrology	1			
	L	Nursing care of patients with chronic non-communicable diseases - internal medicine; endocrine diseases and pain	5			
	S	GUK, types of insulin, insulin pumps, hormonal status tests	1			
	L	Nursing care of patients with chronic non-communicable diseases - internal medicine; hematological and immunological diseases	5			
	S	Sterile units, punctures, biopsies, blood derivative treatment, chemotherapy	1			
	L	Nursing care of patients with chronic non-communicable diseases - internal medicine; cardiovascular disease	5			
	S	Invasive and non - invasive diagnostic - therapeutic methods in cardiology	1			
	L	Nursing care of patients with chronic non-communicable diseases - neurological	5			
	S	Neurological examinations	1			
	L	Nursing care of persons with diseases of the respiratory system	4			
	S	Oxygen therapy, aspiration, non - invasive and invasive diagnostic - therapeutic procedures	2			
	L	Health care of patients with infectious diseases	4			
	S	Isolation, personal protection measures	1			
	L	Cardiopulmonary resuscitation, anaphylactic reaction	3			
	E	Cardiopulmonary resuscitation, anaphylactic reaction	10			
	E	GUK, insulins, insulin pump	5			
	E	Personal protection measures, oxygen therapy	5			
E	Clinical training	1-100				
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> Exercises <input type="checkbox"/> <i>on line</i> in its entirety <input checked="" type="checkbox"/> Blended e-learning <input type="checkbox"/> field teaching		<input checked="" type="checkbox"/> independent tasks <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> mentoring work <input type="checkbox"/> (other)			
Student responsibilities	Regular class attendance. Active participation in the teaching process. Password for AAI EduHr electronic identity for access to e - learning.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Class attendance		Research		Practical work	2.44
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	2.22 3.33	Oral exam		(other)	
	Written exam		Project		(other)	



Grading and evaluating of student work in class and at the final exam	Evaluation indicators		Success (points)	Share in overall grade (%)	
	Colloquia I * ( pulmonary, infectious, neuro)		30	27.78	
	Colloquium II * (internal)		40	41.67	
	Practical work		30	30.56	
	<b>In total</b>		<b>100</b>	<b>100</b>	
	* colloquia are taken in writing. Only the part that has not already been colloquial is taken, and in the case of taking the exam in front of the committee, the entire material should be colloquized.				
	<b>RAT PERFORMANCE AND GRADE RATIO</b>				
	<b>Grading (%)</b>	<b>Criteria</b>	<b>Grades</b>		
	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)	<b>title</b>		<b>Number of copies in the library / number of students</b>	<b>Availability through other media</b>	
	Franković, S. et al. Adult health care. Schoolbook. Zagreb 2010				
	Guidelines for the resuscitation of the European Council for Resuscitation in 2015			<a href="http://lijecnicki-vjesnik.hlz.hr/wp-content/uploads/2016/11/12/EUROPEAN-RESUSCITATION-COUNCIL-GUIDELINES-FOR-RESUSCITATION-2015.pdf">http://lijecnicki-vjesnik.hlz.hr/wp-content/uploads/2016/11/12/EUROPEAN-RESUSCITATION-COUNCIL-GUIDELINES-FOR-RESUSCITATION-2015.pdf</a>	
	Dolić M. Teaching texts. OZS, 2021.			Internal use	
	Marendić M. Nursing care of neurological, pulmonary and infectological patients. Teaching texts, OZS. 2021		/	Internal use	
	Aranza D. Nursing care of endocrinological patients. Teaching texts, OZS. 2021			Internal use	
	Teaching materials and ppt presentations posted on the Merlin platform				
Optional literature (at the time of submission)	Fučkar, G. The process of health care. Faculty of Medicine, University of Zagreb. Zagreb, 1992. Fučkar, G. Nursing diagnoses. HUSE, Zagreb, 1996				

of study programme proposal)	Vrhovac, B. et al .: Internal Medicine, Naklada Ljevak, Zagreb 2008 (selected chapters) Morović-Vergles, J .: Internal Medicine, Naklada Slap, Zagreb 2008. (selected chapters) Brinar, V. et al .: Neurology, Školska knjiga, Zagreb 1994. Kuzman, I., Schonwald S .: Infectology for Nurses, Medicinska naklada Zagreb, 2000
Ways of monitoring quality that ensure the acquisition of established learning outcomes	Active participation in classes. Regularity of attending classes: <ul style="list-style-type: none"> <li>- lectures - at least 80% (regular) or 60% (extraordinary) of the entire class,</li> <li>- seminars - minimum 90% (regular) or 80% (extraordinary)</li> <li>- exercises - 100% (regular) or 80% (extraordinary)</li> </ul>
Other (according to the proponent)	

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NAME OF THE COURSE	Organization, Management and Administration in Nursing Care					
Code	ZSS617					
Course teacher	Full Professor Julije Meštrović, MD	Year of study	2.			
		Credit (ECTS)	3			
Associate teachers	Rahela Orlandini, MN., senior lecturer Associates from teaching bases	Type of instruction (number of hours)	L	S	E	T
			25	10	40	
Status of the course	Mandatory	Percentage of applications e-learning	Up to 20%			
<b>COURSE DESCRIPTION</b>						
Course enrollment requirements and entry competencies required for the course	Passed subject of the 1st year: <ul style="list-style-type: none"> <li>– Basics of Health Care Management</li> </ul>					
Learning outcomes expected at the level Of the course (4-10 learning outcomes)	After completing the course and passing the exam, students will be able to: <ol style="list-style-type: none"> <li>1. describe and explain management theories, management processes, concepts of organizational culture; organizational structure, organizational principles and concepts, the structure of the work organization according to the concepts of management and the specifics of strategic and operational management;</li> <li>2. demonstrate skills of organization and management in nursing practice: ways of management at different management levels and styles and models of human resources management and the supervisory process in nursing practice;</li> <li>3. explain and apply different models of work organization in the health care process;</li> <li>4. explain and demonstrate how to delegate tasks and how to manage time: apply time management principles to nursing practice;</li> <li>5. explain the functioning of technical and structural support systems and their application in nursing practice;</li> <li>6. explain and demonstrate the categorization of patients in nursing practice: organization of the work of nurses in relation to the needs of patients, calculating the required number of nurses in relation to the needs of patients with direct and indirect health care;</li> <li>7. explain the principles of teamwork: team building and interdisciplinary and multidisciplinary approach in health care;</li> <li>8. plan and implement / demonstrate the process of change management in nursing practice and the ways, principles and conditions of decision making and their application in nursing practice;</li> <li>9. explain quality management processes in the field of health care: quality management systems, quality standards in nursing practice, the quality process cycle and quality indicators;</li> <li>10. explain the principles of administrative work: nursing documentation, sick electronic card, e-visit, ways of planning material and other costs, manner and principles of coordination of work with non-medical services within the work organization.</li> </ol>					
Course content broken down in	Format of instruction	Class unit			Class hour	

detail by weekly schedule (syllabus)	L	Management theories and work organization.	1			
	L	Organizational culture of health work organization, organizational structure, organizational principles and concepts, structure of health work organization according to management concepts.	2			
	L	Specifics of strategic management, operational management and organization in nursing practice.	2			
	L	Nurse tasks at all management levels.	1			
	S	Meeting management.	4			
	L	Basic elements and styles of human resource management in nursing practice.	1			
	L	Models of organization of work in nursing.	1			
	L	Supervisory processes in nursing practice.	2			
	L	Management of technical and structural support systems in nursing practice: hospital information systems, drug supply, food distribution, laundry distribution and patient transport.	2			
	L	Categorization of patients, organization of the work of nurses in relation to the needs of patients, calculation of the required number of nurses: in relation to the needs of patients with direct and indirect health care.	2			
	L	Principles of teamwork, team building and interdisciplinary and multidisciplinary approach in health care.	2			
	L	Time management in nursing practice.	1			
	L	Change management and ways and principles of decision making.	2			
	L	Basic principles of quality management in the field of health care, quality management systems, quality standards in nursing practice, quality cycle and quality indicators.	2			
	S	Risk management in health care.	3			
	L	Basics of administrative work in the field of health care: nursing documentation, electronic patient card, e-visit, planning of material and other costs, coordination of work with non-medical services within the work organization.	2			
		Combustion at work. Stress. Mobbing.	1			
		Business conduct. Business ethics.	1			
	S	Creativity in the work of a nurse.	3			
	E	clinical training	1-10			
E	clinical training	1-30				
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> Exercises <input type="checkbox"/> <i>on line</i> in its entirety <input checked="" type="checkbox"/> <b>Blended</b> e-learning <input type="checkbox"/> field teaching <input checked="" type="checkbox"/> independent tasks <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> mentoring work <input type="checkbox"/> (other)					
Student responsibilities	Regular class attendance. Active participation in the teaching process. Password for AAI EduHr electronic identity for access to e - learning.					
	Class attendance		Research		Practical work	0.25

Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Experimental work		Report		(other)																
	Essay		Seminar essay	0.75	(other)																
	Tests		Oral exam		(other)																
	Written exam	2.0	Project		(other)																
Grading and evaluating of student work in class and at the final exam	<table border="1"> <thead> <tr> <th>Evaluation indicators</th> <th>Success (points)</th> <th>Share in overall grade (%)</th> </tr> </thead> <tbody> <tr> <td>Written exam</td> <td>40</td> <td>66.67</td> </tr> <tr> <td>Seminar paper (presentation ( )</td> <td>15</td> <td>25.00</td> </tr> <tr> <td>Practical work</td> <td>5</td> <td>8.33</td> </tr> <tr> <td><b>In total</b></td> <td><b>60</b></td> <td><b>100</b></td> </tr> </tbody> </table>						Evaluation indicators	Success (points)	Share in overall grade (%)	Written exam	40	66.67	Seminar paper (presentation ( )	15	25.00	Practical work	5	8.33	<b>In total</b>	<b>60</b>	<b>100</b>
	Evaluation indicators	Success (points)	Share in overall grade (%)																		
	Written exam	40	66.67																		
	Seminar paper (presentation ( )	15	25.00																		
	Practical work	5	8.33																		
	<b>In total</b>	<b>60</b>	<b>100</b>																		
	<b>PERFORMANCE AND GRADE RATIO</b>																				
<table border="1"> <thead> <tr> <th>Grading (%)</th> <th>Criteria</th> <th>Grades</th> </tr> </thead> <tbody> <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> </tbody> </table>						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	exceptional success	excellent (5)	
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	exceptional success	excellent (5)																			
Required literature (available in the library and via other media)	<b>Title</b>		<b>Number of copies in the library / number of students</b>		<b>Availability through other media</b>																
	Teaching texts of the lecture and the script of the lecturer (until the publication of the official textbook).																				
	Čulig J. Management in Health, Medical School (lectures). 2003																				
	Kalauz S. Organization and management in health care, Medicinska naklada, Zagreb 2014.																				
	Teaching materials and ppt presentations posted on the Merlin platform																				
Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> <li>Ajduković M., Cajvert L. Supervision in psychosocial work, Society for Psychological Assistance Zagreb; 2004</li> <li>Brajša, P. The Art of Conversation, CASH, Pula; 1996</li> <li>Goleman, D. Emotional Intelligence, Mozaik knjiga, Zagreb; 2007</li> <li>Goleman, D. Social Intelligence, Mozaik knjiga, Zagreb; 2008</li> <li>Srića, V. Creativity Management, Školska knjiga, Zagreb; 1992</li> <li>Kyriacou, C. Basic Teaching Skills, Zagreb: Educa; 2001</li> <li>Neill, S. Nonverbal communication in the classroom, Zagreb: Educa, 1994.</li> <li>Bahtijarević-Šiber F. Human Resources Management, Golden marketing, Zagreb 2007.</li> </ol>																				
Ways of monitoring quality that ensure the acquisition of established learning outcomes	<p>Active participation in classes.</p> <p>Regularity of attending classes:</p> <ul style="list-style-type: none"> <li>- lectures - at least 80% (regular) or 60% (extraordinary) of the entire class,</li> <li>- seminars - minimum 90% (regular) or 80% (extraordinary)</li> <li>- exercises - 100% (regular) or 80% (extraordinary)</li> </ul>																				

Other (according to the proponent)	

DO NOT COPY

NAME OF THE COURSE	Basics of Radiology and Radiation Protection						
Item code	ZSS636						
Course teacher	Full Professor with tenure Stipan Jankovic, MD, PhD	Year of study	2.				
		Credit (ECTS)	2				
Associate teachers	Tatjana Matijaš, MR., lecturer Mentors from teaching bases	Type of instruction (number of hours)	L	S	E	T	
			25		20		
Status of the course	Mandatory	Percentage of applications e-learning	Up to 20%				
<b>COURSE DESCRIPTION</b>							
Course enrollment requirements and entry competencies required for the course	No requirements						
Learning outcomes expected at the level Of the course (4-10 learning outcomes)	After completing the course and passing the exam, students will be able to: <ol style="list-style-type: none"> <li>describe and explain the basic concepts of the origin and properties of X-rays</li> <li>describe and explain the principles of radiological procedures</li> <li>identify basic radiological equipment and explain their application</li> <li>interpret the law on radiation protection and understand its significance.</li> </ol>						
Course content broken down in detail by weekly schedule (syllabus)	Format of instruction	Class unit					Class hour
	L	History of radiology					2
	L	Origin and properties of X-rays					3
	L	Radiobiology and biological effects of X-rays					5
	L	Radiological diagnostic methods and principles of radiological procedures					3
	L	Digital radiological imaging methods and radiological interventions					3
	L	Radiography, radiological methods and modification of radiographic methods					6
	L	Principles of protection against ionizing radiation and protective equipment					1
	L	Legislation on radiation protection					2
	E	Mastering professional skills in the teaching base of KBC Split at the Department of Diagnostic and Interventional Radiology through the application of knowledge acquired on the basics of radiology and radiation protection					1-15
	E	Mastering special professional skills in the teaching base of KBC Split at the Department of Diagnostic and Interventional Radiology through the application of knowledge acquired on the basics of radiology and radiation protection					1-5
	Format of instruction	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> Exercises <input type="checkbox"/> <i>on line</i> in its entirety			<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> mentoring work		

	<input type="checkbox"/> Blended e-learning <input type="checkbox"/> field teaching		<input checked="" type="checkbox"/> clinical exercises	
Student responsibilities	Regular class attendance. Active participation in the teaching process. Password for AAI EduHr electronic identity for access to e - learning.			
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Class attendance		Research	Practical work
	Experimental work		Report	(other)
	Essay		Seminar essay	(other)
	Tests		Oral exam	(other)
	Written exam	2	Project	(other)
Grading and evaluating of student work in class and at the final exam	Evaluation indicators		Success (points)	Share in overall grade (%)
	Written exam		40	100
	<b>In total</b>		<b>40</b>	<b>100</b>
	<b>PERFORMANCE AND GRADE RATIO</b>			
	<b>Grading (%)</b>	<b>Criteria</b>		<b>Grades</b>
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)	<b>Title</b>		<b>Number of copies in the library / number of students</b>	<b>Availability through other media</b>
	- Janković.S., Lovrić Kojundžić S, Čarić A. Fundamentals of radiology for midwives. University of Split, University Department of Health Studies, Split 2014			
	- Janković S., Mihanović F. Introduction to Radiology, University of Split, University Department of Health Studies, Split 2013.			
	- Eterović D: Fizikalne osnove slikovne dijagnostike, in: S. Janković i D. Eterović: Fizikalne osnove i klinički aspekti slikovne dijagnostike, Medicinska naklada, Zagreb 2000.			
	- Bešenski, N., Škegro, N. : Radiological skeletal technique. Zagreb: Školska knjiga, 1987.			
	- Teaching materials and ppt presentations posted on the Merlin platform			



Optional literature (at the time of submission of study programme proposal)	Agbaba, M., Lovrenčić, M. : Radiology. Zagreb: Medicinska naklada, 2004
Ways of monitoring quality that ensure the acquisition of established learning outcomes	Active participation in classes. Regularity of attending classes: <ul style="list-style-type: none"> <li>- lectures - at least 80% (regular) or 60% (extraordinary) of the entire class,</li> <li>- seminars - minimum 90% (regular) or 80% (extraordinary)</li> <li>- exercises - 100% (regular) or 80% (extraordinary)</li> </ul>
Other (according to the proponent)	

DO NOT COPY

NAME OF THE COURSE		Dietetics					
Code	ZSS603	Year of study	2.				
Course teacher	Assoc. prof. Anamarija Jurčev Savičević, MD, PhD	Credits (ECTS)	3				
Associate teachers	Associates from teaching bases	Type of instruction (number of hours)	L	S	E	T	
			30	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)	<p>After completing and passing the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. carry out anthropometric measurements</li> <li>2. determine the daily energy needs of the individual</li> <li>3. implement indirect methods for assessing nutritional status</li> <li>4. compare the values of nutrients found in meals with existing norms or recommendations of the WHO</li> <li>5. differentiate, compare and evaluate different diets</li> <li>6. recognize the negative effects of unbalanced diet on human health and suggest methods and solutions to problems</li> <li>7. use and develop a variety of nutrition surveys and collect data</li> </ol>						
Course content broken down in detail by weekly class schedule (syllabus)	L	Definition of nutrition and dietetics, a historical overview of the development of the science of nutrition and dietetics	2				
	L	Anatomy and physiology of digestive organs	2				
	L	Basic food ingredients and their biological value	4				
	L,S,T	Determining the energy needs of individuals and population groups	3,2,6				
	L,S	Food health control	2,2				
	L,S	Biological and chemical contaminants in food	1,1				
	L	The public health significance of nutrition	1				
	L	Causes and prevention of obesity	1				
	L,S	Nutritional deficits - diet	2,1				
	L,S	Basic principles of dietary nutrition	2,1				
	L,S	Enteral and parenteral nutrition	2,1				
	L,S	Nutrition under special conditions	8,6				
S,T	Planning menus	1,9					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)				
Student responsibilities	Regular class attendance. Active participation in the teaching process. Password for AAI EduHr electronic identity for access to e - learning..						
Screening student work (name the proportion of ECTS credits for each)	Class attendance	1	Research		Practical training	0.5	
	Experimental work		Report				

<i>activity so that the total number of ECTS credits is equal to the ECTS value of the course)</i>	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	Written exam					
Required literature (available in the library and via other media)	<b>Title</b>				<b>Number of copies in the library</b>	<b>Availability via other media</b>
	Mandić ML. Znanost o prehrani. Hrana i prehrana u čuvanju zdravlja. Osijek: Sveučilište J.J. Strossmayera; 2007.					
	Štimac D, Krznarić Ž, Vranešić Bender D, Obrovac Glišić M. Dijetoterapija i klinička prehrana. Zagreb: Medicinska naklada; 2014.					
Optional literature (at the time of submission of study programme proposal)	Katalinić V. Temeljno znanje o prehrani. Split: Sveučilište u Splitu; 2011. Internet and course materials					
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> <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>					
Other (as the proposer wishes to add)						

NAME OF THE COURSE		Clinical Skills II				
Code	ZSS618	Year of study	2 <sup>nd</sup>			
Course teacher	Assistant Professor Mihajlo Lojpur, MD, PhD	Credits (ECTS)	4			
Associate teachers	Mario Marendić, Master of Nursing, lecturer Associates from teaching bases	Type of instruction (number of hours)	L	S	SCE	CE
					20	100
Status of the course	Mandatory	Percentage of application of e-learning	Up to 20 %			
COURSE DESCRIPTION						
Course objectives	<p>Teaching students the basics of patient care in the departments of neurology, internal medicine, gynecology, and pediatrics in the health care field.</p> <p>The knowledge and skills acquired will enable the student to understand the entire process of nursing care for internal medicine, neurology, gynecology, and pediatric patients. Based on these areas, the student will be able to apply quality health care in nursing practice.</p>					
Course enrolment requirements and entry competences required for the course	<p>Passed courses of the 1<sup>st</sup> year:</p> <ul style="list-style-type: none"> <li>- Nursing Care</li> <li>- Process of Nursing Care</li> <li>- Clinical skills I</li> </ul>					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>After completing the course and passing the exam, students will be able to:</p> <ol style="list-style-type: none"> <li>1. apply nursing documentation to internal, neurological, gynecological and pediatric departments;</li> <li>2. state and explain the methods of admission and discharge of patients;</li> <li>3. explain and describe the protocol of patient care in the intensive care unit: <ul style="list-style-type: none"> <li>- The importance of patient monitoring;</li> <li>- Conditions that may lead to impaired consciousness;</li> </ul> </li> <li>4. describe and explain patient preparation and perform procedures for various therapeutic and diagnostic procedures: <ul style="list-style-type: none"> <li>- Mantoux test;</li> <li>- Infusion solutions through infusion pumps;</li> <li>- Transfusions of blood or blood products;</li> <li>- Cytostatic therapy;</li> <li>- nasogastric tube;</li> <li>- Aspiration of secretions from the respiratory tract;</li> <li>- Collection of microbiological samples;</li> </ul> </li> <li>5. describe and explain the procedures for the care of patients in sterile units: <ul style="list-style-type: none"> <li>- Self-protective measures when applying cytostatic therapy;</li> </ul> </li> <li>6. explain the techniques of feeding a neurological patient;</li> <li>7. describe and explain the importance of assessing the child's psychomotor growth and development;</li> <li>8. explain the importance of preparing an incubator for the adoption of a child;</li> <li>9. plan, describe, explain, and implement nursing care in the pediatric intensive care unit; <ul style="list-style-type: none"> <li>- monitor a child with a life-threatening illness;</li> <li>- recognize pathologic conditions in a life-threateningly ill child;</li> <li>- describe and explain the differences in neonatal and infant resuscitation procedures.</li> <li>- describe and apply techniques for keeping the child safe for specific medical and technical procedures;</li> </ul> </li> <li>10. describe and explain the importance of a partnership with a sick child and their parents.</li> </ol>					

	Course content broken down in detail by weekly class schedule (syllabus)					
	Teaching form	Topic				Number of students' hours
	SCE	Planning and implementation of nursing care process in internist, neurological, gynecological and pediatrics patients.				2
	CE	Preparing patients for therapeutic and diagnostic procedures.				4
	CE	Application of the Mantoux test.				2
	CE	ECG application.				2
	CE	Preparation and use of i.v. medications.				6
	CE	Preparation and application of infusion solutions using an infusion pump.				4
	CE	Transfusion preparation and application.				4
	CE	Taking care of patients in isolation.				6
	CE	Application of cytostatic therapy.				4
	CE	Monitoring of patients.				8
	SCE	Indications for the insertion and use of a nasogastric tube (preparation of accessories and patients. Procedure) Checking the position of the tube. NGS feeding. Possible complications.				2
	CE	Application of gastric lavage probe (preparation of patients and accessories. Procedure).				4
	SCE	Bladder catheterization. Special features in women and men. Types of catheters. Catheterization procedures (preparation of equipment and patients).				2
	CE	Enema. Types of enemas (preparation and performance).				4
	SCE	Sampling for microbiological tests.				2
	CE	Urine collection for microbiological tests. "Medium jet" method (preparation and procedure). Urine specimen collection from patients with a permanent urinary catheter (patient preparation and accessories).				4
	CE	Sampling of stool for testing (preparation and performance).				4
	SCE	Obstetric emergencies.				2
	CE	Newborn assessment and care immediately after birth.				4
	CE	Nursing care of a healthy child.				6
	CE	Nursing care of a sick child from all organic systems.				18
	CE	Assessment of newborn growth and development.				4
	SCE	Mental and physical development of the child.				2
	CE	Features in the implementation of nursing care in premature infants.				4
	CE	Mental and physical preparation of the child for medical and technical procedures.				6
	SCE	Emergency child care.				4
	SCE	Resuscitation techniques in newborns and young children.				4
	CE	Communication with parents.				2
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Regular class attendance. Active participation in the teaching process. Password for AAI EduHr electronic identity for access to e - learning					
Screening student work ( <i>name the</i>	Class attendance		Research		Practical work	1.33

<i>proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</i>	Experimental work		Report		Case report	2.67
	Essay		Seminar essay		(Other)	
	Colloquium		Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Verification indicators		Success (points)		Part of grade (%)	
	Practical work		25		33.33	
	Case report (nursing documentation)		50		66.67	
	<b>Total</b>		<b>75</b>		<b>100</b>	
	<b>RATIO OF SUCCESS AND EVALUATION</b>					
	SUCCESS RATE ACHIEVED (%)		POINTS RANGE		EVALUATION	
	FROM	TO	FROM	TO		
	60%	69,9%	45	52.425	sufficient (2)	
	70%	79,9%	52.5	59.925	good (3)	
	80%	89,9%	60	67.425	very good (4)	
90%	100%	67.5	75	excellent (5)		
Required literature (available in the library and via other media)	<b>Title</b>			<b>Number of copies in the library</b>	<b>Availability via other media</b>	
	see the bibliography within the courses: Nursing care of mother and newborn, Nursing care of children, Nursing care of the adults I					
	Nursing documentation (e-form)				Excel document	
Optional literature (at the time of submission of study programme proposal)	1. Protocols and operating instructions related to certain procedures.					
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> <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>					
Other (as the proposer wishes to add)	Active class participation. Regularity of attending classes: 1. exercises - 100% (regular students) or 80% (extraordinary students).					

NAME OF THE COURSE		Biological Basis of Behavior					
Code	ZSS633	Year of study	2.				
Course teacher	Associate professor Vesna Antičević, PhD	Credits (ECTS)	2				
Associate teachers	Assistant professor Stipe Drmić, PhD	Type of instruction (number of hours)	L	S	E	-	
			10	10	6		
Status of the course	Elective	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)	<p>Upon completion of the course the student will be able:</p> <ul style="list-style-type: none"> <li>- to understand the neurobiological basis of behavior and describe the neurobiological basis of cognitive functions, biological rhythms and sleep, emotions and sexuality;</li> <li>- to recognize and distinguish between disorders of cognitive and other functions that occur after brain damage</li> <li>- to understand the role of brain plasticity in normal development and after damage;</li> <li>- to understand the effects of stress on biological functions and recognize stress in patients.</li> </ul>						
Course content broken down in detail by weekly class schedule (syllabus)		Topic				Student hours	
	L+S+E	Biological basis of mental functions				2+2+2	
	L+S+E	Genetic basis of psychological differences in humans; Brain development				2+2+2	
	L+S+E	Biopsychology of stress and disease				2+2+2	
	L+S+E	Brain damage in humans				2+2	
	L+S	Influence of biological factors on development and behavior during different life stages				2+2	
Format of instruction	<input type="checkbox"/> lectures x <input type="checkbox"/> seminars and workshops x <input type="checkbox"/> exercises x <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)				
Student responsibilities	<p>Regular class attendance.          Active participation in the teaching process.          Password for AAI EduHr electronic identity for access to e – learning</p>						
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance		Research		Practical training		
	Experimental work		Report				
	Essay		Seminar essay	0,14	(Other)		
	Tests	1,86	Oral exam		(Other)		
	Written exam		Project		(Other)		

Grading and evaluating student work in class and at the final exam	Verification indicators			Success (points)	Part of grade (%)
	Written exam			40	93.02
	Seminar essay			3	6,98
	<b>Total</b>			<b>43</b>	<b>100</b>
	<b>RATIO OF SUCCESS AND EVALUATION</b>				
	SUCCESS RATE ACHIEVED (%)		POINTS RANGE		EVALUATION
	FROM	TO	FROM	TO	
60%	69,9%	45	52.425	sufficient (2)	
70%	79,9%	52.5	59.925	good (3)	
80%	89,9%	60	67.425	very good (4)	
90%	100%	67.5	75	excellent (5)	
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	-Pinel, J.P. (2002). Biološka psihologija. Jastrebarsko: Naklada Slap.				
	Lecture notes				
Optional literature (at the time of submission of study programme proposal)					
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> <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>				
Other (as the proposer wishes to add)					



NAME OF THE COURSE		Psychology of Lifelong Development				
Code	ZSS642	Year of study	2.			
Course teacher	Associate professor Vesna Antičević, PhD	Credits (ECTS)	2			
Associate teachers	Irena Mišetić, PhD, clinical psychologist	Type of instruction (number of hours)	L	S	E	T
			14	20	0	
Status of the course	Elective	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)	<p>Upon completion of the course students will be able to:</p> <ol style="list-style-type: none"> <li>1. assess the importance of knowing the basic developmental laws in the work of health professionals in order to more successfully adapt to the requirements of patients of all ages,</li> <li>2. Explain the laws of physical and mental development in a lifelong perspective (from birth to elderly),</li> <li>3. Explain the developmental characteristic of a certain age that will facilitate their more appropriate professional communication with people of different ages,</li> <li>4. Describe the characteristics of healthy physical and mental development and behavior,</li> <li>5. Identify the differences between healthy and pathological development and behavior that will facilitate them to take appropriate action and make the right decisions in professional work,</li> <li>6. Identify the causes and characteristics of difficulties and behavioral disorders in different periods of life, which will increase their sensitivity to deviant and socially unacceptable behaviors of patients, and improve professional relationships.</li> </ol>					
Course content broken down in detail by weekly class schedule (syllabus)	The course will cover traditional and contemporary theoretical and research approaches to the study of lifelong development. The importance of biological and environmental factors on development processes will be studied. The laws of physical and mental development in all stages of life will be studied separately: from conception, pregnancy, childbirth, postpartum development, childhood, adolescence, youth, middle and late adulthood, and					
	P+S	THEORIES AND RESEARCH OF HUMAN DEVELOPMENT	2+2			
	P+S	PRENATAL DEVELOPMENT, BIRTH AND NEWBORN; INFANT AND EARLY CHILDHOOD: THE FIRST TWO YEARS OF LIFE	2+2			
	P+S	EARLY CHILDHOOD: FROM SECOND TO SIX YEARS OF LIFE	2+2			
	P+S	MIDDLE CHILDHOOD: SIX TO ELEVEN YEARS	2+2			
	P+S	ADOLESCENCE: TRANSITION IN ADULT AGE	2+2			
	P+S	EARLY ADULT; MIDDLE ADULTS; LATE ADULT AGE	2+2			
	P+S	END OF LIFE	1+4			
	P+S	THE IMPORTANCE OF KNOWLEDGE OF THE LEGALITY OF DEVELOPMENT WITHIN THE COMPETENCES OF NURSES	1+4			
old age and death. This will include the following features:						
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <sup>2</sup> <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			

Student responsibilities	Regular class attendance. Active participation in the teaching process. Password for AAI EduHr electronic identity for access to e – learning				
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance		Research		Practical training
	Experimental work		Report		
	Essay		Seminar essay	0,16	(Other)
	Tests		Oral exam		(Other)
	Written exam	1,84	Project		(Other)
Grading and evaluating student work in class and at the final exam	Verification indicators		Scores		Share in the grade (%)
	Written exam		35		92.11
	Seminar		3		7.89
	<b>Ukupno</b>		<b>38</b>		<b>100</b>
	<b>RATIO OF SUCCESS AND EVALUATION</b>				
	SUCCESS RATE ACHIEVED (%)		POINTS RANGE		EVALUATION
	FROM	TO	FROM	TO	
	60%	69,9%	45	52.425	sufficient (2)
	70%	79,9%	52.5	59.925	good (3)
	80%	89,9%	60	67.425	very good (4)
90%	100%	67.5	75	excellent (5)	
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	- Berk, L. (2005). Psihologija cjeloživotnog razvoja. Jastrebarsko: Naklada Slap				
	- Lecture notes				
Optional literature (at the time of submission of study programme proposal)					
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> <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>				
Other (as the proposer wishes to add)					

<b>NAME OF THE COURSE</b>	<b>Anesthesiology, Reanimation and Intensive Care</b>					
<b>Item code</b>	<b>ZSS637</b>					
<b>Course teacher</b>	Asst. Prof. Mihajlo Lojpur, MD	Year of study	3.			
		Credit (ECTS)	2			
Associate teachers	Associates from teaching bases	Type of instruction (number of hours)	L	S	E	T
			20		23	
Status of the course	Mandatory	Percentage of applications e-learning	Up to 20%			
<b>COURSE DESCRIPTION</b>						
Course enrollment requirements and entry competencies required for the course	No requirements					
Learning outcomes expected at the level Of the course (4-10 learning outcomes)	<p>After attending classes and practice and passing the exam, students will:</p> <ol style="list-style-type: none"> <li>1. explain the procedure of conducting preoperative preparation of patients for anesthesia, ASA classification, methods of surgical risk assessment, premedication;</li> <li>2. explain the basic principles and stages of general anesthesia, performance techniques, basic properties of inhalation and intravenous anesthetics, basic properties of opioids, structure and function of the neuro-muscular plate and the mechanism of action of muscle relaxants;</li> <li>3. explain certain techniques of regional anesthesia, understand the method of performing these indications and contraindications for performing certain techniques, know the types and basic properties of local anesthetics;</li> <li>4. define and explain the indications and contraindications for the use and advantages and complications of certain types of anesthesia in obstetrics;</li> <li>5. define and explain the indications for admission of patients to the intensive care unit, the most common conditions and diseases and the ways in which they are treated;</li> <li>6. state and explain which monitoring is applied in the Intensive Care Units and during surgical procedures in anesthetized patients. In addition, they will master the use of basic devices to monitor vital functions;</li> <li>7. explain the basics of mechanical ventilation and the specifics of health care of patients on mechanical ventilation;</li> <li>8. apply basic skills needed to work in Intensive Care Units (establishment of IV pathways, application of drugs in different ways and methods of administration, maintenance of airway patency, application of clinical nutrition, enteral and parenteral, health care of patients related to the patient's bed with different attachments, .... );</li> <li>9. to fully implement the procedures of basic resuscitation measures, automatic external defibrillator, drugs and procedures;</li> <li>10. state the standards and organization of work in Intensive Care Units.</li> </ol>					

Course content broken down in detail by weekly schedule (syllabus)	Format of instruction	Class unit			Class hour	
	L	Monitoring of vital functions in patients			2	
	L	Blood circulation collapse			1	
	L	Respiratory failure			1	
	L	Anaphylactic shock			1	
	L	Basics of intensive care			1	
	L	Adult resuscitation			1	
	L	Oxygen application			1	
	L	Resuscitation of newborns and children			2	
	L	Preoperative examination, preparation for anesthesia, types of anesthesia			2	
	L	Establishment of venous and intraosseous pathways			1	
	L	Application of drugs			2	
	L	Transfusion treatment			1	
	L	Clinical nutrition (enteral and parenteral)			2	
	L	Pain treatment			2	
	E	Resuscitation of children and newborns			2	
	E	Adult resuscitation, oxygen application			2	
	E	Establishment of the venous / intraosseous pathway			2	
	E	Basic monitoring (ECG monitoring, non-invasive pressure measurement, pulse oximetry)			2	
	E	Monitoring of vital signs in patients in the Intensive Care Unit			3	
	E	Preparation for anesthesia, types of anesthesia and care of patients after anesthesia			3	
E	Peculiarities of care and application of therapy in patients with ICU (adults)			3		
E	Peculiarities of care and application of therapy in patients with ICU (children)			3		
E	Painless childbirth			3		
Format of instruction	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in its entirety <input checked="" type="checkbox"/> mixed e-learning <input type="checkbox"/> field teaching		<input checked="" type="checkbox"/> independent tasks <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> mentoring work <input type="checkbox"/> (other)			
Student responsibilities	Regular class attendance. Active participation in the teaching process. Password for AAI EduHr electronic identity for access to e - learning.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits corresponds to the	Class attendance	0.31	Research		Practical work	
	Experimental work		Report		Preclinical exercises	0.46
	Essay		Seminar essay		(other)	
	Tests		Oral exam		(other)	

<i>credit value of the course):</i>	Written exam	1.23	Project		(other)	
Grading and evaluating of student work in class and at the final exam	Evaluation indicators		Success (points)	Share in overall grade (%)		
	Attendance and activity at lectures and seminars for 100% attendance		10	15.38		
	Written exam		40	61.54		
	Preclinical exercises		15	23.08		
	<b>In total</b>		<b>65</b>	<b>100</b>		
	<b>PERFORMANCE AND GRADE RATIO</b>					
	<b>Grading (%)</b>		<b>Criteria</b>	<b>Grades</b>		
	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)	<b>title</b>		<b>Number of copies in the library / number of students</b>	<b>Availability through other media</b>		
	1. 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.					
	2. General clinical anesthesiology and resuscitation. Zadar: University of Zadar, 2020; 379-446					
	3. Basic and general clinical skills . Faculty of Medicine, University of Split; 2011. Working material editors: Šimunović VJ, Rakić M, Jukić, M, Karanović, N, Lojpur, M, Kopic, D, Carev					
	4. 2020 European Council Resuscitation Guidelines					
	5. Teaching materials and ppt presentations posted on the Merlin platform					
Optional literature (at the time of submission of study programme proposal)	M. Jukić et al. Clinical Anesthesiology: Medicinska naklada Zagreb 2013 Alan Šustić et al .: Handbook of Anesthesiology, Resuscitation and Intensive Care Medicine for undergraduate, graduate and professional students, Faculty of Medicine Rijeka, Digital pont doo Rijeka, 2014. ILS Handbook (Immediate Life Support), Handbook of the Croatian Resuscitation Society (CroRC / ERC) ASL Handbook (Advance Life Support), Handbook of the Croatian Resuscitation Society (CroRC / ERC)					
Ways of monitoring quality that ensure the	Active participation in classes. Regularity of attending classes:					

acquisition of established learning outcomes	<ul style="list-style-type: none"><li>- lectures - at least 80% (regular) or 60% (extraordinary) of the entire class,</li><li>- seminars - minimum 90% (regular) or 80% (extraordinary)</li><li>- exercises - 100% (regular) or 80% (extraordinary)</li></ul>
Other (according to the proponent)	

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<b>NAME OF THE COURSE</b>	<b>Surgery, Orthopaedics and Traumatology</b>						
<b>Code</b>	<b>ZSS619</b>						
<b>Course teacher</b>	Associate Professor Zenon Pogorelić, MD, PhD	<b>Year of study</b>	3.				
		<b>Credit (ECTS)</b>	3				
<b>Associate teachers</b>	Associates from teaching bases	<b>Type of instruction (number of hours)</b>	<b>L</b>	<b>S</b>	<b>E</b>	<b>T</b>	
			30		35		
<b>Status of the course</b>	Mandatory	<b>Percentage of applications e-learning</b>	Up to 20%				
<b>COURSE DESCRIPTION</b>							
<b>Course enrollment requirements and entry competencies required for the course</b>	Passed exams in the previous year of study: <ol style="list-style-type: none"> <li>1. Internal medicine</li> <li>2. Fundamentals of radiology and radiation protection</li> <li>3. Infectious Diseases</li> </ol>						
<b>Learning outcomes expected at the level Of the course (4-10 learning outcomes)</b>	After listening to lectures, independent learning and passing the exam, students will: <ol style="list-style-type: none"> <li>1. explain and apply the acquired theoretical and practical knowledge and skills related to the clinical treatment of surgical, orthopedic and trauma patients;</li> <li>2. explain the clinical picture, surgical approaches, types of operations and possible postoperative complications in the treatment of the most common surgical diseases and injuries of organ systems;</li> <li>3. report venous and CV route placement, catheterization for preoperative preparation of patients;</li> <li>4. explain the basics of parenteral and enteral nutrition;</li> <li>5. conduct postoperative patient monitoring;</li> <li>6. explain symptomatology, pathology and pathophysiology, diagnosis and therapy of major surgical diseases.</li> </ol>						
<b>Course content broken down in detail by weekly schedule (syllabus)</b>	<b>Format of instruction</b>	<b>Class unit</b>					<b>Class hour</b>
	L	STERILIZATION, ASEPSIS AND ANTISEPSA, SURGICAL THREADS AND MECHANICAL SEWERS <i>Lecture - Prof.dr.sc. Z. Pogorelić</i>					2
	L	WOUND. INFECTIONS IN SURGERY. DRAINAGE AND CATHETERS <i>Lecture - Prof.dr.sc. N. Ilić</i>					2
	L	POLYTRAUMA AND HEMORRHAGIC SHOCK <i>Lecture - Doc.dr.sc. C. Bulat</i>					2
	L	ACUTE ABDOMEN <i>Lecture - Ph.D. J. Kraljević</i>					2
	L	STOMACH, SMALL AND COLON SURGERY <i>Lecture - Prof.dr.sc. Z. Perko</i>					2
	L	SURGERY OF THE LIVER, BILE TRACT AND PANCREAS <i>Lecture - Prof.dr.sc. Z. Perko</i>					2
	L	MINIMALLY INVASIVE SURGERY <i>Lecture - Prof.dr.sc. Z. Pogorelić</i>					1
L	GENERAL PRINCIPLES OF THORACIC SURGERY,					2	

		BREAST SURGERY <i>Lecture - Prof.dr.sc. N. Ilić</i>				
	L	PRINCIPLES AND DIAGNOSTIC TESTS IN CIRCULATORY SYSTEM SURGERY SURGICAL TREATMENT OF ACUTE AND CHRONIC DISEASES OF ARTERIES AND VEINS <i>Lecture - Doc.dr.sc. M. Petričević</i>		2		
	L	FUNDAMENTALS OF CARDIAL SURGERY <i>Lecture - Doc.dr.sc. M. Petričević</i>		2		
	L	TRAUMATOLOGICAL PROPEDEUTICS AND DIAGNOSTIC TESTS PRINCIPLES OF CONSERVATIVE TREATMENT OF FRACTURES, BANDAGES AND IMMOBILIZATION <i>Lecture - Doc.dr.sc. A. Pavić</i>		2		
	L	PRINCIPLES OF SURGICAL TREATMENT TREATMENT, TRANSPORT OF SERIOUS PATIENTS <i>Lecture - Doc.dr.sc. A. Pavić</i>		2		
	L	FUNDAMENTALS OF PLASTIC AND RECONSTRUCTIVE BURN SURGERY <i>Lecture - Doc.dr.sc. I. Utrobičić</i>		2		
	L	FUNDAMENTALS OF PEDIATRIC SURGERY <i>Lecture - Doc.dr.sc. J. Meštrović</i>		1		
	L	FUNDAMENTALS OF NEUROSURGERY <i>Lecture - Doc.dr.sc. Ž. Busic</i>		2		
	L	FUNDAMENTALS OF UROLOGY <i>Lecture: Prof.dr.sc. M. Šitum</i>		1		
	L	FUNDAMENTALS OF INTENSIVE TREATMENT <i>Lecture - Doc.dr.sc. M. Lojpur</i>		1		
	E	Clinical training		1-15		
	E	Clinical training		1-20		
	Format of instruction	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> Exercises <input type="checkbox"/> <i>on line</i> in its entirety <input type="checkbox"/> Blended e-learning <input type="checkbox"/> field teaching		<input checked="" type="checkbox"/> independent tasks <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> mentoring work <input type="checkbox"/> (other)		
Student responsibilities	Regular class attendance. Active participation in the teaching process. Password for AAI EduHr electronic identity for access to e - learning.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Class attendance		Research		Practical work	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests		Oral exam		(other)	
	Written exam	3	Project		(other)	



Grading and evaluating of student work in class and at the final exam	Evaluation indicators		Success (points)	Share in overall grade (%)
	Written exam		50	100
	<b>In total</b>		<b>50</b>	<b>100</b>
	<b>PERFORMANCE AND GRADE RATIO</b>			
	<b>Grading (%)</b>	<b>Criteria</b>		<b>Grades</b>
	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)	<b>Title</b>		<b>Number of copies in the library / number of students</b>	<b>Availability through other media</b>
	Prpić, I. Surgery for medical schools. Medicinska naklada, Zagreb, 1996.			
	Teaching materials and ppt presentations posted on the Merlin platform			
Optional literature (at the time of submission of study programme proposal)	Prpić I. et al. Surgery for medics. Školska knjiga, Zagreb, 2002			
Ways of monitoring quality that ensure the acquisition of established learning outcomes	Active participation in classes. Regularity of attending classes: <ul style="list-style-type: none"> <li>- lectures - at least 80% (regular) or 60% (extraordinary) of the entire class,</li> <li>- seminars - minimum 90% (regular) or 80% (extraordinary)</li> <li>- exercises - 100% (regular) or 80% (extraordinary)</li> </ul>			
Other (according to the proponent)				

NAME OF THE COURSE		Ophthalmology					
Code	ZSS620	Year of study	3.				
Course teacher	Assistant professor Dobrila Karlica Utrobičić, MD., PhD.	Credits (ECTS)	2.				
Associate teachers	Associates from teaching bases	Type of instruction (number of hours)	L	S	CE	SCE	
			9	8	10	10	
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 listening to lectures, independent learning and passing the exam, students will: <ol style="list-style-type: none"> <li>1. explain the most significant eye diseases that are important to medical technicians in assessing the health status of patients;</li> <li>2. determine the need for health care;</li> <li>3. apply the acquired knowledge in the health care of ophthalmic patients</li> <li>4. plan and implement health care according to the principles of the health care process;</li> <li>5. evaluate the outcomes of health plans;</li> </ol>						
Course content broken down in detail by weekly class schedule (syllabus)	L,S	Orbit and ocular adnexa, tear ducts			1,1		
	L,S	diseases of the conjunctiva of the cornea of the eye and the sclera,			1,1		
	L,S	application of mydriatics, antibiotics and steroids - topically, drops, ointments, subconjunctival injections			1,1		
	L,S	choroid disease			1,1		
	L,S	diseases of the lens (cataract) and vitreous			1,1		
	L,S	retinal diseases			1,1		
	L,S	optic nerve disease; glaucoma			1,1		
	L,S	refractive anomalies of the eye and strabismus			1,1		
	L	eye injuries			1		
	CE	Clinical training			1-10		
SCE	Clinical training			1-10			
Format of instruction	x lectures x seminars and workshops x exercises <input type="checkbox"/> <i>on line</i> in entirety x partial e-learning <input type="checkbox"/> field work		x independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory x work with mentor <input type="checkbox"/> (other)				
Student responsibilities	Regular class attendance. Active participation in the teaching process. Password for AAI EduHr electronic identity for access to e – learning						
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance		Research		Practical training	0.31	
	Experimental work		Report				
	Essay		Seminar essay	0.31	(Other)		
	Tests		Oral exam		(Other)		
	Written exam	1.38	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)	<b>Title</b>	<b>Number of copies in the library</b>	<b>Availability via other media</b>
	Ivanišević M. and associates Eye Diseases - Course book for nurses. Split: School of Medicine of the University of Split, 2011		
Optional literature (at the time of submission of study programme proposal)	1. Ivanišević M. Red eye, diagnosis and treatment. Split: The scientific work unit of the Split University Hospital, 1998.		
	2. Ivanišević M. Handbook for exercises in ophthalmology. Split: School of Medicine of the University of Split, 2001.		
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> <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>		
Other (as the proposer wishes to add)			

NAME OF THE COURSE		Otorhinolaryngology					
Code	ZSS621	Year of study	3				
Course teacher	Assist. Prof. Draško Cikojević, MD, PhD	Credits (ECTS)	2				
Associate teachers	Associates from teaching bases	Type of instruction (number of hours)	L	S	E	T	
			9	8	10		
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)	<p>After completing the course, students will be able to:</p> <ul style="list-style-type: none"> <li>- explain anatomic head and neck relationships;</li> <li>- recognize physiological processes of ear, nose and throat ;</li> <li>- recognize the emergency conditions in otorhinolaryngology</li> <li>- recognize the emergency conditions in otorhinolaryngology and implement the basics of first aid in otorhinolaryngology;</li> <li>- recognize symptoms and manifestations of the most common diseases in otorhinolaryngology;</li> <li>- describe and explain the basic diagnostic procedures in otorhinolaryngology;</li> <li>- explain the basic principles of the ENT treatment;</li> <li>- participate in the treatment.</li> </ul>						
Course content broken down in detail by weekly class schedule (syllabus)	<p>The course covers theoretical and practical knowledge and skills related to head and neck disease. It provides information on the principles of examination, diagnostics and treatment of these diseases and conditions.</p> <p>All theoretical instruction is accompanied by clinical exercises with the aim of training the student for independent work.</p> <p>Thematic units:</p> <ul style="list-style-type: none"> <li>• otorhinolaryngological propedeutics</li> <li>• emergency conditions in otorhinolaryngology</li> <li>• diagnostics of head and neck disease</li> <li>• clinical picture and symptoms of various diseases and conditions in otorhinolaryngology</li> <li>• surgical and conservative treatment of head and neck disease</li> <li>• post-operative monitoring and care for the patient</li> </ul>						
Format of instruction	x lectures x seminars and workshops x exercises <input type="checkbox"/> <i>on line</i> in entirety x partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)					
Student responsibilities	Regular class attendance. Active participation in the teaching process. Password for AAI EduHr electronic identity for access to e – learning						
Screening student work (name the proportion of ECTS credits for each activity so that the	Class attendance		Research		Practical training		
	Experimental work		Report				
	Essay		Seminar essay		(Other)		

total number of ECTS credits is equal to the ECTS value of the course)	Tests		Oral exam		(Other)	
	Written exam	2,0	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)	<b>Title</b>				<b>Number of copies in the library</b>	<b>Availability via other media</b>
	Mladina R.: Otorhinolaryngology, Zagreb 2008.					
	Drviš P.: Otorhinolaryngology, Spilt 2019.					
Optional literature (at the time of submission of study programme proposal)	OSA – diagnostic and therapy, Slavonski Brod, 2015.					
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> <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>					
Other (as the proposer wishes to add)						

NAME OF THE COURSE	Nursing Care of the Adults II						
Item code	ZSS622						
Course teacher	Assistant prof. Mate Petričević, MD, PhD	Year of study	3.				
		Credit (ECTS)	7				
Associate teachers	Rahela Orlandini, MN., senior lecturer Mentors from teaching bases	Type of instruction (number of hours)	L	S	E	T	
			35		120		
Status of the course	Mandatory	Percentage of applications e-learning	Up to 20%				
<b>COURSE DESCRIPTION</b>							
Course enrollment requirements and entry competencies required for the course	<p>Passed subjects of the 1st year:</p> <ol style="list-style-type: none"> <li>1. Nursing Care</li> <li>2. Process of Nursing Care</li> <li>3. Clinical Skills I</li> </ol> <p>Passed subjects of the 2nd year:</p> <ul style="list-style-type: none"> <li>– Clinical skills II</li> </ul>						
Learning outcomes expected at the level Of the course (4-10 learning outcomes)	<p>After completing the course and passing the exam, students will be able to:</p> <ol style="list-style-type: none"> <li>1. collect, evaluate, analyze and interpret data related to meeting basic human needs in surgical patients;</li> <li>2. explain, plan and implement general and special health care of surgical patients;</li> <li>3. explain, plan and implement procedures aimed at improving health, recovery or peaceful death;</li> <li>4. explain and implement preoperative preparation of patients, care during surgery and postoperative health care;</li> <li>5. monitor and evaluate the success of preoperative, intraoperative and postoperative health care;</li> <li>6. plan, implement and evaluate the success of procedures in special areas of surgical health care;</li> <li>7. explain and implement interventions in health care according to set guidelines;</li> <li>8. explain and conduct education of the patient and his family members;</li> <li>9. explain and conduct rehabilitation;</li> <li>10. monitor and manage the quantity and quality of health care.</li> </ol>						
Course content broken down in detail by weekly schedule (syllabus)	Format of instruction	Class unit					Class hour
	L	Theoretical and practical application of knowledge focused on the nursing care of surgical patients, with special emphasis on a holistic, systematic and individualized approach during the hospital stay and after discharge home.					2
	L	Systematic preoperative, intraoperative and postoperative health care.					5
	L	Focus on the quality of life of the patient after surgery, his family's participation in care, rehabilitation and possible palliative care.					4

	L	Education for the application of knowledge and skills in data collection and assessment of patients' needs for health care, defining problems, making nursing diagnoses.	5			
	L	Emergency and elective admission of a surgical patient: general and special monitoring, education of a surgical patient, mental and physical preparation of patients for surgery, enteral and parenteral nutrition of patients, transfusion of blood and blood products, compensation of circulating volume, immediate physical preparation for: <ul style="list-style-type: none"> <li>- surgery, premedication, immediate postoperative follow-up of patients, postoperative difficulties, postoperative complications.</li> </ul>	5			
	L	Special areas of nursing care of surgical patients: preoperative preparation and postoperative nursing care: cardiac surgery patient, neurosurgical patient, patient with gastrointestinal surgery, patient with respiratory surgery, gynecological surgery patient, specifics of nursing intervention and specificity of nursing documentation management.	6			
	L	Technical preparation of the hall and instruments for surgery, organization of work in the hall, maintaining the correctness of instruments and implementation of basic measures to protect staff and patients during surgery - sterilization, disinfection, aseptic working conditions.	4			
	L	Developing a professional attitude towards work and acting in accordance with legal and ethical principles, respecting the rules of teamwork and developing professional communication.	4			
	E	clinical training	1-100			
	E	clinical training	1-20			
Format of instruction	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> Exercises <input type="checkbox"/> <i>on line</i> in its entirety <input checked="" type="checkbox"/> Blended e-learning <input type="checkbox"/> field teaching		<input checked="" type="checkbox"/> independent tasks <input checked="" type="checkbox"/> multimedia <input checked="" type="checkbox"/> laboratory <input checked="" type="checkbox"/> mentoring work <input type="checkbox"/> (other)			
Student responsibilities	Regular class attendance. Active participation in the teaching process. Password for AAI EduHr electronic identity for access to e - learning.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Class attendance		Research		Practical work	1.08
	Experimental work		Report		Case report	1.62
	Essay		Seminar essay		(other)	
	Tests		Oral exam		(other)	
	Written exam	4.31	Project		(other)	

Grading and evaluating of student work in class and at the final exam	Evaluation indicators		Success (points)	Share in overall grade (%)
	Written exam		40	61.54
	Practical work		10	15.38
	Case report (nursing documentation)		15	23.08
	<b>In total</b>		<b>65</b>	<b>100</b>
	<b>PERFORMANCE AND GRADE RATIO</b>			
	<b>Grading (%)</b>	<b>Criteria</b>	<b>Grades</b>	
	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)	<b>title</b>		<b>Number of copies in the library / number of students</b>	<b>Availability through other media</b>
	Teaching texts of lectures and scripts of lecturers (until the publication of the official textbook)			
	Prlić N, Rogina V, Muk B. Health care 4. Školska knjiga, Zagreb 2001.			
	Kalauz S. et al. Nursing care of surgical patients. Polytechnic of Health, Zagreb 2020			
	Kovačević I. Introduction to surgery with health care of surgical patients (teaching texts). Medical Polytechnic of Zagreb. HKMS. Zagreb 2003			<a href="http://www.hkms.hr/data/1384175408_398_mala_ZNJ%20Kirurkih%20bol%20astavnih%20materijali.pdf">http://www.hkms.hr/data/1384175408_398_mala_ZNJ%20Kirurkih%20bol%20astavnih%20materijali.pdf</a>
	Kurtović B. et al. Nursing care of neurosurgical patients. HKMS. Zagreb 2013			<a href="http://www.hkms.hr/data/1384336898_569_mala_Zdravstvena%20njeg%20neurokirur%C5%A1kih%20bolesnika.pdf">http://www.hkms.hr/data/1384336898_569_mala_Zdravstvena%20njeg%20neurokirur%C5%A1kih%20bolesnika.pdf</a>
	Teaching materials and ppt presentations posted on the Merlin platform			
Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> <li>1. Kalauz, S. Nursing care of surgical patients (teaching texts), Medical College, Zagreb 2000.</li> <li>2. Prpić I. et al. Surgery for medics. Školska knjiga, Zagreb 2001</li> <li>3. Bradić I. et al. : Surgery, Medicinska knjiga, Zagreb 1995.</li> <li>4. Fučkar G. The process of health care. Faculty of Medicine, University of Zagreb, Zagreb, 1992</li> <li>5. Fučkar G. Nursing diagnoses. HUSE. Zagreb 1992</li> </ol>			



Ways of monitoring quality that ensure the acquisition of established learning outcomes	<p>Active participation in classes.</p> <p>Regularity of attending classes:</p> <ul style="list-style-type: none"> <li>- lectures - at least 80% (regular) or 60% (extraordinary) of the entire class,</li> <li>- seminars - minimum 90% (regular) or 80% (extraordinary)</li> <li>- exercises - 100% (regular) or 80% (extraordinary)</li> </ul>
Other (according to the proponent)	

DO NOT COPY

<b>NAME OF THE COURSE</b>	<b>Psychiatry and Mental Health</b>						
<b>Item code</b>	<b>ZSS623</b>						
<b>Course teacher</b>	Asst. Prof Trpimir Glavina, MD, PhD	<b>Year of study</b>	3.				
		<b>Credit (ECTS)</b>	2				
<b>Associate teachers</b>	Associates from teaching bases	<b>Type of instruction (number of hours)</b>	L	S	E	T	
			25		15		
<b>Status of the course</b>	Mandatory	<b>Percentage of applications e-learning</b>	Up to 20%				
<b>COURSE DESCRIPTION</b>							
<b>Course enrollment requirements and entry competencies required for the course</b>	No requirements						
<b>Learning outcomes expected at the level Of the course (4-10 learning outcomes)</b>	<p>After completing the course and passing the exam, students will be able to:</p> <ul style="list-style-type: none"> <li>- recognize general psychopathology (disorders of consciousness; disorders of communication; disorders of attention; disorders of perception; disorders of psychomotor; disorders of thought; disorders of mood and affect; disorders of will; disorders of mnesic and intellectual abilities; disorders of instinct; disorders of memory);</li> <li>- independently approach the mentally ill and define the role of the nurse in keeping medical records and identify the basic classification of mental illness;</li> <li>- to judge the specificity of the approach to a patient with mental disorders (access to a psychotic patient; access to a manic patient; access to a depressed patient; access to a delusional patient; access to a patient with dementia; access to an anxious patient; access to an aggressive patient);</li> <li>- appoint basic psychopharmaceuticals and identify serious drug side effects; define possible predictors of mental disorders.</li> </ul>						
<b>Course content broken down in detail by weekly schedule (syllabus)</b>	<b>Format of instruction</b>	<b>Class unit</b>					<b>Class hour</b>
	L	Introduction to psychiatry, (nurse, history, etiology and psychopathology)					3
	L	Emergencies in psychiatry					2
	L	Schizophrenia, schizotypal and other delusional disorders					2
	L	Organic disorders					2
	L	Eating Disorders					1
	L	Mood disorders, sleep disorders					2
	L	Anxiety disorders					1
	L	Personality disorders					2
	L	Psychosomatics					2
	L	Child and adolescent psychiatry					2
	L	Addiction diseases					2
	L	Therapy in psychiatry					2
	L	Non-institutional addiction treatment					2
E	Clinical training					1-15	

Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in its entirety <input checked="" type="checkbox"/> Blended e-learning <input type="checkbox"/> field teaching	<input checked="" type="checkbox"/> independent tasks <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> mentoring work <input type="checkbox"/> (other)																														
Student responsibilities	Regular class attendance. Active participation in the teaching process. Password for AAI EduHr electronic identity for access to e - learning.																															
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	<table border="1"> <tr> <td>Class attendance</td> <td></td> <td>Research</td> <td></td> <td>Practical work</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>2.0</td> <td>Project</td> <td></td> <td>(other)</td> <td></td> </tr> </table>	Class attendance		Research		Practical work		Experimental work		Report		(other)		Essay		Seminar essay		(other)		Tests		Oral exam		(other)		Written exam	2.0	Project		(other)		
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Essay		Seminar essay		(other)																												
Tests		Oral exam		(other)																												
Written exam	2.0	Project		(other)																												
Grading and evaluating of student work in class and at the final exam	<table border="1"> <thead> <tr> <th>Evaluation indicators</th> <th>Success (points)</th> <th>Share in overall grade (%)</th> </tr> </thead> <tbody> <tr> <td>Written exam</td> <td>30</td> <td>100</td> </tr> <tr> <td><b>In total</b></td> <td><b>30</b></td> <td><b>100</b></td> </tr> </tbody> </table> <p style="text-align: center;"><b>PERFORMANCE AND GRADE RATIO</b></p> <table border="1"> <thead> <tr> <th>Grading (%)</th> <th>Criteria</th> <th>Grades</th> </tr> </thead> <tbody> <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> </tbody> </table>		Evaluation indicators	Success (points)	Share in overall grade (%)	Written exam	30	100	<b>In total</b>	<b>30</b>	<b>100</b>	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	exceptional success	excellent (5)						
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Teaching materials and ppt presentations posted on the Merlin platform																																
Optional literature (at the time of submission of study programme proposal)	Vasko Muačević et al. : "Psychiatry", Medicinska naklada, Zagreb 1995.																															

Ways of monitoring quality that ensure the acquisition of established learning outcomes	Active participation in classes. Regularity of attending classes: <ul style="list-style-type: none"> <li>- lectures - at least 80% (regular) or 60% (extraordinary) of the entire class,</li> <li>- seminars - minimum 90% (regular) or 80% (extraordinary)</li> <li>- exercises - 100% (regular) or 80% (extraordinary)</li> </ul>
Other (according to the proponent)	

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NAME OF THE COURSE	Dermatology						
Item code	ZSS612						
Course teacher	Full Professor, Neira Puizina-Ivic, MD	Year of study	3.				
		Credit (ECTS)	2				
Associate teachers	Associates from teaching bases	Type of instruction (number of hours)	L	S	E	T	
			18	8	20		
Status of the course	Mandatory	Percentage of applications e-learning	Up to 20%				
		<b>COURSE DESCRIPTION</b>					
Course enrollment requirements and entry competencies required for the course	No requirements						
Learning outcomes expected at the level Of the course (4-10 learning outcomes)	<p>After completing the course and passing the exam, students will be able to:</p> <ol style="list-style-type: none"> <li>1. explain the most common symptoms of dermatological diseases;</li> <li>2. identify the role of the nurse in recognizing and monitoring symptoms;</li> <li>3. plan and implement health care of a dermatovenerological patient according to the principles of the health care process</li> <li>4. apply an appropriate approach in accordance with the specific needs of individual patients with chronic dermatoses</li> <li>5. to conduct training of patients with chronic dermatoses with the aim of raising the quality of life</li> </ol>						
Course content broken down in detail by weekly schedule (syllabus)	Format of instruction	Class unit					Class hour
	L	Skin structure and recognition and naming of basic skin changes					1
	L	Basic methods of diagnosis and treatment in dermatovenerology					1
	L	Infectious and parasitic skin diseases					4
	L	Autoimmune connective tissue diseases					2
	L	Diseases of the veins of the lower limbs					2
	S	Diseases of the sebaceous glands and hair follicles					2
	L	Dermatological oncology					2
	S	Allergic skin diseases					4
	L	Vesicular and bullous dermatoses					2
	S	Photodermatosis					2
	S	Sexually transmitted disease					2
	L	Erythematous and erythematous squamous diseases					2
	E	Clinical training					1-10
E	Clinical training					1-10	
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in its entirety <input checked="" type="checkbox"/> Blended e-learning					<input checked="" type="checkbox"/> independent tasks <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> mentoring work <input type="checkbox"/> (other)	

	<input type="checkbox"/> field teaching					
Student responsibilities	Regular class attendance. Active participation in the teaching process. Password for AAI EduHr electronic identity for access to e - learning.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Class attendance		Research		Practical work	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests		Oral exam		(other)	
	Written exam	2	Project		(other)	
Grading and evaluating of student work in class and at the final exam	Evaluation indicators		Success (points)	Share in overall grade (%)		
	Written exam		40	100		
	<b>In total</b>		<b>40</b>	<b>100</b>		
	<b>PERFORMANCE AND GRADE RATIO</b>					
	<b>Grading (%)</b>	<b>Criteria</b>			<b>Grades</b>	
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)	<b>Title</b>			<b>Number of copies in the library / number of students</b>	<b>Availability through other media</b>	
	1. Basta Juzbašić et al. Dermatovenerology, Medicinska naklada, Zagreb 2014.					
	2. Teaching materials and ppt presentations posted on the Merlin platform					
Optional literature (at the time of submission of study programme proposal)	Jasna Lipozenčić et al. <b>Dermatovenerology</b> . Medicinska naklada, Zagreb 2008					
Ways of monitoring quality that ensure the acquisition of established learning outcomes	Active participation in classes. Regularity of attending classes: <ul style="list-style-type: none"> <li>- lectures - at least 80% (regular) or 60% (extraordinary) of the entire class,</li> <li>- seminars - minimum 90% (regular) or 80% (extraordinary)</li> <li>- exercises - 100% (regular) or 80% (extraordinary)</li> </ul>					
Other (according to the proponent)						

NAME OF THE COURSE	Nursing care of Psychiatric Patients					
Code	ZSS624					
Course teacher	Associate Professor Vesna Antičević, PhD	Year of study	3.			
		Credit (ECTS)	6			
Associate teachers	Matea Dolić, MN., senior lecturer Diana Aranza, MN., lecturer Mentors from teaching bases	Type of instruction (number of hours)	L	S	E	T
			25	10	90	
Status of the course	Mandatory	Percentage of applications e-learning	Up to 20%			
<b>COURSE DESCRIPTION</b>						
Course enrollment requirements and entry competencies required for the course	<p>Passed items:</p> <ol style="list-style-type: none"> <li>Basics of health care,</li> <li>Health care,</li> <li>The process of health care</li> <li>Clinical skills I</li> <li>Clinical skills II.</li> </ol>					
Learning outcomes expected at the level Of the course (4-10 learning outcomes)	<p>After completing the course and passing the exam, students will be able to:</p> <ol style="list-style-type: none"> <li>develop attitudes related to the promotion of mental health and assistance to individuals and their families in coping with mental disorders;</li> <li>assess the interaction of biological, psychological, social and spiritual factors;</li> <li>reproduce and understand the basic concepts related to the promotion of mental health and help individuals and their families in coping with mental disorders;</li> <li>participate in the improvement of mental health and assessment of mental status as competent members of a multidisciplinary team;</li> <li>collect data, plan and implement health care and evaluate health care;</li> <li>understand basic negotiation techniques, group therapies and specific crisis interventions.</li> <li>demonstrate knowledge of work in primary, secondary and tertiary mental health care;</li> <li>develop a more humane attitude towards patients with mental disorders and thus contribute to antistigma.</li> </ol>					
Course content broken down in detail by weekly schedule (syllabus)	Format of instruction	Class unit			Class hour	
	L	A historical overview of the development of care for the mentally ill. Organization and work of psychiatric institutions. Rights and obligations of patients with mental disorders. Psychopathology.			2.5	
	L	Basic principles of health care for psychiatric patients. Therapeutic communication.			3	
	L	Therapeutic approaches in the care of people with mental disorders - activities of a nurse. Emergency admission of psychiatric patients - activities of a nurse.			4	
	L	Nursing care of patients in children and adolescents with mental health problems and disorders.			2	
	L	Nursing care of patients with mood disorders.			3	

	L	Specifics of health care for patients with anxiety disorders.	3			
	L	Health care for people with addiction.	3			
	L	Health care of patients with schizophrenia.	2.5			
	L	Nursing care of patients with dementia	2			
	S	Health care documentation.	5			
	S	Prejudice against people with mental illness.	5			
	E	Characteristics of therapeutic communication and psychosocial support.	1-20			
	E	Clinical training	1-70			
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> Exercises <input type="checkbox"/> <i>on line</i> in its entirety <input checked="" type="checkbox"/> <b>Blended</b> e-learning <input type="checkbox"/> field teaching		<input checked="" type="checkbox"/> independent tasks <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> mentoring work <input type="checkbox"/> (other)			
Student responsibilities	Regular class attendance. Active participation in the teaching process. Password for AAI EduHr electronic identity for access to e - learning.					
Screening student work ( <i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i> ):	Class attendance		Research		Practical work	1.85
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests		Oral exam		(other)	
	Written exam	4.15	Project		(other)	
Grading and evaluating of student work in class and at the final exam	Evaluation indicators		Success (points)	Share in overall grade (%)		
	Written exam		45	69.23		
	Practical work		20	30.77		
	<b>In total</b>		<b>65</b>	<b>100</b>		
	<b>PERFORMANCE AND GRADE RATIO</b>					
	<b>Grading (%)</b>	<b>Criteria</b>		<b>Grades</b>		
	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)	<b>Title</b>		<b>Number of copies in the library / number of students</b>	<b>Availability through other media</b>		
	Šarić M. Nursing care of psychiatric patients - teaching texts. OZS, 2013					



	Tanja Franciskovic, Ljiljana Moro. Psychiatry. Textbook for higher health studies. Medicinska naklada, 2011		
	Teaching materials and ppt presentations posted on the Merlin platform		
Optional literature (at the time of submission of study programme proposal)	Kalauz S .: Nursing profession in the light of bioethical pluriperspectivism, Pergamenta, Zagreb 2011.		
Ways of monitoring quality that ensure the acquisition of established learning outcomes	Active participation in classes. Regularity of attending classes: <ul style="list-style-type: none"> <li>- lectures - at least 80% (regular) or 60% (extraordinary) of the entire class,</li> <li>- seminars - minimum 90% (regular) or 80% (extraordinary)</li> <li>- exercises - 100% (regular) or 80% (extraordinary)</li> </ul>		
Other (according to the proponent)			

DO NOT COPY

<b>NAME OF THE COURSE</b>	<b>Health Care for People with Disabilities</b>					
<b>Item code</b>	<b>ZSS625</b>					
<b>Course teacher</b>	Associate Professor Vesna Antičević, PhD	<b>Year of study</b>	3.			
		<b>Credit (ECTS)</b>	2			
<b>Associate teachers</b>	Mario Marendić, MN., lecturer Diana Aranza, MN., lecturer Mentors from teaching bases	<b>Type of instruction (number of hours)</b>	L	S	E	T
			15	5	30	
<b>Status of the course</b>	Mandatory	<b>Percentage of applications e-learning</b>	Up to 20%			
<b>COURSE DESCRIPTION</b>						
<b>Course enrollment requirements and entry competencies required for the course</b>	No requirements					
<b>Learning outcomes expected at the level Of the course (4-10 learning outcomes)</b>	<p>After completing the course and passing the exam, students will be able to:</p> <ol style="list-style-type: none"> <li>1. apply an appropriate approach in accordance with the specific needs of persons with disabilities;</li> <li>2. understand ways to approach the specifics of disability in people with disabilities and children with disabilities;</li> <li>3. plan and implement health care according to the principles of the health care process;</li> <li>4. evaluate the outcomes of health plans;</li> <li>5. describe and understand the techniques and specific interventions of a multidisciplinary approach to working with people with disabilities and children with disabilities with an emphasis on the role of the nurse in team work;</li> <li>6. to promote modern approaches to working with people with disabilities in order to raise the quality of life.</li> </ol>					
<b>Course content broken down in detail by weekly schedule (syllabus)</b>	<b>Format of instruction</b>	<b>Class unit</b>	<b>Class hour</b>			
	L,S	Disability and society	1, 1			
	L	Terminology	1			
	L, S	Models of access for people with disabilities	2, 1			
	L	Causes and prevention of disability	1			
	L	People with disabilities throughout history	1			
	L	Attitude towards persons with disabilities in the Republic of Croatia	1			
	L, S	Forms of care for people with disabilities and children with disabilities	1			
	L	National strategy for people with disabilities with an emphasis on health care	1			
	L	International Classifications and Disability	2			
	L, S	Quality of life of people with disabilities	1			

	L,S	Rights of persons with disabilities from the health care system		1	
	L, S	Programs for working with people with disabilities		2	
	E	Training at the Center for Education "Juraj Bonači", Split; Training at the Center for Education Slava Raškaj		1-15	
	E	Clinical training		1-15	
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in its entirety <input checked="" type="checkbox"/> Blended e-learning <input type="checkbox"/> field teaching		<input checked="" type="checkbox"/> independent tasks <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> mentoring work <input type="checkbox"/> (other)		
Student responsibilities	Regular class attendance. Active participation in the teaching process. Password for AAI EduHr electronic identity for access to e - learning.				
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Class attendance		Research	Practical work	
	Experimental work		Report	Exercises	
	Essay	0.5	Seminar essay	(other)	
	Tests		Oral exam	(other)	
	Written exam	1.5	Project	(other)	
Grading and evaluating of student work in class and at the final exam	Evaluation indicators		Success (points)	Share in overall grade (%)	
	Essay		10	25	
	Written exam		30	75	
	<b>In total</b>		<b>40</b>	<b>100</b>	
	<b>PERFORMANCE AND GRADE RATIO</b>				
<b>Grading (%)</b>		<b>Criteria</b>		<b>Grades</b>	
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)	<b>Title</b>		<b>Number of copies in the library / number of students</b>	<b>Availability through other media</b>	
	Ljubičić M. Health care of persons with disabilities. University of Zadar, Zadar, 2014				
	Teaching materials and ppt presentations posted on the Merlin platform				
Optional literature (at the time of submission of study)	Šegota, I.: Deaf and symbolic medical terminology: how to communicate with a deaf patient, Medicinska naklada, Zagreb 2010.				

programme proposal)	National Strategy for Equalization of Opportunities for Persons with Disabilities from 2007 to 2015, Official Gazette, no. 63/07. Sedić B .: Health care for people with special needs, Medical College, Zagreb 2005. Šegota et al .: Bioethical aspects of communication with the deaf, Faculty of Medicine Rijeka, 2007.
Ways of monitoring quality that ensure the acquisition of established learning outcomes	Active participation in classes. Regularity of attending classes: <ul style="list-style-type: none"> <li>- lectures - at least 80% (regular) or 60% (extraordinary) of the entire class,</li> <li>- seminars - minimum 90% (regular) or 80% (extraordinary)</li> <li>- exercises - 100% (regular)</li> </ul>
Other (according to the proponent)	

DO NOT COPY

NAME OF THE COURSE		In-House Nursing Care				
Code	ZSS638	Year of study	3.			
Course teacher	Assistant Professor Ante Obad, MD, PhD	Credits (ECTS)	3			
Associate teachers	Ante Buljubašić, Master of Nursing, lecturer	Type of instruction (number of hours)	L	S	E	T
			20		60	
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	Completed courses: <ol style="list-style-type: none"> <li>1. Basics of Nursing Care</li> <li>2. Nursing Care</li> <li>3. Process of Nursing Care</li> <li>4. Nursing Care of the Adults I I</li> <li>5. Nursing Care of Mother and Newborn</li> <li>6. Nursing Care of Children</li> <li>7. Nursing Care of the Adults II</li> <li>8. Clinical skills I</li> <li>9. Clinical skills II</li> </ol>					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After completing the course and passing the exam, students will be able to: <ol style="list-style-type: none"> <li>1. interpret legal regulations in the field of home health care;</li> <li>2. organize materials, accessories and equipment for the implementation of home health care;</li> <li>3. assess the needs, plan, implement and evaluate the health care / health education of the individual and the family;</li> <li>4. carry out diagnostic, therapeutic and rehabilitation procedures of nursing care in adapted conditions in the home;</li> <li>5. coordinate the multidisciplinary team in the implementation of user care; keep the prescribed nursing documentation.</li> </ol>					
Course content broken down in detail by weekly class schedule (syllabus)	Type of instruction	THEMES			HOURS	
	L	Nursing care at home			4	
	L	Planning, preparation and course of a home visit			3	
	L	Needs assessment, planning, implementation and evaluation of home nursing care			4	
	L	Diagnostic, therapeutic and rehabilitation procedures at home			3	
	L	Health education of the individual and the family. Supporting a family with a sick member			3	
	L	Collaboration and communication with a multidisciplinary team			2	
	L	Legislation in home nursing care			2	
	E	Clinical training			20	
	E	Nursing practice skills, health care implementation			25	
E	Clinical training			15		
Format of instruction	X lectures X seminars and workshops X exercises <input type="checkbox"/> <i>on line</i> in entirety		X independent assignments X multimedia <input type="checkbox"/> laboratory X work with mentor			

	<input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> (other)			
Student responsibilities	Regular class attendance. Active participation in the teaching process. Password for AAI EduHr electronic identity for access to e – learning					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance		Research		Practical training	1
	Experimental work		Report			
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	2	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Verification indicators		Scores		Share in the grade (%)	
	Written exam		40		66.67	
	Practical training		20		33.33	
	<b>Total:</b>		<b>38</b>		<b>100</b>	
	<b>RATIO OF SUCCESS AND EVALUATION</b>					
	SUCCESS RATE ACHIEVED (%)		POINTS RANGE		EVALUATION	
	FROM	TO	FROM	TO		
	60%	69,9%	45	52.425	sufficient (2)	
	70%	79,9%	52.5	59.925	good (3)	
	80%	89,9%	60	67.425	very good (4)	
90%	100%	67.5	75	excellent (5)		
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Mojsovic Z. et al: Nursing in the community, Zdravstveno veleučilište, Zagreb, 2006					
	Mojsovic Z. et al: Nursing in the community (second part), Zdravstveno veleučilište, Zagreb, 2006					
Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> <li>Pavić J. Nursing care for the family, teaching texts, Zdravstveno veleučilište, Zagreb, 2008.</li> <li>Šimunec D. Guidelines for procedures in home nursing care, HKMS, Zagreb 2009.</li> <li>Šimunec D. Guidelines for the implementation of health care in the patronage activity, HKMS, Zagreb 2013.</li> </ol>					
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> <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>					
Other (as the proposer wishes to add)						

NAME OF THE COURSE	Palliative Nursing Care						
Item code	ZSS639						
Course teacher	Assistant Professor Ante Obad, MD, PhD	Year of study	3.				
		Credit (ECTS)	2				
Associate teachers	Matea Dolić, MN., senior lecturer Mentors from teaching bases	Type of instruction (number of hours)	L	S	E	T	
			10	5	30		
Status of the course	Mandatory	Percentage of applications e-learning	Up to 20%				
		<b>COURSE DESCRIPTION</b>					
Course enrollment requirements and entry competencies required for the course	<p>Passed items:</p> <ol style="list-style-type: none"> <li>Basics of Nursing Care</li> <li>Nursing Care</li> <li>Process of Nursing Care</li> <li>Clinical skills I</li> <li>Health Care Psychology</li> <li>Communication skills</li> </ol> <p>Attended classes:</p> <ul style="list-style-type: none"> <li>Clinical skills II.</li> </ul>						
Learning outcomes expected at the level Of the course (4-10 learning outcomes)	<p>After completing the course and passing the exam, students will be able to:</p> <ol style="list-style-type: none"> <li>explain the philosophy and principles of palliative care</li> <li>specify organizational forms and levels of palliative care</li> <li>identify the basic features of palliative care in the hospital, hospice and community</li> <li>plan, implement and evaluate palliative care</li> <li>apply procedures to address and alleviate the symptoms and suffering of patients and family members</li> <li>organize professional and social support for the patient and his family</li> <li>comment on ethical issues in palliative care.</li> </ol>						
Course content broken down in detail by weekly schedule (syllabus)	Format of instruction	Class unit					Class hour
	L	History of palliative care and hospice					1
	L	Dying stage theory according to Kubler-Ross theory: the right way to die or the defense mechanism of staff?					1
	L	Communication with the critically ill patient and his family					1
	S						1
	E						3
	L	Prevention and detection of possible complications (pain, gastrointestinal complications, respiratory complications, metabolic complications, anxiety, confusion, changes in the mouth and skin, fractures)					2
	S	Nursing care of a dying patient					2
E					2		
L	Emergencies in palliative medicine					0.5	
L	Physiotherapy in palliative medicine					0.5	

	L	Psychosocial dimension of palliative care - Care and cultural environment of the patient and his family	1	
	S	Spiritual problems of palliative care	1	
	E		2	
	L	The work of a multidisciplinary team	1	
	L	The impact of palliative care on the healthcare professional	1	
	S		1	
	E		2	
	L	The importance of palliative care in different settings (primary health care team, complementary home care team, palliative care team)	1	
	E	Ethical and legal issues	1	
E	Clinical training - palliative care	1-10		
E	Field exercises - palliative care	1 - 10		
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> Exercises <input type="checkbox"/> <i>on line</i> in its entirety <input checked="" type="checkbox"/> Blended e-learning <input type="checkbox"/> field teaching		<input checked="" type="checkbox"/> independent tasks <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> mentoring work <input type="checkbox"/> (other)	
Student responsibilities	Regular class attendance. Active participation in the teaching process. Password for AAI EduHr electronic identity for access to e - learning.			
Screening student work ( <i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i> ):	Class attendance	Research	Practical work	
	Experimental work	Report	(other)	
	Essay	Seminar essay	0.61 (other)	
	Tests	Oral exam	(other)	
	Written exam	1.39 Project	(other)	
Grading and evaluating of student work in class and at the final exam	Evaluation indicators		Success (points)	Share in overall grade (%)
	Written exam		25	69.44
	Seminar paper (presentation ( )		11	30.56
	<b>In total</b>		<b>36</b>	<b>100.00</b>
	<b>PERFORMANCE AND GRADE RATIO</b>			
	<b>Grading (%)</b>	<b>Criteria</b>		<b>Grades</b>
	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 / number of students	Availability through other media
Required literature (available in the library and via other media)	Saunders C, Sykes N: Palliative care in the final stages of malignancy. Translated from English. Školska knjiga-Zagreb, 1996		
	Jušić A. et al. : Hospice and palliative care. Školska knjiga i Hrvatska liga protiv raka, Zagreb, 1995		
	Dolić M. Teaching texts. OZS, 2021.		
Optional literature (at the time of submission of study programme proposal)	<p>Kubler-Ross E: Conversations with the Dying. Naklada prevodioca, Zagreb, 1980</p> <p>Buckman R. I don't know what to say. How to help and support the dying. Translation from the English VII Canadian edition, Školska knjiga, Zagreb, 1996</p> <p>WHO. Relieving pain caused by cancer and palliative care in children. Ur. Jušić A, translated from English by Desa Grubić- Jakupčević. Croatian Society for Hospice / Palliative Care, HLZ, Zagreb, 2001</p> <p>WHO. Relieving symptoms in the final stages of the disease. Ur. Jušić A, translated from English by Grubić-Jakupčević D, Croatian Society for Hospice / Palliative Care, HLZ, Zagreb, 2001</p> <p>WHO. Relieve pain caused by cancer. Ur. Jušić A, translated from English Grubić-Jakupčević D, Croatian Society for Hospice / Palliative Care, HLZ, Zagreb, 2002</p> <p>Lughton J., Kindlen M. : <i>Palliative Care - The Role of Nursing</i>, Churchill Livingstone, Edinburgh 1999.</p> <p>Jušić, A. et al. : Bioethics in Theory and Practice, Nakladni zavod Globus, 2001.</p>		
	Ways of monitoring quality that ensure the acquisition of established learning outcomes	Teaching materials and ppt presentations posted on the Merlin platform	
Other (according to the proponent)	<p>Active participation in classes.</p> <p>Regularity of attending classes:</p> <ul style="list-style-type: none"> <li>- lectures - at least 80% (regular) or 60% (extraordinary) of the entire class,</li> <li>- seminars - minimum 90% (regular) or 80% (extraordinary)</li> <li>- exercises - 100% (regular) or 80% (extraordinary)</li> </ul>		

NAME OF THE COURSE		Nursing Care in the Community				
Code	ZSS626	Year of study	3.			
Course teacher	Assistant Professor Ante Obad, MD, PhD	Credits (ECTS)	4			
Associate teachers	Ante Buljubašić, Master of Nursing, lecturer	Type of instruction (number of hours)	L	S	E	T
			20		65	
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	<p>Completed courses:</p> <ol style="list-style-type: none"> <li>1. Basics of nursing care</li> <li>2. Nursing care</li> <li>3. The nursing process</li> <li>4. Adult nursing care I</li> <li>5. Maternal and newborn nursing care</li> <li>6. Child nursing care</li> <li>7. Adult nursing care II</li> <li>8. Clinical skills I</li> <li>9. Clinical skills II</li> </ol>					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>After completing the course and passing the exam, students will be able to:</p> <ol style="list-style-type: none"> <li>1. collect the necessary data for the implementation of nursing care in the individual and / or family;</li> <li>2. analyze the collected data on the individual, family and community;</li> <li>3. analyze the needs of a sick and healthy individual and / or family for the implementation of nursing care in the community and make a plan for the implementation of nursing care in the individual and family;</li> <li>4. identify risk factors for damage to health in individuals and families and risk factors in the community;</li> <li>5. differentiate approaches to nursing care planning in the population of healthy and sick people;</li> <li>6. differentiate approaches in nursing care planning in the beneficiary's home, health and social institutions and other health and non-health institutions;</li> <li>7. distinguish priorities in the implementation of community nursing care;</li> <li>8. describe the necessary procedures in planning and implementing community nursing care;</li> <li>9. use the acquired knowledge, skills and methods of work for the implementation of health education through individual work and work with small and large groups of various public health problems with all age groups</li> <li>10. ;describe the importance of the work of a nurse in team, intersectoral and public-health cooperation.</li> </ol>					
Course content broken down in detail by weekly class schedule (syllabus)	<p>It focuses on integrated approach to the management of health care users, family care and community care, preventive action, application of a systematic, logical problem solving in the process of nursing care. The content is focused on tasks related to:</p> <ul style="list-style-type: none"> <li>• promoting and maintaining health and preventing diseases in newborns, infants, young and pre-school children, school children and young people, women (especially during pregnancy and after childbirth), the elderly and infirm, people with risky behaviors and bad life habits;</li> <li>• health promotion through the implementation of national programs and other prevention programs of the target population;</li> <li>• identification and timely detection of needs and care for the sick, elderly and infirm carried out where people live and work;</li> </ul>					

	<ul style="list-style-type: none"> <li>education of users and families for self-care;</li> <li>educating users and families on the use of various types of aids;</li> <li>introducing users and families to various community support services and assistance opportunities to improve their health and social status;</li> <li>nursing care of immobile and less mobile patients with transient and permanent conditions in which self-care is not possible;</li> <li>nursing care of immobile and difficult-to-move patients (toilet, feeding and dressing assistance, prevention of long-term complications, application of enteral, parenteral and local therapy, taking diagnostic material in immobile patients, care of skin integrity disorders (ulcer crurisa, pressure ulcers ...));</li> <li>nursing care for a patient with an artificial opening (anus praeter, cannula).</li> </ul> <p><b>Topics:</b></p> <ol style="list-style-type: none"> <li>Nursing and nursing care in the community</li> <li>Roles and professional competence of nurses in the community</li> <li>Types of nursing care in the community</li> <li>Community</li> <li>Health care</li> <li>Nursing care of woman / family</li> <li>Nursing care of pregnant women</li> <li>Nursing care of puerpera</li> <li>Nursing care of a child</li> <li>Nursing care of a school child</li> <li>Nursing care of adults in community</li> <li>Nursing care of general chronic noncommunicable diseases</li> <li>Nursing care of mentally ill persons</li> <li>Nursing care of patients suffering from infectious diseases</li> <li>Nursing care of addicts</li> <li>Nursing care of persons with special needs</li> <li>Nursing care of the elderly</li> <li>Nursing care of dying patients</li> </ol>					
Format of instruction	X lectures X seminars and workshops X exercises <input type="checkbox"/> <i>on line</i> in entirety X partial e-learning <input type="checkbox"/> field work		X independent assignments X multimedia <input type="checkbox"/> laboratory X work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Regular class attendance. Active participation in the teaching process. Password for AAI EduHr electronic identity for access to e – learning					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance		Research		Practical training	0.5
	Experimental work		Report			
	Essay		Seminar essay	0.5	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	3	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Verification indicators		Scores		Share in the grade (%)	
	Written exam		60		75	
	Seminar essay		10		12,+50	
	Practical training		10		12.50	
	<b>Ukupno</b>		<b>80</b>		<b>100</b>	

	RATIO OF SUCCESS AND EVALUATION					
	SUCCESS RATE ACHIEVED (%)		POINTS RANGE		EVALUATION	
	FROM	TO	FROM	TO		
	60%	69,9%	45	52.425	sufficient (2)	
	70%	79,9%	52.5	59.925	good (3)	
	80%	89,9%	60	67.425	very good (4)	
	90%	100%	67.5	75	excellent (5)	
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Mojsovic Z. et al: Nursing in the community, Zdravstveno veleučilište, Zagreb, 2006					
	Mojsovic Z. et al: Nursing in the community (second part), Zdravstveno veleučilište, Zagreb, 2006					
Optional literature (at the time of submission of study programme proposal)	4. Franković, S. et al. Adult health care. Školska knjiga. Zagreb 2010.					
	5. Broz Lj. Et al. Health care 3. Školska knjiga, Zagreb.					
	6. Šarić M. Instructional materials. OZS, 2013.					
	7. HKMS. Nursing diagnoses. Zagreb, 2011.					
	8. Šepec S. et al. Standardized procedures in health care. HKMS. Zagreb, 2010.					
	9. HKMS. Nursing diagnoses. Zagreb, 201..					
	10. Fučkar, G. Nursing process. Medicinski fakultet Sveučilišta u Zagrebu. Zagreb, 1992. (odabrana poglavlja).					
	11. Fučkar, G. Nursing diagnoses. HUSE, Zagreb, 1996.					
	12. Henderson V. Basic principles of health care. HUSE i HUMS, Zagreb 1994.					
	13. Gordon M. Nursing diagnosis, process and application. McGraw-Hill Book Company, New York 1987.					
	14. Čukljek, S. Basics of nursing care, Zagreb, Zdravstveno veleučilište, 2005.					
	15. Prlić, N. Osnove zdravstvene njege, Zagreb, Školska knjiga, 2006					
	Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> <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>				
	Other (as the proposer wishes to add)					

NAME OF THE COURSE		Health Care Education with Learning and Teaching Methods					
Code	ZSS627	Year of study	3.				
Course teacher	Associate professor Vesna Antičević, MD, PhD	Credits (ECTS)	3				
Associate teachers	Ante Buljubašić, MN, lecturer	Type of instruction (number of hours)	L	S	E	T	
			30	15	30		
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: <ul style="list-style-type: none"> <li>- Apply didactic principles in the implementation of health education,</li> <li>- Assess the health education needs of individuals and groups,</li> <li>- Plan health education activities of individuals and groups,</li> <li>- Implement group or individual health education programmes,</li> <li>- Implement activities aimed at promotion of health.</li> </ul>						
Course content broken down in detail by weekly class schedule (syllabus)	Format of instruction	Class unit				Class hour	
	L, S, E	Learning and behavior: theories of learning/types of learning, learning strategies and techniques, motivation, memory disturbances, forgetting, concentration, teaching, behavior modification, Didactic basics of the organised forms of health education, Working with individuals and families, working with small groups, community work, group dynamics Interpersonal relationships and processes of help, Counselling, Health behavior.				30, 15, 30	
Format of instruction	X lectures X seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety x partial e-learning <input type="checkbox"/> field work		x independent assignments x multimedia x laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)				
Student responsibilities	Regular class attendance Active participation in the teaching process Password for AAI EduHr electronic identity 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	(Other)		
	Colloquium		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 ***	40	66,67
	Seminar essay	20	33,33
	<b>In total</b>	<b>60</b>	<b>100</b>
	<b>PERFORMANCE AND GRADE RATIO</b>		
	<b>Grading (%)</b>	<b>Criteria</b>	<b>Grades</b>
	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)	<b>Title</b>	<b>Number of copies in the library</b>	<b>Availability via other media</b>
	Barath, A.: Kultura, odgoj i zdravlje, Zagreb, 1995.		
	Zarevski, P.: Psihologija pamćenja i učenja, Zagreb, 1994.		
	Buljubašić A. Nastavni tekstovi. SOZS, 2020.; 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	<ul style="list-style-type: none"> <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>		
Other (as the proposer wishes to add)			

NAME OF THE COURSE		Nursing Care of Older Adults				
Code	ZSS640	Year of study	3			
Course teacher	Assistant Professor Nada Tomasović Mrčela, MD, PhD	Credits (ECTS)	4			
Associate teachers	Mario Marendić, Master of Nursing Other associates in the field of nursing care	Type of instruction (number of hours)	L	S	CE	T
			25		40	40
Status of the course	Mandatory	Percentage of application of e-learning	Up to 20 %			
COURSE DESCRIPTION						
Course objectives	<p>Introduce students to the specifics of health care needs and principles of nursing care for the elderly and their role in a multidisciplinary team.</p> <p>Enable students to apply skills specific to nursing care for the elderly. The course includes the theoretical and practical application of knowledge aimed at the nursing care of the elderly, with special emphasis on a holistic, systematic and individualized approach to the elderly patient during his hospitalization and after discharge to home.</p> <p>Frequently, the onset of multimorbidity and/or functional disability affects the quality of life of elderly patients, their families, and the community. Therefore, it is especially important to train students to communicate appropriately with the elderly and to provide nursing health education to elderly patients and their families in nursing practice.</p>					
Course enrolment requirements and entry competences required for the course	No requirements					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>After completing the course and passing the exam, students will be able to:</p> <ol style="list-style-type: none"> <li>1. explain what is the protection of the health of the elderly;</li> <li>2. explain the basic concepts in the field of gerontology</li> <li>3. explain the basic features of demographic, biological, psychological and social aging;</li> <li>4. distinguish between physiological and pathological changes in the elderly in the field of nursing care</li> <li>5. identify the most common health problems of the elderly in the field of nursing care;</li> <li>6. assess the needs, plan, carry out and evaluate the nursing care of the elderly;</li> <li>7. apply prevention measures in nursing care for the elderly;</li> <li>8. explain basic models of care for the elderly</li> </ol>					
Course content broken down in detail by weekly class schedule (syllabus)	L	Health protection of the elderly			2	
	L	Basic concepts in the field of gerontology			2	
	L	Demographic, biological and psychosocial aspects of aging.			2	
	L	Physiological and pathological changes in the elderly			2	
	L	Basic principles of nursing care for the elderly			3	
	L	Primary, secondary and tertiary prevention measures for the elderly			3	
	L	Assistance in basic human needs in nursing care for elderly			5	
	L	Communication with the elderly.			2	
	L	Organizational models of care for the elderly.			1	
	L	Attitudes and prejudices about old age and the elderly.			1	
	L	Successful aging and quality of life of the elderly.			2	
	CE	Clinical exercises at the University Hospital of Split			40	
	T	Training in the nursing homes			40	
Format of instruction	<input checked="" type="checkbox"/> lectures		<input type="checkbox"/> independent assignments			

	<input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Regular class attendance. Active participation in the teaching process. Password for AAI EduHr electronic identity for access to e – learning				
Screening student work (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	clinical exercises 0.8	
	Experimental work	Report	field exercises	0.8	
	Essay	Seminar essay	(Other)		
	Tests	Oral exam	(Other)		
	Written exam	2.4	Project	(Other)	
Grading and evaluating student work in class and at the final exam	Verification indicators		Success (points)	Part of grade (%)	
	Written exam		30	60	
	Clinical exercises		10	20	
	Field exercises		10	20	
	<b>Total</b>		<b>50</b>	<b>100</b>	
	<b>RATIO OF SUCCESS AND EVALUATION</b>				
	SUCCESS RATE ACHIEVED (%)		POINTS RANGE		EVALUATION
	FROM	TO	FROM	TO	
	60%	69,9%	30	34.95	sufficient (2)
	70%	79,9%	35	39.95	good (3)
80%	89,9%	40	44.95	very good (4)	
90%	100%	45	50	excellent (5)	
Required literature (available in the library and via other media)	Title		Number of copies in the library	Availability via other media	
	1. Tomasović Mrčela N. teaching texts. OZS, 2021. 2. Marendić M. teaching texts. OZS, 2017 3. Martinović Vranješ A. teaching texts. OZS, 2021. 4. Marendić M, Orlandini R. Manual for nursing documentation in a retirement and nursing home OZS, 2017.			internal use	
Optional literature (at the time of submission of study programme proposal)	Luckman, J. Manual of nursing care. Philadelphia: Saunders; 1997. Cassel CK, Reisenberg DE, Sorensen LB, Walsh JR: Geriatric Medicine. New York: Springer-Verlag;1990. Duraković Z, et al. Medicina starije dobi. Zagreb: Naprijed; 1990. Tomek-Roksandić S, Šostar Z, Fortuna V, ed. Četiri stupnja gerijatrijske zdravstvene njege sa sestrinskom dokumentacijom i Postupnikom opće/obiteljske medicine u domu za starije osobe. Zagreb: CZG ZIJ "Dr. Andrija Štampar"; 2011, Sedić, B. Zdravstvena njege gerijatrijskih bolesnika, nastavni tekstovi, Zagreb: Zdravstveno veleučilište; 2007.				



	<p>Mojsović, Z. et al. Sestrinstvo u zajednici 2, Zagreb:Zdravstveno veleučilište; 2006. p. 465. – 527.</p> <p>Despot Lučanin, J. Iskustvo starenja. Jastrebarsko: Naklada Slap; 2003.</p> <p>Duraković, Z.et al.Gerijatrija – medicina starije dobi. Zagreb: C. T. Poslovne informacije; 2007. (selected chapters)</p> <p>Schaie, K. W. i Willis, S. L. Psihologija odrasle dobi i starenja. Jastrebarsko: Naklada Slap; 2001. (selected chapters)</p>
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> <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>
Other (as the proposer wishes to add)	<p>Active class participation.</p> <p>Regularity of attending classes:</p> <ol style="list-style-type: none"> <li>1. lectures - at least 80% (regular) or 60% (extraordinary) of the total class time,</li> <li>2. seminars - at least 90% (regular students) or 80% (extraordinary students).</li> <li>3. exercises - 100% (regular students) or 80% (extraordinary students).</li> </ol>

NAME OF THE COURSE		Clinical Skills II				
Code	ZSS634	Year of study	3 <sup>rd</sup>			
Course teacher	Assistant Professor Mihajlo Lojpur, MD, PhD	Credits (ECTS)	5			
Associate teachers	Mario Marendić, Master of Nursing, lecturer Associates from teaching bases	Type of instruction (number of hours)	L	S	SCE	CE
					30	120
Status of the course	Mandatory	Percentage of application of e-learning	Up to 20 %			
COURSE DESCRIPTION						
Course objectives	To acquire necessary knowledge and skills to provide nursing care of surgical patients, specific professional knowledge, skills and attitudes in psychological and physical preparation of patients for surgery, knowledge and skills in recognizing postoperative complications and basic procedures for managing them. To recognize and respond to the patient's needs with a holistic approach in the field of health care, to develop the ability to follow new developments and acquire new knowledge and skills, to implement all health care procedures in accordance with the code of ethics, to conduct patient education, recognize psychological condition of the patient, to acquire knowledge of therapeutic procedures in psychiatric patients and side effects of pharmacotherapy, to develop skills of working with patients in a group (group therapy).					
Course enrolment requirements and entry competences required for the course	Passed courses of the 1 <sup>st</sup> year: - Nursing Care - Process of Nursing care - Clinical Skills I  Passed course of the 2 <sup>nd</sup> year: -Clinical skills II					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After completing the course and passing the exam, students will be able to: <ol style="list-style-type: none"> <li>1. Define and apply the basic rules and procedures of surgical asepsis - clothing, footwear, space, instruments;</li> <li>2. Perform preoperative preparation of patients:               <ul style="list-style-type: none"> <li>- analyze the preoperative psychological preparation of patients - stress inoculation;</li> <li>- perform the preoperative physical preparation of patients - preparation of the surgical field, preparation of the gastrointestinal tract;</li> <li>- prepare and report premedication;</li> <li>- monitor and manage preoperative nursing documentation;</li> </ul> </li> <li>3. Perform nursing care of patients in the intensive care unit:               <ul style="list-style-type: none"> <li>- explain the protocol for nursing care in the intensive care unit;</li> <li>- explain the procedure for aspiration of secretions from the respiratory tract;</li> <li>- participate in hemodynamic monitoring - SVT measurement, preparation of patients and accessories, implementation;</li> <li>- perform nursing care of patients on mechanical ventilation - prepare ventilators, care for patients' airways, monitor and record any changes in patients;</li> <li>- know the new guidelines for Advanced Life Support - accessories and applications;</li> </ul> </li> </ol>					

	<ul style="list-style-type: none"> <li>- define the difference between total, partial and enteral nutrition - indications, preparation of necessary supplies and materials and perform knowing possible complications;</li> <li>- Perform the nursing care of a neurosurgical patient - mechanical ventilation, monitoring of intracranial pressure;</li> <li>- explain the rules for positioning the neurosurgical patient in bed;</li> </ul> <p>4. Perform postoperative patient nursing care:</p> <ul style="list-style-type: none"> <li>- monitor and document the patient's postoperative condition, vital signs: blood pressure, pulse, respiration, temperature, pain;</li> <li>- recognize postoperative complications - bleeding, hypovolemic shock, dehiscence and disruption of the surgical wound, surgical wound infection, paralytic ileus, deep vein thrombosis, pulmonary embolism;</li> <li>- recognize and treat postoperative difficulties - pain, nausea, vomiting, flatulence, hiccups;</li> <li>- check the condition and functioning of the chest drain - monitoring, Bulau, negative pressure, fluid balance - monitoring and documentation, prevention of complications;</li> <li>- observe the process of wound healing and assist in dressing the surgical wound;</li> <li>- recognize the symptoms and signs of surgical wound infection: fever, pain, discharge, redness;</li> <li>- perform the nursing care of patients with stoma - urostoma, ileostomy, colostomy, tracheostomy: preparation of patients and accessories, implementation;</li> </ul> <p>5. Assess and monitor the success of preoperative, intraoperative, and postoperative nursing care:</p> <ul style="list-style-type: none"> <li>- Plan procedures in specific areas of surgical nursing care, apply them, and evaluate their success;</li> <li>- Perform patient education;</li> </ul> <p>6. To provide nursing care for a psychiatric patient:</p> <ul style="list-style-type: none"> <li>- describe the symptoms of specific mental disorders;</li> <li>- identify possible risk factors;</li> <li>- select appropriate interventions to meet basic needs;</li> <li>- assess the patient's condition and possible manipulations (simulation/dissimulation);</li> <li>- list therapeutic directions and methods for the treatment of mentally ill patients;</li> <li>- list and explain the types of psychotropic drugs;</li> <li>- identify possible side effects of psychopharmacotherapy;</li> <li>- apply mental status assessment scales;</li> <li>- prepare the patient for electroconvulsive stimulation;</li> <li>- design work in a small group, large group, and therapeutic community setting;</li> <li>- develop a plan for counseling the patient and family;</li> <li>- plan targeted care interventions for addicted patients;</li> <li>- demonstrate protective measures in the event of aggressive behavior;</li> <li>- identify and analyze symptoms and conditions that may indicate suicidal behavior;</li> <li>- select interventions for patient rehabilitation and resocialization;</li> </ul> <p>7. Organize the continuation of nursing care of patients in the community;</p> <p>8. Provide nursing care for elderly patients;</p> <p>9. Provide nursing care for people with disabilities;</p> <p>10. Provide palliative nursing care.</p>
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	Teaching form	Topic	Number of students' hours
Course content broken down in detail by weekly class schedule (syllabus)	SCE	Specifics of nursing care for surgical, psychiatric, palliative, elderly, and disabled patients.	8
	SCE	Plan and implement nursing care process for surgical, psychiatric, palliative, elderly, and patients with disabilities.	12
	CE	Surgical asepsis (clothing, footwear, room, instruments).	4
	CE	Preoperative psychological preparation of the patient.	4
	CE	Preoperative physical preparation of patients (preparation of the surgical field, preparation of the gastrointestinal tract).	8
	CE	Premedication.	2
	CE	Preoperative nursing documentation.	4
	CE	Monitoring and recording the patient's postoperative condition.	8
	CE	Prevention and recognition of postoperative complications (bleeding, hypovolemic shock, dehiscence and rupture of the surgical wound, surgical wound infection, paralytic ileus, deep vein thrombosis, pulmonary embolism).	8
	CE	Recognition and treatment of postoperative discomfort (pain, nausea, vomiting, flatulence, hiccups).	8
	CE	Intracranial pressure - monitoring.	2
	CE	Thoracic drainage - monitoring.	2
	CE	Hemodynamic monitoring.	4
	CE	Respiratory monitoring.	3
	CE	Nursing care of patients receiving mechanical ventilation (preparing ventilators, caring for patients' airways, monitoring and recording any changes in patients).	8
	CE	Observation and dressing of a surgical wound.	4
	CE	Nursing care of patients with stoma (urostoma, ileostomy, colostomy).	4
	CE	Methods of data collection from a psychiatric patient - an interview.	4
	CE	Therapeutic communication in a psychiatric patient.	4
	CE	Therapy agreement.	1
	CE	Specifics of the division of therapy in psychiatric patients.	2
	CE	Small group work techniques.	2
	CE	Family therapy.	2
	CE	Sociotherapeutic methods of treatment and care.	2
	CE	Observation and recording of side effects of psychopharmacotherapy.	1
	CE	Assistance in electroconvulsive stimulation.	2
	CE	Preparing a psychiatric patient for diagnostic tests.	4
	CE	Feeding patients with anorexia (nasogastric tube, persuasion techniques).	3
	CE	Nursing care for patients in stupor.	2
	CE	Emergency admission of a psychiatric patient.	2
	CE	Taking care of aggressive patients - protective clamp.	1
	CE	Care of suicidal patients (colonic irrigation, observation and recognition of complications, methadone therapy).	2
	CE	Care of patients with an overdose (antidote, observation of complications).	2

	CE	Care of acutely intoxicated patients (detoxification therapy, observation and recognition of complications).	2													
	CE	Assistance in meeting basic human needs in nursing care for elderly patients.	4													
	CE	Referral to programs for working with people with disabilities.	1													
	CE	Nursing care of a patient in terminal stage.	2													
	CE	Continuing nursing care in the community.	1													
	CE	Continued nursing care in the patient's home.	1													
	SCE	Resuscitation - basic knowledge.	4													
	SCE	Practicing the basic clinical skills of BLS.	6													
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work <input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)															
Student responsibilities	Regular class attendance. Active participation in the teaching process. Password for AAI EduHr electronic identity for access to e – learning															
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	Research	Practical work	1.67												
	Experimental work	Report	Case report	3.33												
	Essay	Seminar essay	(Other)													
	Colloquium	Oral exam	(Other)													
	Written exam	Project	(Other)													
Grading and evaluating student work in class and at the final exam	<table border="1"> <thead> <tr> <th>Verification indicators</th> <th>Success (points)</th> <th>Part of grade (%)</th> </tr> </thead> <tbody> <tr> <td>Practical work</td> <td>25</td> <td>33.33</td> </tr> <tr> <td>Case report (nursing documentation)</td> <td>50</td> <td>66.67</td> </tr> <tr> <td><b>Total</b></td> <td><b>75</b></td> <td><b>100</b></td> </tr> </tbody> </table>				Verification indicators	Success (points)	Part of grade (%)	Practical work	25	33.33	Case report (nursing documentation)	50	66.67	<b>Total</b>	<b>75</b>	<b>100</b>
	Verification indicators	Success (points)	Part of grade (%)													
	Practical work	25	33.33													
	Case report (nursing documentation)	50	66.67													
	<b>Total</b>	<b>75</b>	<b>100</b>													
	<b>RATIO OF SUCCESS AND EVALUATION</b>															
	SUCCESS RATE ACHIEVED (%)		POINTS RANGE		EVALUATION											
	FROM	TO	FROM	TO												
	60%	69,9%	45	52.425	sufficient (2)											
	70%	79,9%	52.5	59.925	good (3)											
80%	89,9%	60	67.425	very good (4)												
90%	100%	67.5	75	excellent (5)												
Required literature (available in the	Title		Number of copies in the library	Availability via other media												

library and via other media)	see the bibliography within the courses: Nursing care of the adults II, Nursing care of psychiatric patients, Nursing care for persons with disabilities, - Nursing care of the elderly, Nursing care in the community, Nursing care at home, Palliative nursing care		
	Nursing documentation (e-form)		Excel document
Optional literature (at the time of submission of study programme proposal)	1. Protocols and operating instructions related to certain procedures.		
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> <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>		
Other (as the proposer wishes to add)	Active class participation. Regularity of attending classes: 1. exercises - 100% (regular students) or 80% (extraordinary students).		

<b>NAME OF THE COURSE</b>	<b>Antenatal protection</b>							
<b>Item code</b>	<b>ZSS629</b>							
<b>Course teacher</b>	Associate Professor Marko Mimica, MD, PhD		<b>Year of study</b>	3.				
			<b>Credit (ECTS)</b>	2				
<b>Associate teachers</b>	Associate Professor dr. sc. Jelena Marušić, MD		<b>Type of instruction (number of hours)</b>	<b>L</b>	<b>S</b>	<b>E</b>	<b>T</b>	
	Asst. Prof., Martina Šunj, MD Mentors from teaching bases			15	5	25		
<b>Status of the course</b>	Elective		<b>Percentage of applications e-learning</b>	Up to 20%				
<b>COURSE DESCRIPTION</b>								
<b>Course enrollment requirements and entry competencies required for the course</b>	No requirements							
<b>Learning outcomes expected at the level Of the course (4-10 learning outcomes)</b>	After completing the course and passing the exam, students will be able to: <ol style="list-style-type: none"> <li>advise the future pregnant woman on preconception preparation for pregnancy</li> <li>to educate the pregnant woman about proper behavior, activities and diet in pregnancy</li> <li>apply antenatal nursing care within primary health care</li> <li>provide basic nursing care in pathological conditions in pregnancy</li> </ol>							
<b>Course content broken down in detail by weekly schedule (syllabus)</b>	<b>Format of instruction</b>	<b>Class unit</b>					<b>Class hour</b>	
	L	Fertilization					1	
	L	Physiology of the placenta					1	
	S, E	Diagnosis of early pregnancy					1, 4	
	L, S, E	Antenatal protection					1,1, 4	
	L, E	Antenatal diagnosis of fetal anomalies					2, 4	
	L	Genetic counseling of pregnant women					2	
	L, E	Pathology of pregnancy					2, 4	
	S, E	Changes in the genitals in pregnancy					2, 2	
	L	Fetal growth and development					2, 2	
	L, E	Childbirth, midwives					2, 5	
	L, S	Nutrition in pregnancy					2, 1	
<b>Format of instruction</b>	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in its entirety <input checked="" type="checkbox"/> Blended e-learning <input type="checkbox"/> field teaching			<input checked="" type="checkbox"/> independent tasks <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> mentoring work <input type="checkbox"/> (other)				
	<b>Student responsibilities</b>							
Regular class attendance. Active participation in the teaching process. Password for AAI EduHr electronic identity for access to e - learning.								
	Class attendance	0.2	Research		Practical work	0.4		

Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests		Oral exam		(other)	
	Written exam	1.4	Project		(other)	
Grading and evaluating of student work in class and at the final exam	Evaluation indicators		Success (points)	Share in overall grade (%)		
	Attendance and activity at lectures and seminars for 100% attendance		4	10		
	Written exam ***		28	70		
	Practical work		8	20		
	<b>In total</b>		<b>40</b>	<b>100</b>		
	<b>PERFORMANCE AND GRADE RATIO</b>					
<b>Grading (%)</b>		<b>Criteria</b>		<b>Grades</b>		
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)	<b>title</b>			<b>Number of copies in the library / number of students</b>		<b>Availability through other media</b>
	Kuvačić I, Kurjak A, Đelmiš J et al. Obstetrics. Medicinska naklada, Zagreb 2009					
	Đelmiš J, Orešković S et al. Fetal medicine and obstetrics. Medicinska naklada, Zagreb 2014					
	Habek D. Gynecology and obstetrics (for higher health studies). Medicinska naklada, Zagreb 2013					
	Teaching materials and ppt presentations posted on the Merlin platform					
Optional literature (at the time of submission of study programme proposal)						
Ways of monitoring quality that ensure the acquisition of established learning outcomes	Active participation in classes. Regularity of attending classes: <ul style="list-style-type: none"> <li>• lectures - at least 80% (regular) or 60% (extraordinary) of the entire class,</li> <li>• seminars - minimum 90% (regular) or 80% (extraordinary)</li> <li>• exercises - 100% (regular) or 80% (extraordinary)</li> </ul>					
Other (according to the proponent)						



NAME OF THE COURSE		Psychology of Pain					
Code	ZSS630	Year of study	3.				
Course teacher	Associate professor Vesna Antičević, PhD	Credits (ECTS)	2				
Associate teachers	Associate professor Slavica Kozina Associates from teaching bases	Type of instruction (number of hours)	L	S	E	T	
			15	5	25		
Status of the course	Elective	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)	<p>Upon completion of the course students will be able to:</p> <ul style="list-style-type: none"> <li>- explain the complexity of the painful experience;</li> <li>- recognize certain types of pain;</li> <li>- recognize forms of behavior in pain;</li> <li>- get acquainted with the application of procedures in assessing the intensity of pain;</li> <li>- demonstrate psychological procedures to cope with pain.</li> </ul>						
Course content broken down in detail by weekly class schedule (syllabus)	L+S+E	PSYCHOLOGY AND PAIN DEFINITION OF PAIN PAIN AS A PSYCHOLOGICAL EXPERIENCE INFLUENCE OF PAIN ON PSYCHOLOGICAL FUNCTIONING				2+1+3	
	L+S+E	INDIVIDUAL DIFFERENCES IN EXPERIENCE AND RESPONSE TO PAIN SPECIFIC PSYCHOLOGICAL DETERMINANTS OF PAIN INDIVIDUAL DIFFERENCES IN PAIN: CLINICAL IMPLICATIONS				2+1+3	
	L+S+E	THEORIES OF PAIN BIOMEDICAL THEORIES PSYCHOLOGICAL THEORIES BIOPSYCHOSOCIAL THEORIES INTEGRATED DIATHESIS-STRESS MODEL				2+1+3	
	L+S+E	TYPES OF PAIN PATHOPHYSIOLOGICAL CLASSIFICATION ETIOLOGICAL CLASSIFICATION ANATOMICAL CLASSIFICATION CLASSIFICATION BASED ON PAST DURATION				2+1+3	
	L+S+E	CHRONIC PAIN AND PSYCHOPATHOLOGY CHRONIC PAIN AND COMORBIDITY PSYCHOLOGICAL DISORDERS PAIN IN CHILDREN ASSESSMENT OF PAIN IN CHILDREN TREATMENT PAINS IN CHILDREN				2+1+3	
	L+S+E	ASSESSMENT OF PAIN PSYCHOLOGICAL ASSESSMENT OF A PERSON WITH CHRONIC PAIN INSTRUMENTS FOR ASSESSMENT OF PAIN ASSESSING PAIN BY OBSERVING BEHAVIOR ASSESSMENT OF PAIN ON THE BASIS OF PHYSIOLOGICAL INDICATORS				2+0+3	
	L+S+E	PAIN TREATMENT CONVENTIONAL MEDICAL TREATMENTS PAIN TREATMENTS OF COMPLEMENTARY AND INTEGRATIVE MEDICINE WITH ACTIVE SELF-CARE				1+0+3	
	L+S+E	PSYCHOLOGICAL TREATMENT OF PAIN				2+0+4	

		PSYCHOLOGICAL TREATMENT OF ACUTE PAIN				
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Regular class attendance. Active participation in the teaching process. Password for AAI EduHr electronic identity for access to e – learning					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance		Research		Practical training	
	Experimental work		Report			
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	2	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Verification indicators		Success (points)		Part of grade (%)	
	Written exam		40		100	
	<b>Total</b>		<b>409</b>		<b>100</b>	
	<b>RATIO OF SUCCESS AND EVALUATION</b>					
	SUCCESS RATE ACHIEVED (%)		POINTS RANGE		EVALUATION	
	FROM	TO	FROM	TO		
	60%	69,9%	45	52.425	sufficient (2)	
	70%	79,9%	52.5	59.925	good (3)	
	80%	89,9%	60	67.425	very good (4)	
	90%	100%	67.5	75	excellent (5)	
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Alispahić, S. (2016). Psihologija boli. Filozofski fakultet Univerziteta u Sarajevu					
	Class materials					
Optional literature (at the time of submission of study programme proposal)						
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> <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>					

Other (as the proposer wishes to add)	
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<b>NAME OF THE COURSE</b>	<b>Ulcer Disease</b>						
<b>Item code</b>	<b>ZSS631</b>						
<b>Course teacher</b>	Assistant professor Višnja Kokić Maleš, MD, PhD	Year of study	3.				
		Credit (ECTS)	2				
Associate teachers	Associates from teaching bases	Type of instruction (number of hours)	L	S	E	T	
			15	5	25		
Status of the course	Elective	Percentage of applications e-learning	Up to 20%				
<b>COURSE DESCRIPTION</b>							
Course enrollment requirements and entry competencies required for the course	Completed course: Internal Medicine						
Learning outcomes expected at the level Of the course (4-10 learning outcomes)	<p>Upon completion of the course the student will be able to:</p> <ul style="list-style-type: none"> <li>- apply medical diagnostics, especially physical examinations, endoscopic, and then targeted laboratory tests.</li> <li>- apply modern, rational treatment in accordance with the latest therapeutic and diagnostic knowledge of "evidence-based medicine".</li> </ul>						
Course content broken down in detail by weekly schedule (syllabus)	Format of instruction	Class unit					Class hour
	L	<ol style="list-style-type: none"> <li>1. History and epidemiology of UB</li> <li>2. Pathophysiology of ulcer disease</li> <li>3. Histological changes in ulcers</li> <li>4. Gastritis and ulcer disease: clinical picture</li> <li>5. Diagnostic methods in ulcer disease</li> </ol>					7
	L	<ol style="list-style-type: none"> <li>1. Helicobacter pylori and ulcer disease</li> <li>2. NSAIDs and ulcer disease</li> <li>3. Complications of UB</li> <li>4. Prevention and treatment of ulcer disease</li> <li>5. Maastricht V and the problem of resistance</li> </ol> <p style="text-align: center;">Final lecture: what can we expect?</p>					8
	S	<ol style="list-style-type: none"> <li>1. History of HP infection</li> <li>2. Epidemiological aspects of HP infection in children and</li> <li>3. Microbiological properties, isolation and determination of resistance</li> <li>4. HP and histological changes of GI tract mucosa</li> </ol>					3
	S	<ol style="list-style-type: none"> <li>1. Non-invasive diagnostic methods of HP infection</li> <li>2. Invasive diagnostic methods of HP infection</li> <li>3. HP: first-order carcinogen</li> </ol>					2

	4. Care of patients with peptic ulcer					
	E	Clinical exercises: blood sampling for laboratory analysis, giving intramuscular, subcutaneous and intravenous injections, intravenous infusions, assistance in endoscopic interventions (gastroscopy, endoscopic hemostasis, mucosal biopsy, foreign body removal), collection of materials for microbiological analysis, sampling test Helicobacter pylori, nasogastric tube placement, gastric lavage, parenteral and enteral nutrition, preparation and application of parenteral drugs in gastroenterology.	25			
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> Exercises <input type="checkbox"/> <i>online</i> in full <input type="checkbox"/> Blended e-learning <input type="checkbox"/> field teaching		<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> mentoring work <input type="checkbox"/> (enter the rest)			
Student responsibilities	Regular class attendance. Active participation in the teaching process. Password for AAI EduHr electronic identity for access to e - learning.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Class attendance		Research		Practical work	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests		Oral exam		(other)	
	Written exam	2	Project		(other)	
Grading and evaluating of student work in class and at the final exam	***IMPORTANT!!! (minimum pass rate on the written test is 60% of correctly solved tasks, if the oral part of the exam is included in the test, then the minimum pass rate on the test is 50% of correctly solved tasks).					
	Evaluation indicators			Success (points)	Share in overall grade (%)	
	Written exam ***			50	100	
	<b>In total</b>			<b>50</b>	<b>100</b>	
	<b>PERFORMANCE AND GRADE RATIO</b>					
	<b>Grading (%)</b>		<b>Criteria</b>		<b>Grades</b>	
	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)	<b>title</b>		<b>Number of copies in the</b>		<b>Availability through other media</b>	

		library / number of students	
	Vrhovac B. et al. Internal Medicine, Naklada Ljevak, Zagreb, 2008.		
	<a href="http://www.msd-prirucnici.placebo.hr/msd-prirucnik/bolesti-probave/gastritis-i-pepticki-vrijed/ulkusna-bolest">http://www.msd-prirucnici.placebo.hr/msd-prirucnik/bolesti-probave/gastritis-i-pepticki-vrijed/ulkusna-bolest</a>		
	Teaching materials and ppt presentations posted on the Merlin platform		
Optional literature (at the time of submission of study programme proposal)	1. Miše, S. Emergencies in gastroenterology, Split HGD-Branch Split, 1998.		
Ways of monitoring quality that ensure the acquisition of established learning outcomes	Regularity of attending classes: <ul style="list-style-type: none"> <li>- lectures - at least 80% (regular) or 60% (extraordinary) of the entire class,</li> <li>- seminars - minimum 90% (regular) or 80% (extraordinary)</li> <li>- exercises - 100% (regular) or 80% (extraordinary)</li> <li>- active participation in classes.</li> </ul>		
Other (according to the proponent)			

<b>NAME OF THE COURSE</b>	<b>Stoma Care and Chronic Wounds</b>					
<b>Code</b>	<b>ZSS632</b>					
		Year of study	3.			
<b>Course teacher</b>	Full Professor, Nikica Družijanić, MD	Credit (ECTS)	2			
<b>Associate teachers</b>	Rahela Orlandini, MN., senior lecturer Associates from teaching bases	Type of instruction (number of hours)	L	S	E	T
			15	5		
<b>Status of the course</b>	Elective	Percentage of applications e-learning	Up to 20%			
<b>COURSE DESCRIPTION</b>						
Course enrollment requirements and entry competencies required for the course	Passed exams from previous academic years: <ol style="list-style-type: none"> <li>1. Physiology</li> <li>2. Pathology</li> <li>3. Internal Medicine.</li> </ol>					
Learning outcomes expected at the level Of the course (4-10 learning outcomes)	Upon completion of the course the student will be able to: <ol style="list-style-type: none"> <li>1. explain the principles of performing stoma of the digestive and uropoietic system;</li> <li>2. apply stoma care depending on self-irrigation and type of aids,</li> <li>3. explain surgical aspects of operative and conservative treatment, stoma complications</li> <li>4. master modern aids in the conservative treatment of chronic wounds.</li> </ol>					
Course content broken down in detail by weekly schedule (syllabus)	Format of instruction	Class unit	Class hour			
	L	Basic knowledge of surgical pathophysiology	2			
	S	Preoperative and postoperative health care of patients with digestive and uropoietic system stoma	3			
	L	Complications of stoma of the digestive and uropoietic systems	4			
	S	Introduction to the types and methods of application of receptacles for stoma of the digestive and uropoietic systems	2			
	L	Surgical pathophysiology of chronic wound healing	4			
	L	Knowledge of different preparations in the conservative treatment of chronic wounds	5			
	E	Clinical training	1-25			
<b>Format of instruction</b>	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> Exercises <input type="checkbox"/> <i>on line</i> in its entirety <input type="checkbox"/> Blended e-learning <input type="checkbox"/> field teaching		<input checked="" type="checkbox"/> independent tasks <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> mentoring work <input type="checkbox"/> (other)			
<b>Student responsibilities</b>	Regular class attendance. Active participation in the teaching process. Password for AAI EduHr electronic identity for access to e - learning.					

Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Class attendance		Research		Practical work	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests		Oral exam		(other)	
	Written exam	2	Project		(other)	
Grading and evaluating of student work in class and at the final exam	Evaluation indicators			Success (points)	Share in overall grade (%)	
	Written exam			50	100	
	<b>In total</b>			<b>50</b>	<b>100</b>	
	<b>PERFORMANCE AND GRADE RATIO</b>					
	<b>Grading (%)</b>	<b>Criteria</b>			<b>Grades</b>	
	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)	<b>title</b>			<b>Number of copies in the library / number of students</b>	<b>Availability through other media</b>	
	Prpić I. et al. Surgery for multiple nurses. Školska knjiga, Zagreb, 1995					
	Teaching texts					
	Teaching materials and ppt presentations posted on the Merlin platform					
Optional literature (at the time of submission of study programme proposal)	Prpić I. et al. Surgery for medics. Školska knjiga, Zagreb, 2002 J.Hančević: Rana, <a href="https://www.nakladaslap.com">https // www.nakladaslap.com</a>					
Ways of monitoring quality that ensure the acquisition of established learning outcomes	Active participation in classes. Regularity of attending classes: <ul style="list-style-type: none"> <li>- lectures - at least 80% (regular) or 60% (extraordinary) of the entire class,</li> <li>- seminars - minimum 90% (regular) or 80% (extraordinary)</li> <li>- exercises - 100% (regular) or 80% (extraordinary)</li> </ul>					
Other (according to the proponent)						



NAME OF THE COURSE		Geriatrics				
Code	ZSS641	Year of study	3.			
Course teacher	Assistant Professor Nada Tomasović Mrčela, MD, PhD	Credits (ECTS)	2			
Associate teachers	Associates from teaching bases	Type of instruction (number of hours)	L	S	E	T
			15	5		25
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)	<p>Upon completion of this course, the student will be able to:</p> <ol style="list-style-type: none"> <li>Describe what are the changes of organs and organ systems during normal (physiological) aging.</li> <li>Describe the role and importance of individual bio-psycho-social approach to geriatric patients.</li> <li>Assess the functional ability of the elderly.</li> <li>Describe extra-institutional and institutional care for the elderly.</li> <li>Define and apply primary, secondary and tertiary prevention measures for the elderly,</li> <li>Describe the specifics of pharmacotherapy in the elderly</li> <li>Describe the problem of obesity and malnutrition in old age,</li> <li>Define Geriatric syndrome 5 geriatric giants; gerastenia and geriatric domino effect,</li> <li>Explain the specifics of morbidity in the elderly for selected clinical entities: Parkinson's disease, dementia / Alzheimer's disease, diseases of the circulatory system, depression, pressure ulcers, diabetes, anemia in the elderly, osteoporosis, injuries and bone fractures in the elderly and respiratory diseases in the elderly.</li> <li>Explain what is important for successful communication with an elderly person with limited communication ability / reduced cognitive ability.</li> </ol>					
Course content broken down in detail by weekly class schedule (syllabus)	L	Introduction to gerontology and geriatrics medicine	1			
	L	Basic epidemiological data about the growing share of the elderly population, chronic non-communicable diseases in the elderly, morbidity, mortality and hospitalizations of the elderly.	1			
	L	Changes in organs and organ systems during physiological aging and risk factors for the development of diseases in the elderly	1			
	L	Assessment of the functional ability of the elderly. Institutional and non-institutional care for the elderly. Individual bio-psycho-social approach to the geriatric patient.	1			
	L	Specifics of morbidity in old age for selected clinical entities:	5			

		Atherosclerosis, circulatory diseases, malignant diseases, malnutrition, obesity, osteoporosis, diabetes, Parkinson's disease, anemia in the elderly, respiratory diseases in geriatric patients. -Injuries and bone fractures in elderly -Psychogeriatric diseases: Alzheimer's disease and other dementias, depression in elderly, delirium. -Fall prevention in the elderly -Gerontological-public health measures to prevent pressure ulcers.				
	L	Pharmacotherapy in geriatrics; Application of gerontotechnology				1
	L	Stereotypes and prejudices about the elderly and aging; Neglect and abuse of the elderly				1
	L	Geriatric Domino effect and Geriatric syndrome 5 geriatric giants; gerastenia. Specifics of palliative care for elderly				1
	L	Guidelines for proper nutrition in the elderly, and assessment of nutritional status in the elderly; Physical activity for elderly				1
	L	Geroprophylaxis and healthy active aging Primary, secondary, tertiary and quaternary prevention for the elderly				1
	S	Communication with the elderly;  Communication with people with Alzheimer's disease and other dementias;				5
	T	Training in the nursing home (Topic - Individual bio-psycho-social approach to geriatric patients)				25
Format of instruction	<input type="checkbox"/> <b>lectures</b> <input type="checkbox"/> <b>seminars and workshops</b> <input type="checkbox"/> <b>exercises</b> <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> <b>partial e-learning</b> <input type="checkbox"/> field work		<input type="checkbox"/> <b>independent assignments</b> <input type="checkbox"/> <b>multimedia</b> <input type="checkbox"/> laboratory <input type="checkbox"/> <b>work with mentor</b> <input type="checkbox"/> (other)			
Student responsibilities	Regular class attendance. Active participation in the teaching process. Password for AAI EduHr electronic identity for access to e – learning					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance		Research		Practical training	
	Experimental work		Report		Training in nursing home	0.40
	Essay		Seminar essay	0.80	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	0.80	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. Tomasović Mrčela N. teaching texts SOZS, 2021. 2. Slavka Galić, Nada Tomasović Mrčela i sur. Priručnik iz gerontologije, gerijatrije i psihologije starijih osoba – psihologije starenja. Medicinska škola Osijek; 2013. 3. Duraković Z. i sur. Gerijatrija medicina starije dobi. Zagreb: C.T. – Poslovne informacije, d.o.o.; 2007. (selected chapters)		
Optional literature (at the time of submission of study programme proposal)	1. Tomek-Roksandić S, Mimica N, Kušan Jukić M, ur. Alzheimerova bolest i druge demencije – rano otkrivanje i zaštita zdravlja. Zagreb: Medicinska naklada; 2016. (selected chapters) 2. 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. U: Grubišić F, Vlak T, ur. Fizikalna i rehabilitacijska medicina. 6. Kongres fizikalne i rehabilitacijske medicine; 2016 travanj 14 -17.; Šibenik, Hrvatska; Zagreb: Hrvatsko društvo za fizikalnu i rehabilitacijsku medicine pri HLZ-u; 2016:56-67.		
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> <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>		
Other (as the proposer wishes to add)			

NAME OF THE COURSE		Clinical Transfusion in Everyday Practice				
Code	ZSS644	Year of study	3.			
Course teacher	Asst. Prof., Slavica Dajak, MD, PhD	Credit (ECTS)	2			
Associate teachers	Mentors from teaching bases	Type of instruction (number of hours)	L	S	E	T
			15	5	15	0
Status of the course	Elective	Percentage of applications e-learning	up to 20%			
COURSE DESCRIPTION						
Course enrollment requirements and entry competencies required for the course	Completed course from the 2nd year of study: - Internal medicine.					
Learning outcomes expected at the level of the course (4-10 learning outcomes)	<p>Upon completion of the course, students will:</p> <ul style="list-style-type: none"> <li>• Explain the general principles related to blood donation in the Republic of Croatia</li> <li>• Know the types of blood products, their method of production and storage</li> <li>• Be able to transfuse the patient with blood products according to the latest guidelines for transfusion therapy</li> <li>• Be able to recognize and report a transfusion reaction</li> <li>• Explain the specifics of transfusion therapy for individual groups of patients</li> <li>• Explain the laboratory tests used in pre-transfusion testing</li> <li>• Apply key procedures required to prevent transfusion treatment errors</li> </ul>					
Course content broken down in detail by weekly schedule (syllabus)	Format of instruction	Class unit			Class hour	
	L	<b>Introduction to the subject and historical review</b>	<ul style="list-style-type: none"> <li>• Course objective Clinical transfusion medicine in everyday practice</li> <li>• General principles of blood donation</li> <li>• Blood tests</li> </ul>		1	
	L	<b>Voluntary blood donors</b>	<ul style="list-style-type: none"> <li>• Donor motivation</li> <li>• Allogeneic, autologous transfusions, kinship donation. Donor apheresis</li> </ul>		1	
	L	<b>Blood products</b>	<ul style="list-style-type: none"> <li>• Production and storage of blood products and plasma derivatives.</li> <li>• Introduction to certain blood products</li> </ul>		1	
	L	<b>Blood tests</b>	<ul style="list-style-type: none"> <li>• Immunohematological testing, blood-borne disease testing</li> </ul>		1	
	L	<b>Quality control of blood products</b>	<ul style="list-style-type: none"> <li>• Quality control of erythrocyte concentrate, platelet concentrate and fresh frozen plasma</li> </ul>		1	

	L	<b>Tests in the pre-transfusion test</b> <ul style="list-style-type: none"> <li>Blood type</li> <li>Indirect Coombs test</li> <li>Cross reaction</li> </ul>	2	
	L	<b>Transfusion treatment</b> <ul style="list-style-type: none"> <li>Blood samples for transfusion testing (blood type and cross-reaction)</li> <li>Inclusion of transfusion and monitoring of transfusion course</li> <li>Transfusion progress report</li> </ul>	2	
	L	<b>Transfusion reactions</b> <ul style="list-style-type: none"> <li>Recognition of early and late transfusion reactions and their treatment</li> <li>Reporting and prevention of transfusion reactions</li> </ul>	2	
	L	<b>Systematic monitoring of transfusion therapy</b> <ul style="list-style-type: none"> <li>Collection and analysis of data on adverse events "from the vein of the donor to the vein of the recipient of blood" in order to prevent their recurrence and improve the quality of transfusion therapy</li> </ul>	1	
	L	<b>Transfusion testing of pregnant women and hemolytic disease of the newborn</b> <ul style="list-style-type: none"> <li>Transfusion testing during pregnancy</li> <li>Specifics of transfusion treatment of pregnant women and mothers and women of childbearing age</li> <li>Hemolytic disease of the newborn: cause, monitoring, treatment</li> </ul>	2	
	L	<b>Patient blood management</b>	1	
	S	Transfusion treatment of patients with acute bleeding and massive transfusions	1	
	S	<b>Transfusion treatment of surgical patients</b> <ul style="list-style-type: none"> <li>Pre-, intra- and postoperative treatment of surgical patients</li> <li>Blood and call preparation "Type and screen"</li> <li>Number of doses required for the operation "Maximum Surgical Blood Ordering Schedule - MSBOS"</li> </ul>	1	
	S	<b>Transfusion treatment of chronic patients</b> <ul style="list-style-type: none"> <li>Haematological patients</li> <li>Oncology patients</li> <li>Patients with hematopoietic stem cell and solid organ transplantation</li> <li>Dialysis patients</li> </ul>	1	
	S	<b>Transfusion treatment in coagulation disorders</b> <ul style="list-style-type: none"> <li>Prophylactic and therapeutic use of fresh frozen plasma</li> <li>Prophylactic and therapeutic use of platelet concentrate</li> </ul>	1	
	S	<b>Transfusion treatment in specific clinical conditions</b> <ul style="list-style-type: none"> <li>Autoimmune hemolytic anemia</li> </ul>	1	

			<ul style="list-style-type: none"> <li>• Presence refractory to platelet transfusions</li> <li>• Antibodies to high frequency antigens present</li> </ul>		
	E		Collection, production and storage of blood products	4	
	E		Blood type, Coombs test, cross-reaction	4	
	E		Pre-transfusion testing, dispensing and transfusion of blood products	4	
	E		Quality control in transfusion and supervision of transfusion treatment	3	
<b>Format of instruction</b>	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in its entirety <input type="checkbox"/> mixed e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia <input checked="" type="checkbox"/> laboratory <input type="checkbox"/> mentoring work <input type="checkbox"/> (enter the rest)		
<b>Student responsibilities</b>	Regular class attendance. Active participation in the teaching process. Password for AAI EduHr electronic identity for access to e - learning.				
Screening student work <i>(name the proportion of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):</i>	Class attendance	0.25	Research		Practical work
	Experimental work		Report		(other)
	Essay		Seminar essay	0.25	(other)
	Tests		Oral exam		(other)
	Written exam	1.5	Project		(other)
<b>Grading and evaluating of student work in class and at the final exam</b>	*** The minimum pass rate on the written test is 60% of correctly solved tasks, if the oral part of the exam is included in the test, then the minimum pass rate on the test is 50% of correctly solved tasks.				
	Evaluation indicators		Success (points)	Share in overall grade (%)	
	Attendance and activity at lectures and seminars for 100% attendance		15	15	
	Written exam ***		70	70	
	Seminar paper (presentation ( )		15	15	
	<b>In total</b>		<b>100</b>	<b>100</b>	
	<b>RATIO OF SUCCESS AND EVALUATION</b>				
	<b>Grading (%)</b>	<b>Criteria</b>		<b>Grades</b>	
	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 through other media
Required literature (available in the library and via other media)	Balen S. Fundamentals of transfusion medicine. Faculty of Medicine Osijek 2014. II edition Grgičević D. et al . Immunohematology and transfusion medicine, Medicinska naklada 2000. Teaching materials and ppt presentations posted on the Merlin platform	1	
Optional literature (at the time of submission of study programme proposal)	Grgicevic D., Vuk T. Transfusion medicine in clinical practice, Medicinska naklada 2006.		
Ways of monitoring quality that ensure the acquisition of established learning outcomes	Active participation in classes. Regularity of attending classes: <ul style="list-style-type: none"> <li>lectures - at least 80% (regular) or 60% (extraordinary) of the entire class,</li> <li>seminars - minimum 90% (regular) or 80% (extraordinary)</li> <li>exercises - 100% (regular) or 80% (extraordinary)</li> </ul>		
Other (according to the proponent)			

## 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 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 Ana Jeličić, PhD, Assistant professor
ZSZ606	Physical Training I	Željko Kovačević, PhD Assistant Professor
ZSZ636	English for Nursing 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 Ana Jeličić, PhD, Assistant professor
ZSZ613	Public Health	Assoc. Prof. Anamarija Jurcev Savicevic, MD, PhD Full Professor Rosanda Mulic, MD, PhD Asst. Prof. Iris Jerončić Tomić, MD, PhD Asst. Prof. Ana Ćurković, MD Asst. Prof. Željka Karin, MD, PhD Asst. Prof. Ivana Marasović-Šušnjara, MD, PhD
ZSZ614	Biochemistry	Full Prof. Irena Drmić Hofman, PhD
ZSZ615	Biophysics	Prof. Ivica Aviani, PhD Prof. Ante Bilušić, PhD Mr. Darijo Radović, dr. med., senior lecturer
ZSZ616	Anatomy	Prof. Ivica Grković, MD PhD Prof. Ana Marušić, MD PhD Prof. Katarina Vilović, MD PhD Prof. Katarina Vukojević, MD PhD Associates from teaching bases
ZSZ617	Physiology	Assoc. Ante Obad, PhD, MD Prof. Maja Valić, PhD, MD Prof. Zoran Valić, PhD, MD
ZSZ618	Biology	Sendi Kuret, PhD, Assistant Professor
ZSZ620	Basics of Nursing Care	Prof. Julije Meštrović, MD, PhD Diana Aranza, master of Nursing
ZSS601	Nursing Care	Full Professor Vjekoslav Krželj, MD Rahela Orlandini, Master of Nursing., senior lecturer Mentors from teaching bases
ZSS602	Process of Nursing Care	Mario Marendić, Master of Nursing, lecturer Ante Buljubašić, Master of Nursing Other associates in the field of nursing care
ZSS604	Clinical Skills I	Assistant Professor Mihajlo Lojpur, MD, PhD Mario Marendić, Master of Nursing, lecturer Other associates in the field of nursing care



ZSZ621	Introduction to Scientific Work	Davorka Sutlović, PhD, Full professor with tenor Vjekoslav Krželj, PhD, Full professor with tenor Frane Mihanović, PhD, Assistant professor Sendi Kuret, PhD, Assistant professor Ante Burger, PhD, Assistant professor Diana Aranza, lecturer Mario Marendić, lecturer 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 Nursing II	Sonja Koren, MA, Senior lecturer
ZSZ625	Pathophysiology	Assist. Prof. Anteo Bradarić-Šlujo, MD, PhD Associates from teaching bases
ZSZ626	Pathology	Prof.dr.sc. Valdi Pešutić-Pisac Prof.dr.sc. Šimun Anđelinović MDPHD ;
ZSZ627	Microbiology with Parasitology	asst. prof. <i>Vanja Kaliterna</i> , M.D., PhD, clinical microbiology specialist asst. prof. <i>Anita Novak</i> , M.D., PhD, clinical microbiology specialist asst. prof. <i>Katarina Šiško Kraljević</i> , M.D., PhD, clinical microbiology specialist asst. prof. <i>Merica Carev</i> , M.D., PhD, clinical microbiology specialist Associates from teaching bases
ZSZ628	Pharmacology	Mladen Boban, MD, Full Professor Ivana Mudnić, Associate Professor Associates from teaching bases
ZSS605	Gynecology and Obstetrics	Associate Professor. Marko Mimica, MD, PhD Associate Professor Jelena Marušić, MD, PhD Associates from teaching bases
ZSS606	Paediatrics	Full professor tenure Vjekoslav Krželj, MD, PhD Assistant professor, Arnes Rešić, MD, PhD
ZSS607	Nursing Care of Mother and Newborn	Asst. Prof. Nađa Aračić, MD, PhD Matea Dolić, MN., senior lecturer Diana Aranza, MN., lecturer Mentors from teaching bases
ZSS609	Nursing Care of Children	Full professor tenure Vjekoslav Krželj, MD, PhD Diana Aranza, MN., lecturer
ZSS610	Internal Medicine	Asst. Prof. Višnja Kokić Maleš, MD Asst. Prof. Duška Glavaš, MD Tonći Brković, PhD, MD Associate Professor Kornelija Miše, MD, PhD Asst. Prof. Gorana T rgo, MD, PhD
ZSS611	Neurology	Full prof. Ivo Lušić, MD, PhD Associates from teaching bases
ZSS613	Infectious Diseases	Full Professor Ivo Lukšić, MD, PhD Full Professor. Boris Dželalija, MD Svjetlana Karabuva, PhD, MD
ZSS614	Nursing Care of the Adults I	Associate Professor Ante Obad, MD, PhD Matea Dolić, MN senior lecturer Mario Marendić, MN, lecturer

		Diana Aranza, MN., lecturer Mentors from teaching bases
ZSS617	Organization, Management and Administration in Nursing Care	Full Professor Julije Meštrović, MD Rahela Orlandini, MN., senior lecturer Associates from teaching bases
ZSS636	Basics of Radiology and Radiation Protection	Full Professor with tenure Stipan Jankovic, MD, PhD Tatjana Matijaš, MR., lecturer Mentors from teaching bases
ZSS603	Dietetics	Assoc. prof. Anamarija Jurčev Savičević, MD, PhD Associates from teaching bases
ZSS618	Clinical Skills II	Assistant Professor Mihajlo Lojpur, MD, PhD Mario Marendić, Master of Nursing, lecturer Associates from teaching bases
ZSS633	Biological Basis of Behavior	Associate professor Vesna Antičević, PhD Assistant professor Stipe Drmić, PhD
ZSS642	Psychology of Lifelong Development	Associate professor Vesna Antičević, PhD Irena Mišetić, PhD, clinical psychologist
ZSS637	Anesthesiology, Reanimation and Intensive Care	Asst. Prof. Mihajlo Lojpur, MD Associates from teaching bases.
ZSS619	Surgery, Orthopaedics and Traumatology	Associate Professor Zenon Pogorelić, MD, PhD Associates from teaching bases
ZSS620	Ophthalmology	Assistant professor Dobrila Karlica Utrobičić, MD., PhD. Associates from teaching bases
ZSS621	Otorhinolaryngology	Assist. Prof. Draško Cikojević, MD, PhD Associates from teaching bases
ZSS622	Nursing Care of the Adults II	Assistant Prof. Mate Petričević, MD, PhD Rahela Orlandini, MN., senior lecturer Mentors from teaching bases
ZSS623	Psychiatry and Mental Health	Asst. Prof Trpimir Glavina, MD, PhD Associates from teaching bases
ZSS612	Dermatology	Full Professor, Neira Puizina-Ivic, MD Associates from teaching bases
ZSS624	Nursing care of Psychiatric Patients	Associate Professor Vesna Antičević, PhD Matea Dolić, MN., senior lecturer Diana Aranza, MN., lecturer Mentors from teaching bases
ZSS625	Health Care for People with Disabilities	Associate Professor Vesna Antičević, PhD Mario Marendić, MN., lecturer Diana Aranza, MN., lecturer Mentors from teaching bases
ZSS638	In-House Nursing Care	Assistant Professor Ante Obad, MD, PhD Ante Buljubašić, Master of Nursing, lecturer
ZSS639	Palliative Nursing Care	Assistant Professor Ante Obad, MD, PhD Matea Dolić, MN., senior lecturer Mentors from teaching bases
ZSS626	Nursing Care in the Community	Assistant Professor Ante Obad, MD, PhD Ante Buljubašić, Master of Nursing, lecturer
ZSS627	Health Care Education with Learning and Teaching Methods	Associate professor Vesna Antičević, MD, PhD Ante Buljubašić, MN, lecturer
ZSS640	Nursing Care of Older Adults	Assistant Professor Nada Tomasović Mrčela, MD, PhD
ZSS634	Clinical Skills III	Assistant Professor Mihajlo Lojpur, MD, PhD Mario Marendić, Master of Nursing, lecturer

		<b>Associates from teaching bases</b>
ZSS629	Antenatal protection	Associate Professor Marko Mimica, MD, PhD Associate Professor dr. sc. Jelena Marušić, MD, PhD Asst. Prof., Martina Šunj, MD Mentors from teaching bases
ZSS630	Psychology of Pain	Associate professor Vesna Antičević, PhD Associate professor Slavica Kozina Associates from teaching bases
ZSS631	Ulcer Disease Associates from teaching bases	Assistant professor Višnja Kokić Maleš, MD, PhD
ZSS632	Stoma Care and Chronic Wounds	Full Professor, Nikica Družijanić, MD Rahela Orlandini, MN., senior lecturer Associates from teaching bases
ZSS641	Geriatrics	Assistant Professor Nada Tomasović Mrčela, MD, PhD Associates from teaching bases
ZSS644	Clinical Transfusion in Everyday Practice	Asst. Prof., Slavica Dajak, MD, PhD Mentors from teaching bases

## CURRICULUM VITAE OF TEACHERS AND ASSOCIATES

In alphabetical order:

<b>Title, name and last name</b>	<b>Associate professor Vesna Antičević, PhD</b>
Title of the course at the proposed study programme	Health Care Psychology Communication Skills Biological basis of behaviour Lifelong Development Psychology Nursing Care of Psychiatric Patients Health Care for People with Disabilities Health Care Education with Learning and Teaching Methods Psychology of Pain
<b>GENERAL INFORMATION ON COURSE LEADER</b>	
E-mail address	vesna.anticivic@ozs.unist.hr
Year of birth	1965
Scientist ID	336020
CROSBİ profile ID	31537
Research rank and date of the last appointment	Associate professor 2020
Research and teaching or teaching rank, and the date of the last appointment	Associate professor
Area and field of appointment into research rank	Social sciences
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
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
<b>INFORMATION ON EDUCATION – Highest degree achieved</b>	
Degree	PhD
Institution	University of Zagreb, University Department of Health Studies
Place	Zagreb
Date	2012
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	2004
Place	Zagreb
Institution	University of Zagreb, University Department of Health Studies
Field of training	Postgraduate professional study
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
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
Earlier experience as course teacher of similar courses (title of course, study programme where it is/was held, and level of study programme)	Undergraduate studies: Health psychology Communication skills Psychology of Pain Biological basis of behavior

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

<b>Title, name and last name</b>	<b>Diana Aranza, Master of Nursing, lecturer</b>
Title of the course at the proposed study programme	Process of Nursing Care Basics of Nursing Care Nursing Care of the Adults I Nursing Care of Children Nursing Care for Persons with Disabilities Nursing Maternal and Newborn health care Nursing Care of Psychiatric Patients
<b>GENERAL INFORMATION ON COURSE LEADER</b>	
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
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution of employment	University of Split; University Department of Health Studies
Date of employment	8 <sup>th</sup> September 2017.
Job title (professor, researcher, associate teacher, etc.)	Lecturer
Field of research	Nursing and midwifery
Position in the institution	
<b>INFORMATION ON EDUCATION – Highest degree achieved</b>	
Degree	Master of Nursing
Institution	University of Split; University Department of Health Studies
Place	Split, Croatia
Date	9 <sup>th</sup> July 2014.
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	2017 – 2021.
Place	Split
Institution	University of Split; University Department of Health Studies
Field of training	<ul style="list-style-type: none"> <li>- 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".</li> <li>- KBC Split - Clinic for Paediatrics; Croatian Paediatric Society; Croatian Society for School and University Medicine; HUMS - Paediatric Society; University of Split – SOZS</li> <li>- Cochrane Croatia_Systematic Reviews_Presentation 3 poster presentations (2018, 2019, 2020)</li> <li>- Communication skills in working with students; basic small group leadership and teamwork skills; curriculum planning, implementation, and assessment; and the mentoring process.</li> <li>- Nursing care of patients with stoma</li> <li>- How to take care of yourself in COVID -19 pandemic</li> </ul>
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian

Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (3)
<b>COMPETENCES FOR THE COURSE</b>	
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 Introduction to Midwifery – Script Midwifery care in gynecology – Script Maternal and newborn health care – Script
Professional and research papers published in the last five years from the field of the course <b>(max 5 references)</b>	<p>Supičić Z, Puljić Z, Milić M, Aranza D. Health literacy of students at the University of Split: a cross-sectional study. <i>Journal of Applied Health Sciences</i> [Internet of Applied Health Sciences]. 2021; 7 (1): 25-35. <a href="https://doi.org/10.24141/1/7/1/3">https://doi.org/10.24141/1/7/1/3</a></p> <p>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. <i>Research in Physical Education, Sport and Health</i> 2017; 6 (2): 53-57.</p> <p>Puljić Z, Supičić Z, Milić M, Aranza D. Attitudes of University of Split students about psychiatric patients. <i>Medica Jadertina</i> [Internet]. 2021 [accessed 07.10.2021]; 51 (3): 201-209. Available at: <a href="https://hrcak.srce.hr/263139">https://hrcak.srce.hr/263139</a> (SCOPUS)</p> <p>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. <i>Paediatrica Croatica</i>. 2021 Mar 17; 65 (1): 21-6 (SCOPUS)</p> <p>Puljić Z, Supičić Z, Milić M, Aranza D. Knowledge of students of the University of Split about psychiatric diseases: a cross-sectional study. <i>Croatian Journal of Health Sciences</i> [Internet]. 2021; 1 (1): 19-24. Available at: <a href="https://hrcak.srce.hr/257816">https://hrcak.srce.hr/257816</a></p>
Professional and research papers In methodology and quality of teaching published in the last five years <b>(max 5 references)</b>	<p>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. <i>BMJ Open</i>. 2021 Aug 10;11(8):e048754. doi: 10.1136/bmjopen-2021-048754.</p> <p>Puljak L, Čivljak M, Haramina A, Mališa S, Čavić D, Klinec D, Aranza D, Mesarić J, Skitarelić N, Zoranić S, Majstorović D, Neuberger 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. <i>BMC Med Educ</i>. 2020 Nov 10;20(1):416. doi: 10.1186/s12909-020-02343-7. PMID: 33167960; PMCID: PMC7652670.</p> <p>Books</p>

	<p>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:  <a href="https://www.informedhealthchoices.org/wp-content/uploads/2021/02/01_ChildrensBook_HR_CROATIA_web.pdf">https://www.informedhealthchoices.org/wp-content/uploads/2021/02/01_ChildrensBook_HR_CROATIA_web.pdf</a></p>
Professional and research projects from the field of the course carried out in the last five years ( <b>max 5 references</b> )	<p><b>Coordinator:</b></p> <p>1. Institutional project of the University Department of Health Studies "Promoting health literacy in children and youth". PromoLit (SOZS-IP-2020-2).</p> <p><b>Project participant:</b></p> <p>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.</p> <p>2. Erasmus + Project "Evidence Implementation in Clinical Practice" EICP (2020-I-DE01-KA203-005669). Project manager doc. dr. sc. Tina Poklepović Peričić.</p>
Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?	<p>Passed courses at the Graduate Study of Nursing: Pedagogy, Methodology and Didactics, Health Psychology, Communication Skills</p> <p>Completed training program "Training of mentor educators" organized by the Ministry of Health of the Republic of Croatia within the Twinning project "Training of mentors for nurses and midwives in the health system in the Republic of Croatia and the implementation of educational curriculum in line with Directive 2005/36 / EC" (2018) . Acquisition of knowledge on the application of projects in personal and professional development, teaching and scientific research; possibilities of applying other models of innovative learning and teaching in health education.</p> <p>Completed the continuing education course "Communication and Pedagogical Skills for Clinical Mentors" organised by the "Alumni" Association of Students of the University Department of Health Studies, University of Split (2020). Acquired knowledge of communication skills in working with students; basic skills of leading a small group and working in a team; planning, implementing and evaluating curricula and the mentoring process.</p>
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and research	<p>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</p>



<b>Title, name and last name</b>	<b>Ivica Aviani, PhD, Professor</b>
Title of the course at the proposed study programme	Biophysics
<b>GENERAL INFORMATION ON COURSE LEADER</b>	
E-mail address	<a href="mailto:iaviani@pmfst.hr">iaviani@pmfst.hr</a>
Personal web page	<a href="https://mapmf.pmfst.unist.hr/~iaviani/">https://mapmf.pmfst.unist.hr/~iaviani/</a>
Year of birth	1955
Scientist ID	76256
CROSB 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
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
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. Head of graduate studies in physics; teaching major. Head of the Laboratory for Structural Characterization of Samples. Head of the Physics Teaching Methods Laboratory.
<b>INFORMATION ON EDUCATION – Highest degree achieved</b>	
Degree	PhD
Institution	University of Zagreb, Faculty of Science
Place	Zagreb
Date	20/07/1999
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	<b>2011</b>
Place	Vienna, Austria
Institution	Institute of Physical Chemistry
Area of training	Transport and Magnetic Properties of Thermoelectrics
Year	<b>2009.</b>
Place	Vienna, Austria
Institution	Institute of Physical Chemistry
Area of training	Transport Properties of Thermoelectrics
Year	<b>2007.</b>
Place	Cambridge, England
Institution	University of Cambridge, Cavendish Laboratory
Area of training	Transport Properties of Pressurised CeGe
Year	<b>2003.</b>
Place	Grenoble, France
Institution	University of Joseph Fourier
Area of training	Magnetostriction of Rare Earth Hexaboride
Year	<b>2001.</b>
Place	Grenoble, France
Institution	C.N.R.S. - Lab. Magnetisme Louis Néel
Area of training	Magnetostriction of Rare Earth Hexaboride
Year	<b>1999. - 2000.</b>
Place	Grenoble, France

Institution	C.N.R.S. - Lab. Magnetisme Louis Néel
Area of training	Producing a magnetostriction device
Year	<b>1996.</b>
Place	Frankfurt am M., Germany
Institution	University of J.W. Goethe, Physikalisches Institut
Area of training	Ultrasound Characterization of Electric Properties of Heavy Fermions
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
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)
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (title of course, study programme where it is/was held, and level of study programme)	<ul style="list-style-type: none"> <li>• <i>Physics Education I, II i III</i>, Graduate programme Master of Education in Physics at University of Split, Faculty of Science, Department of Physics, 2015 – present.</li> <li>• <i>Introduction to statistical physics (Statistical physics I)</i>, Undergraduate programme Bachelor in physics at University of Split, Faculty of Science, 2017– present.</li> <li>• <i>Experimental Methods of Physics in Biophysics</i>, Ph.D. study of Biophysics at the Faculty of Science, University of Split, 2019 – present (a part of course).</li> <li>• <i>Research-based physics education strategies</i>, Postgraduate University Study Programme in “Education Research in Natural and Technical Sciences”, University of Split, Faculty of Science 2020 – present.</li> <li>• <i>Selected Chapters in Methods of Teaching Physics</i>, Postgraduate programme “Physics in Education” at University of Sarajevo, (2014 – present).</li> <li>• <i>Fundamental Concepts in Physics</i>, Undergraduate programme Bachelor in physics at University of Split, Faculty of Science, Department of Physics (2013 – 2015).</li> <li>• <i>Physics 1, Graduate program in Conservation and Restoration at the Arts Academy, University of Split</i>, 2011 – 2013.</li> </ul>
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 ( <b>max 5 references</b> )	<ul style="list-style-type: none"> <li>• J. Car, D. Blažeka, T. Bajan, L. Krce, I. Aviani, N. Krstulović, <i>A quantitative analysis of colloidal solution of metal nanoparticles produced by laser ablation in liquids</i>, Applied Physics A, 127, 838 (2021), <a href="https://doi.org/10.1007/s00339-021-04966-z">https://doi.org/10.1007/s00339-021-04966-z</a></li> <li>• D. Crnčević, L. Krce, L. Mastelić, A. Maravić, B. Soldo, I. Aviani, I. Primožič, R. Odžak, M. Šprung, <i>The mode of antibacterial action of quaternary N-benzylimidazole salts against emerging opportunistic pathogens</i>, Bioorganic Chemistry, <b>112</b>, 104938 (2021), <a href="https://doi.org/10.1016/j.bioorg.2021.104938">https://doi.org/10.1016/j.bioorg.2021.104938</a></li> <li>• L. Krce, M. Šprung, T. Rončević, A. Maravić, V. Čikeš Čulić, D. Blažeka, N. Krstulović and I. Aviani, <i>Probing the Mode of Antibacterial Action of Silver Nanoparticles Synthesized by Laser Ablation in Water: What Fluorescence and AFM Data Tell Us</i>, Nanomaterials <b>10</b> (6), 1040 (2020), <a href="https://doi.org/10.3390/nano10061040">https://doi.org/10.3390/nano10061040</a></li> </ul>

	<ul style="list-style-type: none"> <li>• L. Krce, M. Šprung, A. Maravić, P. Umek, K. Salamon, N. Krstulović and I. Aviani, <i>Bacteria Exposed to Silver Nanoparticles Synthesized by Laser Ablation in Water: Modelling E. coli Growth and Inactivation</i>, <i>Materials</i> <b>13</b> (3), 653 (2020), <a href="https://doi.org/10.3390/ma13030653">https://doi.org/10.3390/ma13030653</a></li> <li>• L. Krce, M. Šprung, A. Maravić, I. Aviani, <i>A simple interaction-based E. coli growth model</i>, <i>Physical Biology</i> <b>16</b> (6), 066005 (2019), <a href="https://doi.org/10.1088/1478-3975/ab3d51">https://doi.org/10.1088/1478-3975/ab3d51</a></li> </ul>
Professional and research papers In methodology and quality of teaching published in the last five years ( <b>max 5 references</b> )	<ul style="list-style-type: none"> <li>• N. Erceg, L. Jelovica, Z. Hrepić, V. Mešić, M. Karuza, I. Aviani, <i>University students' conceptual understanding of microscopic models of electrical and thermal conduction in solids</i>, <i>Eur. J. Phys.</i> <b>42</b>, 045702 (2021), <a href="https://doi.org/10.1088/1361-6404/abf5eb">https://doi.org/10.1088/1361-6404/abf5eb</a></li> <li>• D.S. Glamočić, V. Mešić, K. Neumann, A. Sušac, W.J. Boone, I. Aviani, E. Hasović, N. Erceg, R. Repnik, V. Grubelnik <i>Maintaining item banks with the Rasch model: An example from wave optics</i>, <i>Phys. Rev. Phys. Educ. Res.</i> <b>17</b>, 010115 (2021), <a href="https://doi.org/10.1103/PhysRevPhysEducRes.17.010105">https://doi.org/10.1103/PhysRevPhysEducRes.17.010105</a></li> <li>• N. Erceg, I. Aviani, M. Karuza, K. Grlaš, V. Mešić, <i>Development of the kinetic molecular theory of liquids concept inventory: Preliminary results on university students' misconceptions</i>, <i>Eur. J. Phys.</i> <b>40</b>, 025704 (2019). <a href="https://doi.org/10.1088/1361-6404/aaff36">https://doi.org/10.1088/1361-6404/aaff36</a></li> <li>• 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, <i>Measuring students' conceptual understanding of wave optics: A Rasch modeling approach</i>, <i>Phys Rev. Phys. Educ. Res.</i> <b>15</b>, 010115 (2019). <a href="https://doi.org/10.1103/PhysRevPhysEducRes.15.010115">https://doi.org/10.1103/PhysRevPhysEducRes.15.010115</a></li> <li>• N. Erceg, I. Aviani, V. Mešić, M. Glunčić, G. Žauhar, <i>Development of the kinetic molecular theory of gases concept inventory: Preliminary results on university students' misconceptions</i>, <i>Phys. Rev. Phys. Educ. Res.</i> <b>12</b>, 020139 (2016). <a href="https://doi.org/10.1103/PhysRevPhysEducRes.12.020139">https://doi.org/10.1103/PhysRevPhysEducRes.12.020139</a></li> </ul>
Professional and research projects from the field of the course carried out in the last five years ( <b>max 5 references</b> )	<ul style="list-style-type: none"> <li>• 2020. – 2024. <i>Laser synthesis of nanoparticles</i>, HrZZ Project: IP-2019-04-6418, principal investigator Nikša Krstulović.</li> <li>• 2020. – 2023. <i>Engineering reservoirs and optimizing response function measurements in quantum simulators and computers</i>, Croatian-American NSF project, No: 2/2019, principal investigator Ivica Aviani.</li> <li>• 2020. – 2022. <i>Research on students' conceptual understanding of microscopic models in thermodynamics and development of modern methodical tools</i>, University of Rijeka project, principal investigator Nataša Erceg.</li> <li>• 2019 – 2022 <i>Development of Physics Studies with the Application of The Croatian Qualifications Framework (CROQF)</i>, The European Social Fund (ESF) project.</li> <li>• 2018 - 2021 <i>Internationalization of Graduate Study Programs at The Faculty of Science in Split</i>, ESF project.</li> </ul>
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).
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and research	Award from the University of Split, Faculty of Science, for outstanding scientific research in 2019.

<b>Title, name and last name</b>	<b>Assist. Prof. Ivica Bilić, MD, PhD</b>
Title of the course at the proposed study programme	Neurology
<b>GENERAL INFORMATION</b>	
E-mail address	ibilic@kbsplit.hr
Year of birth	1972.
Scientist ID	275860
CROSBİ profile ID	22239
Research rank and date of the last appointment	
Research and teaching or teaching rank, and the date of the last appointment	Assistant professor, 2016.
Area and field of appointment into research rank	Biomedicine and health, Clinical medical sciences
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution of employment	University Hospital Split, University of Split School of Medicine
Date of employment	19.01.2004.; 09.01.2017.
Job title (professor, researcher, associate teacher, etc.)	Neurologist, professor
Field of research	Neurology
Position in the institution	Chief of the Department
<b>INFORMATION ON EDUCATION – Highest degree achieved</b>	
Degree	PhD
Institution	University of Split School of Medicine
Place	Split
Date	2012.
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	
Place	
Institution	
Field of training	
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English, 5
<b>COMPETENCES FOR THE COURSE</b>	
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	1. Dolić K, Buća A, Ivković Pilić A, Bilić I. Infektivne bolesti kralježnice i kraljeznične moždine. u: Klinička neuroradiologija kralježnice i kraljeznične moždine Janković S, Bešenski N (ur.). Zagreb: Medicinska naklada, 2013. 2. Bilić I, Borovečki F. Alzheimerova i Huntingtonova bolest. u: Genetičko informiranje u praksi, Čulić V, Pavelić J, Radman M, (ur.). Zagreb: Medicinska naklada, 2016.
Professional and research papers published in the last five years from the field of the course ( <b>max 5 references</b> )	1. Filipović Grčić P, Matijaca M, <b>Bilić I</b> , Džamonja G, Lušić I, Čaljkušić K, Čapkun V. Correlation analysis of visual analogue scale and measures of walking ability in multiple sclerosis patients. Acta Neurol Belg 2013; DOI 10.1007/s13760-013-0187-5.

	<p>2. Bilić I. Fokalne neuropatije ruke. U: Bolesti kralježnice u EMNG laboratoriju - multidisciplinarni pristup. Bilić E, Žagar M. (ur.) Zagreb: Medicinska naklada, 2016.;53-67.</p> <p>3. Bilić I. Miotonija. U: Dijagnostika i liječenje miopatija. Bilić E. (ur.) Zagreb: Medicinska naklada, 2018.;145-52.</p> <p>4. Bilić I. Vitamin B12 i amiotrofična lateralna skleroza. U: Dijagnostika i liječenje bolesti motoričkih neurona. Bilić E (ur.) Zagreb: Medicinska naklada, 2019.;69-75.</p> <p>5. Bilić I. Hereditarne senzomotorne polineuropatije - pregled novosti. U: Smjernice za liječenje neuromuskularnih bolesti - 1. dio. Bilić E (ur.) Zagreb: Medicinska naklada, 2021.;47-54.</p>
Professional and research papers In methodology and quality of teaching published in the last five years ( <b>max 5 references</b> )	
Professional and research projects from the field of the course carried out in the last five years ( <b>max 5 references</b> )	
Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?	
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and research	

<b>Title, name and last name</b>	<b>Full professor Mladen Boban, M.D., Ph.D.</b>
The course he/she teaches in the proposed study programme	Pharmacology
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
E-mail address	mladen.boban@mefst.hr
Year of birth	1964
Scientist ID	207836
CROSB I 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
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
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
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	Ph.D.
Institution	University of Zagreb, School of Medicine
Place	Zagreb
Date	April 21st, 1995.
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	1989-1992
Place	Milwaukee, USA
Institution	The Medical College of Wisconsin
Field of training	Pharmacology and physiology of cardiovascular system
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English, 5
<b>COMPETENCES FOR THE COURSE</b>	
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 (2021) Oeno One, 55 (1), pp. 45-48.  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

	<p>the proteomic method for quantification of carbonylated protein in human plasma (2020) Croatian Medical Journal, 61 (2), pp. 119-125.</p> <p>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 (2018) PLoS ONE, 13 (5), art. no. e0196842</p> <p>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? (2017) Oxidative Medicine and Cellular Longevity, 2017, art. no. 8315803</p> <p>5. Boban, M., Stockley, C., Teissedre, P.-L., Restani, P., Fradera, U., Stein-Hammer, C., Ruf, J.-C. Drinking pattern of wine and effects on human health: Why should we drink moderately and with meals? (2016) Food and Function, 7 (7), pp. 2937-2942.</p>
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	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 <i>Skills of medical education and scientific work</i> at the University of Split School of Medicine
<b>PRIZES AND AWARDS, STUDENT EVALUATION</b>	
Prizes and awards for teaching and scholarly/artistic work	<p>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.</p> <p>3. National science award in the field of Biomedicine for year 2012.</p>
Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated)	4,5

<b>Title, name and last name</b>	<b>Ascoc. Prof. Joško Božić, MD, PhD</b>
Title of the course at the proposed study programme	Pathophysiology
<b>GENERAL INFORMATION ON COURSE LEADER</b>	
E-mail address	<a href="mailto:josko.bozic@mefst.hr">josko.bozic@mefst.hr</a>
Year of birth	1985
Scientist ID	326460
CROSBİ 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 Clinical Medical Sciences
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
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 Deputy Head of the Department of Pathophysiology Head of the Department of Diploma Thesis
<b>INFORMATION ON EDUCATION – Highest degree achieved</b>	
Degree	Doctor of Medical Sciences (PhD)
Institution	University of Split School of Medicine
Place	Split
Date	2016
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	/
Place	/
Institution	/
Field of training	/
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
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)
<b>COMPETENCES FOR THE COURSE</b>	
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



published in the last five years from the field of the course ( <b>max 5 references</b> )	<p>Failure Patients: Insights from the CATSTAT-HF Study. J Clin Med. 2019;8(8). pii: E1132.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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].</p>
Professional and research papers In methodology and quality of teaching published in the last five years ( <b>max 5 references</b> )	/
Professional and research projects from the field of the course carried out in the last five years ( <b>max 5 references</b> )	<p>2014 – present, scientific project "Translational research on neuroplasticity of breathing and effect of intermittent hypoxia in anesthesia and sleep", HRZZ (investigator)</p> <p>2018.- present,, "Normative models of vascular biomarkers for improving cardiovascular risk stratification in primary and secondary prevention" HRZZ (investigator)</p>
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.
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and research	<p>2011 - Award of the Faculty Council for outstanding achievement during the study, University of Split School of Medicine</p> <p>2013 – Best poster presentation award at the 5th Croatian Diabetes Congress with international participation, Pula, Croatia</p> <p>2014 - Award for best rated teacher according to student survey results (Dental medicine study)</p> <p>2018 - Award for best rated teacher according to student survey results (Medical Studies in English)</p> <p>2019 - Award for best rated teacher according to student survey results (Medical Studies in English)</p>

<b>Title, name and last name</b>	<b>Assist. Prof. Anteo Bradarić Šlujo, MD, PhD</b>
Title of the course at the proposed study programme	Pathophysiology
<b>GENERAL INFORMATION ON COURSE LEADER</b>	
E-mail address	anteo.bradaric@gmail.com
Year of birth	1963.
Scientist ID	281640
CROSBİ 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
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
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
<b>INFORMATION ON EDUCATION – Highest degree achieved</b>	
Degree	Doctor of Medical Sciences (PhD)
Institution	University of Zagreb School of Medicine
Place	Split
Date	2012
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	2009.
Place	Split
Institution	University Hospital of Split
Field of training	Interventional cardiology
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English 4/5
<b>COMPETENCES FOR THE COURSE</b>	
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 ( <b>max 5 references</b> )	<ol style="list-style-type: none"> <li>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 NSTEMI-ACS: an updated meta-analysis and meta-regression pooling 41,548 patients from 11 studies. Eur Heart J. Digital Experience: Oxford University Press, 2021.</li> <li>2. Borovac JA, D'Amario D, Glavas D, Sušilović Grabovac Z, Šupe D, Domić D, Novak K, Bradarić A, Miličić D, Duplančić D, Božić J. The S2PLIT-UG score, a novel system identifying patients with a</li> </ol>

	<p>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.</p> <p>3. Borovac JA, Božić J. Sušilović Grabovac Z, Šupe D, 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.</p> <p>4. Giunio L, Lozo M, Bradarić A, Zanchi J, Giunio L. Coronary perforation in STEMI PCI simultaneously treated by pericardiocentesis and covered stent implantation. How to manage coronary perforation Part 2. EuroPCR. 2018.</p> <p>5. Giunio L, Lozo M, Bradarić A, Zanchi J, Giunio L. When less is more. How to manage left stem dissections. EuroPCR. 2018.</p>
Professional and research papers in methodology and quality of teaching published in the last five years ( <b>max 5 references</b> )	/
Professional and research projects from the field of the course carried out in the last five years ( <b>max 5 references</b> )	/
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.
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and research	/

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

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

<p>Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?</p>	<p>Completed the course of professional development "Communication and pedagogical skills for clinical mentors" organized by the "Alumni" of the Association of Students of the University Department of Health Studies, University of Split (2020). Acquired knowledge of communication skills in working with students; basic skills of leading a small group and working in a team; curricular planning, implementation and evaluation, and the mentoring process.</p> <p>Completed training program "Training of mentor educators" organized by the Ministry of Health of the Republic of Croatia within the Twinning project "Training of mentors for nurses and midwives in the health system in the Republic of Croatia and the implementation of educational curriculum in line with Directive 2005/36 / EC" (2018). Acquired knowledge on ways of applying projects in personal, professional, teaching and scientific research development; ways of applying other models of innovative learning and teaching in health education.</p>
<p><b>PRIZES AND AWARDS</b></p>	
<p>Prizes and awards for teaching and research</p>	<p>/</p>

<b>Title, name and last name</b>	<b>Assist. prof. Draško Cikojević , MD, PhD.</b>
Title of the course at the proposed study programme	Otorhinolaryngology
<b>GENERAL INFORMATION ON COURSE LEADER</b>	
E-mail address	draško.cikojevic@gmail.com
Year of birth	1966
Scientist ID	-
CROSBİ profile ID	-
Research rank and date of the last appointment	Senior research associate, 2021.
Research and teaching or teaching rank, and the date of the last appointment	Assist.prof. (2010, 2016)
Area and field of appointment into research rank	Senior research associate, 2020.
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution of employment	University hospital Split,
Date of employment	2008
Job title (professor, researcher, associate teacher, etc.)	Assist. Prof.
Field of research	ENT
Position in the institution	Head of the department
<b>INFORMATION ON EDUCATION – Highest degree achieved</b>	
Degree	PhD
Institution	University hospital Split,
Place	Split
Date	2008
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	2010. International center for postlaryngectomy voice rehabilitation, Indianapolis, SAD 2010. UKC Maribor, Slovenija – Skull base course 2013. Izmir, Turska 2013. Amsterdam, Nizozemska - Clinical training course: Vocal, pulmonary and olfactory rehabilitation after total laryngectomy 2017. UKC Maribor, Slovenija – Skull base course
Place	-
Institution	-
Field of training	Otorhinolaryngology and head and neck surgery
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (4)
<b>COMPETENCES FOR THE COURSE LECTURE</b>	
Earlier experience as course teacher of similar courses (title of course, study programme where it is/was held, and level of study programme)	Lectures, seminars and exercises on Otorhinolaryngology collegium on medicine and dental medicine division
Authorship of university textbooks from the field of the course	Chapter „Rhınology“ in book: Otorhinolaryngology and head and neck surgery, Split 2019.g.
Professional and research papers published in the last five years from the field of the course ( <b>max 5 references</b> )	1. Ivanišević P, Poljak NK, Cikojević D, Doršner K, Ivanišević M. <i>Dr Aleksandar Došner the first hospital otorhinolaryngologist in Split and dalmatia</i> . Lijec Vjesn. 2015 Jul-Aug;137(7-8):246-50.

	<ol style="list-style-type: none"> <li>2. Karadža-Lapić L, Korošec P, Šilar M, Košnik M, Cikojević D, Lozić B, Rijavec M. <i>Frequent life-threatening laryngeal attacks in two Croatian families with hereditary angioedema due to C1 inhibitor deficiency harbouring a novel frameshift mutation in SERPING1</i>. Ann Med. 2016 Nov;48(7):485-91.</li> <li>3. Karadža-Lapić L, Rijavec M, Kralik K, Đanić Hadžibegović A, Delin S, Prkačin I, Jović Zlatović J, Košnik M, Odak M and Cikojević D. <i>Impovement in the menagement of rare diseases in Croatia based on the protocol for hereditary angioedema</i>. Acta Med Croatica, 2017;71:157-62.</li> <li>4. Karadža-Lapić L, Barešić M, Vrsalović R, Ivković-jureković I, Sršen S, Prkačin I, Rijavec M, Cikojević D. <i>Hereditary angioedema due to C1-inhibitor deficiency in pediatric patients in Croatia – first national studym diagnostic and prophylactic challenges</i>. Act Clin Croat. 2019 Mar;58(1)139-146.</li> <li>5. Tudor D, Kolombo I, Tot A, Cikojević D, Šimunović M, Škrabić V. <i>Chronic hyponatremia based on maxillary sinus mass</i>. Endocrinol Diabetes Metab Case Rep. 2021 Sep 1;2021:21-0068.</li> </ol>
Professional and research papers In methodology and quality of teaching published in the last five years ( <b>max 5 references</b> )	-
Professional and research projects from the field of the course carried out in the last five years ( <b>max 5 references</b> )	-
Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?	-
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and research	-



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

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

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

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

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

<b>Title, name and last name</b>	<b>Full Professor (tenure) Irena Drmić Hofman, PhD, MSc</b>
Title of the course at the proposed study programme	Biochemistry
<b>GENERAL INFORMATION ON COURSE LEADER</b>	
E-mail address	idhofman@ozs.unist.hr
Personal web page	<a href="https://www.bib.irb.hr/pregled/profil/25009">https://www.bib.irb.hr/pregled/profil/25009</a>
Year of birth	1965
Scientist ID	219413
CROSBİ 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
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
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
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
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
<b>INFORMATION ON EDUCATION – Highest degree achieved</b>	
Degree	PhD
Institution	University of School of Zagreb School of Medicine
Place	Zagreb, Croatia
Date	27 October 2003
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
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	<b>University of Münster, Institute for Medical Physics and Biophysics</b>
Field of training	Tumor Glycomics (DAAD Fellowship)
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
English	5
Italian	4
German	2
<b>COMPETENCES FOR THE COURSE</b>	

Earlier experience as course teacher of similar courses (title of course, study programme where it is/was held, and level of study programme)	<ol style="list-style-type: none"> <li>1. Nutrition and Health (elective course, Study of Medicine)</li> <li>2. Biochemistry (University of Split Department of Health Studies, USDHS, undergraduate study)</li> <li>3. Biochemistry 2 (USDHS, undergraduate study)</li> <li>4. Molecular Biology Techniques in Medicine (USDHS, undergraduate study)</li> <li>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)</li> <li>6. Diagnostic of Genetic and Chromosomal Disorders, (elective course, University of Split School of Medicine, Postgraduate study TRIBE)</li> </ol>
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 ( <b>max 5 references</b> )	<ol style="list-style-type: none"> <li>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. <i>Oncogene</i>. 2020; 39(17):3443-57.</li> <li>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. <i>Blood Cells Mol Dis</i>. 2020:102396.</li> <li>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. <i>Wien Klin Wochenschr</i>. 2020. doi: 10.1007/s00508-020-01738-2.</li> <li>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). <i>Biochem Med (Zagreb)</i>. 2018;28(1):010902.</li> <li>5. Milas G, Šupe-Domić D, Drmić Hofman I, Rumora L, Martinović Klarić I. Weather conditions: a neglected factor in human salivary cortisol research? <i>Int J Biometeorol</i> 2018; 62(2):165-75.</li> </ol>
Professional and research papers In methodology and quality of teaching published in the last five years ( <b>max 5 references</b> )	<ol style="list-style-type: none"> <li>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.</li> </ol>
Professional and research projects from the field of the course carried out in the last five years ( <b>max 5 references</b> )	<ol style="list-style-type: none"> <li>1. Regulation of receptor-mediated mitophagy in erythroid lineage cells - <a href="#">MitoReg</a>. PI: Assoc. Prof. Ivana Novak Nakir, Financed by Croatian Science Foundation (IP-2020-02, duration 2021-2025)</li> </ol>
Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?	<ol style="list-style-type: none"> <li>1. IUBMB International Workshop on Biochemistry Education, University of Split School of Medicine, Croatia, 2011.</li> <li>2. FEBS Workshop on Education in Biochemistry and Molecular Biology, Opatija, Croatia, 2010.</li> </ol>
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and research	

<b>Title, name and last name</b>	<b>Asst. Prof. Varja Đogaš, MD, PhD</b>
Title of the course at the proposed study programme	Health Care Psychology
<b>GENERAL INFORMATION ON COURSE LEADER</b>	
E-mail address	varjagd@gmail.com
Year of birth	1964.
Scientist ID	346596
CROSBİ profile ID	32592
Research rank and date of the last appointment	Assistant Professor, August 1, 2017
Research and teaching or teaching rank, and the date of the last appointment	Assistant Professor
Area and field of appointment into research rank	Biomedicine and health, Basic medical sciences
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution of employment	School of Medicine University of Split Faculty of Humanities and Social Sciences University of Split
Date of employment	February 1, 2009
Job title (professor, researcher, associate teacher, etc.)	Assistant Professor
Field of research	Psychological Medicine
Position in the institution	Head of the department of Psychological Medicine
<b>INFORMATION ON EDUCATION – Highest degree achieved</b>	
Degree	PhD
Institution	School of Medicine University of Split
Place	Split
Date	February 23, 2015
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	2021
Place	Zagreb
Institution	Institute of Group Analysis,
Field of training	Group analysis
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	2022
Place	Zagreb
Institution	Croatian Society of Psychoanalytic Psychotherapy
Field of training	Psychoanalytic Psychotherapy
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
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
<b>COMPETENCES FOR THE COURSE</b>	
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: Psychological medicine I and Psychological medicine II (Medicine, Medical Studies in English) Psychological medicine (Dental Medicine)



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

<b>Title, name and last name</b>	<b>Duška Glavaš, MD, PhD, Assistant Professor</b>	
Title of the course at the proposed study programme	Internal medicine	
<b>GENERAL INFORMATION ON COURSE LEADER</b>		
E-mail address	duska.glavas@gmail.com	
Year of birth	1961.	
Scientist ID	232325	
CROSBİ profile ID		
Research rank and date of the last appointment	31. 03. 2000, Master work 08. 06. 2010, PhD	
Research and teaching or teaching rank, and the date of the last appointment	03.02.2011, assistant 20.04.2017, assistant professor	
Area and field of appointment into research rank		
<b>INFORMATION ON CURRENT EMPLOYMENT</b>		
Institution of employment	Clinical Hospital Split University Split, Medical school	
Date of employment	1.10.1990, Clinical Hospital Split 20.04.2017, Medical school, University Split	
Job title (professor, researcher, associate teacher, etc.)	Cardiologist 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	
<b>INFORMATION ON EDUCATION – Highest degree achieved</b>		
Degree	PhD,	
Institution	Split Medical School	
Place	Split	
Date	8.6.2010	
<b>INFORMATION ON ADDITIONAL TRAINING</b>		
Year	1988-1898, Clinical pharmacology department Basel	
Place	Basel, Switzerland	
Institution	Human Pharmacology Lab.	
Field of training	Clinical pharmacology, Cardiology	
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>		
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	
<b>COMPETENCES FOR THE COURSE</b>		
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	

<p>Authorship of university textbooks from the field of the course</p>	<ol style="list-style-type: none"> <li>1. Glavas D. Pulmonary thromboembolism and deep venous thrombosis-guidelines for prevention. In: Mirić D, et al. Preventive cardiology. HKD 1997; 459-70.</li> <li>2. Glavas D. Smoking and heart. In: Miric D, at all. Contemporary life and heart. HKD 2001; 245-275.</li> <li>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.</li> <li>4. Glavas D. Smoking and coronary diseases. In Mirić D, et all. Coronary diseases 2006; 32-46.</li> </ol>
<p>Professional and research papers published in the last five years from the field of the course (<b>max 5 references</b>)</p>	<ol style="list-style-type: none"> <li>1. Borovac JA, Orsolcic A, Miric D, <b>Glavas D</b>. 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.</li> <li>2. Borovac JA, D'Amario D, Bozic J, <b>Glavas D</b>. 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.</li> <li>3. Borovac JA, <b>Glavas D</b>, 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.</li> <li>4. Borovac JA, <b>Glavas D</b>, 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</li> <li>5. Seferovic PM, Jankowska E, Coats AJS, Maggioni AP, Lopatin Y, Milinkovic I, Polovina M, Lainscak M, Timmis A, Huculeci R, Vardas P...<b>Glavas D</b>, et al. The Heart Failure Association Atlas: rationale, objectives, and methods. Eur J Heart Fail. 2020;22:638-645.</li> </ol>
<p>Professional and research papers In methodology and quality of teaching published in the last five years (<b>max 5 references</b>)</p>	
<p>Professional and research projects from the field of the course carried out in the last five years (<b>max 5 references</b>)</p>	
<p>Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?</p>	
<p><b>PRIZES AND AWARDS</b></p>	
<p>Prizes and awards for teaching and research</p>	<p>Prizes of Croatian Medical Chamber 2021 for medical and scientific work</p>

<b>Title, name and last name</b>	<b>Associate professor Trpimir Glavina, MD PhD</b>
Title of the course at the proposed study programme	Psychiatry and Mental Health
<b>GENERAL INFORMATION ON COURSE LEADER</b>	
E-mail address	tglavina@kbsplit.hr
Year of birth	1963
Scientist ID	259794
CROSBİ profile ID	21440, MBZ: 259794
Research rank and date of the last appointment	PhD, 2012.
Research and teaching or teaching rank, and the date of the last appointment	Associate professor , Nov 2021.
Area and field of appointment into research rank	Psychiatry
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution of employment	Clinical hospital center Split/ School of Medicine University of Split
Date of employment	1991
Job title (professor, researcher, associate teacher, etc.)	Psychiatrist/professor
Field of research	Psychiatry
Position in the institution	Psychiatrist/professor
<b>INFORMATION ON EDUCATION – Highest degree achieved</b>	
Degree	PhD
Institution	School of Medicine University of Split
Place	Split
Date	2012.
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	Sub- specialization in forensic psychiatry and biological psychiatry
Place	Split
Institution	Clinical hospital Center Split
Field of training	Psychiatry
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English 4
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (title of course, study programme where it is/was held, and level of study programme)	Teaching psychiatry to medicine students Teaching psychiatry to nursing students Teaching psychiatry to students of physiotherapy Teaching psychiatry at Postgraduate Specialistic Course "Medicine and Law" at Faculty of Law, University of Split
Authorship of university textbooks from the field of the course	Đulijano Ljubičić i sur. "Depresija i duhovnost" Sveučilište u Rijeci, Medicinski fakultet u Rijeci, 2010.  Miro Jakovljević i sur. "Serotonin i depresija-mitovi i činjenice" Pro mente Zagreb, 2013.  Miro Jakovljević i sur. "Dopamin u zdravlju i bolesti-mitovi i činjenice" Pro mente Zagreb, 2015.  Trpimir Glavina, Vlado Jukić ur. "Borben Uglešić 90 godina života i

	<p>60 godina psihijatrije”, Medicinska naklada, Zagreb, 2016.</p> <p>Harrison principi interne medicine - priručnik 19. američko/ 4. hrvatsko izdanje, 2019. Ivančević i sur. (Glavina-koautor)</p>
Professional and research papers published in the last five years from the field of the course ( <b>max 5 references</b> )	<p>Glavina T. Klinička obilježja i dijagnoza psihotičnih poremećaja. Medicus, Vol.26 No.2 Psihijatrija danas 2017. 127-31.</p> <p>Uglešić L, Glavina T, Lasić D, Kaliterna M. Postinjection Delirium/Sedation Syndrome (PDSS) Following Olanzapine Long-Acting Injection: A Case Report. Psychiatr Danub. 2017 Mar;29(1):90-91.</p> <p>Jukić M, Filaković P, Požgain I, Glavina T. Health-Related Quality of Life of Ex-Prisoners of War Affected by Posttraumatic Stress Disorder 25 Years After Captivity. Psychiatr Danub, 2019 Jun; 31(2):189-200.</p> <p>Duraković, Din; Silić, Ante; Peitl, Vjekoslav; Tadić, Rašeljka; Lončarić, Kristina; Glavina, Trpimir; Šago, Danijela; Pačić-Turk, Ljiljana; Karlović, Dalibor The Use of Electroretinography and Optical Coherence Tomography in Patients with Schizophrenia // Acta clinica Croatica, 59 (2020), 4; 729-739</p> <p>Borovina T, Mastelić T, Glavina G, Glavina T. Covid-19 associated psychotic disorder with suicidal behavior-case report. Psychiatr Danub, 2021;33(3):421-4.</p>
Professional and research papers In methodology and quality of teaching published in the last five years ( <b>max 5 references</b> )	<p>OUTPATIENT PSYCHOTHERAPY TREATMENT FOR WAR VETERANS WITH PTSD , 141-0000000-0068</p>
Professional and research projects from the field of the course carried out in the last five years ( <b>max 5 references</b> )	<p>Randomizirano, dvostruko slijepo, placebom i aktivno kontrolirano ispitivanje faze 2B za procjenu učinkovitosti i sigurnosti lijeka MK-8189 kod ispitanika s akutnom epizodom shizofrenije“ /“A Phase 2B Randomized, Double-Blind, Placebo- and Active-Controlled Trial of the Efficacy and Safety of MK-8189 in Participants Experiencing an Acute Episode of Schizophrenia“/ Plan ispitivanja: MK-8189-008, EudraCT broj: 2020-000094-24 Ispitivani lijek: MK-8189 Indikacija u kojoj se lijek ispituje: shizofrenija</p> <p>Randomizirana, otvorena, ukrižena studija za utvrđivanje relativne bioraspodjelivosti LY03004 i EU Risperdal® Consta® u dozi od 50 mg nakon opetovanih intramuskularnih injekcija u stabilnih pacijenata oboljelih od shizofrenije“ /„A Randomized, Open-Label, Cross-over Study to Assess the Relative Bioavailability of LY03004 and EU Risperdal® Consta® at 50 mg Following Multiple Intramuscular Injections in Stable Patients with Schizophrenia“/ Plan ispitivanja: CLY16001/LY03004/CT-EUR-101, EudraCT broj: 2016-005010-22 Ispitivani lijek: LY03004 (risperidon) Indikacija u kojoj se lijek ispituje: shizofrenija</p> <p>Multicentrično, otvoreno ispitivanje za procjenu sigurnosti i tolerancije lijeka breksipirazola u liječenju bolesnika s bipolarnim I</p>

	<p>poremećajem“ /„A Multicenter, Open-label Trial to Evaluate the Safety and Tolerability of Brexpiprazole in the Treatment of Subjects with Bipolar I Disorder“/ Plan ispitivanja: 331-201-00083, EudraCT broj: 2017-002225-38 Ispitivani lijek: brekspiprazol Indikacija u kojoj se lijek ispituje: bipolarni poremećaj tip I</p> <p>Multicentrično, randomizirano, dvostruko slijepo, placebo kontrolirano kliničko ispitivanje brekspiprazola u akutnom liječenju maničnih epizoda sa ili bez kombiniranih značajki povezanih s bipolarnim I poremećajem“ /„A Multicenter, Randomized, Double-blind Trial of Brexpiprazole versus Placebo for the Acute Treatment of Manic Episodes, With or Without Mixed Features, Associated With Bipolar I Disorder“/ Plan ispitivanja: 331-201-00081, EudraCT broj: 2017-002190-20 Ispitivani lijek: brekspiprazol Indikacija u kojoj se lijek ispituje: liječenje maničnih epizoda u bolesnika s bipolarnim poremećajem tip I</p>
<p>Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?</p>	
<p><b>PRIZES AND AWARDS</b></p>	
<p>Prizes and awards for teaching and research</p>	

<b>Title, name and last name</b>	<b>Professor Ivica Grković, MD, PhD, full professor</b>
Title of the course at the proposed study programme	Anatomy
<b>GENERAL INFORMATION ON COURSE LEADER</b>	
E-mail address	Ivica.grkovic@mefst.hr
Year of birth	1964
Scientist ID	173423
CROSBİ 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: - Basic Medical Sciences - Anatomz
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
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
<b>INFORMATION ON EDUCATION – Highest degree achieved</b>	
Degree	PhD
Institution	University of Melbourne, Department of anatomy and neuroscience
Place	Melbourne, Australia
Date	1997.
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	1992-2004
Place	Melbourne, Australia
Institution	The University of Melbourne
Field of training	Anatomy, neurobiology of the autonomic nervous system
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
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)
<b>COMPETENCES FOR THE COURSE</b>	
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) Norman Eizenberg, Christopher Briggs, Priscilla Barker, Ivica Grkovic <b>Mc Graw Hill Education, <a href="http://anatomediaonline.com/">http://anatomediaonline.com/</a></b>

Professional and research papers published in the last five years from the field of the course ( <b>max 5 references</b> )	<ol style="list-style-type: none"> <li>1. Ključević N, Boban D, Milat AM, Jurić D, Mudnić I, Boban M, <b>Grković I.</b> (2019) Expression of Leukocytes Following Myocardial Infarction in Rats is Modulated by Moderate White Wine Consumption. <i>Nutrients.</i> 11(8). pii: E1890. doi: 10.3390/nu11081890.</li> <li>2. Ljubkovic M, Gressette M, Bulat C, Cavar M, Bakovic D, Fabijanic D, <b>Grkovic I,</b> Lemaire C, Marinovic J. (2019) Disturbed Fatty Acid Oxidation, Endoplasmic Reticulum Stress and Apoptosis in Left Ventricle of Patients with Type 2 Diabetes Mellitus. <i>Diabetes.</i> 68(10):1924-33. doi: 10.2337/db19-0423.</li> <li>3. Režić-Mužinić N, Mastelić A, Benzon B, Markotić A, Mudnić I, <b>Grković I,</b> 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. <i>PLoS One.</i>13(5) e0196842. doi: 10.1371/journal.pone.0196842.</li> <li>4. Agnic I, Filipovic N, Vukojevic K, Saraga-Babic M, <b>Grkovic I.</b>(2018) Isoflurane post-conditioning influences myocardial infarct healing in rats. <i>Biotech Histochem.</i> 93(5):354-63. doi: 10.1080/10520295.2018.1443507.</li> <li>5. Ključević N, Milat AM, Grga M, Mudnić I, Boban M, <b>Grković I.</b> (2017) White Wine Consumption Influences Inflammatory Phase of Repair After Myocardial Infarction in Rats. <i>J Cardiovasc Pharmacol.</i> 70(5):293-99.</li> </ol>
Professional and research papers In methodology and quality of teaching published in the last five years ( <b>max 5 references</b> )	<ol style="list-style-type: none"> <li>1. Sapunar D, Marušić M, Puljak L, <b>Grković I,</b> Malički M, Marušić A, Čivljak M, Tanjić Ž. (2018) The Medical School of the Catholic University of Croatia: Principles, Goals, Standards and Organization. <i>Acta Med Acad.</i> 47(1):61-75.</li> <li>2. Sapunar D, <b>Grković I,</b> 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. <i>Acta Med Acad.</i> 45(1):34-8.</li> <li>3. Sapunar D, <b>Grković I,</b> 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. <i>Acta Med Acad.</i> 45(1):26-33.</li> </ol>
Professional and research projects from the field of the course carried out in the last five years ( <b>max 5 references</b> )	<ol style="list-style-type: none"> <li>1. Croatian Research Foundation: "Biological effects of wine: the influence of vinification technology, dealcoholisation and aging of wine" 2015.-2019.- research fellow</li> </ol>
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.
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and research	2015.: Best teacher award in Dental medicine course in 2014/15. 2019.: Best teacher award in Dental medicine course in 2018/19.



Title, name and last name of the course leader	<b>Stipan Janković, MD, Full professor with tenure</b>
Title of the course at the proposed study programme	Basics of radiology and radiation protection
<b>GENERAL INFORMATION ON COURSE LEADER</b>	
E-mail address	stipan.jankovic@ozs.unist.hr
Year of birth	1948
Scientist ID	106463
CROSBİ 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
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
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
<b>INFORMATION ON EDUCATION – Highest degree achieved</b>	
Degree	professor, PhD, Prim., MD
Institution	University of Zagreb
Place	Zagreb
Date	2004
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	1985., 1989., 1991., 1993., 1998., 2014. ...
Place	University of Zagreb, Lund – Sweden, Karolinska institut – Sweden, Frankfurt, Ospedale San Raffaele – Milano, Versaille, ST. Joseph hospital – New York, etc.
Institution	University of Zagreb, Lund – Sweden, Karolinska institut – Sweden, Frankfurt, Ospedale San Raffaele – Milano, Versaille, ST. Joseph hospital – New York, Istanbul, itd.
Field of training	Neuroradiology, Breast radiology
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
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)
<b>COMPETENCES FOR THE COURSE</b>	
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

Janković, Stipan; Lovrić Kojundžić, Sanja; Čarić, Ana  
**Osnove radiologije za primalje**, Split: Sveučilište u Splitu, Sveučilišni odjel zdravstvenih studija, 2014 (Autorska)

Janković, Stipan; Bešenski, Nada  
**Klinička neuroradiologija kralježnice i kralježnične moždine**, Zagreb: Medicinska naklada, 2013 (Sveučilišni udžbenik)

Janković, Stipan; Čizmić, Jozo  
**Liječnička pogreška-medicinski i pravni aspekti**, Poslijediplomski tečaj stalnog medicinskog usavršavanja I. kategorije, Split: Impresum, 2007 (zbornik)

Janković, Stipan  
**Mamografija i ultrazvuk dojke**/Poslijediplomski tečaj I. kategorije - tečaj stalnog medicinskog usavršavanja liječnika, Split, 2004, Split: Impresum, 2004 (zbornik)

Janković, Stipan; Polić, Stojan; Petričević, Ante; Bačić, Antun  
**Odabrana poglavlja iz hitne medicine**, Split: Jedinica za znanstveni rad KB Split, 1998 (Autorska)

Topić, Elizabeta; Primorac, Dragan; Janković, Stipan; Štefanović, Mario  
**Medicinska biokemija i laboratorijska medicina u kliničkoj praksi /** Topić, Elizabeta ; Primorac, Dragan ; Janković, Stipan ; Štefanović, Mario (ur.). Zagreb: Medicinska naklada, 2018  
Bukovec, Željka; Mirošević, Gorana  
Endokrinološke i metaboličke bolesti // Medicinska biokemija i laboratorijska medicina u kliničkoj praksi / Topić, Elizabeta ; Primorac, Dragan ; Janković, Stipan ; Štefanović, Mario (ur.). Zagreb: Medicinska naklada, 2018. str. 155-157

Grković, Ivica; Miletić, Damir; Kolić, Krešimir; Janković, Stipan; Glavina, Gordana  
Radiološka anatomija orofacijalnog područja, anomalije i varijacije // Dentalna radiografija i radiologija Split: Medicinski fakultet Sveučilišta u Splitu, 2009. str. 103-113

Janković, Stipan  
Rendgenski uređaji // Radiologija / Hebrang, Andrija ; Klarić-Čustović, Ratimira (ur.). Zagreb: Medicinska naklada, 2007. str. 33-56

Drinković, Ivan; Janković, Stipan  
Bolesti dojke // Radiologija / Hebrang, Andrija ; Klarić-Čustović, Ratimira (ur.). Zagreb: Impresum, 2006. str. 321-329

Janković, Stipan  
Rentgenski uređaji // Radiologija / Hebrang, Andrija ; Klarić-Čustović, Ratimira (ur.). Zagreb: Impresum, 2006. str. 33-60

Topić, Elizabeta; Salamunić, Ilza; Margetić, Sandra; Getaldić, Biserka; Čulić, Srđana; Dvornik, Štefica; Šimundić, Ana-Maria; Štefanović, Mario; Janković, Stipan; Staničić, Ante  
Suvremeni pristup medicinskoj dijagnostici u primarnoj zdravstvenoj zaštiti / Topić, Elizabeta ; Janković, Stipan (ur.). Zagreb: Medicinska naklada, 2006

Seminari iz kliničke radiologije / Janković, Stipan (ur.). Split: Medicinski fakultet, 2005 (monografija)

Janković, Stipan

	<p>Mamografija i ultrazvuk dojke/Poslijediplomski tečaj I. kategorije - tečaj stalnog medicinskog usavršavanja liječnika, Split, 2004.. Split: Impresum, 2004 (zbornik)</p> <p>Medicinskobiokemijska dijagnostika u kliničkoj praksi / Topić, Elizabeta ; Primorac, Dragan ; Janković, Stipan (ur.). Zagreb: Medicinska naklada, 2004 (Udžbenici i skripta)</p> <p>Janković, Stipan; Miše, Stjepan; Jakšić, Ana</p> <p>Uputstva liječnicima pri upućivanju bolesnika na specijalističku dijagnostiku i specijalističko-konzilijarne preglede u Kliničku bolnicu Split, 2003. (podatak o recenziji nije dostupan, uputstva).</p> <p>Janković, Stipan</p> <p>Acta medica Croatica, tematski broj 2002., 2002. (podatak o recenziji nije dostupan, urednik časopisa).</p> <p>Janković, Stipan; Eterović, Davor</p> <p>Fizikalne osnove i klinički aspekti medicinske dijagnostike</p> <p>Zagreb: Impresum, 2002</p> <p>Janković, Stipan</p> <p>Odabrana poglavlja iz gastroenterologije // Odabrana poglavlja iz gastroenterologije / Hozo, Izet ; Miše, Stjepan (ur.). Split: Impresum, 1999. str. 1-1</p> <p>Kalajžić, Josip; Janković, Stipan; Rešić, Biserka</p> <p>Magnetska rezonancija: Naša iskustva u neuroradiologiji // Zbornik radova 2. Kongresa Hrvatskog društva radiologa</p> <p>Osijek, Hrvatska, 1998. str. 67-67 (poster, sažetak, znanstveni)</p> <p>Janković, Stipan</p> <p>Hitna radiološka dijagnostika gastrointestinalnog trakta // Hitna stanja u gastroenterologiji / Hozo, Izet ; Miše, Stjepan (ur.). Split: Impresum, 1998. str. 61-70</p> <p>Janković, Stipan</p> <p>Radijacijska oštećenja // Harrison Principi interne medicine / Ivančević, Željko (ur.). Split: Impresum, 1997. str. 2179-2185</p> <p>Janković, Stipan; Mihanović, Frane</p> <p><b>Radiološki uređaji i oprema u radiologiji, radioterapiji i nuklearnoj medicini /</b> Janković, Stipan ; Mihanović, Frane (ur.). Split: Sveučilište u Splitu, 2015</p> <p>Janković, Stipan; Marinović Guić, Maja</p> <p><b>Osnove radiologije za fizioterapeute</b></p> <p>Split: Sveučilište u Splitu, Sveučilišni odjel zdravstvenih studija, 2014</p> <p>Janković, Stipan; Mihanović, Frane</p> <p><b>Uvod u radiologiju</b></p> <p>Split: Sveučilište u Splitu, Sveučilišni odjel zdravstvenih studija, 2014</p> <p>Bešenski, Nada; Janković, Stipan; Buča, Ante</p> <p><b>Klinička neuroradiologija mozga</b></p> <p>Zagreb: Medicinska naklada, 2011</p> <p>Mamografski probir raka dojke: Organizacija, rani rezultati i kontrola kvalitete (poslijediplomski tečaj I kategorije stalnog medicinskog usavršavanja), Medicinski fakultet Sveučilišta u Splitu, 2008.</p> <p>Stipan Janković, Damir Miletić</p> <p>Dentalna radiografija i radiologija. Split: Medicinski fakultet Split, 2009 (Autorska)</p>
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<p>Professional and research papers published in the last five years from the field of the course (<b>max 5 references</b>)</p>	<p>(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.</p> <p>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. Fuchs, Nives; Novokmet, Natalija; Lela, Ivana; Zajc Petranović, Matea; Havaš Auguštin, Dubravka; Šarac, Jelena; Carić, Tonko; Dolanc, Ivan; Karelović, Deni; Škrabić, Veselin et al.</p> <p>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 Bukovec, Željka; Mirošević, Gorana</p> <p>Endokrinološke i metaboličke bolesti // Medicinska biokemija i laboratorijska medicina u kliničkoj praksi / Topić, Elizabeta ; Primorac, Dragan ; Janković, Stipan ; Štefanović, Mario (ur.). Zagreb: Medicinska naklada, 2018. str. 155-157</p> <p>Perinić Lewis, Ana; Zajc Petranović, Matea; Carić, Tonko; Pribačić Ambrožić, Vanda; Karelović, Deni; Janković, Stipan; Missoni, Saša</p> <p>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:<a href="https://doi.org/10.21861/HGG.2019.81.01.04">https://doi.org/10.21861/HGG.2019.81.01.04</a></p> <p>Delale, E.A.; Novokmet, N.; Fuchs, N.; Dolanc, I.; Karelović, D.; Janković, S.; Musić Milanović, S.; Cameron, N.; Missoni, S.</p> <p>Some determinants of quality of life of pregnant women // Book of Abstracts of the 33rd Annual Conference of the European Health Psychology Society Dubrovnik, Hrvatska, 2019. str. 677-677</p> <p>Bočkor, Luka; Delale, Eva Anđela; Carić, Tonko; Novokmet, Natalija; Fuchs, Nives; Karelović, Deni; Janković, Stipan; Musić Milanović, Sanja; Cameron, Noel; Missoni, Saša</p> <p>Health locus of control and quality of life of pregnant women. // 3rd Congress of Joint European Neonatal Societies (jENS 2019) Maastricht, Nizozemska, 2019. str. 101-101</p>
<p>Professional and research papers In methodology and quality of teaching published in the last five years (<b>max 5 references</b>)</p>	<p>Janković, Stipan; Koren, Sonja; Šarić, Matea; Orlandini, Rahela; Antičević, Vesna; Švaljug, Deana; Buljubašić, Ante</p> <p>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</p> <p>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 Santander, Španjolska, 2019. str. 605-605</p> <p>Pavicic Ivelja, Mirela; Ivic, Ivo; Dolic, Kresimir; Mestrovic, Antonio; Perkovic, Nikola; Jankovic, Stipan</p> <p>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</p>

	<p>Delale, Eva Anđela; Novokmet, Natalija; Fuchs, Nives; Dolanc, Ivan; Mrdjen-Hodžić, Rafaela; Karelović, Deni; Janković, Stipan; Musić Milanović, Sanja; Cameron, Noel; Missoni, Saša</p> <p>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</p>
<p>Professional and research projects from the field of the course carried out in the last five years (<b>max 5 references</b>)</p>	<p>A prospective study of PFAS exposure and cardiovascular disease outcomes in an Island population, Study period: 4/1/2021 to 3/31/2026</p>
<p>Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?</p>	<p>For over 40 years, since 1972, I have worked continuously as a doctor, and as a teacher from 1978 until today.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>I received the European diploma in neuroradiology (ECONR) in 2013. 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).</p> <p>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.</p>
<b>PRIZES AND AWARDS</b>	
<p>Prizes and awards for teaching and research</p>	<ul style="list-style-type: none"> <li>- 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.</li> <li>- 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"</li> <li>- in 2008 Diploma Croatian Medical Association.</li> <li>- In April 2004 a Certificate of Appreciation "for the contribution in raising standards of the University Hospital Centre Split"</li> </ul>

	<ul style="list-style-type: none"> <li>- Certificate of Appreciation of the Croatian Society of Radiology "for help and support in all areas of activity."</li> <li>- In 2006 an annual national award for promotion and popularization of science in the Republic of Croatia,</li> <li>- 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."</li> <li>- 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</li> <li>- 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"</li> <li>- 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</li> <li>- 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".</li> <li>- 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.</li> <li>- In 1985 the "Medal of Merit".</li> <li>- In 2021 University of Split award for contribution to the development and promotion of the University of Split.</li> </ul>
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Title, name and last name	<b>Assistant professor Iris Jerončić Tomić, MD PhD</b>
Title of the course at the proposed study programme	Hygiene and epidemiology
<b>GENERAL INFORMATION ON COURSE LEADER</b>	
E-mail address	iris.jeroncic@mefst.hr
Year of birth	1966.
Scientist ID	345775
CROSBİ 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, 1 <sup>st</sup> September 2016
Area and field of appointment into research rank	Public health and health care, Social medicine
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
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
<b>INFORMATION ON EDUCATION – Highest degree achieved</b>	
Degree	PhD
Institution	University of Split School of Medicine
Place	Split
Date	15 <sup>th</sup> July 2014
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	2016
Place	Zagreb
Institution	Faculty of Medicine in Zagreb
Field of training	Palliative care
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English, 5
<b>COMPETENCES FOR THE COURSE</b>	
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 ( <b>max 5 references</b> )	1. Jerončić Tomić I, Mulić R. Ageism in the Age of Pandemic, Engleski // <i>In medias res</i> , 10(18)#5 2021 (2021), 2347-2364 doi:10.46640/imr.10.18.4 2. Jerončić I, Mudronja L, Mulić R. Current infectious risk in international maritime traffic // <i>5th IMSC Book of</i>

	<p><i>Abstracts / Split: Faculty of Maritime Studies Split, 2013. str. 41-41</i></p> <ol style="list-style-type: none"> <li>Mulić R, Jerončić Tomić I. Supplying ships with safe drinking-water // <i>International maritime health</i>, 71 (2020), 2; 123-128 doi:10.5603/IMH.2020.0022</li> <li>Mulić R, Russo A, Jerončić Tomić I. Study of Malaria Cases among Seafarers in Croatia and the Causes of Ineffective Chemoprophylaxis among them // <i>Pedagogika (Sofia)</i>, 93 (2021), 6s; 121-131</li> <li>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 // <i>Liječnički vjesnik : glasilo Hrvatskoga liječničkog zbora</i>, Vol.139 (2017), No.5-6; 144-149</li> </ol>
Professional and research papers In methodology and quality of teaching published in the last five years ( <b>max 5 references</b> )	<ol style="list-style-type: none"> <li>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. <i>Int Marit Health</i>. 2018;69(3):163-170.</li> <li>Jerončić I, Mudronja L, Mulić R. Current Infectious Risks in International Maritime Traffic. <i>Book Of Abstracts. 5th International Maritime Science Conference, Split, 2013;41.</i></li> <li>Jerončić, I Nikolić J Mulić R. Maritime Medicine and Medicine for Seafarers // <i>Book of Proceedings, 6th IMSC 2014, International Maritime Science Conference / Fakulteta za pomorstvo in promet, Portorož, 2014. str. 50-50</i></li> <li>Mulić R, Jerončić Tomić I, Vukić L. What Does A Doctor of Medicine Do at The Faculty of Maritime Studies? // <i>Book of Proceedings, 8th International Maritime Science Conference / Kotor, Montenegro: CIP - Nacionalna biblioteka Crne Gore, 2019. str. 459-462</i></li> <li><b>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.</b></li> </ol>
Professional and research projects from the field of the course carried out in the last five years ( <b>max 5 references</b> )	<ol style="list-style-type: none"> <li>"Internationalization of study programs at all levels at the Faculty of Medicine in Split"</li> <li>"10,001 Dalmatians" of the Medical Faculty of the University of Split</li> <li>Seroepidemiology, hereditary predisposition and infectious diseases in Croatia.</li> </ol>
Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?	Regular education and continuous lifelong training. Medical Education Course, University of Split, 2014
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and research	



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

Year	2019
Place	Athens, Greece
Institution	Medical School National and Kapodistrian, University of Athens
Field of training	Epidemiology
Year	2018
Place	Florence, Italy
Institution	School of Human Health Sciences, Università degli Studi di Firenze
Field of training	Epidemiology
Year	2014
Place	Izmir, Turkey
Institution	World Health Organization
Field of training	Epidemiology
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English Very Good
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian Good
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (title of course, study programme where it is/was held, and level of study programme)	Travel Medicine- course leader School of Medicine and School of Dental Medicine Undergraduate  Numerous undergraduate courses: Medicine of work with health ecology, Hygiene, Epidemiology, Public health, Health promotion, Law in medicine, Infection control and prevention, Dietetics, Medical Humanities, How to live a hundred years, Risk communication
Authorship of university textbooks from the field of the course	Jurčev Savičević A, Miše K. (eds). Tuberkuloza-stara dama u novom ruhu: Zagreb: Medicinska naklada, 2021. Puntarić D, Ropac D, Jurčev Savičević A. (eds.). Javno zdravstvo. Zagreb: Medicinska naklada, 2015.
Professional and research papers published in the last five years from the field of the course ( <b>max 5 references</b> )	<ol style="list-style-type: none"> <li>1. <b>Jurčev Savičević A</b>, 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.</li> <li>2. Šunda M Gilić B, Perić I, <b>Jurčev Savičević A</b>, 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.</li> <li>3. Gilić B, Zenić N, Šeparović V, <b>Jurčev Savičević A</b>, 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.</li> <li>4. Andres M, van der Werf MJ, Ködmön C, Albrecht S, Haas W, Fiebig L, Survey study group...<b>Jurčev Savičević A</b>. <a href="#">Molecular</a></li> </ol>

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

<b>Title, name and last name</b>	<b>Asst. Prof. Vanja Kaliterna, M.D., PhD, Clinical Microbiology Specialist</b>
Title of the course at the proposed study programme	Microbiology and parasitology
<b>GENERAL INFORMATION ON COURSE LEADER</b>	
E-mail address	vanja.kaliterna@gmail.com
Year of birth	15th September 1968
Scientist ID	300762
CROSB I 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 Field Clinical medical sciences, Medical Microbiology
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
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
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
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	
<b>INFORMATION ON EDUCATION – Highest degree achieved</b>	
Degree	Doctor of Science (PhD)
Institution	School of medicine, University of Split
Place	Split
Date	24. 3. 2014.
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
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)
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
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)
<b>COMPETENCES FOR THE COURSE</b>	

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	<ol style="list-style-type: none"> <li>1. <b>Kaliterna V.</b> Bakterijska vaginoza. U: Zekan J, Šitum M, Karelović D, Marinović B, ur. Vulvologija. Zagreb: Medicinska naklada, 2020., str. 51-4.</li> <li>2. <b>Kaliterna V.</b> 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.)</li> <li>3. <b>Kaliterna V.</b> Bunyaviridae. U: Uzunović-Kamberović S, ur. Medicinska mikrobiologija. Zenica: Štamparija Fojnica, 2009. str. 851-5.</li> </ol>
Professional and research papers published in the last five years from the field of the course ( <b>max 5 references</b> )	<ol style="list-style-type: none"> <li>1. Vilibić-Cavlek T, Stevanović V, Ilić M, Barbic L, Capak K, Tabain I, Krleža JL, Ferenc T, Hruskar Z, Topic RZ, <b>Kaliterna V</b>, Antolović-Pozgain A, Kucinar J, Koscak I, Mayer D, Sviben M, Antolasić L, Milasincić L, Bucić 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.</li> <li>2. <b>Kaliterna V</b>, Barišić Z. Genital human papillomavirus infections. Front Biosci (Landmark Ed). 2018;1;23:1587-611.</li> <li>3. Tonkić M, Sušić E, Goić-Barišić I, <b>Kaliterna V</b>, 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.</li> <li>4. <b>Kaliterna V</b>, Kaliterna M, Hrenović J, Barišić Z, Tonkić M, Goić-Barišić I. <i>Acinetobacter baumannii</i> in the Southern Croatia: clonal lineages, biofilm formation and resistance patterns. Infectious Diseases (Lond) 2015;47(12):902-7.</li> <li>5. Šimundža R, <b>Kaliterna V</b>, Mladinić Vulić D, Pejković S. The prevalence of <i>Ureaplasma urealyticum</i> bacterium in endocervical swabs in the Split-Dalmatia county. Gynaecol Perinatol 2015;24(2):56-8.</li> </ol>
Professional and research papers in methodology and quality of teaching published in the last five years ( <b>max 5 references</b> )	
Professional and research projects from the field of the course carried out in the last five years ( <b>max 5 references</b> )	
Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?	<ul style="list-style-type: none"> <li>- Course „Skills of medical education and scientific work“, University of Split School of Medicine, 2016.</li> <li>- Course „Basic Communication Skills Course“, University Department of Health Studies, University of Split, 2021.</li> </ul>

<b>Title, name and last name</b>	<b>Assistant professor Dobriła Karlica Utrobičić, MD</b>
Title of the course at the proposed study programme	Ophthalmology
<b>GENERAL INFORMATION ON COURSE LEADER</b>	
E-mail address	Dobriła.karlica@gmail.com
Year of birth	1957
Scientist ID	297910
CROSBİ profile ID	
Research rank and date of the last appointment	Senior Research Fellow, April 17, 2019
Research and teaching or teaching rank, and the date of the last appointment	Assistant Professor, April 20, 2017
Area and field of appointment into research rank	Biomedicine and health Clinical medical sciences Branch: Ophthalmology
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution of employment	Clinical Hospital Center Split, Clinic for Ophthalmology
Date of employment	December 24, 1988
Job title (professor, researcher, associate teacher, etc.)	Assistant professor
Field of research	ophthalmology
Position in the institution	
<b>INFORMATION ON EDUCATION – Highest degree achieved</b>	
Degree	Assistant professor
Institution	Clinical Hospital Center Split
Place	Split
Date	April 20, 2017
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	7th Ophthalmic Winteracademy Schruns / Austria March 26 - April 1, 2000 (improvement of cataract operative techniques) Phacoemulsification training, Split, February 2001 Institute of Neuroscience, Clinic of Neurology, University Hospital Center Ljubljana 2002 (training in eye electrodiagnostics) Clinic for Eye Diseases, University Hospital Center Zagreb, 2006 (electrodiagnostics of the eye) Completed the postgraduate course "Ultrasound in Clinical Practice - Ultrasonography of the Eye" on April 25-30, 2005. Postgraduate course "Electrodiagnostics in Ophthalmology Indications and Interpretation of Findings" Zagreb, Faculty of Medicine, University of Zagreb, March 10, 2006 Postgraduate course I category with international participation: Contemporary knowledge and guidelines in the diagnosis and treatment of senile macular degeneration, Split, 21.-22. October 2016 Postgraduate course of II category: "Disorders of refraction and eye mobility - modern diagnostics and treatment" Split, 31.03. - 01.04.2017.
Place	
Institution	
Field of training	Continuing medical education courses; Course - Skills of medical education and scientific work, University of Split, Faculty of Medicine 2010

MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (very good)
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	<p>Karlica D. Cornea and sclera. In: Ivanišević M. et al: Eye diseases, textbook of ophthalmology for nurses, Split: Faculty of Medicine; 2011; 21- 5.</p> <p>2. Karlica Utrobičić D. Strabismus and pediatric ophthalmology. In: Ivanišević M, Bojić L, Karaman K, Bućan K, Galetović D, Karlica-Utrobičić D, Rogošić V, ed. Ophthalmology, textbook for medical students. Split: Faculty of Medicine, University of Split; 2015, 207-21.</p>
Professional and research papers published in the last five years from the field of the course ( <b>max 5 references</b> )	<p>1. Karlica Utrobičić D., Karlica H., Ljubić Ž., Kušević Z. Visual evoked potentials in evaluating sudden visual loss in adolescents: a psychomatic perspective <i>Psychiatria Danubina</i> 2021 Vol.33</p> <p>2. Sardelić E., Karlica Utrobičić D. Squad angle variability in premature infants with neurological impairment and strabismus: a twelve-year follow-up of <i>Acta clinica Croatica</i>, Vol. 58. No. March 3, 2019</p> <p>3. Karlica Utrobičić D., Marković I., Skelin S., Paradžik Šimunović M. Monitoring of maturation of the visual pathway testing visual evoked potential <i>Pediatr Croat.</i> 2018; 62 (supl1): 119-123</p> <p>4. Jurišić D, Geber MZ, Čavar I, Utrobičić DK. Retinal Layers Measurements following Silicone Oil Tamponade for Retinal Detachment Surgery. <i>Semin Ophthalmol.</i> 2017 Dec 19: 1-8. doi: 10.1080 / 08820538.2017.1417452. [Epub ahead of print]</p>
Professional and research papers In methodology and quality of teaching published in the last five years ( <b>max 5 references</b> )	
Professional and research projects from the field of the course carried out in the last five years ( <b>max 5 references</b> )	
Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?	Continuing medical education course at MEFST
PRIZES AND AWARDS	
Prizes and awards for teaching and research	2011. Acknowledgment from HLK

Title, name and last name of the course leader	<b>Assistant professor Ph.D. Zlatka Knezović, B.Sc</b>
Title of the course at the proposed study programme	Hygiene and Epidemiology
<b>GENERAL INFORMATION ON COURSE LEADER</b>	
E-mail address	zlatka.knezovic@nzjz-split.hr
Year of birth	1962.
Scientist ID	353820
CROSBİ profile ID	33313
Research rank and date of the last appointment	research associate, 01.07.2020.
Research and teaching or teaching rank, and the date of the last appointment	Assistant Professor, 24.11.2020.
Area and field of appointment into research rank	Biomedicine and Health, Basic Medical Sciences
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
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
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
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	
<b>INFORMATION ON EDUCATION – Highest degree achieved</b>	
Degree	Doctor of Science (PhD)
Institution	Faculty of Chemical Technology, University of Split
Place	Split
Date	25.04.2016.
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	
Place	
Institution	
Field of training	
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
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)
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (title of course, study programme where it is/was held, and level of study programme)	Leader of the course Food Toxicology



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

<b>Title, name and last name</b>	<b>Višnja Kokić Maleš, MD, PhD, Assistant Professor</b>
Title of the course at the proposed study programme	Internal Medicine Ulcer Disease
<b>GENERAL INFORMATION ON COURSE LEADER</b>	
E-mail address	kokicvisnja@gmail.com
Year of birth	1984
Scientist ID	
CROSBİ profile ID	40059
Research rank and date of the last appointment	research associate, July 2019
Research and teaching or teaching rank, and the date of the last appointment	Assistant professor, June 2020
Area and field of appointment into research rank	scientific field of biomedicine and health, field of clinical medical science, branch of internal medicine
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution of employment	CHC Split, University of Split, University Department of Health Studies
Date of employment	CHC January 2012, University 4/2021
Job title (professor, researcher, associate teacher, etc.)	ass.prof.
Field of research	Clinical Medicine sciences
Position in the institution	Leading the course of Internal Medicine at University of Split, University Department of Health Studies Position at CHC: diabetologist and endocrinologist
<b>INFORMATION ON EDUCATION – Highest degree achieved</b>	
Degree	Doctor of Science, PhD
Institution	Split Medical School
Place	Split
Date	April 2018
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	
Place	
Institution	
Field of training	
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
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
<b>COMPETENCES FOR THE COURSE</b>	
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 ( <b>max 5 references</b> )	1. Vilovic M, Kurir TT, Novak A, Krnic M, Borovac JA, Lizatovic IK, Kokić V, Bozic J. Hypoglycemia and Glucagon Utilization in Insulin-Treated Diabetic Patients. Exp Clin Endocrinol

	<p>Diabetes. 2020 Aug;128(8):493-498. doi: 10.1055/a-0741-6763. Epub 2018 Nov 14. PMID: 30428496.</p> <p>2. <b>Kokic V</b>, Kokic S, Krnic M, Petric M, Liberati AM, Simac P, Milenkovic T, Capkun V, Rahelic D, Blaslov K. Prediabetes awareness among Southeastern European physicians. J Diabetes Investig. 2017 Aug 29;9(3):544–8. doi: 10.1111/jdi.12740. Epub ahead of print. PMID: 28853223; PMCID: PMC5934258.</p> <p>3. <b>Kokic V</b>, Martinovic Kaliterna D, Radic M, Perkovic D, Cvek M, Capkun V. Relationship between vitamin D, IFN-<math>\gamma</math>, and E2 levels in systemic lupus erythematosus. Lupus. 2016 Mar;25(3):282-8. doi: 10.1177/0961203315605367. Epub 2015 Sep 24. PMID: 26405019.</p> <p>4. <b>Kokic V</b>, Martinovic Kaliterna D, Radic M, Tandara L, Perkovic D. Association between vitamin D, oestradiol and interferon-gamma in female patients with inactive systemic lupus erythematosus: A cross-sectional study. J Int Med Res. 2018 Mar;46(3):1162-1171. doi: 10.1177/0300060517734686. Epub 2017 Dec 13. PMID: 29235391; PMCID: PMC5972245</p> <p>5. Domagoj Markovic, Josip Lukenda, <b>Visnja Kokic</b>, Petra Simac, Piero Marin Zivkovic, Ingrid Prkacin, Viktor Culic. A ten-year comparative study of cardiovascular disease publications, health and socioeconomic indicators between European countries. Signa Vitae. 2021. 17(3);95-102.</p>
Professional and research papers In methodology and quality of teaching published in the last five years ( <b>max 5 references</b> )	
Professional and research projects from the field of the course carried out in the last five years ( <b>max 5 references</b> )	
Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?	
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and research	

<b>Title, name and last name</b>	<b>Senior lecturer, Sonja Koren</b>
Title of the course at the proposed study programme	English for Nursing I, II
<b>GENERAL INFORMATION ON COURSE LEADER</b>	
E-mail address	sonja.koren@ozs.unist.hr
Year of birth	1963
Scientist ID	
CROSBİ profile ID	CROSBİ ID: <b>1036027</b>
Research rank and date of the last appointment	Lecturer 2013
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
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
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	
<b>INFORMATION ON EDUCATION – Highest degree achieved</b>	
Degree	MA in English language and literature and French language and literature
Institution	Faculty of Humanities and Social Sciences
Place	Zagreb
Date	1989
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	
Place	
Institution	
Field of training	<ol style="list-style-type: none"> <li>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)</li> <li>2. Grammar Learning Strategies, prof.dr.sc. Miroslaw Pawlak, u organizaciji Zavoda za jezike, Sveučilišni odjel za stručne studije, Split, 7. studenog 2014.</li> <li>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.</li> <li>4. Developing English Language Portfolios, Peter Cuypers, MA, predavanje i radionica u organizaciji Ureda za mobilnost i međunarodnu suradnju, 8. svibnja 2015.</li> <li>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.</li> <li>6. Erasmus+, Introduction to Teaching English for Medical Purposes, 31. kolovoza 2015. – 4. rujna 2015., Ulm, Njemačka</li> </ol>

	<p>7. Workshop „Izrada i pretraživanje maloga specijaliziranoga jezičnoga korpusa“ u organizaciji Udruge nastavnika jezika struke na visokoškolskim ustanovama, 16. veljače 2017.</p> <p>8. Webinar „Corpus-based Discourse Analysis“, Corpus Research Centre, Air University, 26. studenog, 2021.</p> <p>9. IATEFL English for Specific Purposes Special Interest Group online event: ESPSIG: Analysis of learners' needs in the teaching of English for medical purposes, 30. studenog, 2021.</p>
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
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
<b>COMPETENCES FOR THE COURSE</b>	
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 ( <b>max 5 references</b> )	<ol style="list-style-type: none"> <li>1. Koren S. (2016). Conceptual Metaphors in Discourse on Organ Donation, <i>Journal of Foreign Language Teaching and Applied Linguistics</i>, Volume 3. – Number 3 – 2016, 163-171. ISSN: 2303-5528</li> <li>2. Duplančić Rogošić G. i Koren S. (2017). Exploring collocational competence of first-year university students as non-native speakers of English“. <i>Conference Proceedings II International Conference From Theory to Practice in Language for Specific Purposes</i>, 23-37. ISSN:1849-9279</li> <li>3. Koren S. i Rogulj J. (2017). Kolokacijska kompetencija neizvornih korisnika engleskog jezika medicinske struke. <i>Zbornik radova Veleučilišta u Šibeniku</i>, 3-4/2017, 19-31. UDK 811.111:61 (izvorni znanstveni članak) ISSN 1846-6699</li> <li>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. <i>International Archives of Nursing and Health Care</i>. ISSN: 2469-5823</li> </ol>
Professional and research papers In methodology and quality of teaching published in the last five years ( <b>max 5 references</b> )	<ol style="list-style-type: none"> <li>1. Rogulj J. i Koren S. (2018). Od strukturalizma do suvremenog „kuks“ (komunikacijsko-učenje/usvajanje-kontrastivno-spoznajno) pristupa u nastavi engleskoga jezika. <i>Zbornik radova Veleučilišta u Šibeniku</i>, 3-4/2018,143-159. UDK 371.3:811.111 (pregledni rad) ISSN 1846-6699</li> <li>2. Rogulj J. i Koren S. (2017). Analiza slučaja: Disleksija i disgrafija u nastavi engleskoga jezika. <i>Vaspitanje i obrazovanje</i>, XLII, 3-4, 247-267, UDK 371.3:811.111):616.89-008.434.5 (pregledni istraživački rad)</li> <li>3. Duplančić Rogošić G. i Koren S. (2018). Researching Plagiarism in Higher Education – Case of First-Year Students at</li> </ol>

	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 ( <b>max 5 references</b> )	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
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and research	

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<b>Title, name and surname</b>	<b>Associate professor Željko Kovačević, PhD</b>
The course he teaches in the proposed study program	Physical training I and II
<b>GENERAL INFORMATION ABOUT THE HOLDER</b>	
E-mail address	zkovacev@ooszs.unist.hr
Year of birth	1963.
Registration number from the register of scientists	378662
The number of the person's crosby profile	CROSBID 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
<b>Data on current employment</b>	
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
<b>EDUCATION DATA- Highest degree achieved</b>	
Title	Doctor of kineziology
Institution	Faculty of Physical Education
Place	Banja Luka, Bosnia and Herzegovina
Date	
<b>TRAINING DATA</b>	
Year	
Place	
Institution	
Area of training	
<b>NATIVE AND FOREIGN LANGUAGES</b>	
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)	
<b>SUBJECT COMPETENCIES</b>	
Previous experience in conducting similar courses (state the name of 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	

Professional, scientific and artistic works published in the last five years in the field of the subject ( maximum 5 references)	<p>1. Differences in psychological characteristics between different active female students Internaciona IScientific Journal of Kineziologiy June 2015. god. Kovačević.Ž., Štefan.,L, Sporiš.,G.,Čular.,D. Šamija.K</p> <p>2. Metric Characteristics Of Tests Assessing Speed and Agiliti in Youth Soccer Players., Sport Mont 2018.god. Kovačević.,Ž. Žuvela.,Kuvačić.,G.</p> <p>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.</p> <p>4. Recreational kinesiological enegagement and self- respect in students of different ages. Opatija 2021. Jelić.,Kovačević.,Ž. Rogulj.,N. Čavala.,M. Đuzel.,J.</p>
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 ( maximum 5 references))	
Within which program and to what extent did the holder acquire methodological-psychological-didactic-pedagogical competencies?	
<b>RECOGNITIONS AND AWARDS</b>	
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



<b>Title, name and last name</b>	<b>Asocc. Prof. dr. sc. Slavica Kozina, psychologist</b>
Title of the course at the proposed study programme	Health Care Psychology
<b>GENERAL INFORMATION ON COURSE LEADER</b>	
E-mail address	slavica.kozina@mefst.hr
Year of birth	1966.
Scientist ID	MB: 276745
CROSBİ profile ID	26344
Research rank and date of the last appointment	Senior Research Associate, 01. 07. 2020.
Research and teaching or teaching rank, and the date of the last appointment	Associate professor, 23. 07. 2020.
Area and field of appointment into research rank	Biomedicine and healthcare, public health and health care, public health
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
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
<b>INFORMATION ON EDUCATION – Highest degree achieved</b>	
Degree	Ph. D.
Institution	School of Medicine, University of Zagreb
Place	Zagreb
Date	2011.
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	2002/2003
Place	Oslo, Norway
Institution	Department of Psychiatry. Psychosocial Centre for Refugee. Medical School University of Oslo.
Field of training	War trauma
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
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.
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (title of course, study programme where it is/was held, and level of study programme)	
Authorship of university textbooks from the field of the course	Urlić I, Jurčević S. <i>Psychological aspects of diving medicine</i> (in Croat) Psihološki aspekti medicine ronjenja. U: Petri NM, Andrić D.

	<p>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.</p> <p>Jurčević S. <i>Psychology of pain</i>. (In Croat) Psihologija boli. U: Jukić M, Sapunar D. Kronična bol-dijagnostički postupak i liječenje. Poslijediplomski tečaj stalnog usavršavanja liječnika (Tečaj I kategorije). Split: Medicinski fakultet u Splitu, 2006:68-71.</p> <p>Jurčević S. <i>Psychological components of pain</i>. (In Croat) Psihološke odrednice boli. U: Jukić M. Liječenje kronične boli. Poslijediplomski tečaj stalnog usavršavanja liječnika (Tečaj I kategorije). Split: Ambulanta za liječenje boli. Odjel za anesteziju i intenzivno liječenje KBC Split, Hrvatsko društvo za liječenje boli - Hrvatski liječnički zbor, Hrvatska liječnička komora, 2008:68-71.</p>
<p>Professional and research papers published in the last five years from the field of the course (<b>max 5 references</b>)</p>	<ol style="list-style-type: none"> <li>1. Kozina S, Kowalski M, Vlastelica M, Mastelic T, Borovac JA. Traumatic memory of one's son gone missing in war: content analysis using Krippendorff's alpha. <i>SAGE Open</i> (January-March) 2019:1-9. Doi: 10.1177/2158244019839627</li> <li>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 sexually assaulted during the war in Croatia and Bosnia and Herzegovina. <i>Psychiatra Danubina</i>, 2018;Vol , (accepted 22.11.2018)</li> <li>3. Lončar, M; Dijanić Plašč, I; Bunjevac, T; Hrabač, P; Jakšić, N; Kozina, S; Henigsberg, N; Šegud, M; Marčinko, D. Predicting Symptom Clusters of posttraumatic Stress Disorder (PTSD) in Croatian War Veterans: The Role of Socio-demographics, War Experiences and Subjective Quality of Life. <i>Psychiatra Danubina</i> 2014;26:231-238.</li> <li>4. Jukic M, Kvolik S, Kardum G, Kozina S, Tomic Juraga A. Knowledge and Practices of Obtaining Informed Consent or Medical Procedures among Specialist Physicians: Questionnaire Study in 6 Croatian Hospitals. <i>Croat Med J</i> 2009;50:567-74</li> <li>5. Jurcevic S, Allen J, Dahl S. Gender Differences in War-Related Disappearance: Croatian Experiences. <i>Military Medicine</i> 2007;172(4):370-375.</li> </ol>
<p>Professional and research papers In methodology and quality of teaching published in the last five years (<b>max 5 references</b>)</p>	<ol style="list-style-type: none"> <li>1. Jurcevic Kozina S, Malicki M. Professional achievements in medicine: Too many unresolved questions. <i>Acta Medica Academica</i> 2012;41(1):8-25</li> <li>2.</li> <li>3. Jukic M, Kozina S, Kardum G, Hogg R, Kvolik S. Physicians overestimate patient knowledge of the process of informed consent. A cross-sectional study. <i>Med Glas Ljek komore Zenicko-doboj kantona</i> 2011;8(1):39-45</li> </ol>

	<ol style="list-style-type: none"> <li>4. Vilovic K, Jurcevic S, Ivanisevic R, Sapunar D. Clinical skills teaching – Survey at medical school in Split and Zagreb. <i>Medicina</i> 2006;42:26-30.</li> <li>5. Vlastelica M, Jurčević S. Specifičnosti žalovanja majki čiji su sinovi nestali i/ili su posmrtno identificirani. <i>Soc.psihijat</i> 2008;36:29-32.</li> <li>6. Kozina, S; Vlastelica M. Disocijacija i detachment kao odraz traumatskog događaja na aspekte sebstva. <i>Soc. psihijat.</i> 2014; 42:33 – 42.</li> </ol>
Professional and research projects from the field of the course carried out in the last five years ( <b>max 5 references</b> )	Impact of the scientific journals on the Croatian medical community" (principal investigator Prof. Dr. Sc. Matko Marušić) Project Code: 216-1080314-0245 Project duration: 2016
Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?	<ol style="list-style-type: none"> <li>1. Completed graduate study of psychology (professor of psychology), subjects: Pedagogical Psychology, Developmental Psychology 1 and 2, Didactics and Pedagogy</li> <li>2. Completed postgraduate professional studies in "Psychotherapy"</li> </ol>
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and research	Croatian Psychological Society Award "Ramiro Bujas"

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

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

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

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

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

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

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

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

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

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

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

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

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

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



<p>Professional and research projects from the field of the course carried out in the last five years (<b>max 5 references</b>)</p>	<p>Member of the expert team for Chapter 2.2 from the University of Split for the project The European University of the Seas (SEA-EU) - Co-funded by the ERASMUS + Program of the European Union. Project reference: 612468-EPP-1-2019-1-ES-EPPKA2-EUR-UNIV. Estimated duration of the project from 01/10/2019 to 30/09/2022.</p> <p>External collaborator on the research project UIP-2017-05-8580 (Reco) entitled "Rotaviruses in the ecosystem of the Republic of Croatia: molecular epidemiology and zoonotic potential". Funded by the Croatian Science Foundation. Estimated duration from April 1, 2018 to March 31, 2023.</p> <p>Collaborator on the project "Cardiovascular diseases and oral health - the impact of oral health of pregnant women on the cardiovascular health of children" of the Academy of Sciences and Arts of Bosnia and Herzegovina since 2017.</p> <p>Collaborator on the institutional project "Improving the availability of physical therapy for immobile or difficult to move gerontological patients at the Department of Physical Medicine and Rehabilitation of KBC Split" (SOZS-IP-2020-1) Estimated duration July 15, 2020, until July 15, 2022</p>
<p>Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?</p>	<p>Postgraduate study in Clinical Paediatrics.</p> <p>Postgraduate course of continuing medical education of the 1st category. Secondary prevention in paediatrics Slavonski Brod, March 21-23, 2014</p>
<p><b>PRIZES AND AWARDS</b></p>	
<p>Prizes and awards for teaching and research</p>	<p>Major member of the Croatian Medical Association since May 31, 2019.</p> <p>Commendation from the Faculty of Medicine, University of Split for the best teaching of Medicine according to the student survey in the academic year 2011/12.</p> <p>Ladislav Rakovac Award - HLZ Assembly March 6, 2010 Decoration for the results achieved in the development of health, medical thought and science, and especially for effective work in the Choir.</p> <p>President of the Union of Middle-Eastern and Mediterranean Pediatric Societies (UMEMPS) from 2008 -2009</p> <p>Honorary member of the Paediatric Society of Hungary since June 19, 2009.</p>

<b>Title, name and last name</b>	<b>Assistant Professor, Sendi Kuret, PhD</b>
Title of the course at the proposed study programme	Biology
<b>GENERAL INFORMATION ON COURSE LEADER</b>	
E-mail address	sendikuret@ozs.unist.hr
Year of birth	1971.
Scientist ID	279142
CROSBİ 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
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
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	
<b>INFORMATION ON EDUCATION – Highest degree achieved</b>	
Degree	Doctor of Science (PhD)
Institution	Faculty of Science, University of Zagreb
Place	Zagreb
Date	2011.
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	
Place	
Institution	
Field of training	
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English – (4)
<b>COMPETENCES FOR THE COURSE</b>	
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 ( <b>max 5 references</b> )	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>3. Bezić J, Kuret S, Vrbičić B, Smolić J, Borić I, Škifić I, Ledina D, Božić J. Clinicopathological Characteristics of BRAF V600E Mutated</li> </ol>

	<p>Melanomas in the Dalmatian Region of Croatia. Acta Dermatovenerol Croat. 2019, 27(4):225-230.</p> <p>4. Piljić Burazer M, Mladinov S, Matana A, Kuret S, Bezić J, Glavina Durđov M. Low ERCC1 expression is a good predictive marker in lung adenocarcinoma patients receiving chemotherapy based on end sin n all TNM stages – a single-center study. Diagnostic Pathology 2019; 14;14(1):105</p> <p>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.</p>
Professional and research papers In methodology and quality of teaching published in the last five years ( <b>max 5 references</b> )	
Professional and research projects from the field of the course carried out in the last five years ( <b>max 5 references</b> )	<p>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</p> <p>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</p>
Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?	
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and research	

<b>Title, name and last name</b>	<b>Assistant professor Mihajlo Lojpur, MD, PhD</b>
Title of the course at the proposed study programme	Clinical Skills I Clinical Skills II Clinical Skills III Anesthesiology, Reanimation and Intensive Care
<b>GENERAL INFORMATION ON COURSE LEADER</b>	
E-mail address	mihajlo.lojpur@gmail.com
Year of birth	1958.
Scientist ID	345900
CROSB 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
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
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
<b>INFORMATION ON EDUCATION – Highest degree achieved</b>	
Degree	M.D., Ph.D.
Institution	School of medicine, University of Split
Place	Split
Date	Postgraduate doctoral study completed on April 5, 2013
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
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).
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
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
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (title of course, study programme where it is/was held, and level of study programme)	<ul style="list-style-type: none"> <li>Resuscitation and emergency medicine courses of the Croatian Medical Association since 1996. and the European Resuscitation Council (ERC) since 2002.</li> <li>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.</li> </ul>

	<ul style="list-style-type: none"> <li>• Co-organizer and lecturer in Fundamental Critical Care Support Course Society of Critical Care Medicine, Split, Croatia, 2004. – 2009.</li> <li>• 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</li> <li>• Head of the Department of First Aid, at the Faculty of Medicine in Split, from 2007 to 2010. (graduate study)</li> </ul>
Authorship of university textbooks from the field of the course	<ol style="list-style-type: none"> <li>1. Coauthor of Basic Clinical skills. In: Simunovic VJ: Catalogue of Clinical Skills. Seattle: CreateSpace Independent Publishing Platform; 2013. ISBN - 10: 1489580212.</li> <li>2. Autor of BLS. In: Simunović VJ: Basic and General Clinical Skills. Seattle: CreateSpace Independent Publishing Platform; 2013. ISBN - 10: 1489556648</li> <li>3. Autor of ALS. In: Simunović VJ: Basic and General Clinical Skills. Seattle: CreateSpace Independent Publishing Platform; 2013. ISBN - 10: 1489556648</li> <li>4. Autor of chapter Resuscitation In: Šimurina, T, Mraović, B. General clinical anesthesiology and resuscitation. Zadar, Department of Health Studies, University of Zadar, 2020</li> </ol>
Professional and research papers published in the last five years from the field of the course ( <b>max 5 references</b> )	<ul style="list-style-type: none"> <li>• Anic, Ante; Breskovic, Toni; Jurisic, Zrinka; Borovina, Ante Lojpur, Mihajlo Kocen, Dubravka; Nenadic, Denis; Bulat, Cristian; Vukovic, Ivica; Duplancic, Darko. Percutaneous epicardial approach for ablation of ventricular tachycardia in patients with structural heart disease - a review of a series of patients from the Clinical Hospital Center Split. <i>Cardiologia Croatica</i>. 13 (2018), 11-12; 318-318 doi: 10.15836 / ccar2018.318</li> </ul>
Professional and research papers In methodology and quality of teaching published in the last five years ( <b>max 5 references</b> )	
Professional and research projects from the field of the course carried out in the last five years ( <b>max 5 references</b> )	
Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?	<ul style="list-style-type: none"> <li>• Medical School Split, Integrated Learning in Medicine, (Intel-M „Train the Trainee Seminar“), Split, Croatia, 2007.</li> <li>• Medical school Split, Skills of medical education and research, Medical School Split, Split, Croatia, 2012.</li> </ul>
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and research	<ol style="list-style-type: none"> <li>1. Acknowledgement of the Croatian Medical Association for improving medical profession, improving health and humanitarian activity (2008.)</li> <li>2. Diploma of the Croatian Medical Association for significant contribution in professional, scientific, and ethic principles and improvement of national health (2014.)</li> <li>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)</li> </ol>

	<ol style="list-style-type: none"><li>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.)</li><li>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)</li></ol>
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<b>Title, name and last name</b>	<b>Prof. Boris Lukšić, M.D., Ph.D., Associate Prof.</b>
Title of the course at the proposed study programme	Infectology
<b>GENERAL INFORMATION ON COURSE LEADER</b>	
E-mail address	<a href="mailto:bluksic@mefst.hr">bluksic@mefst.hr</a> boris.luksic1@st.t-com.hr
Year of birth	1959
Scientist ID	234046
CROSBİ profile ID	17360
Research rank and date of the last appointment	Senior research associate (2012)
Research and teaching or teaching rank, and the date of the last appointment	Associate Professor (2017)
Area and field of appointment into research rank	Biomedicine and health
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution of employment	1. Clinical Hospital Center, Split 2. University of Split, School of Medicine
Date of employment	1. 1990 2. 1995
Job title (professor, researcher, associate teacher, etc.)	Professor
Field of research	Infectology
Position in the institution	Head of Department for Infectious Diseases, University of Split, School of Medicine Course teacher of Infectious Diseases, University Department of Health Studies, University of Split, for Nursing and Obstetrics
<b>INFORMATION ON EDUCATION – Highest degree achieved</b>	
Degree	1. Specialist of Infectious Diseases 2. Specialist in Paediatric Infectious Diseases
Institution	University hospital for infectious diseases “Dr Fran Mihaljević” Zagreb
Place	Split, Zagreb
Date	1. 1995 2. 2013
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	2003 i 2007
Place	Salzburg, Austria
Institution	Weill Cornell Seminar in Infectious Diseases
Field of training	Infectology
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
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)
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (title of course, study programme where it is/was held, and level of study programme)	2013 – today, course teacher of Infectious Diseases, University Department of Health Studies, University of Split, for Nursing and Obstetrics 2011. – today, course teacher of elective course „Animal Venom Poisoning“ University of Split
Authorship of university textbooks from the field of the course	<u>Chapter in book</u>

	<p>Abram M, Bressan L, Bukmir L, Diminić Lisica I, <b>Lukšić B</b>, Ljubotina A, Palčevski G, Popović B, Radošević Quadranti N, Smiljan Severinski N. al. Smjernice za propisivanje antimikrobnih lijekova u primarnoj zdravstvenoj zaštiti / Vlahović-Palčevski, Vera; Abram, Maja (ur.). Rijeka: Trampi d.o.o., 2020.</p>
<p>Professional and research papers published in the last five years from the field of the course (<b>max 5 references</b>)</p>	<p><b>Luksic B</b>, Pandak N, Drazic-Maras E, Karabuva S, Radic M, Babic-Erceg A, Barbic L, Stevanovic V, Vilibic-Cavlek T. First case of imported chikungunya infection in Croatia, 2016. <i>Int Med Case Rep J.</i> 2017;10:117-21.</p> <p>Karabuva S, <b>Lukšić B</b>, Brzić I, Latinović Z, Leonardi A, Križaj I. Ammodytin L is the main cardiotoxic component of the <i>Vipera ammodytes ammodytes</i> venom. <i>Toxicon.</i> 2017; 139:94-100.</p> <p><b>Lukšić B</b>, Karabuva S, Markić J, Polić B, Kovačević T, Meštrović J, Križaj I. Thrombocytopenic purpura following envenomation by the nose-horned viper (<i>Vipera ammodytes ammodytes</i>): Two case reports. <i>Medicine (Baltimore).</i> 2018 Dec;97(52):e13737.</p> <p>Jerončić A, Nonković D, Vrbatović A, Hrabar J, Bušelić I, Martinez-Sernandez V, Lojo Rocamonde S, Ubeira F, Jaman S, Čečuk Jeličić E, Amati M, Morales MAG, <b>Lukšić B</b>, Mladineo I. Anisakis Sensitization in the Croatian fish processing workers: Behavioral instead of occupational risk factors? <i>PLoS Neglected Tropical Diseases</i>, 14 (2020), 1; 1-21.</p> <p>Kurtović T, Karabuva S, Grenc D, Dobaja Borak M, Križaj I, <b>Lukšić B</b>, Halassy B, Brvar M. Intravenous <i>Vipera berus</i> Venom- Specific Fab Fragments and Intramuscular <i>Vipera ammodytes</i> Venom-Specific F(ab')<sub>2</sub> Fragments in <i>Vipera ammodytes</i>-Envenomed Patients. <i>Toxins</i> 2021, 13, 279.</p>
<p>Professional and research papers In methodology and quality of teaching published in the last five years (<b>max 5 references</b>)</p>	
<p>Professional and research projects from the field of the course carried out in the last five years (<b>max 5 references</b>)</p>	<p>Anisakis spp.: genomic epidemiology, supported by Croatian Science Foundation (IP-11-2013, chair: Prof. Ivona Mladineo Ph.D., Institute for Oceanography and Fisheries)</p>
<p>Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?</p>	<p>The course for continuing medical education "Skill for education and scientific work". University of Split School of Medicine, Split 2008</p>
<p><b>PRIZES AND AWARDS</b></p>	
<p>Prizes and awards for teaching and research</p>	<p>Outstanding evaluation of students of Medicine, Dentistry and students of Nursing and Obstetrics University Department of Health Studies, University of Split</p>



<b>Title, name and last name</b>	<b>Prof. Ivo Lušić, MD, PhD</b>
Title of the course at the proposed study programme	Neurology
<b>GENERAL INFORMATION ON COURSE LEADER</b>	
E-mail address	Ivo.lusic@st.htnet.hr
Year of birth	1952
Scientist ID	121625
CROSBİ profile ID	11884
Research rank and date of the last appointment	Scientific Advisor
Research and teaching or teaching rank, and the date of the last appointment	Tenured Full Professor
Area and field of appointment into research rank	Clinical Medical Sciences
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution of employment	Specijalna bolnica Agram
Date of employment	1/7/2018
Job title (professor, researcher, associate teacher, etc.)	consultant
Field of research	NeurologyCharite
Position in the institution	Consultant
<b>INFORMATION ON EDUCATION – Highest degree achieved</b>	
Degree	PhD
Institution	School of Medicine, Zagreb University
Place	Zagreb
Date	1976
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	1987, 2007, 1984, 1996
Place	Berlin, Innsbruck, Zagreb
Institution	Charite University Hospital Berlin; Innsbruck University Hospital; Klinički bolnički centar Zagreb
Field of training	Epileptology, EEG, Dementia
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English - 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian – 3
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (title of course, study programme where it is/was held, and level of study programme)	<ul style="list-style-type: none"> <li>- Head of Neurology Department at School of Medicine, Split University from 1998-2020.</li> <li>- Course: Neurology – Study of Medicine, Study of Dental Medicine and Study of Pharmacy (1985-2021)</li> <li>- Course: Neurology – Study of Nursing, Study of Physioteraphy, and Study of Midwafery (1998-2021)</li> </ul>
Authorship of university textbooks from the field of the course	<ol style="list-style-type: none"> <li>1. Kognitivni poremećaji: akutna konfuzna stanja, amnestički sindromi i demencije. U: Brinar V. i suradnici: Neurologija. Zagreb: Medicinska naklada; 2008. str. 430-63.</li> <li>2. Lušić I. Epilepsije. Split: Vlastito izdanje; 2007.</li> </ol>

	<p>3. Vaskularne bolesti kralježnice i kraljeznične moždine. U: Janković S, Bešenski N. Klinička neuroradiologija kralježnice i kraljeznične moždine. Zagreb: Medicinska naklada; 2013: 269-84.</p> <p>4. Kvaliteta života osoba nakon moždanog udara. U: Trkanjec Z, Sinanović O: Nemotorni simptomi nakon moždanog udara. Zagreb: Medicinska naklada;2014:256-60.</p>
Professional and research papers published in the last five years from the field of the course ( <b>max 5 references</b> )	<p>1. Crnošija L, Adamec I, Lovrić M, Junaković A, Krbot Skorić M, Lušić I, Habek M. Autonomic dysfunction in clinically isolated syndrome suggestive of multiple sclerosis. Clinical Neurophysiology 2016; 127:864-9.</p> <p>2. Sacco S, Lampl C, Maassen van den Brink A, Caponnetto V, Braschinsky M, Ducros A, et al. Burden and attitude to resistant and refractory migraine: a survey from the European Headache Federation with the endorsement of the EM &amp; HA. J Headache Pain. 2021; 22:39-48.</p> <p>3. Vargek Solter V, Breitenfeld T, Roje M, Supanc V, Lovrenčić Huzjan A, Šerić V, Lušić I. General recommendations for the management of aneurysmal subarachnoid hemorrhage. Acta Clin Croat 2015; 53:139-52.</p>
Professional and research papers In methodology and quality of teaching published in the last five years ( <b>max 5 references</b> )	0
Professional and research projects from the field of the course carried out in the last five years ( <b>max 5 references</b> )	„Brainstem Evoked Potentials Score and Composite Autonomic Scoring Scale as a Predictors of Disease Progression in Clinically Isolated Syndrome“ (2014). Role: Consultant.
Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?	
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and research	<ol style="list-style-type: none"> <li>1. Priznanje za iznimna postignuća i doprinos na području epileptologije u RH Hrvatske lige za epilepsiju (2019)</li> <li>2. Priznanje za izniman doprinos u razvoju neurologije u RH Hrvatske lige za epilepsiju (2019)</li> <li>3. Povelja Hrvatskog Liječničkog Zbora za 2007. godinu</li> <li>4. Diploma Glavnog odbora HLZ-a za osobit doprinos medicinskoj znanosti i zdravstvu u RH (2008)</li> <li>5. Zahvalnica Hrvatske udruge za Alzheimerovu bolest (2008)</li> <li>6. Priznanje Hrvatskog neurološkog društva za osobiti doprinos u promicanju i razvitku neurologije u Hrvatskoj (2006).</li> <li>7. Svečana povelja za izniman doprinos i pomoć u radu Neurološke sekcije HUMS-a (1999)</li> <li>8. Zahvalnica Skupštine HLZ-a (1997)</li> </ol>

<b>Title, name and last name</b>	<b>Mario Marendić, Master of Nursing, lecturer</b>
Title of the course at the proposed study programme	Process of Nursing Care Nursing Care of the Adults I Nursing Care of Older Adults Nursing Care for Persons with Disabilities Clinical Practice I Clinical Practice II Clinical Practice III
<b>GENERAL INFORMATION ON COURSE LEADER</b>	
E-mail address	<a href="mailto:mario.marendic@ozs.unist.hr">mario.marendic@ozs.unist.hr</a>
Year of birth	1985.
Scientist ID	
CROSBİ profile ID	36876
Research rank and date of the last appointment	
Research and teaching or teaching rank, and the date of the last appointment	Lecturer 2017.
Area and field of appointment into research rank	Biomedicine and Health; Clinical Medical Sciences
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution of employment	University of Split; University Department of Health Studies
Date of employment	5 <sup>th</sup> September 2017.
Job title (professor, researcher, associate teacher, etc.)	Lecturer
Field of research	Nursing
Position in the institution	
<b>INFORMATION ON EDUCATION – Highest degree achieved</b>	
Degree	Master of Nursing
Institution	University of Split; University Department of Health Studies
Place	Split, Croatia
Date	17 <sup>th</sup> February 2016.
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	2021.
Place	Split, Croatia
Institution	KBC Split - Clinic for Paediatrics; Croatian Paediatric Society; Croatian Society for School and University Medicine; HUMS - Paediatric Society; University of Split - SOZS
Field of training	Haematology and oncology, radiology in paediatrics, emergencies in paediatrics.
Year	2021.
Place	Maribor, Slovenia (on-line)
Institution	University of Maribor, Faculty of Health Sciences
Field of training	Advanced nursing practice: International experiences and future direction for nursing in Slovenia
Year	2021.
Place	Split, Croatia (on-line)
Institution	Cochrane Croatia
Field of training	Systematic reviews of the literature
Year	2021.
Place	Zagreb, Croatia (on-line)
Institution	Medtronic

Field of training	Basics of pacemakers for nurses and technicians.
Year	2020.
Place	Split, Croatia (on-line)
Institution	Cochrane Croatia
Field of training	Highlight key methodological features needed for a good understanding of high-quality research findings, interpretations, and the applicability of scientific evidence in the context of current knowledge and clinical relevance, with clear and unambiguous, reliable, clinically focused answers for the best patient care and better health decisions for the entire population.
Year	2020.
Place	Split, Croatia
Institution	University of Split, University Department of Health Studies
Field of training	Communication skills in working with students; basic small group leadership and teamwork skills; curriculum planning, implementation, and assessment; and the mentoring process.
Year	2020.
Place	Split, Croatia (on-line)
Institution	Cochrane Croatia
Field of training	Cochrane's Evidence for Improving Public Health in the Age of COVID -19
Year	2020.
Place	Zagreb, Croatia (on-line)
Institution	Croatian Nurses' Association
Field of training	How to take care of yourself in COVID -19 pandemic
Year	2019.
Place	Rome, Italy (on-line)
Institution	The European Lifestyle Medicine Organization (ELMO)
Field of training	All roads lead to lifestyle medicine
Year	2019.
Place	Split, Hrvatska
Institution	Croatian Nurses Association and the Society for Accelerated Recovery after Surgery
Field of training	Nursing care of patients with stoma
Year	2018.
Place	Split, Croatia
Institution	Ministry of Health of the Republic of Croatia
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".
Year	2018.
Place	Split, Croatia
Institution	Public Health Institute of the Split-Dalmatia County
Field of training	Gerontology public health symposium

Year	2016.
Place	Zagreb, Croatia
Institution	Croatian Society for Transplant Medicine
Field of training	Nursing in solid organ transplantation
Year	2015.
Place	Split, Croatia
Institution	Philips respironics
Field of training	Application of non-invasive ventilation (NIV) from hospital to home conditions.
Year	2015.
Place	Opatija, Croatia
Institution	Croatian Nursing Association in Neurology
Field of training	Research in neuroscience
Year	2015.
Place	Split, Croatia
Institution	Croatian Institute of Emergency Medicine
Field of training	ALS - P – Advanced life support provider course
Year	2015.
Place	Opatija, Croatia
Institution	Croatian Nursing Association in Neurology
Field of training	Research in neurological patient care
Year	2014.
Place	Opatija, Croatia
Institution	Croatian Nursing Association in Neurology
Field of training	Neurological disorders - global burden
Year	2013.
Place	Opatija, Croatia
Institution	Croatian Nursing Association in Neurology
Field of training	Dissemination of scientific knowledge in neurological patient care
Year	2012.
Place	Opatija, Croatia
Institution	Croatian Nursing Association in Neurology
Field of training	Neuroscience, challenges for nursing in the next decade
Year	2010.
Place	Opatija, Hrvatska
Institution	Croatian Nursing Association in Neurology
Field of training	Perspectives of nursing development in neuroscience
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (3)
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (title of course, study programme where it	Course associate (from the academic year 2017/2018 to 2021/2022):

is/was held, and level of study programme)	<p>University undergraduate programme in nursing:</p> <p>Nursing care (1<sup>st</sup> year); Process of nursing care (1<sup>st</sup> year); Clinical Skills I (1<sup>st</sup> year); Nursing Care of the Adults I (2<sup>nd</sup> year); Clinical Skills II (2<sup>nd</sup> year); Nursing care for the elderly (3<sup>rd</sup> year); Nursing care in the Community (3<sup>rd</sup> year); Nursing care of persons with Special Needs (3<sup>rd</sup> year); Clinical Skills III (3<sup>rd</sup> year).</p> <p>University undergraduate programme in midwifery: Introduction to Midwifery (1<sup>st</sup> year).</p>
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 ( <b>max 5 references</b> )	
Professional and research papers In methodology and quality of teaching published in the last five years ( <b>max 5 references</b> )	<p>Knežević J, Tomas M, Ćurković A, <b>Marendić M</b>. Factors of anxiety toward aging in future healthcare professionals: the contribution of knowledge and attitudes towards aging. <i>Croat Jour Health Sci.</i> 2021;1(2):43-52.</p> <p>Elez D, Orlandini R, Lojpur M, <b>Marendić M</b>. Comparison of the level of knowledge on cardiopulmonary resuscitation among students of the Medical school Split and nursing students of the University department of health studies in Split. <i>Croat Jour Health Sci.</i> 2021;1(1):12-18.</p> <p>Podrug M, Aranza D, <b>Marendić M</b>, Buljubašić A, Orlandini R, Dolić M, Krželj V. Incidence of injury in children treated at the Department of Emergency Medicine of the Split-Dalmatia County. <i>Paediatr Croatica.</i> 2021 Mar 17;65(1):21-6</p> <p><b>Marendić M</b>, Polić N, Matek H, Oršulić L, Polašek O, Kolčić I. Mediterranean diet assessment challenges: Validation of the Croatian Version of the 14-item Mediterranean Diet Serving Score (MDSS) Questionnaire. <i>PLoS ONE.</i> 2021;16(3):e0247269.</p> <p>Dragun R, Veček NN, <b>Marendić M</b>, Pribisalić A, Đivić G, Cena H, Polašek O, Kolčić I. Have Lifestyle Habits and Psychological Well-Being Changed among Adolescents and Medical Students Due to COVID-19 Lockdown in Croatia? <i>Nutrients</i> 2020;13(1):97.</p> <p><b>Marendić M</b>, Bokan I, Buljan I, Dominiković P, Suton R, Kolčić I. Adherence to epidemiological measures and related knowledge and attitudes during the coronavirus disease 2019 epidemic in Croatia: a cross-sectional study. <i>Croat Med J</i> 2020;61(6):508-517.</p> <p>Patrician A, Versic-Bratincevic M, Mijacika T, Banic I, <b>Marendić M</b>, Sutlović D, Dujjić Ž, Ainslie PN. Examination of a New Delivery Approach for Oral Cannabidiol in Healthy Subjects: A Randomized, Double-Blinded, Placebo-Controlled Pharmacokinetics Study. <i>Adv Ther</i> 2019; 36(11): 3196-3210.</p>
Professional and research projects from the field of the course carried out in the last five years ( <b>max 5 references</b> )	Participation in the Twinning project of the Ministry of Health of the Republic of Croatia "Training of mentors for nurses and midwives in the Croatian health care system and implementation of the training curriculum in accordance with Directive 2005/36 / EC" (2017-2018).

<p>Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?</p>	<p>Completed training program "Training of mentor educators" organized by the Ministry of Health of the Republic of Croatia within the Twinning project "Training of mentors for nurses and midwives in the health system in the Republic of Croatia and the implementation of educational curriculum in line with Directive 2005/36 / EC" (2018) . Acquisition of knowledge on the application of projects in personal and professional development, teaching and scientific research; possibilities of applying other models of innovative learning and teaching in health education.</p> <p>Completed the continuing education course "Communication and Pedagogical Skills for Clinical Mentors" organised by the "Alumni" Association of Students of the University Department of Health Studies, University of Split (2020). Acquired knowledge of communication skills in working with students; basic skills of leading a small group and working in a team; planning, implementing and evaluating curricula and the mentoring process.</p>
<p><b>PRIZES AND AWARDS</b></p>	
<p>Prizes and awards for teaching and research</p>	<p>Acknowledgment for the best work of the group of PhD students of the University Department of Health Studies entitled: "Mediterranean diet assessment challenges: Validation of the Croatian Version of the 14-item Mediterranean Diet Serving Score (MDSS) Questionnaire" 2021.</p>

Title, name and last name of the course leader	<b>Associate professor Snježana Mardešić, MD</b>
Title of the course at the proposed study programme	Histology and Embryology
<b>GENERAL INFORMATION ON COURSE LEADER</b>	
E-mail address	<a href="mailto:smardesi@mefst.hr">smardesi@mefst.hr</a>
Personal web page	/
Year of birth	1979.
Scientist ID	307826
CROSBİ profile ID	33521
Research rank and date of the last appointment	Senior research associate – 13. 11. 2018.
Research and teaching or teaching rank, and the date of the last appointment	Associate professor of Histology and Embryology- 1. 4. 2019.
Area and field of appointment into research rank	Biomedicine and Health, Basic sciences, Cytology, Histology and Embryology
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution of employment	School of Medicine, University of Split
Date of employment	1.07.2008.
Job title (professor, researcher, associate teacher, etc.)	Associate professor
Field of research	Human embryology and histology
Position in the institution	Head of Histology and Embryology Department, School of Medicine, University of Split
<b>INFORMATION ON EDUCATION – Highest degree achieved</b>	
Degree	Doctor of Philosophy
Institution	School of Medicine, University of Split
Place	Split, Croatia
Date	10.2.2012.
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	
Place	
Institution	
Field of training	
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English-Excellent
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German-Good
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (title of course, study programme where it is/was held, and level of study programme)	<p>- <i>Graduate education:</i> Histology and Embryology (School of Medicine in Split and Mostar).</p> <p>- Embryology and Histology, Department of Health Studies, University of Split</p> <p>Laboratory histopathologic technics, Department of Health Studies, University of Split</p>



	<p>- Elective courses “Development and anomalies of head and neck”, “Test tube baby”, “The secrets of human development”, “Sport and steroid abuse”</p> <p>- e-teaching: Elective course “Development and anomalies of the head and neck”</p> <p>- <i>Postgraduate teaching-</i> Postgraduate study Biology of the neoplasm, School of Medicine in Split: Elective course “Human embryo: development, anomalies and tumors”, “Development, anomalies and tumors of the head and neck”</p>
<p>Authorship of university textbooks from the field of the course</p>	<p>Saraga-Babić M, Puljak L, Mardešić S, Kostić S, Sapunar D. “Human Embryology and Histology”, University of Split, 2015. Glavina Durđov M, Bedrina K, Mardešić S. Laboratory histopathologic technics Redak, Split. 2015.</p>
<p>Professional and research papers published in the last five years from the field of the course (<b>max 5 references</b>)</p>	<ol style="list-style-type: none"> <li>1. Solic, I.; Racetina, A.; Filipovic, N.; Mardesic, S.; Bocina, I.; Galesic-Ljubanovic, D.; Glavina Durđov, M.; Saraga-Babic, M.; Vukojevic, K. Expression Pattern of <math>\alpha</math>-Tubulin, Inversin and Its Target Dishevelled-1 and Morphology of Primary Cilia in Normal Human Kidney Development and Diseases. <i>International Journal of Molecular Science</i> 22 (7), 2021.</li> <li>2. Boric, K.; Mardesic, S.; Martinovic Kaliterna, D.; Radic, M.; Tadin Hadjina, I.; Vukojevic, K.; Kosovic, I.; Solic, I.; Zekic Tomas, S.; Saraga-Babic, M. Expression of apoptotic and proliferation factors in gastric mucosa of patients with systemic sclerosis correlates with form of the disease. <i>Scientific Reports</i> 9 (1), 2019.</li> <li>3. Racetin A, Raguž F, Durđov MG, Kunac N, Saraga M, Sanna-Cherchi S, Šoljić V, Martinović V, Petričević J, Kostić S, Mardešić S, Tomaš SZ, Kablar B, Restović I, Lozić M, Filipović N, Saraga-Babić M, Vukojević K. Immunohistochemical expression pattern of RIP5, FGFR1, FGFR2 and HIP2 in the normal human kidney development. <i>Acta Histochem.</i>;121(5):531-538, 2019.</li> <li>4. Bečić T, Bilan K, Mardešić S, Vukojević K, Saraga-Babić M. Growth factors FGF8 and FGF2 and their receptor FGFR1, transcriptional factors Msx-1 and MSX-2, and apoptotic factors p19 and RIP5 participate in the early human limb development <i>Acta Histochem.</i> 120(3):205-214, 2018.</li> <li>5. Rancic A, Filipovic N, Marin Lovric J, Mardesic S, Saraga-Babic M, Vukojevic K; Neuronal differentiation in the early human retinogenesis. <i>Acta Histochemica</i> 119(3):264-272, 2017.</li> </ol>
<p>Professional and research papers In methodology and quality of teaching published in the last five years (<b>max 5 references</b>)</p>	
<p>Professional and research projects from the field of the course carried out in the last five years (<b>max 5 references</b>)</p>	<p>2018. -2023. project participant Characterization of candidate genes in congenital anomalies of the kidney and urinary system (CAKUT) during mouse and human development HRZZ IP-06-2016-2575 2020 - 2023 project participant SI4CARE -Social Innovation for integrated health CARE of ageing population in ADRIAN Regions.</p>

Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?	- Course "Skills for medical education and scientific work", School of Medicine, University of Split, 2011.
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and research	

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First and last name and title of teacher	<b>Nina Mišić Radanović, PhD.</b> <b>Assistant professor</b>
The course he/she teaches in the proposed study programme	Social and Health Legislation
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
E-mail address	nina.misic.radanovic@unist.hr
Personal web page	
Year of birth	1988.
Scientist ID	348995
Research or art rank, and date of last rank appointment	
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Assistant professor, 10.7.2018.
Area and field of election into research or art rank	Scientific area: social sciences Scientific field: law
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
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
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	PhD.
Institution	Faculty of law, University of Mostar
Place	Mostar
Date	21.10.2017.
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	
Place	
Institution	
Field of training	
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
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
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	<ul style="list-style-type: none"> <li>- Law in Forensic sciences - graduate university study of Forensics</li> <li>- Civil law and civil procedure - graduate university study of Forensics</li> <li>- Criminal law - graduate university study of Forensics</li> <li>- Forensics and liability in medicine - graduate university study of Forensics</li> <li>- Introduction to law I. – undergraduate university study of Forensics</li> </ul>

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

<b>Title, name and last name</b>	<b>Associate Professor Jelena Marušić, MD, PhD</b>
Title of the course at the proposed study programme	Gynecology Antenatal protection
<b>GENERAL INFORMATION ON COURSE LEADER</b>	
E-mail address	<a href="mailto:jelenamarusic@gmail.com">jelenamarusic@gmail.com</a>
Year of birth	1972
Scientist ID	345075
CROSB profile ID	32250
Research rank and date of the last appointment	
Research and teaching or teaching rank, and the date of the last appointment	Associate Professor, 24.10.2019.
Area and field of appointment into research rank	Biomedicine and Health care, Clinical medical science
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution of employment	University Hospital Split, Medical School University of Split 75/25
Date of employment	2001./2014
Job title (professor, researcher, associate teacher, etc.)	Associate Professor
Field of research	Gynecology and Perinatology
Position in the institution	Secretary of the Cathedra for Gynecology
<b>INFORMATION ON EDUCATION – Highest degree achieved</b>	
Degree	PhD
Institution	Medical School University of Split
Place	Split
Date	2013
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	
Place	
Institution	
Field of training	
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
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
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (title of course, study programme where it is/was held, and level of study programme)	Assistant Professor and Associate Professor on Cathedra for Gynecology and Obstetrics Medical School University of Split. Associate Professor University Department of Health Studies University of Split
Authorship of university textbooks from the field of the course	Marko Jukić, <b>Jelena Marušić</b> . Kronična bol u zdjelici. U: Marko Jukić, Višnja Majerić Kogler i Mira Fingler. Bol - uzroci i liječenje. Medicinska naklada, Zagreb 2011 <b>Marušić J</b> , Karelović D. Deskvamativni upalni <i>vaginitis</i> . U: Karelović D i sur. Infekcije u ginekologiji i perinatologiji, Medicinska naklada, Zagreb 2012.

Professional and research papers published in the last five years from the field of the course ( <b>max 5 references</b> )	<ol style="list-style-type: none"> <li>1. Kosovic I, Kuzmic Prusac I, Mestrovic Z, Berkovic A, <b>Marusic J</b>, Zekic Tomas S. HIF-1<math>\alpha</math> immunohistochemical expression in decidual cells, villous and extravillous trophoblast in placentas from pregnancies complicated with preeclampsia. <i>Pregnancy Hyperten</i> 2020 Jul;21:176-178.</li> <li>2. Kosovic I, Prusac IK, Berkovic A, <b>Marusic J</b>, Mimica M, Tomas SZ. <u>Expression of EGF, EGFR, and proliferation in placentas from pregnancies complicated with preeclampsia.</u> <i>Hypertens Pregnancy</i> 2017;36(1):16-20.</li> <li>3. Rešić Karara J, Zekić Tomas S, <b>Marušić J</b>, Roje D, Kuzmić Prusac I. <u>Fas and FasL expression in placentas complicated with intrauterine growth retardation with and without preeclampsia.</u> <i>J Matern Fetal Neonatal Med</i> 2016;29(7):1154-9.</li> <li>4. Roje D, Zekic Tomas S, Capkun V, <b>Marusic J</b>, Resic J, Kuzmic Prusac I. <u>Asymmetrical fetal growth is not associated with altered trophoblast apoptotic activity in idiopathic intrauterine growth retardation.</u> <i>J Obstet Gynaecol Res</i> 2014;40(2):410-7.</li> <li>5. <b>Marusic J</b>, Prusac IK, Tomas SZ, Karara JR, Roje D. <u>Expression of inflammatory cytokines in placentas from pregnancies complicated with preeclampsia and HELLP syndrome.</u> <i>J Matern Fetal Neonatal Med</i> 2013;26(7):680-5.</li> </ol>
Professional and research papers In methodology and quality of teaching published in the last five years ( <b>max 5 references</b> )	
Professional and research projects from the field of the course carried out in the last five years ( <b>max 5 references</b> )	
Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?	
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and research	

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

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



Title, name and last name of the course leader	<b>Tatjana Matijaš, Master of Radiological Technology, lecturer, doctoral student</b>
Title of the course at the proposed study programme	Basics of Radiology and Radiation Protection
<b>GENERAL INFORMATION ON COURSE LEADER</b>	
E-mail address	<a href="mailto:tmatijas@ozs.unist.hr">tmatijas@ozs.unist.hr</a>
Personal web page	
Year of birth	1974.
Scientist ID	
CROSBİ profile ID	40385
Research rank and date of the last appointment	
Research and teaching or teaching rank, and the date of the last appointment	Lecturer, 2017.
Area and field of appointment into research rank	Biomedicine and Health; Clinical Medical Sciences
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution of employment	University of Split; University Department of Health Studies
Date of employment	8 <sup>th</sup> September 2017.
Job title (professor, researcher, associate teacher, etc.)	Lecturer
Field of research	Radiological technology
Position in the institution	Deputy Head of the Department of Radiological Technology
<b>INFORMATION ON EDUCATION – Highest degree achieved</b>	
Degree	Master of Radiological Technology
Institution	University of Split; University Department of Health Studies
Place	Split, Croatia
Date	22 <sup>th</sup> September 2016.
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	2021.
Place	Poreč, Croatia
Institution	Croatian Chamber of Health Workers, Vocational class for health radiological-technological activity
Field of training	Application of CAD-a in the diagnosis of breast cancer
Year	2021.
Place	Poreč, Croatia
Institution	Croatian Chamber of Health Workers, Vocational class for health radiological-technological activity
Field of training	Online classes during the Covid-19 pandemic
Year	2021.
Place	Karanac, Hrvatska
Institution	Croatian Society of Radiological Technology
Field of training	Management of health radiological and technological activities in times of crisis
Year	2021.
Place	Split, Croatia (on-line)
Institution	Cochrane Croatia
Field of training	Systematic reviews of the literature

Year	2020.
Place	Split, Croatia
Institution	University of Split, University Department of Health Studies
Field of training	Communication skills in working with students; basic small group leadership and teamwork skills; curriculum planning, implementation, and assessment; and the mentoring process.
Year	2019.
Place	Primošten, Croatia
Institution	Croatian Chamber of Health Workers, Vocational class for health radiological-technological activity
Field of training	An overview of the impact factors of published papers on the application of artificial intelligence in radiology
Year	2019.
Place	Karanac, Hrvatska
Institution	Croatian Society of Radiological Technology
Field of training	Quality assurance in radiological technology
Year	2018.
Place	Split, Croatia
Institution	Croatian Society of Radiologists
Field of training	Clinical radiology and radiation protection
Year	2018.
Place	Split, Croatia
Institution	University of Split, University Department of Health Studies & Karolinska Institutet, Department of Clinical Science, Intervention and Technology, Division of Radiography
Field of training	1 <sup>st</sup> International Summer School „News in radiological technology and radiography“
Year	2017.
Place	Opatija, Croatia
Institution	Medical Polytechnic of Zagreb
Field of training	Linking education and best practice
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (3)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (title of course, study programme where it is/was held, and level of study programme)	Course associate (from the academic year 2017/2018 to 2021/2022): <b>University undergraduate programme in radiological technology:</b> Introduction to Radiology (1 <sup>st</sup> year); Radiobiology and Radiation Protection (1 <sup>st</sup> year); Radiological Propedeutics (1 <sup>st</sup> year); Receptors of radiological images (1 <sup>st</sup> year); Clinical Practice I (1 <sup>st</sup> year); Theories of Imaging (2 <sup>nd</sup> year); Conventional Radiological

	<p>Methods (2<sup>nd</sup> year); Radiological Devices and Equipment (2<sup>nd</sup> year); Clinical Practice II (2<sup>nd</sup> year); Clinical Practice III (3<sup>rd</sup> year);</p> <p><b>University undergraduate programme in midwifery:</b> Basics of Radiology and Radiation Protection (2nd year)</p> <p><b>University undergraduate programme in nursing:</b> Basics of Radiology and Radiation Protection (2nd year)</p> <p><b>University undergraduate programme in physiotherapy:</b> Basics of Radiology</p>
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 ( <b>max 5 references</b> )	<p>1. Matijaš T. Forensic dental radiography. Radiological journal. 2018;(3):20–25.</p> <p>2. Grgat J, Matijaš T. Comparison of Different Radiographic Image Receptors. Radiological journal. 2021;(1):2-10.</p>
Professional and research papers In methodology and quality of teaching published in the last five years ( <b>max 5 references</b> )	
Professional and research projects from the field of the course carried out in the last five years ( <b>max 5 references</b> )	
Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?	<p>Passed courses at the Graduate Study of Radiological Technology: Pedagogy and Didactics and Teaching Methods.</p> <p>Completed the continuing education course "Communication and Pedagogical Skills for Clinical Mentors" organised by the "Alumni" Association of Students of the University Department of Health Studies, University of Split (2020). Acquired knowledge of communication skills in working with students; basic skills of leading a small group and working in a team; planning, implementing and evaluating curricula and the mentoring process.</p>
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and research	

Title, name and last name of the course leader	Associate Professor Marko Mimica, MD, PhD
Title of the course at the proposed study programme	Gynaecology and obstetrics Antenatal protection
<b>GENERAL INFORMATION ON COURSE LEADER</b>	
E-mail address	marko.mimica1@gmail.com
Personal web page	
Year of birth	1960.
Scientist ID	158505
CROSBİ profile ID	13282
Research rank and date of the last appointment	higher scientific associate
Research and teaching or teaching rank, and the date of the last appointment	associate professor 2020.7.21.
Area and field of appointment into research rank	area of biomedicine and health care, field of clinical medical science, branch gynaecology and obstetrics
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution of employment	University hospital Split
Date of employment	2020.2.17.
Job title (professor, researcher, associate teacher, etc.)	specialist in obstetrics & gynaecology
Field of research	gynaecology and obstetrics
Position in the institution	head of the Department of gynaecology and obstetrics
<b>INFORMATION ON EDUCATION – Highest degree achieved</b>	
Degree	PhD
Institution	University of Split, School of Medicine
Place	Split
Date	2010.
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	2004. and 2005.
Place	Zagreb, Villach
Institution	Department of gyn&ob Univeristy hospital Zagreb, Landeskrankenhaus Villach
Field of training	gynecologic endoscopic surgery
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
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)	German (2)
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (title of course, study programme where it is/was held, and level of study programme)	course leader for various subjects within nurse and midwife programs in Universitiy department for health studies, University of Split

<p>Authorship of university textbooks from the field of the course</p>	<ul style="list-style-type: none"> <li>• <u>Mimica M</u>, Karelović D. Ultrazvuk u ginekologiji. U: Hozo I, Karelović D, ur. Ultrazvuk u kliničkoj praksi. Split: Hrvatsko gastroenterološko društvo; 2004, str. 293-310.</li> <li>• <u>Mimica M</u>, Karelović D. Ultrazvuk u porodništvu. U: Hozo I, Karelović D, ur. Ultrazvuk u kliničkoj praksi. Split: Hrvatsko gastroenterološko društvo; 2004, str. 311-24.</li> <li>• Karelović D, Hozo I, <u>Mimica M</u>, Strinić T. Trodimenzionalni ultrazvuk. U: Hozo I, Karelović D, ur. Ultrazvuk u kliničkoj praksi. Split: Hrvatsko gastroenterološko društvo; 2004, str. 431-35.</li> <li>• Mimica M. Genitalne mikoplazme. U: Karelović D, ur. Infekcije u ginekologiji i perinatologiji. Zagreb: Medicinska naklada; 2012, str. 413-9.</li> </ul>
<p>Professional and research papers published in the last five years from the field of the course (<b>max 5 references</b>)</p>	<p>1. Kosović I, Kuzmić Prusac I, Berković A, Marušić J, Mimica M, Zekić Tomas S. Expression of EGF, EGFR, and proliferatin in placentas form pregnancies complicated with preeclampsia. Hypertens Pregnancy 2017;36:16-20.</p>
<p>Professional and research papers In methodology and quality of teaching published in the last five years (<b>max 5 references</b>)</p>	
<p>Professional and research projects from the field of the course carried out in the last five years (<b>max 5 references</b>)</p>	
<p>Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?</p>	
<p><b>PRIZES AND AWARDS</b></p>	
<p>Prizes and awards for teaching and research</p>	

Title, name and last name of the course leader	<b>Associate professor Ante Obad, MD, PhD</b>
Title of the course at the proposed study programme	<ol style="list-style-type: none"> <li>1. Physiology</li> <li>2. Nursing Care of Adults I</li> <li>3. Physiotherapy in Cardiology and Pulmology</li> <li>4. Evidence-based Physiotherapy in Rehabilitation of Acute Cardiopulmonary Conditions</li> <li>5. Nursing Care in the Community</li> <li>6. Nursing Care at Home</li> <li>7. Palliative Care</li> </ol>
<b>GENERAL INFORMATION ON COURSE LEADER</b>	
E-mail address	ante.obad@ozs.unist.hr
Personal web page	<a href="https://publons.com/researcher/2124876/ante-obad/">https://publons.com/researcher/2124876/ante-obad/</a>
Year of birth	1972
Scientist ID	276655
CROSB I 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
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution of employment	University of Split, University Department of Health Studies
Date of employment	16/10/2012
Job title (professor, researcher, associate teacher, etc.)	Associate professor
Field of research	Internal medicine, Cardiology
Position in the institution	Associate professor, Deputy Head of the Department, Assistant to the Head of the Department for Development and Innovation
<b>INFORMATION ON EDUCATION – Highest degree achieved</b>	
Degree	PhD
Institution	School of Medicine, University of Zagreb
Place	Zagreb, Croatia
Date	2009
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	1998 and 1999
Place	Zagreb, Croatia
Institution	Clinical Hospital Merkur, Department for Radiology
Field of training	Postgraduate course for medical doctors I category: "Ultrasound of abdominal organs" (1998); "Ultrasound of thyroid gland and surface organs" (1998); "Ultrasound-doppler of blood vessels" (1999)
Year	2001
Place	London, United Kingdom
Institution	Imperial College of Medicine, Department for Cardiology
Field of training	Course in Echocardiography
Year	2002
Place	Bad-Oyenhausen, Germany
Institution	Herz und Diabeteszentrum, Department for Cardiology
Field of training	Education in area of Echocardiography
Year	2007
Place	Zagreb, Croatia

Institution	Clinical Hospital Dubrava
Field of training	Course in Transesophageal Heart Ultrasound
Year	2009
Place	Liverpool, United Kingdom
Institution	Jhon Moores University, School of Sport and Exercise Sciences
Field of training	Course in Cardiovascular Ultrasound in Sport and Exercise Science
Year	2010
Place	Trondheim, Norway
Institution	NTNU Trondheim
Field of training	Education from echocardiography, tissue doppler
Year	2013
Place	Baar, Switzerland
Institution	Switzerland cardiology society
Field of training	Course on CPET (Cardiopulmonally exercise training)
Year	2018-2019
Place	Geneva, Switzerland
Institution	Geneva School of Diplomacy and International Relations
Field of training	Executive diploma in diplomatic practice
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English – excellent (5)
<b>COMPETENCES FOR THE COURSE</b>	
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 ( <b>max 5 references</b> )	<ol style="list-style-type: none"> <li>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</li> <li>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</li> <li>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</li> <li>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</li> </ol>

	<p>5. Susilovic-Grabovac, Zora; Obad, Ante; Duplančić, Darko; Banić, Ivana; Brusoni, Denise; Agostoni, Piergiuseppe; Vuković, Ivica; Dujic, Zeljko; Bakovic, Darija  2D speckle tracking echocardiography of the right ventricle free wall in SCUBA divers after single open sea dive // CLINICAL AND EXPERIMENTAL PHARMACOLOGY AND PHYSIOLOGY, 45 (2017), 3; 234-240</p>
Professional and research papers In methodology and quality of teaching published in the last five years ( <b>max 5 references</b> )	-
Professional and research projects from the field of the course carried out in the last five years ( <b>max 5 references</b> )	<p>Active participation in the realization of scientific-research projects:</p> <ol style="list-style-type: none"> <li>1. Diving with compressed air and cardiovascular system; project code: 216-2160133-0130; duration of the project: 01/01/2007-31/12/2013</li> <li>2. Apnea diving and cardiovascular system; project code; 216-2160133-0330; duration of the project: 01/01/2007-31/12/2013</li> <li>3. Cardiovascular effects of wine and its ingredients; project code: 216-2160547-0537; duration of the project: 01/01/2007-31/12/2013</li> <li>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</li> <li>5. Heart failure in Croatia; project code: 108-1081875-1927; duration of the project: 01/01/2007-01/01/2009</li> </ol>
Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?	
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and research	Acknowledgment of the University Department of Health Studies for contribution to the University Department of Health Studies University of Split; May 2021



Title, name and last name of the course leader	<b>Rahela Orlandini, Master of Nursing, Senior lecturer</b>
Title of the course at the proposed study programme	Health care Adult Health Care II Organization, management and administration in health care
<b>GENERAL INFORMATION ON COURSE LEADER</b>	
E-mail address	rahela.orlandini@ozs.unist.hr
Personal web page	
Year of birth	1971.
Scientist ID	
CROSBİ profile ID	40141
Research rank and date of the last appointment	
Research and teaching or teaching rank, and the date of the last appointment	Lecturer 2019.
Area and field of appointment into research rank	Biomedicine and Health Sciences; Clinical Medical Sciences
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution of employment	University of Split; University Department of Health Studies
Date of employment	1 December 2012.
Job title (professor, researcher, associate teacher, etc.)	Lecturer
Field of research	Nursing
Position in the institution	
<b>INFORMATION ON EDUCATION – Highest degree achieved</b>	
Degree	Master of Nursing
Institution	University of Split; University Department of Health Studies
Place	Split, Croatia
Date	7 October 2015.
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	2021.
Place	Split, Croatia
Institution	KBC Split - Clinic for Children's Diseases; Croatian Paediatric Society; Croatian Society for School and University Medicine; HUMS - Paediatric Society; University of Split - SOZS
Field of training	Haematology and oncology, radiology in paediatrics, emergencies in paediatrics.
Year	2020.
Place	Split, Croatia
Institution	Cochrane Croatia
Field of training	Highlighting key methodological features necessary for a good understanding of high-value research results, interpretations and applicability of scientific evidence in the context of current knowledge and clinical relevance, all with clear and unambiguous, reliable, clinically focused answers on best possible patient care and better health decisions the whole population.
Year	2020.
Place	Split, Croatia
Institution	University of Split; University Department of Health Studies
Field of training	Communication skills in working with students; basic skills of leading a small group and working in a team; curricular planning, implementation and evaluation, and the mentoring process.
Year	2018.
Place	Split, Croatia

Institution	Ministry of Health of the Republic of Croatia
Field of training	The importance of good interpersonal relationships in the work environment; help and support in learning; evaluation and accountability; learning evaluation; creating a positive learning environment; positive work environment; evidence-based nursing and midwifery; leadership.
Year	2016.
Place	Varaždin, Croatia
Institution	ACT Group
Field of training	Ways of applying projects in personal, professional, teaching and scientific research development; ways of applying other models of innovative learning and teaching in health education.
Year	2015.
Place	Istanbul, Turkey
Institution	WHO/UNICEF
Field of training	Procedures aimed at health professionals who work with families in building stronger relationships with children and solving problems in caring for children at home. Assist health professionals in understanding the importance of responsible relationships between caregivers and children and developing ideas on supporting and enriching children's learning opportunities in the home environment.
Year	2015.
Place	Beograd, Serbia
Institution	UNICEF Regional Office for CEE/CIS and ISSA
Field of training	Family work for the benefit of children, assessment of early child development, communication skills in working with families and cooperation with other sectors, the importance of parenting in child development, prevention and detection of child abuse and neglect, home security, legislation on family and child protection, assessment and creating programs to support families and children with disabilities as well as the importance of maintaining the mental health of families, especially families and children at risk, with an emphasis on an inclusive approach to families and children.
Year	2014.
Place	Split, Croatia
Institution	University of Split; Faculty of Humanities and Social Sciences in Split / CIRCO
Field of training	Basic principles of learning and teaching in higher education; social and emotional competence and motivation in higher education; the role of multi-process issues in achieving qualitative levels of educational outcomes; paradigmatic starting point and learning strategy in modern higher education and educational technology in higher education learning and teaching.
Year	2014.
Place	Zagreb, Croatia (online)
Institution	E-Medikus
Field of training	Venous ulcer; basics of wound microbiology; pressure ulcers; burns and bases of ostomy.
Year	2014.
Place	Trondheim, Norway
Institution	Faculty of Nursing (HIST), Sør-Trøndelag University College
Field of training	The process of supervision, through theoretical and group work
Year	2011.

Place	Zabok, Croatia
Institution	St. Catherine Specialty Hospital
Field of training	Recognition of emergencies that directly endanger the health and life of patients; assessment of the severity of the condition and the level of vulnerability of patients; organization of life-saving procedures.
Year	2011.
Place	Zagreb, Croatia
Institution	University of Applied Health Sciences
Field of training	Organization, managing and supervising nursing practice; critical analysis, synthesis and evaluation of work related to the organization, management, supervision and funding of nursing; critical thinking and decision making in safe, uncertain conditions and in risk situations; change needs assessment, SWOT analysis, change plan and change management; identifying complex problems within a work organization, group or team and finding the best possible solutions; crisis management in the work organization; identifying critical points of work or behaviour and applying methods to prevent them.
Year	2011.
Place	Split, Croatia
Institution	The School of Medicine in Split
Field of training	Independent performance of activities in the field of teaching basic and general clinical skills and the use of simulators and interactive computer programs, necessary for effective teaching of the subject Clinical Skills I and II.
Year	
Place	
Institution	
Field of training	
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (3)
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (title of course, study programme where it is/was held, and level of study programme)	<u>Course teacher (from academic year 2012/2013 to 2016/2017):</u> <i>University undergraduate study of nursing:</i> Basics of health care (1st year); Nursing care (1st year); Clinical skills I (1st year); Child health care (2nd year); Organization, management and administration in health care (2nd year); Clinical Skills II (2nd year); Clinical skills III (3rd year). <i>University undergraduate study of midwifery:</i> Supervision (3rd year).
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 ( <b>max 5 references</b> )	Gusar I, Konjevoda S, Babić G, Hnatešen D, Čebihin M, Orlandini R, Dželalija B. Pre-Vaccination COVID-19 Vaccine Literacy in a Croatian Adult Population: A Cross-Sectional Study. <i>Int J Environ Res Public Health</i> . 2021 July;18(13):7073  Elez D, Orlandini R, Lojpur M, Marenić M. Comparison of the level of knowledge on cardiopulmonary resuscitation among students of the medical school split and nursing students of the university department of health studies in Split. <i>Croatian Journal of Health Sciences</i> . 2021 Apr 29;1(1).

	<p>Podrug M, Aranza D, Marendić M, Buljubašić A, Orlandini R, Dolić M, Krželj V. Incidence of injury in children treated at the Department of Emergency Medicine of the Split-Dalmatia County. Paediatrica Croatica. 2021 Mar 17;65(1):21-6.</p> <p>Buljubašić A, Elezović A, Orlandini R, Marendić M. Contraception - knowledge and prejudice. 2nd Scientific Symposium with International Participation "Public Health Science and Achievements in Practice", Proceedings</p> <p>Janković S, Koren S, Šarić M, Orlandini R, Antičević V, et al. The Croatian Model of University Education for Nurses. Int Arch Nurs Health Care 4:093. doi.org/10.23937/2469-5823/1510093 Accepted: May 23, 2018: Published: May 25, 2018.</p>
<p>Professional and research papers In methodology and quality of teaching published in the last five years (<b>max 5 references</b>)</p>	
<p>Professional and research projects from the field of the course carried out in the last five years (<b>max 5 references</b>)</p>	<p>Participation in the Twinning project of the Ministry of Health of the Republic of Croatia "Education of mentors for nurses and midwives in the health system in Croatia and the implementation of the educational curriculum harmonized with Directive 2005/36 / EC" (2017-2018)</p> <p>Head of the UNICEF Lifelong Learning Program "Lifelong Learning Program for Family Support and Child Welfare" (2016-2017)</p> <p>Head of the working group for the development of occupational standards in the project "Development of occupational standards / qualifications with the improvement of health study programs" (HR.3.1.15-0051) (2015-2016)</p>
<p>Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?</p>	<p>Completed the course of professional development "Communication and pedagogical skills for clinical mentors" organized by the "Alumni" of the Association of Students of the University Department of Health Studies, University of Split (2020). Acquired knowledge of communication skills in working with students; basic skills of leading a small group and working in a team; curricular planning, implementation and evaluation, and the mentoring process.</p> <p>Completed training program "Training of mentor educators" organized by the Ministry of Health of the Republic of Croatia within the Twinning project "Training of mentors for nurses and midwives in the health system in the Republic of Croatia and the implementation of educational curriculum in line with Directive 2005/36 / EC" (2018). Acquired knowledge on ways of applying projects in personal, professional, teaching and scientific research development; ways of applying other models of innovative learning and teaching in health education.</p> <p>Completed professional development seminar "Development and improvement of pedagogical competencies of university teachers", Faculty of Philosophy in Split (2014). Acquired knowledge of the</p>

	<p>basic principles of learning and teaching in higher education; social and emotional competence and motivation in higher education; the role of multi-process issues in achieving qualitative levels of educational outcomes; paradigmatic starting point and learning strategy in modern higher education and educational technology in higher education learning and teaching.</p> <p>Completed a course for nursing supervisors, Faculty of Nursing (HIST), Sør-Trøndelag University College, Trondheim, Norway (2014). Acquired theoretical and practical knowledge in the process of supervision through theoretical and group work and practical exercises in St. Olav's Hospital and Øya Community Hospital.</p>
<p><b>PRIZES AND AWARDS</b></p>	
<p>Prizes and awards for teaching and research</p>	

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Title, name and last name of the course leader	<b>Assistant Professor Mate Petričević, MD</b>
Title of the course at the proposed study programme	Nursing Care of the Adults II
<b>GENERAL INFORMATION ON COURSE LEADER</b>	
E-mail address	PETRICEVIC.MATE@gmail.com
Personal web page	n/a
Year of birth	1981
Scientist ID	301965
CROSBİ profile ID	24171
Research rank and date of the last appointment	Znanstveni suradnik - 2020
Research and teaching or teaching rank, and the date of the last appointment	Doc.dr.sc. – 2020
Area and field of appointment into research rank	
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution of employment	University Hospital Centre Split
Date of employment	September 1 <sup>st</sup> , 2021
Job title (professor, researcher, associate teacher, etc.)	Associate Professor
Field of research	Medicine
Position in the institution	Head of Department , Consultant Cardiac Surgeon
<b>INFORMATION ON EDUCATION – Highest degree achieved</b>	
Degree	Ph.D.
Institution	School of Medicine University of Zagreb
Place	Zagreb
Date	2014
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	2017-2018
Place	Melbourne, VIC, Australia
Institution	The Royal Melbourne Hospital
Field of training	Cardiac Surgery
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
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 (3)
<b>COMPETENCES FOR THE COURSE</b>	
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 ( <b>max 5 references</b> )	Petricevic M, Knezevic J, Biocina B, Mikus M, Konosic L, Rasic M, Milosevic M, Rotim C, Madzar T, Rotim A, Gasparovic H, Goerlinger K. Association among Clopidogrel Cessation, Platelet Function, and Bleeding in Coronary Bypass Surgery: An Observational Trial.

	<p>Thorac Cardiovasc Surg. 2019 Jul 30. doi: 10.1055/s-0039-1693122. [Epub ahead of print] PMID: 31362327</p> <p>Petricevic M , Petricevic M , Pasalic M, Golubic – Cepulic B, Raos M, Dujmic D, Kalamar V, Mestrovic V, Gasparovic H, Vasicek V, Goerlinger K, Biocina B. Cost Analysis of Transfusion Therapy in Coronary Artery Surgery Thorac Cardiovasc Surg. 2019 [Epub ahead of print]</p> <p>Samardzic J, Bozina N, Skoric B, Ganocci L, Krpan M, Petricevic M, Pasalic M, Bozina T, Pavasovic S, Cikes M, Milicic D. Impact of continuous P2Y12 inhibition tailoring in acute coronary syndrome and genetically impaired clopidogrel absorption Journal of Cardiovascular Pharmacology: October 10, 2019 - Volume Publish Ahead of Print - Issue - p doi: 10.1097/FJC.0000000000000767</p> <p>Petricevic M, Petricevic M, Biocina B. Aspirin Resistance Significantly Influences Clinical and Economic Burden In Cardiac Surgery Patients. Ann Thorac Surg. 2019 Oct 3. pii: S0003-4975(19)31475-4. doi: 10.1016/j.athoracsur.2019.08.084. PMID: 31586618</p> <p>Jeppsson A, Petricevic M, Kolh P, Valgimigli M. 2017 European Society of Cardiology (ESC) focused update on dual antiplatelet therapy in collaboration with the European Association for Cardio-Thoracic Surgery (EACTS). Eur J Cardiothorac Surg. 2018 Jan 1;53(1):3-4. doi: 10.1093/ejcts/ezx333.</p>
Professional and research papers In methodology and quality of teaching published in the last five years ( <b>max 5 references</b> )	
Professional and research projects from the field of the course carried out in the last five years ( <b>max 5 references</b> )	
Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?	
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and research	

Title, name and last name of the course leader	<b>prof.Valdi Pešutić-Pisac, full professor</b>
Title of the course at the proposed study programme	Pathology
<b>GENERAL INFORMATION ON COURSE LEADER</b>	
E-mail address	valdypp@gmail.com
Personal web page	no
Year of birth	1962
Scientist ID	147360
CROSBİ 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
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
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
<b>INFORMATION ON EDUCATION – Highest degree achieved</b>	
Degree	PhD; full professor
Institution	Medical School University of Zagreb; Medical School University of Split
Place	Zagreb; Split
Date	2000; 2019
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
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
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
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
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (title of course, study programme where it	Undergraduate teaching: - Undergraduate teaching in Pathology, Doctor of Medicine, Faculty of Medicine, University of Split and Mostar



<p>is/was held, and level of study programme)</p>	<p>- Undergraduate teaching in Pathology, Dental Medicine, Faculty of Medicine in Split          - Undergraduate teaching in Pathology, study Pharmacy, Faculty of Medicine in Split          - Undergraduate teaching in Pathology, Medical Studies in English, Faculty of Medicine in Split          - study of Nursing, University Department of Health Studies, University of Split          -study of Nursing, University of Dubrovnik</p> <p>Postgraduate teaching          - Postgraduate doctoral study "Evidence-based medicine" of the Medical Faculty in Split (Elective course: "Precancerous lesions of the digestive system")          -Postgraduate doctoral study "Biology of neoplasms", Faculty of Medicine Split (elective course "Molecular diagnostics of tumors of the urinary system and male reproductive system"</p>
<p>Authorship of university textbooks from the field of the course</p>	<p>Author of the chapter "Gastrointestinal system" in books :</p> <ol style="list-style-type: none"> <li>1. Damjanov I, Jukić S. Specijalna patologija, Medicinska naklada, Zagreb, 2004; 221-277.</li> <li>2. Damjanov I, Jukić S, Nola M. Patologija. Medicinska naklada , Zagreb, 2008; 391-435.</li> <li>3. Damjanov I, Jukić S, Nola M. Patologija. Medicinska naklada , Zagreb, 2011;505-564.</li> </ol> <p>Author of the chapter "Endocrine System Diseases" in books:</p> <ol style="list-style-type: none"> <li>1. Damjanov I, Seiwerth S, Jukić S, Nola M. Patologija. Medicinska naklada , Zagreb, 2014; 659-696</li> <li>2. Damjanov I, Seiwerth S, Jukić S, Nola M. Patologija. Medicinska naklada , Zagreb, 2018;659-696</li> </ol> <p>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.</p>
<p>Professional and research papers published in the last five years from the field of the course (<b>max 5 references</b>)</p>	<ol style="list-style-type: none"> <li>1. Brčić L, Barić A, Benzon B, Brekalo M, Gračan S, Kaličanin D, Škrabić V, Zemunik T, Barbalić M, Novak I, <b>Pešutić Pisac V</b>, 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</li> <li>2. Tončić A, Vuković J, Vrebalov Cindro P, <b>Pesutić Pisac V</b>, Tončić M. Diagnosis of Helicobacter pylori infection: A short review. Wien Klin Wochenschr. 2018 ;130(17-18): 530-534</li> <li>3. Kontić M, Čolović Z, Paladin I, Gabelica M, Barić A, <b>Pešutić-Pisac V</b>. Association between EGFR expression and clinical outcome of laryngeal HPV squamous cell carcinoma. Acta Otolaryngol. 2019 Aug 20:1-5</li> <li>4. Punda A, Bedeković V, Barić A, Kontić M, Čolović Z, Vanjaka Rogošić L, Punda H, Kunac N, Grandić L, <b>Pešutić Pisac V</b>. RET expression and its correlation with clinicopathologic data in papillary thyroid carcinoma. Acta Clin Croat. 2018 Dec;57(4):646-652</li> <li>5. Barić A, Marković V, Eterović D, Bedeković V, Kontić M, Juretić Kuščić L, <b>Pešutić Pisac V</b>, Punda A. Cyclin D1, RET and p27</li> </ol>

	Expression in Papillary Microcarcinoma. Acta Clin Croat 2017; 56(1): 15-20.
Professional and research papers In methodology and quality of teaching published in the last five years ( <b>max 5 references</b> )	
Professional and research projects from the field of the course carried out in the last five years ( <b>max 5 references</b> )	<p>1. Carcinogenesis and prognostic markers in laryngeal squamous cell carcinoma - Code: 216-0000000-0085; Ministry of science, education and sport – Head of project</p> <p>2. Regulation of thyroid and parathyroid function and blood calcium homeostasis - associate on project (1. 3. 2020. – 29. 2. 2024). Head of project: Prof. dr. sc. Tatijana Zemunik</p> <p>3. Genetic and epigenic markers as indicators of aggressiveness of differentiated thyroid cancer (ThyroGene Mark)- associate on project Croatian Science Foundation project Head of project : academician Zvonko Kusić</p>
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
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and research	Award for the best professor- Medical school of Split 2009. Award of Croatian Medical Association 2010.

Title, name and last name of the course leader	<b>Mario Podrug, mag. med. techn., University assistant</b>
Title of the course at the proposed study programme	Process of Nursing Care Nursing Care Nursing Care of the Children Introduction to Scientific Work Nursing Care of Psychiatric Patients Nursing Care of the Adults II Clinical Practice I Clinical Practice II Clinical Practice III
<b>GENERAL INFORMATION ON COURSE LEADER</b>	
E-mail address	<a href="mailto:mario.podrug@ozs.unist.hr">mario.podrug@ozs.unist.hr</a>
Personal web page	/
Year of birth	1989.
Scientist ID	365294
CROSBİ profile ID	34467
Research rank and date of the last appointment	/
Research and teaching or teaching rank, and the date of the last appointment	University assistant 2017.
Area and field of appointment into research rank	Biomedicine and Health; Clinical Medical Sciences
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution of employment	University of Split; University Department of Health Studies
Date of employment	25 <sup>th</sup> September 2017.
Job title (professor, researcher, associate teacher, etc.)	University assistant
Field of research	Nursing
Position in the institution	/
<b>INFORMATION ON EDUCATION – Highest degree achieved</b>	
Degree	Master of Nursing
Institution	University of Split; University Department of Health Studies
Place	Split, Croatia
Date	21 <sup>th</sup> September 2015.
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	2021.
Place	Zagreb, Croatia
Institution	Croatian Society for Hypertension, 5th Croatian Congress on Hypertension with International Participation
Field of training	Arterial hypertension and renal disease
Year	2021.
Place	Paris, France
Institution	Artery 2021, Georges Pompidou European Hospital (HEGP)
Field of training	Early detection and prevention of cardiovascular diseases, arterial hypertension and kidney diseases
Year	2021.
Place	Split, Croatia
Institution	Training school Vascular ageing: physiological and technical aspects, EU COST CA18216 - Network for Research in Vascular Ageing
Field of training	Summer school how to measure and devices for arterial elasticity

Year	2021.
Place	Glasgow, Scotland (on-line)
Institution	Joint Meeting ESH-ISH 2021
Field of training	Early detection and prevention of cardiovascular diseases, arterial hypertension and kidney diseases
Year	2021.
Place	Maribor, Slovenija (on-line)
Institution	Univerza v Mariboru, Fakulteta za zdravstvene vede
Field of training	Advanced nursing practice: International experiences and future direction for nursing in Slovenia
Year	2021.
Place	Split, Hrvatska (on-line)
Institution	Cochrane Croatia
Field of training	Systematic literature reviews
Year	2020.
Place	Split, Croatia
Institution	University of Split, University Department of Health Studies
Field of training	Communication skills in working with students; basic small group leadership and teamwork skills; curriculum planning, implementation, and assessment; and the mentoring process.
Year	2020.
Place	Zagreb, Croatia
Institution	Croatian Society for Hypertension, Controversies in Arterial Hypertension, Cardiovascular Prevention and Nephrology
Field of training	Early detection and prevention of cardiovascular diseases, arterial hypertension and kidney diseases
Year	2019.
Place	Amsterdam, Nizozemska
Institution	Hy7 meeting organized by Swiss and Dutch Hypertension Societies
Field of training	Improving risk stratification for cardiovascular disease using arterial stiffness biomarkers
Year	2019.
Place	Split, Croatia
Institution	Croatian Nurses Association and the Society for Accelerated Recovery after Surgery
Field of training	Nursing care of patients with stoma
Year	2018.
Place	Split, Croatia
Institution	Ministry of Health of the Republic of Croatia
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".
Year	2016.
Place	Split, Croatia
Institution	Croatian Institute for Emergency Medicine, Split

Field of training	Special Education exercises for doctors and nurses / technicians outside the hospital emergency medical services
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (3)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (title of course, study programme where it is/was held, and level of study programme)	<p>Course associate (from the academic year 2017/2018 to 2021/2022):</p> <p>University undergraduate programme in nursing:</p> <p>Nursing care (1<sup>st</sup> year); Process of nursing care (1<sup>st</sup> year); Clinical Skills I (1<sup>st</sup> year); Nursing Care of the Children (2<sup>nd</sup> year); Clinical Skills II (2<sup>nd</sup> year); Introduction to scientific work (2<sup>nd</sup> year); Nursing Care of Psychiatric Patients (3<sup>rd</sup> year); Nursing Care of the Adults II (3<sup>rd</sup> year); Clinical Skills III (3<sup>rd</sup> year).</p> <p>University undergraduate programme in midwifery: Fundamentals of instrumentation in gynaecology and obstetrics (2<sup>st</sup> year); Infectology (3<sup>rd</sup> year).</p>
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 ( <b>max 5 references</b> )	
Professional and research papers In methodology and quality of teaching published in the last five years ( <b>max 5 references</b> )	<p>Boraska Jelavić T, <b>Podrug M</b>, Ban M, Belac Lovasić I, Curić Z, Vrdoljak E. The relevance of macrocytosis induction during neoadjuvant dose-dense chemotherapy in breast cancer patients. <i>Anticancer Drugs</i>. 2021 Aug 27. doi: 10.1097/CAD.0000000000001223. Epub ahead of print. PMID: 34486538</p> <p><b>Podrug M</b>, Aranza D, Marendić M, Buljubašić A, Orlandini R, Dolić M, Krželj V. Incidence of injury in children treated at the Department of Emergency Medicine of the Split-Dalmatia County. <i>Paediatr Croatica</i>. 2021 Mar 17;65(1):21-6</p> <p>Marinović I, Župa V, Milić M, Podrug J, Aranza D, <b>Podrug M</b>. The effect of exercise on fatigue in patients with multiple sclerosis. <i>Acta Kinesiologicala</i> 2019; 13 (2): 11-18.</p> <p><b>Podrug M</b>, Aranza D, Bazina AM, Krželj L, Milić M. Epidemiological characteristics of patients with arterial hypertension who sought emergency medical help in the Split-dalmatia county. <i>Research in Physical Education, Sport and Health</i> 2017; 6 (2): 53-57.</p>
Professional and research projects from the field of the course carried out in the last five years ( <b>max 5 references</b> )	Participation in the Twinning project of the Ministry of Health of the Republic of Croatia "Training of mentors for nurses and midwives in the Croatian health care system and implementation

	of the training curriculum in accordance with Directive 2005/36 / EC" (2017-2018).
Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?	<p>Completed training program "Training of mentor educators" organized by the Ministry of Health of the Republic of Croatia within the Twinning project "Training of mentors for nurses and midwives in the health system in the Republic of Croatia and the implementation of educational curriculum in line with Directive 2005/36 / EC" (2018) . Acquisition of knowledge on the application of projects in personal and professional development, teaching and scientific research; possibilities of applying other models of innovative learning and teaching in health education.</p> <p>Completed the continuing education course "Communication and Pedagogical Skills for Clinical Mentors" organised by the "Alumni" Association of Students of the University Department of Health Studies, University of Split (2020). Acquired knowledge of communication skills in working with students; basic skills of leading a small group and working in a team; planning, implementing and evaluating curricula and the mentoring process.</p>
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and research	Acknowledgment from the University Department of Health Studies of the University of Split for the entire continuous student activity and achievements from former professional studies at MEFST to the present day at the University Department of Health Studies

Title, name and last name of the course leader	<b>Assoc. prof. Zenon Pogorelić, MD, PhD</b>
Title of the course at the proposed study programme	Surgery
<b>GENERAL INFORMATION ON COURSE LEADER</b>	
E-mail address	zpogorelic@kbsplit.hr
Personal web page	<a href="https://www.researchgate.net/profile/Zenon-Pogorelic">https://www.researchgate.net/profile/Zenon-Pogorelic</a>
Year of birth	1979.
Scientist ID	287942
CROSBİ 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	asociate professor, 2020.
Area and field of appointment into research rank	Biomedicine and health, branch of surgery
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
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
<b>INFORMATION ON EDUCATION – Highest degree achieved</b>	
Degree	PhD, Associate professor
Institution	University of Split, School of Medicine
Place	Split
Date	
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	2016- 2018-
Place	Lyon
Institution	Hopital Femme Merre Enfant, Lyon, Francuska
Field of training	Pediatric surgery, Minimally invasive surgery
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Criatian
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)
<b>COMPETENCES FOR THE COURSE</b>	
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 published in the last five years from the field of the course ( <b>max 5 references</b> )	1) Pogorelić Z, Lukšić B, Ninčević S, Lukšić B, Polašek O. Hyponatremia as a predictor of perforated acute appendicitis in pediatric population: A prospective study. J Pediatr Surg. 2021;56(10):1816-1821.

	<p>2) Pogorelić Z, Čohadžić T, Jukić M, Neveščanin Biliškov A. Percutaneous internal ring suturing for the minimal invasive treatment of pediatric inguinal hernia: A 5-year single surgeon experience. <i>Surg Laparosc Endosc Percutan Tech.</i> 2021;31(2):150-154.</p> <p>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. <i>J Pediatr Urol.</i> 2021;17(4):479.e1-479.e6.</p> <p>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. <i>Surg Infect (Larchmt).</i> 2021 doi: 10.1089/sur.2021.107.</p> <p>5) Pogorelić Z, Bjelanović D, Gudelj R, Jukić M, Petrić J, Furlan D. Video-assisted thoracic surgery in early stage of pediatric pleural empyema improves outcome. <i>Thorac Cardiovasc Surg.</i> 2021;69(5):475-480.</p>
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and research	<p>2004. Rector's Award for outstanding results achieved in the study</p> <p>2018. Award of the Croatian Medical Chamber for scientific contribution in the category of young scientists</p> <p>2021. Science Award of the University of Split</p>



Title, name and last name of the course leader	<b>Prof. Neira Puizina-Ivić, Ph.D., full prof.</b>
Title of the course at the proposed study programme	Dermatology
<b>GENERAL INFORMATION ON COURSE LEADER</b>	
E-mail address	<a href="mailto:neira.puizina@kbsplit.hr">neira.puizina@kbsplit.hr</a> ;
Personal web page	
Year of birth	1957.
Scientist ID	<b>141982</b>
CROSBİ profile ID	<b>12635</b>
Research rank and date of the last appointment	scientific advisor in a permanent position
Research and teaching or teaching rank, and the date of the last appointment	full professor (2019)
Area and field of appointment into research rank	Biomedicine and health
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution of employment	Clinical hospital centre and School of Medicine
Date of employment	1986.
Job title (professor, researcher, associate teacher, etc.)	professor
Field of research	dermatovenereology
Position in the institution	Head of department
<b>INFORMATION ON EDUCATION – Highest degree achieved</b>	
Degree	Specialist in dermatovenereology
Institution	KBC Split
Place	Split
Date	1986-1990.
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	2002.
Place	Graz
Institution	Clinic of dermatovenereology University of Graz
Field of training	Dermatohistopathology, dermatooncology, general dermatovenereology
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	english (5)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	italian (3)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	
<b>COMPETENCES FOR THE COURSE</b>	
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	Puizina-Ivić N. O liječenju boli. U: Rumboldt Z. Odabrana poglavlja iz terapije. Split: DES, 1992: 215-221.

	<p>Marasović D, Anđelinović D, Puizina-Ivić N, Pezelj D. Poremećaji embrionalnog razvitka kože. U: Lipozenčić i sur. Dermatovenerologija. Zagreb: Naklada Zadro, 1999: 49-51.</p> <p>Marasović D, Anđelinović D, Puizina-Ivić N, Pezelj D. Virusne bolesti kože i sluznica. U: Lipozenčić J i sur. Dermatovenerologija. Zagreb: Naklada Zadro, 1999: 55-59.</p> <p>Marasović D, Anđelinović D, Puizina-Ivić N, Pezelj D. Bolesti prouzročene virusom humane imunodeficijencije (HIV). U: Lipozenčić J i sur. Dermatovenerologija. Zagreb: Naklada Zadro, 1999: 60-64.</p> <p>Marasović D, Anđelinović D, Puizina-Ivić N, Pezelj D. Bolesti usnica, jezika i sluznice usne šupljine. U: Lipozenčić J i sur. Dermatovenerologija. Zagreb: Naklada Zadro, 1999: 250-253</p> <p>Puizina-Ivić N. Kožne bolesti. U: Čulić V, Čulić S. Sindrom Down. Split: Naklada Bošković, 2009: 167-187.</p> <p>Puizina-Ivić N. Scabies. U: Krelović D. i sur: Infekcije u ginekologiji i perinatologiji. Zagreb: Medicinska naklada, 2012: 591-595.</p>
<p>Professional and research papers published in the last five years from the field of the course (<b>max 5 references</b>)</p>	<p>Kljajić, Zlatko; Smoje, Petra; Ivanišević, Petar; Ercegović, Saša; Kunac, Nenad; Bečić, Kristijan; Puizina Ivić, Neira. An incidental finding of nodal neck recurrence of cutaneous malignant melanoma after a 34-year disease-free period // <i>acta medica croatica</i>, <b>73</b> (2019), 199-203 (recenziran, članak, stručni)</p> <p>Leskur, Dario; Bukić, Josipa; Petrić, Ana; Zekan, Lovre; Rušić, Doris; Šešelja Perišin, Ana; Petrić Ivana; Stipić, Marija; Puizina-Ivić, Neira; Modun, Darko. Anatomical site differences of sodium lauryl sulfate-induced irritation: randomized controlled trial. // <i>British journal of dermatology</i>, <b>181</b> (2019), 175-185 doi:10.1111/bjd.17633 (međunarodna recenzija, članak, znanstveni)</p> <p>Čarija, Antoanela; Čagalj Markota, Adela; Puizina Ivić, Neira. Spiny follicular hyperkeratosis in a psoriasis patient treated with ustekinumab // <i>ActaDermatoVenerologica</i> Stockholm, Švedska: immediate Open Access, 2018. str. 39-39 doi:10.2340/00015555-2978 (poster, međunarodna recenzija, sažetak, znanstveni)</p> <p>Bukić, Josipa; Leskur, Dario; Rušić, Doris; Šešelja Perišin, Ana; Petrić, Ana; Petrić, Ivana; Zekan, Lovre; Puizina-Ivić, Neira; Modun, Darko. Site differences of cutaneous irritation in sodium lauryl sulphate irritation model // <i>1. hrvatski kongres dermatofarmacije s međunarodnim sudjelovanjem: knjiga sažetaka</i> Zagreb, 2018. str. 140-141 (poster, domaća recenzija, sažetak, znanstveni)</p> <p>Leskur, Dario; Šešelja Perišin, Ana; Bukić, Josipa; Rušić, Doris; Petrić, Ana; Petrić, Ivana; Zekan, Lovre; Puizina-Ivić, Neira; Modun, Darko. Dermatopharmacokinetic properties of different topical diclofenac formulations // <i>1. hrvatski kongres dermatofarmacije s</i></p>

	<p><i>međunarodnim sudjelovanjem: knjiga sažetaka</i> Zagreb, 2018. str. 62-63 (predavanje, domaća recenzija, sažetak, znanstveni)</p> <p>Barčot, Zoran; Kolundžić, Robert; Lipozenčić, Jasna; Marinović Kulišić, Sandra; Metcalf, Daniel; Pavić, Predrag; Puizina-Ivić, Neira; Škrilin, Jasenka; Tunuković, Suzana; Žic, Rado. Knjiga sažetaka i Program Znanstvenog simpozija s međunarodnim sudjelovanjem "Napredne tehnologije za lokalno liječenje rana koje teško cijele" / Lipozenčić, Jasna ; Tunuković, Suzana (ur.). Zagreb: Nakladnička kuća, 2017</p> <p>Puizina Ivić, Neira; Čarija, Antoanela; Vuković, Dubravka; Mirić Kovačević, Lina. Nasljeđe i kožne bolesti // Genetičko informiranje u praksi / Čulić, Vida ; Pavelić, Jasminka, Radman, Maja (ur.). Zagreb: Medicinska naklada, 2016. str. 92-95</p> <p>Čarija, Antoanela; Puizina-Ivić, Neira; Vuković, Dubravka; Mirić Kovačević, Lina; Čapkun, Vesna. Single treatment of low-risk basal cell carcinomas with pulsed dye laser-mediated photodynamic therapy (PDL-PDT) compared with photodynamic therapy (PDT): A controlled, investigator-blinded intra-individual prospective study. // <i>Photodiagnosis and Photodynamic Therapy</i>, <b>16</b> (2016), 60-65 doi:10.1016/j.pdpdt.2016.08.003 (međunarodna recenzija, članak, znanstveni)</p>
Professional and research papers In methodology and quality of teaching published in the last five years ( <b>max 5 references</b> )	
Professional and research projects from the field of the course carried out in the last five years ( <b>max 5 references</b> )	
Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?	
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and research	Award (praise) in ac. yr. 2016/17. for the highest quality teaching in the study of Medicine according to the student survey HLZ praise 2016.

Title, name and last name of the course leader	<b>Assistant professor, Arnes Rešić, MD, PhD</b>
Title of the course at the proposed study programme	Paediatrics
<b>GENERAL INFORMATION ON COURSE LEADER</b>	
E-mail address	aresic2@gmail.com
Personal web page	
Year of birth	1971
Scientist ID	366962
CROSBİ profile ID	34634
Research rank and date of the last appointment	Research associate, University of Zagreb School of Medicine, Croatia, 07.11.2018.
Research and teaching or teaching rank, and the date of the last appointment	Assistant professor University Department of Health Studies, University of Split, Croatia, 25.02.2020.
Area and field of appointment into research rank	Biomedicine and health, Clinical medical science
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution of employment	Children's Hospital Zagreb
Date of employment	27.12.1999.
Job title (professor, researcher, associate teacher, etc.)	Pediatrician, Pediatric pharmacologist and toxicologist
Field of research	Pediatrics, Pharmacology, Toxicology
Position in the institution	Head of the Department of Pediatric Cardiology, Nephrology, Clinical Pharmacology and Toxicology
<b>INFORMATION ON EDUCATION – Highest degree achieved</b>	
Degree	PhD Biomedicine and Health Sciences
Institution	University of Zagreb School of Medicine
Place	Zagreb, Croatia
Date	15.03.2018
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	2016.-2018.
Place	Zagreb, Croatia
Institution	Children's Hospital Zagreb
Field of training	Subspecialty pediatric clinical pharmacology and toxicology
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English 3
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German 3
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (title of course, study programme where it is/was held, and level of study programme)	Course leader Pharmacotherapy in pediatrics, postgraduate study Clinical Pharmacy, Faculty of Pharmacy and Biochemistry in Zagreb, 2020 - present
Authorship of university textbooks from the field of the course	
Professional and research papers published in the last five years from the field of the course ( <b>max 5 references</b> )	1. Skelin M, Katić J, Šarčević D, Rahelić D, Lucijanić M, Rešić A, Puljević M, Javor E. Comparison of media and academic attention of recently published positive and neutral or negative randomized cardiovascular clinical trials. Rev. Cardiovasc. Med. 2022; 23(1): 031.

	<p>2. Babić Ž, Benco N, Rešić A, Turk R. Characteristics of unintentional exposure to nonsteroidal anti-inflammatory drugs and analgesics in preschool children. Arh Hig Rada Toksikol 2021;72:299-304. DOI: 10.2478/aiht-2021-72-3596</p> <p>3. Anzulović M, Turčić P, Benco N, Rešić A. Differences between infantile hemangiomas and vascular malformations and pharmacotherapy in children. Farmaceutski glasnik 3/2020;76:173-184.</p> <p>4. Vulin K, Dakovic I, Grmoja T, Tripalo Batos A, Resic A, Baskovic M, Sekelj-Fures J: Cervicofacial subcutaneous emphysema after facial cosmetic procedure in an 11-year-old girl; Australasian J Dermatol. 2019; Vol 60; Issue 1: 64-65.</p> <p>5. Rešić A, Močić Pavić A, Čizmić A, Potočnjak I. Blue rubber bleb nevus syndrome: A rare cause of gastrointestinal bleeding and vascular anomaly in children. Vascular Medicine February 2018; Vol. 23; Issue 1:82-83.</p>
Professional and research papers In methodology and quality of teaching published in the last five years ( <b>max 5 references</b> )	
Professional and research projects from the field of the course carried out in the last five years ( <b>max 5 references</b> )	
Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?	
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and research	

Title, name and last name of the course leader	<b>Mirna Saraga-Babić, full professor with tenure</b>
Title of the course at the proposed study programme	Histology and Embryology
<b>GENERAL INFORMATION ON COURSE LEADER</b>	
E-mail address	msb@mefst.hr
Personal web page	/
Year of birth	1955
Scientist ID	111141
CROSBİ profile ID	25396
Research rank and date of the last appointment	
Research and teaching or teaching rank, and the date of the last appointment	Full professor of Histology and Embryology- permanent position, 10 <sup>th</sup> of April 2008.
Area and field of appointment into research rank	Biomedicine and Health, Basic sciences, Cytology, Histology and Embryology
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution of employment	School of Medicine, University of Split
Date of employment	1.09.1981.
Job title (professor, researcher, associate teacher, etc.)	professor
Field of research	Human embryology and histology
Position in the institution	Head of the Department of Anatomy, Histology and Embryology, School of Medicine, University of Split
<b>INFORMATION ON EDUCATION – Highest degree achieved</b>	
Degree	Doctor of Philosophy
Institution	School of Medicine, University of Zagreb
Place	Zagreb, Croatia
Date	1989
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	1/ 1983, 1984; 2/ 1993; 3/ 1988, 1991, 2000
Place	1/ Tübingen, Germany; 2/ Göttingen, Germany, 3/ Helsinki, Finland
Institution	1/ Max-Planck Institute; 2/ Max-Planck Institute; 3/ Institute of Biotechnology
Field of training	1/ Electron microscopy; 2/ In situ hybridization; 3/ Immunohistochemistry
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English-Excellent
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (title of course, study programme where it is/was held, and level of study programme)	<ul style="list-style-type: none"> <li>- <i>Graduate education:</i></li> <li>Histology and Embryology (School of Medicine in Split, Zagreb and Mostar, School of Dental Medicine in Split).</li> <li>- Embryology and Histology, Department of Health Studies, University of Split</li> <li>- Elective courses “Development and congenital kidney diseases”, “Fertilization”</li> </ul>

	<p>- e-teaching: Elective course "Development and anomalies of the head and neck"</p> <p>- <i>Postgraduate teaching-</i> Postgraduate study Biology of the neoplasm, School of Medicine in Split:</p> <p>Elective course "Human embryo: development, anomalies and tumors"</p> <p>- Postgraduate teaching – Postgraduate study, School of Medicine in Mostar, BiH</p> <p>- Visiting professor - Postgraduate study in Biomedicine, School of Medicine in Rijeka, Croatia</p> <p>- <i>Teacher at Courses of Permanent Medical Education</i></p>
<p>Authorship of university textbooks from the field of the course</p>	<p>Saraga-Babić M., Švajger A., Sapunar D., Pintarić I., Anđelinović Š., Saraga M.: Development and congenital kidney diseases", School of Medicine, University of Zagreb, 1992</p> <p>Banović I, Peruzović M., Saraga-Babić M., Sapunar D.: Fertilization, School of Medicine, University of Zagreb, 1992</p> <p>Saraga-Babić M: Respiratory system. In Junqueira LC, Carneiro J. and Kelly RO. Basic Histology (Croatian edition), pp.338-358 (7<sup>th</sup> edition), Školska knjiga, Zagreb, 1995</p> <p>Saraga-Babić M.: Adrenals, Islets of Langerhans, Thyroid, the Parathyroid glands, the Pineal body. In Junqueira LC, Carneiro J. and Kelly RO. Basic Histology (Croatian edition), pp.305-424 (7<sup>th</sup> edition), Školska knjiga, Zagreb, 1995.</p> <p>Saraga-Babić M: With game through anatomy 5 Embryology, Sobotta: Atlas of Anatomy- cards for learning. (Croatian edition), Naklada Slap, Jastrebarsko, 2002.</p> <p>Mirna Saraga-Babić et al. "Human Embryology and Histology", University of Split, 2015.</p> <p>Saraga- Babić M, Sapunar D "Atlas of Human Embryology", Chronolab, Chrono Educa, 1996</p> <p>Sapunar D., Saraga-BabićM "Atlas of Histology", School of Medicine, University of Split, 2008</p>
<p>Professional and research papers published in the last five years from the field of the course (<b>max 5 references</b>)</p>	<p>Punda H, Mardesic S, Filipovic N, Kosovic I, Benzon B, Ogorevc M, Bocina I, Kolic K, Vukojevic K, Saraga-Babic M. <b>Expression Pattern of 5-HT (Serotonin) Receptors during Normal Development of the Human Spinal Cord and Ganglia and in Fetus with Cervical Spina Bifida.</b> International Journal of Molecular Sciences, 22(14):7320-, 2021</p> <p>Ivona Kosovic, Natalija Filipovic, Benjamin Benzon, Katarina Vukojevic, Marijan Saraga, Merica Glavina Durdov, Ivana Bocina, Mirna Saraga-Babic <b>Spatio-temporal patterning of different connexins regulates normal human kidney development and CNF,</b> Scientific Reports, 10(1):8756-, 2020.</p> <p>Ivona Kosovic , Natalija Filipovic, Benjamin Benzon, Ivana Bocina, Merica Glavina Durdov, Katarina Vukojevic, Marijan Saraga and Mirna Saraga-Babic. <b>Connexin signaling in juxtaglomerular apparatus (JGA) of developing, postnatal healthy and nephrotic human kidneys,</b> International Journal of Molecular Sciences, 21(21):8349-, 2020.</p>

	<p>Katarina Vukojevica, Fila Raguz, Marijan Saraga, Natalija Filipovica, Ivana Bocina, Darko Kero, Merica Glavina Durdov, Vlatka Martinovic, Mirna Saraga-Babica <b>Glomeruli from patients with nephrin mutations show increased number of ciliated and poorly differentiated podocytes.</b> Acta Histochemica, 120(8): 748-756, 2018.</p> <p>Natalija Filipovic1 · Katarina Vukojevic1 · Ivana Bocina2 · Marijan Saraga3 · Merica Glavina Durdov4 · Boris Kablar5 · Mirna Saraga-Babic1 <b>Immunohistochemical and electronmicroscopic features of mesenchymal-to-epithelial transition in human developing, postnatal and nephrotic podocytes.</b> Histochemistry and Cell Biology, 147(4):481-495, 2017.</p>
Professional and research papers In methodology and quality of teaching published in the last five years ( <b>max 5 references</b> )	
Professional and research projects from the field of the course carried out in the last five years ( <b>max 5 references</b> )	<p>Gene expression in early human development, MZOS, Republic of Croatia, no. 216-2160528-0507</p> <p>Characterization of candidate genes in congenital anomalies of the kidney and urinary system (CAKUT) during mouse and human development (2018-2022)</p>
Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?	
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and research	Award for science, University of Split, 2017.



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

<p>course, study programme where it is/was offered, and level of study programme)</p>	<p>from 2007. - Small dose of toxicology from 2007. - Drugs Abuse in sport</p> <p><b>2. UNDERGRADUATE AND GRADUATE: STUDY OF PHARMACY</b> from 2011. - Forensic pharmacy from 2011. - Pharmaceutical toxicology</p> <p><b>3. UNDERGRADUATE AND GRADUATE: STUDY OF MEDICAL LABORATORY DIAGNOSTICS</b> from 2012. - INSTRUMENTAL TECHNIQUES IN MLD from 2012. - Food Toxicology from 2019. - General chemistry and stoichiometry from 2019. - Analytical chemistry from 2019. - Organic chemistry from 2019. - Introduction to scientific work</p> <p><b>4. GRADUATE: STUDY FOR FORENSIC SCIENCES</b> from 2010. -2017. Forensic chemistry and toxicology I from 2010. -2017. Forensic chemistry and toxicology II from 2010. - 2017. Applied forensic toxicology from 2010. - 2017. Food Toxicology</p> <p><b>5. POSTGRADUATE STUDY:</b> 5.1.ON MEDICAL SCHOOL SPLIT from 2007. - Biochemical mechanisms of toxicity 5.2.ON LAW SCHOOL SPLIT - STUDY OF MEDICAL LAW from 2007. - Forensic medicine from 2007. - CSI Split - Medical criminology 5.3. ON PHARMACEUTICAL AND BIOCHEMISTRY SCHOOL OF ZAGREB STUDY OF TOXICOLOGY from 2011. - Forensic toxicology in human medicine</p>
<p>Authorship of university/faculty textbooks in the field of the course</p>	<ol style="list-style-type: none"> <li>1. Sutlović Davorka, et al. Fundamentals of Forensic Toxicology. Split: Redak; 2011.</li> <li>2. Sutlović Davorka, et al. Food Toxicology. Split: Redak; 2011.</li> <li>3. Sutlović Davorka. Basics of chemistry, forensics manual for students. Split: Redak; 2013.</li> <li>4. Kovačić, Zdravko; Nestić, Marina; Sutlović, Davorka. Forensic toxicology // Forensic medicine and deontology/ Mayer, Davor (ur.). Zagreb: Medicinska naklada, 2018. 153-201.</li> </ol>
<p>Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)</p>	<ol style="list-style-type: none"> <li>1. Sutlović, Davorka; Kuret, Sendi; Definis, Marija New psychoactive and classic substances in pooled urine samples collected at the Ultra Europe festival in Split, Croatia // <i>Arhiv za higijenu rada i toksikologiju</i>, <b>72</b> (2021), 3; 198-204 doi:10.2478/aiht-2021-72-3509 (međunarodna recenzija, članak, znanstveni)</li> <li>2. Nedoklan, Srđan; Knezović, Zlatka; Knezović, Nina; Sutlović, Davorka Nutrition and mineral content in human teeth through THE CENTURIES // <i>Archives of oral biology</i>, <b>124</b> (2021), 105075, 8 doi:.org/10.1016/j.archoralbio.2021.105075 (međunarodna recenzija, članak, znanstveni)</li> <li>3. Sutlović, Davorka; Ključević, Željko; Kuret, Sendi ABCB1, CYP2B6, and CYP3A4 genetic polymorphisms do not affect methadone maintenance treatment in HCV-positive patients // <i>Arhiv za higijenu rada i toksikologiju</i>, <b>71</b> (2020), 4; 353-358 doi:10.2478/aiht-2020-71-3378 (međunarodna recenzija, članak, znanstveni)</li> </ol>

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

Title, name and last name of the course leader	<b>Assistant Professor Martina Šunj, MD</b>
Title of the course at the proposed study programme	Gynecology
<b>GENERAL INFORMATION ON COURSE LEADER</b>	
E-mail address	martinasunj@gmail.com
Personal web page	
Year of birth	1969
Scientist ID	352826
CROSBİ profile ID	33213
Research rank and date of the last appointment	Senior Research Associate, 2021.
Research and teaching or teaching rank, and the date of the last appointment	Assistant Professor, 2014.
Area and field of appointment into research rank	The scientific field of biomedicine and health, scientific field of gynaecology.
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution of employment	University Hospital Split, University Department of Health Studies, University of Split
Date of employment	1998/2021
Job title (professor, researcher, associate teacher, etc.)	Specialist gynaecologist, Subspecialist in human reproduction and gynaecological endocrinology, Assistant Professor.
Field of research	Gynecology, Obstetrics and Reproductive Medicine
Position in the institution	
<b>INFORMATION ON EDUCATION – Highest degree achieved</b>	
Degree	Doctor of Science
Institution	Faculty of Medicine, University of Split
Place	Split
Date	2013
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	2005
Place	Hamburg
Institution	Tagesklinik Altonear Str., Hamburg (dr Galliant) i Stadtishes Klinikum Dpt. Of Gynecology (Prof. Heinrich), Pforzheim
Field of training	Education and training in gynaecological laparoscopic surgery
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English 4
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (title of course, study programme where it is/was held, and level of study programme)	<p>a) Undergraduate/graduate studies  Teacher, Department of Gynaecology and Obstetrics, Faculty of Medicine, University of Split, 2007-2020.  Teacher, Integrated Undergraduate and Graduate Study, 2015 to present  Teacher, English Studies, Faculty of Medicine, University of Split, 2015–2020  Classes for Coburg, Department of Gynaecology and Obstetrics, Faculty of Medicine, University of Split, 2020</p> <p>Teacher, University Department of Health Studies, University of Split, 2013 to present  Course Head, Clinical Sciences in Gynaecology and Internal Medicine, Department of Physiotherapy</p>

	<p>Elective Course Head, Psychology of Labour Pain, Department of Midwifery</p> <p>Elective Course Head, Multiple Pregnancies, Department of Midwifery</p> <p>Course Head, Obstetrics, Department of Midwifery</p> <p>Course Leader; Reproductive Health Promotion, Sex Education and Family Planning; Department of Midwifery</p> <p>b) Lecturer and reviewer in postgraduate courses</p> <p>Ultrasound in clinical practice, ultrasound in gynaecology and obstetrics - Postgraduate course of the 1st category, Faculty of Medicine, University of Split, 2013</p> <p>Controversies in human reproduction, gynaecological endocrinology, contraception and menopausal medicine The postgraduate course of the 1st category and the international course of the 2nd category, Faculty of Medicine, University of Zagreb; reviewer of the book of the same name for the course, 2017.</p>
Authorship of university textbooks from the field of the course	<p>M.Šunj. Fruitful potential. In: Vida Čulić, Jasminka Pavelić, Maja Radman. Genetic information in practice, Zagreb 2015.</p> <p>M.Šunj. Influence of infection on sperm and embryo quality. In: Karelović D et al. Infections in gynaecology and perinatology. Zagreb 2012, p. 66–73.</p>
Professional and research papers published in the last five years from the field of the course ( <b>max 5 references</b> )	<p>Sunj M, Canic T, Baldani DP, Tandara M, Jeroncic A, Palada I. Does unilateral laparoscopic diathermy adjusted to ovarian volume increase the chances of ovulation in women with polycystic ovary syndrome? Hum Reprod 2013;28:2417-2424.</p> <p>M. Sunj, T. Canic, A. Jeroncic, D. Karelovic, M. Tandara, S. Juric, I. Palada. Anti-Müllerian hormone, testosterone and free androgen index following the doseadjusted unilateral diathermy in women with polycystic ovary syndrome. Eur J Obstet Gynecol Reprod Biol 2014; 10.1016/j.ejogrb.2014.05.011. (accepted May 22, 2014).</p> <p>Martina Sunj, Miro Kasum, Tomislav Canic, Deni Karelovic, Marijan Tandara, Leida Tandara, Ivan Palada. Assessment of ovarian reserve after unilateral diathermy with thermal doses adjusted to ovarian volume. Gynecological Endocrinology (accepted May 27, 2014).</p> <p>Sunj M, Canic T, Tandara M, Palada I. Diagnosing genitourinary tuberculosis by exclusion. Eur J Obstet Gynecol Reprod Biol 2012;163(2):241-2. (CC)</p> <p>Tandara Marijan, Bajić Ana, Tandara Leida, Bilić-Zulle Lidija, Šunj Martina, Kozina Viviana, Goluža Trpimir, Jukić Marko. Sperm DNA integrity testing: Big halo is a good predictor of embryo quality and pregnancy after conventional IVF. Andrology (accepted May 12, 2014). (CC)</p> <p>Kasum M, Orešković S, Čehić E, Šunj M, Lila A, Ejubović E. Laboratory and clinical significance of macroprolactinemia in women with hyperprolactinemia. Taiwan J Obstet Gynecol. 2017 Dec;56(6):719-724. doi: 10.1016/j.tjog.2017.10.002. (CC)</p>
Professional and research papers In methodology and quality of teaching published in the last five years ( <b>max 5 references</b> )	
Professional and research projects from the field of the course carried out in the last five years ( <b>max 5 references</b> )	<p>Aetiology and pathogenesis of PCOS – choice of therapy and metabolic consequences (MB: MZOS-108-000000-0388)</p>

Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?	Scientific approach to medical education international symposium, 2010. Undergraduate/graduate studies Lecturer and reviewer in postgraduate courses
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and research	Award of the Academy of Medical Sciences (AMHZ) "Ante Šercer" for the best scientific work in 2013.

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Title, name and last name of the course leader	<b>Assistant Professor Nada Tomasović Mrčela, MD</b>
Title of the course at the proposed study programme	Mandatory: Nursing care of Older Adults Elective: 1.Geriatrics, 2.Gerontology, 3.Palliative Care
<b>GENERAL INFORMATION ON COURSE LEADER</b>	
E-mail address	nada.tomasovic@du.htnet.hr
Personal web page	/
Year of birth	1965.
Scientist ID	338812
CROSBİ profile ID	32015
Research rank and date of the last appointment	October 23, 2013 election to the scientific title of research associate
Research and teaching or teaching rank, and the date of the last appointment	scientific-teaching title - assistant professor in the field of biomedicine and health, field of public health and health care, branch of public health since June 1, 2017.
Area and field of appointment into research rank	the field of biomedicine and health, the field of public health and health care.
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution of employment	1.University of Split / University Department for Health Studies 2.Referral Center of the Ministry of Health of the Republic of Croatia for Health Care of the Elderly - Department of Public Health Gerontology, Andrija Štampar Teaching Institute of Public Health
Date of employment	1 date of employment at the University of Split / University Department for Health Studies – 15 Oct 2012 2..date of employment at IPH „Dr.Andrija Štampar“- 22 Apr 2014
Job title (professor, researcher, associate teacher, etc.)	1. Assistant professor 2. Doctor of Medicine specialist - team leader in the Department of Public Health Gerontology
Field of research	The field of Biomedicine and Health, the field of public health and health care
Position in the institution	1. Assistant professor 2. Doctor of medicine specialist - team leader in the Department of Public Health Gerontology
<b>INFORMATION ON EDUCATION – Highest degree achieved</b>	
Degree	1. PhD 2.Doctor of Medicine
Institution	1.Faculty of Medicine, University of Split 2.Faculty of Medicine, University of Zagreb
Place	1. Split 2.Zagreb
Date	1.In Split, January 24, 2011. 2.In Zagreb, June 29, 1989
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	2004-2007
Place	Dubrovnik / Zagreb
Institution	Dubrovnik Health Center / Certificate of the title of specialist family medicine is issued by the Ministry of Health and social welfare of the Republic of Croatia
Field of training	specialization in family medicine

MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (4)
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (title of course, study programme where it is/was held, and level of study programme)	Evidence-based geriatrics and geriatric nursing care Elective course University of Split / University Department of Health Studies
Authorship of university textbooks from the field of the course	<p>Co-author in chapters of university textbooks:</p> <ol style="list-style-type: none"> <li>1. Mimica N, Bogdanović N, Tomasović Mrčela N, Tomek-Roksandić S, Kušan Jukić M, Klepac N et al. Alzheimerova bolest – gerijatrijski gerontološko-javnozdravstveni prioritet. U: Tomek-Roksandić S, Mimica N, Kušan Jukić M, ed. Alzheimerova bolest i druge demencije – rano otkrivanje i zaštita zdravlja. Zagreb: Medicinska naklada; 2016.p.3-13.</li> <li>2. Tomek-Roksandić S, Tomasović Mrčela N, Mimica N, Šostar Z, Kušan Jukić M, Benjak T et al. Značenje Registra za Alzheimerovu bolest i druge demencije u starijih osoba. In: Tomek-Roksandić S, Mimica N, Kušan Jukić M, ed. Alzheimerova bolest i druge demencije – rano otkrivanje i zaštita zdravlja. Zagreb: Medicinska naklada; 2016.p.14-36.</li> <li>3. Pezelj – Duliba D, Tomek-Roksandić S, Tomasović Mrčela N, Vajagić M, Popek I, Puljak A et al. Prava i posebnosti starijih osoba s Alzheimerovom bolešću u zaštiti zdravlja. U: Tomek-Roksandić S, Mimica N, Kušan Jukić M, ed. Alzheimerova bolest i druge demencije – rano otkrivanje i zaštita zdravlja. Zagreb: Medicinska naklada; 2016.p.86-117.</li> <li>4. Kumbrija S, Tomasović Mrčela N, Kašuba Lazić Đ, Hanževački M, Tomek-Roksandić S, Katić M et al. Uloga obiteljskog liječnika u ranom otkrivanju oboljelih od Alzheimerove bolesti i drugih demencija. U: Tomek-Roksandić S, Mimica N, Kušan Jukić M, ed. Alzheimerova bolest i druge demencije – rano otkrivanje i zaštita zdravlja. Zagreb: Medicinska naklada; 2016. p.131-39.</li> <li>5. Pavić T, Tomek-Roksandić S, Krznarić Ž, Smolej-Narančić N, Tomasović Mrčela N, Popek I et al. Stanje uhranjenosti (nutritivni probir) gerijatrijskih i psihogerijatrijskih bolesnika. In: Tomek-Roksandić S, Mimica N, Kušan Jukić M, ed. Alzheimerova bolest i druge demencije – rano otkrivanje i zaštita zdravlja. Zagreb: Medicinska naklada; 2016.p.176-88.</li> <li>6. Tomek-Roksandić S, Tomasović Mrčela N, Smolej Narančić N, Šostar Z, Duraković Z, Fortuna V, Lukić M, Vučevac V. Osnove iz zdravstvene gerontologije. In: Puntarić D, Ropac D, Jurčev Savičević A, ed. Javno zdravstvo. Zagreb: Medicinska naklada; 2015.p.256-83.</li> </ol>
Professional and research papers	



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

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

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