



2021/22

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

## **UNDERGRADUATE STUDY PROGRAMME OF MIDWIFERY**

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



UNIVERSITY OF SPLIT – UNIVERSITY DEPARTMENT OF HEALTH STUDIES

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# COMPETENCIES OF THE UNDERGRADUATE UNIVERSITY STUDY PROGRAMME OF MIDWIFERY

After completing undergraduate study programme of midwifery the students will be fully qualified to work independently or in a team. Upon completion of their studies, the 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 midwifery:** apply professional knowledge and skills in counseling and choosing appropriate health care, provide midwifery care for mother and child, apply 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 midwifery care, take emergency measures in the doctor's absence, carry out the immediate resuscitation when necessary .

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; work within health care teams when the interdisciplinary approach is needed; apply acquired knowledge in midwifery, obstetrics and gynaecology.

## 3. Professional skills

**3.1. Midwifery care in planning, establishing, provide care in pregnancy, child-birth, and puerperium:** establish pregnancy, care for physiological pregnancy at all levels of health care, assess condition of mother and foetus, recognize abnormalities in pregnancy, participate in monitoring pathological pregnancies, prepare pregnant women and instruments for certain additional tests in pregnancy, distinguish physiological from pathological findings, inform pregnant women on the necessary tests in detecting the high-risk pregnancy, monitor the condition of the mother in the post-natal period, distinguish physiological from pathological course of puerperium, provide information regarding breastfeeding, educate about newborn care and feeding, assess the course of labor and its impact on the parturient woman and the unborn child, monitor the condition of the foetus by appropriate clinical and technical means, conduct physiological delivery, and in urgent cases breech deliveries, perform episiotomy, if necessary, and suture the wound following an episiotomy and the first and second degree tears, identify abnormalities in childbirth, take the necessary emergency measures in the doctor's absence, especially manual exploration and evacuation of the uterus, assist with pathological delivery, as well as in surgical completion of delivery and gynecological surgeries, carry out the preoperative preparation and postoperative care after surgical completion of delivery and gynecological operations, implement oral and parenteral therapy prescribed by doctors.

**3.2. Midwifery care in community:** participate in education of midwifery students, educate and prepare for parenthood and childbirth, assist with gynecological examination and provide information about health preservation and prevention of sexually transmitted diseases, regular gynecological examination and early detection of diseases, family planning, sexual and reproductive health, and the alleviation of menopausal symptoms, implement midwife home visits to women planning pregnancy, pregnant women, new mothers, puerpera, newborns and gynecological patients.

**3.3. Organisational skills:** keep medical records of midwifery care, plan, organize and provide midwifery care; evaluate midwifery care plan, analyse working conditions and implement planned activities in clinical practice, cooperate with other stakeholders in the health sector, including participation in the practical training of health staff based on acquired knowledge and skills.

**3.4. Information skills:** use information technology and databases to improve professional knowledge and skills and self-education, analyse the quality of care to develop the professional practice of midwives responsible for the care of mother and child.

**3.5. Research skills:** explain scientific foundations of the general health care, including sufficient understanding of the structure, physiological functions, distinguish physiological from pathological pregnancies as well as the relationship between health condition of pregnant women and their physical and social environments, develop quality and evaluate the health care of mother and a child.

## 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, embryology, 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. Operate within health care team in cases when a multidisciplinary approach is needed; apply acquired knowledge in the field of midwifery, as well as the knowledge of obstetrics and gynaecology.
3. Keep medical records of midwifery care; plan, organize and provide midwifery care; evaluate midwifery care plan, analyse working conditions and implement planned activities in clinical practice.
4. Participate in education of midwifery students, educate and prepare for parenthood and child- birth.
5. Establish pregnancy, care for physiological pregnancy at all levels of health care, assess condition of mother and foetus, recognize abnormalities in pregnancy, participate in monitoring pathological pregnancies.
6. Prepare pregnant women and instruments for certain additional tests in pregnancy, distinguish physiological from pathological findings, inform pregnant women on the necessary tests in detecting the high-risk pregnancy, monitor the condition of the mother in the post- natal period, distinguish physiological from pathological course of puerperium, provide information regarding breastfeeding, educate about newborn care and feeding.
7. Assess the course of labor and its impact on the parturient woman and the unborn child, monitor the condition of the foetus by appropriate clinical and technical means.
8. Conduct physiological delivery, and in urgent cases breech deliveries, perform episiotomy, if necessary, and suture the wound following an episiotomy and the first and second degree tears, identify abnormalities in childbirth, take the necessary emergency measures in the doctor's absence, especially manual exploration and evacuation of the uterus.
9. Assist with pathological delivery, as well as in surgical completion of delivery and gynecological surgeries.
10. Assess condition of the newborn after delivery, provide care and monitor the newborn, take emergency measures in the doctor's absence, carry out where necessary the immediate resuscitation.
11. Assist with gynecological examination and provide information about health preservation and prevention of sexually transmitted diseases, regular gynecological examination and early detection of diseases, family planning, sexual and reproductive health, and the alleviation of menopausal symptoms.
12. Carry out the preoperative preparation and post- operative care after surgical completion of delivery and gynecological operations, implement oral and parenteral therapy prescribed by doctors.
13. Implement midwife home visits to women planning pregnancy, pregnant women, new mothers, puerpera, newborns and gynecological patients.
14. Practise in accordance with principles of professional ethics and legislation.
15. Use information technology and databases to improve professional knowledge and skills

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

KOD	PREDMET	PDP 1	PDP 2	PDP 3	PDP 4	PDP 5	PDP 6	PDP 7	PDP 8	PDP 9	PDP 10	PDP 11	PDP 12	PDP 13	PDP 14	PDP 15
ZSZ634	Informatics and statistics in health care	+														+
ZSZ635	Social and health legislation	+													+	
ZSZ604	Basics management in health care	+													+	
ZSZ605	Ethics in health care	+													+	
ZSZ606	Physical culture I	+														
ZSZ640	English for Midwifery I	+														
ZSZ608	Health psychology	+														
ZSZ609	Communication skills	+														
ZSZ610	Hygiene and epidemiology	+														
ZSZ611	Sociology of Health	+														
ZSZ613	Public health	+														
ZSZ614	Biochemistry	+														
ZSZ615	Biophysics	+														
ZSZ616	Anatomy	+														
ZSZ617	Physiology	+														
ZSZ618	Biology	+														
ZSZ619	Embryology and histology	+														
ZSZ620	Basics of nursing care	+														
ZSP601	Nursing process	+	+	+	+	+										
ZSP602	Introduction to midwifery	+	+	+	+											
ZSP603	Midwifery care for physiological pregnancy	+	+	+	+	+										
ZSP604	Clinical Skills I	+	+	+	+	+										

Key

L – lectures

S – seminars

E – exercises

F – field practice

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



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

KOD	PREDMET	PDP 1	PDP 2	PDP 3	PDP 4	PDP 5	PDP 6	PDP 7	PDP 8	PDP 9	PDP 10	PDP 11	PDP 12	PDP 13	PDP 14	PDP 15
ZSZ621	Introduction to scientific work	+	+												+	+
ZSZ622	Use of scientific technology	+													+	+
ZSZ623	Physical culture	+														
ZSZ641	English for Midwifery II	+	+													
ZSZ625	Pathophysiology	+														
ZSZ626	Pathology	+														
ZSZ627	Microbiology with parasitology	+													+	
ZSZ628	Pharmacology	+											+		+	
ZSP605	Obstetrics	+	+	+					+	+			+			
ZSP606	Paediatrics	+	+								+					
ZSP607	Basics of radiology and radiation protection	+	+										+			
ZSP608	Dietetics	+	+													
ZSP616	Midwifery care in childbirth	+	+	+	+	+	+	+	+	+	+		+		+	+
ZSP617	Midwifery care in the puerperium	+	+	+	+		+								+	+
ZSP624	Midwifery care of a healthy newborn baby	+	+	+	+		+				+				+	+
ZSP626	Patronage and work in primary care	+	+	+	+	+						+		+	+	+
ZSP618	Clinical Skills II	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
ZSP609	Basics of genetics	+	+													
ZSP610	Psychology of birth pain	+	+	+				+	+	+					+	+
ZSP611	Biological basis of developmental disorders	+	+													
ZSP612	Multiple pregnancies	+	+	+	+	+	+	+								
ZSP613	Basics of instrumentation in gynaecology and obstetrics	+	+	+			+		+	+			+		+	+
ZSP614	Emergency conditions in gynaecology and obstetrics	+	+	+					+		+				+	+

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

KOD	PREDMET	PDP 1	PDP 2	PDP 3	PDP 4	PDP 5	PDP 6	PDP 7	PDP 8	PDP 9	PDP 10	PDP 11	PDP 12	PDP 13	PDP 14	PDP 15
ZSZ630	Emergency conditions in medicine	+	+								+				+	
ZSP620	Health education with learning and teaching methods	+	+		+		+							+	+	+
ZSP621	Promotion of reproductive health, sex education and family planning	+	+		+							+		+	+	+
ZSP622	Gynaecology	+	+						+	+		+	+			
ZSP623	Neonatology	+	+								+					
ZSP615	Midwifery care for risky pregnancies	+	+	+		+	+						+		+	+
ZSP637	Midwifery care for complications in childbirth	+	+	+				+	+	+	+				+	+
ZSP638	Midwifery care for puerperium complications	+	+	+			+								+	+
ZSP639	Midwife care of endangered newborn and premature baby	+	+	+							+				+	+
ZSP625	Midwifery care in gynaecology	+	+	+								+			+	+
ZSP627	Organization, management and administration in midwifery			+	+										+	+
ZSP635	Clinical Skills III	+	+	+	+	+	+	+	+	+	+	+	+		+	+
ZSP636	Final thesis															+
ZSP630	Neurology and Psychiatry	+	+													
ZSP631	Dermatology	+	+													
ZSP632	Otorhinolaryngology	+	+													
ZSP633	Ophthalmology	+	+													
ZSP619	Surgery, orthopaedics and traumatology	+	+													
ZSP628	Internal medicine	+	+													
ZSP629	Infectology	+	+													

# MANDATORY AND ELECTIVE COURSES

LIST OF COURSES							
Year of study: 1.							
Semester: 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 Midwifery 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	20	0	3
	ZSZ617	Physiology	30	7	0	10	3
	ZSZ618	Biology	20	10	0	0	2
	ZSZ619	Embryology and Histology	20	10	0	0	2
	ZSZ620	Basics of Nursing Care	15	4	0	0	1
	ZSP601	Process of Nursing Care	15	15	75	0	4
	ZSP602	Introduction to Midwifery	35	5	150	0	9
	ZSP603	Midwifery Care in Normal Pregnancy	30	10	165	0	8
	ZSP604	Clinical Skills I	0	0	150	0	5
	TOTAL			377	214	603	71

Key

L – lectures

S – seminars

E – exercises

F – field practice

\*Physical Training – 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	
	ZSZ641	English for Midwifery 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	
	ZSP605	Obstetrics	15	5	0	0	2	
	ZSP606	Paediatrics	23	12	0	0	2	
	ZSP607	Basics of Radiology and Radiation Protection	25	0	15	0	2	
	ZSP608	Dietetics	30	15	15	0	3	
	ZSP616	Midwifery Care in Childbirth	30	5	160	0	9	
	ZSP617	Midwifery Care in Puerperium	20	0	100	0	5	
	ZSP624	Midwifery Care for Healthy Newborn	20	0	120	0	6	
	ZSP626	Field Care Services and Work of Midwife in Primary Health Care	20	15	30	0	4	
	ZSP618	Clinical Practice II	0	0	150	0	5	
Elective		Elective course	15	5	20	0	2	
		Elective course	15	5	20	0	2	
		Elective course	15	5	20	0	2	
		Elective course	15	5	20	0	2	
	TOTAL (Mandatory courses)			<b>367</b>	<b>158</b>	<b>682</b>	<b>38</b>	<b>60</b>
	Elective courses (4 courses are mandatory)							
	ZSP609	Basic Genetics	15	5	20	0	2	
	ZSP610	Psychology of Labour Pain	15	5	20	0	2	
	ZSP611	Biological Basis of Developmental Disorders	15	5	20	0	2	
	ZSP612	Multiple Pregnancies	15	5	20	0	2	
ZSP613	Basic Instrumentation in Gynaecology and Obstetrics	15	5	20	0	2		
ZSP614	Emergency Conditions in Gynaecology and Obstetrics	15	5	20	0	2		

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	ZSZ630	Emergency Medicine	18	0	25	0	2	
	ZSP620	Health Education with Learning and Teaching Methods	30	15	30	0	3	
	ZSP621	Promotion of Reproductive Health, Sex Education and Family Planning	25	30	10	0	3	
	ZSP622	Gynaecology	20	10	10	0	2	
	ZSP623	Neonatology	20	10	10	0	2	
	ZS615	Midwifery Care in High-risk Pregnancy	30	5	70	0	4	
	ZSP637	Midwifery Care in Childbirth Complications	22	8	90	0	5	
	ZSP638	Midwifery Care in Puerperium Complications	15	5	90	0	4	
	ZSP639	Midwifery Care of Endangered Newborn and Premature Infant	20	5	110	0	5	
	ZSP625	Midwifery Care in Gynaecology	20	5	105	0	5	
	ZSP627	Organization, Management and Administration in Midwifery	20	10	40	0	3	
	ZSP635	Clinical Practice III	0	0	150	0	5	
	ZSP636	Bachelor's Thesis	0	0	140	0	5	
Elective		Elective course	15	5	25	0	2	
		Elective course	15	5	25	0	2	
		Elective course	15	5	25	0	2	
		Elective course	20	15	35	0	3	
		Elective course	20	15	35	0	3	
	TOTAL (Mandatory courses)			<b>325</b>	<b>148</b>	<b>1025</b>	<b>0</b>	<b>60</b>
	Elective courses (3 courses are mandatory)							
	ZSP630		Neurology and Psychiatry	15	5	25	0	2
	ZSP631		Dermatology	15	5	25	0	2
	ZSP632		Otorhinolaryngology	15	5	25	0	2
	ZSP633		Ophthalmology	15	5	25	0	2
	Elective courses (2 courses are mandatory)							
	ZSP619		Surgery, Orthopaedics and Traumatology	20	15	35	0	3
ZSP628		Internal medicine	20	15	35	0	3	
ZSP629		Infectology	20	15	35	0	3	

## 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
ZSZ640	English for Midwifery 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	-	In accordance with the Ordinance on the Study and System of Studying
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	-	In accordance with the Ordinance on the Study and System of Studying
ZSZ619	Embryology and Histology	-	In accordance with the Ordinance on the Study and System of Studying
ZSZ620	Basics of Nursing Care	-	In accordance with the Ordinance on the Study and System of Studying
ZSP601	Process of Nursing Care	-	Attendance: Lectures - minimum 80%; seminars 90% exercise 100%. Active participation in classes. Meeting all educational goals
ZSP602	Introduction to Midwifery	-	Attendance: Lectures - minimum 80%; seminars 90% exercise 100%. Active participation in classes. Meeting all educational goals

ZSP603	Midwifery Care in Normal Pregnancy	-	Attendance: Lectures - minimum 80%; seminars 90% exercise 100%. Active participation in classes. Meeting all educational goals
ZSP604	Clinical Skills I	-	Completed lectures, seminars and exercises in: Basics of nursing care, Nursing process, Introduction to midwifery and Midwifery care for physiological pregnancy.
ZSZ621	Introduction to Scientific Work	-	In accordance with the Ordinance on the Study and System of Studying
ZSZ622	Use of Science Technology	-	In accordance with the Ordinance on the Study and System of Studying
ZSZ623	Physical Training II	-	In accordance with the Ordinance on the Study and System of Studying
ZSZ641	English for Midwifery II	Passed English for Midwifery 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
ZSP605	Obstetrics	-	Attendance: Lectures - minimum 80%; seminars 90% exercise 100%. Active participation in classes. Meeting all educational goals
ZSP606	Paediatrics	-	Attendance: Lectures - minimum 80%; seminars 90% exercise 100%. Active participation in classes. Meeting all educational goals
ZSP607	Basics of Radiology and Radiation Protection	-	In accordance with the Ordinance on the Study and System of Studying
ZSP608	Dietetics	-	In accordance with the Ordinance on the Study and System of Studying
ZSP616	Midwifery Care in Childbirth	Completed 1 <sup>st</sup> year professional courses in midwifery	Attendance: Lectures - minimum 80%; seminars 90% exercise 100%. Active participation in classes. Meeting all educational goals. Completed Clinical skills I and course Obstetrics.
ZSP617	Midwifery Care in Puerperium	Completed 1 <sup>st</sup> year professional courses in midwifery	Attendance: Lectures - minimum 80%; seminars 90% exercise 100%. Active participation in classes. Meeting all educational goals Completed Clinical skills I and course Obstetrics.
ZSP624	Midwifery Care for Healthy Newborn	-	Attendance: Lectures - minimum 80%; seminars 90% exercise 100%. Active

		Completed 1 <sup>st</sup> year professional courses in midwifery	participation in classes. Meeting all educational goals. Completed Clinical skills I and courses Obstetrics and Midwifery care in childbirth
ZSP626	Field Care Services and Work of Midwife in Primary Health Care	Completed 1 <sup>st</sup> year lectures and passed colloquia in seminars and exercises of the midwifery courses <b>Passed exams:</b> Introduction to midwifery, Midwifery Care in Normal Pregnancy.	Attendance: Lectures - minimum 80%; seminars 90% exercise 100%. Active participation in classes. Meeting all educational goals. Completed lectures, seminars and exercises in: Midwifery care in childbirth, Midwifery care in puerperium, Midwifery care of a healthy newborn baby.
ZSP618	Clinical Skills II	<b>Passed exams:</b> Basics of Nursing Care, Process of Nursing Care, Introduction to Midwifery and Midwifery care in Normal Pregnancy.	Attendance 100%. Meeting all educational goals. Completed exercises. Completed lectures, seminars and exercises in: Midwifery care in childbirth, Midwifery care in puerperium, Midwifery care of a healthy newborn baby.
ZSP609	Basic Genetics		In accordance with the Ordinance on the Study and System of Studying
ZSP610	Psychology of Labour Pain	-	Attendance: Lectures - minimum 80%; seminars 90% exercise 100%. Active participation in classes. Meeting all educational goals
ZSP611	Biological Basis of Developmental Disorders	-	Attendance: Lectures - minimum 80%; seminars 90% exercise 100%. Active participation in classes. Meeting all educational goals
ZSP612	Multiple Pregnancies	Completed 1 <sup>st</sup> year professional courses in midwifery	Attendance: Lectures - minimum 80%; seminars 90% exercise 100%. Active participation in classes. Meeting all educational goals
ZSP613	Basic Instrumentation in Gynaecology and Obstetrics	Completed 1 <sup>st</sup> year professional courses in midwifery	Attendance: Lectures - minimum 80%; seminars 90% exercise 100%. Active participation in classes. Meeting all educational goals
ZSP614	Emergency Conditions in Gynaecology and Obstetrics	Completed 1 <sup>st</sup> year professional courses in midwifery	Attendance: Lectures - minimum 80%; seminars 90% exercise 100%. Active participation in classes. Meeting all educational goals
ZSZ630	Emergency Medicine	-	Attendance: Lectures - minimum 80%; seminars 90% exercise 100%. Active participation in classes. Meeting all educational goals



ZSP620	Health Education with Learning and Teaching Methods		Attendance: Lectures - minimum 80%; seminars 90% exercise 100%. Active participation in classes. Meeting all educational goals
ZSP621	Promotion of Reproductive Health, Sex Education and Family Planning	Completed professional courses in midwifery and passed colloquium in Clinical skills II	Attendance: Lectures - minimum 80%; seminars 90% exercise 100%. Active participation in classes. Meeting all educational goals.
ZSP622	Gynaecology	Completed professional courses in midwifery and passed colloquium in Clinical skills II	Attendance: Lectures - minimum 80%; seminars 90% exercise 100%. Active participation in classes. Meeting all educational goals
ZSP623	Neonatology	Completed professional courses in midwifery and passed colloquium in Clinical skills II	Attendance: Lectures - minimum 80%; seminars 90% exercise 100%. Active participation in classes. Meeting all educational goals
ZSP615	Midwifery Care in High-risk Pregnancy	Completed 2 <sup>nd</sup> year lectures and passed colloquia in seminars and exercises. <b>Passed exam:</b> Midwifery Care in Normal Pregnancy .	Attendance: Lectures - minimum 80%; seminars 90% exercise 100%. Active participation in classes. Meeting all educational goals
ZSP637	Midwifery Care in Childbirth Complications	Completed 2 <sup>nd</sup> year lectures and passed colloquia in seminars and exercises <b>Passed exams:</b> Midwifery Care in Childbirth and Obstetrics.	Attendance: Lectures - minimum 80%; seminars 90% exercise 100%. Active participation in classes. Meeting all educational goals
ZSP638	Midwifery Care in Puerperium Complications	Completed 2 <sup>nd</sup> year lectures and passed colloquia in seminars and exercises. <b>Passed exam:</b> Midwifery Care in Puerperium.	Attendance: Lectures - minimum 80%; seminars 90% exercise 100%. Active participation in classes. Meeting all educational goals
ZSP639	Midwifery Care of Endangered Newborn and Premature Infant	Completed 2 <sup>nd</sup> year lectures and passed colloquia in seminars and exercises <b>Passed exam:</b> Midwifery Care for Healthy Newborn	Attendance: Lectures - minimum 80%; seminars 90% exercise 100%. Active participation in classes. Meeting all educational goals
ZSP625	Midwifery Care in Gynaecology	Completed 2 <sup>nd</sup> year lectures and passed colloquia in seminars and exercises.	Attendance: Lectures - minimum 80%; seminars 90% exercise 100%. Active participation in classes. Meeting all educational goals. Completed course in Gynaecology
ZSP627	Organization, Management and	Completed 2 <sup>nd</sup> year professional courses in	Attendance: Lectures - minimum 80%; seminars 90% exercise 100%. Active

	Administration in Midwifery	midwifery and passed colloquium in Clinical skills II.	participation in classes. Meeting all educational goals
ZSP635	Clinical Practice III	<b>Passed exams:</b> Midwifery Care in Childbirth, Midwifery Care in Puerperium, Midwifery care for Healthy Newborn	Attendance 100%. Meeting all educational goals. Completed exercises. Completed lectures, seminars and exercises in: Midwifery care for risky pregnancies, Midwifery care for complications in childbirth, Midwifery care for puerperium complications, Midwife care of endangered newborn and premature baby.
ZSP636	Bachelor's Thesis		In accordance with the Ordinance on the Study and System of Studying
ZSP630	Neurology and Psychiatry	-	In accordance with the Ordinance on the Study and System of Studying
ZSP631	Dermatology	-	In accordance with the Ordinance on the Study and System of Studying
ZSP632	Otorhinolaryngology	-	In accordance with the Ordinance on the Study and System of Studying
ZSP633	Ophthalmology	-	In accordance with the Ordinance on the Study and System of Studying
ZSP619	Surgery, Orthopaedics and Traumatology	-	In accordance with the Ordinance on the Study and System of Studying
ZSP628	Internal medicine	-	In accordance with the Ordinance on the Study and System of Studying
ZSP629	Infectology	-	In accordance with the Ordinance on the Study and System of Studying

## 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)	After completing this course, students will be able to: <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 type="checkbox"/> independent assignments		

	<input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)																														
Student responsibilities	Regular class attendance. Active participation in the teaching process. Password for AAI EduHr electronic identity for access to e - learning																															
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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																																
Zakon o zaštiti od neionizirajućih zračenja, NN br. 91/10, , 114/18																																

	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>						
<b>Study programme</b>	Common	<b>Year of study</b>			1 <sup>st</sup>			
<b>Course teacher</b>	Dejan Kružić, PhD, Full professor tenure	<b>Credits (ECTS)</b>			1,0			
<b>Associate teachers</b>	Ana Juras, PhD, Research associate	<b>Type of instruction (number of hours)</b>			L	S	E	T
	Ante Mihanović, PhD, Senior lecturer				10	4	5	
<b>Status of the course</b>	Mandatory	<b>Percentage of application of e-learning</b>			Up to 20%			
<b>COURSE DESCRIPTION</b>								
<b>Consultation hours</b>	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>							
<b>Course enrolment requirements and entry competences required for the course</b>	No requirements							
<b>Course objectives</b>	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.							
<b>Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</b>	<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>							
<b>Course content broken down in detail by weekly class schedule (syllabus)</b>	<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>							
<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 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)	
	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>	
	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)																														
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)	
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 Midwifery I				
Code	ZSP640	Year of study	1.			
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	Prior knowledge of English language					
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 in the field of midwifery, - find relevant information, and formulate the key idea, - recognize and explain medical terminology in the field of midwifery, - present topics in their professional field, - develop communication skills in the field of midwifery.					
Course content broken down in detail by weekly class schedule (syllabus)	S1	Introduction			2	
	S2	Suffixes, prefixes, and terminology			2	
	S3	Organs of the female reproductive system			2	
	S4	Gynaecology			2	
	S5	Pregnancy			2	
	S6	Advice for pregnant women; Signs and symptoms of pregnancy and labour			2	
	S7	Technical terms and verbs for pregnancy and childbirth			2	
	S8	Procedures related to pregnancy			2	
	S9	Pathology of pregnancy			2	
	S10	Pathology of neonatal			2	
	S11	Revision			2	
	S12	Epidemiology			2	
	S13	Medical ethics			2	
	S14	Presentations of seminar papers			2	
	S15	Presentations of seminar papers			2	
	Format of instruction	<input type="checkbox"/> 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	In accordance to Rules of studying and Deontological code for USSM students.					
Screening student work (name the proportion of ECTS credits for each activity so that the	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	Written exam					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Glendinning, E.H., Howard, R. <i>Professional English in Use - Medicine</i> . Cambridge: Cambridge University Press; 2007 (selected chapters)					
	Chabner DE. <i>The Language of Medicine</i> . 8th edition. St. Louis: Saunders Elsevier; 2007					
Optional literature (at the time of submission of study programme proposal)	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	<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> </ul>					

of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> <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					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance		Research		Practical training	
	Experimental work		Report			
	Essay		Seminar essay	0,14	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1,86	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Evaluation indicators			Success (points)	Share in overall grade (%)	
	Written exam			40	93,02	
	Seminar essay (presentation...)			3	6,98	
	<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)	Title	Number of copies in the library	Availability via other media
	Havelka Meštrović A., Havelka, M. (2020). Zdravstvena psihologija. Naklada Slap. Jastrebarsko, 1998.		
	Class materials		
Optional literature (at the time of submission of study programme proposal)	Priest, H. (2014). Uvod u psihološku njegu u sestinstvu 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)	
	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>	
	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 ( <i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i> )	Class attendance	1	Research		Practical training	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 submission of study programme proposal)	Jurčev Savičević A, Miše K. (ur). Tuberkuloza-stara dama u novom ruhu: Zagreb: Medicinska naklada, 2021. 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		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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	<p style="text-align: center;"><b>PERFORMANCE AND GRADE RATIO</b></p> <table border="1"> <thead> <tr> <th>Achieved success percentage (%)</th> <th>Criteria</th> <th>Grade</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>			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)														
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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>																												
	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 checked="" type="checkbox"/> X lectures <input checked="" 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	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)	<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)	Deans K. Clinical Biochemistry, 6 <sup>th</sup> 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	Compulsory	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				



<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	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		Embriology and Histology					
Code	ZSZ619	Year of study	1.				
Course teacher	Snježana Mardešić Full professor	Credits (ECTS)	2.				
Associate teachers	Associates in teaching bases	Type of instruction (number of hours)	L	S	E	T	
			20	10			
Status of the course	Mandatory	Percentage of application of e-learning	Up to 20%				
COURSE DESCRIPTION							
Course enrolment requirements and entry competences required for the course	No requirements						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After completing the course, students will be able to: <ul style="list-style-type: none"> <li>- describe basic tissues of the human body</li> <li>- explain the basic principles of histological structure of organ systems and basic histological techniques</li> <li>- identify tissues in histological sections</li> <li>- describe the structure and function of reproductive cells, reproductive glands and fertilisation</li> <li>- explain the process of implantation and stages of development of the fetus till birth</li> <li>- describe mechanisms of occurrence of congenital anomalies.</li> </ul>						
Course content broken down in detail by weekly class schedule (syllabus)		Themes				Hours	
	L	Reproductive cells, menstrual cycle and fertilisation				2	
	L	Implantation, embryonic and fetal period, placenta				2	
	L, S	Congenital anomalies				1, 1	
	L, S	Histological techniques				1, 1	
	L, S	Epithelial and connective tissue				1, 1	
	L, S	Cartilage and bone tissue				1, 1	
	L, S	Muscle tissue				2, 1	
	L	Nervous tissue				2	
	L, S	Circulatory and immune system				2	
	L, S	Basic structure of the digestive system				2, 1	
	L, 2	Respiratory system				2, 1	
	L, S	Endocrine system				1, 2	
	L, S	Urinary tract				1, 1	
Format of instruction	<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 for access to e - learning.						
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		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		30		100	
	<b>Total</b>		<b>30</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>	
	Mirna Saraga-Babić, Livia Puljak, Snježana Mardešić, Sandra Kostić, Damir Sapunar. Embriologija i histologija čovjeka (za studente preddiplomskih sveučilišnih zdravstvenih studija). Split, 2014. Nakladnik: Sveučilište u Splitu. Dostupno na: <a href="https://www.webknjizara.hr/knjige/medicina/embriologija-i-histologija-covjeka-grupa-autora">https://www.webknjizara.hr/knjige/medicina/embriologija-i-histologija-covjeka-grupa-autora</a>					
Optional literature (at the time of submission of study programme proposal)	1. Sapunar D, Saraga Babić M. Histološki atlas – CD izdanje. Split: Medicinski fakultet u Splitu. Dostupno na: <a href="http://genom.mefst.hr/HistologyAtlas/index.htm">http://genom.mefst.hr/HistologyAtlas/index.htm</a> 2. Lecture abstracts					
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)	<ol style="list-style-type: none"> <li>1. To explain the nature, characteristics and principles of health care;</li> <li>2. To explain health care related to meeting basic human needs;</li> <li>3. To describe the admission, transfer and discharge of the patient;</li> <li>4. To carry out a suitable disinfection and sterilization procedure;</li> <li>5. To measure vital signs, notice deviations from normal values and to take appropriate interventions;</li> <li>6. To assess bodily excretions, identify deviations and difficulties and apply appropriate interventions;</li> <li>7. To apply enteral and parenteral therapy;</li> <li>8. Planning and implementing care for a patient with cognitive-perceptual difficulties, an elderly patient, and a dying patient;</li> <li>9. Conducting a physical examination of the patient</li> <li>10. To properly write and process nursing documentation</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>	
	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	X lectures X seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety Xpartial e-learning <input type="checkbox"/> field work		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 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)						

NAME OF THE COURSE		Process of Nursing Care					
Code	ZSP601	Year of study	1.				
Course teacher	Full professor with tenure Vjekoslav Krželj, MD, PhD	Credits (ECTS)	4				
Associate teachers	Diana Aranza, master of nursing; Ante Buljubašić, master of nursing;	Type of instruction (number of hours)	L	S	CE	SCE	
			15	15	60	15	
Status of the course	Mandatory	Percentage of application of e-learning	up to 10%				
COURSE DESCRIPTION							
Course enrolment requirements and entry competences required for the course	No requirements						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>After completing the course, students will be able to:</p> <ul style="list-style-type: none"> <li>- describe, explain and apply the nursing care process</li> <li>- assess the patient condition</li> <li>- determine the need for nursing care – identify nursing diagnosis and nursing- medical problems</li> <li>- formulate a nursing diagnosis and nursing-medical care problem</li> <li>- develop a nursing care plan; midwifery care</li> <li>- implement planned nursing care; midwifery care</li> <li>- evaluate implemented nursing care; midwifery care</li> <li>- document nursing care; keep records in midwifery care</li> <li>- describe and explain theories of nursing care through the nursing care process</li> </ul>						
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	the process of nursing care				3	
	L	identifying health care needs				2	
	L	assessment according to basic human needs (V. Henderson) and patterns of health functioning (M. Gordon)				3	
	L	health care planning (defining goals and interventions)				2	
	L	conducting health care and continuous monitoring of the patient's condition				3	
	L	health care evaluation				2	
	S,SCE	nursing documentation in the health care process;				5,5	
	S	current nursing diagnoses				3	
	S	high-risk nursing diagnoses				3	
	S	favorable nursing diagnoses				2	
	S	nursing-medical problem				2	
	CE	nursing practice skills				70	
	<p>Practical and clinical education should include:</p> <ul style="list-style-type: none"> <li>* Counseling for pregnant women, including at least 100 prenatal examinations.</li> <li>* Supervision and care of at least 40 pregnant women.</li> <li>* Monitoring and care for 40 women at risk during pregnancy, childbirth or the postpartum period.</li> <li>* Care for women in pathological conditions in gynecology and obstetrics</li> </ul>						

Format of instruction	x lectures x seminars and workshops x exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning x 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 to access e-learning																															
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Optional literature (at the time of	1. Gordon M. Nursing diagnosis, process and application. McGraw-Hill Book Company, New York 1987. 2. ICPN-BETA 2. International Classification for Nursing Practice. 2003.																															

submission of study programme proposal)	3. Ackley, B. J. Ladwig, G.B. Nursing diagnosis handbook: a guide to planning care. 6 ed. Mosby St Louis 2004.
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>Introduction to Midwifery</b>						
<b>Code</b>	<b>ZSP602</b>						
<b>Course teacher</b>	Full Prof. Deni Karelović, MD, PhD	<b>Year of study</b>	1.				
		<b>Credits (ECTS)</b>	9				
<b>Associates teachers</b>	Associates from teaching bases	<b>Type of instruction (number of hours)</b>	L	S	E	T	
			35	5	150		
<b>Status of the course</b>	Mandatory	<b>Percentage of application of e-application</b>	Up to 10%				
<b>COURSE DESCRIPTION</b>							
<b>Course enrolment requirements and entry competences required for the course</b>	No requirements						
<b>Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</b>	<ol style="list-style-type: none"> <li>1. describe the historical development of midwifery and explain ethical principles in midwifery</li> <li>2. explain the importance of antenatal , perinatal and postnatal care</li> <li>3. describe the basics of midwifery care for mother and newborn</li> <li>4. explain the examination of the pregnant woman and women in labour</li> <li>5. describe the basics of midwifery care for the healthy and sick women</li> <li>6. describe the basics of education on family planning, conscious and responsible parenting, nutrition and hygiene during pregnancy, preparation of the pregnant women for delivery, breastfeeding and care for the newborn</li> <li>7. conduct education in order to plan the family, conscious and responsible parenting, nutrition and hygiene in pregnancy, preparation of pregnant women for delivery, breastfeeding and care for the newborn</li> <li>8. describe the basics of education in order to preserve health and prevent disease, the importance of regular gynecological examinations and early detection of disease and alleviation of menopausal symptoms</li> <li>9. to conduct education in order to preserve health and prevent disease, the importance of regular gynecological examinations and early detection of disease and alleviation of menopausal symptoms</li> <li>10. describe standardized procedures in midwifery care</li> </ol>						
	<b>Format of instruction</b>	<b>Class unit</b>					<b>Class hour</b>
	L	history of midwifery					3
	L	philosophy of midwifery and definition					3
	L	ethics in midwifery					4
	L	meaning of antenatal, perinatal and postnatal care					5
	L	basics of midwifery care of mother and newborn					5
	L	basics of midwifery care of healthy and sick women					5
	L	basics of education in order to plan a family, conscious and responsible parenting, nutrition and hygiene in pregnancy, preparation of pregnant women for childbirth, breastfeeding and newborn care					5
	L	basics of education in order to preserve health and prevent disease, the importance of regular gynecological examinations and early detection of disease and alleviation of menopausal symptoms					5

	S	midwife work within the team - relationship with co-workers	3			
	S	keeping medical records in midwifery care	1			
	S	standardized procedures in midwifery care				
	S	Mastering the professional skills of bachelors in the teaching base of KBC Split at the Clinic for Gynecology and Obstetrics through the application of the health care process.	150			
<p><i>Practical and clinical education should include :</i></p> <p>* Counseling for pregnant women, including at least 100 prenatal examinations.</p> <p>* Supervision and care of at least 40 pregnant women.</p> <p>* Monitoring and care for 40 women at risk during pregnancy, childbirth or the postpartum period.</p> <p>* Care for women in pathological conditions in gynecology and obstetrics</p>						
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"/> 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 work <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	2.77
	Experimental work		Report			
	Essay		Seminar essay	0.69	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	5.54	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>		
	Written exam		40	61.54		
	Seminar essay		5	7.69		
	Practical training		20	30.77		
	<b>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		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>		
	Šimunić, V. et al. Gynecology. Zagreb: Medicinska biblioteka, 2001					
Dolić M, Aranza D, Jerković J. Script for internal use. SOZS, 2021.				On the website Merlin Platforms / Subject Health Care Process		

Optional literature (at the time of submission of study programme proposal)	<p>Dražančić A. et al. Obstetrics . Zagreb: Školska knjiga, 1994.</p> <p>Šimunić, V. et al. Gynecology. Zagreb: Medicinska biblioteka, 2001.</p> <p>HKMS. Nursing diagnoses. Zagreb, 2011. <a href="https://www.kb-merkur.hr/userfiles/pdfs/Za%20djelatnike/Sestrinstvo/Dokumenti/HKMS-Sestrinske%20dijagnoze.pdf">https://www.kb-merkur.hr/userfiles/pdfs/Za%20djelatnike/Sestrinstvo/Dokumenti/HKMS-Sestrinske%20dijagnoze.pdf</a></p> <p>HKMS. Nursing diagnoses II. Zagreb, 2013. <a href="https://www.kbsd.hr/sites/default/files/SestrinstvoEdukacija/Sestrinske_dijagnoze_2.pdf">https://www.kbsd.hr/sites/default/files/SestrinstvoEdukacija/Sestrinske_dijagnoze_2.pdf</a></p> <p>HKMS. Nursing diagnoses II. Zagreb, 2015. <a href="https://bib.irb.hr/datoteka/783638.Sestrinske_dijagnoze_3.pdf">https://bib.irb.hr/datoteka/783638.Sestrinske_dijagnoze_3.pdf</a></p> <p>Šepec S. et al. Standardized procedures in health care. Hkms . Zagreb, 2010. <a href="http://www.thalassotherapie-opatija.hr/wp-content/uploads/2017/07/Standardizirani-potupci-u-zdravstvenoj-njezi.pdf">http://www.thalassotherapie-opatija.hr/wp-content/uploads/2017/07/Standardizirani-potupci-u-zdravstvenoj-njezi.pdf</a></p>
Quality assurance methods that ensure the acquisition of exit competences	<p>Teaching materials and ppt presentations posted on the Merlin platform</p> <p>Regularity of attending classes:</p> <ul style="list-style-type: none"> <li>- lectures - at least 80% of the entire class</li> <li>- seminars 90%</li> <li>- 100% exercise</li> <li>- active participation in classes</li> <li>- validation of satisfaction with teaching</li> </ul>
Other (as the proposer wishes to add )	<p>Venepuncture model</p> <p>A model for implementing personal hygiene and changing body position</p> <p>Model for catheterization and placement of NGS</p>

<b>NAME OF THE COURSE</b>	<b>Midwifery Care in Normal Pregnancy</b>						
<b>Code</b>	<b>ZSP603</b>						
<b>Course teacher / s</b>	Assoc. Prof. Marko Mimica, PhD, MD	<b>Year of study</b>	1.				
		<b>Credits (ECTS)</b>	8				
<b>Associate teachers</b>	Diana Aranza, MN, lecturer Associates from teaching bases	<b>Type of instruction (number of hours)</b>	L	S	E	T	
			30	10	165		
<b>Status of the course</b>	Mandatory	<b>Percentage of application e-learning</b>	Up to 10%				
<b>COURSE DESCRIPTION</b>							
<b>Course enrolment requirements and entry competences required for the course</b>	No requirements						
<b>Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</b>	<ol style="list-style-type: none"> <li>1. Explain the physiology of the reproductive system</li> <li>2. Determine the pregnancy and calculate the due date</li> <li>3. Explain changes in genital and extragenital organs in pregnancy, identify physiological and distinguish them from pathological</li> <li>4. Conduct physiological pregnancy, on the basis of external and internal examination to assess the condition of the pregnant woman and fetus, identify physiological changes and distinguish them from pathological</li> <li>5. Recognize irregularities in pregnancy, assess the consequences on the pregnant woman and the fetus, inform the doctor about all observed changes</li> <li>6. Educate pregnant women about abnormalities in pregnancy and advise them on the necessary tests to detect high-risk pregnancies</li> <li>7. Determine pelvic measures and distinguish physiological from pathological measures</li> <li>8. Explain additional tests in pregnancy</li> <li>9. Prepare the pregnant woman and instruments for certain additional examinations in pregnancy, distinguish physiological from pathological findings</li> </ol> <p>Prepare for parenthood and prepare the pregnant woman for childbirth</p>						
<b>Course content broken down in detail by weekly class schedule (syllabus)</b>	<p>P Anatomy and physiology of the reproductive system. Fertilization and implantation.  P Determining pregnancy. Signs of pregnancy. Determining the date of birth. History of the pregnant woman.  P Changes in genital and extragenital organs in pregnancy. Examination of a pregnant woman in early and advanced pregnancy, external and internal examination.  P Features of high-risk pregnancy and risk assessment.  P Pelvic measurement. Additional tests in pregnancy.  P Placental function. Fetal growth and maturation .  P Nutrition and hygiene in pregnancy.  P Preparing for parenthood.  S1 Pregnancy education and preparation for childbirth. Keeping medical records in midwifery care for physiological and endangered pregnancies.  E Mastering the professional skills of bachelors in the teaching base of KBC Split at the Clinic for Gynecology and Obstetrics through the application of the health care process.  <i>Practical and clinical education should include:</i>  * Counseling for pregnant women, including at least 100 prenatal examinations.  * Supervision and care of at least 40 pregnant women.  * Monitoring and care for 40 women at risk during pregnancy, childbirth or the postpartum period.  * Care for women in pathological conditions in gynecology and obstetrics</p>						
	<input checked="" type="checkbox"/> lectures			<input checked="" type="checkbox"/> independent assignments			



Format of instruction	<input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>online</i> in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<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 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	2.46	
	Experimental work		Report				
	Essay		Seminar essay	0.62	(Other)		
	Tests		Oral exam		(Other)		
	Written exam	4.92	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>			
	Written exam		40	61.54			
	Seminar essay		5	7.69			
	Practical training		20	30.77			
	<b>Total</b>		<b>65</b>	<b>100</b>			
	<b>RATIO OF SUCCESS AND EVALUATION</b>						
	<b>Grading (%)</b>	<b>Criteria</b>		<b>Grade</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>			
	Handbook developed for this course.						
Optional literature (at the time of submission of study programme proposal)	Dražančić A. et al. Obstetrics . Zagreb: Školska knjiga, 1994. Kuvačić I. et al. Obstetrics . Zagreb: Medicinska naklada, 2009. Bennett VR, Brown LK, eds . Myles textbook for midwives.13 <sup>th</sup> ed . Edinburgh : Churchill Livingstone, 1999. Niven CA, Walker A. Conception , pregnancy and birth : the psychology of reproduction . Oxford : Butterworth Heinemann , 1996.						
	Teaching materials and ppt presentations posted on the Merlin platform						
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 the entire class</li> <li>- seminars 90%</li> <li>- 100% exercise</li> <li>- active participation in classes</li> <li>- validation of satisfaction with teaching</li> </ul>						
Other (as the proposer wishes to add)	Pregnancy model Fetal development model						

<b>NAME OF THE COURSE</b>	<b>Clinical Skills I</b>					
<b>Code</b>	<b>ZSP604</b>					
<b>Course teacher</b>	Assoc. Prof. Marko Mimica, PhD, MD	<b>Year of study</b>	1.			
		<b>Credits(ECTS)</b>	5			
<b>Associate teachers</b>	Matea Dolić, MN, Senior lecturer Associates from teaching bases	<b>Type of instruction (number of hours)</b>	L	S	E	T
					150	0
<b>Status of the course</b>	Mandatory	<b>Percentage of application of No requirements e-learning</b>	Up to 10%			
<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 to 10 learning outcomes)</b>	<ul style="list-style-type: none"> <li>- determine pregnancy and calculate probable due date</li> <li>- take a history of pregnancy</li> <li>- explain changes in genital and extragenital organs in pregnancy, identify physiological and distinguish them from pathological</li> <li>- prepare the pregnant woman and report the examination in early and advanced pregnancy</li> <li>- to conduct a physiological pregnancy, on the basis of external and internal examination to assess the condition of the pregnant woman and the fetus, to determine physiological changes and distinguish them from pathological</li> <li>- identify abnormalities in pregnancy and assess the consequences for the pregnant woman and the fetus, inform the doctor about all observed changes</li> <li>- to educate pregnant women about the irregularities in pregnancy and advise them on the necessary tests to detect high-risk pregnancies</li> <li>- to prepare a pregnant woman and instruments for certain additional examinations in pregnancy, to distinguish physiologically from pathological findings</li> <li>- fetal growth and maturation</li> <li>- highlight the peculiarities of diet and hygiene in pregnancy</li> </ul>					
<b>Course content broken down in detail by weekly class schedule (syllabus)</b>	<b>Format of instruction</b>	<b>Class unit</b>			<b>Class hour</b>	
		Thematic units:				
		- determining pregnancy			15	
		- signs of pregnancy			5	
		- determining the date of birth			5	
		- history of pregnancy			15	
		- changes in the genital and extragenital organs in pregnancy			15	
		- examination of a pregnant woman in early and advanced pregnancy, external and internal examination			30	
		- features of high-risk pregnancy and risk assessment			20	
		- measuring the pelvis			5	
		- additional tests in pregnancy			10	
		- placental function			5	
	- fetal growth and maturation			10		
	- nutrition and hygiene in pregnancy			5		

		- preparation for parenthood, education of pregnant women and preparation for childbirth	3			
		- keeping medical records in midwifery care	2			
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 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 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	4
	Experimental work		Report			
	Essay		Seminar essay		(Other)	
	Tests	1	Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	<b>Evaluation indicator</b>		<b>Success (points)</b>	<b>Share in the grade (%)</b>		
	Tests		5	20		
	Practical training		20	80		
	<b>Total</b>		<b>25</b>	<b>100</b>		
	<b>PERFORMANCE AND GRADE RATIO</b>					
	<b>Grading (%)</b>		<b>Criteria</b>		<b>Grade</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>		
	Handbook developed for the course <i>Midwifery Care in Physiological Pregnancy</i>					
	Handbook developed for the course Introduction to Midwifery					
	Šepec S. et al. Standardized procedures in health care. Hkms . Zagreb, 2010			<a href="http://www.thalassotherapia-opatija.hr/wp-content/uploads/2017/07/Standardizirani-potupci-u-zdravstvenoj-njezi.pdf">http://www.thalassotherapia-opatija.hr/wp-content/uploads/2017/07/Standardizirani-potupci-u-zdravstvenoj-njezi.pdf</a>		
Teaching materials and ppt presentations posted on the Merlin platform						
Optional literature (at the time of	Dražančić A. et al. Obstetrics . Zagreb: Školska knjiga, 1994. Kuvačić I. et al. Obstetrics . Zagreb: Medicinska naklada, 2009.					

submission of study programme proposal)	Bennett VR, Brown LK, eds . Myles textbook for midwives.13 <sup>th</sup> ed . Edinburgh : Churchill Livingstone, 1999. Niven CA, Walker A. Conception , pregnancy and birth : the psychology of reproduction . Oxford : Butterworth Heinemann , 1996.
Quality assurance methods that ensure the acquisition of exit competences	Regularity of attending classes: <ul style="list-style-type: none"> <li>- Clinical exercises - 100% attendance</li> <li>- Active participation in classes</li> <li>- validation of satisfaction with teaching</li> </ul>
Other (as the proposer wishes to add)	

NAME OF THE COURSE		Introduction to Scientific Work				
Code	ZSL621	Year of study	2.			
Course teacher	Davorka Sutlović, PhD, Full professor with tenor	Credits (ECTS)	2			
Associate teachers	Vjekoslav Krželj, PhD, Full professor with tenor 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>			

	<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>
	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	
	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 activity so that the total number of ECTS credits is equal to the ECTS value of the course</i> )	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>
	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 Midwifery II					
Code	ZSP641	Year of study		2.			
Course teacher	Sonja Koren, MA, Senior lecturer	Credits (ECTS)		1,5			
Associate teachers		Type of instruction (number of hours)		L	S	E	T
					30		
Status of the course	Mandatory	Percentage of application of e-learning		Up to 10%			
COURSE DESCRIPTION							
Course enrolment requirements and entry competences required for the course	Passed English for Midwifery 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 midwifery, - understand professional literature in English in the field of midwifery, - find, summarize and present data and information in the field of midwifery.						
Course content broken down in detail by weekly class schedule (syllabus)	S1	Introduction					2
	S2	Contraception					2
	S3	Contraceptive Chart					2
	S4	Lifestyle in Pregnancy					2
	S5	Nutrition					2
	S6	Stress and Pregnancy					2
	S7	Diabetes and Pregnancy					2
	S8	Smoking in Pregnancy					2
	S9	Ectopic pregnancy					2
	S10	High blood pressure in Pregnancy					2
	S11	Caesarean section					2
	S12	Research studies and articles					2
	S13	Revision					2
	S14	Presentations of seminar papers					2
	S15	Presentations of seminar papers					2
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	In accordance to Rules of studying and Deontological code for USSM students.						
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance		Research		Practical training		
	Experimental work		Report				
	Essay		Seminar essay	0,45	(Other)		
	Tests		Oral exam		(Other)		
	Written exam	1,05	Project		(Other)		

Grading and evaluating student work in class and at the final exam	Written exam		
Required literature (available in the library and via other media)	<b>Title</b>	<b>Number of copies in the library</b>	<b>Availability via other media</b>
	Glendinning, E.H., Howard, R. <i>Professional English in Use - Medicine</i> . Cambridge: Cambridge University Press; 2007 (selected chapters)		
	<a href="https://www.nhs.uk/pregnancy/">https://www.nhs.uk/pregnancy/</a>		
	<a href="https://www.nhs.uk/conditions/contraception/">https://www.nhs.uk/conditions/contraception/</a>		
	<a href="https://www.nhs.uk/pregnancy/support/">https://www.nhs.uk/pregnancy/support/</a>		
	<a href="https://www.nhs.uk/pregnancy/keeping-well/">https://www.nhs.uk/pregnancy/keeping-well/</a>		
Optional literature (at the time of submission of study programme proposal)	Chabner DE. <i>The Language of Medicine</i> . 8th edition. St. Louis: Saunders Elsevier; 2007		
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 Vilović, 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"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			

	<input type="checkbox"/> field work					
Student responsibilities	Regular class attendance. Active participation in the teaching process. Password for AAI EduHr electronic identity for access to e - learning.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	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)	<ul style="list-style-type: none"> <li>- Harrison's Principles of Internal Medicine. 19. edition. 4. Croatian edition. Split: Placebo, 2019.</li> <li>- Gamulin S, Kovač Z, Marušić M. Pathophysiology, VIII. edition. Medicinska naklada, Zagreb, 2018.</li> </ul>					
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)	<table border="1"> <thead> <tr> <th>Form of teaching</th> <th>General Pathology:</th> <th>Hours number</th> </tr> </thead> <tbody> <tr> <td>P</td> <td>Cellular adaptation</td> <td>2</td> </tr> <tr> <td>P</td> <td>Cell injury and death</td> <td>2</td> </tr> <tr> <td>P</td> <td>Acute and chronic inflammation</td> <td>2</td> </tr> <tr> <td>P,S</td> <td>Reparation</td> <td>1,1</td> </tr> <tr> <td>P,S</td> <td>Regeneration</td> <td>1,1</td> </tr> <tr> <td>P,S</td> <td>Healing</td> <td>1,1</td> </tr> <tr> <td>P,S</td> <td>Hemodynamic disorders</td> <td>1,1</td> </tr> <tr> <td>P,S</td> <td>Genetic disorders</td> <td>1,1</td> </tr> <tr> <td>P,S</td> <td>Diseases of immunity</td> <td>1,1</td> </tr> <tr> <td>P,S</td> <td>Neoplasia</td> <td>2,2</td> </tr> <tr> <td colspan="3">Systemic Pathology:</td> </tr> <tr> <td>P</td> <td>Cardiovascular pathology</td> <td>1</td> </tr> <tr> <td>P</td> <td>Environmental pathology</td> <td>1</td> </tr> <tr> <td>P</td> <td>Lung pathology</td> <td>1</td> </tr> <tr> <td>P</td> <td>Hemathopathology</td> <td>1</td> </tr> <tr> <td>P</td> <td>Gastrointestinal pathology</td> <td>1</td> </tr> <tr> <td>P</td> <td>Pathology of the Liver</td> <td>1</td> </tr> <tr> <td>P</td> <td>And Pancreas</td> <td>1</td> </tr> <tr> <td>P</td> <td>Kidney pathology</td> <td>1</td> </tr> <tr> <td>P</td> <td>Genitourinary pathology</td> <td>1</td> </tr> <tr> <td>P</td> <td>Breast pathology</td> <td>1</td> </tr> <tr> <td>P</td> <td>Endocrine pathology</td> <td>1</td> </tr> <tr> <td>P</td> <td>Skin pathology</td> <td>1</td> </tr> <tr> <td>P</td> <td>Bone and joints pathology</td> <td>1</td> </tr> </tbody> </table>					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
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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	Peripheral nerves pathology	1			
	P	Skeletal muscle pathology	1			
	P	Central nervous system pathology	1			
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 to access e-learning					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance		Research		Practical training	
	Experimental work		Report			
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	2,0	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Verification indicators		Success (points)	Rating share (%)		
	Written exam		50	100		
	<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)						



<b>NAME OF THE COURSE</b>	<b>Microbiology and Parasitology</b>						
<b>Code</b>	<b>ZSZ627</b>						
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	<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%				
<b>COURSE DESCRIPTION</b>							
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>		
	<b>RATIO OF SUCCESS AND EVALUATION</b>					
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)	<b>Title</b>	<b>Number of copies in the library</b>	<b>Availability via other media</b>
	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	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</i>	Class attendance	0,2	Research		Practical training		

<i>proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</i>	Experimental work		Report			
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	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>	<b>Obstetrics</b>						
<b>Code</b>	<b>ZSP605</b>						
<b>Course teacher</b>	Asst. Prof. Martina Šunj, MD, PhD	<b>Year of study</b>	2.				
		<b>Credits (ECTS)</b>	2.				
<b>Associates teachers</b>	Assoc. Prof. Jelena Marušić, MD, PhD Assoc. Prof. Marko Mimica, MD, PhD	<b>Type of instruction (number of hours)</b>	L	S	E	T	
			15	5			
<b>Status of the course</b>	Mandatory	<b>Percentage of application of e-learning</b>	Up to 10%				
<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 to 10 learning outcomes)</b>	<ol style="list-style-type: none"> <li>1. recognize the peculiarities of physiological pregnancy, state the changes of genital and extragenital organs in pregnancy</li> <li>2. explain the function of the placenta, amniotic fluid and umbilical cord, distinguish abnormalities of the placenta, amniotic fluid and umbilical cord from physiological</li> <li>3. explain normal and pathological vaginal delivery</li> <li>4. predict premature birth, identify risk factors</li> <li>5. explain ecClass unit pregnancy and trophoblastic disease</li> <li>6. recognize EPH gestosis and Hellp syndrome</li> <li>7. recognize diabetes in pregnancy</li> <li>8. explain Rh and ABO immunization</li> <li>9. recognize birth defects and midwifery pathology</li> <li>10. specify obstetric operations</li> </ol>						
<b>Course content broken down in detail by weekly class schedule (syllabus)</b>	<b>Format of instruction</b>	<b>Class unit</b>					<b>Class hour</b>
	L	Pregnancy diagnosis, pregnancy examinations. Propaedeutics of obstetrics . Practical obstetrics . Irregularities in position, posture and rotation of the fetus.					2
	L	Childbirth and childbirth. Premature birth. Placental abruption . Placenta previa . Physiology and pathology of the third and fourth childbirth.					3
	L	EcClass unit pregnancy and trophoblastic disease. Treatment and treatment					2
	L	Antenatal diagnosis of fetal anomalies. Genetic screening. Immunology of pregnancy.					2
	L	Rh immunization. Hypertension, preeclampsia , eclampsia . Cholestasis . Thrombophilia .					2
	L	Development and function of the placenta. Physiology and pathology of the placenta, umbilical cord, amniotic fluid and membranes.					2
	L	Antenatal protection. Nutrition in pregnancy. Fetal growth and maturation . Fetal hypotrophy and hypertrophy					2
	S	Ultrasound in obstetrics .					2
	S	Obstetric surgery					2
S	Intraamniotic infection syndrome . Medications in pregnancy.					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 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 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	0.21	Research		Practical training		
	Experimental work		Report				
	Essay		Seminar essay	0.26	(Other)		
	Tests		Oral exam		(Other)		
	Written exam	1.54	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>		
	Attendance and activity at lectures and seminars for 100% attendance		4		10.26		
	Written exam		30		76.92		
	Seminar essay (presentation ( ))		5		12.82		
	<b>Total</b>		<b>39</b>		<b>100</b>		
	<b>PERFORMANCE AND GRADE RATIO</b>						
	<b>Grading (%)</b>		<b>Criteria</b>			<b>Grade</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>		
	Habek, Dubravko Gynecology and obstetrics Zagreb: Medicinska naklada, 2017						
	Kuvačić I, Kurjak A, Đelmiš J et al. Obstetrics . Medicinska naklada, Zagreb 2009						
	Teaching materials and ppt presentations posted on the Merlin platform						
Optional literature (at the time of submission of study programme proposal)	Dražančić A. et al. Obstetrics . Zagreb: Školska knjiga, 1994. Djelmiš J. et al. Emergencies in gynecology and obstetrics . Zagreb: Josip Djelmis , 2003. Djelmiš J. et al. Neurological diseases in pregnancy. Zagreb: Josip Djelmis , 2002. Djelmiš J. et al. Diabetes in pregnancy. Zagreb: Josip Djelmis , 2002. Djelmiš J. et al. Hypertension in pregnancy. Zagreb: Josip Djelmis , 2002.						
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 the entire class</li> <li>- seminars 90%</li> <li>- 100% exercise</li> <li>- active participation in classes</li> <li>- validation of satisfaction with teaching</li> </ul>						

Other (as the proposer wishes to add)	
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NAME OF THE COURSE		Pediatrics				
Code	ZSP606	Year of study	2.			
Course teacher	Full professor with 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
			23	12		
Status of the course	Essential	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course enrolment requirements and entry competences required for the course	<p>To explain the basic principles in the field of pediatrics.            To explain the application of the principles of pediatrics in the health care.            To recognize the role and importance of midwives in treating pediatric patients.            To describe the peculiarities of the immune system in children.            To explain the most common diseases and disorders in children</p>					
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> <li>- To identify and explain the peculiarities of the immune system in children and the diseases and disorders in children</li> </ul>					
Course content broken down in detail by weekly class schedule (syllabus)	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 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 for access to e - learning.					
Screening student work ( <i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i> )	Class attendance	0,5	Research		Practical training	
	Experimental work		Report			
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1,5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Verification indicators		Success (points)		Rating share (%)	
	Oral exam		60		60	
	Written exam		30		30	
	Class attendance		10		10	
	<b>Total</b>		<b>100</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>	
	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>Basics of Radiology and Radiation Protection</b>						
<b>Code</b>	<b>ZSP607</b>						
<b>Course teacher</b>	Full Professor with tenure Stipan Janković, PhD, MD	<b>Year of study</b>		2			
		<b>Credits (ECTS)</b>		2			
<b>Associate teachers</b>	Matijaš Tatjana, MR, lecturer Mentors 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 application of e-learning</b>		Up to 10%			
<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 to 10 learning outcomes)</b>	<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>						
<b>Course content broken down in detail by weekly class schedule (syllabus)</b>	<b>Format of instruction</b>	<b>Class unit</b>				<b>Class hour</b>	
	L	History of radiology				3	
	L	Origin and properties of X-rays				3	
	L	Radiobiology and biological effects of X-rays				3	
	L	Radiological diagnostic methods and principles of radiological procedures				4	
	L	Digital radiological imaging methods and radiological interventions				3	
	L	Radiography, radiological methods and modification of radiographic methods				3	
	L	Principles of protection against ionizing radiation and protective equipment				3	
	L	Legislation on radiation protection				3	
	E	Clinical training				15	
<b>Format of instruction</b>	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> Exercises <input type="checkbox"/> <i>online</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 checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
<b>Student responsibilities</b>	Regular class attendance Active participation in the teaching process Password for AAI EduHr electronic identity to access e-learning						
<b>Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is</b>	Class attendance		Research		Practical training		
	Experimental work		Research				
	Essay		Seminar essay		(Other)		
	Tests		Oral exam		(Other)		
	Written exam	2	Project		(Other)		

<i>equal to the ECTS value of the course)</i>						
Grading and evaluating student work in class and at the final exam	<b>Evaluation indicator</b>		<b>Success (points)</b>	<b>Share in the grade (%)</b>		
	Written exam		40	100.00		
	<b>RATIO OF SUCCESS AND EVALUATION</b>					
	<b>Grading (%)</b>	<b>Criteria</b>			<b>Grade</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>	
	- 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					
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 the entire class</li> <li>- seminars 90%</li> <li>- 100% exercise</li> <li>- active participation in classes</li> <li>- validation of satisfaction with teaching</li> </ul>					
Other (as the proposer wishes to add)						

NAME OF THE COURSE		Dietetics					
Code	ZSP603	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	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 x 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	<table border="1"> <thead> <tr> <th>Evaluation indicator</th> <th>Success (points)</th> <th>Share in the grade (%)</th> </tr> </thead> <tbody> <tr> <td>Written exam</td> <td>40</td> <td>80</td> </tr> <tr> <td>Seminar essay</td> <td>10</td> <td>20</td> </tr> <tr> <td>Total:</td> <td>50</td> <td>100</td> </tr> </tbody> </table>						Evaluation indicator	Success (points)	Share in the grade (%)	Written exam	40	80	Seminar essay	10	20	Total:	50	100		
	Evaluation indicator	Success (points)	Share in the grade (%)																	
	Written exam	40	80																	
	Seminar essay	10	20																	
	Total:	50	100																	
	<b>RATIO OF SUCCESS AND EVALUATION</b>																			
<table border="1"> <thead> <tr> <th>Grading (%)</th> <th>Criteria</th> <th>Grade</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	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)
Grading (%)	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>														
	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)																				

<b>NAME OF THE COURSE</b>	<b>Midwifery Care in Childbirth</b>						
<b>Code</b>	<b>ZSP616</b>						
<b>Course teacher</b>	Assoc. Prof. Marko Mimica, MD, PhD	<b>Year of study</b>	2.				
		<b>Credits (ECTS)</b>	9				
<b>Associate teachers</b>	Assoc. Prof. Jelena Marušić, MD, PhD Associates from teaching bases	<b>Type of instruction (number of hours)</b>	L	S	E	T	
			30	5	160		
<b>Status of the course</b>	Mandatory	<b>Percentage of application of e-learning</b>	Up to 10%				
<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 to 10 learning outcomes)</b>	<ol style="list-style-type: none"> <li>1. to receive the mother and prepare the mother for childbirth</li> <li>2. assess the condition of the mother and fetus, identify physiological changes and distinguish them from pathological</li> <li>3. to prepare the pregnant woman and instruments for certain additional examinations of the mother, to distinguish physiologically from pathological findings</li> <li>4. identify deviations and changes in the pregnant woman and the fetus, check vital functions and inform the doctor about all observed changes</li> <li>5. explain the mechanism of childbirth and the physiology of contractions, describe the role and peculiarities of labor in certain stages of childbirth</li> <li>6. explain childbirth</li> <li>7. conduct physiological childbirth</li> <li>8. make and sew episiotomy and rupture I. and II. degree</li> <li>9. carry out fetal monitoring at birth, identify abnormalities and inform the doctor of any observed changes</li> <li>10. assess the condition of the newborn and vitality</li> <li>11. conduct the first supply of the newborn</li> </ol>						
<b>Course content broken down in detail by weekly class schedule (syllabus)</b>	<b>Format of instruction</b>	<b>Class unit</b>				<b>Class hour</b>	
		Thematic units:					
	L/S	• preparing the mother for childbirth				1.1	
	L/S	• admission and examination of the mother				1.1	
	L/S	• supervision of the mother and fetus during childbirth				1.1	
	L	• mechanism of physiological childbirth				1	
	L	• contraction physiology				1	
	L	• childbirth				2	
	L	• conducting physiological childbirth				2	
	L	• leading the first and second childbirth - head birth				1	
	L	• fetal monitoring at birth				2	
	L	• labor and alleviation of labor pains				2	
	L/S	• episiotomy and suturing episiotomy and rupture II or II degree				3.1	
	L	• use of drugs in childbirth				1	
L	• induced childbirth				2		

	L	• natural childbirth	1			
	L	• assessment of newborn vitality	1			
	L	• the first supply of the newborn	1			
	L	• the first contact of the newborn with the mother	1			
	L	• leading the third childbearing age	3			
	L	• leading the fourth childbearing age	2			
	L/S	• keeping medical records in midwifery care	1.1			
	E	Childbirth on the model Episiotomy and suturing of ruptures I. and II. degree on the model - clinical skills laboratory	1-10			
E	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>online</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 training	3
	Experimental work		Report			
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	6	Project		(Other)	
Grading and evaluating student work in class and at the final exam	<b>Evaluation indicator</b>		<b>Success (points)</b>	<b>Share in the grade (%)</b>		
	Practical training		20	33.33		
	Written exam		40	66.67		
	Total		60	100.00		
	<b>RATIO OF SUCCESS AND EVALUATION</b>					
	<b>Grading (%)</b>		<b>Criteria</b>		<b>Grade</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>	
	1. Handbook developed for this course					



	2. Teaching materials and ppt presentations posted on the Merlin platform		
Optional literature (at the time of submission of study programme proposal)	<ul style="list-style-type: none"> <li>- Dražančić A. et al. Obstetrics . Zagreb: Školska knjiga, 1994.</li> <li>- Kuvačić I. et al. Obstetrics . Zagreb: Medicinska naklada, 2009.</li> <li>- Djelmiš J. et al. Emergencies in gynecology and obstetrics . Zagreb: Josip Djelmis , 2003.</li> <li>- Bennett VR, Brown LK, eds . Myles textbook for midwives.13<sup>th</sup> ed . Edinburgh : Churchill Livingstone, 1999.</li> <li>- Niven CA, Walker A. Conception , pregnancy and birth : the psychology of reproduction . Oxford : Butterworth Heinemann , 1996.</li> </ul>		
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 the entire class</li> <li>- seminars 90%</li> <li>- 100% exercise</li> <li>- active participation in classes</li> <li>- validation of satisfaction with teaching</li> </ul>		
Other (as the proposer wishes to add)	Stimulator of childbirth Episiotomy and suturing models		

<b>NAME OF THE COURSE</b>	<b>Midwifery Care in Puerperium</b>						
<b>Code</b>	<b>ZSP617</b>						
<b>Course teacher</b>	Assoc. Prof. Marko Mimica, PhD, MD	<b>Year of study</b>	2.				
		<b>Credits (ECTS)</b>	5				
<b>Associates teachers</b>	Matea Dolić, MD, Senior Lecturer Associates from teaching bases	<b>Type of instruction (number of hours)</b>	L	S	E	T	
			20	0	100		
<b>Status of the course</b>	Mandatory	<b>Percentage of application of e-learning</b>	Up to 10%				
<b>COURSE DESCRIPTION</b>							
<b>Course enrolment requirements and entry competences required for the course</b>	Attended courses from the first year (from the Department of Midwifery)						
<b>Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</b>	<ol style="list-style-type: none"> <li>1. explain involutory processes in midwifery</li> <li>2. determine the course of involutory processes in midwives, identify deviations and inform the doctor about all observed changes</li> <li>3. explain the healing and regeneration processes of the endometrium</li> <li>4. distinguish lochia by days after birth, identify irregularities and inform the doctor of any observed changes</li> <li>5. describe the structure and development of breasts and hormonal regulation of lactation</li> <li>6. to conduct education and preparation of midwives for breastfeeding</li> <li>7. evaluate the success of breastfeeding and identify irregularities</li> <li>8. identify medical reasons for preventing lactation</li> <li>9. explain the establishment of ovarian function and the contraceptive effect of breastfeeding</li> <li>10. state the medical reasons for preventing lactation</li> <li>11. highlight the peculiarities of nutrition and hygiene in the midwife</li> </ol>						
<b>Course content broken down in detail by weekly class schedule (syllabus)</b>	<b>Type of instruction</b>	<b>Subject</b>				<b>Number of hours</b>	
	L	- involution processes				2	
	L	- healing processes				2	
	L	- onset of lactation				3	
	L	- breastfeeding (techniques, contraindications, ablation, preparation for breastfeeding, contraception, breastfeeding problems)				6	
	L	- establishment of ovarian function				2	
	L	- nutrition and hygiene of midwives				3	
	L	- keeping medical records in midwifery				2	
	E	Clinical training				1-100	
<b>Format of instruction</b>	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> Exercises <input type="checkbox"/> <i>online</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 checked="" type="checkbox"/> work with mentor <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 is equal to the ECTS value of the course)	Class attendance		Research		Practical training	1.67
	Experimental work		Report			
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	3.33	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>		
	Practical training		15	33.33		
	Written exam		30	66.67		
	Total		45	100.00		
	<b>PERFORMANCE AND GRADE RATIO</b>					
	<b>Grading (%)</b>		<b>Criteria</b>		<b>Grade</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>	
	1. Handbook developed for this course					
	Teaching materials and ppt presentations posted on the Merlin platform					
Optional literature (at the time of submission of study programme proposal)	<ul style="list-style-type: none"> <li>- Dražančić A. et al. Obstetrics . Zagreb: Školska knjiga, 1994.</li> <li>- Kuvačić I. et al. Obstetrics . Zagreb: Medicinska naklada, 2009.</li> <li>- Djelmiš J. et al. Emergencies in gynecology and obstetrics . Zagreb: Josip Djelmis , 2003.</li> <li>- Bennett VR, Brown LK, eds . Myles textbook for midwives.13<sup>th</sup> ed . Edinburgh : Churchill Livingstone, 1999.</li> </ul> <p>Niven CA, Walker A. Conception , pregnancy and birth : the psychology of reproduction . Oxford : Butterworth Heinemann , 1996.</p>					
Quality assurance methods that ensure the acquisition of exit competences	<p>Regularity of attending classes:</p> <ul style="list-style-type: none"> <li>- lectures - at least 80% of the entire class</li> <li>- seminars 90%</li> <li>- 100% exercise</li> <li>- active participation in classes</li> <li>- validation of satisfaction with teaching</li> </ul>					
Other (as the proposer wishes to add)	Breastfeeding stimulator Newborn model					

<b>NAME OF THE COURSE</b>	<b>Midwifery Care for Healthy Newborn</b>						
<b>Code</b>	<b>ZSP624</b>						
<b>Course teacher</b>	Assoc. Prof. Jelena Marušić, PhD, MD	Year of study	2				
		Credits (ECTS)	6				
<b>Associate teachers</b>	Matea Dolić, MD, senior lecturer Associates from teaching bases	Type of instruction (number of hours)	L	S	E	T	
			20		120		
<b>Status of the course</b>	Mandatory	Percentage of application of e-learning	Up to 10%				
<b>COURSE DESCRIPTION</b>							
<b>Course enrollment requirements and entry competencies required for the course</b>	Attended courses from the first year (from the Department of Midwifery)						
<b>Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</b>	<ol style="list-style-type: none"> <li>1. assess the condition of the newborn and the vitality of the newborn after birth</li> <li>2. spend receiving the newborn in the nursery</li> <li>3. explain the peculiarities of a healthy newborn and the peculiarities of the newborn's adaptation to extrauterine life</li> <li>4. identify physiological changes in the newborn's adaptation to extrauterine life and distinguish them from pathological ones, inform the doctor about all observed changes</li> <li>5. carry out hygiene and bathing of the newborn, navel toilet</li> <li>6. recognize an irregularity in the navel and inform the doctor of any observed changes</li> <li>7. to conduct education of the mother regarding the care of the newborn and breastfeeding</li> <li>8. explain the process of lactation and breastfeeding</li> <li>9. keep medical records in midwifery care</li> </ol>						
<b>Course content broken down in detail by weekly class schedule (syllabus)</b>	<b>Format of instruction</b>	<b>Class unit</b>				<b>Class hour</b>	
		Thematic units:					
	L	the first supply of the newborn				2	
	L	vitality assessment				2	
	L	the importance of first contact between mother and child				2	
	L	physiological features of a healthy newborn, with reference to pathological				2	
	L	adapting the newborn to extrauterine life				2	
	L	newborn hygiene and navel toilet				2	
	L	neonatal physiological jaundice				2	
	L	newborn behavior and reflexes				2	
	L	breastfeeding and infant nutrition				2	
	L	educating the mother about newborn care and breastfeeding				1	
	L	keeping medical records in midwifery care				1	
E	Clinical training				1-120		
<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>online</i> in entirety			<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> 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 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 2	
	Experimental work		Report			
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	4	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>		
	Practical training		15	33.33		
	Written exam		30	66.67		
	Total		45	100.00		
	<b>PERFORMANCE AND GRADE RATIO</b>					
	<b>Grading (%)</b>		<b>Criteria</b>		<b>Grade</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>	
	1. Handbook developed for this course					
	Teaching materials and ppt presentations posted on the Merlin platform					
Optional literature (at the time of submission of study programme proposal)	<ul style="list-style-type: none"> <li>- Dražančić, A. et al. Obstetrics . Zagreb: Školska knjiga, 1994.</li> <li>- Mardešić, D. et al. Pediatrics ; Školska knjiga, Zagreb, 2000</li> <li>- Kenner , C., Wright Lott , J. Neonatal Nursing Handbook , Saunders , 2004.</li> <li>- American Academy of Pediatrics , The American College og Obstetricians ang Gynecologists . Guidelines for perinatal care- 5<sup>th</sup> ed ., 2002.</li> <li>- Bennett VR, Brown LK, eds . Myles textbook for midwives.13<sup>th</sup> ed . Edinburgh : Churchill Livingstone, 1999.</li> <li>- Niven CA, Walker A. Conception , pregnancy and birth : the psychology of reproduction . Oxford : Butterworth Heinemann , 1996.</li> </ul>					
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 the entire class</li> <li>- seminars 90%</li> <li>- 100% exercise</li> <li>- active participation in classes</li> <li>- validation of satisfaction with teaching</li> </ul>					
Other (as the proposer wishes to add)	Newborn model					

<b>NAME OF THE COURSE</b>	<b>Field Care Services and Work of Midwife in Primary Health Care</b>						
<b>Code</b>	<b>ZSP626</b>						
<b>Course teacher</b>	Assoc. Prof. Marko Mimica, PhD, MD	<b>Year of study</b>	2.				
		<b>Credits(ECTS)</b>	4				
<b>Associate teachers</b>	Matea Dolić, MN, senior lecturer Associates from teaching bases	<b>Type of instruction (number of hours)</b>	L	S	E	T	
			20	15	30		
<b>Status of the course</b>	Mandatory	<b>Percentage of application of e-learning</b>	Up to 10%				
<b>COURSE DESCRIPTION</b>							
<b>Course enrollment requirements and entry competencies required for the course</b>	Attended classes, seminars and exercises of professional subjects in the first year of study Passed the exam in the subject: <i>Introduction to Midwifery, Midwifery Care in Normal Pregnancy.</i>						
<b>Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</b>	<ol style="list-style-type: none"> <li>1. explain preventive health care (women / pregnant women / mothers) at the primary level</li> <li>2. explain the scope of work of midwives in primary health care</li> <li>3. explain the organization and activity of patronage protection</li> <li>4. plan the implementation of patronage protection - visit</li> <li>5. keep medical records in midwifery care</li> <li>6. assess the importance of reproductive health care</li> <li>7. to conduct education in order to preserve health and prevent sexually transmitted diseases, regular gynecological examinations and early detection of diseases, family planning and alleviation of menopausal problems.</li> <li>8. to carry out patronage protection - a visit to a pregnant woman</li> <li>9. to prepare a pregnant woman for childbirth</li> <li>10. to carry out patronage protection - a visit to the mother and the newborn</li> </ol>						
<b>Course content broken down in detail by weekly class schedule (syllabus)</b>	<b>Format of instruction</b>	<b>Class unit</b>				<b>Class hour</b>	
	L	preventive health care at the primary level (women / pregnant women / mothers)				2	
	L	the role and goals of work in primary health care				1	
	L	scope of work of primary health care				2	
	L	organization and activity of patronage protection				2	
	L	techniques and methods of work in midwifery care in patronage				2	
	L	planning the implementation of patronage protection - visits				2	
	L	keeping medical records in midwifery care				1	
	L	reproductive health care				2	
	L	education in order to preserve health and prevent sexually transmitted diseases, regular gynecological examinations and early detection of diseases, family planning and alleviation of menopausal problems.				4	
	L/S	patronage protection of pregnant women				1.3	
	L/S	preparing pregnant women for childbirth				1.3	
	L/S	patronage protection of mother and newborn				2.3	
	L/S	educating mothers about newborn care				2.3	
	L/S	educating mothers about breastfeeding				1.3	
E	Field exercises				20		
E	Midwifery work in PHC				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>online</i> in full <input checked="" type="checkbox"/> partial e-learning <input checked="" 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 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	4	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>		
	Written exam		30	100		
	<b>Total</b>		<b>30</b>	<b>100</b>		
	<b>PERFORMANCE AND GRADE RATIO</b>					
	Grading (%)	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.Mojsović Z. Nursing in the community. ZVU, 2005 - selected chapters					
	Teaching materials and ppt presentations posted on the Merlin platform					
Optional literature (at the time of submission of study programme proposal)	Teaching texts					
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 the entire class</li> <li>- seminars 90%</li> <li>- 100% exercise</li> <li>- active participation in classes</li> <li>- validation of satisfaction with teaching</li> </ul>					
Other (as the proposer wishes to add)						

<b>NAME OF THE COURSE</b>		<b>Clinical skills II</b>				
<b>Code</b>		<b>ZSP618</b>				
<b>Course teacher</b>	Assoc. Prof. Marko Mimica, MD, PhD	<b>Year of study</b>	2.			
		<b>Credits (ECTS)</b>	5			
<b>Associate teachers</b>	Matea Dolić, MN, senior lecturer Associates from teaching bases	<b>Teaching methods (number of hours per semester)</b>	L	S	E	T
					150	
<b>Status of the course</b>	Mandatory	<b>Percentage of application of e-learning</b>	Up to 15%			
<b>COURSE DESCRIPTION</b>						
<b>Course enrollment requirements and entry competencies required for the course</b>	Passed exam in the subject: <ol style="list-style-type: none"> <li>1. <i>Basics of Nursing Care</i></li> <li>2. <i>The Process of Nursing Care</i></li> <li>3. <i>Introduction to Midwifery</i></li> <li>4. <i>Midwifery Care in Normal Pregnancy.</i></li> </ol>					
<b>Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</b>	<ol style="list-style-type: none"> <li>1. to receive the mother and prepare the mother for childbirth</li> <li>2. on the basis of external and internal examination of the mother to assess the condition of the mother and fetus, identify physiological changes and distinguish them from pathological</li> <li>3. to prepare the pregnant woman and instruments for certain additional examinations of the mother, to distinguish physiologically from pathological findings</li> <li>4. conduct physiological childbirth</li> <li>5. carry out fetal monitoring at birth, identify abnormalities and inform the doctor of any observed changes</li> <li>6. explain the episiotomy and state the justification for its performance</li> <li>7. perform an episiotomy</li> <li>8. assess the condition of the newborn and vitality</li> <li>9. conduct the first supply of the newborn</li> <li>10. prepare the midwife and instruments for surgical completion of labor, suturing episiotomy and other methods of completion of labor</li> </ol>					
<b>Course content broken down in detail by weekly class schedule (syllabus)</b>	E 1-150 preparing the mother for childbirth admission and examination of the mother supervision of the mother and fetus during childbirth mechanism of physiological childbirth contraction physiology childbirth fetal monitoring at birth labor and alleviation of labor pains use of drugs in childbirth induced childbirth natural childbirth assessment of newborn vitality the first supply of the newborn the first contact of the newborn with the mother operative completion of labor keeping medical records in midwifery care					
<b>Format of instruction</b>	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> Exercises <input type="checkbox"/> <i>online</i> in full		<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor			



	<input type="checkbox"/> partial e-learning partial <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 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 4	
	Experimental work		Report			
	Essay		Seminar essay		(Other)	
	Tests	1	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>		
	Tests		5	20		
	Practical training		20	80		
	<b>Total</b>		<b>25</b>	<b>100</b>		
	<b>PERFORMANCE AND GRADE RATIO</b>					
	<b>Grading (%)</b>		<b>Criteria</b>		<b>Grade</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>		
	Handbook developed for the course <i>Midwifery Care in Childbirth</i>					
	Šepec S. et al. Standardized procedures in health care. Hkms . Zagreb, 2010			<a href="http://www.thalassotherapia-opatija.hr/wp-content/uploads/2017/07/Standardizirani-potupci-u-zdravstvenoj-njezi.pdf">http://www.thalassotherapia-opatija.hr/wp-content/uploads/2017/07/Standardizirani-potupci-u-zdravstvenoj-njezi.pdf</a>		
Teaching materials and ppt presentations posted on the Merlin platform						
Optional literature (at the time of submission of study programme proposal)	1. Dražančić A. et al. Obstetrics . Zagreb: Školska knjiga, 1994. 2. Djelmiš J. et al. Emergencies in gynecology and obstetrics . Zagreb: Josip Djelmis , 2003. 3. Bennett VR, Brown LK, eds . Myles textbook for midwives.13 <sup>th</sup> ed . Edinburgh : Churchill Livingstone, 1999. 4. Niven CA, Walker A. Conception , pregnancy and birth : the psychology of reproduction . Oxford : Butterworth Heinemann , 1996.					
Quality assurance methods that ensure	Regularity of attending classes: - Clinical exercises - 100% attendance					

the acquisition of exit competences	<ul style="list-style-type: none"><li>- Active participation in classes</li><li>- validation of satisfaction with teaching</li></ul>
Other (as the proposer wishes to add)	

<b>NAME OF THE COURSE</b>	<b>Basics of Genetics</b>						
<b>Code</b>	<b>ZSP609</b>						
Course teacher	Full Professor with tenure Vjekoslav Krželj, MD	Year of study	2.				
		Credits	2				
Associate teachers	Asst. Prof. Sandy Kuret, PhD	Type of instruction (number of hours)	L	S	E	T	
			15	5	20		
Status of the course	Elective	Percentage of e-learning applications	Up to 10%				
<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 to 10 learning outcomes)	<ol style="list-style-type: none"> <li>1. highlight the importance of prevention of hereditary diseases</li> <li>2. explain the principle of prenatal diagnosis and DNA analysis</li> <li>3. explain cytogenetic analysis</li> <li>4. list chromosomopathies</li> <li>5. explain the mechanism of chromosomal aberrations</li> <li>6. state the etiology of chromosomal aberrations</li> <li>7. recognize clinical pictures of different chromosomal aberrations</li> <li>8. explain prenatal postconception impairment</li> <li>9. explain the impact of ionizing radiation and drugs</li> <li>10. explain metabolic disorders of pregnant women as a cause of fetal damage</li> </ol>						
Course content broken down in detail by weekly class schedule (syllabus)	Format of instruction	Class unit					Class hour
		Thematic units:					
	L	basic concepts in genetics					1
	L	genetic counseling					1
	L	prevention of hereditary diseases					2
	L	prenatal diagnosis and DNA analysis in medical genetics					1
	L	cytogenetic analysis					1
	L	chromosomopathy					2
	L	mechanism of chromosomal aberrations					1
	L	etiology of chromosomal aberrations					1
	L	clinical picture of chromosomal aberrations					2
	L	hereditary metabolic diseases					2
	L	prenatal postconception damage and ionizing radiation					1
	S	medicines					2
	S	metabolic disorders of pregnant women as a cause of fetal damage					2
S	prenatal infection.					1	
E	Clinical training					20	
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>online</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			

Student responsibilities	Regular class attendance Active participation in the teaching process Password for AAI EduHr electronic identity 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	0.20	Research		Practical training		
	Experimental work		Report	0.40			
	Essay		Seminar essay		(Other)		
	Tests		Oral exam		(Other)		
	Written exam	1.40	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>		
	Written exam		70		70		
	Report		20		20		
	Class attendance		10		10		
	<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>	
	Mardešić D. Pediatrics. Zagreb: Školska knjiga; 2016 - Selected chapters						
	Teaching materials and ppt presentations posted on the Merlin platform						
Optional literature (at the time of submission of study programme proposal)	Culic, Vida; Čulić Srđana. Down Syndrome . Split: Naklada Bošković, 2009.						
	Culic, Vida, Jasminka Pavelic, Radman Maja. Genetic information in practice. Zagreb: Medicinska naklada, 2016.						
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 the entire class</li> <li>- seminars 90%</li> <li>- 100% exercise</li> <li>- active participation in classes</li> <li>- validation of satisfaction with teaching</li> </ul>						
Other (as the proposer wishes to add)							

<b>NAME OF THE COURSE</b>	<b>Psychology of Labour Pain</b>						
<b>Code</b>	<b>ZSP610</b>						
<b>Course teacher</b>	Asst. Prof. Martina Šunj, MD, PhD	<b>Year of study</b>	2.				
		<b>Credit value (ECTS)</b>	2				
<b>Associate teachers</b>	Associates from teaching bases	<b>Type of instruction (number of hours)</b>	L	S	E	T	
			15	5	20		
<b>Status of the course</b>	Mandatory	<b>Percentage of application of e-learning</b>	Up to 10%				
<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 to 10 learning outcomes)</b>	<ol style="list-style-type: none"> <li>1. state the role of pain during childbirth</li> <li>2. explain the physiological mechanism of pain</li> <li>3. explain the perception of pain</li> <li>4. identify factors that affect the perception of labor pain</li> <li>5. specify the types of pain</li> <li>6. apply various procedures to alleviate labor pain</li> <li>7. compare the intensity and distribution of pain during childbirth</li> <li>8. predict psychological changes in childbirth</li> <li>9. explain the impact of pain on the uterus and fetus</li> <li>10. compare the impact of sedation and analgesia in childbirth</li> </ol>						
<b>Course content elaborated in detail according to the weekly schedule</b>	<b>Format of instruction</b>	<b>Class unit</b>				<b>Class hour</b>	
		Thematic units:					
	L	the role of pain during childbirth				1	
	L	physiological mechanism of pain				2	
	L	pain perception				1	
	L	factors influencing the perception of labor pain				1	
	L	types of pain				1	
	L/S	pain relief procedures				2.2	
	L	intensity of labor pain				1	
	L	intensity and distribution of pain during childbirth				1	
	L	the body's reactions to pain				1	
	L/S	psychological changes in childbirth				1.1	
	L/S	the impact of pain on the uterus and fetus				1.1	
	L	causes of pain in childbirth				1	
L/S	sedation and analgesia in childbirth				1.1		
E	Clinical training				20		
<b>Types of teaching:</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 entirety <input checked="" type="checkbox"/> partial e-learning partial <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia assignments <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
<b>Student responsibility</b>	Regular class attendance Active participation in the teaching process						

ies	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	0.29	Research		Practical training	
	Experimental work		Report			
	Essay		Seminar essay	0.29	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1.43	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>	
	Attendance and activity at lectures and seminars for 100% attendance			5	14.29	
	Written exam ***			25	71.43	
	Seminar essay (presentation ( )			5	14.29	
	<b>Total</b>			<b>35</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>	
	Habek, Dubravko, Gynecology and Obstetrics . Zagreb: Medicinska naklada, 2017					
	Teaching materials and ppt presentations posted on the Merlin platform					
Optional literature (at the time of submission of study programme proposal)	<ul style="list-style-type: none"> <li>- Dražančić A. et al. Obstetrics . Zagreb: Školska knjiga, 1994.</li> <li>- American Academy of Pediatrics , The American College of Obstetricians and Gynecologists . Guidelines for perinatal care- 5<sup>th</sup> ed ., 2002.</li> <li>- Bennett VR, Brown LK, eds . Myles textbook for midwives.13<sup>th</sup> ed . Edinburgh : Churchill Livingstone, 1999.</li> <li>- Niven CA, Walker A. Conception , pregnancy and birth : the psychology of reproduction . Oxford : Butterworth Heinemann , 1996.</li> </ul>					
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 the entire class</li> <li>- seminars 90%</li> <li>- 100% exercise</li> <li>- active participation in classes</li> <li>- validation of satisfaction with teaching</li> </ul>					
Other (as the proposer wishes to add)						

<b>NAME OF THE COURSE</b>	<b>Biological Basis of Developmental Disorders</b>						
<b>Item code</b>	<b>ZSP611</b>						
<b>Course teacher</b>	Full Prof. Deni Karelović, MD, PhD	<b>Year of study</b>	2.				
		<b>Credits (ECTS)</b>	2				
<b>Associate teachers</b>		<b>Type of instruction (number of hours)</b>	L	S	E	T	
			15	5	20		
<b>Status of the course</b>	Elective	<b>Percentage of of e-learning applications</b>	Up to 10%				
<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 to 10 learning outcomes)</b>	<ol style="list-style-type: none"> <li>1. distinguish types of impairment: motor and intellectual disorders, hereditary diseases and prenatal fetal impairment</li> <li>2. list and explain the perinatal and postnatal causes of damage</li> <li>3. predict risk factors for the development of developmental disorders</li> <li>4. explain the features of neurorisk newborns</li> <li>5. assess the importance of habilitation wounds</li> <li>6. distinguish risk factors for vision and hearing impairment</li> <li>7. recognize multiple damages</li> <li>8. determine the specifics of gluco - blind children</li> <li>9. distinguish the impact of integration and special institutions for further development</li> <li>10. explain prenatal diagnosis of developmental disorders, screening in the maternity ward - the importance of performance</li> </ol>						
<b>Course content elaborated in detail according to the weekly schedule</b>	<b>Format of instruction</b>	<b>Class unit</b>				<b>Class hour</b>	
	L	- types of damage: motor and intellectual disorders, hereditary diseases, prenatal fetal damage				2	
	L	- perinatal and postnatal causes of fetal damage - neurorisk newborns, risk factors for developmental disorders				2	
	L	- early habilitation				2	
	L	- birth trauma				2	
	L	- risk factors for visual and hearing impairment				1	
	L	- multiple damages				2	
	S	- specifics of deaf-blind children				1	
	S	- importance of family, parental reactions to fetal damage				1	
	S	- the impact of integration and special institutions for the further development of children				1	
	L	- diagnosis of developmental disorders; prenatal diagnosis, screening in the maternity ward				2	
	L	- normal psychophysical development of the child and deviations				2	
	S	- developing skills for everyday life, methods of behavior modification				1	
	S	- behavioral modification methods.				1	
E	clinical training				20		
<b>Types of teaching:</b>	<input checked="" type="checkbox"/> lectures			<input checked="" type="checkbox"/> independent assignments			

	<input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>online</i> in full <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<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 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)	<table border="1"> <tr> <td>Class attendance</td> <td></td> <td>Research</td> <td></td> <td>Practical training</td> <td></td> </tr> <tr> <td>Experimental work</td> <td></td> <td>Report</td> <td></td> <td>(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</td> <td>Project</td> <td></td> <td>(Other)</td> <td></td> </tr> </table>	Class attendance		Research		Practical training		Experimental work		Report		(Other)		Essay		Seminar essay		(Other)		Tests		Oral exam		(Other)		Written exam	2	Project		(Other)		
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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	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). <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>100.00</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>outstanding success</td> <td>excellent (5)</td> </tr> </tbody> </table>		Evaluation indicators	Success (points)	Share in overall grade (%)	Written exam	30	100.00	Grading (%)	Criteria	Grades	60-69.9	meets the minimum criteria	sufficient (2)	70-79.9	average success	good (3)	80-89.9	above-average success	very good (4)	90-100	outstanding success	excellent (5)									
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Optional literature (at the time of submission of study programme proposal)	<ul style="list-style-type: none"> <li>- Dražančić A. et al. Obstetrics . Zagreb: Školska knjiga, 1994.</li> <li>- Mardešić, D. et al. Pediatrics ; Školska knjiga, Zagreb, 2000</li> <li>- Zergollern Lj . et al. Pediatrics. Zagreb, Naprijed, 1994</li> </ul>																															
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 the entire class</li> <li>- seminars 90%</li> <li>- 100% exercise</li> <li>- active participation in classes</li> <li>- validation of satisfaction with teaching</li> </ul>																															
Other (as the proposer wishes to add)																																



<b>NAME OF THE COURSE</b>	<b>Multiple Pregnancies</b>						
<b>Item code</b>	<b>ZSP612</b>						
<b>Course teacher</b>	Asst. Prof. Martina Šunj, MD, PhD	<b>Year of study</b>	2.				
		<b>Credits (ECTS)</b>	2				
<b>Associate teachers</b>	Associates from teaching bases	<b>Type of instruction (number of hours)</b>	L	S	E	T	
			15	5	20		
<b>Status of the course</b>	Elective	<b>Percentage of application of e-learning</b>	Up to 10%				
<b>COURSE DESCRIPTION</b>							
<b>Course enrollment requirements and entry competencies required for the course</b>	Attended courses from the first year (from the Department of Midwifery)						
<b>Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</b>	<ol style="list-style-type: none"> <li>1. list the features of multiple pregnancy</li> <li>2. explain the diagnosis of multiple pregnancy and point out the importance of ultrasound</li> <li>3. explain the course and methods of managing a twin pregnancy</li> <li>4. to carry out the preparation of the pregnant woman and the instruments for examination and additional examinations in pregnancy, and other dg. procedures as prescribed by a physician</li> <li>5. explain placental function in multiple pregnancies</li> <li>6. describe the management and delivery of twin pregnancies</li> <li>7. prepare the mother and instruments for giving birth to twin pregnancies</li> <li>8. explain the risk of twin birth, list complications</li> <li>9. predict the condition of newborns from multiple pregnancies with respect to birth weight and duration of gestation</li> <li>10. list the characteristics of midwifery care for vulnerable newborns - from twins pregnancy</li> </ol>						
<b>Course content elaborated in detail according to the weekly schedule</b>	<b>Format of instruction</b>	<b>Class unit</b>				<b>Class hour</b>	
	L	features of multiple pregnancy				1	
	L	diagnosis of multiple pregnancy, significance uzv -a				1	
	L	placental function in multiple pregnancies				1	
	L	course of twin pregnancy and the management of twin pregnancy				1	
	L	management and delivery of twin pregnancies				1	
	L	complications in childbirth				1	
	L	function and pathological anatomy of the placenta in multiple labor.				1	
	L	multiple pregnancy from assisted reproduction methods				1	
	L	midwifery care for newborns from twin pregnancies				1	
	L	long-term outcome of children from multiple pregnancies				1	
	L						
	L	psychological aspects of twins in later life				1	
	L	course of twin pregnancy and the management of twin pregnancy				1	
	L	management and delivery of twin pregnancies				1	
L	complications in childbirth				1		
L	function and pathological anatomy of the placenta in the multiple fetus.				1		
S	multiple pregnancy from assisted reproduction methods				1		

	S	midwifery care for newborns from twin pregnancies	2			
	S	long-term outcome of children from multiple pregnancies	1			
	S	psychological aspects of twins in later life	1			
	E	Clinical training	1 -20			
Types of teaching:	<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"/> partial e-learning <input type="checkbox"/> field work		<input 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 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	0.29	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0.29	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1.43	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>		
	Attendance and activity at lectures and seminars for 100% attendance		5	14.29		
	Written exam ***		25	71.43		
	Seminar essay (presentation ())		5	14.29		
	<b>Total</b>		<b>35</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>		
	Habek, Dubravko Gynecology and obstetrics Zagreb: Medicinska naklada, 2020					
	Teaching materials and ppt presentations posted on the Merlin platform					
Optional literature (at the time of submission of study programme proposal)	<ul style="list-style-type: none"> <li>- Dražančić A. et al. Obstetrics . Zagreb: Školska knjiga, 1994.</li> <li>- Mišković, B., Wolf, AND. Multiple pregnancy. IN Wolf AND, Kupesic WITH, Basket M.-Ultrasound in gynecology and obstetrics , Art studio Azinović , 2000, 295-314</li> <li>Gynecology et ynaecologia et perinatologia , January , 2017</li> </ul>					
Quality assurance methods that	Regularity of attending classes: - lectures - at least 80% of the entire class					

ensure the acquisition of exit competences	<ul style="list-style-type: none"><li>- seminars 90%</li><li>- 100% exercise</li><li>- active participation in classes</li><li>- validation of satisfaction with teaching</li></ul>
Other (as the proposer wishes to add)	

<b>NAME OF THE COURSE</b>	<b>Basic Instrumentation in Gynaecology and Obstetrics</b>						
<b>Item code</b>	<b>ZSP613</b>						
<b>Course teacher</b>	Full Prof. Deni Karelović, MD, PhD	<b>Year of study</b>	2.				
		<b>Credits (ECTS)</b>	2				
<b>Associate teachers</b>	Ivan Palada, PhD, MD Mario Podrug, MN, Assistant Assoc. Prof. Jelena Marušić, PhD, MD	<b>Type of instruction (number of hours)</b>	L	S	E	T	
			15	5	20		
<b>Status of the course</b>	Elective	<b>Percentage of application e-learning</b>	Up to 10%				
<b>COURSE DESCRIPTION</b>							
<b>Course enrollment requirements and entry competencies required for the course</b>	Attended courses from the first year (from the Department of Midwifery)						
<b>Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</b>	<ol style="list-style-type: none"> <li>1. list the types of surgical procedures in gynecology and obstetrics</li> <li>2. carry out the preparation of instruments, materials and accessories for various surgical procedures</li> <li>3. perform instrumentation during various operations</li> <li>4. explain and apply aseptic working conditions</li> <li>5. explain and carry out disinfection</li> <li>6. explain and perform sterilization</li> <li>7. carry out the preparation of sterilization instruments</li> <li>8. explain the organization of work in central sterilization units</li> <li>9. explain nosocomial infections</li> <li>10. implement measures to prevent nosocomial infections</li> </ol>						
<b>Course content elaborated in detail according to the weekly schedule</b>	<b>Format of instruction</b>	<b>Class unit</b>				<b>Class hour</b>	
	L	types of surgical procedures in gynecology and obstetrics				3	
	L	preparation of instruments, materials and accessories for various surgical procedures				3	
	L	basics of instrumentation during various operations				3	
	S	types of instruments and apparatus				2	
	L	aseptic conditions, the importance of aseptics in the operating room				2	
	S	surgical hand washing; use of protective clothing				1	
	S	disinfection				1	
	S	types of sterilization, sterilization control				1	
	L	organization of work in central sterilization units				2	
	L	intra-hospital infections				2	
E	clinical training				20		
<b>Types of teaching:</b>	<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 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)			
<b>Student responsibilities</b>	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	<b>Evaluation indicators</b>		<b>Success (points)</b>		<b>Share in overall grade (%)</b>	
	Written exam		30		100.00	
	<b>PERFORMANCE AND GRADE RATIO</b>					
	<b>Grading (%)</b>		<b>Criteria</b>		<b>Grade</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>	
	1. Handbook developed for this course					
	Teaching materials and ppt presentations posted on the Merlin platform					
Optional literature (at the time of submission of study programme proposal)	<ul style="list-style-type: none"> <li>- Šimunić, V. et al. Gynecology. Zagreb: Medicinska biblioteka, 2001.</li> <li>- Dražančić A. et al. Obstetrics . Zagreb: Školska knjiga, 1994.</li> </ul>					
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 the entire class</li> <li>- seminars 90%</li> <li>- 100% exercise</li> <li>- active participation in classes</li> <li>- validation of satisfaction with teaching</li> </ul>					
Other (as the proposer wishes to add)						

<b>NAME OF THE COURSE</b>	<b>Emergency Conditions in Gynaecology and Obstetrics</b>					
<b>Code</b>	<b>ZSP614</b>					
<b>Course teacher</b>	Assoc. Prof. Marko Mimica, MD, PhD	<b>Year of study</b>	2.			
		<b>Credit value (ECTS)</b>	2			
<b>Associate teachers</b>	Assoc. Prof. Jelena Marušić, MD, PhD Associates from teaching bases	<b>Type of instruction (number of hours)</b>	L	S	E	T
			15	5	20	
<b>Status of the course</b>	Elective	<b>Percentage of application e-learning</b>	Up to 10%			
<b>COURSE DESCRIPTION</b>						
<b>Course enrollment requirements and entry competencies required for the course</b>	Attended courses from the first year (from the Department of Midwifery)					
<b>Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</b>	<ol style="list-style-type: none"> <li>1. predict the patient's life-threatening</li> <li>2. explain emergencies in pregnancy and childbirth</li> <li>3. explain emergencies in the postpartum period</li> <li>4. assess the vulnerability of the mother and fetus</li> <li>5. recognize the symptoms of various emergencies</li> <li>6. assess the importance of early recognition of symptoms and diagnosis</li> <li>7. prepare the patient for examination and other procedures</li> <li>8. to conduct the admission of the patient to the ward</li> <li>9. to prepare the patient for surgery and other methods of treatment</li> <li>10. carry out postoperative care</li> </ol>					
<b>Course content elaborated in detail according to the weekly schedule</b>	<b>Format of instruction</b>	<b>Class unit</b>			<b>Class hour</b>	
	L	emergencies in gynecology and life-threatening			2	
	L	emergencies in pregnancy and childbirth, endangerment of mother and fetus			4	
	L	emergencies in the postpartum period			2	
	L	symptoms of various emergencies in gynecology and obstetrics			2	
	L	the importance of early recognition of symptoms and diagnosis			2	
	S	admission of the patient to the ward			1	
	S	methods and procedures for treating various emergencies			2	
	S	preparing patients for surgery and other methods of treatment			2	
	L	midwifery care in emergencies in gynecology and obstetrics			3	
E	Clinical training			20		
<b>Types of teaching:</b>	<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 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)			
<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 is equal to the ECTS value of the course)	Class attendance		Research		Practical training	
	Experimental work		Report		(Other)	
	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	<b>Evaluation indicators</b>		<b>Success (points)</b>	<b>Share in overall grade (%)</b>		
	Written exam		30	100.00		
	<b>PERFORMANCE AND GRADE RATIO</b>					
	<b>Grading (%)</b>	<b>Criteria</b>			<b>Grade</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>	
	1. Handbook developed for this course					
	Teaching materials and ppt presentations posted on the Merlin platform					
Optional literature (at the time of submission of study programme proposal)	<ul style="list-style-type: none"> <li>- Dražančić A. et al. Obstetrics . Zagreb: Školska knjiga, 1994.</li> <li>- Djelmiš J. et al. Emergencies in gynecology and obstetrics . Zagreb: Josip Djelmis , 2003.</li> <li>- Šimunić, V. et al. Gynecology. Zagreb: Medicinska biblioteka, 2001.</li> </ul>					
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 the entire class</li> <li>- seminars 90%</li> <li>- 100% exercise</li> <li>- active participation in classes</li> <li>- validation of satisfaction with teaching</li> </ul>					
Other (as the proposer wishes to add)						

NAME OF THE COURSE		Emergency Medicine				
Code	ZSZ630	Year of study	3			
Course teacher	Mihajlo Lojpur, M.D., Ph.D, Assistant Professor	Credits (ECTS)	2			
Associate teachers	Associates from teaching bases	Type of instruction (number of hours)	L	S	E	T
			18		25	
Status of the course	Mandatory	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course enrolment requirements and entry competences required for the course	No requirements					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>The student will be trained in basic resuscitation skills and work in the intensive care unit and:</p> <ol style="list-style-type: none"> <li>Supervise the functions of vital organs and recognize development of life-threatening situation,</li> <li>Evaluate patient's condition and take appropriate emergency measures in typical emergencies,</li> <li>Implement emergency procedures for dealing with vital organ failure,</li> <li>Apply BLS and ALS resuscitation protocol,</li> <li>Identify life-threatening arrhythmias and apply AED if necessary.</li> <li>Establish and maintain a patent airway,</li> <li>Administer oxygen,</li> <li>Establish peripheral and/or intraosseous venous access,</li> <li>Use parenteral drugs, infusion solutions and blood derivatives</li> <li>Recognize the occurrence and type of complications during diagnostic or other medical procedures in life-threatening patients, and apply emergency procedures and treatment if they occur</li> </ol>					
Course content broken down in detail by weekly class schedule (syllabus)	<b>Form of teaching</b>	<b>Topics</b>	<b>Hours</b>			
	L	1. Monitoring of vital functions of the organism	1			
	L	2. Essential medicines in emergencies	1			
	L	3. Acute poisoning	1			
	L	4. Treatment of acute pain	1			
	L	5. Resuscitation of children	1			
	L	6. Acute failure of vital organ systems	2			
	L	7. Shock, Anaphylactic shock	1			
	L	8. Fluid replacement	1			
	L	9. Basics of mechanical ventilation	2			
	L	10. Blood replacement	1			
	L	11. Adult resuscitation	2			
	L	12. Acute coronary syndrome	1			
	L	13. Injury care, Burns	2			
	L	14. Identification of patients requiring urgent treatment	1			
	E	1. Airway and oxygen administration	5			
	E	2. Resuscitation (BLS modified for hospital conditions + scenarios)	5			
	E	3. Patient monitoring, cardiac arrhythmias, defibrillation and electroconversion	5			
	E	4. Initial care of the injured	5			
E	5. Iv and intraosseous route, administration of drugs, infusion solutions and blood	5				



Format of instruction	<input checked="" type="checkbox"/> <b>lectures</b> <input checked="" type="checkbox"/> <b>seminars and workshops</b> <input checked="" type="checkbox"/> <b>exercises</b> <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 checked="" 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 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		<b>Mastering skills in exercises</b>	1
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	<b>Written exam</b>	1	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Written exam:					
	<b>Achieved success (%)</b>	<b>Description of acquired knowledge</b>			<b>Grade</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	remarkable 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>	
	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. Chapters 1, 3, 10, 12, 15, 19, 20, 22, 25 and 28				Website of the School of Split	
	Mihajlo Lojpur. Cardiopulmonary resuscitation. In: Tanja Šimurina, Boris Mraović. General clinical anesthesiology and resuscitation. Zadar: University of Zadar, 2020; 379-446					
	Gvožđak M, Tomljanović B. Basic emergency medical procedures. Croatian Chamber of Nurses, Croatian Institute of Emergency Medicine, Zagreb, 2011.				<a href="https://vub.hr/images/uploads/3209/hitni_medicinski_postupci_u_izvanbolnickim_uvjetima.pdf">https://vub.hr/images/uploads/3209/hitni_medicinski_postupci_u_izvanbolnickim_uvjetima.pdf</a>	
	Basic Clinical skills. In: Simunovic VJ: Catalogue of Clinical Skills. Seattle: CreateSpace Independent Publishing Platform; 2013. ISBN - 10: 1489580212.					
Optional literature (at the time of submission of study programme proposal)						
Quality assurance methods that ensure	<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> </ul>					

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

NAME OF THE COURSE	Health Education with Learning and Teaching Methods					
Code	ZSP620					
Course teacher	Assoc. Prof. Vesna Antičević, PhD	Year of study	3.			
		Credit value (ECTS)	3			
Associates	Asst. Prof. Martina Šunj, MD, PhD Matea Dolić, MN, senior 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 10%			
<b>COURSE DESCRIPTION</b>						
Course enrollment requirements and entry competencies required for the course	Attended the course Promotion of Reproductive Health, Sex Education and Family Planning					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ol style="list-style-type: none"> <li>1. apply didactic principles in the implementation of health education</li> <li>2. assess the health and educational needs of individuals and groups</li> <li>3. plan health and educational activities of individuals and groups</li> <li>4. implement health education programs for individuals and groups</li> <li>5. carry out activities aimed at improving health</li> </ol>					
Course content elaborated in detail according to the weekly schedule	Format of instruction	Class unit				Class hour
	P	Health behavior and health.				3
	P	Health promotion and health education.				4
	P	Learning and teaching methods.				4
	P	Didactic bases of organized forms of health education.				5
	P	Work with the individual and the family, small group and community.				5
	P	Midwife - health educator.				3
	P	Systematic planning of health education as part of the midwifery care process.				6
	WITH	Making brochures, health education programs				1-15
PKL	Presentation and application of didactic principles				1-30	
Types of teaching:	<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"/> Partial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia <input checked="" type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input checked="" type="checkbox"/> experimental work, virtual classroom			
Student responsibilities	Regular class attendance. Active participation in the teaching process. Development of a prevention program. 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	0.43	Practical training	
	Experimental work	0.43	Report	0.43	Virtual classroom	0.43
	Essay		Seminar essay	0.43	(Other)	

total number of ECTS credits is equal to the ECTS value of the course	Tests		Oral exam		(Other)																									
	Written exam		Project	0.86	(Other)																									
Grading and evaluating student work in class and at the final exam	<table border="1"> <thead> <tr> <th>Evaluation indicators</th> <th>Success (points)</th> <th>Share in overall grade (%)</th> </tr> </thead> <tbody> <tr> <td>Experimental work</td> <td>5</td> <td>14.29</td> </tr> <tr> <td>Research</td> <td>5</td> <td>14.29</td> </tr> <tr> <td>Report</td> <td>5</td> <td>14.29</td> </tr> <tr> <td>Seminar essay</td> <td>5</td> <td>14.29</td> </tr> <tr> <td>Project</td> <td>10</td> <td>28.57</td> </tr> <tr> <td>Virtual classroom</td> <td>5</td> <td>14.29</td> </tr> <tr> <td><b>Total</b></td> <td><b>35</b></td> <td><b>100.00</b></td> </tr> </tbody> </table>						Evaluation indicators	Success (points)	Share in overall grade (%)	Experimental work	5	14.29	Research	5	14.29	Report	5	14.29	Seminar essay	5	14.29	Project	10	28.57	Virtual classroom	5	14.29	<b>Total</b>	<b>35</b>	<b>100.00</b>
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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>																								
	Teaching texts																													
	Handbook developed for this course																													
	Teaching materials and ppt presentations posted on the Merlin platform																													
Optional literature (at the time of submission of study programme proposal)	Sources from the CROQF																													
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 the entire class</li> <li>- seminars 90%</li> <li>- 100% exercise</li> <li>- active participation in classes</li> <li>- validation of satisfaction with teaching</li> </ul>																													
Other (as the proposer wishes to add)																														

<b>NAME OF THE COURSE</b>	<b>Promotion of Reproductive Health, Sex Education and Family Planning</b>						
<b>Item code</b>	<b>ZSP621</b>						
<b>Course teacher</b>	Asst. Prof. Martina Šunj, MD, PhD	<b>Year of study</b>	3.				
		<b>Credit value (ECTS)</b>	3.				
Associates	Assoc. Prof. Jelena Marušić, MD, PhD	<b>Type of instruction (number of hours)</b>	L	S	E	T	
			25	30	10		
<b>Status of the course</b>	Mandatory	<b>Percentage of application of e-learning</b>	Up to 10%				
<b>COURSE DESCRIPTION</b>							
<b>Course enrollment requirements and entry competencies required for the course</b>	Attended professional midwifery courses and Tests clinical exercises at II. years of study.						
<b>Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</b>	<ol style="list-style-type: none"> <li>1. explain fertilization and implantation and development of female and male sexual organs</li> <li>2. describe the anatomy of the female and male sexual organs</li> <li>3. list the characteristics of puberty and adolescence</li> <li>4. explain the endocrinology of the menstrual cycle</li> <li>5. compare the reproductive and postreproductive periods</li> <li>6. clarify the causes of infertility in women and men</li> <li>7. state the importance of family planning, conscious and responsible parenting</li> <li>8. explain the importance of preconceptual counseling and processing</li> <li>9. list the peculiarities of pregnancy in young and old women</li> <li>10. explain methods of contraception and conduct education</li> </ol>						
<b>Course content elaborated in detail according to the weekly schedule</b>	<b>Format of instruction</b>	<b>Class unit</b>				<b>Class hour</b>	
	L	Development, structure and anomalies of female sexual organs. Endocrinology of reproduction. Menstrual cycle. Ovulation and fertilization.	4				
	L	Menstrual cycle disorders. Improper bleeding. Diagnosis and treatment of irregular bleeding.	4				
	L	Endometriosis. Fibroids. Dysmenorrhea. Causes and treatment of pain in adolescents	4				
	L	Genital inflammation. Sexually transmitted disease. Pelvic inflammatory disease and consequences. Epidemiology of sexually transmitted diseases. Public health programs in the prevention of sexually transmitted diseases. The role of midwives in the prevention of sexually transmitted diseases.	4				
	L	Contraceptive methods. Hormonal methods of contraception. Emergency contraception. Family planning. Preparing for parenthood. Infertility treatment. Assisted insemination methods.	4				
	L	Anovulatory bleeding. Hormonal regulation of anovulatory cycles	5				
	S	Puberty. Pediatric and adolescent gynecology. Sexual maturation of girls. Preparing girls for sexual intercourse. Prevention of premature sexual intercourse. Psychological background of the first sexual intercourse. Adolescent sexual behavior. Social and psychological support for sexual maturation	6				

	S	Reasons for intentional abortion. Habitual abortion. Causes, treatment. Deliberate abortion. Epidemiology, complications. Appeal of conscience. Socio-emotional background			6		
	S	Public health programs in the prevention of sexually transmitted diseases. The importance of the epidemiology of sexually transmitted diseases			6		
	S	The role and significance of ultrasound in gynecology and gynecological endocrinology.			6		
	S	Experience, consequences and psychological upgrade of the first sexual intercourse. The role of midwives in the sexual maturation of girls. The role of medical staff in sexual maturation.			6		
	E	Clinical training			1-10		
Types of teaching:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>online</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 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 (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	0.6	Research		Practical training		
	Experimental work		Report		(Other)		
	Essay		Seminar essay	0.6	(Other)		
	Tests		Oral exam		(Other)		
	Written exam	1.8	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>		
	Attendance and activity at lectures and seminars for 100% attendance		10		20		
	Written exam		30		60		
	Seminar essay (presentation ())		10		20		
	<b>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		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>	
	Reproductive endocrinology and infertility. Velimir Šimunić, and associates Školska knjiga, 2012						

	Teaching materials and ppt presentations posted on the Merlin platform		
Optional literature (at the time of submission of study programme proposal)	Guidelines for the use of oral emergency contraception. Croatian Society for Gynecological Endocrinology and Human Reproduction. Croatian Society of Gynecology and Obstetrics. Section of gynecologists in primary health care. Croatian Medical Association. Zagreb, September 2015		
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 the entire class</li> <li>- seminars 90%</li> <li>- 100% exercise</li> <li>- active participation in classes</li> <li>- validation of satisfaction with teaching</li> </ul>		
Other (as the proposer wishes to add)			

<b>NAME OF THE COURSE</b>		<b>Gynaecology</b>					
<b>Item code</b>		<b>ZSP622</b>					
<b>Course teacher</b>	Assoc. Prof. Jelena Marušić, MD, PhD	<b>Year of study</b>		3.			
		<b>Credits (ECTS)</b>		2			
Associates	Assoc. Prof. Marko Mimica, MD, PhD	<b>Type of instruction (number of hours)</b>		L	S	E	T
				20	10	10	
<b>Status of the course</b>	Mandatory	<b>Percentage of application of e-learning</b>		Up to 10%			
<b>COURSE DESCRIPTION</b>							
<b>Course enrollment requirements and entry competencies required for the course</b>	Attended professional midwifery courses and colloquial clinical exercises at II. years of study.						
<b>Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</b>	<ol style="list-style-type: none"> <li>1. Explain methods aimed at preserving women's reproductive health.</li> <li>2. Identify basic gynecological diseases.</li> <li>3. Explain basic family planning procedures.</li> <li>4. Explain the most important reasons for infertility.</li> <li>5. Explain gynecological changes and the problem of menopause, menopause and postmenopause.</li> <li>6. List the most common neoplasms of the genital system.</li> <li>7. Explain radiotherapy and chemotherapy in gynecological oncology.</li> </ol>						
<b>Course content elaborated in detail according to the weekly schedule</b>	<b>Format of instruction</b>	<b>Class unit</b>				<b>Class hour</b>	
	L	Structure and function of female genital organs				2	
	L/S	Ultrasound in gynecology				2.2	
	L	Gynecological endocrinology				2	
	L/S	Human reproduction, family planning, contraception				2.1	
	L/S	Marital infertility, assisted reproduction methods				2.1	
	L/S	Menstrual cycle, cycle disorders				1.2	
	L	Gynecological problems of children and adolescents, puberty				1	
	L/S	Endometriosis, dysmenorrhea				2.1	
	L/S	Lowered genitals, urinary incontinence				2.1	
	L/S	Menopause, menopause, postmenopause				2.1	
	L	Sexually transmitted diseases, pelvic inflammatory disease				1	
	L	Benign genital tumors				1	
L	Malignant genital tumors				1		
E	Clinical training				1-10		
<b>Types of teaching:</b>	<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 checked="" type="checkbox"/> artial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)				
<b>Student responsibilities</b>	Regular class attendance. Active participation in the teaching process. Password for AAI EduHr electronic identity for access to e - learning.						
<b>Screening student work (name the proportion of ECTS)</b>	Class attendance	0.2	Research		Practical training	0.8	
	Experimental work		Report		(Other)		



credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course	Essay		Seminar essay	0.2	(Other)		
	Tests		Oral exam		(Other)		
	Written exam	0.8	Project		(Other)		
Grading and evaluating student work in class and at the final exam	<b>Evaluation indicators</b>						
			Performance points		Share in overall grade (%)	Share in ECTS credits	
	Class attendance and activity		3		10.00	0.20	
	Seminar essay		3		10.00	0.20	
	Practical training		12		40.00	0.80	
	Written exam		12		40.00	0.80	
	Total		30		100.00	2.00	
	<b>PERFORMANCE AND GRADE RATIO</b>						
		<b>Grading (%)</b>	<b>Criteria</b>			<b>Grade</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>		
	1. Šimunić V. Gynecology. Naklada Ljevak, Zagreb, 2001						
	2. Kuvačić I, Kurjak A, Đelmiš J et al. Obstetrics. Medicinska naklada, Zagreb 2009						
	3. Šimunić V et al. Reproductive endocrinology and infertility. School book, 2012						
	4. Kurjak A et al. Ultrasound in gynecology and perinatology. Medicinska naklada, 2019.						
	Teaching materials and ppt presentations posted on the Merlin platform						
Optional literature (at the time of submission of study programme proposal)	1. Karelović D et al. Infections in gynecology and perinatology. Medicinska naklada, 2012						
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 the entire class</li> <li>- seminars 90%</li> <li>- 100% exercise</li> <li>- active participation in classes</li> <li>- validation of satisfaction with teaching</li> </ul>						

Other (as the proposer wishes to add)	
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<b>NAME OF THE COURSE</b>	<b>Neonatology</b>					
<b>Item code</b>	<b>ZSP623</b>					
<b>Course teacher</b>	Asst. Prof. Anet Papazovska Cherepnalkovski, MD, PhD	<b>Year of study</b>	3.			
		<b>Credit value (ECTS)</b>	2			
<b>Associate teachers</b>	Asst. Prof. Arnes Rešić, MD, PhD	<b>Type of instruction (number of hours)</b>	L	S	E	T
			20	10	10	
<b>Status of the course</b>	Mandatory	<b>Percentage of application of e-learning</b>	Up to 10%			
<b>COURSE DESCRIPTION</b>						
<b>Course enrollment requirements and entry competencies required for the course</b>	Attended professional midwifery courses and colloquial clinical exercises at II. years of study.					
<b>Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</b>	<ol style="list-style-type: none"> <li>1. explain peculiarities adjustments newborns on extrauterine conditions life, describe the adjustment of respiration, blood flow, thermoregulation and other systems; distinguish adaptation difficulties, anticipate factors risk</li> <li>2. recognize the physiological characteristics of the newborn, distinguish them from pathological</li> <li>3. explain the characteristics of the endangered newborns , assess the condition of the endangered newborns</li> <li>4. explain and distinguish asphyxia in the newborn, participate in resuscitation newborns</li> <li>5. identify and compare birth traumas, predict the consequences for newborn</li> <li>6. explain hypoxic-ischemic injuries and damage brain , predict the consequences of intracranial bleeding</li> <li>7. recognize respiratory disorders in newborns; explain apnea, hyposurfactosis, meconium aspiration, conatal pneumonia, transient tachypnea newborns, hemorrhage lung, chronic lung disease</li> <li>8. explain various diseases and pathological conditions in newborns: jaundice, convulsions, infections, hypoglycemia, hypocalcaemia, hyperviscous blood syndrome, heart failure due to open arterial duct, necrotizing enterocolitis</li> <li>9. state the peculiarities of prematurity, explain the difficulties its adaptation to the extrauterine life , recognize risk prematurity</li> <li>10. explain the peculiarities of diet newborns and premature infants</li> </ol>					
<b>Course content elaborated in detail according to the weekly schedule</b>	<b>Format of instruction</b>	<b>Class unit</b>			<b>Class hour</b>	
	L/S	Adaptation of the newborn to extrauterine living conditions; respiration, blood flow, thermoregulation, physiological characteristics of the newborn, nutrition of a healthy newborn.			3.1	
	L/S	Endangered newborn; congenital malformations that directly endanger the life of the newborn			3.1	
	L/S	Asphyxia, neonatal resuscitation, birth trauma, brain injuries and damage, hypoxic-ischemic brain damage, intracranial hemorrhage-clinical picture and diagnosis of brain damage.			3.2	
	L/S	Respiratory disorders; apnea, hyposurfactosis, meconium aspiration, conatal pneumonia, transient tachypnea of the newborn, pulmonary hemorrhage.			3.1	
	L/S	Heart failure due to open actor's duct, hyperviscous blood syndrome, chronic neonatal lung disease			3.1	

	L/S	Neonatal convulsions, neonatal bleeding, neonatal jaundice-bilirubin metabolism, bilirubin toxicity and bilirubin encephalopathy, neonatal pathological jaundice, hypoglycemia, hypocalcemia, neonatal infections, necrotic enterocolitis.			3.2	
	L/S	Prematurity - features, diet, parenteral nutrition.			2.2	
	E	Clinical training			1-10	
Types of teaching:	<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 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 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 training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0.40	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1.60	Project		(Other)	
Grading and evaluating student work in class and at the final exam	<b>Evaluation indicators</b>		<b>Share in overall grade (%)</b>			
	Written exam		80			
	Seminar essay (presentation)		20			
	<b>Total</b>		<b>100</b>			
	<b>PERFORMANCE AND GRADE RATIO</b>					
	<b>Grading (%)</b>	<b>Criteria</b>			<b>Grade</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>	
	Mardešić, D. et al. Pediatrics; Školska knjiga, Zagreb, 2016					
	Teaching texts					
	Teaching materials and ppt presentations posted on the Merlin platform					
Optional literature (at the time of submission of study programme proposal)	<ul style="list-style-type: none"> <li>- Juretić M, Balarin L Pediatrics for senior nurses. Split. Clinical Hospital Split; 1995</li> <li>- Kliegman RM. Nelson Textbook of pediatrics. 18th ed. Philadelphia (PA): WB Saunders company; 2007</li> </ul>					
Quality assurance methods that	Regularly of attending classes: - lectures - at least 80% of the entire class					

ensure the acquisition of exit competences	<ul style="list-style-type: none"> <li>- seminars 90%</li> <li>- 100% exercise</li> <li>- active participation in classes</li> <li>- validation of satisfaction with teaching</li> </ul>
Other (as the proposer wishes to add)	

<b>NAME OF THE COURSE</b>	<b>Midwifery Care in High-risk Pregnancy</b>						
<b>Item code</b>	<b>ZSP615</b>						
<b>Course teacher</b>	Asst. Prof. Nađa Aračić, MD, PhD	<b>Year of study</b>	3.				
		<b>Credits (ECTS)</b>	4				
<b>Associate teachers</b>	Associates from teaching bases	<b>Teaching methods (number of hours per semester)</b>	<b>L</b>	<b>S</b>	<b>E</b>	<b>T</b>	
			30	5	70		
<b>Status of the course</b>	Mandatory	<b>Percentage of application of e-learning</b>	Up to 10%				
<b>COURSE DESCRIPTION</b>							
<b>Course enrollment requirements and entry competencies required for the course</b>	Attended classes and colloquial seminars and exercises with II. years of study. Passed exam in the subject: <i>Midwifery care in physiological pregnancy.</i>						
<b>Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</b>	<ol style="list-style-type: none"> <li>1. recognize the symptoms of ecClass unit pregnancy, miscarriage and trophoblastic disease</li> <li>2. explain diabetes in pregnancy, predict possible complications for the mother and fetus,</li> <li>3. explain gestosis and list symptoms, predict consequences for mother and fetus, assess the importance of preventive measures and treatment</li> <li>4. describe eclampsia, assess the importance of monitoring pregnant women in detecting early symptoms of impending eclampsia, predict the risk of worsening the condition, explain treatment procedures and carry them out according to the doctor's prescription</li> <li>5. single out individual infections in pregnancy and explain the consequences for the mother and fetus</li> <li>6. identify diseases of individual systems and their impact on pregnancy</li> <li>7. explain Rh and ABO immunization, predict the procedure in Rh negative pregnant women</li> <li>8. state the procedures for monitoring the affected fetus and explain the purpose of the performance</li> <li>9. specify methods of antenatal diagnosis of fetal anomalies</li> <li>10. explain the transmission and assess its consequences for the fetus, assess the importance of the diagnosis of transmission and completion of labor, highlight the importance of accurately determining the date of delivery and history of the menstrual cycle</li> </ol>						
<b>Course content elaborated in detail according to the weekly schedule</b>	<b>Format of instruction</b>	<b>Class unit</b>				<b>Class hour</b>	
	L/S	ecClass unit pregnancy, miscarriage and trophoblastic disease				2.1	
	L	bleeding at the end of pregnancy				2	
	L	diabetes in pregnancy				2	
	L	gestosis and eclampsia				2	
	L	multiple pregnancy				1	
	L	pregnancy in young and older women				1	
	L	maternal and fetal infections in pregnancy				2	
	L/S	diseases of individual systems and their impact on pregnancy				2.1	
	L	Rh and ABO immunization, a procedure in Rh negative pregnant women				2	
	L	surveillance of an endangered fetus				2	
L	developmental anomalies and antenatal diagnosis of fetal anomalies				2		

	L	abnormal fetal growth	2				
	L	portability	2				
	L	drugs in pregnancy	2				
	L/S	fetal death	2.1				
	L	abnormalities of amniotic fluid, placenta and umbilical cord	2				
	S	keeping medical records in midwifery care	2				
	E	Clinical training	1-60				
	E	Clinical training	1-10				
Types of classes:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> Exercises <input type="checkbox"/> <i>online</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 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		(Other)		
	Essay		Seminar essay		(Other)		
	Tests		Oral exam		(Other)		
	Written exam	4	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 and activity		5		8.33		
	Seminar essay		5		8.33		
	Practical training		20		33.33		
	Written exam		30		50.00		
	Total		60		100.00		
	<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>		
	1. Handbook developed for this course						
	Teaching materials and ppt presentations posted on the Merlin platform						

Optional literature (at the time of submission of study programme proposal)	<ul style="list-style-type: none"> <li>- Dražančić A. et al. Obstetrics. Zagreb: Školska knjiga, 1994.</li> <li>- Djelmiš J. et al. Emergencies in gynecology and obstetrics. Zagreb: Josip Djelmis, 2003.</li> <li>- Djelmiš J. et al. Neurological diseases in pregnancy. Zagreb: Josip Djelmis, 2002.</li> <li>- Djelmiš J. et al. Diabetes in pregnancy. Zagreb: Josip Djelmis, 2002.</li> <li>- Djelmiš J. et al. Hypertension in pregnancy. Zagreb: Josip Djelmis, 2002.</li> <li>- Bennett VR, Brown LK, eds Myles textbook for midwives.13<sup>th</sup> ed. Edinburgh: Churchill Livingstone, 1999.</li> <li>- Niven CA, Walker A. Conception, pregnancy and birth: the psychology of reproduction. Oxford: Butterworth Heinemann, 1996.</li> </ul>
Quality assurance methods that ensure the acquisition of exit competences	<p>Regularity of attending classes:</p> <ul style="list-style-type: none"> <li>- lectures - at least 80% of the entire class</li> <li>- seminars 90%</li> <li>- 100% exercise</li> <li>- active participation in classes</li> <li>- validation of satisfaction with teaching</li> </ul>
Other (as the proposer wishes to add)	



<b>NAME OF THE COURSE</b>	<b>Midwifery Care in Childbirth Complications</b>						
<b>Code</b>	<b>ZSP637</b>						
<b>Course teacher</b>	Asst. Prof. Nađa Aračić, MD, PhD	<b>Year of study</b>	3.				
		<b>Credits (ECTS)</b>	5				
<b>Associate teachers</b>	Asst. Prof. Anet Papazovska Cherepnalkovski, MD, PhD Associates from teaching bases	<b>Type of instruction (number of hours)</b>	L	S	E	T	
			22	8	70		
<b>Status of the course</b>	Mandatory	<b>Percentage of application of e-learning</b>	Up to 10%				
<b>COURSE DESCRIPTION</b>							
<b>Course enrollment requirements and entry competencies required for the course</b>	Attended classes and colloquial seminars and exercises with II. years of study. Passed the exam in the subject: <i>Midwifery and Obstetrics</i> .						
<b>Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</b>	<ol style="list-style-type: none"> <li>1. identify deviations and changes in the mother and fetus, check vital functions and inform the doctor about all observed changes</li> <li>2. distinguish between labor irregularities and prolonged labor</li> <li>3. carry out monitoring of the fetus at birth, identify abnormalities and inform the doctor of any observed changes</li> <li>4. explain irregularities in the child's posture, rotation and position</li> <li>5. explain and inform the delivery, prepare the mother and instruments</li> <li>6. explain irregularities of rotation and flexion of the head, transverse and oblique position</li> <li>7. state the risk of giving birth to twin pregnancies and explain giving birth in twin pregnancies</li> <li>8. prepare the mother and instruments for operative completion of childbirth and other methods of completion of childbirth</li> <li>9. perform the delivery of the placenta and its examination, identify irregularities and inform the doctor of any observed changes</li> <li>10. perform manual exploration and evacuation of the uterus</li> </ol>						
<b>Course content elaborated in detail according to the weekly schedule</b>	<b>Format of instruction</b>	<b>Class unit</b>				<b>Class hour</b>	
	L/S	Preparing the mother for childbirth				2.1	
	L/S	Admission and examination of the mother				1.1	
	L/S	Supervision of the mother and fetus during childbirth				2.1	
	L	The mechanism of physiological childbirth versus irregularities of certain childbirth periods				1	
	L/S	Emergencies in childbirth				3.1	
	L	Improper labor and prolonged labor				1	
	L	Narrowed pelvis				1	
	L/S	Irregularities in the position, rotation and position of the child				2.1	
	L/S	Butt birth				2.1	
	L/S	Irregularities of rotation and flexion of the head				1.1	
	L/S	Childbirth twin pregnancy				2.1	
	L	The arm and umbilical cord were lowered, burned and dropped				1	
	L	Surgical completion of childbirth - midwife activities				2	
E	Clinical training				1-80		
E	Clinical training - work on the model				1-10		

Types of teaching:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> Exercises <input type="checkbox"/> <i>online</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 checked="" 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	0.42	Research		Practical training	1.67																								
	Experimental work		Report		(Other)																									
	Essay		Seminar essay	0.42	(Other)																									
	Tests		Oral exam		(Other)																									
	Written exam	2.5	Project		(Other)																									
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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 the entire class</li> <li>- seminars 90%</li> <li>- 100% exercise</li> <li>- active participation in classes</li> <li>- validation of satisfaction with teaching</li> </ul>																													

Other (as the proposer wishes to add)	Stimulator of childbirth
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NAME OF THE COURSE		Midwifery Care in Puerperium Complications				
Code	ZSP638	Year of study	3.			
Course teacher	Prof. Jelena Marušić, MD, PhD	Credits (ECTS)	4			
Associate teachers	Diana Aranza, master of nursing, lecturer	Type of instruction (number of hours)	L	S	CE	SCE
			15	5	80	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	<p>C</p> <p>ompleted 2<sup>nd</sup> year lectures and passed colloquia in seminars and exercises.</p> <p><b>Passed exam:</b> Midwifery care in Puerperium</p>					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ol style="list-style-type: none"> <li>1. to conduct the admission of the midwife to the ward</li> <li>2. explain the involutory processes in the midwife, recognize irregularities</li> <li>3. to distinguish physiologically from the pathological course of midwifery</li> <li>4. state the pathology of the midwife</li> <li>5. recognize the symptoms of various pathological conditions in midwives, check the vital functions of midwives and inform the doctor about all observed changes</li> <li>6. to educate the midwife regarding the disorders in the midwife</li> <li>7. carry out the preparation of the midwife and the instruments for examination and other dg. procedures as prescribed by a physician, distinguish physiological from pathological findings</li> <li>8. perform venipuncture and collect blood and urine samples for laboratory processing and other tests as prescribed by a doctor</li> <li>9. carry out oral and parenteral administration of drugs, open the venous route and place i.v. infusion as prescribed by your doctor</li> <li>10. carry out postoperative care after operative completion of labor</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,S	Irregularities of involutory processes			3,2	
	L	Midwifery pathology: puerperal infections			2	
	L	Psychological changes in the puerperium			2	
	L	Mastitis and difficulty breastfeeding			2	
	L	Bleeding in the midwife			2	
	L	Thrombosis and thromboembolism			2	
	L	Urinary tract infections			2	
	S	Keeping medical records in midwifery			3	
	CE	Clinical training			1-80	
	SCE	Clinical training			1-10	
Format of instruction	lectures seminars and workshops ercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning field work	independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)				
Student responsibilities	In accordance to Rules of studying and Deontological code for USSM students.					

Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance		Research		Practical training	1.23
	Experimental work		Report			
	Essay		Seminar essay	0.31	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	2.46	Project		(Other)	
Grading and evaluating student work in class and at the final exam	<b>Evaluation indicators</b>		<b>Share in overall grade (%)</b>			
	Written exam		61.54			
	Seminar		7.69			
	Clinical exercises		30.77			
	<b>Total</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>	
	1. Teaching texts of the lecture and lecturer's script (until the publication of the official textbook)					
Optional literature (at the time of submission of study programme proposal)	<p>- Dražančić A. et al. Obstetrics. Zagreb: Školska knjiga, 1994.</p> <p>- Djelmiš J. et al. Emergencies in gynecology and obstetrics. Zagreb: Josip Djelmis, 2003.</p> <p>- Bennett VR, Brown LK, eds Myles textbook for midwives.13th ed. Edinburgh: Churchill Livingstone, 1999.</p> <p>- Niven CA, Walker A. Conception, pregnancy and birth: the psychology of reproduction. Oxford: Butterworth Heinemann, 1996.</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>Midwifery Care of Endangered Newborn and Premature Infant</b>					
<b>Item code</b>	<b>ZSP639</b>					
<b>Course teacher</b>	Asst. Prof. Anet Papazovska Cherepnalkovski, MD, PhD	<b>Year of study</b>	3.			
		<b>Credits (ECTS)</b>	5			
Associates	Associates from teaching bases	<b>Type of instruction (number of hours)</b>	L	S	E	T
			20	5	110	
<b>Status of the course</b>	Mandatory	<b>Percentage of application of e-learning</b>	Up to 10%			
<b>COURSE DESCRIPTION</b>						
<b>Course enrollment requirements and entry competencies required for the course</b>	Attended classes and colloquial seminars and exercises with II. years of study. Passed exam in the subject: <i>Midwifery Care for Healthy Newborn.</i>					
<b>Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</b>	<ol style="list-style-type: none"> <li>1. assess the condition of the newborn and the vitality of the newborn after birth</li> <li>2. spend receiving the newborn in the nursery</li> <li>3. list the risk factors for the newborn</li> <li>4. list the characteristics of the endangered newborn</li> <li>5. recognize various pathological conditions and symptoms of the disease in newborns, inform the doctor about all observed changes</li> <li>6. perform neonatal resuscitation</li> <li>7. explain the peculiarities of placing the newborn in an incubator, oxygen treatment, intubation and respiration</li> <li>8. perform venipuncture and collect blood and urine samples for laboratory processing and other tests as prescribed by a doctor</li> <li>9. carry out parenteral administration of drugs, open the venous route and set the IV infusion according to the doctor's prescription, carry out parenteral nutrition</li> <li>10. prepare the newborn for examination and other dg. procedures as prescribed by a physician</li> </ol>					
<b>Course content elaborated in detail according to the weekly schedule</b>	<b>Format of instruction</b>	<b>Class unit</b>			<b>Class hour</b>	
	L	the first supply of the newborn			1	
	L	vitality assessment			1	
	L	features of the endangered newborn			2	
	L/S	neonatal asphyxia and neonatal resuscitation			3.3	
	L/S	placement of the newborn in an incubator, oxygen treatment			3.2	
	L	nutrition, parenteral nutrition			2	
	L	disorders of certain systems, congenital heart defects, birth trauma, non-physiological jaundice and hemolytic disease, neonatal infections			3	
	L	features of prematurity, specifics of care			4	
	L	keeping medical records in midwifery care			1	
	E	Clinical training			1-100	
	E	Clinical training model work			1-10	
<b>Types of teaching:</b>	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> Exercises <input type="checkbox"/> <i>online</i> in entirety		<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> 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 1.50
	Experimental work		Report		(Other)
	Essay		Seminar essay	1.0	(Other)
	Tests		Oral exam		(Other)
	Written exam	2.50	Project		(Other)
Grading and evaluating student work in class and at the final exam	<b>Evaluation indicators</b>		<b>Share in overall grade (%)</b>		
	Written exam		50		
	Seminar essay (presentation)		20		
	Practical training		30		
	<b>Total</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>
	1. Handbook developed for this course				
	2. Teaching texts				
	Teaching materials and ppt presentations posted on the Merlin platform				
Optional literature (at the time of submission of study programme proposal)	<ul style="list-style-type: none"> <li>- Dražančić, A. et al. Obstetrics. Zagreb: Školska knjiga, 1999.</li> <li>- Mardešić, D. et al. Pediatrics; Školska knjiga, Zagreb, 2016</li> <li>- Kenner, C., Wright Lott, J. Neonatal Nursing Handbook, Saunders, 2004.</li> <li>- American Academy of Pediatrics, The American College of Obstetricians and Gynecologists. Guidelines for perinatal care- 8<sup>th</sup> ed., 2017.</li> <li>- Bennett VR, Brown LK, eds Myles textbook for midwives.13<sup>th</sup> ed. Edinburgh: Churchill Livingstone, 1999.</li> <li>- Niven CA, Walker A. Conception, pregnancy and birth: the psychology of reproduction. Oxford: Butterworth Heinemann, 1996.</li> </ul>				
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 the entire class</li> <li>- seminars 90%</li> <li>- 100% exercise</li> <li>- active participation in classes</li> <li>- validation of satisfaction with teaching</li> </ul>				
Other (as the proposer wishes to add)	Model of newborns and premature infants for resuscitation and application of therapy Breastfeeding / pumping stimulator				

<b>NAME OF THE COURSE</b>	<b>Midwifery Care in Gynaecology</b>						
<b>Code</b>	<b>ZSP625</b>						
<b>Course teacher</b>	Assoc. Prof. Jelena Marušić, MD, PhD	<b>Year of study</b>	3.				
		<b>Credits(ECTS)</b>	5				
<b>Associate teachers</b>	Matea Dolić, MN, senior lecturer Asst. Prof. Martina Šunj, MD Associates from teaching bases	<b>Teaching methods (number of hours per semester)</b>	<b>L</b>	<b>S</b>	<b>E</b>	<b>T</b>	
			20	5	105		
<b>Status of the course</b>	Mandatory	<b>Percentage of application of e-learning</b>	Up to 10%				
<b>COURSE DESCRIPTION</b>							
<b>Course enrollment requirements and entry competencies required for the course</b>	Attended classes and colloquial seminars and exercises with II. years of study.						
<b>Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</b>	<ol style="list-style-type: none"> <li>1. prepare the patient-woman, instruments and materials for gynecological examination, auxiliary and special examinations in gynecology</li> <li>2. to conduct education in order to preserve health and prevent sexually transmitted diseases, regular gynecological examinations and early detection of diseases and in alleviating the symptoms of menopause.</li> <li>3. to conduct the admission of the gynecological patient to the ward</li> <li>4. recognize mental and physical changes in the patient</li> <li>5. recognize the symptoms of various pathological conditions and diseases in the patient</li> <li>6. perform venipuncture and collect blood and urine samples for laboratory processing and other tests as prescribed by a doctor</li> <li>7. carry out oral and parenteral administration of drugs, open the venous route and set iv infusion as prescribed by your doctor</li> <li>8. to prepare the patient for surgery and other methods of treatment</li> <li>9. carry out postoperative care</li> <li>10. prepare the patient for chemotherapy and radiation, predict their side effects and conduct education of the patient about them</li> <li>11. carry out procedures to alleviate the side effects of chemotherapy and radiation</li> </ol>						
<b>Course content elaborated in detail according to the weekly schedule</b>	<b>Format of instruction</b>	<b>Class unit</b>					<b>Class hour</b>
	L	gynecological examination					3
	L	auxiliary and special tests in gynecology					3
	L/S	health education and education in preserving reproductive health					1.1
	L/S	the importance of regular gynecological examinations and early detection of genital diseases					1.1
	L	sexually transmitted diseases and inflammation of the genital organs					1
	L	family planning					1
	L	menopause and perimenopause					1
	L/S	marital infertility					1.1
	L	gynecological cancer					1
	L	fistula					1
L	endometriosis					1	
L	emergencies in gynecology					2	



	L	surgical procedure in gynecology	3			
	S	keeping medical records in midwifery care	2			
	E	Clinical training	1-100			
	E	Clinical training	1-5			
Types of teaching:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> Exercises <input type="checkbox"/> <i>online</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 (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		(Other)	
	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>		
	Practical training		15	30.00		
	Written exam		35	70.00		
	Total		50	100.00		
	<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>		
	1. Handbook developed for this course					
	Teaching materials and ppt presentations posted on the Merlin platform					
Optional literature (at the time of submission of study programme proposal)	<ul style="list-style-type: none"> <li>- Šimunić, V. et al. Gynecology. Zagreb: Medicinska biblioteka, 2001.</li> <li>- Šimunić V. et al. Contraception and reproductive health. Brijuni: Proceedings of the First Croatian Congress on Contraception and Reproductive Health, 2002.</li> <li>- Djelmiš J. et al. Emergencies in gynecology and obstetrics. Zagreb: Josip Djelmiš, 2003.</li> </ul>					
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 the entire class</li> <li>- seminars 90%</li> <li>- 100% exercise</li> <li>- active participation in classes</li> </ul>					

	- validation of satisfaction with teaching
Other (as the proposer wishes to add)	

<b>NAME OF THE COURSE</b>	<b>Organization, Management and Administration in Midwifery</b>						
<b>Item code</b>	<b>ZSP627</b>						
<b>Course teacher</b>	Full Prof. Julije Meštrović, MD, PhD	<b>Year of study</b>	3.				
		<b>Credits(ECTS)</b>	3				
<b>Associate teachers</b>	Rahela Orlandini, MN, senior lecturer Associates from teaching bases	<b>Type of instruction (number of hours)</b>	<b>L</b>	<b>S</b>	<b>E</b>	<b>T</b>	
			20	10	40		
<b>Status of the course</b>	Mandatory	<b>Percentage of application of e-learning</b>	Up to 10%				
<b>COURSE DESCRIPTION</b>							
<b>Course enrollment requirements and entry competencies required for the course</b>	Completed 2 <sup>nd</sup> year professional courses in midwifery and passed colloquium in Clinical skills II.						
<b>Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</b>	<ol style="list-style-type: none"> <li>1. demonstrate organizational and management skills in midwifery practice: ways of managing at different management levels;</li> <li>2. explain and apply human resource management styles and models;</li> <li>3. explain and apply different models of work organization in the health care process;</li> <li>4. explain and demonstrate the way of delegating tasks and the supervision process in midwifery practice;</li> <li>5. explain the functioning of technical and structural support systems and their application in midwifery practice;</li> <li>6. explain and demonstrate the categorization of patients in midwifery practice: organization of the work of nurses and midwives in relation to the needs of patients / clients, calculating the required number of nurses and midwives in relation to the needs of patients / clients by 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. demonstrate the way of time management: apply the principles of time management in midwifery practice;</li> <li>9. plan and implement / demonstrate the process of change management in midwifery practice;</li> <li>10. explain the ways, principles and conditions of decision making and their application in midwifery practice.</li> </ol>						
<b>Course content elaborated in detail according to the weekly schedule</b>	<b>Format of instruction</b>	<b>Class unit</b>				<b>Class hour</b>	
	L	Management theories and work organization.				2	
	L/S	Organizational culture of health work organization, organizational structure, organizational principles and concepts, structure of health work organization according to management concepts.				1, 2	
	L/S	Specifics of strategic management, operational management and organization in nursing / midwifery practice.				1, 3	
	L	Nurse / midwife tasks at all management levels.				2	
	L/S	Basic elements and styles of human resources management in midwifery practice.				2, 2	

	L	Models of organization of work in nursing / midwifery and supervision processes in nursing / midwifery practice.	2			
	L	Management of technical and structural support systems in nursing / midwifery practice: hospital information systems, drug supply, food distribution, laundry distribution and patient transport.	1			
	L	Categorization of patients, organization of the work of nurses / midwives in relation to the needs of patients / clients, calculation of the required number of nurses / midwives: in relation to the needs of patients / clients by direct and indirect health care.	1			
	L	Principles of teamwork, team building and interdisciplinary and multidisciplinary approach in health care / midwifery care.	1			
	L/S	Time management in nursing / midwifery practice, change management and ways and principles of decision making.	1, 3			
	L	Basic principles of quality management in the field of health care / midwifery, quality management systems, quality standards in nursing / midwifery practice, the quality cycle and quality indicators.	2			
	L	Basics of administrative work in the field of health care / midwifery care: nursing / midwifery documentation, patient electronic card, e-visit, planning of material and other costs, coordination of work with non-medical services within the work organization.	1			
	L	Definition of supervision, goals of supervision, principles and models of supervision, clinical supervision, elements of the supervisory situation, content of supervision in midwifery care, functions of supervision: educational, supportive and managerial, group and individual supervision.	3			
	E	Clinical training	1-25			
	E	Clinical training	1-10			
E	PHC training	1-5				
Types of teaching:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> Exercises <input type="checkbox"/> <i>online</i> in entirety <input checked="" type="checkbox"/> partial e-learning <input checked="" 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 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	0.23
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0.92	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1.85	Project		(Other)	

Grading and evaluating student work in class and at the final exam	<table border="1"> <thead> <tr> <th>Evaluation indicators</th> <th>Success (points)</th> <th>Share in overall grade (%)</th> </tr> </thead> <tbody> <tr> <td>Written exam</td> <td>40</td> <td>61.54</td> </tr> <tr> <td>Seminar essay (presentation ( ))</td> <td>20</td> <td>30.77</td> </tr> <tr> <td>Practical training</td> <td>5</td> <td>7.69</td> </tr> <tr> <td><b>Total</b></td> <td></td> <td><b>100</b></td> </tr> </tbody> </table>			Evaluation indicators	Success (points)	Share in overall grade (%)	Written exam	40	61.54	Seminar essay (presentation ( ))	20	30.77	Practical training	5	7.69	<b>Total</b>		<b>100</b>
	Evaluation indicators	Success (points)	Share in overall grade (%)															
	Written exam	40	61.54															
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	<b>Total</b>		<b>100</b>															
	<b>PERFORMANCE AND GRADE RATIO</b>																	
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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)	<ol style="list-style-type: none"> <li>1. Ajduković M., Cajvert L. (2004) Supervision in Psychosocial Work, Society for Psychological Assistance Zagreb</li> <li>2. Brajša, P. (1996) The Art of Conversation, CASH, Pula</li> <li>3. Goleman, D. (2007): Emotional Intelligence, Mozaik knjiga, Zagreb</li> <li>4. Goleman, D. (2008): Social Intelligence, Mozaik knjiga, Zagreb</li> <li>5. Srića, V. (1992): Creativity Management, Školska knjiga, Zagreb</li> <li>6. Kyriacou, C. (2001). Basic teaching skills, Zagreb: Educa</li> <li>7. Neill, S. (1994) Nonverbal communication in the classroom, Zagreb: Educa</li> <li>8. Sonja Kalauz: Organization and Management in Health Care, Medicinska naklada, Zagreb 2014.</li> <li>9. Fikreta Bahtijarević-Šiber: Human Resources Management, Golden marketing, Zagreb 2007.</li> </ol>																	
	Quality assurance methods that ensure the acquisition of exit competences <ul style="list-style-type: none"> <li>- lectures - at least 80% of the entire class</li> <li>- seminars 90%</li> <li>- 100% exercise</li> <li>- active participation in classes</li> <li>- validation of satisfaction with teaching</li> </ul>																	
	Other (as the proposer wishes to add)																	

<b>NAME OF THE COURSE</b>	<b>Clinical Skills III</b>						
<b>Code</b>	<b>ZSP635</b>						
<b>Course teacher</b>	Assoc. Prof. Marko Mimica, MD, PhD	Year of study	3.				
		Credits (ECTS)	5				
Associates	Matea Dolić, MN, senior lecturer Associates from teaching bases	Type of instruction (number of hours)	P	WIT H	KL	PKL	T
					150		
Status of the course	Mandatory	Percentage of application of e-learning	Up to 10%				
<b>COURSE DESCRIPTION</b>							
Course enrollment requirements and entry competencies required for the course	Passed the exam in the subject: Midwifery care in childbirth, Midwifery care in midwifery, Midwifery care of a healthy newborn.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ol style="list-style-type: none"> <li>1. monitor the newborn in the nursery, identify irregularities and inform the doctor of any observed changes</li> <li>2. identify physiological changes in the newborn's adaptation to extrauterine life and distinguish them from pathological ones, inform the doctor about all observed changes</li> <li>3. list the risk factors for newborns, premature infants</li> <li>4. list the characteristics of the endangered newborn and premature infant</li> <li>5. identify various pathological conditions and symptoms of the disease in newborns, inform the doctor about all observed changes</li> <li>6. participate in neonatal resuscitation</li> <li>7. explain the peculiarities of placing the newborn in an incubator, oxygen treatment, intubation and respiration</li> <li>8. perform venipuncture and collect blood and urine samples for laboratory processing and other tests as prescribed by a doctor</li> <li>9. carry out parenteral administration of drugs, open the venous route and set the IV infusion according to the doctor's prescription, carry out parenteral nutrition</li> <li>10. prepare the newborn for examination and other dg. procedures as prescribed by a physician</li> </ol>						
Course content elaborated in detail according to the weekly schedule	Format of instruction	Class unit				Class hour	
	E	midwifery pathology				20	
	E	physiological features of a healthy newborn, with reference to pathological				20	
	E	adapting the newborn to extrauterine life				20	
	E	neonatal asphyxia and neonatal resuscitation				20	
	E	placement of the newborn in an incubator, oxygen treatment				20	
	E	parenteral nutrition				20	
	E	disorders of certain systems, congenital heart defects, birth trauma, non-physiological jaundice and hemolytic disease, neonatal infections				20	
E	keeping medical records in midwifery care				10		
Types of teaching:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>online</i> in entirety		<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input checked="" type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor				

	<input 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 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	4
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests	1	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>	
	Colloquium		5		20	
	Practical training		20		80	
	<b>Total</b>				<b>100</b>	
	<b>PERFORMANCE AND GRADE RATIO</b>					
	<b>Grading (%)</b>		<b>Criteria</b>		<b>Grade</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>	
	1. Manual developed for the course <i>Midwifery care in midwifery, Midwifery care of a healthy newborn, Midwifery care of an endangered newborn and premature baby</i>					
	Teaching materials and ppt presentations posted on the Merlin platform					
Optional literature (at the time of submission of study programme proposal)	<ul style="list-style-type: none"> <li>- Dražančić A. et al. Obstetrics. Zagreb: Školska knjiga, 1994.</li> <li>- Djelmiš J. et al. Emergencies in gynecology and obstetrics. Zagreb: Josip Djelmiš, 2003.</li> <li>- Mardešić, D. et al. Pediatrics; Školska knjiga, Zagreb, 2000</li> <li>- Kenner, C., Wright Lott, J. Neonatal Nursing Handbook, Saunders, 2004.</li> <li>- American Academy of Pediatrics, The American College of Obstetricians and Gynecologists. Guidelines for perinatal care- 5<sup>th</sup> ed., 2002.</li> <li>- Bennett VR, Brown LK, eds Myles textbook for midwives. 13<sup>th</sup> ed. Edinburgh: Churchill Livingstone, 1999.</li> <li>- Niven CA, Walker A. Conception, pregnancy and birth: the psychology of reproduction. Oxford: Butterworth Heinemann, 1996.</li> </ul>					
Quality assurance methods that ensure the acquisition of exit competences	Regularity of attending classes: <ul style="list-style-type: none"> <li>- Clinical exercises - 100% attendance</li> <li>- Active participation in classes</li> <li>- validation of satisfaction with teaching</li> </ul>					

Other (as the proposer wishes to add)	
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<b>NAME OF THE COURSE</b>	<b>Neurology and Psychiatry</b>						
<b>Code</b>	<b>ZSP630</b>						
<b>Course teacher</b>	Full Prof. Ivo Lušić, PhD	<b>Year of study</b>	3.				
		<b>Credits (ECTS)</b>	2				
<b>Associates</b>	Asst. Prof. Trpimir Glavina Associates from teaching bases	<b>Teaching methods (number of hours per semester)</b>	P	WIT H	KL	PKL	T
			15	5	25		
<b>Status of the course</b>	Elective	<b>Percentage of application of e-learning</b>	Up to 10%				
<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 to 10 learning outcomes)</b>	<p>Neurology:</p> <ol style="list-style-type: none"> <li>1. apply modern knowledge in the successful prevention and treatment of neurological diseases, conditions and their consequences</li> <li>2. to prepare patients for certain diagnostic procedures in neurology such as EEG, EMNG, EP, ultrasound of blood vessels</li> <li>3. describe the procedure for performing the above tests</li> <li>4. describe the preparation of patients for thrombolysis and the implementation of treatment of ischemic stroke</li> </ol> <p>Psychiatry:</p> <ol style="list-style-type: none"> <li>1. 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 mnemonic and intellectual abilities; disorders of instinct; disorders of memory and remembrance)</li> <li>2. identify the basic classification of mental illness;</li> <li>3. 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>4. appoint basic psychopharmaceuticals and identify serious drug side effects; define possible predictors of mental disorders.</li> </ol>						
<b>Course content elaborated in detail according to the weekly schedule</b>	<b>Format of instruction</b>	<b>Class unit</b>				<b>Class hour</b>	
	P/S	Neurology Fundamentals of neuroanatomy, neurological diagnostics, basics of neurophysiology, consciousness and higher nervous function, pathophysiology of motor system disorders, syndromes of increased intracranial pressure and meningeal irritation, epilepsy, cerebrovascular diseases, brain and spinal cord tumors, diseases of the extrapyramidal system, diseases of the extrapyramidal system diseases of the central and peripheral nervous system, chronic pain as a separate clinical entity, functional headaches, closed craniocerebral injuries, malformations of the central nervous system, neurocranium and spinal canal, selected				7.5 / 2.5	

	E	chapters from neuropediatrics, clinical syndromes of authorial disorders of cranial nerves, compressive damage, compressive damage impaired coordination and impaired vestibular function.				1-12.5
	L/S	Psychiatry Definition of psychiatry, the concept of mental health and mental illness, theories of mental health, illness and personality, history and development of psychiatry, contents of psychiatric profession, activities of psychiatric profession, organization of psychiatric protection and improvement of mental health, psychiatric care (concept, contents and forms), general psychopathology (mental contents), mental status, organic disorders, addiction disorders, schizophrenic disorders, affective disorders, neurotic disorders, somatomorphic disorders, behavioral disorders, personality disorders, mental retardation, forms of care for certain diseases.				7.5 / 2.5
	E	Clinical training				1-12.5
Types of teaching:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> Exercises <input type="checkbox"/> <i>online</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 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	<b>Evaluation indicators</b>		<b>Success (points)</b>	<b>Share in overall grade (%)</b>		
	Written exam		30	100.00		
	<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)		

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	Neurology: Butković Soldo Silva, Titlić Marina - Neurology - for colleges and universities - in print		
	Psychiatry: Moro, LJ., Frančičković, T. and associates: Psychiatry - a textbook for higher health studies, Textbooks of the University of Rijeka, 2004.		
	Jakovljević, M .: Psychiatry for students of the College of Health, Samobor, AG Matoš, 2003.		
	Teaching materials and ppt presentations posted on the Merlin platform		
Optional literature (at the time of submission of study programme proposal)	Neurology: Demarin V, Trkanjec Z - Handbook of Neurology (for dentistry), 2008. Medicinska naklada. Psychiatry: Vasko Muačević et al .: "Psychiatry", Medicinska naklada, Zagreb 1995.		
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 the entire class</li> <li>- seminars 90%</li> <li>- 100% exercise</li> <li>- active participation in classes</li> <li>- validation of satisfaction with teaching</li> </ul>		
Other (as the proposer wishes to add)			

NAME OF THE COURSE	Dermatology					
Code	ZSP631					
Course teacher	Full Prof. Neira Puizina-Ivic, MD, PhD	Year of study	3.			
		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 10%			
<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 to 10 learning outcomes)	<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> </ol>					
Course content elaborated in detail according to the weekly schedule	Format of instruction	Class unit				Class hour
	L	Recognizing and naming basic skin changes				3
	L/S	Basic methods of diagnosis and treatment in dermatovenereology				2.2
	L	Infectious and parasitic skin diseases				2
	L/S	Autoimmune connective tissue diseases				3.1
	L/S	Diseases of the veins of the lower limbs				2.1
	L	Diseases of the sebaceous glands and hair follicles				1
	L/S	Dermatological oncology				2.1
	E	Clinical training				1-25
Types of teaching:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> Exercises <input type="checkbox"/> <i>online</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 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		(Other)	
	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	<b>Evaluation indicators</b>	<b>Success (points)</b>	<b>Share in overall grade (%)</b>
	Written exam	30	100.00
	<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>
	Ines Brajac, Esmā Halepović-Đečević and associates. <b>Skin and sexually transmitted diseases.</b> Medicinska naklada, Zagreb 2009		
	Teaching texts		
	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 Dobrić I, ed .: Dermatovenerology, III. amended edition, Grafoplast, Zagreb 2005. Textbook of the University of Zagreb (The textbook was approved by the Faculty Council of our faculty at the session of the Faculty Council on February 23, 2009)		
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 the entire class</li> <li>- seminars 90%</li> <li>- 100% exercise</li> <li>- active participation in classes</li> <li>- validation of satisfaction with teaching</li> </ul>		
Other (as the proposer wishes to add)			

NAME OF THE COURSE		Otorhinolaryngology					
Code	ZSP632	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	Elective	Percentage of application of e-learning	20%				
COURSE DESCRIPTION							
Course enrolment requirements and entry competences required for the course	No requirements.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>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)		

<i>total number of ECTS credits is equal to the ECTS value of the course)</i>	Tests		Oral exam		(Other)	
	Written exam	2,0	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Evaluation indicators		Success (points)	Share in overall grade (%)		
	Written exam		30	100.00		
	<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>	
	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		Ophthalmology					
Code	ZSP633	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	Elective	Percentage of application of e-learning	20%				
COURSE DESCRIPTION							
Course enrolment requirements and entry competences required for the course	No requirements						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After 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	<b>Evaluation indicators</b>	<b>Success (points)</b>	<b>Share in overall grade (%)</b>
	Written exam	30	100.00
	<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>
	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)			

<b>NAME OF THE COURSE</b>	<b>Surgery, orthopaedics and traumatology</b>					
<b>Item code</b>	<b>ZSP619</b>					
<b>Course teacher</b>	Asst. Prof. Fabijan Čukelj, MD, PhD	<b>Year of study</b>	3.			
		<b>Credit value (ECTS)</b>	3			
<b>Associate teachers</b>	Associates from teaching bases	<b>Teaching methods (number of hours per semester)</b>	L	S	E	T
			20	15	35	
<b>Status of the course</b>	Elective	<b>Percentage of application of e-learning</b>	Up to 10%			
<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 to 10 learning outcomes)</b>	<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. Perform venous placement and participate in CV placement, catheterization for preoperative preparation of patients;</li> <li>4. Explain the basics of parenteral and enteral nutrition;</li> <li>5. Conduct postoperative monitoring of patients;</li> <li>6. Explain the symptomatology, pathology and pathophysiology, diagnosis and therapy of major surgical diseases.</li> <li>7. The student will gain insight into the symptomatology, pathology and pathophysiology, diagnosis and therapy of major surgical diseases.</li> </ol>					
<b>Course content elaborated in detail according to the weekly schedule</b>	<b>Format of instruction</b>	<b>Class unit</b>			<b>Class hour</b>	
	L/S	General surgical pathophysiology			2.1	
	L/S	Preoperative treatment and preparation of patients			2.5	
	L	Basic surgical procedures in the field of abdominal surgery			1	
	L	Basic vascular surgery			1	
	L	Basic thoracic surgery			1	
	L	Basic cardiac surgery			1	
	L	Basic surgical procedures in the field of plastic and reconstructive surgery			1	
	L	Basic surgical procedures in the field of traumatology			1	
	L	Basic surgical procedures in the field of neurosurgery			1	
	L	Basic surgical procedures in the field of urology			1	
	L	Basic surgical procedures in the field of orthopedics			1	
	L/S	Possible complications			2.5	
	L/S	Methods of treatment			2.3	
L/S	Contemporary aspects of oncological surgery			2.1		
E	Clinical training			1-35		
<b>Types of teaching:</b>	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> Exercises <input type="checkbox"/> <i>online</i> in entirety <input checked="" type="checkbox"/> partial e-learning		<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)			

	<input type="checkbox"/> field work																	
Student responsibilities	Regular class attendance. Active participation in the teaching process. Password for AAI EduHr electronic identity for access to e - learning.																	
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance		Research		Practical training													
	Experimental work		Report		(Other)													
	Essay		Seminar essay		(Other)													
	Tests		Oral exam		(Other)													
	Written exam	3	Project		(Other)													
Grading and evaluating student work in class and at the final exam	<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>100.00</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td><b>Total</b></td> <td><b>30</b></td> <td><b>100.00</b></td> </tr> </tbody> </table>						Evaluation indicators	Success (points)	Share in overall grade (%)	Written exam	30	100.00				<b>Total</b>	<b>30</b>	<b>100.00</b>
	Evaluation indicators	Success (points)	Share in overall grade (%)															
	Written exam	30	100.00															
	<b>Total</b>	<b>30</b>	<b>100.00</b>															
	<b>PERFORMANCE AND GRADE RATIO</b>																	
	<b>Grading (%)</b>		<b>Criteria</b>		<b>Grade</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>													
	IN BOOK MAKING																	
	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																	
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)																		

<b>NAME OF THE COURSE</b>	<b>Internal Medicine</b>					
<b>Item code</b>	<b>ZSP628</b>					
<b>Course teacher</b>	Asst. Prof. Višnja Kokić Maleš, MD, PhD	Year of study	3.			
		Credits (ECTS)	3			
Associate teachers	Associates from teaching bases	Type of instruction (number of hours)	L	S	E	T
			20	15	35	
Status of the course	elective	Percentage of application e-learning	Up to 10%			
<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 to 10 learning outcomes)	<ol style="list-style-type: none"> <li>1. Recognize emergencies in internal medicine;</li> <li>2. Explain the pathogenesis of internal diseases;</li> <li>3. Recognize the symptoms and signs of internal diseases;</li> <li>4. Describe the importance of diagnostic procedures in disease detection and participate in implementation;</li> <li>5. Explain methods of treatment of internal medicine diseases and participate in implementation;</li> <li>6. Describe the complications of internal diseases;</li> <li>7. Participate in the resuscitation procedure (on the model and in emergency situations);</li> <li>8. Caring for a comatose patient (diabetic and other etiologies);</li> <li>9. He will perform the installation of a nasogastric tube, give infusions;</li> <li>10. Participate in endoscopic and sonographic diagnostic and interventional methods</li> </ol>					
Course content elaborated in detail according to the weekly schedule	Format of instruction	Class unit			Class hour	
	L/S	Diseases of the cardiovascular system (ischemic heart disease; arrhythmias, electrostimulation; shock; sudden death, cardiopulmonary resuscitation; pulmonary heart; arterial and venous diseases).			5.3	
	L/S	Respiratory diseases (diagnostic methods; dysfunction; cough, haemoptysis; bronchial asthma; COPD; acute and chronic respiratory failure; respiratory infections; lung cancer; pleural diseases; ARDS; tuberculosis).			3.2	
	L/S	Digestive system diseases (diagnostic methods; vomiting, diarrhea, constipation, malabsorption, bleeding, icterus, ascites; esophageal diseases; GERD; gastritis, ulcer disease, Zollinger-Ellison syndrome; inflammatory bowel disease; irritable bowel syndrome; diverticulosis; vascular disorders of the intestine; diseases; tumors of the gastrointestinal tract; diseases of the gallbladder; diseases of the pancreas; tumors of the pancreas and hepatobiliary system; cirrhosis, portal hypertension).			3.3	
	L/S	Clinical immunology and rheumatology (allergic reactions; collagenosis; seronegative arthritis; roles; degenerative joint diseases; metabolic bone diseases).			3.2	
	L/S	Diseases of the endocrine system (laboratory diagnosis; diseases of the hypothalamus and pituitary gland; diseases			3.3	

		of the thyroid, adrenal and parathyroid glands; clinical use of glucocorticoids; diabetes).				
	L/S	Diseases of the blood and blood-forming organs (hematopoietic system; anemia; agranulocytosis; polycythemia vera; acute and chronic leukemias; malignant lymphomas; multiple myeloma; diseases caused by haemostasis disorders).	3.2			
	E	Clinical training	1-35			
Types of teaching:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>online</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 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		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	3	Project		(Other)	
Grading and evaluating student work in class and at the final exam	<b>Evaluation indicators</b>		<b>Success (points)</b>	<b>Share in overall grade (%)</b>		
	Written exam		30	100.00		
	Total		30	100.00		
	<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>
Božidar Vrhovac, Branimir Jakšić, Željko Reiner, Boris Vucelić. Internal Medicine, Zagreb, Medical Library, 2008						
Teaching texts						
Teaching materials and ppt presentations posted on the Merlin platform						
Optional literature (at the time of submission of study programme proposal)	Emergencies in gastroenterology, (eds. Stjepan Miše and Izet Hozo) Croatian Gastroenterological Society - Split Branch 1998; 27-30 Selected Chapters in Gastroenterology, edited by Izet Hozo and Stjepan Miše) Croatian Gastroenterological Society - Split Branch 1999; 197-203 Hadžić N. et al. : Manual of Internal Medicine, Školska knjiga, Zagreb 1989. Čučević B. : Selected Chapters from Pulmonology - Teaching Texts, VZŠ, Zagreb 2002.					

	Morović-Vergles J. : Selected Chapters in Clinical Immunology, Rheumatology and Allergology - Teaching Texts, VZŠ, Zagreb 2002
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 the entire class</li> <li>- seminars 90%</li> <li>- 100% exercise</li> <li>- active participation in classes</li> <li>- validation of satisfaction with teaching</li> </ul>
Other (as the proposer wishes to add)	

<b>NAME OF THE COURSE</b>	<b>Infectology</b>					
<b>Item code</b>	<b>ZSP629</b>					
<b>Course teacher</b>	Full Prof. Boris Luksic, MD	<b>Year of study</b>	3.			
		<b>Credits (ECTS)</b>	3			
Associates	Asst. Prof. Svjetlana Karabuva, MD Associates from teaching bases	<b>Type of instruction (number of hours)</b>	L	S	E	T
			20	15	35	
<b>Status of the course</b>	Elective	<b>Percentage of application of e-learning</b>	Up to 10%			
<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 to 10 learning outcomes)</b>	<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 elaborated in detail according to the weekly schedule</b>	<b>Format of instruction</b>	<b>Class unit</b>			<b>Class hour</b>	
	L/S	General infectology: immunology, immunoprophylaxis, principles of antimicrobial therapy and chemoprophylaxis.			2.2	
	L	Special infectology			2	
	L	travel infections,			1	
	L/S	acute bacterial and viral respiratory infections			2.2	
	L/S	viral hepatitis			1.1	
	L	viral and purulent meningitis			1	
	L/S	rash infectious diseases			1.1	
	L/S	intestinal infectious diseases			1.1	
	L/S	sepsis syndrome			2.2	
	L	anthropozoonoses and diseases of natural foci			1	
	L/S	healthcare associated infections.			2.2	
	L/S	HIV / AIDS			2.2	
L	tropical infectious diseases			1		
L	emergent infectious diseases			1.2		

	E	Clinical training				1-35
Types of teaching:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> Exercises <input type="checkbox"/> <i>online</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 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		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	3	Project		(Other)	
Grading and evaluating student work in class and at the final exam					<b>Share in overall grade (%)</b>	
	<b>Evaluation indicators</b>		<b>Success (points)</b>			
	Written exam		30		100.00	
	<b>Total</b>		<b>30</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		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>	
	Ilija Kuzman. Infectious Diseases for Medical Schools. Medicinska Naklada Zagreb 2011 (in press)					
	Teaching texts					
	Teaching materials and ppt presentations posted on the Merlin platform					
Optional literature (at the time of submission of study programme proposal)	Josip Begovac, Dragomir Bozinovic, Miroslav Lisic, Bruno Barsic, Slavko Schonvald. Infectology. Profile, Zagreb 2006. Beus I., Škerk V. : Infectology for Dentists, Graphis, Zagreb 2002. Damani NN: Negotiation on the first edition, Manual of infection control procedures, Zagreb 2004.					
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 the entire class</li> <li>- seminars 90%</li> <li>- 100% exercise</li> <li>- active participation in classes</li> <li>- validation of satisfaction with teaching</li> </ul>					



Other (as the proposer wishes to add)	
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## 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 Čurković, PhD, Assistant professor Ana Jeličić, PhD, Assistant professor
ZSZ606	Physical Training I	Željko Kovačević, PhD Assistant Professor
ZSZ640	English for Midwifery 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 Čurković, 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 Čurković, 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
ZSZ619	Embryology and Histology	Snježana Mardešić, Full professor
ZSZ620	Basics of Nursing Care	- Prof. Julije Meštrović, MD, PhD Diana Aranza, master of Nursing
ZSP601	Process of Nursing Care	Full professor with tenure Vjekoslav Krželj, MD, PhD Diana Aranza, master of nursing; Ante Buljubašić, master of nursing
ZSP602	Introduction to Midwifery	Full Prof. Deni Karelović, MD, PhD – Associates from teaching bases
ZSP603	Midwifery Care in Normal Pregnancy	Assoc. Prof. Marko Mimica, PhD, MD Diana Aranza, MN, lecturer Associates from teaching bases
ZSP604	Clinical Skills I	Assoc. Prof. Marko Mimica, PhD, MD

		Matea Dolić, MN, Senior lecturer Associates from teaching bases
ZSZ621	Introduction to Scientific Work	Davorka Sutlović, PhD, Full professor with tenur 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 Science Technology	Antonela Matana, PhD Assistant Professor
ZSZ623	Physical Training II	Željko Kovačević, PhD, Assistant Professor
ZSZ641	English for Midwifery 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 and Parasitology	Asst. prof. Vanja Kaliterna, 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
ZSP605	Obstetrics	Asst. Prof. Martina Šunj, MD, PhD Assoc. Prof. Jelena Marušić, MD, PhD Assoc. Prof. Marko Mimica, MD, PhD
ZSP606	Paediatrics	<b>Full professor with tenure Vjekoslav Krželj, MD, PhD</b> <b>Assistant professor, Arnes Rešić, MD, PhD</b>
ZSP607	Basics of Radiology and Radiation Protection	Full Professor with tenure Stipan Janković, PhD, MD Matijaš Tatjana, MR, lecturer Mentors from teaching bases
ZSP608	Dietetics	<b>Assoc. prof. Anamarija Jurčev Savičević, MD, PhD</b> <b>Associates from teaching bases</b>
ZSP616	Midwifery Care in Childbirth	Assoc. Prof. Marko Mimica, MD, PhD Assoc. Prof. Jelena Marušić, MD, PhD Associates from teaching bases
ZSP617	Midwifery Care in Puerperium	Assoc. Prof. Marko Mimica, PhD, MD Matea Dolić, MD, Senior Lecturer Associates from teaching bases
ZSP624	Midwifery Care for Healthy Newborn	Assoc. Prof. Jelena Marušić, PhD, MD Matea Dolić, MD, senior lecturer Associates from teaching bases
ZSP626	Field Care Services and Work of Midwife in Primary Health Care	Assoc. Prof. Marko Mimica, PhD, MD Matea Dolić, MN, senior lecturer Associates from teaching bases
ZSP618	Clinical Skills II	Assoc. Prof. Marko Mimica, PhD, MD Matea Dolić, MD, Senior Lecturer Associates from teaching bases
ZSP609	Basic Genetics	Full Professor with tenure Vjekoslav Krželj, MD Asst. Prof. Sandy Kuret, PhD
ZSP610	Psychology of Labour Pain	Asst. Prof. Martina Šunj, MD, PhD Associates from teaching bases
ZSP611	Biological Basis of Developmental Disorders	Full Prof. Deni Karelović, MD, PhD

ZSP612	Multiple Pregnancies	Asst. Prof. Martina Šunj, MD, PhD Associates from teaching bases
ZSP613	Basic Instrumentation in Gynaecology and Obstetrics	Full Prof. Deni Karelović, MD, PhD Ivan Palada, PhD, MD Mario Podrug, MN, Assistant Assoc. Prof. Jelena Marušić, PhD, MD
ZSP614	Emergency Conditions in Gynaecology and Obstetrics	Assoc. Prof. Marko Mimica, MD, PhD Assoc. Prof. Jelena Marušić, MD, PhD Associates from teaching bases
ZSZ630	Emergency Medicine	Mihajlo Lojpur, M.D., Ph.D, Assistant Professor Associates from teaching bases -
ZSP620	Health Education with Learning and Teaching Methods	Assoc. Prof. Vesna Antičević, PhD Asst. Prof. Martina Šunj, MD, PhD Matea Dolić, MN, senior lecturer
ZSP621	Promotion of Reproductive Health, Seks Education and Family Planning	Asst. Prof. Martina Šunj, MD, PhD Assoc. Prof. Jelena Marušić, MD, PhD
ZSP622	Gynaecology	Assoc. Prof. Jelena Marušić, MD, PhD Assoc. Prof. Marko Mimica, MD, PhD
ZSP623	Neonatology	Asst. Prof. Anet Papazovska Cherepnalkovski, MD, PhD Asst. Prof. Arnes Rešić, MD, PhD
ZSP615	Midwifery Care in High-risk Pregnancy	Asst. Prof. Nađa Aračić, MD, PhD Associates from teaching bases
ZSP637	Midwifery Care in Childbirth Complications	Asst. Prof. Nađa Aračić, MD, PhD Asst. Prof. Anet Papazovska Cherepnalkovski, MD, PhD Associates from teaching bases
ZSP638	Midwifery Care in Puerperium Complications	<b>Prof. Jelena Marušić, MD, PhD</b> <b>Diana Aranza, master of nursing, lecturer</b>
ZSP639	Midwifery Care of Endangered Newborn and Premature Infant	Asst. Prof. Anet Papazovska Cherepnalkovski, MD, PhD Associates from teaching bases
ZSP625	Midwifery Care in Gynaecology	Assoc. Prof. Jelena Marušić, MD, PhD Matea Dolić, MN, senior lecturer Asst. Prof. Martina Šunj, MD Associates from teaching bases
ZSP627	Organization, Management and Administration in Midwifery	Full Prof. Julije Meštrović, MD, PhD Rahela Orlandini, MN, senior lecturer Associates from teaching bases
ZSP635	Clinical Practice III	Assoc. Prof. Marko Mimica, MD, PhD Matea Dolić, MN, senior lecturer Associates from teaching bases
ZSP636	Bachelor's Thesis	
ZSP630	Neurology and Psychiatry	Full Prof. Ivo Lušić, PhD Asst. Prof. Trpimir Glavina Associates from teaching bases -
ZSP631	Dermatology	Full Prof. Neira Puizina-Ivic, MD, PhD Associates from teaching bases
ZSP632	Otorhinolaryngology	<b>Assist. Prof. Draško Cikojević, MD, PhD</b> Associates from teaching bases
ZSP633	Ophthalmology	<b>Assistant professor Dobrila Karlica Utrobičić, MD, PhD</b> Associates from teaching bases
ZSP619	Surgery, Orthopaedics and Traumatology	Asst. Prof. Fabijan Čukelj, MD, PhD Associates from teaching bases
ZSP628	Internal medicine	Asst. Prof. Višnja Kokić Maleš, MD, PhD Associates from teaching bases

ZSP629	Infectology	Full Prof. Boris Luksic, MD Asst. Prof. Svjetlana Karabuva, MD Associates from teaching bases -
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## 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 Health Education with Learning and Teaching Methods
<b>GENERAL INFORMATION ON COURSE LEADER</b>	
E-mail address	vesna.anticevic@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 Psychology of disability Psychology of lifelong learning Graduate studies: Communication and clinical assessment

	<p>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). International journal of environmental research and public health, 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 // Healthcare, 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 // Medica Jadertina, 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 // International Archives of Nursing and Health Care, 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 // Suvremena psihologija, 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 of the course leader</b>	<b>Assistant professor Nađa Aračić, MD</b>
Title of the course at the proposed study programme	Midwifery Care in High-risk Pregnancy Midwifery Care in Childbirth Complications
<b>GENERAL INFORMATION ON COURSE LEADER</b>	
E-mail address	naracic@yahoo.com
Personal web page	/
Year of birth	/
Scientist ID	In progress
CROSBİ profile ID	40366
Research rank and date of the last appointment	Research associate
Research and teaching or teaching rank, and the date of the last appointment	Gynecology and obstetrics
Area and field of appointment into research rank	Biomedicine and health, field of clinical medical science, Gynecology and obstetrics
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution of employment	Polyclinic "Cito" Split
Date of employment	2006.
Job title (professor, researcher, associate teacher, etc.)	Gynecologist
Field of research	Gynecology and obstetrics
Position in the institution	employee
<b>INFORMATION ON EDUCATION – Highest degree achieved</b>	
Degree	docent
Institution	University department for Health Studies, University of Split
Place	Split
Date	14.07.2020.
<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 (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.The effect of a combined intervention on exclusive breastfeeding in primiparas: A randomised controlled trial Drita Puharić, 1 Mario Malički, 2 Josip Anđelo Borovac, 3 , 4 Vladimir Šparac, 5 Boris Poljak, 6 <b>Nađa Aračić</b> , 6 Nero Marinović, 7 Nives Luetić, 8 and Irena Zakarija-Grković 9



	<p>2. Maternal body mass index change as a new optimal gestational weight gain predictor in overweight women Zoran Meštović,<sup>1</sup> Damir Roje,<sup>1</sup> Ajka Relja,<sup>2</sup> Indira Kosović,<sup>1</sup> <b>Nađa Aračić</b>,<sup>3</sup> Marko Vulić,<sup>1</sup> and Ozren Polašek</p> <p>3. Immunohistochemical expression of hypoxia-inducible factor-1<math>\alpha</math> in stromal cells of vaginal tissue in post-menopausal women with pelvic organ prolapse Ivana Alujević Jakus,<sup>1</sup> Dora Jakus,<sup>3</sup> <b>Nađa Aračić</b>,<sup>1</sup> Ivica Stipičić,<sup>1</sup> and Katarina Vilović<sup>2</sup></p> <p>4. The value of ultrasound measurement of cervical length and parity in prediction of cesarean section risk in term premature rupture of membranes and unfavorable cervix <b>Aračić N</b>, Stipičić I, Alujević-Jakus I, Poljak P, Stipičić M</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>Diana Aranza, Master of Nursing, lecturer</b>
Title of the course at the proposed study programme	Process of Nursing Care Basics of Nursing Care Midwifery Care in Normal Pregnancy Midwifery Care in Puerperium Complications
<b>GENERAL INFORMATION ON COURSE LEADER</b>	
E-mail address	daranza@ozs.unist.hr
Year of birth	1972.
Scientist ID	
CROSBİ 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	English (3)

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)	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, Neuberg M, Mikšić Š, Ivanišević K. Attitudes and concerns of undergraduate university health sciences students in Croatia regarding complete switch to e-learning during COVID-19 pandemic: a survey. <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.</p>

	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>
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	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

<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
CROSBİ 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, 2011 – 2013.</i></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 (max 5 references)	<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 (max 5 references)	<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, Domic 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
<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)
Within which program and to what extent did the course teacher acquire	Completed the course of professional development "Communication and pedagogical skills for clinical mentors"

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

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

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

<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



	<p>registry-based study // Croatian Medical Journal, 59 (2018), 3; 118-123 doi:10.3325/cmj.2018.59.118</p> <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>
Title of the course at the proposed study programme	Clinical Skills I Midwifery Care in Puerperium Midwifery Care for Healthy Newborn Field Care Services and Work of Midwife in Primary Health Care Clinical Skills II Health Education with Learning and Teaching Methods Midwifery Care in Gynaecology Clinical Skills III
<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	Senior Lecturer, 2022.
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;

	<p>Palliative care;  Midwifery care of healthy newborn;  Midwifery care in the postpartum period;  Health education with learning and teaching methods;  History and models of nursing;  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</p>

	<p>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> <p>Jović, Jelena; Marović, Vanda; Dolić, Matea David wants to live and breastfeed! // Primaljski vjesnik, (2020), 27/28; 69-73</p>
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	<p>As part of formal training according to the intended curriculum Pedagogy - 4 ECTS (Excellent grade) Didactics with teaching methodology - 4 ECTS (Excellent grade)</p>
<b>RECOGNITION AND AWARDS</b>	
Recognition and awards for teaching and research/art work	<p>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)</p>

<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	University of Münster, Institute for Medical Physics and Biophysics
Field of training	Tumor Glycomics (DAAD Fellowship)
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
English	5
Italian	4
German	2

COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (title of course, study programme where it is/was held, and level of study programme)	<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>
PRIZES AND AWARDS	
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. Žuljević, Marija Franka; Jeličić, Karlo; Viđak, Marin; <b>Đogaš, Varja</b>; Buljan, Ivan <u>Impact of the first COVID-19 lockdown on study satisfaction and burnout in medical students in Split, Croatia: a cross-sectional presurvey and postsurvey // <i>BMJ Open</i>, 11 (2021), 6; e049590, 11 doi:10.1136/bmjopen-2021-049590</u></li> <li>2. Antičević, Vesna; Sindik, Joško; Klarin, Mira; <b>Đogaš, Varja</b>; Stipčić, Ana; Kardum, Goran; Barać, Ivana; Zoranić, Sanja; Perković Kovačević, Marina <u>Effects of social skills training among freshman undergraduate nursing students: a randomized controlled trial // <i>Medica Jadertina</i>, 48 (2018), 1-2; 23-32</u></li> <li>3. Antičević, Vesna; Sindik, Joško; Klarin, Mira; <b>Đogaš, Varja</b>; Stipčić, Ana; Kardum, Goran; Barać, Ivana; Zoranić, Sanja; Perković Kovačević, Marina <u>Effects of social skills training among freshman undergraduate nursing students: a randomized controlled trial // <i>Medica Jadertina</i>, 48 (2018), 1-2; 23-32</u></li> <li>4. <b>Đogaš, Varja</b>; Donev, Doncho M.; Kukolja-Taradi, Sunčana; Đogaš, Zoran; Ilakovac, Vesna; Novak, Anita; Jerončić, Ana <u>No difference in the intention to engage others in academic transgression among medical students from neighboring countries: a cross-national study on medical students from Bosnia and Herzegovina, Croatia, and Macedonia // <i>Croatian medical journal</i>, 57 (2016), 4; 381-391 doi:10.3325/cmj.2016.57.381</u></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 all. 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	Neurology and Psychiatry
<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 bioraspoloživosti 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 brekspiprazola 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, placebom 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>

<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. 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>
<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. 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>
<p>Professional and research projects from the field of the course carried out in the last five years (<b>max 5 references</b>)</p>	<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>
<p>Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?</p>	<p>Courses on Anatomy (since 1989) and Neuroscience (since 1993), from instructor/tutor to full tenured professor.</p>
<p><b>PRIZES AND AWARDS</b></p>	
<p>Prizes and awards for teaching and research</p>	<p>2015.: Best teacher award in Dental medicine course in 2014/15. 2019.: Best teacher award in Dental medicine course in 2018/19.</p>

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)</b> In <i>medias res: časopis filozofije medija</i>, Vol. 6 No. 11, 2017.</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
CROSBİ 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, Barbić 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-Barisić 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 Perinatolog 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 Dobrila Karlica Utrobičić, MD</b>
Title of the course at the proposed study programme	Ophthalmology
<b>GENERAL INFORMATION ON COURSE LEADER</b>	
E-mail address	Dobrila.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
<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)
<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	<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, Bučan 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
<b>PRIZES AND AWARDS</b>	
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
<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, Kocic 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 Midwifery 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> <li>7. Workshop „Izrada i pretraživanje maloga specijaliziranoga jezičnoga korpusa“ u organizaciji Udruge nastavnika jezika struke na visokoškolskim ustanovama, 16. veljače 2017.</li> </ol>

	<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 Selected HEIs. <i>Conference Proceedings Contemporary Issues in Economy &amp; Technology 2018</i>.</li> </ol>
Professional and research projects from the field of the course carried	UNIOS ZUP-2018-77, Figurative language in Health Communication

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?	Graduated from the Faculty of Humanities and Social Sciences, teacher education
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and research	

<b>Title, name and surname</b>	<b>Associate professor Željko Kovačević</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@oozs.unist.hr
Year of birth	1963.
Registration number from the register of scientists	378662
The number of the person's crosby profile	CROSBID: 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 kinesiology
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	1. Differences in psychological characteristics between different active female students Internaciona Scientific Journal of



in the field of the subject ( maximum 5 references)	<p>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 diferent 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	<p>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</p>

<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>

	<p>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.</p> <p>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.</p> <p>6. Kozina, S; Vlastelica M. Disocijacija i detachment kao odraz traumatskog događaja na aspekte sebstva. <i>Soc. psihijat.</i> 2014; 42:33 – 42.</p>
Professional and research projects from the field of the course carried out in the last five years ( <b>max 5 references</b> )	<p>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</p>
Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?	<p>1. Completed graduate study of psychology (professor of psychology), subjects: Pedagogical Psychology, Developmental Psychology 1 and 2, Didactics and Pedagogy</p> <p>2. Completed postgraduate professional studies in "Psychotherapy"</p>
<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 Vjekoslav Krželj PhD,MD</b>
Title of the course at the proposed study programme	Process of Nursing Care Paediatrics Basic Genetics
<b>GENERAL INFORMATION ON COURSE LEADER</b>	
E-mail address	vkrzelj@ozs.unist.hr
Year of birth	1954
Scientist ID	207195
CROSBİ profile ID	
Research rank and date of the last appointment	15574
Research and teaching or teaching rank, and the date of the last appointment	Scientific Adviser 03. 10. 2011.
Area and field of appointment into research rank	Full professor 24. 11.2016.
<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 Aluloska, Nikolina Zdraveska, Katica Piperkova and Vjekoslav Krzelj. Neonatal Hyperbilirubinemia in Newborns of the Republic of North Macedonia. Chapter in Common Newborn and Infant Health Problems. IntechOpen; 2019. DOI: <a href="http://dx.doi.org/10.5772/intechopen.87045">http://dx.doi.org/10.5772/intechopen.87045</a>  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; Pucarín, Jasna; Biloglav, Zrinka; Ivanković, Davor. Zdravstveno stanje, specifične bolesti i očekivano trajanje života stanovništva hrvatskih otoka // Stanovništvo hrvatskih otoka 2001. / Smoljanović, Mladen ; Smoljanović, Anka ; 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. <a href="#">Vrdoljak M</a>, <a href="#">Gužvinac M</a>, <a href="#">Trkulja V</a>, <a href="#">Butić I</a>, <a href="#">Ivić I</a>, <a href="#">Krželj V</a>, <a href="#">Tonkić M</a>, <a href="#">Hegeduš Jungvirth M</a>, <a href="#">Payerl Pal M</a>, <a href="#">Tešović G</a>. 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</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, Marenić M, Buljubašić A, Orlandini R, Dolić M, Krželj V. Učestalost ozljeda djece liječene u Zavodu za hitnu medicinu Splitsko-dalmatinske županije. Paediatr Croat. 2021;65:21-6. DOI: <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</p>	<p>Member of the expert team for Chapter 2.2 from the University of Split for the project The European University of the Seas (SEA-EU) - Co-funded by the ERASMUS + Program of the European Union.</p>

<p>out in the last five years (<b>max 5 references</b>)</p>	<p>Project reference: 612468-EPP-1-2019-1-ES-EPPKA2-EUR-UNIV. Estimated duration of the project from 01/10/2019 to 30/09/2022.</p> <p>External collaborator on the research project UIP-2017-05-8580 (Reco) entitled "Rotaviruses in the ecosystem of the Republic of Croatia: molecular epidemiology and zoonotic potential". Funded by the Croatian Science Foundation. Estimated duration from April 1, 2018 to March 31, 2023.</p> <p>Collaborator on the project "Cardiovascular diseases and oral health - the impact of oral health of pregnant women on the cardiovascular health of children" of the Academy of Sciences and Arts of Bosnia and Herzegovina since 2017.</p> <p>Collaborator on the institutional project "Improving the availability of physical therapy for immobile or difficult to move gerontological patients at the Department of Physical Medicine and Rehabilitation of KBC Split" (SOZS-IP-2020-1) Estimated duration July 15, 2020, until July 15, 2022</p>
<p>Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?</p>	<p>Postgraduate study in Clinical Paediatrics.</p> <p>Postgraduate course of continuing medical education of the 1st category. Secondary prevention in paediatrics Slavonski Brod, March 21-23, 2014</p>
<p><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 Durdov M. Low ERCC1 expression is a good predictive marker in lung adenocarcinoma patients receiving chemotherapy based on trend 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, M.D., Ph.D.</b>
Title of the course at the proposed study programme	Emergency Medicine
<b>GENERAL INFORMATION ON COURSE LEADER</b>	
E-mail address	mihajlo.lojpur@gmail.com
Year of birth	1958.
Scientist ID	345900
CROSBİ profile ID	32509
Research rank and date of the last appointment	/
Research and teaching or teaching rank, and the date of the last appointment	Assistant Professor, July 1, 2014
Area and field of appointment into research rank	Biomedicine and Health, Clinical Medical Sciences
<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 data-bbox="651 197 1385 383">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 data-bbox="651 389 1385 510">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>Lukšić 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>, Brizić 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> <li>3. Vaskularne bolesti kralježnice i kralježnične moždine. U: Janković S, Bešenski N. Klinička neuroradiologija kralježnice i kralježnične moždine. Zagreb: Medicinska naklada; 2013: 269-84.</li> </ol>

	4. Kvaliteta života osoba nakon moždanog udara. U: Trkanjec Z, Sinanović O: Nemotorni simptomi nakon moždanog udara. Zagreb: Medicinska naklada;2014:256-60.
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. 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. <i>Clinical Neurophysiology</i> 2016; 127:864-9.</li> <li>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. <i>J Headache Pain.</i> 2021; 22:39-48.</li> <li>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. <i>Acta Clin Croat</i> 2015; 53:139-52.</li> </ol>
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>

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>
Authorship of university textbooks from the field of the course	<p>Saraga-Babić M, Puljak L, Mardešić S, Kostić S, Sapunar D. “Human Embryology and Histology”, University of Split, 2015.</p> <p>Glavina Durđov M, Bedrina K, Mardešić S. Laboratory histopathologic technics Redak, Split. 2015.</p>
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. 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>
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>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</p> <p>2020 - 2023 project participant SI4CARE -Social Innovation for integrated health CARE of ageing population in ADRIAN Regions.</p>

<p>Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?</p>	<ul style="list-style-type: none"> <li>- Course "Skills for medical education and scientific work", School of Medicine, University of Split, 2011.</li> </ul>
<p><b>PRIZES AND AWARDS</b></p>	
<p>Prizes and awards for teaching and research</p>	

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</b>
Title of the course at the proposed study programme	Obstetrics Midwifery Care in Childbirth Midwifery Care for Healthy Newborn Basic Instrumentation in Gynaecology and Obstetrics Emergency Conditions in Gynaecology and Obstetrics Promotion of Reproductive Health, Seks Education and Family Planning Gynaecology Midwifery Care in Puerperium Complications Midwifery Care in Gynaecology
<b>GENERAL INFORMATION ON COURSE LEADER</b>	
E-mail address	<a href="mailto:jelenamarusic@ymail.com">jelenamarusic@ymail.com</a>
Year of birth	1972
Scientist ID	345075
CROSBİ 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
<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> )	1. Kosovic I, Kuzmic Prusac I, Mestrovic Z, Berkovic A, <b>Marusic J</b> , Zekic Tomas S. HIF-1 $\alpha$ 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. 2. Kosovic I, Prusac IK, Berkovic A, <b>Marusic J</b> , Mimica M, Tomas SZ. <a href="#">Expression of EGF, EGFR, and proliferation in placentas from pregnancies complicated with preeclampsia.</a> <i>Hypertens Pregnancy</i> 2017;36(1):16-20. 3. Rešić Karara J, Zekić Tomas S, <b>Marušić J</b> , Roje D, Kuzmić Prusac I. <a href="#">Fas and FasL expression in placentas complicated with intrauterine growth retardation with and without preeclampsia.</a> <i>J Matern Fetal Neonatal Med</i> 2016;29(7):1154-9. 4. Roje D, Zekic Tomas S, Capkun V, <b>Marusic J</b> , Resic J, Kuzmic Prusac I. <a href="#">Asymmetrical fetal growth is not associated with altered trophoblast apoptotic activity in idiopathic intrauterine growth retardation.</a> <i>J Obstet Gynaecol Res</i> 2014;40(2):410-7. 5. <b>Marusic J</b> , Prusac IK, Tomas SZ, Karara JR, Roje D. <a href="#">Expression of inflammatory cytokines in placentas from pregnancies complicated with preeclampsia and HELLP syndrome.</a> <i>J Matern Fetal Neonatal Med</i> 2013;26(7):680-5.
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> )	<ol style="list-style-type: none"> <li>1. Matijaš T. Forensic dental radiography. Radiological journal. 2018;(3):20–25.</li> <li>2. Grgat J, Matijaš T. Comparison of Different Radiographic Image Receptors. Radiological journal. 2021;(1):2-10.</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?	<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	<b>Associate Professor Marko Dražen Mimica, MD, PhD</b>
Title of the course at the proposed study programme	Midwifery Care in Normal Pregnancy Clinical Skills I Obstetrics Midwifery Care in Childbirth Midwifery Care in Puerperium Field Care Services and Work of Midwife in Primary Health Care Clinical Skills II Emergency Conditions in Gynaecology and Obstetrics Gynaecology Clinical Practice III
<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)



(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 leader for various subjects within nurse and midwife programs in University department for health studies, University of Split
Authorship of university textbooks from the field of the course	<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>
Professional and research papers published in the last five years from the field of the course ( <b>max 5 references</b> )	1. Kosović I, Kuzmić Prusac I, Berković A, Marušić J, Mimica M, Zekić Tomas S. Expression of EGF, EGFR, and proliferation in placentas from pregnancies complicated with preeclampsia. Hypertens Pregnancy 2017;36:16-20.
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> )	
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>Associate professor Ante Obad, MD, PhD</b>
Title of the course at the proposed study programme	Physiology
<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>1. Zubac, Damir; Obad, Ante; Zec, Mirela; Bosnjak, Ana; Ivancev, Vladimir; Valic, Zoran. Spleen Contraction During Step-Transition Supine Cycling Exercise: Preliminary findings // The FASEB journal, 35 (2021), 1; 456-456</li> <li>2. Zubac, Damir; Obad, Ante; Zec, Mirela; Bosnjak, Ana; Ivancev, Vladimir; Valic, Zoran. Spleen Contraction During Step-Transition Supine Cycling Exercise: Preliminary findings // The FASEB journal, 35 (2021), 1; 456-456</li> <li>3. Šegrt Ribičić, Ivana; Valić, Maja; Božić, Joško; Obad, Ante; Glavaš, Duška; Glavičić, Igor; Valić, Zoran Influence of oxygen enriched gases during decompression on bubble formation and endothelial function in self-contained underwater breathing apparatus diving: a randomized controlled study // Croatian medical journal, 60 (2019), 265-272</li> <li>4. Mijacika, Tanja; Frestad, Daria; Kyhl, Kasper; Barak, Otto; Drviš, Ivan; Secher, Niels H.; Buca, Ante; Obad, Ante; Dujic, Ante; Madsen, Per Lav Blood pooling in extrathoracic veins after glossopharyngeal insufflation // European journal of applied physiology, 117 (2017), 4; 641-649</li> <li>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</li> </ol>

	PHARMACOLOGY AND PHYSIOLOGY, 45 (2017), 3; 234-240
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> )	Active participation in the realization of scientific-research projects: <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	Organization, Management and Administration in Midwifery
<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)	Course teacher (from academic year 2012/2013 to 2016/2017): <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, Marendić 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 basic principles of learning and teaching in higher education; social and emotional competence and motivation in higher education;</p>



	<p>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>
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and research	

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	Surgery, Orthopaedics and Traumatology
<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>Assistant prof. Anet Papazovska Cherepnalkovski, MD</b>
Title of the course at the proposed study programme	Neonatology Midwifery Care in Childbirth Complications Midwifery Care of Endangered Newborn and Premature Infant
<b>GENERAL INFORMATION ON COURSE LEADER</b>	
E-mail address	anet.cherepnalkovski@gmail.com
Personal web page	<a href="https://www.bib.irb.hr/pregled/znanstvenici/381191">https://www.bib.irb.hr/pregled/znanstvenici/381191</a>
Year of birth	1972
Scientist ID	381191
CROSBİ profile ID	1701
Research rank and date of the last appointment	
Research and teaching or teaching rank, and the date of the last appointment	Scientific teaching title of assistant professor, September 22, 2020. Scientific teaching title and position of assistant professor, November 24, 2020.
Area and field of appointment into research rank	Area of Biomedicine and Health, field of Clinical Medical Sciences, branch of Pediatrics at the Department of Midwifery
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution of employment	University Hospital of Split, Department of neonatology, University Clinic for Gynecology and obstetrics, University of Split, University Department for health studies
Date of employment	29.11.2016. and 24.11.2020.
Job title (professor, researcher, associate teacher, etc.)	Pediatrician, neonatologist, assistant professor
Field of research	Neonatology
Position in the institution	Doctor, assistant professor
<b>INFORMATION ON EDUCATION – Highest degree achieved</b>	
Degree	PhD in Pediatrics and neonatology
Institution	University "Ss. Cyril and Methodius", Skopje, Faculty of Medicine, Skopje, Republic of North Macedonia
Place	Skopje, Republic of North Macedonia
Date	28.04.2016.
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	2021.
Place	Split, Croatia
Institution	University Hospital of Split, Department of neonatology, University Clinic for Gynecology and obstetrics
Field of training	Subspecialization in neonatology
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	2005.
Place	Skopje
Institution	Desk for pediatrics, Faculty of Medicine, University of Skopje, Republic of North Macedonia
Field of training	Specialization in pediatrics
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Macedonian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Croatian 5
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	German 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)	Teaching at University of Split Medical School (2 undergraduate courses); teaching at University of Split University Department for health studies (5 undergraduate courses, leader of 3 courses); teaching at the University "Ss. Cyril and Methodius" in Skopje, Faculty of Medicine (4 undergraduate courses and 1 postgraduate within the specialization in pediatrics); Lecturer on two continuous medical education courses (1 <sup>st</sup> category) in Croatia and on one CME course in Macedonia. Participated in conducting practical training of pediatric residents 2005.- 2021.
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> )	<ol style="list-style-type: none"> <li>1. Marija Bucat, Anet Papazovska Cherepnalkovski, Ivanka Furlan, Vesna Pavlov, Mila Družić, Majda Budimir, Luka Brajković. Novorođenčad ekstremno niske rodne mase. <i>Pediatr. Croat.</i> 2018; 62 (Supl I): 15-21.</li> <li>2. Anet Papazovska Cherepnalkovski, Marija Bucat, Ivanka Furlan, Vesna Pavlov, Mila Druzic, Majda Budimir, Luka Brajkovic. Extremely Low Birth Weight Infant, late morbidities and health outcomes. <i>Pediatr Croat.</i> 2018; 62 (Supl I): 22-27.</li> <li>3. Aluloska N, Kirovski I, Papazovska Cherepnalkovski A et al. Clinical course and outcome in patients with early diagnosed CAKUT. <i>Arch Pub Health</i> 2017;9 (2):5-11[Macedonian]</li> <li>4. Anet Papazovska Cherepnalkovski, Natasha Najdanovska Aluloska, Nikolina Zdraveska, Katica Piperkova and Vjekoslav Krzelj (June 21st 2019). Neonatal Hyperbilirubinemia in Newborns of the Republic of North Macedonia, Update on Critical Issues on Infant and Neonatal Care, René Mauricio Barría, IntechOpen, DOI: 10.5772/intechopen.87045. Available from: <a href="https://www.intechopen.com/chapters/67757">https://www.intechopen.com/chapters/67757</a></li> <li>5. Anet Papazovska Cherepnalkovski, Vesna Pavlov, Ivanka Furlan and Marija Bucat (March 22nd 2021). The Extremely Low Birth Weight Infant, Current Topics in Caesarean Section, Panagiotis Tsikouras, Nikolaos Nikolettos, Werner Rath and Georg Friedrich Von Tempelhoff, IntechOpen, DOI: 10.5772/intechopen.96921. Available from: <a href="https://www.intechopen.com/chapters/75846">https://www.intechopen.com/chapters/75846</a></li> </ol>
Professional and research projects from the field of the course carried out in the last five years ( <b>max 5 references</b> )	2012.- 2013. Researcher at the Bilateral Croatian-Macedonian Project - Influence of the hereditary deficit of glucose-6-phosphate dehydrogenase on the occurrence of neonatal jaundice in the Republic of Macedonia and the population of the Croatian Adriatic Coast supported by the Ministry of Education and Science of the Republic of Northern Macedonia on the Macedonian side.
Within which program and to what extent did the course teacher acquire methodological, psychological,	1999.- 2001. Postgraduate study: interdisciplinary postgraduate studies in molecular biology and genetic engineering, Macedonian

<p>didactic and pedagogical competencies?</p>	<p>Academy of Sciences and Arts, Skopje, Northern Macedonia, acquired the title of Master of Science - 01.2003.  From 2011 onwards: participates as an instructor of the Croatian Advanced Pediatric Life Support Course (APLS). Instructor Certificate Acquired 2011.- Generic Instructor Course, London, UK. 04.2013. HINARI, "Train the trainers workshop", University of Ss. Cyril and Methodius", Skopje, Northern Macedonia.  2013.- 2014. Member of modern undergraduate pediatric curriculum development team supported by the UNICEF project.  2014. Completed an educational and observational visit to Imperial College Healthcare NHS Thrust Pediatric Department based at St. Mary's Hospital, London, England.</p>
<p><b>PRIZES AND AWARDS</b></p>	
<p>Prizes and awards for teaching and research</p>	<ul style="list-style-type: none"> <li>- Achieved Certificate for Excellent Case Presentation (2012) at CHOP/Salzburg Medical Seminars Pediatric Series, Seminar in Neonatology, Salzburg, Austria</li> <li>- On the occasion of the Health Day, awarded with Gratitude (2011) and Diploma (2015) by the Macedonian Medical Association (MMA) for active participation in performing the aims and tasks of the MMA.</li> </ul>

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. Tonkić A, Vuković J, Vrebalov Cindro P, <b>Pesutic Pisac V</b>, Tonkić 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>Full professor Neira Puizina-Ivić, MD, PhD</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)
<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</p>

	<p>diclofenac formulations // 1. hrvatski kongres dermatofarmacije s međunarodnim sudjelovanjem: knjiga sažetaka 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 Neonatology
<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

	<p>cardiovascular clinical trials. Rev. Cardiovasc. Med. 2022; 23(1): 031.</p> <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
<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> 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> <li>- e-teaching: Elective course “Development and anomalies of the head and neck”</li> <li>- <i>Postgraduate teaching-</i> Postgraduate study Biology of the neoplasm, School of Medicine in Split: Elective course “Human embryo: development, anomalies and</li> </ul>

	<p>tumors”</p> <ul style="list-style-type: none"> <li>- Postgraduate teaching – Postgraduate study, School of Medicine in Mostar, BiH</li> <li>- Visiting professor - Postgraduate study in Biomedicine, School of Medicine in Rijeka, Croatia</li> </ul> <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>



	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.
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> )	Gene expression in early human development, MZOS, Republic of Croatia, no. 216-2160528-0507  Characterization of candidate genes in congenital anomalies of the kidney and urinary system (CAKUT) during mouse and human development (2018-2022)
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></p> <p>from 2012. - INSTRUMENTAL TECHNIQUES IN MLD from 2012. - Food Toxicology from 2019. - General chemistry and stoichiometry from 2019. - Analytical chemistry from 2019. - Organic chemistry from 2019. - Introduction to scientific work</p> <p><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</p> <p>5.3. ON PHARMACEUTICAL AND BIOCHEMISTRY SCHOOL OF ZAGREB STUDY OF TOXICOLOGY from 2011. - Forensic toxicology in human medicine</p>
<p>Authorship of university/faculty textbooks in the field of the course</p>	<ol style="list-style-type: none"> <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</li> </ol>

	<p>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)</p> <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, PhD</b>
Title of the course at the proposed study programme	Obstetrics Psychology of Labour Pain Multiple Pregnancies Health Education with Learning and Teaching Methods Promotion of Reproductive Health, Sex Education and Family Planning Midwifery Care in Gynaecology
<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)	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>Teacher, University Department of Health Studies, University of Split, 2013 to present</p> <p>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>
<p>Authorship of university textbooks from the field of the course</p>	<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>
<p>Professional and research papers published in the last five years from the field of the course (<b>max 5 references</b>)</p>	<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>
<p>Professional and research papers In methodology and quality of teaching published in the last five years (<b>max 5 references</b>)</p>	

Professional and research projects from the field of the course carried out in the last five years ( <b>max 5 references</b> )	Aetiology and pathogenesis of PCOS – choice of therapy and metabolic consequences (MB: MZOS-108-0000000-0388)
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.