1. GENERAL INFORMATION			
1.1. Name of the study programme	Undergraduate university nursing study		
1.2. Name of the institution	University of Zadar		
1.3. Type of the study programme*	Professional study programme ☐	University study programme ☒	
1.4. Study programme level	Undergraduate ☒	Graduate ☐	Integrated ☐
1.5. Types of classes	Classical ☒	Combined (classical + on-line) ☐	Completely on-line ☐
1.6. Academic/professional title/degree acquired	University Bachelor of Nursing		

** Double click to select Checked into desired box. Hereafter the same should be applied whenever there are multiple choice check boxes.*

2. INTRODUCTION

2.1. Reasons for introducing the study - Evaluation of the need for the study based on the demand on labour market in public and private sectors - Connection with local community (economy, entrepreneurship, civil society, etc.) - Indicate possible partners outside higher education system that are interested in the study programme - Possibility for employment (list of possible employers) and opinion of three organizations related to labour market on adequacy of presumed learning outcomes (provide in attachment)	Undergraduate university study of nursing complies with the Mission and Vision of the Department of Health Studies, with the Strategy of the University, and with the Science Development Strategy of the University of Zadar (see www.unizd.hr). Act on organizing and implementing the undergraduate university study at the University is based on the recommendation of National Council for Higher Education of the Republic of Croatia regarding implementation of Croatian model of education of health care professionals at university level. Study programme is focused on scientific and professional training in the scientific area of biomedicine and health care, field of nursing. Students are trained to acquire theoretical and practical competences at the University of Zadar and Zadar General Hospital, and in other health care institutions. Highly educated professionals in the field of nursing should represent highly responsible persons in organizing health care, promoting health, preserving health, and improving the society in general. University level of education in the area of biomedicine and health care, field of nursing, has been already been recognized in the USA and in the EU countries (particularly in Scandinavian countries, Benelux, United Kingdom and Ireland). After completing the study, bachelors of nursing will be able to perform highly responsible duties in health care system, in educating future nursing candidates, and continue their education at the higher level of education. Presently, there are 32,000 nurses in the Republic of Croatia, out of which 1,200 (27%) are highly educated, and 73% have only secondary education. It is estimated that in all health care institutions in three counties (Zadar, Šibenik-Knin and Lika-Senj) there are currently approximately 2,000 nurses with completed secondary education, 160 with college degree, and about 10 nurses with university degree. It is important to mention that in the above-mentioned counties there are no unemployed nurses, which indicates that there is a constant need for nurses. Furthermore, according to the report of the National Council for Higher Education (Network of Universities and Study Programs in the Republic of Croatia) quotas for the Study of Nursing should be increased and scholarships should be provided for the students of nursing study. Therefore, Croatian health care system needs nurses that have elementary knowledge and skills, but it also needs highly educated nurses for trained in the fields of management, public health, health care in the community, and education of future young experts in nursing and related fields in order to improve the quality and efficiency of nursing job. Undergraduate university study creates a link between those two levels of nurse education (assistant nurse – graduate nurse). Accordingly, there are many opportunities for education, such as vertical education or professional education, which includes complex specializations in the field of health care. New study programme of nursing partly corresponds to the contents of the existing professional study programme. Significant step forward is the expansion of theoretical and clinical contents, which is in accordance with the Directive 2005/36/EZ (total study load is 4,370 hours, which is 18% more than the load at professional study). In the last four years, since the introduction of the professional study, significant improvement has been recorded regarding the teachers' professional advancement, which resulted

	in distribution of teaching hours among permanently employed teachers and visiting lecturers. According to the proposed programme, 2,607 classes would be held by the teachers from the University and 1,702,5 classes by the employees of Zadar General Hospital (which are treated as part of University teaching staff according to the Agreement on Cooperation and treating the Zadar General Hospital as a teaching base (Appendix 1). Additionally, 60 classes would be held by associates. Zadar is geographic and health care centre of North Dalmatian region, and gravitational centre of Zadar, Šibenik-Knin and Lika-Senj Counties which, according to the last estimates, has 400,000 inhabitants. There are several health care institutions in the region: Zadar General Hospital, Šibenik General Hospital, Gospić General Hospital, Biograd na Moru Specialized Orthopaedic Hospital, Ugljan Specialized Psychiatric Hospital, branches of Croatian National Institute of Public Health, and county medical centres in Zadar, Šibenik-Knin and Lika-Senj Counties. Number of employed nurses in the heath care system of this area, ratio between nurses with secondary education and nurses with undergraduate or graduate degree, systematization or work places made by the Ministry of Health Care (which indicates lack of over 2,000 highly educated nurses in Croatian health care system), and general attitude regarding balanced and multi-centre development of Croatia indicate that there is a constant need for following trends and demands, and for ensuring adequate education for nurses at the studies of nursing. Cooperation with Zadar General Hospital and other health care institutions in Zadar County has created preconditions for realization of scientific, teaching and professional activities at the undergraduate university study of nursing and on higher levels of nursing education. In these four years, teachers at professional study of nursing have recorded significant trend of scientific and teaching advancement in various branches of biomedicine and health care. At the Department of Heath Studies, i.e. at the University of Zadar the following number of teachers have been elected to associate, teaching and scientific positions: 1 full professor, 5 associate professors, 7 assistant professors, 4 senior assistants, 6 assistants, and 7 lecturers. The teaching staff of the Department of Health Studies is relatively numerous, which is the result of complex and demanding programme that includes and necessitates specialization and expertise. The existing professional study of nursing was established at the initiative local community and its interests: all health care institutions, Town of Zadar and others (Appendix 2). In the appendix there is a list of potential employers, potential possibilities for employing undergraduate nurses on the basis of learning outcomes, and the opinion of three organizations related to labour market (Appendix 3).
2.2. Compliance with corresponding strategic documents	Mission of the Department of Health Studies in Zadar determines the purpose of its existence, defines activities and the system of values of the Department. Framework of Department activity is a series of coordinated processes with defined mission, which includes all internal and external subjects related to Department's activity. At the meetings of Department Council, the Department of Health Studies of the University of Zadar adopts the statement on mission and vision, which define the purpose of its existence, basic activities and the system of values of the Department. Mission

	and vision of the Department complies with the mission and vision of the University of Zadar. On the basis of adopted mission and vision, the Department Council defines strategic goals that are in accordance with the corresponding strategic plans of the University of Zadar. Mission is in accordance with international standards in the area of higher education. All stakeholders that are in any way included in the activities of the Department are acquainted with the adopted mission. Mission, vision and basic strategic goals are completely transparently presented, and as such they are available to wider public (at www.unizd.hr). Department Council guides and directs basic activities of the Department for the purpose of realizing the previously determined mission. Department Council periodically evaluates and, if necessary, revises the mission, vision and strategic goals. Department Council of the Department of Health Studies of the University of Zadar is responsible for realizing the mission and previously determined strategic goals.
2.3. Comparability of study programme with the programmes of accredited higher education institutions in Croatia and European Union (specify maximum two programmes – one of which is from the EU – and compare them with the proposed programme; specify web addresses of the programmes)	Compliance of relevant elements of the Programme of Undergraduate Studies on national and international levels is necessary. Proposed study programme is comparable to two approved undergraduate university study programmes – at the Faculty of Medicine, University of Osijek (www.mefos.hr) and at the School of Medicine, University of Split (www.unist.hr). Proposed programme is based on professional study of nursing at the Department of Health Studies, University of Zadar, which is, on the other hand comparable to all professional study programmes of nursing in the Republic of Croatia (Health Care College in Zagreb, Faculty of Medicine of the University of Rijeka). Proposed study programme is also comparable to study programmes of European higher education institutions (Ghent, Maribor /www.fzv.uni-mb.si/). The proposed programme complies with measures and recommendations of the Ministry of Health, Ministry of Science, Education and Sport, HUMS (Croatian Nurses Association) and ICN (International Council of Nurses), regarding the education of nurses and technicians.
2.4. Additional information (if necessary)	

3. GENERAL PART	
3.1. Scientific/artistic area of the study programme	Biomedicine and health care
3.2. Duration of study programme (is there a possibility for distance learning, part-time study, etc.)	Proposed programme is a three-year (six-semester) study. There are no possibilities for part-time study.
3.3. Minimum number of ECTS credits needed for completing the study	180 ECTS credits
3.4. Preconditions for enrolling at the study and entrance exam	Completed four-year secondary school
3.5. Learning outcomes of the study programme (specify 15-30 learning outcomes)	**Factual knowledge:** - Learn, understand and use facts that contribute to promotion and improvement of health, undertake activities that are aimed at maintaining health and disease prevention in individuals, family and community, based on the acquired knowledge. - Undertake activities that contribute to improvement of growth and development in all stages of life. - Analyze, synthetize and evaluate facts within the field of nursing. **Theoretical knowledge:** - Learn, understand, apply, analyze, synthetize and evaluate theoretical knowledge within the area of expertise. - Learn, understand and apply basic theoretical knowledge needed for professional training and education of nurses at undergraduate level. - Analyze, synthetize and evaluate actual scientific knowledge, understand, investigate independently, and critically asses facts. **Cognitive skills:** - Unique concrete creative implementation of nursing care by respecting the individuality of patients and by applying holistic approach and partner relation. - Conduct the process of nursing care, asses the needs for health care, set goals and determine priorities, planning and implementing adequate procedures, evaluate and, if necessary, modify the health care plan. - Intervene in accordance with one's authorities in emergency cases related to life-threatening situations. - Keep nursing documentation and evaluate the final outcomes of health care.

	Psychomotor skills: - Use of methods, instruments, tools and materials in familiar conditions of nursing care. - Perform complex movements, complex use of methods, instruments and tools in executing complex and specific tasks in partially and completely unfamiliar conditions. **Social skills:** - Development of professional relation and responsibility in working process, behaving in accordance with moral, ethical and legal norms of health care. - Development of adequate communication with patients, family members and others. - Management, and complex communication and cooperation with the members of multidisciplinary team. **Autonomy:** - Participate in planning and executing diagnostic and therapeutic procedures that are partly or completely administered and conducted under the doctor's supervision. - Include oneself and work in multidisciplinary teams, realize complex tasks, and adjust one's behaviour to determined guidelines in familiar and changing conditions. - Manage professional teams in the field of nursing. **Responsibility:** - Take responsibility for completing simple tasks and relations in familiar conditions. - Take responsibility for completing simple tasks in familiar conditions. - Recognize and obey bioethical standards in practical and scientific work. - Take responsibility for one's own needs and possibilities for further education.
3.6 Possibilities for student mobility (horizontal, vertical, in Croatia and on international level)	According to the principles of Bologna Declaration, the proposed study program includes ECTS-compatible credit system. Therefore, there are possibilities for students to attend organized classes at some other similar undergraduate study or to transfer to a professional study and transfer their ECTS credits from this study. International mobility of students and teachers should be based on bilateral partner agreement among universities, and it should be supported through the EU programmes for encouraging mobility at universities. Efforts were made to adjust this university study of nursing to other study programmes that are largely compatible to higher education institutions in Croatia with the aim of encouraging student and teacher mobility. Similarly, EC Directive of 7th

	September 2005 was also implemented, as it is the basic document on regulation of mutual qualification and diploma recognition in EU member states for certain professions in the field of medicine and veterinary medicine. Undergraduate university study of nursing has been recognized as a university programme in the USA, and in most EU countries (particularly in Scandinavian countries, Benelux, United Kingdom, and Ireland). After completing the study in most of these countries, the students can work in organizing health care in health care institutions, and in education of nurses. Also, they can continue their education and get PhD titles in the field of health care. According to the aforementioned, it is evident that the study programme enables mobility within EU on similar or related nursing studies or health care studies. Several Croatian faculties are planning to introduce new university undergraduate and graduate studies of nursing, which will enable student mobility within Croatian higher education system. There are plans to ensure cooperation and mobility of students and teachers in certain semesters, which also includes visiting university lecturers, particularly from the Faculty of Health Studies of the University of Maribor, University College of Health Studies Slovenj Gradec, Faculty of Health Sciences in Pecs, who would give lectures related to certain courses. There is also a possibility to organize joint classes related to some of the courses by organizing joint seminars, workshops, distance lectures, and study travels.
3.7 Compliance with the demands of professional associations (for regulated professions)	In the appendix, there are letters from the Croatian Nurses Association (HUMS) and from Croatian Professional Nurses Union.
3.8 When proposing graduate studies, indicate undergraduate studies of the proposer or other institutes in Croatia upon whose completion students can enrol to the proposed graduate study[1]	
3.9. Quality assurance procedures	Quality assurance procedures are undertaken by the internal quality assurance system (Quality Assurance Office, Quality Improvement Committee, Committee for Internal Evaluation of Quality Assurance System, Department Committee for Quality Assurance), which is regulated by the Procedures for Quality Assurance System at the University of Zadar) (http://www.unizd.hr/Portals/0/doc/PRAVILNIK_O_SUSTAVU_OSIGURAVANJA_KVALITETE_SVEUCILISTA_U_ZADRU.pdf) and Handbook for Quality Assurance at the Department of Health Studies (http://www.unizd.hr/Internisustavkvalitete/tabid/3392/Default.aspx)

[1] Provide document about at least one accredited undergraduate study from same scientific or artistic field or, in case of interdisciplinary study, document about at least one accredited undergraduate study for each of the areas of interdisciplinary study.

4. DESCRIPTION OF STUDY PROGRAMME				
4.1. List of compulsory and optional courses and/or modules, number of classes necessary for their completion, and number of ECTS credits (Appendix: Table 1)				
4.2. Description of each course (Appendix: Table 2)				
4.3. Structure of the study (number of semesters, trimesters, group size for lectures and practice/seminars	The study consists of six semesters and lasts for three years.			
4.4. Preconditions for enrolment in the next year	60 ECTS credits earned in the previous year.			
4.5. List of courses and/or modules that students can choose from other study	Data available at http://www.unizd.hr			
4.6. List of courses and/or modules that will also be taught in foreign languages (indicate language)	Clinical Medicine III – Surgery and Otorhinolaryngology, Clinical Medicine II – Neurology, Internal Medicine, Clinical Propedeutics, Tourism Medicine, Basic Surgical Techniques and Instruments, Clinical Medicine V, Communication Skills, Medical Demography, Medical Geography, and Pathophysiology			
4.7. Completion of the study:				
a) Final paper/thesis	Graduate paper ☒	Diploma thesis ☐	Final exam ☐	Diploma exam ☐
b) Preconditions for applying graduate paper/diploma thesis and/or final/diploma exam	Passed all exams at undergraduate study.			
c) Procedure for evaluating graduate paper/diploma thesis, and evaluating and defending graduate paper/diploma thesis	Department Council of the Department of Health Studies appoints three-member committee for evaluating and defending each graduate paper. Procedure for writing and evaluating graduate paper is prescribed by the Regulations for Writing and Evaluating Graduate Papers (www.unizd.hr)			

Table 1 List of compulsory and optional courses and/or modules, number of classes and ECTS credits
Note: If necessary, copy the table and add rows to the table

LIST OF COURSES/MODULES								
Year of study: 1								
Semester: I								
MODULE	COURSE	TEACHER	L	S	P	e-learning	ECTS	Compulsory/ optional
	Basic Health Care	Assistant prof. Marijana Matek Sarić, PhD	45	30	120		10	C
	Computerization and Administration in Health Care	Ozren Pestić, lecturer	15	0	30		4	C
	Biophysics, Biochemistry and Basic Radiology	Assistant prof. Jelena Čulin, PhD	30	0	0		3	C
	Anatomy	Full prof. Radivoje Radić, PhD	25	10	0		3	C
	Physiology	Assistant prof Albino Jović, PhD	25	10	0		3	C
	Pathology	Assistant prof. Marijana Ćorić, PhD	15	0	0		2	C
	Pathophysiology	Assistant prof. Dario Nakić, PhD	20	10	0		3	C
	Human Nutrition	Assistant prof. Marijana Matek Sarić, PhD	30	15	0		3	C
	Epidemiology	Full prof. Boris Dželalija, PhD	30	15	0		3	C
	Foreign Language	Assistant prof. Ivan Poljaković, PhD	15	0	15		2	C

LIST OF COURSES/MODULES								
Year of study: 1								
Semester: II								
MODULE	COURSE	TEACHER	L	S	P	e-learning	ECTS	Compulsory/ optional
	Health Care Process	Assistant prof. Marijana Matek Sarić, PhD	45	30	120		10	C
	Philosophy and Bioethics in Health Care	Milena Radovan Burja, MSc	30	0	0		3	C
	Microbiology and Parasitology	Assistant prof. Slaven Zjalić, PhD	30	0	15		3	C
	Communication Skills	Associate prof. Anita Vulić Prtorić, PhD	20	15	0		3	C
	Sociology	Nensi Segarić, lecturer	30	0	0		3	C
	Foreign Language	Assistant prof. Ivan Poljaković, PhD	15	0	15		2	C

LIST OF COURSES/MODULES									
Year of study: 2									
Semester: III									
MODULE	COURSE		TEACHER	L	S	P	e-learning	ECTS	Compulsory/ optional
	Health Care of Mother and Newborn		Assistant prof. Aleksandar Knežević, PhD	30	30	60		9	C
	Health Care of Children		Assistant prof. Aleksandar Knežević, PhD	30	30	60		9	C
	Health Care of Internal Medicine Patients		Assistant prof. Dario Nakić, PhD	60	30	75		11	C
	Paediatrics		Assistant prof. Albino Jović, PhD	30	0	0		4	C
	Clinical Propedeutics		Assistant prof. Dario Nakić, PhD	30	0	15		3	C
	Optional course	Biological Determinants of Behaviour	Assistant prof. Nataša Šimić, PhD	15	0	15		2	O
		Group Work in Nursing	Associate prof. Zvjezdan Penezić, PhD						
		Medical Geography	Associate prof. Martin Glamuzina, PhD						
	Foreign Language		Assistant prof. Ivan Poljaković, PhD	15	0	15		2	O

LIST OF COURSES/MODULES									
Year of study: 2									
Semester: IV									
MODULE	COURSE		TEACHER	L	S	P	e-learning	ECTS	Compulsory/ optional
	Pharmacology		Assistant prof. Aleksandar Knežević, PhD	30	15	0		3	C
Clinical Internal Medicine	Internal Medicine Neurology Infectology Dermatology		Full prof. Boris Dželalija, PhD	60	0	0		5	C
	Health Psychology		Associate prof. Anita Vulić Prtorić, PhD	30	0	15		3	C
	Methods of Learning and Health Promotion		Associate prof. Mira Klarin, PhD	30	15	0		3	C
	Social and Health Legislation		Igor Bilić, lecturer	30	0	0		2	C
	Foreign Language		Assistant prof. Ivan Poljaković , PhD	15	0	15		2	C
	Optional course	Tourism Medicine	Assistant prof. Dario Nakić , PhD	15	0	15		2	O
		Psychology of Pain	Assistant prof. Nataša Šimić , PhD						

LIST OF COURSES/MODULES								
Year of study: 3								
Semester: V								
MODULE	COURSE	TEACHER	L	S	P	e-learning	ECTS	Compulsory/ optional
Clinical Internal Medicine	Surgery Otorhinolaryngology Ophthalmology Gynaecology	Associate prof. Neven Skitarelić, PhD	65	15	0		4	C
	Health Care Supervision	Associate prof. Mira Klarin , PhD	45	30	15		6	C
	Health Care of Psychiatric Patients	Associate prof. Anita Vulić Prtorić , PhD	30	30	45		7	C
	Health Care of Surgical Patient	Associate prof. Neven Skitarelić, PhD	30	15	60		9	C
	Mental Health and Psychiatry	Associate prof. Pavo Filaković , PhD	30	0	0		3	C

LIST OF COURSES/MODULES									
Year of study: 3									
Semester: VI									
MODULE	COURSE		TEACHER	L	S	P	e-learning	ECTS	Compulsory/ optional
	Health Care in the Community		Assistant prof. Aleksandar Knežević, PhD	30	30	60		5	C
	Introduction to Research Work		Assistant prof. Ana Slišković, PhD	30	15	30		4	C
	Heath Care of Geriatric Patients		Assistant prof. Suzana Kovačević, PhD	30	15	30		5	C
	Health Care of Disabled Persons		Assistant prof. Suzana Kovačević, PhD	20	10	15		3	C
	Public Health		Full prof..Boris Dželalija PhD	45	15	0		4	C
	Anaesthesiology, Reanimatology and Intensive Treatment		Full prof. Katarina Šakić Zdravčević, PhD	30	15	0		3	C
	Graduate Paper							5	C
	Optional course	Basic Surgical Techniques and Instruments	Associate prof. Neven Skitarelić, PhD	15	0	15		2	O
		Medical Demography	Associate prof. Martin Glamuzina, PhD						
		Developmental Psychology	Associate prof. Mira Klarin, PhD						

1. GENERAL INFORMATION			
1.1. Study program (undergraduate, graduate, integrated)	Undergraduate	1.6. Types of classes (number of lectures, practical work, and seminars + e-learning)	45 L+120 P+30 S
1.2. Year of study	First year	1.7. Expected number of students per course	40
1.3. Course title	Basic Health Care	1.8. Teacher	Assistant prof. Marijana Matek Sarić, PhD
1.4. Course load (ECTS credits)	10	1.9. Assistants	Ivana Gusar, graduate nurse Sonja Šare, graduate nurse
1.5. Course status	Compulsory		
2. COURSE DESCRIPTION			
2.1. Aims of the course	Explain basic responsibilities of nurses/bachelors of nursing, their role in health care system, and dependence of specific activities on certain circumstances. Explain different levels of autonomy of nurses/bachelors of nursing, and relation between autonomy, isolation and cooperation. Explain nurses' training and responsibilities from the aspect of nursing practice in Croatia. Introduce students to the selected occupation. Introduce students to: basic theories and principles of nursing, role of the nurse in health care and society, professional role and function of nurses, and organization of nursing. Train the students to apply the skills of nursing practice.		
2.2. Preconditions for enrolling in the course and previous competences	No preconditions		
2.3. Learning outcomes at the level of the program to which the course contributes	After completing the course, the students will be familiar with the professional role, function, and responsibilities of the bachelors of nursing, and they will be able to apply basic nursing skills.		
2.4. Expected learning outcomes at the level of the course (4-10 learning outcomes)			
2.5. Contents of the course – analyzed in detail by classes	Lectures: Introduction to the course Nursing – art and science History of nursing		

	Definition of health care, theories and conceptual models Principles of health care Concept of care, contribution of nursing to health care service and society Factors and influence health care – social, cultural, spiritual, economic and political factors Models of organization of nursing care in primary, secondary and tertiary health care Basic procedures for preventing infections, disinfection, sterilization, protective clothing Nursing terminology Basic human needs – V. Henderson, and their relation toward health care Basic human needs, personal factors and pathological conditions that modify them Breathing – assessment of patient's condition – comparison of current condition to usual and physiological condition Food and drink intake – assessment of patient's condition Elimination of waste products – assessment of elimination functions Mobility – taking certain positions, condition assessment, influence of reduced mobility on the organism Sleep and rest – condition assessment, habits, procedures for enabling sleep Dressing and undressing – condition assessment, nursing care of patients needing care Body temperature – physiology of creating and losing body temperature, assessment-measurement, nursing care of patients with high body temperature Personal hygiene, protection of skin and mucosa, assessment of the condition of the skin Patients' safety – assessment and protection from mechanical injuries, physical risks, intrahospital infections and violence Communication with others in order to express needs and feelings Meeting religious needs – enable patients to live in accordance with their religious beliefs Work, productive activity and recreation Learning – assessment of possibilities, counselling, teaching Nurse diagnoses Nurse documentation Administration of medications		
2.6. Types of classes	☒ lectures ☒ seminars and workshops ☒ practical work ☐ completely on-line ☐ combined e-learning	☒ individual tasks ☐ multimedia and network ☐ laboratory ☒ work with mentor ☐ other (indicate)	2.7. Comments:

	☐ field work					
2.8. Student obligations	Lectures, seminars, practice, seminar papers					
2.9. Distribution of ECTS credits according to study obligations (indicate number of credits for each activity so that the total sum equals total number of ECTS credits per course)	Lecture attendance		Practical work	2	Colloquium	1
	Preparations for lectures	1	Report	1	Written exam	1
	Homework	1	Seminar paper	2	Oral exam	2
	Research		Essay		Other (indicate)	
	Experimental work		Project		Other (indicate)	
2.10. Grading and evaluation of students' work during classes and on final exam	Grading seminar papers and practical work in four times per semester					

2.11. Compulsory literature (available in the library and through other media)	Title	Number of copies in the library	Availability through other media
	Fučkar G. Proces zdravstvene njege. Medicinski fakultet Sveučilišta u Zagrebu. Zagreb, 1992. (selected chapters).		
	Fučkar G. Sestrinske dijagnoze. HUSE. Zagreb 1992. (selected chapters)		
	Henderson V. Osnovna načela zdravstvene njege. HUSE i HUMS, Zagreb 1994.		
	Teaching material		

2.12. Additional literature (at the time the study programme was proposed)	Sorensen K.C. Luckmann J. Basic nursing a psychophysiologic approach. W.B. Saunders Company Philadelphia, 1994. Rosdahl C.B. Textbook of basic nursing. J.B. Lippincott Company, Philadelphia 1995. Appling S.E. et al. Handbook of nursing procedures. Springhouse: Springhouse Corporation, 2001.

2.13. Methods for quality assurance that enable realization of learning outcomes	Theoretical colloquia, continuous student monitoring during seminars and practical work
2.14. Other (if necessary)	

1. GENERAL INFORMATION			
1.1. Study program (undergraduate, graduate, integrated)	Undergraduate	1.6. Types of classes (number of lectures, practical work, and seminars + e-learning)	15L + 30P
1.2. Year of study	First year	1.7. Expected number of students per course	40
1.3. Course title	Computerization and Administration in Health Care	1.8. Teacher	Ozren Pestić, graduate engineer
1.4. Course load (ECTS credits)	4	1.9. Assistants	
1.5. Course status	Compulsory		
2. COURSE DESCRIPTION			
2.1. Aims of the course	Develop understanding toward computerization processes in health care, teach students how to make administrative work easier by using computers. Teach students how to use electronic mail, basic text processing tools, spreadsheets, and presentation tools.		
2.2. Preconditions for enrolling in the course and previous competences	No preconditions		
2.3. Learning outcomes at the level of the program to which the course contributes	After completing this course the students will be able to use basic computer tools (MS Word, MS Excel, Microsoft PowerPoint)		
2.4. Expected learning outcomes at the level of the course (4-10 learning outcomes)	After passing the final test the students will be able to: - recognize processes suitable for computer solutions - use electronic mail - write and edit texts by using a text processors - use spreadsheet for statistically analyze larger number of data - prepare presentations		
2.5. Contents of the course – analyzed in detail by classes	**5 classes (lectures)** 1. Introduction 2. E-mail: principles and manners 3. Computer science in nursing 4. Standards and codes in health care computer science		

	5 classes (lectures) 5. Principles in health care computerization **5 classes (lectures)** 6. Efficacy in health care computer science 7. Nurse's list 8. Nurse's role in health care computerization **10 classes (practical work)** 9. Text processors 10. Components: menu, toolbars, desktop 11. Page formatting, page numbers, margins 12. Text attributes: font, font size, text colour, background colour, hyperlink 13. Copy, cut, paste 14. Using tables 15. Inserting objects from other documents (figures, tables) 16. Selecting header to format document index 17. Printing documents **10 classes (practical work)** 18. Spreadsheets 19. Components: menu, toolbars, desktop 20. Selecting and cell formatting 21. Copying rows and columns 22. Simple cell operations 23. Making graphs (with recapitulation of graphic presentations) 24. Linking with other tools (text processors) 25. Data export to CSV file 26. Data import (opening document) from CSV file 27. Using help tool 28. Possibilities for using tools in collecting and analyzing data in everyday work **10 classes (practical work)** 29. Presentation software 30. About presentations

<table>
<tr><td></td><td colspan="6">31. Basic principles in preparing presentations (clarity, visibility, choice of colours)
32. Structure of the presentation
33. Types of slides and slide designs
34. Copying and pasting other objects
35. Inserting hyperlinks
36. Using animation (and excess use of animation)
37. Practical information for planning and presenting</td></tr>
<tr><td>2.6. Types of classes</td><td colspan="2">☒ lectures
☐ seminars and workshops
☒ practical work
☐ completely on-line
☐ combined e-learning
☐ field work</td><td colspan="2">☒ individual tasks
☐ multimedia and network
☒ laboratory
☐ work with mentor
☐ other (indicate)</td><td colspan="2">2.7. Comments:</td></tr>
<tr><td>2.8. Student obligations</td><td colspan="6">Lectures, seminars, practice, seminar papers</td></tr>
<tr><td rowspan="5">2.9. Distribution of ECTS credits according to study obligations (indicate number of credits for each activity so that the total sum equals total number of ECTS credits per course)</td><td>Lecture attendance</td><td></td><td>Practical work</td><td></td><td>Colloquium</td><td></td></tr>
<tr><td>Preparations for lectures</td><td></td><td>Report</td><td></td><td>Written exam</td><td>2</td></tr>
<tr><td>Homework</td><td>1</td><td>Seminar paper</td><td></td><td>Oral exam</td><td>1</td></tr>
<tr><td>Research</td><td></td><td>Essay</td><td></td><td>Other (indicate)</td><td></td></tr>
<tr><td>Experimental work</td><td></td><td>Project</td><td></td><td>Other (indicate)</td><td></td></tr>
<tr><td>2.10. Grading and evaluation of students' work during classes and on final exam</td><td colspan="6">Activity at classes – 25%
Written exam – 50%
Group presentation or oral exam – 25%</td></tr>
<tr><td rowspan="2">2.11. Compulsory literature (available in the library and through other media)</td><td colspan="3">Title</td><td>Number of copies in the library</td><td>Availability through other media</td></tr>
<tr><td colspan="3">1. Informatika / Bože Plazibat, Sanda Jerčić, 2000. Split, Veleučilište</td><td>8</td><td></td></tr>
<tr><td>2.12. Additional literature (at the time the study programme was proposed)</td><td colspan="6">1. Kern J, Petrovečki M. Medicinska informatika, Medicinska naklada Zagreb, 2009.
2. Biblioteka Algebra: Modul 3 Obrada teksta MS Word 2007
3. Biblioteka Algebra: Modul 4 Microsoft Excel 2007</td></tr>
</table>

	4. Biblioteka Algebra: Modul 6 Microsoft PowerPoint 2007
5. Methods for quality assurance that enable realization of learning outcomes	Data base on class attendance, executed tasks and student activities, student evaluation of teacher and student work, analysis of test results
6. Other (if necessary)	

1. GENERAL INFORMATION			
1.1. Study program (undergraduate, graduate, integrated)	Undergraduate	1.6. Types of classes (number of lectures, practical work, and seminars + e-learning)	30 L
1.2. Year of study	First year	1.7. Expected number of students per course	40
1.3. Course title	Biophysics, Biochemistry and Basic Radiology	1.8. Teacher	Assistant prof. Jelena Čulin, PhD
1.4. Course load (ECTS credits)	3	1.9. Assistants	Assistant prof. Gordana Ivanac, PhD Edi Perović, assistant
1.5. Course status	Compulsory		
2. COURSE DESCRIPTION			
2.1. Aims of the course	Acquire basic knowledge on the mechanics of solid bodies and fluids, elasticity, thermodynamics, optics, and atomic physics. Students will be acquainted with physical units related to the above-mentioned areas, measurement units, and basic laws of physics that are connected to other areas. Additionally, students will be able to solve simple problems from the above-mentioned areas and apply that knowledge in other courses during their study, and in their practical work. Students will also bi acquainted with biophysical and biochemical principles of basic bodily functions, from the level of molecules to the level of organs and the whole body. The course will also provide basic knowledge on chemical composition, biochemical and energy changes, and regulation of metabolic processes in a healthy person's organism. Students will acquire basic knowledge on diagnostic radiology, learn how to read and differentiate images and methods of medical diagnostics. The course will also provide basic knowledge on radiation protection in medicine.		
2.2. Preconditions for enrolling in the course and previous competences	There are no particular preconditions for enrolling in this course, but the students must have basic high-school knowledge of maths, physics and biology in order to be able to follow the lectures.		
2.3. Learning outcomes at the level of the program to which the course contributes	Apply scientific methods in problem solving. Apply acquired knowledge in independent work.		
2.4. Expected learning outcomes at the level of the course (4-10 learning outcomes)	After passing the final test, the students will be able to: - explain the laws of mechanics and solve problems related to movement and interactions - apply the above-mentioned knowledge on human body mechanics - link vibration and waves, and indicate units that characterize them		

	- apply the above-mentioned knowledge on hearing aids - explain basic laws of fluid mechanics and complete simple tasks related to fluid mechanics - apply the above-mentioned knowledge on blood flow - link the structure and features of atoms and molecules - differentiate radiogram from scintigram, echogram and magnetic resonance image or computed tomography - explain how each of the above-mentioned images is made, what they represent, and what they are used for - understand basic principles of biochemistry that can be used in medicine - analyze key biochemical characteristics of pathobiochemical processes		
2.5. Contents of the course – analyzed in detail by classes	Mechanics of human body – 2 classes Introduction to optics; Vision Introduction of hydrodynamics Basic rheological models; Ultrasound Sources of ionizing radiation and their application in medicine. Metabolism of carbohydrates Metabolism of lipids Metabolism of proteins and nucleic acids Biochemistry of gastrointestinal tract Biochemistry of liver and kidneys Roentgen images of the body and protection from radiation Contrast methods in radiology Ultrasound methods. Scintigraphy Specific aspects of protection from radiation in radiology Magnetic resonance		
2.6. Types of classes	☒ lectures ☐ seminars and workshops ☐ practical work ☐ completely on-line ☐ combined e-learning ☐ field work	☒ individual tasks ☐ multimedia and network ☐ laboratory ☐ work with mentor ☐ other (indicate)	2.7. Comments:
2.8. Student obligations	Lectures, seminars, practice, seminar papers		

2.9. Distribution of ECTS credits according to study obligations (indicate number of credits for each activity so that the total sum equals total number of ECTS credits per course)	Lecture attendance	1	Practical work		Colloquium	
	Preparations for lectures		Report		Written exam	2
	Homework		Seminar paper		Oral exam	
	Research		Essay		Other (indicate)	
	Experimental work		Project		Other (indicate)	
2.10. Grading and evaluation of students' work during classes and on final exam	Activity in classes: 20% Written exam: 80%					

	Title	Number of copies in the library	Availability through other media
2.11. Compulsory literature (available in the library and through other media)	Eterović D: Fizikalne osnove slikovne dijagnostike, u: S. Janković i D. Eterović: Fizikalne osnove i klinički aspekti slikovne dijagnostike, Medicinska naklada, Zagreb, 2002.	1	
	Božidar Štraus. Medicinska biokemija. Medicinska naklada, Zagreb, 1992	2	
2.12. Additional literature (at the time the study programme was proposed)	Eterović D: Priručnik za vježbe iz biofizike, Katedra za biofiziku i znanstvenu metodologiju MF Split (šk. god. 1999./2000.)		
2.13. Methods for quality assurance that enable realization of learning outcomes	Data base on class attendance, performed tasks and student activity		
2.14. Other (if necessary)			

1. GENERAL INFORMATION			
1.1. Study program (undergraduate, graduate, integrated)	Undergraduate	1.6. Types of classes (number of lectures, practical work, and seminars + e-learning)	25 L + 10 P + 0 S
1.2. Year of study	First year	1.7. Expected number of students per course	40
1.3. Course title	Anatomy	1.8. Teacher	Full prof. Radivoje Radić, PhD
1.4. Course load (ECTS credits)	3	1.9. Assistants	Klaudio Grdović, MSc
1.5. Course status	Compulsory		
2. COURSE DESCRIPTION			
2.1. Aims of the course	Introduce students to basic morphology of organs and organ systems. The acquired knowledge in anatomy should enable students to understand better the pathological processes in the organism and, and prepare them for other courses dealing with clinical medicine and nursing care.		
2.2. Preconditions for enrolling in the course and previous competences	In order to enrol to this course students should be enrolled to the first year of study and have basic knowledge of Latin (high school level)		
2.3. Learning outcomes at the level of the program to which the course contributes	Clearly identify basic anatomic relations in human body in order to understand clinical symptoms and procedures that are in the domain of nursing. Apply factual knowledge on the structure of human body in making decisions related to procedures from the domain of health care.		
2.4. Expected learning outcomes at the level of the course (4-10 learning outcomes)	Apply basic Latin Describe parts of organs and organ systems Describe correct functional order of organs/structures in an organ system Explain particular features of the structure of each organ system Recognize the anatomic structure on anatomic models Interpret basic topographic relations in a human body Orient oneself in a human body according to previously set orientation planes		
2.5. Contents of the course – analyzed in detail by classes	1. Orientation planes and anatomical terminology. Planes in space (sagittal, frontal, transverse), basic anatomical terms that define direction. 2. Structure of the skeleton. Types of bones on the basis of shape. Description and structures of the parts of the skeleton (head, neck, upper and lower extremities). Definition of each bone in space and its constituent parts.		

	3. Structure of the joints. Joints between bones. Division to flexible and static joints. Basic parts of flexible joints. Types of ligaments. Types of movement and division of joints on the basis of volume and type of movement. 4. Structure of the muscular system. Basic structure of skeletal muscle. Division of muscles on the basis of shape and function. Basic groups of muscles in human body. Description of the most important muscles in human body. 5. Structure of the heart. Shape and position of the heart. Description of heart chambers. Heart valves. Conduction system of the heart. Vascularisation and heart intervention. 6. Structure of blood vessels. Division to arteries, veins and capillaries with the description of structure of each type of blood vessels. Basic principles of arterial and vein systems. 7. Central nervous system. Description of the basic structure of neurons. Basics of brain development. Basic parts of the brain. Description of cerebral cortex. Basal ganglia. Ventricular system and liquor space. 8. Peripheral nervous system. Cerebral nerves. Spinal nerves. Organization of spinal nerves into fascicles. Description of the most important peripheral nerves in human body. 9. Autonomic nervous system. Central and peripheral parts of sympathetic and parasympathetic nervous systems. Differences in organization of sympathetic and parasympathetic routes. 10. Respiratory system. Principles of the structure of the respiratory system. Description of parts of respiratory system. Nose and nasal cavity. Paranasal sinuses. Pharynx. Larynx. Trachea. Lungs. Topography of the organs of the respiratory system. 11. Digestive system. Principles of the structure of the digestive tube. Description of the parts of the digestive tube. Oral cavity. Pharynx. Esophagus. Stomach. Small intestine. Large intestine. Topography of the organs of the digestive tube. 12. Liver and pancreas. Structure of the liver. Liver lobes. Porta hepatis. Principle of the structure of bile ducts. Topography of the liver and bile ducts. Structure and topography of the pancreas. 13. Urinary tract. Basic principle of the structure of the urinary tract. Structure and vascularisation of kidneys. Structure of the nephron. Ureter. Urinary bladder. Urethra. Topography of the organs of the urinary tract. 14. Male reproductive system. Basic principle of the structure of the male reproductive system. Testicles. Epididymis. Vas deferens. Seminal vesicle. Ejaculatory duct. Prostate. Male urethra. Penis. Topography of the organs of the male reproductive system. 15. Female reproductive system. Ba Basic principle of the structure of the female reproductive system. Ovary. Fallopian tubes. Uterus. Cervix. Vagina. Topography of the organs of the female reproductive system. Adjustment of the female reproductive system to pregnancy.		
2.6. Types of classes	☒ lectures	☐ individual tasks	2.7. Comments:

	☒ seminars and workshops ☐ practical work ☐ completely on-line ☐ combined e-learning ☐ field work		☒ multimedia and network ☐ laboratory ☐ work with mentor ☐ other (indicate)			
2.8. Student obligations	Students are obliged to attend the lectures regularly and to prepare themselves for the selected topics at seminars.					
2.9. Distribution of ECTS credits according to study obligations (indicate number of credits for each activity so that the total sum equals total number of ECTS credits per course)	Lecture attendance	0.5	Practical work		Colloquium	
	Preparations for lectures		Report		Written exam	1
	Homework		Seminar paper		Oral exam	1.5
	Research		Essay		Other (indicate)	
	Experimental work		Project		Other (indicate)	
2.10. Grading and evaluation of students' work during classes and on final exam	Activity in classes: 10% Written exam: 40% Oral exam: 50%					
2.11. Compulsory literature (available in the library and through other media)	Title				Number of copies in the library	Availability through other media
	Keros P.,Pećina M., Ivančić-Košuta M.: Temelji anatomije čovjeka, Medicinska biblioteka, Zagreb 1999.				4	Available in bookstores
2.12. Additional literature (at the time the study programme was proposed)	Atlas of Anatomy					
2.13. Methods for quality assurance that enable realization of learning outcomes	Students must be active in classes. The teacher will make weekly notes on their work and progress according to selected elements. At the beginning of the semester the teacher will test their competences and provide them with information on possible shortcomings in their knowledge. Information on the progress and possible problems will be provided to students in classes. At the end of the semester, an evaluation of teachers and students will be made. On the other hand, the information on learning outcomes and student progress will be used by teachers for self-evaluation and for making possible changes regarding lectures, teaching methods and grading.					
2.14. Other (if necessary)						

1. GENERAL INFORMATION			
1.1. Study program (undergraduate, graduate, integrated)	Undergraduate	1.6. Types of classes (number of lectures, practical work, and seminars + e-learning)	25 L+ 10 S
1.2. Year of study	First year	1.7. Expected number of students per course	40
1.3. Course title	Physiology	1.8. Teacher	Assistant prof. Albino Jović, PhD
1.4. Course load (ECTS credits)	3	1.9. Assistants	Melanija Ražov-Radas, MD
1.5. Course status	Compulsory		

2. COURSE DESCRIPTION			
2.1. Aims of the course	Introduce students to basic vital functions of organs and organ systems. Acquired knowledge of physiology should provide students better knowledge of pathophysiologic processes in human organism and prepare them for courses in clinical medicine and nursing health care.		
2.2. Preconditions for enrolling in the course and previous competences	Completed high school. No particular competences are needed.		
2.3. Learning outcomes at the level of the program to which the course contributes	Physiology is a basic science and it is not possible to successfully follow the classes in other clinical medicine courses without previous knowledge of physiology.		
2.4. Expected learning outcomes at the level of the course (4-10 learning outcomes)	After passing the exam, the students will have cognitive skills for understanding how the human body functions, and apply factual knowledge in understanding patients' physiologic health care needs.		
2.5. Contents of the course – analyzed in detail by classes	The course includes acquiring knowledge of general physiology and of how organ systems in human body function. Electrophysiology (membrane and action potentials), blood cells, immunity, coagulation, functions of circulatory system (heart, blood and lymph vessels), functions of respiratory system, functions of uropoetic system, functions of digestive system and metabolism, functions of endocrine system, functions of genital system, functions of nervous system, senses.		
2.6. Types of classes	☒ lectures ☒ seminars and workshops ☒ practical work ☐ completely on-line ☐ combined e-learning ☐ field work	☐ individual tasks ☐ multimedia and network ☐ laboratory ☐ work with mentor ☐ other (indicate)	2.7. Comments: It is possible to have lectures on-line.
2.8. Student obligations	Regular attendance at classes, preparation for seminars and practical work.		

<table>
<tr><td rowspan="5">2.9. Distribution of ECTS credits according to study obligations (indicate number of credits for each activity so that the total sum equals total number of ECTS credits per course)</td><td>Lecture attendance</td><td></td><td>Practical work</td><td></td><td>Colloquium</td><td></td></tr>
<tr><td>Preparations for lectures</td><td></td><td>Report</td><td></td><td>Written exam</td><td>1.5</td></tr>
<tr><td>Homework</td><td></td><td>Seminar paper</td><td></td><td>Oral exam</td><td>1.5</td></tr>
<tr><td>Research</td><td></td><td>Essay</td><td></td><td>Other (indicate)</td><td></td></tr>
<tr><td>Experimental work</td><td></td><td>Project</td><td></td><td>Other (indicate)</td><td></td></tr>
<tr><td>2.10. Grading and evaluation of students' work during classes and on final exam</td><td colspan="6">If active at seminar, a student is given a plus, and three pluses equal to one point at written exam.</td></tr>
<tr><td rowspan="2">2.11. Compulsory literature (available in the library and through other media)</td><td colspan="3">Title</td><td>Number of copies in the library</td><td>Availability through other media</td></tr>
<tr><td colspan="3">Guyton & Hall.: Medicinska fiziologija, deseto izdanje, Medicinska naklada Zagreb, 2003. (Selected chapters)</td><td></td><td></td></tr>
<tr><td>2.12. Additional literature (at the time the study programme was proposed)</td><td colspan="6">Teaching materials</td></tr>
<tr><td>2.13. Methods for quality assurance that enable realization of learning outcomes</td><td colspan="6">The official university survey will be conducted among students in which the students evaluate the teacher's work. Also, evaluation and analysis of the quality of teaching will be made in accordance with the Studying Regulations and the Regulations for Improvement and Quality Assurance of the University of Zadar.</td></tr>
<tr><td>2.14. Other (if necessary)</td><td colspan="6"></td></tr>
</table>

1. GENERAL INFORMATION			
1.1. Study program (undergraduate, graduate, integrated)	Undergraduate	1.6. Types of classes (number of lectures, practical work, and seminars + e-learning)	15 L+0 P+0 S
1.2. Year of study	First year	1.7. Expected number of students per course	40
1.3. Course title	Pathology	1.8. Teacher	Assistant prof. Marijana Ćorić, PhD
1.4. Course load (ECTS credits)	2	1.9. Assistants	Ana Krvavica
1.5. Course status	Compulsory		
2. COURSE DESCRIPTION			
2.1. Aims of the course	Basic knowledge in pathology is necessary for understanding fundamental pathologic processes and acquiring basic skills for diagnosing the most frequent diseases of certain organ systems.		
2.2. Preconditions for enrolling in the course and previous competences			
2.3. Learning outcomes at the level of the program to which the course contributes	Acquired knowledge in pathology will enable students to understand pathophysiologic and pathologic processes in human organism and to understand other courses related to clinical medicine and nursing care.		
2.4. Expected learning outcomes at the level of the course (4-10 learning outcomes)	After passing the exam in pathology the students will be able to: - develop critical attitude toward the importance of selecting the right material for pathohistologic analysis - develop critical attitude toward the negative influence of inadequate fixation and tissue analysis in establishing a diagnosis that has an influence on further treatment of the patient - identify and explain pathologic processes that lead to different inflammations and tumour processes in human organism - identify basic morphological changes in the most frequent diseases of certain organ systems		
2.5. Contents of the course – analyzed in detail by classes	1. Introduction; What is pathology, its purpose and field of interest; History of pathology; Role of pathology in researching causes of different diseases 2. Cellular pathology; Causes of cellular damages; Cellular adaptation; Reversible cellular damages; Irreversible cellular damages 3. Inflammation, reparation; Acute and chronic inflammation; Outcome to inflammation, Tissue healing 4. Blood circulation disorders; Oedema; Hyperaemia or congestion; Bleeding; Shock 5. Neoplasms; Definition and terminology; Characteristics of neoplasms; Epidemiology of neoplasms; Preneoplastic conditions		

<table>
<tr><td></td><td colspan="6">6. Heart and blood vessels conditions; Atherosclerosis; Inflammations of blood vessels; Blood vessel tumours; Hereditary heart conditions; Inflammatory and ischemic heart conditions; Heart tumours
7. Hematopathology; Inflammatory diseases of lymph nodes; Lymphoma; Leukaemia
8. Lung and mediastinum diseases; Inflammatory and ischemic lung diseases; Lung tumours; Mediastinum tumours
9. Digestive system diseases; Inflammatory and ischemic diseases of digestive system; Tumours of digestive system
10. Liver and pancreatic diseases; Inflammatory liver diseases; Metabolic and hereditary liver diseases; Liver tumours; Inflammatory pancreatic diseases and diabetes; Pancreatic tumours
11. Kidney and urinary tract diseases; Kidney and urinary tract inflammatory and obstructive diseases; Kidney and urinary tract tumours
12. Diseases of male reproductive system; Inflammatory and obstructive diseases of male reproductive system; Tumours of male reproductive system
13. Diseases of female reproductive system; Inflammatory and hereditary diseases of female reproductive system; Tumours of female reproductive system
14. Skin and breast diseases; Inflammatory and non-inflammatory breast diseases; Breast tumours
15. Nervous system disorders; Nervous system traumas; Inflammatory and ischemic nervous system diseases; Nervous system tumours</td></tr>
<tr><td>2.6. Types of classes</td><td colspan="3">☒ lectures
☐ seminars and workshops
☐ practical work
☐ completely on-line
☐ combined e-learning
☐ field work</td><td colspan="2">☐ individual tasks
☐ multimedia and network
☐ laboratory
☐ work with mentor
☐ other (indicate)</td><td>2.7. Comments:</td></tr>
<tr><td>2.8. Student obligations</td><td colspan="6">Regular attendance at classes (70%) and active participation in classes (30%)</td></tr>
<tr><td rowspan="6">2.9. Distribution of ECTS credits according to study obligations (indicate number of credits for each activity so that the total sum equals total number of ECTS credits per course)</td><td>Lecture attendance</td><td>0.75</td><td>Practical work</td><td></td><td>Colloquium</td><td></td></tr>
<tr><td>Preparations for lectures</td><td></td><td>Report</td><td></td><td>Written exam</td><td>1.25</td></tr>
<tr><td>Homework</td><td></td><td>Seminar paper</td><td></td><td>Oral exam</td><td></td></tr>
<tr><td>Research</td><td></td><td>Essay</td><td></td><td>Other (indicate)</td><td></td></tr>
<tr><td>Experimental work</td><td></td><td>Project</td><td></td><td>Other (indicate)</td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>2.10. Grading and evaluation of students'</td><td colspan="6">Active participation in classes: 20%</td></tr>
</table>

work during classes and on final exam	Partial tests or written test: 80%		
2.11. Compulsory literature (available in the library and through other media)	Title	Number of copies in the library	Availability through other media
	Jasminka Jakić Razumović, Božena Šarčević, Sven Seiwerth (ur): Patologija, Zdravstveno veleučilište, Naklada Slap, 2009		
2.12. Additional literature (at the time the study programme was proposed)	1. Jukić, S. Patologija za više medicinske sestre, Medicinska naklada, Zagreb, 1992. 2. Jakić-Razumović, J. Patologija-priručnik, Visoka zdravstvena škola, 2002. 3. Ivan Damjanov, Stanko Jukić, Marin Nola (ur.) Patologija, Zagreb: Medicinska Naklada , 2011		
2.13. Methods for quality assurance that enable realization of learning outcomes	Data base on class attendance, student evaluation of teaching process, analysis of student success at final test		
2.14. Other (if necessary)			

1. GENERAL INFORMATION			
1.1. Study program (undergraduate, graduate, integrated)	Undergraduate	1.6. Types of classes (number of lectures, practical work, and seminars + e-learning)	20 L+0 P+10 S
1.2. Year of study	First year	1.7. Expected number of students per course	40
1.3. Course title	Pathophysiology	1.8. Teacher	Assistant prof. Dario Nakić, PhD
1.4. Course load (ECTS credits)	3	1.9. Assistants	Dražen Zekanović, PhD Ivo Klarin, MD
1.5. Course status	Compulsory		
2. COURSE DESCRIPTION			
2.1. Aims of the course	Introduce students to basic mechanism of disorders of physiologic processes in human organism, and to the development of diseases. Acquired knowledge will enable students to understand courses in clinical medicine and to plan nursing care depending on different patient conditions.		
2.2. Preconditions for enrolling in the course and previous competences	Completed courses in physiology and anatomy		
2.3. Learning outcomes at the level of the program to which the course contributes	- Understand basic pathophysiologic processes - Connect pathophysiologic conditions with different diseases and nursing diagnosis - Basic pathophysiologic principles of nursing care		
2.4. Expected learning outcomes at the level of the course (4-10 learning outcomes)	- Understand etiology and pathogenesis of diseases and their importance in setting nursing diagnosis - Pathophysiology of inflammation and hypersensitivity - Recognition of basic metabolic disorders - Pathophysiology of besores and overweight - Pathophysiology of disorders of water, electrolytes, and acid-base balance - Pathophysiology of endocrinopathy - Pathophysiology of malignant growth - Kidney, lung and digestive system disorders - Pathophysiology of cardiovascular diseases		
2.5. Contents of the course – analyzed in detail by classes	1. Introduction of pathologic physiology (Definition of health and sickness. Homeostasis. Principles of pathogenetic mechanism. Etiology and pathogenesis. Inheritance, environment, and pathologic processes) 2. Disorder of water and electrolytes. Acid-base balance disorder.		

<table>
<tr><td></td><td colspan="6">3. Endocrinopathy
4. Disorder of blood system and haematopoietic system
5. Heart function disorders
6. Kidney function disorders
7. Lung function disorders
8. Disorder of digestive and hepatobiliary systems
9. Autoimmune diseases, hypersensitivity and inflammation
10. Decubitus (seminar)
11. Kidney failure (seminar)
12. Pathophysiology of hyperosmolar condition (seminar)
13. Pathophysiology of diabetic ketoacidosis (seminar)
14. Pathophysiology of a shock (seminar)</td></tr>
<tr><td>2.6. Types of classes</td><td colspan="2">☒ lectures
☒ seminars and workshops
☐ practical work
☐ completely on-line
☐ combined e-learning
☐ field work</td><td colspan="2">☐ individual tasks
☐ multimedia and network
☐ laboratory
☐ work with mentor
☐ other (indicate)</td><td colspan="2">2.7. Comments:</td></tr>
<tr><td>2.8. Student obligations</td><td colspan="6"></td></tr>
<tr><td rowspan="5">2.9. Distribution of ECTS credits according to study obligations (indicate number of credits for each activity so that the total sum equals total number of ECTS credits per course)</td><td>Lecture attendance</td><td>0.5</td><td>Practical work</td><td></td><td>Colloquium</td><td></td></tr>
<tr><td>Preparations for lectures</td><td></td><td>Report</td><td></td><td>Written exam</td><td>1</td></tr>
<tr><td>Homework</td><td></td><td>Seminar paper</td><td></td><td>Oral exam</td><td>1.5</td></tr>
<tr><td>Research</td><td></td><td>Essay</td><td></td><td>Other (indicate)</td><td></td></tr>
<tr><td>Experimental work</td><td></td><td>Project</td><td></td><td>Other (indicate)</td><td></td></tr>
<tr><td>2.10. Grading and evaluation of students' work during classes and on final exam</td><td colspan="6">Activity in classes – 10%
Written exam – 40%
Oral exam – 50%</td></tr>
<tr><td>2.11. Compulsory literature (available in the library and through other media)</td><td colspan="4">Title</td><td>Number of copies in the</td><td>Availability through other</td></tr>
</table>

		library	media
	S.Gamulin, Z.Kovač, Marušić M. Patofiziologija, udžbenik, Medicinska naklada , Zagreb VII izdanje , 2011.	7	
	Jukić, S.: Patologija za više medicinske sestre, Zagreb: Medicinska naklada, 1992	1	
2.12. Additional literature (at the time the study programme was proposed)	Gamulin S. Patofiziologija za visoke zdravstvene škole, Medicinska naklada, Zagreb 2005.		
2.13. Methods for quality assurance that enable realization of learning outcomes	Students will actively participate in classes. The teacher will make weekly notes on their work and progress according to selected elements. At the beginning of the semester the teacher will test their competences and provide them with information on possible shortcomings in their knowledge. Information on the progress and possible problems will be provided to students in classes. At the end of the semester, an evaluation of teachers and students will be made. On the other hand, the information on learning outcomes and student progress will be used by teachers for self-evaluation and for making possible changes regarding lectures, teaching methods and grading.		
2.14. Other (if necessary)			

1. GENERAL INFORMATION			
1.1. Study program (undergraduate, graduate, integrated)	Undergraduate	1.6. Types of classes (number of lectures, practical work, and seminars + e-learning)	30 L+0 P+10 S
1.2. Year of study	First year	1.7. Expected number of students per course	40
1.3. Course title	Human Nutrition	1.8. Teacher	Assistant prof. Marijana Matek Sarić, PhD
1.4. Course load (ECTS credits)	3	1.9. Assistants	
1.5. Course status	Compulsory		
2. COURSE DESCRIPTION			
2.1. Aims of the course	Provide students with basic knowledge of human nutrition in order for them to understand the principles of adequate nutrition of different population groups, and provide them with basic skills for evaluating the menu.		
2.2. Preconditions for enrolling in the course and previous competences	No preconditions		
2.3. Learning outcomes at the level of the program to which the course contributes	- recognize negative effects of inadequate nutrition on human health and suggest methods and solutions to the problem - apply scientific methods in solving problems - collect, analyze and interpret scientific research data - present scientific results on communicable and concise manner in both oral and written forms		
2.4. Expected learning outcomes at the level of the course (4-10 learning outcomes)	After passing the final test the students will be able to: - develop critical opinion toward different types of nutrition - differentiate types of macronutrients in food, their frequency in a complete meal and their role in human organism - differentiate and calculate energy requirements of different population groups - evaluate the menu in accordance with physiological needs of individuals and groups - conduct different nutrition surveys - plan composition of meals for different population groups - use basic anthropometric methods for evaluating the nutritional status of individuals and population groups - develop critical opinion toward hygiene and food safety		
2.5. Contents of the course – analyzed in detail by classes	**Lectures:** 1. **Introduction to the course**; What is dietetics, its purpose and study area; History of dietetics; What are food and nutrition;		

	Preview of food according to its origin; Food guide pyramid; Basic principles of proper nutrition of adults; Basic principles of proper nutrition of children; Servings per unit for different categories of food according to UNDA Department of Health and Human Services; Regulations – 2 classes 2. **Traditional Mediterranean diet; Vegetarian diet; Macrobiotics** – 2 classes 3. **Anatomy of digestive system and digestion of food and liquids**; Digestion; Absorption; Metabolism – 2 classes 4. **Macronutrients – carbohydrates**; Definition, composition and classification of carbohydrates; Daily carbohydrate requirement; Animal and plant sources of carbohydrates; **Fibres in a diet**; Classification of fibres; Physical and chemical features of fibres – 2 classes 5. **Macronutrients – proteins**; Definition, composition and classification; Amino acids; Daily amino acid requirement – 2 classes 6. **Macronutrients – fats**; Definition, composition and classification; Daily fat requirement; Physical and chemical features of fats – 2 classes 7. **Micronutrients** – **vitamins**; Fat-soluble vitamins; Functions, features, sources and requirements – 2 classes 8. **Micronutrients** – **vitamins**; Water-soluble vitamins; Functions, features, sources and requirements – 2 classes 9. **Micronutrients – mineral nutrients**; Macro minerals; Function, sources and requirements – 2 classes 10. **Micronutrients – mineral nutrients**; Trace minerals and ultra trace minerals; Function, sources and requirements – 2 classes 11. **Water in a diet**; Body water; Natural sources of water, rehydration; Disorders of water and sodium metabolism – 1 class 12. **Food spoilage**; Sanitary control of objects, employees, groceries and food; Food as a risk factor in infection transfer – biological contamination of food; Chemical contamination of food; Types of food preservation – 2 classes 13. **Planning and evaluation of meals**; Principles of planning a diet and meal composition; Nutritional needs of individuals and different population groups; Energy needs of individuals and different population groups – 2 classes 14. **Diet research and evaluation of the level of nourishment**; Direct methods of evaluating the level of nourishment (anthropometric, clinical, functional, biochemical tests); Indirect methods (dietetic tests, surveys) – 2 classes 15. **Diet as the cause of a disease and pathologic factor**; Patient diet in hospital and non-hospital conditions; Obesity and undernutrition; Celiac disease; Osteoporosis; Hypercholesterolemia and hypertriglyceridemia; Sideropenic anemia – 2 classes **Seminars:** 1. Adult obesity; Childhood obesity – 1 class 2. Alternative diet in childhood – yes or no; Breastfeeding, infant formula, cow milk – 1 class 3. Influence of the environment on the development of good habits and healthy life of preschool children; Psychological aspects of forming nutritional preferences – 1 class 4. Mother's milk, importance, quality and composition; Infant food supplementation and order of introducing new food – 1 class

<table>
<tr><td></td><td colspan="6">5. Diet of children from 1 to 3 years of age; Diet of children from 3 to 6 years of age – 1 class
6. Diet of breastfeeding women; Diet of pregnant women – 1 class
7. Importance of fruit and vegetables in a diet; Sweets, and soft drinks in a diet – 1 class
8. Olive and pumpkin oils on a menu; Fish on a menu – 1 class
9. Food additives; Artificial sweeteners – 1 class
10. Essential omega-3 unsaturated fatty acids; Trans unsaturated fatty acids – 1 class
11. Athletes' diet; Old age diet – 1 class
12. Undernutrition of preschool children; Anorexia/Bulimia – 1 class
13. Influence of thermal processing of food on its nutritive value; Food enrichment, use of mineral and vitamin additives in a diet – 1 class
14. Food as a risk factor in transmitting infections; Sanitary and hygienic standards – 1 class
15. Atkins diet; UN diet; Parental diet; Topic of students' choice – 1 class</td></tr>
<tr><td>2.6. Types of classes</td><td colspan="2">☒ lectures
☒ seminars and workshops
☐ practical work
☐ completely on-line
☐ combined e-learning
☐ field work</td><td colspan="2">☐ individual tasks
☐ multimedia and network
☐ laboratory
☐ work with mentor
☐ other (indicate)</td><td colspan="2">2.7. Comments:</td></tr>
<tr><td>2.8. Student obligations</td><td colspan="6">Regular attendance at classes (70% attendance at lectures and seminars and field work) and active participation in classes (30%)</td></tr>
<tr><td rowspan="5">2.9. Distribution of ECTS credits according to study obligations (indicate number of credits for each activity so that the total sum equals total number of ECTS credits per course)</td><td>Lecture attendance</td><td>0.75</td><td>Practical work</td><td></td><td>Colloquium</td><td></td></tr>
<tr><td>Preparations for lectures</td><td></td><td>Report</td><td></td><td>Written exam</td><td>1</td></tr>
<tr><td>Homework</td><td></td><td>Seminar paper</td><td>0.5</td><td>Oral exam</td><td>0.75</td></tr>
<tr><td>Research</td><td></td><td>Essay</td><td></td><td>Other (indicate)</td><td></td></tr>
<tr><td>Experimental work</td><td></td><td>Project</td><td></td><td>Other (indicate)</td><td></td></tr>
<tr><td>2.10. Grading and evaluation of students' work during classes and on final exam</td><td colspan="6">Activity in classes: 10%
Seminar paper: 20%
Partial tests or written exam: 40%
Oral exam: 30%</td></tr>
</table>

	Title	Number of copies in the library	Availability through other media
2.11. Compulsory literature (available in the library and through other media)	Živković R. Dijetetika, Zagreb; Medicinska naklada, 2002.		
	Katalinić V, Temeljna znanja o prehrani, Skripta Sveučilišta u Zagrebu, 2007.		available on-line
	Mandić M. Znanost o prehrani-Hrana, prehrana i čuvanje zdravlja, Skripta sveučilišta u Osijeku, 2007.		available on-line
	Peer reviewed teaching materials published at www.unizd.hr		available on-line
2.12. Additional literature (at the time the study programme was proposed)	Živković R. Dijetoterapija, Naprijed, Zagreb; Medicinska biblioteka, 1994. Vučemilović LJ, Vujić Šisler LJ. Prehrambeni standardi za planiranje prehrane djece u dječjim vrtiću-jelovnici i normativi. Hrvatska udruga medicinskih sestara. Gradski ured za obrazovanje, kulturu i šport, Sektor predškolski odjel 2007. Valić F i sur.: Zdravstvena ekologija,Zagreb, 2000.		
2.13. Methods for quality assurance that enable realization of learning outcomes	Records on class attendance, completed tasks and student activity, student evaluation of the teacher, analysis of students' success at colloquia and exams.		
2.14. Other (if necessary)			

1. GENERAL INFORMATION			
1.1. Study program (undergraduate, graduate, integrated)	Undergraduate	1.6. Types of classes (number of lectures, practical work, and seminars + e-learning)	30 L+15 S
1.2. Year of study	First year	1.7. Expected number of students per course	35
1.3. Course title	Epidemiology	1.8. Teacher	Full prof. Boris Dželalija, PhD
1.4. Course load (ECTS credits)	3	1.9. Assistants	Alan Medić, MSc
1.5. Course status	Compulsory		
2. COURSE DESCRIPTION			
2.1. Aims of the course	The aim of this course is to expand students' knowledge related to epidemiology of infectious and non-infectious chronic mass diseases. Other aims include the use of analytical approach toward different epidemiological entities, determine causes of different diseases, recognize them, apply critical approach toward preventive measures and use the best prophylactic measures in disease control.		
2.2. Preconditions for enrolling in the course and previous competences	Previous knowledge of terms related to infectious and chronic non-infectious diseases. Use basic program tools for text processing and spreadsheets. Use e-learning system.		
2.3. Learning outcomes at the level of the program to which the course contributes	- Apply knowledge of general and special epidemiology - Use cause-effect approach in relating the cause and outcome (of a disease), use critical approach in analyzing scientific papers with the aim of getting a better insight into basic features of research work - Identify and analyze possible sources and ways of transmitting infectious diseases - Identify and analyze possible causes of chronic non-infectious diseases		
2.4. Expected learning outcomes at the level of the course (4-10 learning outcomes)	After passing the final test the students will be able to: - understand possible sources and ways of transmitting infectious diseases and causes of chronic non-infectious diseases - apply epidemiologic methods for researching causes of disease - make study design for a research (prospective-retrospective) - analyze the results and interpret statistical significance of the results - work in teams for research purposes - present research results - use materials for e-learning		
2.5. Contents of the course – analyzed in detail by classes	1. Introduction to epidemiology; International health care; Definition of epidemiology; History of epidemiology; General terms;		

<table>
<tr><td></td><td colspan="6">Importance of epidemiology for public health; Primary and secondary prevention.
2. Epidemiological measurements; Measures in epidemiology; Types of epidemiological measurement; Measures of association; Measures of rate difference; Measures of potential impact
3. Morbidity and mortality indicators; Measures of morbidity, general and specific mortality, birth rate, natural change
4. Epidemiological variables and interconnections; Variability of incidence and samples; Evaluation of the quality of observation and measurement. Preciseness, accuracy; Errors in epidemiological measurements; Accidental and systematic errors, Reduction of the number of respondents
5. Methodology of epidemiological research; Data sources; Epidemiologic research; Experimental and observational researches
6. Screening and etiology of disease; Randomization, stratified randomization, screening, advantages, disadvantages; General and standardized rates
7. Host and agent; Origin and spread of disease; Health and sickness; Source of infection, infection transmission, carriers
8. Vogralik's chain; Route of entry of pathogens; Quantity and virulence of pathogens; Environment; Host disposition
9. Epidemic process; Development of epidemics; Endemics, pandemics; Recognizing types of epidemics; Estimating duration of epidemics; Anti-epidemic measures for prevention of epidemics, general and special measures for prevention of infectious disease spread; Examples of epidemics and practical work; Bioterrorism
10. Immunization calendar; Successes of immunization programs; Compulsory and optional immunization calendar
11. Infectious diseases; Zoonoses; Intestinal infections; Sexually transmitted diseases; Respiratory infections; Blood-borne diseases; Emerging diseases
12. Chronic non-infectious diseases; Cardiovascular diseases; Malignant diseases; Disabilities; Mental illnesses; Accidents; Violence</td></tr>
<tr><td>2.6. Types of classes</td><td colspan="2">☒ lectures
☒ seminars and workshops
☐ practical work
☐ completely on-line
☒ combined e-learning
☐ field work</td><td colspan="2">☒ individual tasks
☐ multimedia and network
☐ laboratory
☐ work with mentor
☐ other (indicate)</td><td colspan="2">2.7. Comments:</td></tr>
<tr><td>2.8. Student obligations</td><td colspan="6">Regular attendance at classes and active participation in classes, participation in work via e-learning system, regular execution of individual tasks, group work, presentation of research results</td></tr>
<tr><td>2.9. Distribution of ECTS credits</td><td>Lecture attendance</td><td>1</td><td>Practical work</td><td></td><td>Colloquium</td><td>0.5</td></tr>
</table>

<table>
<tr><td rowspan="4">according to study obligations (indicate number of credits for each activity so that the total sum equals total number of ECTS credits per course)</td><td>Preparations for lectures</td><td></td><td>Report</td><td></td><td>Written exam</td><td>0.5</td></tr>
<tr><td>Homework</td><td></td><td>Seminar paper</td><td>0.5</td><td>Oral exam</td><td></td></tr>
<tr><td>Research</td><td>0.5</td><td>Essay</td><td></td><td>Other (indicate)</td><td></td></tr>
<tr><td>Experimental work</td><td></td><td>Project</td><td></td><td>Other (indicate)</td><td></td></tr>
<tr><td>2.10. Grading and evaluation of students' work during classes and on final exam</td><td colspan="6">Activity in classes: 10%
Seminar paper: 20%
Practical work on computer: 10%
Presentation of research results: 20%
On-line checks: 10%
Two colloquia: 30%</td></tr>
<tr><td rowspan="2">2.11. Compulsory literature (available in the library and through other media)</td><td colspan="3">Title</td><td>Number of copies in the library</td><td>Availability through other media</td></tr>
<tr><td colspan="3">Puntarić D i Ropac D. Opća epidemiologija. Medicinska naklada, Zagreb, 2004.</td><td></td><td></td></tr>
<tr><td>2.12. Additional literature (at the time the study programme was proposed)</td><td colspan="6">Puntarić D i Ropac D. Epidemiologija. Zdravstveno veleučilište, Zagreb, 2006.
Vorko –Jović A. Srnad M. Rudan I et al. Epiedemiologija KNZ, Zagreb Med naklada 2010, selected chapters</td></tr>
<tr><td>2.13. Methods for quality assurance that enable realization of learning outcomes</td><td colspan="6">Students will be active in classes, but their work will also be evaluated through e-learning system. The teacher will make weekly notes on their work and progress according to selected elements. At the beginning of the semester the teacher will test their competences and provide them with information on possible shortcomings in their knowledge. Information on the progress and possible problems will be provided to students during the semester. At the end of the semester, an evaluation of the course and teachers will be made. On the other hand, the information on learning outcomes and student progress will be used by teachers for self-evaluation and for making possible changes regarding lectures, teaching methods and grading.</td></tr>
<tr><td>2.14. Other (if necessary)</td><td colspan="6"></td></tr>
</table>

1. GENERAL INFORMATION			
1.1. Study program (undergraduate, graduate, integrated)	Undergraduate	1.6. Types of classes (number of lectures, practical work, and seminars + e-learning)	15 L+15 P+ 0 S
1.2. Year of study	First year	1.7. Expected number of students per course	35
1.3. Course title	English Language I	1.8. Teacher	Ivan Poljaković
1.4. Course load (ECTS credits)	2	1.9. Assistants	
1.5. Course status	Compulsory		
2. COURSE DESCRIPTION			
2.1. Aims of the course			
2.2. Preconditions for enrolling in the course and previous competences	Students enrolling to this course should have learned English at least for four years in elementary and high school.		
2.3. Learning outcomes at the level of the program to which the course contributes	- possibility for reading professional literature in foreign language - possibility for communicating with colleagues from the same profession in foreign language - possibility for following the latest achievements in nursing in the world		
2.4. Expected learning outcomes at the level of the course (4-10 learning outcomes)	After passing the final test the students will be able to: - consolidate language structure and grammar - get familiar with basic medical terms that are used in health care - acquire basic techniques of reading the professional literature - acquire techniques for writing summaries and professional papers - develop communication skills related to professional topics		
2.5. Contents of the course – analyzed in detail by classes	Lectures and practical work: 1. **The hospital team** (Unit 1, Lesson 1): this unit encompasses the conversation about different jobs and types of jobs in a hospital; listening and comprehension exercises – 2 classes 2. **A job interview** (L2): conversation at a job interview. Use of present tenses (Present Simple and Continuous). The nursing profession (L3): conversation on the history of nursing, comparison with modern nursing, discussion – 2 classes 3. **In and around the hospital** (Unit 2, L1): introduction to hospital departments, equipment used in diagnostics and treatment, e-mail communication; It's my job (L2), listening comprehension – 2 classes 4. **Hospital admissions** – The admissions procedure (Unit 3, L1): this unit refers to medical documentation and patient care depending on the illness. A patient record form (L2), listening and comprehension of medical history dialogue, filling in the		

<table>
<tr><td></td><td colspan="6">patient data. First school paper, 30 min – 2 classes
5. Bad handwriting – reading and comprehension exercises, use of past tenses (Past Simple and Continuous) – 2 classes
6. Accidents and emergencies (Unit 4, L1): this unit focuses on the first aid, communication exercises related to understanding and giving instructions during patient treatment – 2 classes
7. A surprise passenger (L2): reading and comprehension, vocabulary exercises, giving instructions in emergency medical procedures, signs and symptoms – 2 classes
8. A pain chart (Unit 5, L1): discussion on the types and degrees of pain, listening and comprehension exercises, comparison of adjectives, asking questions. Second school paper, 30 min – 2 classes
9. Patient care (L2): listening and comprehension of the text, filling in words related to patient's condition, asking questions – 2 classes
10. Symptoms (Unit 6, L1): describing symptoms, asking questions about symptoms. A helpline call (L2): listening and comprehension exercises, diagnose disease according to symptoms – 2 classes
11. Mystery syndromes (L3): reading and text comprehension, writing summaries, presenting facts. Third school paper, 20 min – 2 classes
12. Caring for the elderly – A care home (Unit 7, L1): this unit includes listening and comprehension of terms and abbreviations related to illnesses of the elderly; explaining procedures of nursing and care for the elderly – 2 classes
13. Alzheimer's disease (L2): discussion on the disease, its symptoms and signs; future tense – meaning and use. Fourth school paper, 30 min – 2 classes
14. Assessing a patient (L3): listening and text comprehension, writing summaries, repeating the acquired terms and contents – 2 classes
15. Repetition and preparation for the test – 2 classes</td></tr>
<tr><td>2.6. Types of classes</td><td colspan="2">☒ lectures
☐ seminars and workshops
☒ practical work
☐ completely on-line
☐ combined e-learning
☐ field work</td><td colspan="2">☐ individual tasks
☐ multimedia and network
☐ laboratory
☐ work with mentor
☐ other (indicate)</td><td colspan="2">2.7. Comments:</td></tr>
<tr><td>2.8. Student obligations</td><td colspan="6">Regular class attendance (attendance at 80% of lectures and practical work), four school papers, written exam, oral exam.</td></tr>
<tr><td rowspan="2">2.9. Distribution of ECTS credits according to study obligations (indicate number of credits for each</td><td>Lecture attendance</td><td>1</td><td>Practical work</td><td></td><td>Colloquium</td><td>0.5</td></tr>
<tr><td>Preparations for lectures</td><td></td><td>Report</td><td></td><td>Written exam</td><td>0.3</td></tr>
</table>

activity so that the total sum equals total number of ECTS credits per course)	Homework		Seminar paper		Oral exam	0.2
	Research		Essay		Other (indicate)	
	Experimental work		Project		Other (indicate)	
2.10. Grading and evaluation of students' work during classes and on final exam	4 colloquia + written exam: 70% Oral exam: 20% Activity in classes: 10%					

2.11. Compulsory literature (available in the library and through other media)	Title	Number of copies in the library	Availability through other media
	Tony Grice: Nursing 1. Oxford University Press, 2007.		
	Medicinski rječnik/Medical dictionary		

2.12. Additional literature (at the time the study programme was proposed)	1. Murphy Raymond. English Grammar in Use. Cambridge, 1995. 2. Redman S., Shaw E.: Vocabulary in Use Intermediate. Cambridge University Press, 1999. 3. Kennedy-Isern K.: The Write Path, Intermediate. Kelly Paperback, 2001. 4. MacAndrew R., Martinez R.: Instant Discussions. Thomson Learning, 2003. 5. Rosenberg, V. M.: Reading, Writing, Thinking: Critical Connections. Random House, Inc., New York, 1989. 6. Coman, M. J.:Heavers, K. L.: Improving Reading Comprehension and Speed, Skimming and Scanning, Reading for Pleasure (2nd edition). NTC Publishing Group , Lincoln Wood, Illinois, USA, 1998. 7. Coman, M. J.:Heavers, K. L.: Developing Study Skills, Taking Notes and Tests, Using Dictionaries and Libraries (2nd edition), Glencoe/McGraw-Hill, 2001. 8. Professional materials on the internet
2.13. Methods for quality assurance that enable realization of learning outcomes	Data base on class attendance, performed tasks and activity in classes, student evaluation of teachers' work, analysis of test results at colloquia and final test
2.14. Other (if necessary)	

1. GENERAL INFORMATION			
1.1. Study program (undergraduate, graduate, integrated)	Undergraduate	1.6. Types of classes (number of lectures, practical work, and seminars + e-learning)	15 L+15 P+ 0 S
1.2. Year of study	First year	1.7. Expected number of students per course	35
1.3. Course title	English Language II	1.8. Teacher	Ivan Poljaković
1.4. Course load (ECTS credits)	2	1.9. Assistants	
1.5. Course status	Compulsory		
2. COURSE DESCRIPTION			
2.1. Aims of the course			
2.2. Preconditions for enrolling in the course and previous competences	Passed exam in English Language I		
2.3. Learning outcomes at the level of the program to which the course contributes	- possibility for reading professional literature in foreign language - possibility for communicating with colleagues from the same profession in foreign language - possibility for following the latest achievements in nursing in the world		
2.4. Expected learning outcomes at the level of the course (4-10 learning outcomes)	After passing the final test the students will be able to: - read and comprehend the general meaning of the text, and read in detail in order to find certain information - organize information in a professional text: differentiate basic idea of the text from the details that substantiate it - write summaries of professional texts - develop communication skills on the subjects related to healthy diet, obesity, blood count and blood groups, hospital infections, treatment and patient observation - consolidate linguistic structures and grammar: types of sentences, tenses		
2.5. Contents of the course – analyzed in detail by classes	Lectures and practical work: 1. **Nutrition and obesity** (Unit 8, Lesson 1): this unit covers the topic on nutritional values, importance of healthy diet, and issues related to patients with diabetes; listening and comprehension exercises, discussion – 2 classes 2. **Eat yourself to death** (Unit 9, L1): discussion on the issues of unbalanced diet, obesity and their influence on the health, giving advice – 2 classes 3. **Blood** (Unit 9, L1): listening and comprehension exercises, discussion on testing and determining blood group. Zero and First Conditional, conditional clauses – 2 classes 4. **Blood pattern analysis** (L2) – reading and comprehension exercises, developing communication skills. **First school**		

<table>
<tr><td></td><td colspan="6">paper, 30 min – 2 classes
5. Hygiene (Unit 11, L1) – questionnaire on hospital infections and prevention, discussion on infection prevention, the most frequent infections, giving advice; modal verbs– 2 classes
6. Test results (L2): listening and text comprehension exercises, reading and filling in the lab report – 2 classes
7. Mental health nursing (Unit 12, L1): describing symptoms of mental illnesses, connecting words and meanings, developing communication skills. Present Perfect – 2 classes
8. Schizophrenia – the facts (L2): reading and text comprehension, asking questions, translating professional text. It's my job (L2): writing exercise: writing job application and sending it by e-mail – 2 classes
9. Monitoring the patient (Unit 13): listening and text comprehension, description of patient's general condition. Second school paper, 30 min – 2 classes
10. The Passive: formation and use of the passive. General anaesthetic (L1): reading and text comprehension, filling in the sentences – 2 classes
11. Describing a procedure (L2): explaining the anaesthetic procedures, listening and comprehension, writing summaries. Third school paper, 30 min – 2 classes
12. Medication (Unit 14): Patient medication (L1): discussion on types of medications, methods and procedures for administering medications, comprehension of instructions for use of medications. Be going to vs. Present Continuous for Future– 2 classes
13. Alternative treatments (Unit 15): Wild treatments (L1): discussion on alternative treatment methods, filling in the text, listening and comprehension. Fourth school paper, 30 min – 2 classes
14. (L2): listening and text comprehension, writing summaries, repeating the acquired terms and contents – 2 classes
15. Repetition and preparation for the test – 2 classes</td></tr>
<tr><td>2.6. Types of classes</td><td colspan="3">☒ lectures
☐ seminars and workshops
☒ practical work
☐ completely on-line
☐ combined e-learning
☐ field work</td><td colspan="2">☐ individual tasks
☐ multimedia and network
☐ laboratory
☐ work with mentor
☐ other (indicate)</td><td>2.7. Comments:</td></tr>
<tr><td>2.8. Student obligations</td><td colspan="6">Regular class attendance (attendance at 80% of lectures and practical work), four school papers, written exam, oral exam.</td></tr>
<tr><td rowspan="2">2.9. Distribution of ECTS credits according to study obligations (indicate number of credits for each</td><td>Lecture attendance</td><td>1</td><td>Practical work</td><td></td><td>Colloquium</td><td>0.5</td></tr>
<tr><td>Preparations for lectures</td><td></td><td>Report</td><td></td><td>Written exam</td><td>0.3</td></tr>
</table>

activity so that the total sum equals total number of ECTS credits per course)	Homework		Seminar paper		Oral exam	0.2
	Research		Essay		Other (indicate)	
	Experimental work		Project		Other (indicate)	
2.10. Grading and evaluation of students' work during classes and on final exam	4 colloquia + written exam: 70% Oral exam: 20% Activity in classes: 10%					

2.11. Compulsory literature (available in the library and through other media)	Title	Number of copies in the library	Availability through other media
	Tony Grice: Nursing 1. Oxford University Press, 2008.		
	Medicinski rječnik/Medical dictionary		

2.12. Additional literature (at the time the study programme was proposed)	1. Murphy Raymond. English Grammar in Use. Cambridge, 1995. 2. Redman S., Shaw E.: Vocabulary in Use Intermediate. Cambridge University Press, 1999. 3. Kennedy-Isern K.: The Write Path, Intermediate. Kelly Paperback, 2001. 4. MacAndrew R., Martinez R.: Instant Discussions. Thomson Learning, 2003. 5. Rosenberg, V. M.: Reading, Writing, Thinking: Critical Connections. Random House, Inc., New York, 1989. 6. Coman, M. J.:Heavers, K. L.: Improving Reading Comprehension and Speed, Skimming and Scanning, Reading for Pleasure (2nd edition). NTC Publishing Group , Lincoln Wood, Illinois, USA, 1998. 7. Coman, M. J.:Heavers, K. L.: Developing Study Skills, Taking Notes and Tests, Using Dictionaries and Libraries (2nd edition), Glencoe/McGraw-Hill, 2001. 8. Professional materials on the internet
2.13. Methods for quality assurance that enable realization of learning outcomes	Data base on class attendance, performed tasks and activity in classes, student evaluation of teachers' work, analysis of test results at colloquia and final test
2.14. Other (if necessary)	

1. GENERAL INFORMATION			
1.1. Study program (undergraduate, graduate, integrated)	Undergraduate	1.6. Types of classes (number of lectures, practical work, and seminars + e-learning)	15 L+15 P+ 0 S
1.2. Year of study	Second year	1.7. Expected number of students per course	35
1.3. Course title	English Language III	1.8. Teacher	Ivan Poljaković
1.4. Course load (ECTS credits)	2	1.9. Assistants	
1.5. Course status	Compulsory		
2. COURSE DESCRIPTION			
2.1. Aims of the course			
2.2. Preconditions for enrolling in the course and previous competences	Passed exam in English Language II		
2.3. Learning outcomes at the level of the program to which the course contributes	- possibility for reading professional literature in foreign language - possibility for communicating with colleagues from the same profession in foreign language - possibility for following the latest achievements in nursing in the world		
2.4. Expected learning outcomes at the level of the course (4-10 learning outcomes)	After passing the final test the students will be able to: - read and comprehend the general meaning of the text, and read in detail in order to find certain information - organize information in a professional text: differentiate basic idea of the text from the details that substantiate it - consolidate linguistic structures and grammar: types of sentences, tenses - write summaries of professional texts - develop communication skills on the subjects related to emergency cases, pregnancy and birth, pharmacology, eyesight problems, and dermatology - write essays on professional topics		
2.5. Contents of the course – analyzed in detail by classes	Lectures and practical work: 1. **Admission by A&E** (Unit 1): An emergency call (L1): this unit includes listening and comprehension of terms and abbreviations used in emergency cases; Narrative tenses – 2 classes 2. **Accident report** (L2): developing writing skills through writing a short report after listening, and giving advice on providing emergency medical care. It's my job (L3); Air ambulance (L4): introduction to occupations and emergency medical procedures – 2 classes 3. **Admission by referral** (Unit 2): this unit is aimed at developing communication skills with patients, and communicating		

<table>
<tr><td></td><td colspan="6">diagnosis to the patient – 2 classes
4. Reported speech – leading a conversation and asking questions about patient's general condition. First school paper, 30 min – 2 classes
5. Letter of referral (L1) – writing a report on patient's general condition and asking information by e-mail – 2 classes
6. Obstetrics (Unit 3): From pregnancy to birth (L1): this unit includes discussion on pregnancy and birth, and giving advice. Modals and expressions for giving advice – 2 classes
7. Pregnancy and labour (L2). Developing communication skills through discussion on signs and symptoms of pregnancy and birth. Writing an essay related to a certain topic – 2 classes
8. Pharmacy (Unit 4): this unit includes contents related to the issue of administration and proper use of pharmaceutical products, and their abuse. Second school paper, 30 min – 2 classes
9. Ethics and the search for cures (L1): discussion on ethical dilemmas in using pharmaceutical products. Pair work – 2 classes
10. A clinical trial (L2): listening and comprehension exercises, filling in the text – 2 classes
11. Ophthalmology (Unit 5): The eye (I1): this unit includes the information on the structure of an eye, its functioning and possibilities for eye disease treatment. Listening and comprehension exercises. Third school paper, 30 min – 2 classes
12. Glasses (Unit 2): reading and text comprehension, writing summaries, discussion on the issues of visually impaired persons – 2 classes
13. Dermatology (Unit 6): The skin (Unit 1): listening and text comprehension; filling in the text by using the terms related to signs and symptoms of the disease. Fourth school paper, 30 min – 2 classes
14. Treating burns (L2): listening and text comprehension, writing summaries, repeating the acquired terms and contents – 2 classes
15. Repetition and preparation for the test – 2 classes</td></tr>
<tr><td>2.6. Types of classes</td><td colspan="2">☒ lectures
☐ seminars and workshops
☒ practical work
☐ completely on-line
☐ combined e-learning
☐ field work</td><td colspan="2">☐ individual tasks
☐ multimedia and network
☐ laboratory
☐ work with mentor
☐ other (indicate)</td><td>2.7. Comments:</td><td></td></tr>
<tr><td>2.8. Student obligations</td><td colspan="6">Regular class attendance (attendance at 80% of lectures and practical work), four school papers, written exam, oral exam.</td></tr>
<tr><td>2.9. Distribution of ECTS credits</td><td>Lecture attendance</td><td>1</td><td>Practical work</td><td></td><td>Colloquium</td><td>0.5</td></tr>
</table>

according to study obligations (indicate number of credits for each activity so that the total sum equals total number of ECTS credits per course)	Preparations for lectures		Report		Written exam	0.3
	Homework		Seminar paper		Oral exam	0.2
	Research		Essay		Other (indicate)	
	Experimental work		Project		Other (indicate)	
2.10. Grading and evaluation of students' work during classes and on final exam	4 colloquia + written exam: 70% Oral exam: 20% Activity in classes: 10%					

	Title	Number of copies in the library	Availability through other media
2.11. Compulsory literature (available in the library and through other media)	Tony Grice and James Greenan: Nursing 2. Oxford University Press, 2008.		
	Medicinski rječnik/Medical dictionary		
2.12. Additional literature (at the time the study programme was proposed)	1. Murphy Raymond. English Grammar in Use. Cambridge, 1995. 2. Redman S., Shaw E.: Vocabulary in Use Intermediate. Cambridge University Press, 1999. 3. Kennedy-Isern K.: The Write Path, Intermediate. Kelly Paperback, 2001. 4. MacAndrew R., Martinez R.: Instant Discussions. Thomson Learning, 2003. 5. Rosenberg, V. M.: Reading, Writing, Thinking: Critical Connections. Random House, Inc., New York, 1989. 6. Coman, M. J.:Heavers, K. L.: Improving Reading Comprehension and Speed, Skimming and Scanning, Reading for Pleasure (2nd edition). NTC Publishing Group , Lincoln Wood, Illinois, USA, 1998. 7. Coman, M. J.:Heavers, K. L.: Developing Study Skills, Taking Notes and Tests, Using Dictionaries and Libraries (2nd edition), Glencoe/McGraw-Hill, 2001. 8. Professional materials on the internet		
2.13. Methods for quality assurance that enable realization of learning outcomes	Data base on class attendance, performed tasks and activity in classes, student evaluation of teachers' work, analysis of test results at colloquia and final test		
2.14. Other (if necessary)			

1. GENERAL INFORMATION			
1.1. Study program (undergraduate, graduate, integrated)	Undergraduate	1.6. Types of classes (number of lectures, practical work, and seminars + e-learning)	15 L+15 P+ 0 S
1.2. Year of study	Second year	1.7. Expected number of students per course	35
1.3. Course title	English Language IV	1.8. Teacher	Ivan Poljaković
1.4. Course load (ECTS credits)	2	1.9. Assistants	
1.5. Course status	Compulsory		
2. COURSE DESCRIPTION			
2.1. Aims of the course			
2.2. Preconditions for enrolling in the course and previous competences	Passed exam in English Language IV		
2.3. Learning outcomes at the level of the program to which the course contributes	- possibility for reading professional literature in foreign language - possibility for communicating with colleagues from the same profession in foreign language - possibility for following the latest achievements in nursing in the world		
2.4. Expected learning outcomes at the level of the course (4-10 learning outcomes)	After passing the final test the students will be able to: - read and comprehend the general meaning of the text, and read in detail in order to find certain information - organize information in a professional text: differentiate basic idea of the text from the details that substantiate it - consolidate linguistic structures and grammar: types of sentences, tenses - write summaries of professional texts - develop communication skills on the subjects related to oncology, gastroenterology, neurology, surgery, infective diseases, and psychiatric - write essays on professional topics		
2.5. Contents of the course – analyzed in detail by classes	Lectures and practical work: 1. **Oncology** (Unit 1): **Cancer** (L1): this unit includes listening and text comprehension exercises, and asking questions on patient's general condition – 2 classes 2. **The phases of grieving** (L2): reading and text comprehension, expressing and explaining attitudes on coping with a disease, type of treatment and particularly on alternative treatment methods – 2 classes 3. **Gastroenterology** (Unit 2): What faeces reveal (L1) developing communication skills according to previously set pattern, explaining the causes and consequences of a certain disease, comprehension of medical reports and disease pathology		

<table>
<tr><td></td><td colspan="3">– 2 classes
4. The digestive system (L2): leading a conversation and asking questions on patient's general condition; filling in the text by using phrasal verbs – 2 classes
5. Neurology (Unit 3) – An unconscious patient (L1): listening and text comprehension, filling in the text with words related to the patient's state of mind. First school paper, 30 min – 2 classes
6. Case study – a head injury (L2): reading and text comprehension, expressing opinion on different medical cases. First and second conditional. – 2 classes
7. Coronary (Unit 4). The circulation of the blood (L1): using a quiz to check general knowledge, inserting words, and comprehension of the text related to heart conditions. Second school paper, 30 min – 2 classes
8. Patient notes (L2): using abbreviations and explaining their full meaning; writing notes on the patient's medical history, asking questions, finding the right answers – 2 classes
9. Surgery (Unit 5): Preparing the patient for surgery (L1): listening and comprehension, answering the questions, explaining the image. Future forms, expressing the future. A less invasive surgery (L2): reading and text comprehension – 2 classes
10. Post-operative complications (L3): comprehension of notes on different post-operative complications, discussion on medical procedures – 2 classes
11. Infectious diseases (Unit 6): Passive sentences; vocabulary exercises on infectious diseases by using Disease transmission game. Third school paper, 30 min – 2 classes
12. Patient care (L1), Signs and symptoms (L2), A pandemic (L3): reading and text comprehension, writing summaries. Discussion on problems and symptoms of infectious diseases – 2 classes
13. Renal (Unit 7): The kidney (L1): improving the vocabulary; listening and text comprehension exercises. Fourth school paper, 30 min – 2 classes
14. Psychiatry (Unit 8): listening and text comprehension, writing summaries, repeating the acquired terms and contents – 2 classes
15. Repetition and preparation for the test – 2 classes</td></tr>
<tr><td>2.6. Types of classes</td><td>☒ lectures
☐ seminars and workshops
☒ practical work
☐ completely on-line
☐ combined e-learning
☐ field work</td><td>☐ individual tasks
☐ multimedia and network
☐ laboratory
☐ work with mentor
☐ other (indicate)</td><td>2.7. Comments:</td></tr>
</table>

2.8. Student obligations	Regular class attendance (attendance at 80% of lectures and practical work), four school papers, written exam, oral exam.					
2.9. Distribution of ECTS credits according to study obligations (indicate number of credits for each activity so that the total sum equals total number of ECTS credits per course)	Lecture attendance	1	Practical work		Colloquium	0.5
	Preparations for lectures		Report		Written exam	0.3
	Homework		Seminar paper		Oral exam	0.2
	Research		Essay		Other (indicate)	
	Experimental work		Project		Other (indicate)	
2.10. Grading and evaluation of students' work during classes and on final exam	4 colloquia + written exam: 70% Oral exam: 20% Activity in classes: 10%					

2.11. Compulsory literature (available in the library and through other media)	Title	Number of copies in the library	Availability through other media
	Tony Grice and James Greenan: Nursing 2. Oxford University Press, 2008.		
	Medicinski rječnik/Medical dictionary		

2.12. Additional literature (at the time the study programme was proposed)	1. Murphy Raymond. English Grammar in Use. Cambridge, 1995. 2. Redman S., Shaw E.: Vocabulary in Use Intermediate. Cambridge University Press, 1999. 3. Kennedy-Isern K.: The Write Path, Intermediate. Kelly Paperback, 2001. 4. MacAndrew R., Martinez R.: Instant Discussions. Thomson Learning, 2003. 5. Rosenberg, V. M.: Reading, Writing, Thinking: Critical Connections. Random House, Inc., New York, 1989. 6. Coman, M. J.:Heavers, K. L.: Improving Reading Comprehension and Speed, Skimming and Scanning, Reading for Pleasure (2nd edition). NTC Publishing Group , Lincoln Wood, Illinois, USA, 1998. 7. Coman, M. J.:Heavers, K. L.: Developing Study Skills, Taking Notes and Tests, Using Dictionaries and Libraries (2nd edition), Glencoe/McGraw-Hill, 2001. 8. Professional materials on the internet
2.13. Methods for quality assurance that enable realization of learning outcomes	Data base on class attendance, performed tasks and activity in classes, student evaluation of teachers' work, analysis of test results at colloquia and final test

2.14. Other (if necessary)	

1. GENERAL INFORMATION			
1.1. Study program (undergraduate, graduate, integrated)	Undergraduate	1.6. Types of classes (number of lectures, practical work, and seminars + e-learning)	45 L+120 P+30 S
1.2. Year of study	First year	1.7. Expected number of students per course	40
1.3. Course title	Health Care Process	1.8. Teacher	Assistant prof. Marijana Matek Sarić, PhD
1.4. Course load (ECTS credits)	10	1.9. Assistants	Ivana Gusar, graduate nurse Sonja Šare, graduate nurse
1.5. Course status	Compulsory		
2. COURSE DESCRIPTION			
2.1. Aims of the course	Introduce students to health care process as a working method. Teach students to: - apply the process of health care - document health care - apply skills of nursing practice needed for conducting the health care process		
2.2. Preconditions for enrolling in the course and previous competences	Passed exam in Basic Health Care		
2.3. Learning outcomes at the level of the program to which the course contributes	Describe and explain the theories of health care through the health care process Describe, explain and apply the health care process Establish need for health care Plan health care Establish diagnosis in health care process Organize, coordinate and provide planned health care by applying the nursing skills according to the standard (algorithm) Evaluate health care Document health care		
2.4. Expected learning outcomes at the level of the course (4-10 learning outcomes)			
2.5. Contents of the course – analyzed in detail by classes	Definition according to phases: - establishing needs for health care		

	- planning the health care - provide the health care - evaluation in the health care process - relation among different phases Features of health care process Principles of health care process ESTABLISHING THE NEED FOR HEALTH CARE - data sources - data collection techniques - types of data - contents of collected data Tools for collecting data Analysis of collected data Diagnosis in health care process PLANNING THE HEALTH CARE Determining the priorities in health care process - patient's perception of importance and severity of the problem - hierarchy of basic human needs - possibilities for problem solving Defining the goals in health care process - defining the goals - characteristics of the goals PROVIDING THE HEALTH CARE Validation of the plan Analysis of the conditions for providing the health care Realization Planning the interventions - types of interventions

	- characteristics of interventions Health care plan - recommendations for making a health care plan - types of health care plans Purpose of health care plans EVALUATION IN HEALTH CARE PROCESS Evaluation of the goal Evaluation of the plan Nurse's discharge letter DIAGNOSES IN HEALTH CARE PROCESS Inability to take care of oneself - reduced ability to feed oneself - reduced ability to maintain hygiene - reduced ability to put on clothes - reduced ability to use the toilet High risk of complications related to reduced mobility - high risk of skin damage (decubitus) - high risk of venous circulation disorder Deep vein thrombosis – possible complications DIAGNOSES IN HEALTH CARE PROCESS Reduced exercise tolerance Urinary incontinence Pain Ignorance		
2.6. Types of classes	☒ lectures	☒ individual tasks	2.7. Comments:

	☒ seminars and workshops ☒ practical work ☐ completely on-line ☐ combined e-learning ☐ field work		☐ multimedia and network ☐ laboratory ☒ work with mentor ☐ other (indicate)			
2.8. Student obligations	Lectures, seminars, practice, seminar papers					
2.9. Distribution of ECTS credits according to study obligations (indicate number of credits for each activity so that the total sum equals total number of ECTS credits per course)	Lecture attendance		Practical work	5	Colloquium	
	Preparations for lectures	1	Report	1	Written exam	1
	Homework		Seminar paper	1	Oral exam	1
	Research		Essay		Other (indicate)	
	Experimental work		Project		Other (indicate)	
2.10. Grading and evaluation of students' work during classes and on final exam	Grading seminar papers and practical work in four times per semester					

2.11. Compulsory literature (available in the library and through other media)	Title	Number of copies in the library	Availability through other media
	Fučkar G. Proces zdravstvene njege. Medicinski fakultet Sveučilišta u Zagrebu. Zagreb, 1992. (selected chapters).		
	Fučkar G. Sestrinske dijagnoze. HUSE. Zagreb 1992. (selected chapters)		
	Henderson V. Osnovna načela zdravstvene njege. HUSE i HUMS, Zagreb 1994.		
	Teaching material		
2.12. Additional literature (at the time the study programme was	Gordon M.: Nursing diagnosis, process and application. McGraw-Hill Book Company, New York 1987.		

proposed)	Carpenito L.J.: Handbook of nursing diagnosis. 4. izd. J.B. Lippincot Company Philadelphia, New York 1991.
2.13. Methods for quality assurance that enable realization of learning outcomes	Theoretical colloquia, continuous student monitoring during seminars and practical work
2.14. Other (if necessary)	

1. GENERAL INFORMATION			
1.1. Study program (undergraduate, graduate, integrated)	Undergraduate	1.6. Types of classes (number of lectures, practical work, and seminars + e-learning)	30 L+ 15 S
1.2. Year of study	First year	1.7. Expected number of students per course	
1.3. Course title	Philosophy and Bioethics in Health Care	1.8. Teacher	Milena Radovan-Burja, MSc
1.4. Course load (ECTS credits)	3	1.9. Assistants	
1.5. Course status	Compulsory		
2. COURSE DESCRIPTION			
2.1. Aims of the course	Introduce students to basic problems related to bioethics; use integrative and interdisciplinary approach to understanding and solving ethical and bioethical problems related to science and health care; sensitise students for ethical and professional attitude toward all ethical and bioethical issues; promote observation of nurse ethics principles and other professional principles; develop the sense of moral obligations, personal and professional responsibility in all aspects of interpersonal relations.		
2.2. Preconditions for enrolling in the course and previous competences	It is advisable that the students enrolling to this course are familiar with basic terms and issues related to ethics and bioethics, that they recognize the importance of bioethical issues today, and tendency to neglect the respect of people and life in general		
2.3. Learning outcomes at the level of the program to which the course contributes	Explain the criteria and reasons for morality; explain the importance of medical deontology, confront the philosophical and ethical viewpoints with the viewpoints relevant for education in bioethics; valorise and critically judge the system of moral values that contributes to better relationship between medical personnel and patients, and to the respect and care for human life from the conception to the death.		
2.4. Expected learning outcomes at the level of the course (4-10 learning outcomes)	Apply the knowledge in bioethics in order to solve bioethical and ethical issues in nursing profession. Continuously develop responsible attitude toward bioethical education. Apply the principles of nursing ethics and all principles of the profession. Continuously develop the sense of moral duty and personal responsibility through ethical and professional attitude toward the rights of other people, particularly patient rights. Critical and responsible attitude toward the principles of bioethics, support and promote humanity and professionalism.		
2.5. Contents of the course – analyzed in detail by classes	1. Philosophy in bioethical education. Philosophy and medicine. Interest of philosophy, particularly of ethics in medicine 2. Term and importance of bioethics. Short preview of ethical theories and attitudes 3. Theories of virtue, theories based on duty, consequentialism. Actuality of Kant's ethical theory for modern bioethics 4. Application of ethics, discussion on important problems of ethics and bioethics today 5. Principles of bioethics and their application in health care today 6. Application of bioethics in different areas. Discussion on abortion. The issue of euthanasia		

	7. Basic principles of ethical and bioethical education. System of moral and professional values 8. Respect toward human life, human dignity and patient rights, responsibility for humanity. Basic codices of nursing and medical professions					
2.6. Types of classes	☐ lectures ☐ seminars and workshops ☐ practical work ☐ completely on-line ☐ combined e-learning ☐ field work		☐ individual tasks ☐ multimedia and network ☐ laboratory ☐ work with mentor ☐ other (indicate)		2.7. Comments:	
2.8. Student obligations	Lectures, seminars, practice, seminar papers					
2.9. Distribution of ECTS credits according to study obligations (indicate number of credits for each activity so that the total sum equals total number of ECTS credits per course)	Lecture attendance	0.5	Practical work		Colloquium	
	Preparations for lectures		Report		Written exam	
	Homework		Seminar paper	0.5	Oral exam	1
	Research		Essay		Other (indicate)	
	Experimental work		Project		Other (indicate)	
2.10. Grading and evaluation of students' work during classes and on final exam						

2.11. Compulsory literature (available in the library and through other media)	Title	Number of copies in the library	Availability through other media
	Matulić,T.(2006). *Oblikovanje identiteta bioetičke discipline*,Zagreb,GK	2	
	Gosić,N.(2005). *Bioetička edukacija*,Zagreb	3	
	Čović,A.(2004): *Etika i bioetika,*Zagreb	5	
	Šegota,I.(1997). *Etika sestrinstva*,Rijeka-Zagreb	3	
2.12. Additional literature (at the time the study programme was proposed)	Potter,V.R.(2007). *Bioetika i most prema budućnosti*, Rijeka, Medicinski fakultet u Rijeci, Hrvatsko bioetičko društvo Matulić,T.(2001). *Bioetika*, Zagreb Lukas L.,Ramon(2007). *Bioetika za svakoga*, Split		

2.13. Methods for quality assurance that enable realization of learning outcomes	
2.14. Other (if necessary)	

1. GENERAL INFORMATION			
1.1. Study program (undergraduate, graduate, integrated)	Undergraduate	1.6. Types of classes (number of lectures, practical work, and seminars + e-learning)	30 L+ 15 P+0 S
1.2. Year of study	First year	1.7. Expected number of students per course	40
1.3. Course title	Microbiology and Parasitology	1.8. Teacher	Doc.dr.sc. Slaven Zjalić
1.4. Course load (ECTS credits)	3	1.9. Assistants	Ivanka Matas, MD
1.5. Course status	Compulsory		
2. COURSE DESCRIPTION			
2.1. Aims of the course	Aim of the course is to provide basic knowledge of medicinal microbiology and parasitology, which will enable students to understand the influence of pathogenic microorganisms on human organism, and to understand the effects of antimicrobial drugs. The acquired knowledge will contribute to preventing the spreading of infectious diseases and infections related to health care.		
2.2. Preconditions for enrolling in the course and previous competences			
2.3. Learning outcomes at the level of the program to which the course contributes	Acquire knowledge and understand clinical microbiology in order to provide necessary information to the doctors – clinicians to recognize and monitor the course of the disease, and to participate in selecting a certain microbiological test. Recognize the importance of regular microflora of human organism, as well as the importance of isolated microorganisms, factors of their virulence and types of infections they cause. Acquire knowledge on the value and quality of certain biological materials, which is of extreme importance for determining which type of tests to do and for suggesting possible therapy. Use the acquired knowledge on the place and importance of timely administration of antimicrobial therapy, and on possible negative effects of its administration. Analyze and interpret the results of microbiological tests. Realize the importance of infections related to health care and apply standard protective measures, and to take measures for controlling hospital infections.		
2.4. Expected learning outcomes at the level of the course (4-10 learning outcomes)	Define the term infection and recognize possible etiologic microorganisms on presentations of infections of certain organ systems. Choose the right and acceptable sample for microbiologic analysis on the basis of infection analysis. Independently collect biological samples from different organ systems, store them and transport adequately to microbiological laboratory, and inoculate biological material into microbiological base. Determine types of microorganisms according to microscopic preparation or other features.		

	Visually recognize certain macromorphological characteristics of colonies, and according to that make decision regarding the further phases in the process of isolation and identification of certain bacterial species. Analyze and interpret the antimicrobial drug susceptibility testing of isolated bacterial species and suggest adequate therapy. Analyze hospital epidemic and suggest measures for its control preventive measures.
2.5. Contents of the course – analyzed in detail by classes	LECTURES: 1. Introduction to medical microbiology. Structure, physiology and genetics of bacterial cell. Pathogenesis of bacterial infections. Bacterial antigens – 4 classes 2. Human physiological flora. Immunological response of the organism to the infection. Principles of serological reactions – 4 classes 3. Resistance of bacteria to physical and chemical factors. Sterilization and disinfection. Hospital infections. Hand hygiene – 4 classes 4. Antimicrobial drugs – mechanism and actions. Resistance mechanisms of bacteria to antimicrobial drugs – 4 classes 5. Basics of medical mycology. Medically important yeasts and molds – 2 classes 6. Basics of medical parasitology. Blood and tissue parasites. Parasites that cause intestinal and reproductive tract infections – 2 classes 7. Basics of medical virology. Viruses that cause infections of respiratory and intestinal systems. Viruses transferred by blood – 2 classes 8. Microbiological diagnostics of respiratory system infections – 2 classes 9. Microbiological diagnostics of urogenital tract infections – 2 classes 10. Microbiological diagnostics of intestinal system infections – 2 classes Microbiological diagnostics from primary sterile samples. Microbiology of wounds – 2 classes PRACTICAL WORK: 1. Introduction to microbiological laboratory. Hygienic hand washing. Types of surfaces for isolating and identifying bacteria. Staining in bacteriology. PRACTICAL WORK: Take fingerprints before and after hygienic hand washing. Set the board for air sampling. – 2 classes 2. Take clinical material, transport and store it until inoculation. Methods of direct bacteriological diagnostics. Physiological flora of the humans. Description of bacterial colonies. PRACTICAL WORK: Take throat and nasal swab. Inoculation of the sample into solid and liquid media. Description of bacterial colonies grown on the surface with fingerprints – 2 classes

<table>
<tr><td></td><td colspan="6">3. Prove metabolic activities of bacteria. Proof of bacterial enzymes.
PRACTICAL WORK: Read and describe colonies of inoculated throat and nasal swabs. Describe bacterial colonies on air-exposed surface. Make preparations from the board and Gram staining. Make oxidase, catalase spot indole tests – 2 classes
4. Determine antibiotic susceptibility of bacteria. Disc-diffusion test and E-test principles.
PRACTICAL WORK: Make disc-diffusion test for MSSA and BHS. Read previously prepared test results of disc-diffusion test and E-test – 2 classes
5. Causes of hospital infections. Microbiological methods for controlling hospital infections. Basics of sterilization and disinfection.
PRACTICAL WORK: Read antibiogram of multiresistant pathogens (MRSA, K. Pneumoniae ESBL, Acinetobacter baumanii, Pseudomonas aeruginosa). Analysis of hospital epidemics – 2 classes
6. Hospital samples for microbiological analysis – blood, cerebrospinal fluid, urine, wound swab.
PRACTICAL WORK: Basics of correct sampling, analysis of surfaces inoculated by the samples, interpretation of microbiological test results on the basis of the previous diagnosis and test results – 2 classes
7. Medically important yeasts and molds.
PRACTICAL WORK: Observe the native preparations of Candida albicans under microscope. Observe the preparations with lactophenol for Aspergillus and Penicillium under microscope. Description of Candida albicans and Candida glabrata colonies. Description of Aspergillus and Penicillium colonies – 2 classes
8. Medical parasitology and virology.
PRACTICAL WORK: Observe durable preparations from the collection under microscope – blood and tissue parasites, parasites of the intestinal system. Intestinal viruses – immunochromatographic test. RSV – immunochromatographic test – 2 classes</td></tr>
<tr><td>2.6. Types of classes</td><td colspan="2">☒ lectures
☐ seminars and workshops
☒ practical work
☐ completely on-line
☐ combined e-learning
☐ field work</td><td colspan="2">☐ individual tasks
☐ multimedia and network
☐ laboratory
☐ work with mentor
☐ other (indicate)</td><td>2.7. Comments:</td><td></td></tr>
<tr><td>2.8. Student obligations</td><td colspan="6">Lectures, seminars, practice, seminar papers</td></tr>
<tr><td>2.9. Distribution of ECTS credits</td><td>Lecture attendance</td><td>1</td><td>Practical work</td><td>0.5</td><td>Colloquium</td><td></td></tr>
</table>

according to study obligations (indicate number of credits for each activity so that the total sum equals total number of ECTS credits per course)	Preparations for lectures		Report		Written exam	1.5
	Homework		Seminar paper		Oral exam	
	Research		Essay		Other (indicate)	
	Experimental work		Project		Other (indicate)	
2.10. Grading and evaluation of students' work during classes and on final exam						

	Title	Number of copies in the library	Availability through other media
2.11. Compulsory literature (available in the library and through other media)	Kalenić S, Missoni E et al. Medicinska mikrobiologija i mikologija 2nd edition. Zagreb: Merkur A.B.D., 2001.		
2.12. Additional literature (at the time the study programme was proposed)	Presečki V et al. Virologija. Zagreb: Medicinska naklada; 2002. Richter B. Medicinska parasitologija. 6th edition. MERKUR A.B.D., 2002.		
2.13. Methods for quality assurance that enable realization of learning outcomes	Notes on attendance at lectures and practical work, student evaluation, analysis of final test results.		
2.14. Other (if necessary)			

1. GENERAL INFORMATION			
1.1. Study program (undergraduate, graduate, integrated)	Undergraduate	1.6. Types of classes (number of lectures, practical work, and seminars + e-learning)	20 L+ 0 P+15 S
1.2. Year of study	First year	1.7. Expected number of students per course	40
1.3. Course title	Communication Skills	1.8. Teacher	Associate prof. Anita Vulić-Prtorić, PhD
1.4. Course load (ECTS credits)	3	1.9. Assistants	
1.5. Course status	Compulsory		
2. COURSE DESCRIPTION			
2.1. Aims of the course	The aim of this course is to introduce students to basic communication skills related to counselling process. The exercises are focused on developing skills for recognizing the signs of nonverbal and verbal communication, general principles of asking questions and talking to a patient, skills for expressing understanding, which are important for establishing good relation with a patient: active listening, paraphrasing and reflecting.		
2.2. Preconditions for enrolling in the course and previous competences			
2.3. Learning outcomes at the level of the program to which the course contributes	- Recognize basic processes and causal relations in communicating with patients - Anticipate patient's reactions and their connection to specific types of communication - Recognize the signs of nonverbal communication in the relation between the patient and medical worker - Collect, analyze and interpret scientific research data from the field of communication psychology		
2.4. Expected learning outcomes at the level of the course (4-10 learning outcomes)	After passing the final exam the students will be able to: - explain the connection and interconnection of verbal and nonverbal types of communication with the reactions of patients and medical staff - explain emotional background of certain communication patterns		
2.5. Contents of the course – analyzed in detail by classes	1. Introduction: definition of communication. Types of verbal and nonverbal communication. 2. Preventive, diagnostic and therapeutic function of communication with patients and their families. 3. Principles of successful communication. The role of sympathy and empathy in communicating with patients. Principles of individual and group communication. 4. Manners of overcoming communication obstacles. Communication with patients in specific mental state. 5. Influence of communication on observing medical advices and instructions. Communication in the process of preparing a patient for invasive procedures and surgeries. 6. Communication with patient's family.		

	Note: each topic will be discussed at five classes (lectures + practical work)					
2.6. Types of classes	☒ lectures ☐ seminars and workshops ☒ practical work ☐ completely on-line ☐ combined e-learning ☐ field work		☐ individual tasks ☐ multimedia and network ☐ laboratory ☐ work with mentor ☐ other (indicate)		2.7. Comments:	
2.8. Student obligations	Lectures, seminars, practice, seminar papers					
2.9. Distribution of ECTS credits according to study obligations (indicate number of credits for each activity so that the total sum equals total number of ECTS credits per course)	Lecture attendance	1.5	Practical work		Colloquium	
	Preparations for lectures		Report		Written exam	1.5
	Homework		Seminar paper		Oral exam	
	Research		Essay		Other (indicate)	
	Experimental work		Project		Other (indicate)	
2.10. Grading and evaluation of students' work during classes and on final exam	Activity at classes: 40% Practical work: 20% Written exam: 40%					

2.11. Compulsory literature (available in the library and through other media)	Title	Number of copies in the library	Availability through other media
	Lučanin D., Lučanin J. (2010) Komunikacijske vještine u zdravstvu. Naklada Slap: Jastrebarsko	1	
	Havelka, M. (2002): Zdravstvena psihologija, Naklada Slap, Jastrebarsko (Chapter: Komunikacija u zdravstvu)	7	

2.12. Additional literature (at the time the study programme was proposed)	Reardon, K.K. (1998): Interpersonalna komunikacija - Gdje se misli susreću, Alinea, Zagreb Rijavec, M., Miljković, D. (2002): Neverbalna komunikacija - Jezik koji svi govorimo, IEP, Zagreb Rijavec, M., Miljković, D. (2002): Kako rješavati konflikte?, IEP, Zagreb Rijavec, M., Miljković, D. (1999): Kako izbjeći pogreške u procjenjivanju ljudi?, IEP, Zagreb

	Klain, E. (1999): Psihološka medicina, Golden Marketing, Zagreb Nelson-Jones, R. (2007): Praktične vještine u psihološkom savjetovanju i pomaganju, Naklada Slap, Jastrebarsko Brajša, P. (1996): Umijeće razgovora, C.A.S.H., Pula
2.13. Methods for quality assurance that enable realization of learning outcomes	Notes on attendance at lectures, performed tasks and student activity, student evaluation, analysis of the results at colloquia and final test.
2.14. Other (if necessary)	

1. GENERAL INFORMATION			
1.1. Study program (undergraduate, graduate, integrated)	Undergraduate	1.6. Types of classes (number of lectures, practical work, and seminars + e-learning)	30 L+ 0 P+ 0 S
1.2. Year of study	First year	1.7. Expected number of students per course	30-50
1.3. Course title	Sociology	1.8. Teacher	Nensi Segarić, MSc
1.4. Course load (ECTS credits)	3	1.9. Assistants	
1.5. Course status	Compulsory		
2. COURSE DESCRIPTION			
2.1. Aims of the course	Acquire basic knowledge in sociology, understand social changes that influence health and health care, and rethink modern social reality.		
2.2. Preconditions for enrolling in the course and previous competences			
2.3. Learning outcomes at the level of the program to which the course contributes	Understand social changes that influence demographic processes, health, sickness, body and the ageing process. Apply the acquired knowledge on social phenomena in health care. Anticipate possible consequences of social changes on health care. Interpret and use data acquired by sociological research in health care.		
2.4. Expected learning outcomes at the level of the course (4-10 learning outcomes)	1. Define, describe and understand basic sociological terms. 2. Interpret the themes that are the research object of sociology. 3. Use arguments when discussing a certain topic at lectures, apply the acquired knowledge, understand and respect other people's arguments. 4. Differentiate sociological approach to social phenomena from common sense conclusions. 5. Understand modern social phenomena in order to participate reflexively in social reality.		
2.5. Contents of the course – analyzed in detail by classes	1. Sociologic perspective and research 2. Society, social structure, interaction and socialization 3. Culture and identity 4. Social groups, social control 5. Social stratification and differentiation 6. Family and society 7. Education and religion 8. Economy, work. Leisure time 9. Sociology of body, sickness, health and ageing		

<table>
<tr><td></td><td colspan="6">10. Media and society
11. Power and politics
12. Sociology of development, wealth and poverty
13. Population growth and ecologic crisis
14. Cities and urbanization
15. Sociology and the changing world – final lecture</td></tr>
<tr><td>2.6. Types of classes</td><td colspan="2">☒ lectures
☐ seminars and workshops
☐ practical work
☐ completely on-line
☐ combined e-learning
☐ field work</td><td colspan="2">☐ individual tasks
☐ multimedia and network
☐ laboratory
☐ work with mentor
☐ other (indicate)</td><td colspan="2">2.7. Comments:</td></tr>
<tr><td>2.8. Student obligations</td><td colspan="6">Lectures, seminars, practice, seminar papers</td></tr>
<tr><td rowspan="5">2.9. Distribution of ECTS credits according to study obligations (indicate number of credits for each activity so that the total sum equals total number of ECTS credits per course)</td><td>Lecture attendance</td><td>1.5</td><td>Practical work</td><td></td><td>Colloquium</td><td></td></tr>
<tr><td>Preparations for lectures</td><td></td><td>Report</td><td></td><td>Written exam</td><td>1.5</td></tr>
<tr><td>Homework</td><td></td><td>Seminar paper</td><td></td><td>Oral exam</td><td></td></tr>
<tr><td>Research</td><td></td><td>Essay</td><td></td><td>Other (indicate)</td><td></td></tr>
<tr><td>Experimental work</td><td></td><td>Project</td><td></td><td>Other (indicate)</td><td></td></tr>
<tr><td>2.10. Grading and evaluation of students' work during classes and on final exam</td><td colspan="6">Written exam, with possibility to have oral exam as well.</td></tr>
<tr><td rowspan="2">2.11. Compulsory literature (available in the library and through other media)</td><td colspan="3">Title</td><td>Number of copies in the library</td><td>Availability through other media</td></tr>
<tr><td colspan="3">Giddens, A. (2007). Sociologija, Zagreb: Nakladni zavod Globus</td><td>4</td><td></td></tr>
<tr><td>2.12. Additional literature (at the time the study programme was proposed)</td><td colspan="6">Haralambos,M./M. Holborn (2002).Sociologija. Teme i perspektive, Golden marketing, Zagreb. (relevant chapters)</td></tr>
<tr><td>2.13. Methods for quality assurance that enable realization of learning outcomes</td><td colspan="6">Notes on attendance at lectures, student evaluation of teacher, analysis of the results at final test..</td></tr>
</table>

2.14. Other (if necessary)	

1. GENERAL INFORMATION			
1.1. Study program (undergraduate, graduate, integrated)	Undergraduate	1.6. Types of classes (number of lectures, practical work, and seminars + e-learning)	30 L+ 60 P+30 S
1.2. Year of study	Second year	1.7. Expected number of students per course	40
1.3. Course title	Health Care of Mother and Newborn	1.8. Teacher	Assistant prof. Aleksandar Knežević, PhD
1.4. Course load (ECTS credits)	9	1.9. Assistants	Anita Stipanov, lecturer
1.5. Course status	Compulsory		
2. COURSE DESCRIPTION			
2.1. Aims of the course	Acquire necessary knowledge on health care of mothers and newborns, and develop skills in practical work.		
2.2. Preconditions for enrolling in the course and previous competences	Completed first year of study		
2.3. Learning outcomes at the level of the program to which the course contributes	Acquire knowledge and develop skills related to health care of mothers and newborns, and transfer the acquired knowledge - recognize harmful effects during pregnancy and neonatal period - implement measures for adequate protection of newborns - improve public health care and clinical procedures necessary for providing care to mothers during pregnancy and to the newborns - organize health care service for providing care to mothers and newborns, and transfer the acquired knowledge		
2.4. Expected learning outcomes at the level of the course (4-10 learning outcomes)	After passing the final exam the students will be able to: - recognize the most frequent harmful factors that influence intrauterine and postnatal development of infants - recognize the most frequent pathological changes during neonatal period - notice early deviation of psychomotor development of newborns - give advice to mothers concerning habilitation and rehabilitation measures - realize the importance of screening for hereditary metabolic diseases - realize the importance of vision and hearing screening - apply adequate care of newborns - distinguish basic diagnostic and therapeutic procedures during the neonatal period - advise mothers concerning the infant care and organize health visitor service - promote the importance of breast-feeding - supervise the vaccination - advise on the prevention of anaemia and rickets		

	- advise on correct choice of supplementary food in specific situations during the neonatal period
2.5. Contents of the course – analyzed in detail by classes	LECTURES: 1. Prenatal harmful factors (smoking, stress, infections, isoimmunisation, chronic diseases) 2. Features of a healthy newborn 3. The most frequent newborn diseases 4. Psychomotor development in neonatal period 5. Characteristics of mother's milk 6. Specific problems related to breast-feeding 7. Evaluation of somatic development 8. Evaluation of psychophysical development of an infant 9. Mother-infant interaction 10. Neonatal jaundice 11. Birth traumas 12. Haemorrhagic disease of newborns 13. Intracranial haemorrhaging 14. Neonatal sepsis 15. Neonatal meningitis and osteomyelitis 16. Convulsions 17. Neonatal hyaline membrane disease 18. Premature infants 19. The most frequent diseases of premature infants 20. Premature infant diet 21. The most frequent metabolic diseases 22. Hereditary diseases 23. Vaccination 24. Prophylaxis of neonatal haemorrhagic disease 25. Prevention of intrahospital infections 26. Infant of a diabetic mother 27. Foetal alcohol syndrome 28. Infant of a drug-addicted mother 29. Abuse of a newborn

	30. Febrile newborn SEMINARS: 1. Transport of a newborn 2. Evaluation of newborn's vitality (APGAR) 3. Care of a newborn 4. Procedures related to hyperbilirubinemia of a newborn 5. Basic values of laboratory tests 6. Collecting and analyzing urine of a newborn 7. Thermoregulation of a newborn 8. Heart malformations 9. Screening for metabolic diseases 10. Hypothyreosis in a newborn 11. Chromosomopathy 12. Down syndrome 13. Dyspnoea 14. Dehydration and rehydration 15. Changes of electrolytes and acid-base status 16. Congenital adrenal syndrome 17. Procedures related to convulsions 18. Early diagnostics of dysplasia and hip luxation 19. Meconium ileus 20. Cow's milk intolerance 21. Abdominal colic 22. Infections of skin and navel 23. Cheilognathopalatoschisis (cleft of the lip and palate) 24. Meningocele 25. Meteorism 26. Aspiration pneumonia in newborns 27. The most frequent viral and bacterial causes of newborn infections 28. Skin rashes

<table>
<tr><td></td><td colspan="6">29. Degenerative stigmata
30. Malformations of skeletal system</td></tr>
<tr><td>2.6. Types of classes</td><td colspan="2">☒ lectures
☒ seminars and workshops
☒ practical work
☐ completely on-line
☐ combined e-learning
☐ field work</td><td colspan="2">☐ individual tasks
☐ multimedia and network
☐ laboratory
☐ work with mentor
☐ other (indicate)</td><td colspan="2">2.7. Comments:</td></tr>
<tr><td>2.8. Student obligations</td><td colspan="6">Regular attendance at classes (presence at 70% of lectures and seminars)
Active participation in classes (30%)
Autonomy in practical work
Successfully pass the colloquia and exam</td></tr>
<tr><td rowspan="5">2.9. Distribution of ECTS credits according to study obligations (indicate number of credits for each activity so that the total sum equals total number of ECTS credits per course)</td><td>Lecture attendance</td><td>3</td><td>Practical work</td><td>2</td><td>Colloquium</td><td>1</td></tr>
<tr><td>Preparations for lectures</td><td></td><td>Report</td><td></td><td>Written exam</td><td></td></tr>
<tr><td>Homework</td><td></td><td>Seminar paper</td><td>2</td><td>Oral exam</td><td>1</td></tr>
<tr><td>Research</td><td></td><td>Essay</td><td></td><td>Other (indicate)</td><td></td></tr>
<tr><td>Experimental work</td><td></td><td>Project</td><td></td><td>Other (indicate)</td><td></td></tr>
<tr><td>2.10. Grading and evaluation of students' work during classes and on final exam</td><td colspan="6">Activity at classes: 10%
Practical work: 20%
Two colloquia: 30%
Oral exam: 40%</td></tr>
<tr><td rowspan="2">2.11. Compulsory literature (available in the library and through other media)</td><td colspan="3">Title</td><td>Number of copies in the library</td><td>Availability through other media</td></tr>
<tr><td colspan="3">Duško Mardešić et al., Pedijatrija, školska knjiga Zagreb, 2009.</td><td>9</td><td></td></tr>
<tr><td>2.12. Additional literature (at the time the study programme was proposed)</td><td colspan="6">Malčić I, Stopić Z, Ilić R, Pedijatrija za medicinske škole, Školska knjiga, Zagreb 2008

Malčić I, Ilić R. Pedijatrija sa zdravstvenom njegom djeteta, za 3. i 4. razred srednje medicinske škole. Školska knjiga,</td></tr>
</table>

	Zagreb Mesihović-Dinarević S et al. Pedijatrija za više medicinske škole (with CD). SaVart, Sarajevo 2006.
2.13. Methods for quality assurance that enable realization of learning outcomes	
2.14. Other (if necessary)	

1. GENERAL INFORMATION			
1.1. Study program (undergraduate, graduate, integrated)	Undergraduate	1.6. Types of classes (number of lectures, practical work, and seminars + e-learning)	30 L+ 60 P+30 S
1.2. Year of study	Second year	1.7. Expected number of students per course	40
1.3. Course title	Health Care of Children	1.8. Teacher	Assistant prof. Aleksandar Knežević, PhD
1.4. Course load (ECTS credits)	9	1.9. Assistants	Anita Stipanov, lecturer
1.5. Course status	Compulsory		
2. COURSE DESCRIPTION			
2.1. Aims of the course	Acquire necessary knowledge on health care of children (newborns, preschool children, school children), and develop skills in practical work.		
2.2. Preconditions for enrolling in the course and previous competences	Completed first year of study		
2.3. Learning outcomes at the level of the program to which the course contributes	Acquire knowledge and develop skills related to health care newborns, preschool and school children, and adolescents - monitor normal psychophysical development and observe deviations - recognize harmful factors that influence normal psychophysical development of a child (hereditary diseases, infections, malignant diseases, socio-economic factors) - recognize and implement vaccination programme - recognize and supervise the implementation of adequate diet in family home and in public institutions (prevention of future cardiovascular diseases) - implement and supervise the measures for preventing rickets, anaemia and other avitaminoses - recognize and prevent child abuse (mental, emotional, and sexual abuse, and abuse through internet or mobile phones) - supervise the implementation of habilitation and rehabilitation procedures - implement protective measures and prevent infections in institutions		
2.4. Expected learning outcomes at the level of the course (4-10 learning outcomes)	After passing the final exam the students will be able to: - recognize deviations in psychophysical development of a child according to its chronologic age - recognize signs of hereditary diseases, infections and malignant diseases - supervise the implementation of prescribed diagnostic procedures and therapies - supervise and implement vaccination according to the National Programme - organize and coordinate work with chronic patients (diabetes, asthma, neurological diseases, malignant diseases, tuberculosis)		

	- supervise and implement health care measures for children with special needs - recognize the most frequent types of poisoning and accidents, and implement protective measures - recognize the effects of narcotics and alcohol, and implement health care education - recognize specific problems of adolescents related to sexuality, and implement adequate preventive measures and education
2.5. Contents of the course – analyzed in detail by classes	LECTURES: 1. Vital statistics of child population 2. Features of psychophysical development of children according to their chronologic age 3. Hereditary diseases 4. Vaccination 5. Eating disorders, obesity, anorexia 6. Measures for preventing diseases caused by the lack of specific supplements (vitamin D, iron, trace elements) 7. Child with disability (mental impairment, impairment of vision, hearing, speech, mobility) 8. The most frequent infections in newborns, preschool and school children 9. Malignant diseases of children 10. Accidents and poisoning SEMINARS: 1. Natural increase, mortality, morbidity according to age groups 2. Psychomotor development of a newborn 3. Deviations of psychomotor development of newborns 4. Convulsions 5. Psychomotor development of preschool children (nocturnal enuresis, night fears, tics, stuttering, vision and hearing disorders, encopresis) 6. Measures for preventing poisoning and accidents 7. Psychogenic etiology of headache 8. Psychogenic etiology of stomach ache 9. Violence among peers 10. Use of alcohol and narcotics among school children 11. School failure 12. Suicidal behaviour of adolescents

	13. Violence predictors 14. Sexual maturation and behaviour disorder 15. Infections specific of newborns, preschool and school children 16. Hygienic and epidemiologic measures in public institutions (nursery, kindergarten, schools, hospitals) 17. Specific therapeutic communities (children with asthma, diabetes, psychomotor problems, malignant diseases) 18. Keeping medical documents 19. Communication skills with parents and children					
2.6. Types of classes	☒ lectures ☒ seminars and workshops ☒ practical work ☐ completely on-line ☐ combined e-learning ☐ field work	☐ individual tasks ☐ multimedia and network ☐ laboratory ☐ work with mentor ☐ other (indicate)	2.7. Comments:			
2.8. Student obligations	Regular attendance at classes (presence at 70% of lectures and seminars) Active participation in classes (30%) Autonomy in practical work Successfully pass the colloquia and exam					
2.9. Distribution of ECTS credits according to study obligations (indicate number of credits for each activity so that the total sum equals total number of ECTS credits per course)	Lecture attendance	3	Practical work	2	Colloquium	1
	Preparations for lectures		Report		Written exam	
	Homework		Seminar paper	2	Oral exam	1
	Research		Essay		Other (indicate)	
	Experimental work		Project		Other (indicate)	
2.10. Grading and evaluation of students' work during classes and on final exam	Activity at classes: 10% Practical work: 20% Two colloquia: 30% Oral exam: 40%					
2.11. Compulsory literature (available in the library and through other media)	Title				Number of copies in the library	Availability through other media

	Duško Mardešić et al., Pedijatrija, školska knjiga Zagreb, 2009.	9	
2.12. Additional literature (at the time the study programme was proposed)	Malčić I, Stopić Z, Ilić R, Pedijatrija za medicinske škole, Školska knjiga, Zagreb 2008 Malčić I, Ilić R. Pedijatrija sa zdravstvenom njegom djeteta, za 3. i 4. razred srednje medicinske škole. Školska knjiga, Zagreb Mesihović-Dinarević S et al. Pedijatrija za više medicinske škole (with CD). SaVart, Sarajevo 2006.		
2.13. Methods for quality assurance that enable realization of learning outcomes	Notes on attendance at classes, performed tasks and student activity. Student evaluation of teachers (student survey). Analysis of student success at practical work, colloquia and exam.		
2.14. Other (if necessary)			

1. GENERAL INFORMATION			
1.1. Study program (undergraduate, graduate, integrated)	Undergraduate	1.6. Types of classes (number of lectures, practical work, and seminars + e-learning)	60 L+ 75 P+30 S
1.2. Year of study	Second year	1.7. Expected number of students per course	40
1.3. Course title	Health Care of Internal Medicine Patients	1.8. Teacher	Assistant prof. Dario Nakić, PhD
1.4. Course load (ECTS credits)	11	1.9. Assistants	Kristina Bačkov, Bachelor of Nursing
1.5. Course status	Compulsory		
2. COURSE DESCRIPTION			
2.1. Aims of the course	After completing this course the students will be able to: recognize pathophysiologic change in internal medicine patients, determine needs, plan and participate in implementing health care in the process of diagnosing, curing and rehabilitating as a part of a team, independently evaluate the effects of nurse interventions, continue permanent education.		
2.2. Preconditions for enrolling in the course and previous competences	Passed exam in Health Care Process		
2.3. Learning outcomes at the level of the program to which the course contributes	- recognize and understand pathophysiologic changes in internal medicine patient - participate in planning and implementing health care, and in the process of diagnosing and curing - analyze and evaluate the success of implemented procedures of health care plan		
2.4. Expected learning outcomes at the level of the course (4-10 learning outcomes)	After passing the final exam the students will be able to: - independently take medical history of patients - make a health care plan and evaluate it critically - recognize and observe reactions to the existing health problems and their treatment - recognize and observe signs and symptoms that are the result of pathophysiologic and pathoanatomical changes - recognize urgent conditions and changes of adequate procedures - work in a team and participate in diagnostic and therapeutic procedures - present and critically analyze a professional article		
2.5. Contents of the course – analyzed in detail by classes	1. Introduction of health care of internal medicine patients – 1 class 2. Evaluation of the need for nursing care, planning, nursing diagnosis and expected goals, nursing interventions, monitoring and control of health condition related to: - oxygenation and ventilation disorders (dyspnoea, orthopnoea, respiratory insufficiency, haemoptysis, lung tuberculosis, COPD) – 9 classes - oxygenation and circulation disorders (myocardial infarction, cardiac decompensation, urgent conditions, deep		

<table>
<tr><td></td><td colspan="6">vein thrombosis, disrupted function of haematopoietic and lymphatic systems, specific features of preparation and application of cytostatic therapy, its side effects, application of blood derivatives) – 10 classes
- feeding, metabolism, fluid and electrolyte disorders (disorders caused by diseases that disable intake, digestion and absorption of nutrients, diabetes, thyroid diseases, dehydration and hypovolaemia, cirrhosis of the liver and its complications, pancreatic exocrine dysfunction, urgent conditions) – 5 classes
- elimination disorders (acute and chronic kidney insufficiency, urine retention, urine and faeces incontinence, constipation and diarrhoea, ileus)
- mobility and self-care disability (caused by diseases of locomotive and circulatory systems) – 5 classes

PRACTICAL WORK:
Health care of internal medicine patients – 75 classes

SEMINARS:
Presentation of a professional paper – 30 classes</td></tr>
<tr><td>2.6. Types of classes</td><td colspan="3">☒ lectures
☒ seminars and workshops
☒ practical work
☐ completely on-line
☐ combined e-learning
☐ field work</td><td colspan="2">☒ individual tasks
☐ multimedia and network
☐ laboratory
☐ work with mentor
☐ other (indicate)</td><td>2.7. Comments:</td></tr>
<tr><td>2.8. Student obligations</td><td colspan="6">Regular attendance at classes (presence at 70% of lectures and seminars)
Active participation in classes (30%)
Autonomy in practical work
Successfully pass the colloquia and exam</td></tr>
<tr><td rowspan="4">2.9. Distribution of ECTS credits according to study obligations (indicate number of credits for each activity so that the total sum equals total number of ECTS credits per course)</td><td>Lecture attendance</td><td>1</td><td>Practical work</td><td></td><td>Colloquium</td><td></td></tr>
<tr><td>Preparations for lectures</td><td></td><td>Report</td><td></td><td>Written exam</td><td>4</td></tr>
<tr><td>Homework</td><td></td><td>Seminar paper</td><td>1</td><td>Oral exam</td><td>4</td></tr>
<tr><td>Research</td><td></td><td>Essay</td><td></td><td>Practical work Other (indicate)</td><td>1</td></tr>
</table>

	Experimental work		Project		Other (indicate)	
2.10. Grading and evaluation of students' work during classes and on final exam	Activity at classes: 10% Paper analysis: 10% Written exam: 40% Oral exam: 40%					
2.11. Compulsory literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media	
	Ozimec, Š. Zdravstvena njega internističkih bolesnika (teaching texts), Zagreb: Visoka zdravstvena škola, 2000.					
2.12. Additional literature (at the time the study programme was proposed)	Vrhovac, B. Interna medicina. Zagreb: Naklada Naprijed, 1997. Luckman, J. Manual of nursing care. Philadelphia: Saunders, 1997. Brunner, LS., Suddarth,DS. Textbook of medical surgical nursing.Philadelphia: Lippincott Company, 1994.					
2.13. Methods for quality assurance that enable realization of learning outcomes	Notes on attendance at classes, performed tasks and student activity. Notes on attendance and success in practical work. Student evaluation of teachers, self-evaluation of teachers. Analysis of student success at written and oral exams.					
2.14. Other (if necessary)						

1. GENERAL INFORMATION			
1.1. Study program (undergraduate, graduate, integrated)	Undergraduate	1.6. Types of classes (number of lectures, practical work, and seminars + e-learning)	10 L+ 15 P+ 5 S
1.2. Year of study	Second year	1.7. Expected number of students per course	40
1.3. Course title	Health Care of Infectious Patients	1.8. Teacher	Assistant prof. Dario Nakić, PhD
1.4. Course load (ECTS credits)	3	1.9. Assistants	Ines Leto, Bachelor of Nursing
1.5. Course status	Compulsory		
2. COURSE DESCRIPTION			
2.1. Aims of the course	Train students for implementing quality health care of infectious patients. Acquire basic knowledge on: - transmission of infectious diseases, implementation of isolation measures in accordance with the type of isolation, treatment of infected patient, and evaluation of patient's condition - nursing diagnoses related to infectious patients - nursing interventions related to infectious patients		
2.2. Preconditions for enrolling in the course and previous competences	Passed exam in Health Care Process		
2.3. Learning outcomes at the level of the program to which the course contributes	Apply acquired knowledge on health care of infectious patients		
2.4. Expected learning outcomes at the level of the course (4-10 learning outcomes)	After passing the final exam the students will be able to: - understand how infectious disease are transmitted - apply knowledge on implementation of isolation measures related to infectious patients - implement nursing interventions related to infectious patients - make nursing diagnosis		
2.5. Contents of the course – analyzed in detail by classes	**2 classes:** 1. Introduction 2. Pathogenesis of infections 3. Hospital infections 4. Nurse tasks in preventing ventilator-associated pneumonia **2 classes:** 5. Hand hygiene and targeted use of protection		

	6. Disinfection: general principles, types and purposes 7. Isolation measures **2 classes:** 8. Measures for preventing multiply-resistant microorganisms 9. Prevention of infections associated with the use of intravascular catheters 10. Professional exposure of health workers to blood-borne diseases **4 classes:** 11. Evaluation of the condition of infectious patients 12. Nursing diagnoses 13. Health care of patients isolated due to infectious disease 14. Health care of patients infected by blood-borne diseases/nursing interventions (hepatitis B, C and HIV) 15. Health care of patients with intestinal infectious diseases 16. Health care of patients with infections of CNS					
2.6. Types of classes	☒ lectures ☒ seminars and workshops ☒ practical work ☐ completely on-line ☐ combined e-learning ☐ field work		☒ individual tasks ☐ multimedia and network ☐ laboratory ☐ work with mentor ☐ other (indicate)		2.7. Comments:	
2.8. Student obligations						
2.9. Distribution of ECTS credits according to study obligations (indicate number of credits for each activity so that the total sum equals total number of ECTS credits per course)	Lecture attendance		Practical work		Colloquium	
	Preparations for lectures		Report		Written exam	
	Homework		Seminar paper		Oral exam	
	Research		Essay		Practical work Other (indicate)	
	Experimental work		Project		Other (indicate)	

2.10. Grading and evaluation of students' work during classes and on final exam	Activity at classes: 10% Written exam: 60% Group presentation or oral exam: 30%		
2.11. Compulsory literature (available in the library and through other media)	Title	Number of copies in the library	Availability through other media
	1. Ozimec Š, Zdravstvena njega infektoloških bolesnika, Visoka zdravstvena škola, Katedra za zdravstvenu njegu, Zagreb, 2004.		
	2. Kuzman I., Schonwald S., Infektologija za medicinske sestre, Medicinska naklada, Zagreb, 2000.		
	3.Damani N N. Pregovor o prvom izdanju, Priručnik o postupcima kontrole infekcije, Zagreb, 2004.		
2.12. Additional literature (at the time the study programme was proposed)	1. Bojić – Turčić V., Sterilizacija i dezinfekcija u medicini, Medicinska naklada, Zagreb, 1994. 2. Kalenić S, Bedenić B, Vraneš J i sur. Klinička mikrobiologija i parasitologija, Sveučilište u Zagrebu - Medicinski fakultet, Zagreb, 1996. 3. French G, Lynch P, Hambraeus A i sur, Kontrola infekcija: temeljna načela i edukacija, IFIC, Zagreb, 2004. 4. Kalenić S, Temeljna edukacija viših medicinskih sestara za kontrolu bolničkih infekcija, Referentni centar za kontrolu bolničkih infekcija Ministarstva zdravstva i socijalne skrbi, Zagreb, 2005. 5. Wenzel R, Edmond M, Pittet D i sur., Vodič- kontrola bolničkih infekcija, 1998.		
2.13. Methods for quality assurance that enable realization of learning outcomes	Notes on attendance at classes, performed tasks and student activity, student evaluation of teachers, student success at exams.		
2.14. Other (if necessary)			

1. GENERAL INFORMATION

1.1. Study program (undergraduate, graduate, integrated)	Undergraduate	1.6. Types of classes (number of lectures, practical work, and seminars + e-learning)	10 L+ 15 P+ 5S
1.2. Year of study	Second year	1.7. Expected number of students per course	40
1.3. Course title	Health Care of Adults I – Health Care of Neurological Patients	1.8. Teacher	Associate prof. Dario Nakić, PhD
1.4. Course load (ECTS credits)	3	1.9. Assistants	
1.5. Course status	Compulsory		
2. COURSE DESCRIPTION			
2.1. Aims of the course	After completing this course the students will be able to: - recognize pathophysiologic changes caused by neurological diseases - determine patient needs that are the result of neurological disease - autonomously plan and implement health care of neurological patients		
2.2. Preconditions for enrolling in the course and previous competences	Enrolment at second year of study Passed exam in Health Care Process		
2.3. Learning outcomes at the level of the program to which the course contributes	Better understanding of professional courses related to health care, acquisition of skills and procedures that are implemented in the treatment of neurological patients		
2.4. Expected learning outcomes at the level of the course (4-10 learning outcomes)	After passing the final exam the students will be able to: - autonomously prepare patients for specific neurological diagnostic tests - autonomously use available instruments for checking the patient's condition in accordance with the competences of a bachelor of nursing - autonomously apply optimal health care procedures considering patient's health, emotional and social conditions - autonomously document health care by applying logical connection and explaining the collected data		
2.5. Contents of the course – analyzed in detail by classes	1. General neurology, diagnostic methods in neurology – 3 classes 2. Special neurology – 3 classes 3. Role of the bachelor of nursing in neurodiagnostic testing – 1 class 4. Role of the bachelor of nursing in radiographic testing – 1 class 5. Role of the bachelor of nursing in electrophysiologic testing – 1 class 6. Health care of patients with cranial nerve lesion – 1 class 7. Health care of patients with paroxysmal neurological disorders – 1 class 8. Health care of patients with status epilepticus – 1 class		

	9. Health care of patients with sleeping disorders, headache and tumour processes – 1 class 10. Health care of patients with craniocerebral injuries, spinal lesion – 1 class 11. Health care of patients with neurological vascular lesions – 1 class 12. Health care of patients with involuntary movements, hyperkinetic disorders – 1 class 13. Health care of patients with painful cervical and lumbar syndrome, peripheral nerve damages and muscle diseases – 1 class 14. Specific features of the health care of patients with CNS infections, demyelinating disorders, and motor neurone diseases – 1 class 15. Health care of patients with dementia – 1 class 16. Emergency conditions in neurology and the role of the bachelor of nursing in such situations – 1 class					
2.6. Types of classes	☒ lectures ☒ seminars and workshops ☒ practical work ☐ completely on-line ☐ combined e-learning ☐ field work		☒ individual tasks ☐ multimedia and network ☐ laboratory ☐ work with mentor ☐ other (indicate)		2.7. Comments:	
2.8. Student obligations	Attendance at lectures and practical work					
2.9. Distribution of ECTS credits according to study obligations (indicate number of credits for each activity so that the total sum equals total number of ECTS credits per course)	Lecture attendance		Practical work		Colloquium	
	Preparations for lectures		Report		Written exam	
	Homework		Seminar paper		Oral exam	3
	Research		Essay		Other (indicate)	
	Experimental work		Project		Other (indicate)	
2.10. Grading and evaluation of students' work during classes and on final exam	Activity at classes: 10% Oral exam: 90%					
2.11. Compulsory literature (available in the library and through other media)	Title				Number of copies in the library	Availability through other media
	Zdravstvena njega neuroloških bolesnika (selected texts), Zagreb, Visoka zdravstvena škola, 2000.					

	Poeck,K. Neurologija. Zagreb:Školska knjiga, 1994.		
2.12. Additional literature (at the time the study programme was proposed)	Hickey, JV. Neurological and Neurosurgical nursing. Philadelphia:Lippincott Company, 1998.		
2.13. Methods for quality assurance that enable realization of learning outcomes	Notes on attendance at lectures, performed tasks and student activity, student evaluation of the teachers, analysis of the results at final test.		
2.14. Other (if necessary)			

1. GENERAL INFORMATION			
1.1. Study program (undergraduate, graduate, integrated)	Undergraduate	1.6. Types of classes (number of lectures, practical work, and seminars + e-learning)	30 L+ 0 P+0 S
1.2. Year of study	Second year	1.7. Expected number of students per course	40
1.3. Course title	Paediatrics	1.8. Teacher	Associate prof. Albino Jović, PhD
1.4. Course load (ECTS credits)	4	1.9. Assistants	Nataša Skitarelić, MSc, Assistant
1.5. Course status	Compulsory		
2. COURSE DESCRIPTION			
2.1. Aims of the course	Acquire necessary knowledge in paediatrics related to normal development and childhood diseases.		
2.2. Preconditions for enrolling in the course and previous competences	Passed first year of study		
2.3. Learning outcomes at the level of the program to which the course contributes	Acquire knowledge and skills for implementing health care of newborns, preschool and school children, and adolescents, and transfer the acquired knowledge.		
2.4. Expected learning outcomes at the level of the course (4-10 learning outcomes)	- Describe normal psychophysical development of a child according to chronological age and deviations - Describe harmful factors that influence normal psychophysical development of a child (hereditary diseases, infections, malignant diseases, socioeconomic factors) - Define composition and types of vaccines and vaccination programme - Recognize neonatal diseases in full-term and premature babies - Recognize hereditary disease, principles of genetic diagnostics and counselling - Recognize malignant diseases, diagnostics, prevention and treatment - Identify the most common diseases of certain organ systems (respiratory, digestive, circulatory, nervous, locomotive systems) - Make difference between proper and unbalanced diet of healthy and ill child according to chronological age - Describe the disorders related to the lack of specific supplements; adequate prevention - Recognize the signs of child abuse (mental, emotional, sexual, and mobile phone and internet abuse) - Recognize basic developmental problems, indications, and implement the right habilitation and rehabilitation procedures - Recognize the causes of hospital infections and measures for their prevention - Describe and recognize the most common poisonings in childhood, and therapeutic measures		
2.5. Contents of the course – analyzed in detail by classes	LECTURES: Prof. Nada Aberle, PhD		

	1. Prenatal period. Hereditary diseases 2. Features of full-term and premature babies 3. Colostrum, mother's milk, formulas 4. Birth traumas. Primitive reflexes and psychomotor development 5. Neonatal hyperbilirubinemia. Haemorrhagic disease of newborns 6. Neonatal infections. Neonatal sepsis 7. Asphyxia. Neonatal respiratory distress syndrome 8. Dehydration. Metabolic changes 9. Neurological deviations. Epilepsy 10. Upper respiratory tract infections 11. Lower respiratory tract infections 12. Dyspnoea. Types of cough. Chronic cough. Cystic fibrosis 13. Atopic dermatitis, asthma, allergic rhinitis. Anaphylaxis 14. Tuberculosis in children 15. Anaemia, coagulation disorder 16. Celiac disease, malabsorption syndrome 17. Vomiting, constipation, stomach aches (differential diagnosis) Assist. prof. Šime Šakić, PhD 1. Diseases of locomotive system in children 2. Congenital and hereditary diseases of skeletal system Nataša Skitarelić, MSc 1. Diagnosis of kidney and urinary tract diseases in children 2. Urinary tract infections in newborns and infants 3. Cystitis. Pyelonephritis. Vesico ureteral reflux 4. Glomerulonephritis. Nephrotic syndrome 5. Hypothyroidism and hyperthyroidism. Growth problems. Congenital adrenal hyperplasia 6. Diabetes mellitus and diabetes insipidus 7. Heart defects and collagenosis 8. Endocrine diseases in children

	9. Haematological and oncology diseases in children					
2.6. Types of classes	☒ lectures ☐ seminars and workshops ☐ practical work ☐ completely on-line ☐ combined e-learning ☐ field work		☐ individual tasks ☐ multimedia and network ☐ laboratory ☐ work with mentor ☐ other (indicate)		2.7. Comments:	
2.8. Student obligations						
2.9. Distribution of ECTS credits according to study obligations (indicate number of credits for each activity so that the total sum equals total number of ECTS credits per course)	Lecture attendance	2	Practical work		Colloquium	
	Preparations for lectures		Report		Written exam	
	Homework		Seminar paper		Oral exam	2
	Research		Essay		Other (indicate)	
	Experimental work		Project		Other (indicate)	
2.10. Grading and evaluation of students' work during classes and on final exam	Activity at classes: 30% Oral exam: 70%					
2.11. Compulsory literature (available in the library and through other media)	Title				Number of copies in the library	Availability through other media
	Duško Mardešić et al., Pedijatrija, školska knjiga Zagreb, 2009.					
2.12. Additional literature (at the time the study programme was proposed)	Malčić I, Stopić Z, Ilić R, Pedijatrija za medicinske škole, Školska knjiga, Zagreb 2008 Malčić I, Ilić R. Pedijatrija sa zdravstvenom njegom djeteta, za 3. i 4. razred srednje medicinske škole. Školska knjiga, Zagreb Mesihović-Dinarević S et al.. Pedijatrija za više medicinske škole (with CD). SaVart, Sarajevo 2006.					
2.13. Methods for quality assurance that enable realization of learning outcomes						
2.14. Other (if necessary)	Internet					

1. GENERAL INFORMATION			
1.1. Study program (undergraduate, graduate, integrated)	Undergraduate	1.6. Types of classes (number of lectures, practical work, and seminars + e-learning)	30 L+ 15 P+0 S
1.2. Year of study	Second year	1.7. Expected number of students per course	40
1.3. Course title	Clinical Propedeutics	1.8. Teacher	Associate prof. Dario Nakić, PhD
1.4. Course load (ECTS credits)	3	1.9. Assistants	Ivo Klarin, MD
1.5. Course status	Compulsory		
2. COURSE DESCRIPTION			
2.1. Aims of the course	Acquire competences for taking medical history independently and performing a clinical examination, acquire knowledge related to further diagnostic procedures.		
2.2. Preconditions for enrolling in the course and previous competences			
2.3. Learning outcomes at the level of the program to which the course contributes	Acquire basic skills of clinical propedeutics, take medical history and physical status, and identify diagnostic procedures related to particular diseases or injuries of different organs and organ systems.		
2.4. Expected learning outcomes at the level of the course (4-10 learning outcomes)	- take medical history independently - make clinical examination - assess neurological status - recognize general symptoms of a disease - recognize the symptoms of diseases related to individual organ systems - differentiate the most frequent internal diseases		
2.5. Contents of the course – analyzed in detail by classes	1. Introduction to clinical propedeutics – 2 classes 2. Medical history and physical status – 3 classes 3. Head and neck examination – 3 classes 4. Limb examination – 2 classes 5. Chest, lung and heart examination – 2 classes 6. Propedeutics of cardiovascular and respiratory diseases – 3 classes 7. Propedeutics of nephrologic diseases – 3 classes 8. Propedeutics of immunological diseases – 2 classes 9. Abdomen examination – 2 classes 10. Propedeutics of gastroenterological, endocrinological and haematological diseases – 3 classes 11. Neurological examination – 2 classes		

<table>
<tr><td></td><td colspan="6">12. Propedeutics of neurological disease – 3 classes
13. Practical work in clinical propedeutics – 15 classes</td></tr>
<tr><td>2.6. Types of classes</td><td colspan="2">☒ lectures
☐ seminars and workshops
☒ practical work
☐ completely on-line
☐ combined e-learning
☐ field work</td><td colspan="2">☐ individual tasks
☐ multimedia and network
☐ laboratory
☐ work with mentor
☐ other (indicate)</td><td colspan="2">2.7. Comments:</td></tr>
<tr><td>2.8. Student obligations</td><td colspan="6"></td></tr>
<tr><td rowspan="6">2.9. Distribution of ECTS credits according to study obligations (indicate number of credits for each activity so that the total sum equals total number of ECTS credits per course)</td><td>Lecture attendance</td><td></td><td>Practical work</td><td>1.5</td><td>Colloquium</td><td></td></tr>
<tr><td>Preparations for lectures</td><td></td><td>Report</td><td></td><td>Written exam</td><td></td></tr>
<tr><td>Homework</td><td></td><td>Seminar paper</td><td></td><td>Oral exam</td><td>1.5</td></tr>
<tr><td>Research</td><td></td><td>Essay</td><td></td><td>Other (indicate)</td><td></td></tr>
<tr><td>Experimental work</td><td></td><td>Project</td><td></td><td>Other (indicate)</td><td></td></tr>
<tr><td></td><td colspan="5"></td></tr>
<tr><td>2.10. Grading and evaluation of students' work during classes and on final exam</td><td colspan="6">Activity at classes: 10%
Practical exam 40%
Oral exam: 50%</td></tr>
<tr><td rowspan="2">2.11. Compulsory literature (available in the library and through other media)</td><td colspan="3">Title</td><td>Number of copies in the library</td><td colspan="2">Availability through other media</td></tr>
<tr><td colspan="3">Metelko Ž, Harambašić H i sur. Internistička propedeutika i osnove fizikalne dijagnostike, Medicinska naklada, Zagreb 1999.</td><td></td><td colspan="2"></td></tr>
<tr><td>2.12. Additional literature (at the time the study programme was proposed)</td><td colspan="6">Čustović F. Anamneza i fizikalni pregled., Školska knjiga, Zagreb, 2000</td></tr>
<tr><td>2.13. Methods for quality assurance that enable realization of learning outcomes</td><td colspan="6">Notes of class attendance, performed tasks and student activity, student evaluation of teachers, analysis of the results at colloquia and final test.</td></tr>
<tr><td>2.14. Other (if necessary)</td><td colspan="6"></td></tr>
</table>

1. GENERAL INFORMATION			
1.1. Study program (undergraduate, graduate, integrated)	Undergraduate	1.6. Types of classes (number of lectures, practical work, and seminars + e-learning)	15 L+ 15 P+0 S
1.2. Year of study	Second year	1.7. Expected number of students per course	30
1.3. Course title	Biological Determinants of Behaviour	1.8. Teacher	Associate prof. Nataša Šimić, PhD
1.4. Course load (ECTS credits)	2	1.9. Assistants	
1.5. Course status	Optional		
2. COURSE DESCRIPTION			
2.1. Aims of the course	Acquire basic knowledge on biological determinants of behaviour		
2.2. Preconditions for enrolling in the course and previous competences			
2.3. Learning outcomes at the level of the program to which the course contributes	After completing this course, students will be able to understand neurobiological foundations of sleeping and biological rhythms, sexuality, emotions and cognitive processes.		
2.4. Expected learning outcomes at the level of the course (4-10 learning outcomes)	After passing the final exam the students will be able to differentiate and compare the role of the left and right cerebral hemisphere, and particular brain lobes in certain functions. Students will be able to describe neurobiological foundation of biological rhythms and sleeping, emotions and sexuality, and connect cognitive functions of memory, language, speech, attention and spatial abilities with their neural background.		
2.5. Contents of the course – analyzed in detail by classes	1. Functional organization of the brain – 2 classes 2. Brain lateralization – 2 classes 3. Neurobiology of memory – 2 classes 4. Sleeping and dreaming – 2 classes 5. Specific functions of hypothalamus – 2 classes 6. Suprachiasmatic nucleus and regulation of biological rhythms – 2 classes 7. Biopsychology of emotions – 2 classes 8. Biological foundations of stress – 2 classes 9. Neural mechanisms of depression – 2 classes 10. Biological foundation of schizophrenia – 2 classes 11. Biological foundation of anxiety disorders – 2 classes 12. Biological foundation of sexuality – 2 classes 13. Sexual hormones and behaviour – 2 classes		

<table>
<tr><td></td><td colspan="6">14. Hormones and cognitive functions of men – 2 classes
15. Hormones and cognitive functions of women – 2 classes</td></tr>
<tr><td rowspan="2">2.6. Types of classes</td><td colspan="2">☒ lectures
☒ seminars and workshops
☐ practical work
☐ completely on-line
☐ combined e-learning
☒ field work</td><td colspan="2">☒ individual tasks
☐ multimedia and network
☐ laboratory
☐ work with mentor
☐ other (indicate)</td><td colspan="2">2.7. Comments:</td></tr>
<tr><td colspan="4"></td><td colspan="2"></td></tr>
<tr><td>2.8. Student obligations</td><td colspan="6">Regular attendance at classes (attendance at 70% of lectures and seminars) and active participation at classes (30%), preparation and presentation of seminar paper.</td></tr>
<tr><td rowspan="5">2.9. Distribution of ECTS credits according to study obligations (indicate number of credits for each activity so that the total sum equals total number of ECTS credits per course)</td><td>Lecture attendance</td><td>0.5</td><td>Practical work</td><td></td><td>Colloquium</td><td></td></tr>
<tr><td>Preparations for lectures</td><td></td><td>Report</td><td></td><td>Written exam</td><td>1</td></tr>
<tr><td>Homework</td><td></td><td>Seminar paper</td><td>0.5</td><td>Oral exam</td><td></td></tr>
<tr><td>Research</td><td></td><td>Essay</td><td></td><td>Other (indicate)</td><td></td></tr>
<tr><td>Experimental work</td><td></td><td>Project</td><td></td><td>Other (indicate)</td><td></td></tr>
<tr><td>2.10. Grading and evaluation of students' work during classes and on final exam</td><td colspan="6">Activity at classes: 10%
Seminar paper 30%
Written exam: 60%</td></tr>
<tr><td rowspan="5">2.11. Compulsory literature (available in the library and through other media)</td><td colspan="3">Title</td><td>Number of copies in the library</td><td colspan="2">Availability through other media</td></tr>
<tr><td colspan="3">Pinel, J.P. Biološka psihologija. Jastrebarsko: Naklada Slap, 2002.</td><td>9</td><td colspan="2"></td></tr>
<tr><td colspan="3"></td><td></td><td colspan="2"></td></tr>
<tr><td colspan="3"></td><td></td><td colspan="2"></td></tr>
<tr><td colspan="3"></td><td></td><td colspan="2"></td></tr>
<tr><td>2.12. Additional literature (at the time the study programme was proposed)</td><td colspan="6">Original scientific papers</td></tr>
</table>

2.13. Methods for quality assurance that enable realization of learning outcomes	Notes of class attendance, performed tasks and student activity, student evaluation of teachers, analysis of the results at colloquia and final test.
2.14. Other (if necessary)	

1. GENERAL INFORMATION			
1.1. Study program (undergraduate, graduate, integrated)	Undergraduate	1.6. Types of classes (number of lectures, practical work, and seminars + e-learning)	15 L+ 15 P+0 S
1.2. Year of study	Second year	1.7. Expected number of students per course	20
1.3. Course title	Group Work in Nursing	1.8. Teacher	Assistant prof. Zvjezdan Penezić, PhD
1.4. Course load (ECTS credits)	2	1.9. Assistants	
1.5. Course status	Optional		

2. COURSE DESCRIPTION	
2.1. Aims of the course	Aim of the course is to provide knowledge on group, group dynamics and group processes. Students should acquire knowledge related to basics of group norms, group cohesion, types of roles in a group, types of leaders, leadership skills, making decisions and evaluation of group work. Students will get acquainted with different types of groups and specific features of working with groups.
2.2. Preconditions for enrolling in the course and previous competences	None
2.3. Learning outcomes at the level of the program to which the course contributes	- analyze topics related to organizing and working in groups - acquire comprehensive competences for working with different groups - recognize and use appropriate methods for working in a group
2.4. Expected learning outcomes at the level of the course (4-10 learning outcomes)	After completing this course the students should be able to: 1. analyze and explain group organization 2. enumerate and define the features and limitations of different types of working in a group and with a group 3. differentiate when and when not to use (in)adequate techniques in working in a group 4. apply steps involved in working in a group 5. discuss with other group members 6. efficiently cooperate with others in solving a problem
2.5. Contents of the course – analyzed in detail by classes	Introduction Definition of groups Group features and group processes Leading a group Planning group work Structure of group work Types of groups

	Group structure Group processes Leadership in a group Structure of groups in health care Types of group work in health care Evaluation of group work					
2.6. Types of classes	☒ lectures ☐ seminars and workshops ☒ practical work ☐ completely on-line ☐ combined e-learning ☐ field work		☒ individual tasks ☐ multimedia and network ☐ laboratory ☐ work with mentor ☐ other (indicate)		2.7. Comments:	
2.8. Student obligations						
2.9. Distribution of ECTS credits according to study obligations (indicate number of credits for each activity so that the total sum equals total number of ECTS credits per course)	Lecture attendance	0.5	Practical work		Colloquium	
	Preparations for lectures		Report		Written exam	1.5
	Homework		Seminar paper		Oral exam	
	Research		Essay		Other (indicate)	
	Experimental work		Project		Other (indicate)	
2.10. Grading and evaluation of students' work during classes and on final exam	Evaluation will be based on written exam which will be organized after completing all the classes.					

2.11. Compulsory literature (available in the library and through other media)	Title	Number of copies in the library	Availability through other media
	Ajduković, M. (1997). *Grupni pristup u psihosocijalnom radu*. Zagreb: Društvo za psihološku pomoć.	1	

2.12. Additional literature (at the time the study programme was proposed)	Despot Lučanin, J., Babić, J. (2012). *Rad s grupom*, Katedra za zdravstvenu psihologiju, Zdravstveno veleučilište, Zagreb.
2.13. Methods for quality assurance that enable realization of learning outcomes	In accordance with the Handbook on Quality of the Department of Health Studies and Handbook on Quality of the University of Zadar.
2.14. Other (if necessary)	

1. GENERAL INFORMATION			
1.1. Study program (undergraduate, graduate, integrated)	Undergraduate	1.6. Types of classes (number of lectures, practical work, and seminars + e-learning)	15 L+ 15 P+0 S
1.2. Year of study	Second year	1.7. Expected number of students per course	15
1.3. Course title	Medical Geography	1.8. Teacher	Associate prof. Martin Glamuzina, PhD
1.4. Course load (ECTS credits)	2	1.9. Assistants	
1.5. Course status	Optional		

2. COURSE DESCRIPTION			
2.1. Aims of the course	Acquire basic knowledge in relation between diseases and natural environment.		
2.2. Preconditions for enrolling in the course and previous competences	Completed first year of study		
2.3. Learning outcomes at the level of the program to which the course contributes			
2.4. Expected learning outcomes at the level of the course (4-10 learning outcomes)			
2.5. Contents of the course – analyzed in detail by classes	Course programme, literature, sources, attendance, colloquia, signatures, grades Introduction to medical geography, health and geography: some fundamental concepts Medical geography – random sample case study Interpretation of medical geography Structural approaches to medical geography Methods and techniques in medical geography Geographical information systems and medicine Health and social environment, inequalities in health care system Interpretation of inequalities in health care system Water and air quality Health and human environment - local sources Migration and health Other types of contamination – aluminium, chlorine, arsenic, ozone, thermal stress, seasonality Influence of global changes on health Final grades		
2.6. Types of classes	☒ lectures	☐ individual tasks	2.7. Comments:

	☐ seminars and workshops ☐ practical work ☐ completely on-line ☐ combined e-learning ☐ field work	☐ multimedia and network ☐ laboratory ☐ work with mentor ☐ other (indicate)	

2.8. Student obligations						
2.9. Distribution of ECTS credits according to study obligations (indicate number of credits for each activity so that the total sum equals total number of ECTS credits per course)	Lecture attendance	0.5	Practical work	0.5	Colloquium	0.5
	Preparations for lectures		Report		Written exam	0.5
	Homework		Seminar paper		Oral exam	
	Research		Essay		Other (indicate)	
	Experimental work		Project		Other (indicate)	
2.10. Grading and evaluation of students' work during classes and on final exam	1 to 5					

2.11. Compulsory literature (available in the library and through other media)	Title	Number of copies in the library	Availability through other media
	GATRELL, A. C. (2001.), *Geography of Health – an introduction,* Blackwell Publishing LImited, Oxford		
	SINHA, S. P. (1993.), *Medical Geography,* Mittal Publications, New Delhi		
	MEADE, M. S., EARICKSON, R. J. (2005.), *Medical Geography,* The Guilford press, New York		

2.12. Additional literature (at the time the study programme was proposed)	AKHTAR, R. (1991.), *Environment and Health – themes in medical geography,* South Asia Books, Columbia
2.13. Methods for quality assurance that enable realization of learning outcomes	
2.14. Other (if necessary)	

1. GENERAL INFORMATION			
1.1. Study program (undergraduate, graduate, integrated)	Undergraduate	1.6. Types of classes (number of lectures, practical work, and seminars + e-learning)	15 L+ 0 P+15 S
1.2. Year of study	Second year	1.7. Expected number of students per course	40
1.3. Course title	Pharmacology	1.8. Teacher	Assistant prof. Aleksandar Knežević, PhD
1.4. Course load (ECTS credits)	3	1.9. Assistants	
1.5. Course status	Compulsory		

2. COURSE DESCRIPTION			
2.1. Aims of the course	During this course the students will get familiar with basic pharmacologic terms, mechanisms of drug actions, factors of pharmacologic response, and with drug application in certain organ disorders. The students will also be able to differentiate unwanted and harmful effects of drugs, recognize the symptoms of anaphylactic reactions, and understand pharmacokinetic and pharmacodynamics of drugs that they will encounter during their practice (pain killers, antimicrobial drugs, cardiovascular drugs, psychopharmaca, etc.).		
2.2. Preconditions for enrolling in the course and previous competences	To enrol to this course, the students have to complete the first year of study and have basic knowledge in biochemistry, physiology and pathophysiology.		
2.3. Learning outcomes at the level of the program to which the course contributes	After completing this course the students will have basic knowledge in pharmacology, they will be aware of the importance of recognizing the unwanted and harmful effects of drugs, application of drugs related to different diseases of organ systems, and learn how to administer drugs properly. The students will also be able to apply scientific methods in presenting and solving a problem, and after passing the exam they will be able to collect, analyze and interpret scientific research and present scientific results in a comprehensive and concise way both orally and in written form.		
2.4. Expected learning outcomes at the level of the course (4-10 learning outcomes)	After passing the exam the students will be able to: - define the actions of drugs - get information about drugs from available sources - administer drugs properly - recognize side effects of drugs and respond to them adequately - explain the application of drugs in diseases of different organ systems		
2.5. Contents of the course – analyzed in detail by classes			
2.6. Types of classes	☒ lectures ☒ seminars and workshops ☐ practical work	☐ individual tasks ☐ multimedia and network ☐ laboratory ☐ work with mentor	2.7. Comments:

	☐ completely on-line ☐ combined e-learning ☐ field work		☐ other (indicate)			
2.8. Student obligations						
2.9. Distribution of ECTS credits according to study obligations (indicate number of credits for each activity so that the total sum equals total number of ECTS credits per course)	Lecture attendance	0.5	Practical work		Colloquium	
	Preparations for lectures		Report		Written exam	2
	Homework		Seminar paper	0.5	Oral exam	
	Research		Essay		Other (indicate)	
	Experimental work		Project		Other (indicate)	
2.10. Grading and evaluation of students' work during classes and on final exam	Activity in classes 10% Seminar paper 20% Written exam 70%					

2.11. Compulsory literature (available in the library and through other media)	Title	Number of copies in the library	Availability through other media
	Bulat, M., Geber, J., Lacković, Z. Medicinska farmakologija. Zagreb, Medicinska naklada, 1999. (selected chapters)	5	
	I.Francetić, D.Vitezić. Osnove kliničke farmakologije. Medicinska naklada Zagreb. 2007.	3	

2.12. Additional literature (at the time the study programme was proposed)	Francetić I et al. Farmakoterapijski priručnik 6th edition. Medicinska naklada Zagreb, 2010. (selected chapters) Šokota A, Kalauz S. Lijekovi – oblici i primjena. Zdravstveno veleučilište Zagreb 2008. (selected chapters)
2.13. Methods for quality assurance that enable realization of learning outcomes	Notes on class attendance, performed tasks and student activity, student evaluation of teachers, analysis of the results of the colloquia and exams.
2.14. Other (if necessary)	

1. GENERAL INFORMATION			
1.1. Study program (undergraduate, graduate, integrated)	Undergraduate	1.6. Types of classes (number of lectures, practical work, and seminars + e-learning)	15 L + 0 P+ 0 S
1.2 Year of study	Second year	1.7. Expected number of students per course	40
1.3. Course title	Clinical Internal Medicine I – Internal Medicine	1.8. Teacher	Assistant prof. Albino Jović, PhD
1.4. Course load (ECTS credits)	2	1.9. Assistants	Dražen Zekanović, PhD
1.5. Course status	Compulsory		

2. COURSE DESCRIPTION	
2.1. Aims of the course	After completing this course the students will be able to apply the acquired knowledge in internal medicine: - recognize general symptoms of certain diseases - recognize the symptoms of diseases related to certain organ systems - implement procedures in emergency cases related to the most frequent diseases related to internal medicine
2.2. Preconditions for enrolling in the course and previous competences	Necessary preconditions for enrolling to the second year. Passed exams in anatomy and physiology.
2.3. Learning outcomes at the level of the program to which the course contributes	Better understanding of clinical courses, acquire basic skills and procedures in emergency cases
2.4. Expected learning outcomes at the level of the course (4-10 learning outcomes)	After completing this course the students will be able to: - do electrocardiography independently, and understand the test results - recognize the signs of acute conditions related to internal medicine - independently initiate interventions in acute conditions - independently assist during complex diagnostic and therapeutic procedures - independently educate the patients about chronic conditions
2.5. Contents of the course – analyzed in detail by classes	1. Basics of EKG diagnostics, the most common heart arrhythmias, ACS – 3 classes 2. Angina pectoris, acute heart failure, cardiac decompensation – 2 classes 3. Ultrasonography and endoscopic diagnostics of upper digestive tract – 2 classes 4. Cholelithiasis and pancreatitis – 1 class 5. Endoscopy of the colon – 1 class 6. Hepatitis and liver cirrhosis – 1 class 7. Arterial hypertension and risk factors for CVDs – 1 class 8. Chronic bronchitis and COPD – 1 class

	9. Acute inflammation of urinary tract, chronic renal insufficiency – 1 class 10. Anaemia, leukaemia and lymphoma – 1 class 11. Hyperthyreosis, hypothyreosis, diabetes mellitus type 1 and 2, other disease of endocrine system – 1 class

2.6. Types of classes			2.7. Comments:
	☒ lectures ☐ seminars and workshops ☐ practical work ☐ completely on-line ☐ combined e-learning ☐ field work	☐ individual tasks ☐ multimedia and network ☐ laboratory ☐ work with mentor ☐ other (indicate)	

2.8. Student obligations					
2.9. Distribution of ECTS credits according to study obligations (indicate number of credits for each activity so that the total sum equals total number of ECTS credits per course)	Lecture attendance		Practical work		Colloquium	
	Preparations for lectures		Report		Written exam	
	Homework		Seminar paper		Oral exam	2
	Research		Essay		Other (indicate)	
	Experimental work		Project		Other (indicate)	

2.10. Grading and evaluation of students' work during classes and on final exam	Activity in classes 10% Oral exam 70%

2.11. Compulsory literature (available in the library and through other media)	Title	Number of copies in the library	Availability through other media
	Vrhovac, B et al. Interna medicina Naklada»Ljevak» d.o.o. 2004 . Morović-Vergles J. et al. Interna medicina, selected chapters, «Naklada Slap» 2004.		

2.12. Additional literature (at the time the study programme was proposed)	Harrison- Principi Interne medicine, Placebo» d.o.o. 2008.
2.13. Methods for quality assurance that enable realization of learning outcomes	Notes on class attendance, performed tasks and student activity, student evaluation of teachers, analysis of the results of the colloquia and exams.
2.14. Other (if necessary)	

1. GENERAL INFORMATION			
1.1. Study program (undergraduate, graduate, integrated)	Undergraduate	1.6. Types of classes (number of lectures, practical work, and seminars + e-learning)	15 L+ 0 P+0 S
1.2. Year of study	Second year	1.7. Expected number of students per course	40
1.3. Course title	Clinical Internal Medicine I - Infectology	1.8. Teacher	Full prof. Boris Dželalija, PhD
1.4. Course load (ECTS credits)	1	1.9. Assistants	
1.5. Course status	Compulsory		

2. COURSE DESCRIPTION	
2.1. Aims of the course	Train students to acquire basic knowledge in general and special infectology.
2.1. Preconditions for enrolling in the course and previous competences	Passed exams in basic clinical courses: internal medicine, dermatology and neurology
2.2. Learning outcomes at the level of the program to which the course contributes	Apply the acquired knowledge in health care of infected patients
2.3. Expected learning outcomes at the level of the course (4-10 learning outcomes)	Implement basic principles of origin and transmission of infectious diseases, interpret and observe the pathogenesis of infectious diseases, pathohistological changes that lead to the symptoms of infectious diseases, recognize general and particular syndromes of infectious diseases, observe and differentiate clinical features, rationally differentiate laboratory parameters and implement treatment methods of the most frequent infectious diseases.
2.4. Contents of the course – analyzed in detail by classes	1. Introduction 2. Intestinal infections 3. Viral hepatitis 4. AIDS 5. Herpes viral infections 6. Hospital infections 7. Principles of antimicrobial therapy 8. Streptococcal and staphylococcal infections 9. Sepses 10. Infectious diseases causing skin rash 11. Acute respiratory infections 12. Zoonoses, natural-focus diseases 13. Tropical infectious diseases

2.5. Types of classes	☒ lectures ☐ seminars and workshops ☐ practical work ☐ completely on-line ☐ combined e-learning ☐ field work		☐ individual tasks ☐ multimedia and network ☐ laboratory ☐ work with mentor ☐ other (indicate)		2.6. Comments:	
2.7. Student obligations	Attendance at classes					
2.8. Distribution of ECTS credits according to study obligations (indicate number of credits for each activity so that the total sum equals total number of ECTS credits per course)	Lecture attendance		Practical work		Colloquium	
	Preparations for lectures		Report		Written exam	
	Homework		Seminar paper		Oral exam	
	Research		Essay		Other (indicate)	
	Experimental work		Project		Other (indicate)	
2.9. Grading and evaluation of students' work during classes and on final exam	Written exam 100%					

2.10. Compulsory literature (available in the library and through other media)	Title	Number of copies in the library	Availability through other media
	Beus I., Škerk V., Infektologija za stomatologe, Graphis, Zagreb 2002.	3	
	Kuzman I., Schonwald S., Infektologija za medicinske sestre, Medicinska naklada, Zagreb, 2000.	1	

2.12. Additional literature (at the time the study programme was proposed)	Teaching materials (presentations)
2.13. Methods for quality assurance that enable realization of learning outcomes	
2.14. Other (if necessary)	

1. GENERAL INFORMATION			
1.1. Study program (undergraduate, graduate, integrated)	Undergraduate	1.6. Types of classes (number of lectures, practical work, and seminars + e-learning)	15 L+ 0 P+0 S
1.2. Year of study	Second year	1.7. Expected number of students per course	40
1.3. Course title	Clinical Internal Medicine I - Neurology	1.8. Teacher	Anamarija Mrđen, PhD
1.4. Course load (ECTS credits)	1	1.9. Assistants	
1.5. Course status	Compulsory		

2. COURSE DESCRIPTION			
2.1. Aims of the course	Learn basic postulates of neurology in order to differentiate different clinical entities. Differentiate diseases of central and peripheral nervous systems. Learn clinical entities in neurology and methods for diagnostic differentiation of certain symptoms and syndromes. Learn pathohistological and pathophysiologic bases for the origin of diseases. Differential diagnostic methods in neurology. Therepeutical procedures and prophylaxis of neurological diseases.		
2.2. Preconditions for enrolling in the course and previous competences	Knowledge in propedeutics in clinical medicine and in neurological propedeutics.		
2.3. Learning outcomes at the level of the program to which the course contributes	Basic knowledge in neurology. Knowledge on neurological entities, and on diseases of central and peripheral nervous systems. Detailed presentation of certain signs and symptoms in neurological practice. Description of clinical manifestations of neurological diseases and course of illness. Knowledge on possible diagnostics and differential diagnostics of neurological diseases. Introduction to diagnostic procedures and methods in neurology. Possibilities of prophylaxis and prevention of neurological diseases, and therapeutical procedures.		
2.4. Expected learning outcomes at the level of the course (4-10 learning outcomes)	Introduction to basic neurological terms and certain clinical entities. Knowledge on the disease of central and peripheral nervous systems. Knowledge on the diseases of the brain, spinal cord, peripheral nerves and muscles. Differential diagnostics of certain neurological diseases depending on clinical manifestations and the results of diagnostic procedures. Knowledge on pathophysiologic process related to the origin of diseases. Prophylaxis of the origin of the disease and treatment methods of certain diseases and conditions in neurology.		
2.5. Contents of the course – analyzed in detail by classes	Cerebrovascular diseases, headaches, dementia, diseases and damages of brain lobes, speech disorders, pareses and weaknesses of certain parts of the body, demyelinating diseases, diseases of basal ganglia, neurological syndromes, epilepsies and other consciousness disorders, vertigos, diseases of nervous system, diagnostic methods in neurology.		
2.6. Types of classes	☒ lectures ☐ seminars and workshops ☐ practical work ☐ completely on-line	☐ individual tasks ☐ multimedia and network ☐ laboratory ☐ work with mentor	2.7. Comments:

	☐ combined e-learning ☐ field work		☐ other (indicate)			
2.8. Student obligations	Attendance at classes					
2.9. Distribution of ECTS credits according to study obligations (indicate number of credits for each activity so that the total sum equals total number of ECTS credits per course)	Lecture attendance		Practical work		Colloquium	
	Preparations for lectures		Report		Written exam	
	Homework		Seminar paper		Oral exam	
	Research		Essay		Other (indicate)	
	Experimental work		Project		Other (indicate)	
2.10. Grading and evaluation of students' work during classes and on final exam	Written and oral exams					

2.11. Compulsory literature (available in the library and through other media)	Title	Number of copies in the library	Availability through other media
	Demarin & Trkanjec – Priručnik iz neurologije (za stomatologe), Medicinska naklada, 2008.		

2.12. Additional literature (at the time the study programme was proposed)	Soldo-Butković & Titlić - Neurologija za više škole (in print)
2.13. Methods for quality assurance that enable realization of learning outcomes	Written and oral exams.
2.14. Other (if necessary)	

1. GENERAL INFORMATION			
1.1. Study program (undergraduate, graduate, integrated)	Undergraduate	1.6. Types of classes (number of lectures, practical work, and seminars + e-learning)	15 L+ 0 P+0 S
1.2. Year of study	Second year	1.7. Expected number of students per course	40
1.3. Course title	Clinical Internal Medicine I - Dermatology	1.8. Teacher	
1.4. Course load (ECTS credits)	1	1.9. Assistants	Ivana Patrk, MD
1.5. Course status	Compulsory		

2. COURSE DESCRIPTION			
2.1. Aims of the course	Train the students to acquire basic knowledge in dermatology and venereology.		
2.2. Preconditions for enrolling in the course and previous competences	Passed exams from the first year of study.		
2.3. Learning outcomes at the level of the program to which the course contributes	Apply acquired knowledge in health care of dermatological patients.		
2.4. Expected learning outcomes at the level of the course (4-10 learning outcomes)	Acquire knowledge related to the most important diseases of skin and subcutaneous tissues, which is needed to evaluate the medical condition of patients, determine the needs for health care and participation in the process of diagnosing and treatment.		
2.5. Contents of the course – analyzed in detail by classes	1. Introduction and general dermatology – lecturer: Ivana Patrk, MD 2. Basic principles of local and general dermatologic therapy – lecturer: Ivana Patrk, MD 3. Infectious skin diseases – lecturer: Ivana Patrk, MD 4. Diseases of sebaceous glands and hair follicles – lecturer: Ivana Patrk, MD 5. Diseases of connective tissue and bullous dermatoses – lecturer: Ivana Patrk, MD 6. Allergic skin diseases – lecturer: Mile Gverić, MSc, MD 7. Dermatosis erythematosa – lecturer: Mile Gverić, MSc, MD 8. Diseases of blood vessels – lecturer: Mile Gverić, MSc, MD 9. Dermatologic oncology – lecturer: Mile Gverić, MSc, MD 10. Venereal diseases and sexually transmitted diseases – lecturer: Mile Gverić, MSc, MD		
2.6. Types of classes	☒ lectures ☐ seminars and workshops ☐ practical work ☐ completely on-line ☐ combined e-learning ☐ field work	☐ individual tasks ☐ multimedia and network ☐ laboratory ☐ work with mentor ☐ other (indicate)	2.7. Comments:

2.8. Student obligations	Attendance at classes					
2.9. Distribution of ECTS credits according to study obligations (indicate number of credits for each activity so that the total sum equals total number of ECTS credits per course)	Lecture attendance		Practical work		Colloquium	
	Preparations for lectures		Report		Written exam	
	Homework		Seminar paper		Oral exam	
	Research		Essay		Other (indicate)	
	Experimental work		Project		Other (indicate)	
2.10. Grading and evaluation of students' work during classes and on final exam	Written and oral exams					

2.11. Compulsory literature (available in the library and through other media)	Title	Number of copies in the library	Availability through other media
	Dobrić I. et al. Dermatovenerologija. Zagreb: Grafoplast, 2005.		

2.12. Additional literature (at the time the study programme was proposed)	Teaching materials (presentations) – Ivana Patrk, MD, Mile Gverić, MSc, MD
2.13. Methods for quality assurance that enable realization of learning outcomes	
2.14. Other (if necessary)	

1. GENERAL INFORMATION			
1.1. Study program (undergraduate, graduate, integrated)	Undergraduate	1.6. Types of classes (number of lectures, practical work, and seminars + e-learning)	30 L+ 15 P+0 S
1.2. Year of study	Second year	1.7. Expected number of students per course	40
1.3. Course title	Health Psychology	1.8. Teacher	Associate prof. Anita Vulić Prtorić, PhD
1.4. Course load (ECTS credits)	3	1.9. Assistants	
1.5. Course status	Compulsory		
2. COURSE DESCRIPTION			
2.1. Aims of the course	Introduce students to basic information regarding the influence of mental factors on health and illness, and regarding the influence to physical disorders on the development of mental problems. Students will be introduced to the possibilities for applying psychological methods and techniques in preserving health, diagnostics, treatment and rehabilitation.		
2.2. Preconditions for enrolling in the course and previous competences			
2.3. Learning outcomes at the level of the program to which the course contributes	- recognize negative influences of emotional conditions on health-related behaviour - anticipate the behaviour of people of different ages in dealing with illness - recognize the connection among different health problems and psychological consequences - know how to react and help the patients in stressful situations in medical context - collect, analyze and interpret scientific research data related to health psychology		
2.4. Expected learning outcomes at the level of the course (4-10 learning outcomes)	After passing the exam, the students will be able to: - differentiate psychological and physical reactions to illness - explain the connection and interaction between psychological and physical reaction to stressful situations - explain emotional effects of health problems and the influence of mental problems on health		
2.5. Contents of the course – analyzed in detail by classes	1. Introduction: definition of health psychology 2. Stress, health and illness. Psychological factors: personality features, coping strategies, locus of control, social support 3. Paediatric psychology. Perception of health and illness in children. Hospitalization of children. 4. Psychological aspects of working with dying patients. Grieving and loss. Types of complicated grieving and depression. 5. Psychological aspects of diabetes. 6. Psychological preparation of patients for operations. Psychological aspects of losing a body part.		

<table>
<tr><td></td><td colspan="6">Note: each topic will be discussed at five classes.</td></tr>
<tr><td>2.6. Types of classes</td><td colspan="2">☒ lectures
☐ seminars and workshops
☒ practical work
☐ completely on-line
☐ combined e-learning
☐ field work</td><td colspan="2">☐ individual tasks
☐ multimedia and network
☐ laboratory
☐ work with mentor
☐ other (indicate)</td><td colspan="2">2.7. Comments:</td></tr>
<tr><td>2.8. Student obligations</td><td colspan="6">Attendance at classes</td></tr>
<tr><td rowspan="5">2.9. Distribution of ECTS credits according to study obligations (indicate number of credits for each activity so that the total sum equals total number of ECTS credits per course)</td><td>Lecture attendance</td><td>1.5</td><td>Practical work</td><td></td><td>Colloquium</td><td></td></tr>
<tr><td>Preparations for lectures</td><td></td><td>Report</td><td></td><td>Written exam</td><td>1.5</td></tr>
<tr><td>Homework</td><td></td><td>Seminar paper</td><td></td><td>Oral exam</td><td></td></tr>
<tr><td>Research</td><td></td><td>Essay</td><td></td><td>Other (indicate)</td><td></td></tr>
<tr><td>Experimental work</td><td></td><td>Project</td><td></td><td>Other (indicate)</td><td></td></tr>
<tr><td>2.10. Grading and evaluation of students' work during classes and on final exam</td><td colspan="6">Activity in classes: 40%
Practical work: 20%
Written exam: 40%</td></tr>
<tr><td rowspan="4">2.11. Compulsory literature (available in the library and through other media)</td><td colspan="3">Title</td><td>Number of copies in the library</td><td colspan="2">Availability through other media</td></tr>
<tr><td colspan="3">Havleka M. (ed.) (2002) Zdravstvena psihologija, Jastrebarsko: Naklada Slap</td><td>7</td><td colspan="2"></td></tr>
<tr><td colspan="3"></td><td></td><td colspan="2"></td></tr>
<tr><td colspan="3"></td><td></td><td colspan="2"></td></tr>
<tr><td>2.12. Additional literature (at the time the study programme was proposed)</td><td colspan="6">Lazarus R.S., Folkman S. (2004) Stres, procjena i suočavanje, Jastrebarsko: Naklada Slap
Hudek-Knežević, J., Kardum, I. (2006). Psihosocijalne odrednice tjelesnog zdravlja. Stres i tjelesno zdravlje. Jastrebarsko: Naklada Slap.</td></tr>
<tr><td>2.13. Methods for quality assurance that enable realization of learning outcomes</td><td colspan="6">Notes on class attendance, performed tasks and student activity, student evaluation of teachers, analysis of the results of the colloquia and exams.</td></tr>
<tr><td>2.14. Other (if necessary)</td><td colspan="6"></td></tr>
</table>

1. GENERAL INFORMATION			
1.1. Study program (undergraduate, graduate, integrated)	Undergraduate	1.6. Types of classes (number of lectures, practical work, and seminars + e-learning)	30 L+ 0 P+15 S
1.2. Year of study	Second year	1.7. Expected number of students per course	30
1.3. Course title	Methods of Learning and Health Promotion	1.8. Teacher	Associate prof. Mira Klarin, PhD
1.4. Course load (ECTS credits)	3	1.9. Assistants	Assistant prof. Slavica Šimić Šašić, PhD
1.5. Course status	Compulsory		
2. COURSE DESCRIPTION			
2.1. Aims of the course	The aim of the course is to acquire fundamental knowledge on the process of learning, which will, along with recognizing the health and educational needs of individuals and groups, enable the future nurses to implement the programs aimed at improving health.		
2.2. Preconditions for enrolling in the course and previous competences	None		
2.3. Learning outcomes at the level of the program to which the course contributes	Adjust to working with patients in accordance with the knowledge on the process of learning and teaching. Use the knowledge and skills that contribute to the promotion and improvement of health. Perform activities that are aimed at preserving good health and protection for individuals, family and community from illness. Evaluate the needs for education and apply principles and methods for teaching individuals, family and community. Participate in education and training of nurses at all educational levels, and other related professionals, if necessary.		
2.4. Expected learning outcomes at the level of the course (4-10 learning outcomes)	- Describe, classify and compare terms and learning mechanisms - Apply basic principles of different learning mechanisms in working with patients - Describe, classify and compare strategies and teaching methods - Evaluate the relation among different factors of learning (age, cognitive skills, personality features, attitudes) and learning outcomes		
2.5. Contents of the course – analyzed in detail by classes	Learning (definition of learning, relation between maturing and learning) Learning theories and learning mechanisms (classical conditioning, operant conditioning, social learning, cognitive learning). Behaviour modification. Memory (information processing, attention, forgetting, memory disorders) Teaching (methods: direct teaching, discovery teaching, independent learning; strategies and techniques).		

	Factors important for successful learning. Learning and age; individual differences in cognitive skills; personality features and learning; motivation (types) and learning; self-perception, attitudes and values, culture and customs and their influence on learning.					
2.6. Types of classes	☒ lectures ☒ seminars and workshops ☐ practical work ☐ completely on-line ☐ combined e-learning ☐ field work	☒ individual tasks ☐ multimedia and network ☐ laboratory ☐ work with mentor ☐ other (indicate)		2.7. Comments: Students will make a prevention programme of their own interest, and they will do it in pairs or in a small group.		
2.8. Student obligations	Attendance at classes					
2.9. Distribution of ECTS credits according to study obligations (indicate number of credits for each activity so that the total sum equals total number of ECTS credits per course)	Lecture attendance		Practical work	1	Colloquium	
	Preparations for lectures		Report		Written exam	1.5
	Homework		Seminar paper	0.5	Oral exam	
	Research		Essay		Other (indicate)	
	Experimental work		Project		Other (indicate)	
2.10. Grading and evaluation of students' work during classes and on final exam						

2.11. Compulsory literature (available in the library and through other media)	Title	Number of copies in the library	Availability through other media
	Zarevski, P. (2004). Psihologija pamćenja i učenja. Jastrebarsko: Naklada Slap.		
	Vizek-Vidović, V., Vlahović-Štetić, V., Rijavec, M. & Miljković, D. (2003). Psihologija obrazovanja. Zagreb: IEP-Vern.		

2.12. Additional literature (at the time the study programme was proposed)	Rijavec, M., Miljković, D. & Brdar, I. (2008). Pozitivna psihologija. Zagreb: IEP-Vern. Barath, A. (1995). Kultura, odgoj i zdravlje. Zagreb. Varoščić, M. (1991). Izvori znanja u stjecanju zdravstvene kulture. Rijeka.

2.13. Methods for quality assurance that enable realization of learning outcomes	Quality and success of realization of the course is evaluated by student survey, success at exam, periodical independent external evaluation of the programme and periodical internal evaluation of annual course curriculum and exam procedures.
2.14. Other (if necessary)	

1. GENERAL INFORMATION			
1.2. Study program (undergraduate, graduate, integrated)	Undergraduate	1.6. Types of classes (number of lectures, practical work, and seminars + e-learning)	30 L+ 0 P+0 S
1.3. Year of study	Second year	1.7. Expected number of students per course	40
1.4. Course title	Social and Health Legislation	1.8. Teacher	Igor Bilić, MJur
1.5. Course load (ECTS credits)	2	1.9. Assistants	
1.6. Course status	Compulsory		

2. COURSE DESCRIPTION			
2.1. Aims of the course	Aim of the course is to provide introduce students to the regulations related to social and health care legislation of the Republic of Croatia, with particular emphasis on the Law on Nursing, its contents and practical application.		
2.2. Preconditions for enrolling in the course and previous competences			
2.3. Learning outcomes at the level of the program to which the course contributes	Proper application of regulations in practice.		
2.4. Expected learning outcomes at the level of the course (4-10 learning outcomes)	1. Define and describe the principles of normative regulation in the activities related to health care and social welfare 2. Apply basic principles of normative regulation in the activity in which the students might work one day		
2.5. Contents of the course – analyzed in detail by classes	1. Preview of legal regulations related to health care and social welfare 2. Health care 3. Public health insurance 4. Extra health insurance 5. Nursing 6. Professional supervision of the nurse's work 7. Social welfare		
2.6. Types of classes	☒ lectures ☐ seminars and workshops ☐ practical work ☐ completely on-line ☐ combined e-learning ☐ field work	☐ individual tasks ☐ multimedia and network ☐ laboratory ☐ work with mentor ☐ other (indicate)	2.7. Comments:
2.8. Student obligations			

2.9. Distribution of ECTS credits according to study obligations (indicate number of credits for each activity so that the total sum equals total number of ECTS credits per course)	Lecture attendance	0.5	Practical work		Colloquium	
	Preparations for lectures		Report		Written exam	
	Homework		Seminar paper		Oral exam	1.5
	Research		Essay		Other (indicate)	
	Experimental work		Project		Other (indicate)	
2.10. Grading and evaluation of students' work during classes and on final exam						

2.11. Compulsory literature (available in the library and through other media)	Title	Number of copies in the library	Availability through other media
	Zakon o zdravstvenoj zaštiti, NN br. 150/08, 155/09, 71/10, 139/10, 22/11.		
	Zakon o obveznom zdravstvenom osiguranju, NN br. 150/08, 94/09, 153/09, 71/10, 139/10, 49/11.		
	Zakon o dobrovoljnom zdravstvenom osiguranju, Narodne novine br. 85/06, 150/08,71/10.		
	Zakon o sestrinstvu , Narodne novine br. 121/03,117/08,57/11.		
	Pravilnik o stručnom nadzoru nad radom medicinskih sestara , NN br. 92/04, 3/11.		
	Zakon o socijalnoj skrbi , NN br. 33/12.		

2.12. Additional literature (at the time the study programme was proposed)	
2.13. Methods for quality assurance that enable realization of learning outcomes	Students' success at exam Student evaluation
2.14. Other (if necessary)	

1. GENERAL INFORMATION			
1.1. Study program (undergraduate, graduate, integrated)	Undergraduate	1.6. Types of classes (number of lectures, practical work, and seminars + e-learning)	15 L+ 15 P+0 S
1.2. Year of study	Second year	1.7. Expected number of students per course	25
1.3. Course title	Tourism Medicine	1.8. Teacher	Assistant prof. Dario Nakić, PhD
1.4. Course load (ECTS credits)	2	1.9. Assistants	Ivo Klarin, MD
1.5. Course status	Optional		
2. COURSE DESCRIPTION			
2.1. Aims of the course	Introduction of diseases and injuries, and ways in which one can help the sick and the injured during their stay in Croatia, with specific features related to the types of tourism at the Adriatic and the coastal zone.		
2.2. Preconditions for enrolling in the course and previous competences	Enrolment into the second year		
2.3. Learning outcomes at the level of the program to which the course contributes	- identify and determine the general characteristics of Zadar region, apply that knowledge in health-related interventions - possibilities for providing the first aid after the contact with poisonous plants and animals - possibility for intervention related to different diseases of tourists - organize the rescue at sea and help the injured - organize the Mountain Rescue Service and help the injured		
2.4. Expected learning outcomes at the level of the course (4-10 learning outcomes)	- identify geographic and climate features of Zadar region - identify the poisonous plants and animals present in Zadar region, provide first aid and treat the poisoned persons - identify the most frequent infectious diseases - recognize addiction-related diseases - recognize the frequent internal diseases that occur in tourists - recognize the frequent dermatologic disease that occur in tourists - have the skill to organize the rescue at sea and identify the diseases related to sea activities - get familiar with the organization of Mountain Rescue Service and identify the injuries related to mountaineering		
2.5. Contents of the course – analyzed in detail by classes	1. Introduction to tourism medicine, importance of climate, physical and epidemiologic influences – 3 classes 2. Infectious diseases and tourism – 3 classes 3. Importance of emergency in tourism – 4 classes 4. Frequent diseases of gastrointestinal diseases – 2 classes 5. Intoxication with different agents – 2 classes		

<table>
<tr><td></td><td colspan="6">6. Skin infections related to tourism medicine – 1 class
7. Practical work in Biograd Rescue Center – 8 classes
8. Practical work in Mountain Rescue Service in Zadar – 7 classes</td></tr>
<tr><td>2.6. Types of classes</td><td colspan="2">☒ lectures
☐ seminars and workshops
☒ practical work
☐ completely on-line
☐ combined e-learning
☐ field work</td><td colspan="2">☐ individual tasks
☐ multimedia and network
☐ laboratory
☐ work with mentor
☐ other (indicate)</td><td colspan="2">2.7. Comments:</td></tr>
<tr><td>2.8. Student obligations</td><td colspan="6"></td></tr>
<tr><td rowspan="5">2.9. Distribution of ECTS credits according to study obligations (indicate number of credits for each activity so that the total sum equals total number of ECTS credits per course)</td><td>Lecture attendance</td><td></td><td>Practical work</td><td></td><td>Colloquium</td><td></td></tr>
<tr><td>Preparations for lectures</td><td></td><td>Report</td><td></td><td>Written exam</td><td>2</td></tr>
<tr><td>Homework</td><td></td><td>Seminar paper</td><td></td><td>Oral exam</td><td></td></tr>
<tr><td>Research</td><td></td><td>Essay</td><td></td><td>Other (indicate)</td><td></td></tr>
<tr><td>Experimental work</td><td></td><td>Project</td><td></td><td>Other (indicate)</td><td></td></tr>
<tr><td>2.10. Grading and evaluation of students' work during classes and on final exam</td><td colspan="6">Activity at classes: 10%
Activity in practical work: 10%
Written exam: 80%</td></tr>
<tr><td rowspan="2">2.11. Compulsory literature (available in the library and through other media)</td><td colspan="3">Title</td><td>Number of copies in the library</td><td>Availability through other media</td></tr>
<tr><td colspan="3">Capar M, Murr G, Popić G et al. Priručnik Turističke medicine. Znanstvena jedinica – Medicinski centar Pula. Pula 1993.</td><td></td><td></td></tr>
<tr><td>2.12. Additional literature (at the time the study programme was proposed)</td><td colspan="6">Nakić D, Klarin I, Patrk J, Patrk I, Ražov Radas M, Ivanac K. Medicina i turizam. Sveučilište u Zadru, 2011.</td></tr>
<tr><td>2.13. Methods for quality assurance that enable realization of learning outcomes</td><td colspan="6">Notes on class attendance, performed tasks and student activity, student evaluation of teachers, analysis of the results of the colloquia and exams.</td></tr>
<tr><td>2.14. Other (if necessary)</td><td colspan="6"></td></tr>
</table>

1. GENERAL INFORMATION			
1.1. Study program (undergraduate, graduate, integrated)	Undergraduate	1.6. Types of classes (number of lectures, practical work, and seminars + e-learning)	15 L+ 15 P+0 S
1.2. Year of study	Second year	1.7. Expected number of students per course	30
1.3. Course title	Psychology of Pain	1.8. Teacher	Assistant prof. Nataša Šimić, PhD
1.4. Course load (ECTS credits)	2	1.9. Assistants	
1.5. Course status	Optional		
2. COURSE DESCRIPTION			
2.1. Aims of the course	Acquire knowledge on bio-, psycho-, social determinants of experiencing the pain.		
2.1. Preconditions for enrolling in the course and previous competences			
2.2. Learning outcomes at the level of the program to which the course contributes	Describe the complexity of painful experience Differentiate certain types of pain Differentiate the behaviour patterns in experiencing the pain Connect the influence of psychological and socio-cultural factors with pain Enumerate the procedures for measuring the pain Apply psychological procedures to prevent the pain		
2.3. Expected learning outcomes at the level of the course (4-10 learning outcomes)	After passing the exam, students will be able to: - observe the complexity of a painful experience - differentiate certain types of pain - differentiate the behaviour patterns in experiencing the pain - connect the influence of psychological and socio-cultural factors with pain - apply procedures for measuring the pain - apply procedures for preventing the pain		
2.4. Contents of the course – analyzed in detail by classes	1. Experience of pain, types of pain 2. Role of nervous system in experiencing the pain 3. Theory of pain 4. Measuring the pain 5. Scales and questionnaires for measuring the pain 6. Behavioural and physiological indicators of pain 7. Pain in children		

	8. Psychological factors of acute pain 9. Chronic pain 10. Strategies for facing the acute and chronic pains 11. Personality features in experiencing the pain 12. Socio-cultural determinants of the pain 13. Psychological procedures in preventing the pain 14. Hypnosis and acupuncture in treating the pain 15. Methods for influencing the nerve impulses and other techniques for reducing the pain					
2.5. Types of classes	☒ lectures ☐ seminars and workshops ☒ practical work ☐ completely on-line ☐ combined e-learning ☒ field work		☒ individual tasks ☐ multimedia and network ☐ laboratory ☐ work with mentor ☐ other (indicate)		2.6. Comments:	
2.7. Student obligations						
2.8. Distribution of ECTS credits according to study obligations (indicate number of credits for each activity so that the total sum equals total number of ECTS credits per course)	Lecture attendance	0.5	Practical work	0.5	Colloquium	
	Preparations for lectures		Report		Written exam	1
	Homework		Seminar paper		Oral exam	
	Research		Essay		Other (indicate)	
	Experimental work		Project		Other (indicate)	
2.9. Grading and evaluation of students' work during classes and on final exam	Activity at classes: 10% Practical work: 30% Written exam: 60%					
2.10. Compulsory literature (available in the library and through other media)	Title				Number of copies in the library	Availability through other media
	Havelka, M., Lučanin, D. & Ivanec, D. O boli. In: M. Havelka (ed.) Zdravstvena psihologija, 159-208. Jastrebarsko: Naklada Slap, 1998.				7	
	Original scientific papers					

2.12. Additional literature (at the time the study programme was proposed)	Havelka, M. & Despot Lučanin, J. Psihologija boli. Zagreb: Medicinski fakultet, 1991. Ivanec D. (2004): Psihološki čimbenici akutne boli. Suvremena psihologija 7, 271-309.
2.13. Methods for quality assurance that enable realization of learning outcomes	Notes on class attendance, performed tasks and student activity, student evaluation of teachers, analysis of the results of the exams.
2.14. Other (if necessary)	

1. GENERAL INFORMATION			
1.1. Study program (undergraduate, graduate, integrated)	Undergraduate	1.6. Types of classes (number of lectures, practical work, and seminars + e-learning)	20 L+ 0 P+0 S
1.2. Year of study	Third year	1.7. Expected number of students per course	30-35
1.3. Course title	Surgery	1.8. Teacher	Associate prof. Neven Skitarelić, PhD
1.4. Course load (ECTS credits)	1	1.9. Assistants	Ivan Bačić, MSc, MD Robert Karlo, PhD, MD
1.5. Course status	Compulsory		

2. COURSE DESCRIPTION			
2.1. Aims of the course	Acquire theoretical knowledge in surgery		
2.2. Preconditions for enrolling in the course and previous competences	It is necessary to enrol to the third year of study, and required precondition also include the knowledge in anatomy of the human body and basics of internal medicine.		
2.3. Learning outcomes at the level of the program to which the course contributes	Application of the acquired knowledge in everyday work.		
2.4. Expected learning outcomes at the level of the course (4-10 learning outcomes)	After passing the exam, the students will be able to identify, define and implement the knowledge related to modern approach to diagnostics and treatment of malignant diseases, traumatology, emergency cases in surgery, surgical interventions in children, plastic and reconstructive surgery, thoracic and breast surgery.		
2.5. Contents of the course – analyzed in detail by classes	Introduction to surgery – 1 class Surgical wounds, asepsis, antisepsis – 1 class Breast surgery – 2 classes Thoracic surgery – 2 classes Vascular surgery – 2 classes Abdominal surgery – 2 classes Acute abdomen – 2 classes Traumatology and neurotraumatology – 2 classes Surgical interventions in children – 2 classes Plastic and reconstructive surgery – 2 classes Urology – 2 classes		
2.6. Types of classes	☒ lectures	☐ individual tasks	2.7. Comments:

	☐ seminars and workshops ☐ practical work ☐ completely on-line ☐ combined e-learning ☐ field work		☐ multimedia and network ☐ laboratory ☐ work with mentor ☐ other (indicate)			
2.8. Student obligations						
2.9. Distribution of ECTS credits according to study obligations (indicate number of credits for each activity so that the total sum equals total number of ECTS credits per course)	Lecture attendance	0.5	Practical work		Colloquium	
	Preparations for lectures		Report		Written exam	
	Homework		Seminar paper		Oral exam	0.5
	Research		Essay		Other (indicate)	
	Experimental work		Project		Other (indicate)	
2.10. Grading and evaluation of students' work during classes and on final exam	Oral exam					

2.11. Compulsory literature (available in the library and through other media)	Title	Number of copies in the library	Availability through other media
	Ivan Prpić: „ Kirurgija za više medicinske škole“	6	Available in bookshops and on the internet
	Lectures, handouts and teaching materials provided by teachers		Materials can be photocopied in unlimited number of copies
2.12. Additional literature (at the time the study programme was proposed)	Ivan Bradić:“Kirurgija“		
2.13. Methods for quality assurance that enable realization of learning outcomes	Notes on class attendance, oral exams.		
2.14. Other (if necessary)			

1. GENERAL INFORMATION			
1.1. Study program (undergraduate, graduate, integrated)	Undergraduate	1.6. Types of classes (number of lectures, practical work, and seminars + e-learning)	10 L+ 0 P+0 S
1.2. Year of study	Third year	1.7. Expected number of students per course	40
1.3. Course title	Otorhinolaryngology	1.8. Teacher	Associate prof. Neven Skitarelić, PhD
1.4. Course load (ECTS credits)	1	1.9. Assistants	
1.5. Course status	Compulsory		
2. COURSE DESCRIPTION			
2.1. Aims of the course	Enable students to acquire knowledge about the most important diseases of ear, nose and throat from the aspect of recognizing clinical symptoms and treatment. Recognize emergency situations in otorhinolaryngology.		
2.2. Preconditions for enrolling in the course and previous competences	Passed exam in Anatomy and Physiology.		
2.3. Learning outcomes at the level of the program to which the course contributes	- anticipate and rank the severity of diseases in different patients - apply scientific methods in treating the patients - orally present scientific results in a comprehensible and concise manner		
2.4. Expected learning outcomes at the level of the course (4-10 learning outcomes)	- describe, define and differentiate ear diseases - describe and define the diseases of nose and sinuses - describe and define the disease of pharynx and larynx - describe and define the diseases of skin, lymph nodes and neck - describe and define the diseases of deep neck infections - describe and define emergency conditions and apply adequate treatments in otorhinolaryngology		
2.5. Contents of the course – analyzed in detail by classes	1. Otology – inflammations of outer, middle and inner ear, complications of acute and chronic inflammations of middle ear – 1 class 2. Rhinology – inflammations of the nose and paranasal sinuses, allergological aspects of nose and paranasal sinuses, complications related to the inflammation of paranasal cavities – 2 classes 3. Pharyngology and laryngology – inflammation of oral cavity, pharynx and larynx – 1 class 4. Inflammations of skin and head and neck lymph nodes, cists and neck fistulas, inflammations of salivary glands – 1 class 5. Inflammations of deep neck spaces – 1 class 6. Emergency conditions in otorhinolaryngology – keeping the airways clear, coniotomy, tracheotomy, health care of the patient with tracheotomy, foreign bodies and bleedings of upper respiratory and digestive systems, first aid and		

<table>
<tr><td></td><td colspan="6">treatment – 2 classes
7. Epistaxis and REKAS, deformation of nasal septum, treatment</td></tr>
<tr><td>2.6. Types of classes</td><td colspan="2">☒ lectures
☐ seminars and workshops
☐ practical work
☐ completely on-line
☐ combined e-learning
☐ field work</td><td colspan="2">☐ individual tasks
☐ multimedia and network
☐ laboratory
☐ work with mentor
☐ other (indicate)</td><td colspan="2">2.7. Comments:</td></tr>
<tr><td>2.8. Student obligations</td><td colspan="6"></td></tr>
<tr><td rowspan="5">2.9. Distribution of ECTS credits according to study obligations (indicate number of credits for each activity so that the total sum equals total number of ECTS credits per course)</td><td>Lecture attendance</td><td></td><td>Practical work</td><td></td><td>Colloquium</td><td></td></tr>
<tr><td>Preparations for lectures</td><td></td><td>Report</td><td></td><td>Written exam</td><td></td></tr>
<tr><td>Homework</td><td></td><td>Seminar paper</td><td></td><td>Oral exam</td><td>1</td></tr>
<tr><td>Research</td><td></td><td>Essay</td><td></td><td>Other (indicate)</td><td></td></tr>
<tr><td>Experimental work</td><td></td><td>Project</td><td></td><td>Other (indicate)</td><td></td></tr>
<tr><td>2.10. Grading and evaluation of students' work during classes and on final exam</td><td colspan="6">Activity at classes: 30%
Oral exam: 70%</td></tr>
<tr><td rowspan="4">2.11. Compulsory literature (available in the library and through other media)</td><td colspan="3">Title</td><td>Number of copies in the library</td><td>Availability through other media</td></tr>
<tr><td colspan="3">Mladina R. Otorinolaringologija: udžbenik Zdravstvenog veleučilišta u Zagrebu. Zagreb, Školska knjiga 2008.</td><td>5</td><td></td></tr>
<tr><td colspan="3">Skitarelić Neven, Skitarelić Nataša. Rinobronhalni sindrom. Med Jad 2004;34:71-75.</td><td>5</td><td></td></tr>
<tr><td colspan="3">Skitarelić N, Šimurina T, Skitarelić N, Knez M. Invazivne i neinvazivne tehnike uspostavljanja dišnog puta. Med Jad 2009;39:61-67.</td><td>5</td><td></td></tr>
<tr><td>2.12. Additional literature (at the time the study programme was proposed)</td><td colspan="6">Bumber Ž, Katić V, Nikšić Ivančić M, Pegan B, Petric V, Šprem N. Otorinolaringologija. Zagreb, Naklada Ljevak 2004.</td></tr>
</table>

2.13. Methods for quality assurance that enable realization of learning outcomes	Notes on class attendance and student activity, analysis of the student success at the exams.
2.14. Other (if necessary)	

1. GENERAL INFORMATION			
1.1. Study program (undergraduate, graduate, integrated)	Undergraduate	1.6. Types of classes (number of lectures, practical work, and seminars + e-learning)	10 L+ 0 P+ 0 S
1.2. Year of study	Third year	1.7. Expected number of students per course	40
1.3. Course title	Ophthalmology	1.8. Teacher	Associate prof. Neven Skitarelić, PhD
1.4. Course load (ECTS credits)	1	1.9. Assistants	Assistant prof. Suzana Kovačević, PhD
1.5. Course status	Compulsory		

2. COURSE DESCRIPTION			
2.1. Aims of the course	Enable students to acquire knowledge related to the most common eye diseases that are necessary for evaluating the clinical symptoms and treating the patients.		
2.2. Preconditions for enrolling in the course and previous competences			
2.3. Learning outcomes at the level of the program to which the course contributes	- anticipate and rank the severity of diseases of certain patients - implement scientific methods in treating the patient - orally present scientific results in a comprehensible and concise way		
2.4. Expected learning outcomes at the level of the course (4-10 learning outcomes)	- describe, define and differentiate the diseases of the eye and its parts - describe and define the diseases of conjunctiva, cornea, sclera, and uvea - describe and define the diseases of the lens and vitreous humour, implement diagnostics and therapy of cataract - describe and define the diseases of retina and optic nerve - implement diagnostic procedure and therapy in treating glaucoma		
2.5. Contents of the course – analyzed in detail by classes	Anatomy of the orbit, eye adnexa, lacrimal pathways and bulb – 1 class Diseases of conjunctiva, cornea, sclera, and uvea – 2 classes Refractional anomalies, strabismus, eye injuries – 2 classes Diseases of the lens and vitreous humour. Diagnostics and therapy of cataract – 1 class Diseases of retina and optic nerve – 2 classes Diagnostics and therapy of glaucoma – 2 classes		
2.6. Types of classes	☒ lectures ☐ seminars and workshops ☐ practical work ☐ completely on-line ☐ combined e-learning	☐ individual tasks ☐ multimedia and network ☐ laboratory ☐ work with mentor ☐ other (indicate)	2.7. Comments:

	☐ field work					
2.8. Student obligations						
2.9. Distribution of ECTS credits according to study obligations (indicate number of credits for each activity so that the total sum equals total number of ECTS credits per course)	Lecture attendance		Practical work		Colloquium	
	Preparations for lectures		Report		Written exam	1
	Homework		Seminar paper		Oral exam	
	Research		Essay		Other (indicate)	
	Experimental work		Project		Other (indicate)	
2.10. Grading and evaluation of students' work during classes and on final exam	Final written exam					

2.11. Compulsory literature (available in the library and through other media)	Title	Number of copies in the library	Availability through other media
	J.Šikić (ed.) Oftalmologija, Udžbenik za studente medicine, Zagreb, Narodne novine, 2003.	1	

2.12. Additional literature (at the time the study programme was proposed)	J.Šikić (ed.) Oftalmologija, Udžbenik za studente medicine, Zagreb, Narodne novine, 2003.
2.13. Methods for quality assurance that enable realization of learning outcomes	
2.14. Other (if necessary)	

1. GENERAL INFORMATION			
1.1. Study program (undergraduate, graduate, integrated)	Undergraduate	1.6. Types of classes (number of lectures, practical work, and seminars + e-learning)	10 L+ 0 P+ 0 S
1.2. Year of study	Third year	1.7. Expected number of students per course	40
1.3. Course title	Gynaecology	1.8. Teacher	
1.4. Course load (ECTS credits)	1	1.9. Assistants	Branko Dukić, MD, Assistant
1.5. Course status	Compulsory		

2. COURSE DESCRIPTION			
2.1. Aims of the course	Train students to become relevant, serious and active member in everyday gynaecological and obstetric practice in which they will be able to do their part of the job with understanding		
2.2. Preconditions for enrolling in the course and previous competences			
2.3. Learning outcomes at the level of the program to which the course contributes	Introduce students with basic terms: physiology of menstrual cycle, pregnancy and birth, the most frequent disorders, and their basic and the most frequent pathophysiological mechanisms. Introduce students to pathomorphology of genital organs and with gynaecological and obstetric examinations, to the most common medical interventions in gynaecology and obstetrics, and to the role of the nurse as a member of the medical team.		
2.4. Expected learning outcomes at the level of the course (4-10 learning outcomes)	After completing the course the students will: - acquire knowledge, skills and attitudes regarding the women's reproductive health, particularly the role of the nurse in realizing that goal - recognize the importance of factors that have positive or negative effect on that development Based on the knowledge on the most frequent interventions in gynaecology, the students will be able to recognize and understand the role of the nurse in early detection of various disorders and diseases, and implement holistic approach in such procedures. Particular emphasis is on the role of the nurse in individual and team approach to disease prevention and in helping the sick women.		
2.5. Contents of the course – analyzed in detail by classes			
2.6. Types of classes	☒ lectures ☐ seminars and workshops ☐ practical work ☐ completely on-line	☐ individual tasks ☐ multimedia and network ☐ laboratory ☐ work with mentor ☐ other (indicate)	2.7. Comments:

	☐ combined e-learning ☐ field work					
2.8. Student obligations						
2.9. Distribution of ECTS credits according to study obligations (indicate number of credits for each activity so that the total sum equals total number of ECTS credits per course)	Lecture attendance		Practical work		Colloquium	
	Preparations for lectures		Report		Written exam	0
	Homework		Seminar paper		Oral exam	
	Research		Essay		Other (indicate)	
	Experimental work		Project		Other (indicate)	
2.10. Grading and evaluation of students' work during classes and on final exam	Activity in classes: 10% Partial exams or written exam: 40% Oral exam: 50%					

2.11. Compulsory literature (available in the library and through other media)	Title	Number of copies in the library	Availability through other media
	Službeni udžbenik ginekologije i opstetricije za više medicinske sestre		
	Randić Lj, Andolšek L. Planiranje obitelji – selected chapters. Otokar Keršovani, Rijeka, 1984.		
	Dražančić A. et al. Porodništvo – selected chapters. Školska knjiga, Zagreb, 1994.		
	Šimunić V. et al. Ginekologija – selected chapters. Medicinska biblioteka, Zagreb, 2001.		
2.12. Additional literature (at the time the study programme was proposed)			
2.13. Methods for quality assurance that enable realization of learning outcomes	The official teacher evaluation questionnaire defined by the Senate of the University of Zadar Analysis of the quality of teaching process defined by the Studying Act and the Procedures for Quality Assurance System at the University of Zadar		
2.14. Other (if necessary)			

1. GENERAL INFORMATION			
1.1. Study program (undergraduate, graduate, integrated)	Undergraduate	1.6. Types of classes (number of lectures, practical work, and seminars + e-learning)	45 L+ 15 P+ 30 S
1.2. Year of study	Third year	1.7. Expected number of students per course	
1.3. Course title	Health Care Supervision	1.8. Teacher	Associate prof. Mira Klarin, PhD
1.4. Course load (ECTS credits)	6	1.9. Assistants	Ivana Gusar, graduate nurse, graduate engineer Ines Leto, graduate nurse Anita Škarica, graduate nurse Marija Zupčić, graduate nurse
1.5. Course status	Compulsory		
2. COURSE DESCRIPTION			
2.1. Aims of the course	- understand the importance of learning and developing strategies for coordination and supervision in health care - evaluate the quality of nursing practice - plan and supervise the implementation of health care - develop skills for creative problem solving - develop communication and team work skills - prevent burnout syndrome at work - provide help to co-workers - indicate and improve the "blind spots" - develop extrentricity and reflection of one's own work - develop personal, professional, social, organizational and developmental competences		
2.2. Preconditions for enrolling in the course and previous competences	None Note: this course develops supervision identity that is formed through the classes (lectures, practical work and writing reflections) in the process of supervision – in which the method is taught and taught by		
2.3. Learning outcomes at the level of the program to which the course contributes	After completing the course, the students will be aware of the importance of establishing the professional standards as the key for increasing the efficiency and quality of health care. They will also be trained for understanding the relations among people, reasons for emergence of problems, and for undertaking quality interventions in health care.		
2.4. Expected learning outcomes at the level of the course (4-10 learning outcomes)	- develop personal and professional standards; develop methodical professional thinking, improve communication (face to face), successfully solve problems in interpersonal relations, reduce the sense of professional loneliness, improve personal capacities and prevent burnout syndrome		
2.5. Contents of the course – analyzed in detail	1. Definitions and the term supervision (short history of supervision)		

by classes	2. Supervision as a professional standard and professional obligation of nurses and other experts that work with people 3. Supervision in professional development of an individual 4. Nurse as a supervisor – reflexive practitioner 5. Developmental theories and their importance 6. Social world (of a client) 7. Clinical supervision 8. Methods and techniques of supervision 9. Analysis of skills and critical evaluation of nursing practice 10. Human resources management 11. Communication skills 12. Skills in interpersonal relations 13. Transference and counter-transference 14. Reactive and proactive speech 15. Team building/team learning of problem solving 16. Theories of changes and change management 17. C. Rogers' theory and other selected examples 18. Resource theory 19. Supervision systems 20. Emotional and social intelligence 21. Methods and types of work 22. Management of health care quality 23. Risk management 24. Stress/trauma/crisis 25. Work improvement 26. Burnout prevention at work 27. Quality approach to professional work 28. Determining criteria for work evaluation 29. Evaluation of the quality of health care 30. Supervisor's identity 31. (Self)evaluation 32. – 35 Reflections

<table>
<tr><td rowspan="2">2.6. Types of classes</td><td colspan="2">☐ lectures
☒ seminars and workshops
☒ practical work
☐ completely on-line
☐ combined e-learning
☐ field work</td><td colspan="2">☐ individual tasks
☐ multimedia and network
☐ laboratory
☐ work with mentor
☐ other (indicate)</td><td colspan="2">2.7. Comments:</td></tr>
<tr><td colspan="4"></td><td colspan="2">Specific goals/purpose:
- discuss personal experiences
- focus on implementation of the process (V. H. model and other)
- reduce the feeling of professional loneliness
- realize one's own professional shortcomings in private and professional functioning
- change strong mental burdens at work
- increase the dynamics among the team members</td></tr>
<tr><td>2.8. Student obligations</td><td colspan="6">Lectures, seminars, practical work, seminar papers - portfolio</td></tr>
<tr><td rowspan="6">2.9. Distribution of ECTS credits according to study obligations (indicate number of credits for each activity so that the total sum equals total number of ECTS credits per course)</td><td>Lecture attendance</td><td></td><td>Practical work</td><td>2</td><td>Colloquium</td><td></td></tr>
<tr><td>Preparations for lectures</td><td></td><td>Report</td><td></td><td>Written exam</td><td></td></tr>
<tr><td>Homework</td><td></td><td>Seminar paper</td><td>2</td><td>Oral exam</td><td>2</td></tr>
<tr><td>Research</td><td></td><td>Essay</td><td></td><td>Portfolio</td><td></td></tr>
<tr><td>Experimental work</td><td></td><td>Project</td><td></td><td>Other (indicate)</td><td></td></tr>
<tr><td></td><td colspan="5"></td></tr>
<tr><td>2.10. Grading and evaluation of students' work during classes and on final exam</td><td colspan="6">Grade seminar papers and practical work in four cycles.</td></tr>
<tr><td rowspan="4">2.11. Compulsory literature (available in the library and through other media)</td><td colspan="4">Title</td><td>Number of copies in the library</td><td>Availability through other media</td></tr>
<tr><td colspan="4">Čulig, J. (2003.) Management u zdravstvu, Visoka zdravstvena škola (lectures)</td><td></td><td></td></tr>
<tr><td colspan="4">Ajduković M., Cajvert L. (2004.) Supervizija u psihosocijalnom radu, Društvo za psihološku pomoć Zagreb</td><td></td><td></td></tr>
<tr><td colspan="4">Cajvert, L. (2001.), Kreativni prostor terapeuta. O superviziji, IP Svjetlost, Sarajevo
Corey, G. (2004.): Teorija i praksa psihološkog savjetovanja i psihoterapije,</td><td></td><td></td></tr>
</table>

	chapter 7., Terapija usmjerena na osobu, p. 168. – 188.		
	Kobolt, A., Žorga, S. (1999.), Supervizija. Proces razvoja in učenja v poklicu, Univerza v Ljubljani, Pedagoška fakulteta, Ljubljana		
	Goleman, D. (2007.): Emocionalna inteligencija, Mozaik knjiga, Zagreb		
	Kessel, L., van (1999.), Supervizija-neophodan doprinos kvaliteti profesionalnog postupanja		
	Tatschi S., Fellerman, J. (1999.), Supervision in Europe, ANSE, Bern		
	Goleman, D. (2008.): Socijalna inteligencija, Mozaik knjiga, Zagreb: Educa		
2.12. Additional literature (at the time the study programme was proposed)	Recommended additional literature 1. Grupa autora (2009.): Integrativna supervizija u odgoju i obrazovanju, Zagreb: AZOO 2. Brajša, P. (1996.) Umijeće razgovora, C.A.S.H., Pula 3. Brajša, P. (1994.) Pedagoška komunikologija, Školske novine, Zagreb 4. Desforges, C.(2001.): Uspješno učenje i poučavanje, *Psihologijski pristup,* Zagreb: Educa 5. Dryden, G., Vos, J. (2001.), Revolucija u učenju, Educa, Zagreb 6. Fajdetić, M. (2002): Timsko suradno učenje. U: Prema kvalitetnoj školi. Zbornik radova 2. dani osnovne škole – 2002. splitsko-dalmatinske županije, Hicela, I. (ur), HPKZ, Split 7. Glasser, W. (1994): Kvalitetna škola, Educa, Zagreb 8. Glasser, W. (1994.): Nastavnik u kvalitetnoj školi, Educa, Zagreb 9. Kyriacou, C. (2001.). Temeljna nastavna umjeća, Zagreb: Educa 10. Neill, S. (1994.) Neverbalna komunikacija u razredu, Zagreb: Educa 11. Pavkov, M. (2008.). Vježbajte snagu svoga uma, Veble, Zagreb http://webspace/internetski prostor Other sources recommended by the teachers during lectures and practical work		
2.13. Methods for quality assurance that enable realization of learning outcomes	Notes of class attendance Portfolio (writing reflections on lectures, practical work and recommended literature), at least one public presentation of a reflection (up to 10 minutes)		
2.14. Other (if necessary)			

1. GENERAL INFORMATION			
1.1. Study program (undergraduate, graduate, integrated)	Undergraduate	1.6. Types of classes (number of lectures, practical work, and seminars + e-learning)	30 L+ 45 P+ 30 S
1.2. Year of study	Third year	1.7. Expected number of students per course	
1.3. Course title	Health Care of Psychiatric Patients	1.8. Teacher	Associate prof. Anita Vulić Prtorić, PhD
1.4. Course load (ECTS credits)	6	1.9. Assistants	Anita Škarica, lecturer
1.5. Course status	Compulsory		

2. COURSE DESCRIPTION	
2.1. Aims of the course	After successfully completing the course, the students will have: - the knowledge, understanding and attitudes related to the promotion of mental health and to helping people and their families in facing mental disorders - skills needed for collecting information, planning and implementing health care, and evaluating health care outcomes - basic theoretical knowledge related to negotiating techniques, group therapy and interventions in crisis situations - the ability to function as a competent member of a multidisciplinary team
2.2. Preconditions for enrolling in the course and previous competences	Passed exams from previous year
2.3. Learning outcomes at the level of the program to which the course contributes	Apply the acquired knowledge and skills in working with psychiatric patients Apply the acquired knowledge and skills in working as a part of a therapeutic team Apply the acquired knowledge and skills in implementing the prevention programme, early recognition and treatment of mental disorders
2.4. Expected learning outcomes at the level of the course (4-10 learning outcomes)	After passing the final exam the students will be able to: - apply integrated knowledge and skills in the health care of psychiatric patients - approach the psychiatric patient correctly and in accordance with his/her mental disorder - participate in implementing basic therapeutic techniques (pharmacotherapy, psychotherapy, sociotherapy) - provide care to patients suffering from different mental disorders (psychotic, manic, depressive, delirious, in abstinent crisis, dementia, anxious, aggressive, suicidal) - participate in implementing the programme of prevention and early recognition of mental disorders - evaluate the results, propose new solutions and improvements in the working process

2.5. Contents of the course – analyzed in detail by classes							
	Lecture	**No. of classes**	**Seminars**	**No. of classes**	**Practical work**	**No. of classes**
1.	Health care of psychiatric patients	3	Organization and work	3	Participation in	5

		Historical preview Organization and work of psychiatric institutions Rights and obligations of the patients Creating a therapeutic environment		of psychiatric institutions and creating a psychiatric environment		the work of a psychiatric institution	
	2.	Therapeutic approaches in treating mental disorders Psychotherapy, sociotherapy, psychopharmacotherapy	4	Sociotheraphy ECT	4	Therapeutic approach to providing care to persons with mental disorders	5
	3.	Emergency admission of psychiatric patients Aggression Causes of aggressive behaviour Guide to nursing interventions	3	Emergency admission of psychiatric patients Aggression Causes of aggressive behaviour Guide to nursing interventions	3	Participation in the admission of psychiatric patients Work documentation	5
	4.	Health care of children and adolescents Mental disorders Health care of patients with eating disorders Therapeutic procedures	3	Bulimia Anorexia Compulsive eating	3	Therapeutic procedures and role of the nurse in the treatment	5
	5.	Health care of patients with mood disorders Health care of depressive patients Health care of manic patients Goals and interventions in health care Guide to nursing interventions	4	Health care of depressive patients Health care of manic patients	4	Implementation of the health care process	5
	6.	Health care of patients with anxiety disorders Health care of patients with PTSD Psychological techniques in working with patients with PTSD	3	Particular features of communicating with patients with PTSD Guide to listening and understanding	3	Implementation of the health care process	5

	7.	Health care of addicts Health care of alcoholics Health care of addicts using psychoactive substances	4	The most frequent substances – features and effects	4	Communication in the family Group leadership skills	5
	8.	Health care of psychotic patients Health care of patients with SCH Symptoms of SCH Types of SCH	3	Family and SCH Suicide and SCH	3	Implementation of the health care process	5
	9.	Health care of patients with dementia The most frequent degenerative diseases of the brain of the elderly	3	Vascular dementia Pick's atrophy Alzheimer's disease	3	Implementation of the health care process	5

2.6. Types of classes	☒ lectures ☒ seminars and workshops ☒ practical work ☐ completely on-line ☐ combined e-learning ☐ field work	☐ individual tasks ☐ multimedia and network ☐ laboratory ☐ work with mentor ☐ other (indicate)	2.7. Comments:

2.8. Student obligations	Regular attendance at classes (80% at lectures; 100% at seminars and practical work)					
2.9. Distribution of ECTS credits according to study obligations (indicate number of credits for each activity so that the total sum equals total number of ECTS credits per course)	Lecture attendance	2	Practical work		Colloquium	
	Preparations for lectures		Report		Written exam	1.5
	Homework		Seminar paper	2	Oral exam	1.5
	Research		Essay		Portfolio	
	Experimental work		Project		Other (indicate)	
2.10. Grading and evaluation of students' work during classes and on final exam	Activity at classes: 30% Written exam: 70%					

2.11. Compulsory literature (available in the library and through other media)	Title	Number of copies in the library	Availability through other media

	Sedić, B. Zdravstvena njega psihijatrijskih bolesnika, Visoka zdravstvena škola, Zagreb, 2004.	2	
	Moro, LJ., Frančišković, T. "Psihijatrija" Udžbenik za više zdravstvene studije; i suradnici; Udžbenici Sveučilišta u Rijeci, 2004.		
2.12. Additional literature (at the time the study programme was proposed)	Jakovljević, M. Psihijatrija za studente Visoke zdravstvene škole. Samobor; A. G. Matoš, 2003. Ljubomir Hotujac i suradnici: Zloupotreba sredstava ovisnosti. Školska knjiga, Zagreb, 1992. Jakovljević, M. Depresija. ProMente, Zagreb, 1998. Žarković Palijan, T., Kovačević, D. Iz forenzičke psihijatrije. Ceres, Zagreb, 2001.		
2.13. Methods for quality assurance that enable realization of learning outcomes	Notes of class attendance and active participation in classes Student evaluation of the teacher and assistants Evaluation of test results		
2.14. Other (if necessary)			

1. GENERAL INFORMATION			
1.1. Study program (undergraduate, graduate, integrated)	Undergraduate	1.6. Types of classes (number of lectures, practical work, and seminars + e-learning)	30 L+ 60 P+ 15 S
1.2. Year of study	Third year	1.7. Expected number of students per course	
1.3. Course title	Health Care of Surgical Patients	1.8. Teacher	Associate prof. Neven Skitarelić, PhD
1.4. Course load (ECTS credits)	9	1.9. Assistants	Danijela Miljanić, lecturer
1.5. Course status	Compulsory		
2. COURSE DESCRIPTION			
2.1. Aims of the course	Educate students in: collecting data and evaluating the need for health care of surgical patients, defining the problem and establishing nursing diagnoses, implementing nursing interventions from the nursing domain and making evaluation according to a set goal, keeping the nursing documentation, recognizing a life-threatened surgical patient and implementing emergency interventions that are in accordance with the nursing domain, implementing the rules for protection at work and procedures for ensuring personal safety and safety of the patients, educating surgical patients and their families.		
2.2. Preconditions for enrolling in the course and previous competences	Passed exams from the previous year of study.		
2.3. Learning outcomes at the level of the program to which the course contributes	- Anticipate and rank the severity of the disease in different patients - Apply scientific methods in treating a patient - Orally present scientific results in a comprehensible and concise manner		
2.4. Expected learning outcomes at the level of the course (4-10 learning outcomes)	- Develop professional attitude toward work - Take actions that are in accordance with legal and ethical principles of the profession - Appreciate team work and develop professional communication - Conduct a research in nursing - Acquire knowledge related to keeping nursing documentation		
2.5. Contents of the course – analyzed in detail by classes	Introduction of health care – 2 classes Organization of work at surgery department – 2 classes Admission of patients at surgery department – 2 classes General preoperative preparation of the patients – 2 classes General postoperative care of the patients – 2 classes Patient diet after the surgery – 2 classes Nurse's tasks in procedures involving a surgical wound – 2 classes		

<table>
<tr><td></td><td colspan="6">Health care of patients with drain – 2 classes
Health care of patients with tracheostomy tube – 2 classes
Health care of patients after lung and chest operations – 3 classes
Health care of patients after breast operations – 2 classes
Health care of patients after stomach operations – 3 classes
Health care of patients after intestine operations – 3 classes
Health care of patients after gallbladder and bile duct operations – 3 classes
Health care of patients with bone fractures – 3 classes
Health care of patients with spine injury – 2 classes</td></tr>
<tr><td>2.6. Types of classes</td><td colspan="2">☒ lectures
☒ seminars and workshops
☒ practical work
☐ completely on-line
☐ combined e-learning
☐ field work</td><td colspan="2">☒ individual tasks
☐ multimedia and network
☐ laboratory
☐ work with mentor
☐ other (indicate)</td><td>2.7. Comments:</td></tr>
<tr><td>2.8. Student obligations</td><td colspan="5">Regular attendance at classes (lectures, practical work, seminars), oral exam</td></tr>
<tr><td rowspan="5">2.9. Distribution of ECTS credits according to study obligations (indicate number of credits for each activity so that the total sum equals total number of ECTS credits per course)</td><td>Lecture attendance</td><td>2</td><td>Practical work</td><td>2</td><td>Colloquium</td><td></td></tr>
<tr><td>Preparations for lectures</td><td></td><td>Report</td><td></td><td>Written exam</td><td></td></tr>
<tr><td>Homework</td><td></td><td>Seminar paper</td><td></td><td>Oral exam</td><td>5</td></tr>
<tr><td>Research</td><td></td><td>Essay</td><td></td><td>Portfolio</td><td></td></tr>
<tr><td>Experimental work</td><td></td><td>Project</td><td></td><td>Other (indicate)</td><td></td></tr>
<tr><td>2.10. Grading and evaluation of students' work during classes and on final exam</td><td colspan="5">Activity at classes: 40%
Oral exam: 60%</td></tr>
<tr><td>2.11. Compulsory literature (available in the library and through other media)</td><td colspan="3">Title</td><td>Number of copies in the library</td><td>Availability through other media</td></tr>
</table>

	Fučkar G. Proces zdravstvene njege. Medicinski fakultet Sveučilišta u Zagrebu, Zagreb, 1992.	5	
	Fučkar G. Sestrinske dijagnoze. HUSE. Zagreb 1992.	5	
	Prpić I. et al. Kirurgija za medicinare. Školska knjiga, Zagreb 2001.	5	
2.12. Additional literature (at the time the study programme was proposed)	Scherer JC, Timby. Introductory Medical- Surgical Nursing. 6th edition. JB Lippincott Company, Philadelphia; 1995.		
2.13. Methods for quality assurance that enable realization of learning outcomes	Notes of class attendance and activity in classes, analysis of test results		
2.14. Other (if necessary)			

1. GENERAL INFORMATION			
1.1. Study program (undergraduate, graduate, integrated)	Undergraduate	1.6. Types of classes (number of lectures, practical work, and seminars + e-learning)	30 L+ 0 P+ 0 S
1.2. Year of study	Third year	1.7. Expected number of students per course	
1.3. Course title	Mental Health and Psychiatry	1.8. Teacher	Associate prof. Pavo Filaković, PhD
1.4. Course load (ECTS credits)	3	1.9. Assistants	Darko Labura, MSc
1.5. Course status	Compulsory		
2. COURSE DESCRIPTION			
2.1. Aims of the course	Acquire knowledge and skills for recognizing psychopathology (consciousness disorders, attention disorders, perception disorders, psychomotor disorders, thinking disorders, mood disorders, disorders of mnestic and intellectual abilities, instinct disorders, memory disorders). Acquire knowledge and skills for grouping mental disorders into main diagnostic groups (organic mental disorders, mental disorders caused by psychoactive substances, schizophrenia and similar disorders, mood disorders, anxiety disorders, disorders caused by stress, sleeping and eating disorders, personality disorders, pervasive developmental disorders, disorders related to child and adolescent age). Acquire basics of treating mental disorders. Get familiar with the specific approaches to patients with mental disorders (approach to psychotic patient, approach to manic patient, approach to depressive patient, approach to delirious patient, approach to the patient with dementia, approach to the patient suffering from anxiety, approach to aggressive patient, approach to suicidal patient). Define the role of the nurse in working with patients with mental disorders.		
2.2. Preconditions for enrolling in the course and previous competences	Passed exams from the previous year.		
2.3. Learning outcomes at the level of the program to which the course contributes	Apply the acquired clinical knowledge and skills in working with psychiatric patients, in communication with the psychiatrist and other professionals in everyday practice. Apply the acquired knowledge and skills as a member of a therapeutic team. Apply the acquired knowledge and skills in implementing the programme for prevention, early recognition and treating mental disorders.		
2.4. Expected learning outcomes at the level of the course (4-10 learning outcomes)	After passing the exam the students will be able to: - understand biological, psychological and social foundations of mental disorders - recognize disorders of certain mental functions - categorize mental disorders into basic diagnostic categories		

	- treat the psychiatric patient in accordance with his/her mental disorder - participate in implementing the basic therapeutic techniques (pharmacotherapy, psychotherapy, sociotherapy) - provide care to mental patients (psychotic, manic, depressive, and delirious patients, patients in abstinence crisis, patients with dementia, anxious, aggressive and suicidal patients) - participate in implementing the program for prevention and early recognition of mental disorders - evaluate the results, suggest new solutions and improvements in the working process
2.5. Contents of the course – analyzed in detail by classes	Introduction to psychiatry, organization of psychiatric service and the role of the nurse (2 classes): - on the course in psychiatry - definition and basic approaches in psychiatry - the scope of psychiatry - mental hygiene and prevention of mental disorders in the war - basic principles of psychiatric diagnostics and therapy - modern organization of psychiatric service and modern trends in psychiatry - the role of the nurse in prevention and providing psychiatric care Approach to the patient and basics of psychopathology (2 classes): - factors important for the approach to the patient - transference and counter-transference - types of psychiatric interview - medical history, mental status and diagnosis - disorders of: observation, thinking, psychomotor skills, memory, intelligence, affect, attention, instinct, action, consciousness and experiencing one's own personality Basics of biological psychiatry and Psychopharmacology (2 classes): - predisposition, perceptive and prognostic factors - biological theories of mental disorders - neurobiology of fear, stress and anxiety - activity mechanisms of psychopharmaca - antipsychotics - antidepressants - anxiolytics - mood stabilizers - side effects of psychopharmaca

	- electroconvulsive therapy Schizophrenia, schizotypal, and other delusional disorders (2 classes): - etiology of schizophrenia - clinical types of schizophrenia (simplex, hebaphrenia, catatonic, paranoid, undifferentiated, residual) - course and prognosis of schizophrenia - treatment of schizophrenia Affect disorders (2 classes): - theories of the origin of affect disorders - types of affect disorders - course and prognosis of affect disorders - treatment of affect disorders Organic mental disorders (2 classes): - division of organic mental disorders (according to clinical symptoms, according to localization of the process) - delirium - dementia - organic hallucinations - organic delusional disorder - organic personality changes - treatment of organic mental disorders Anxiety disorders caused by stress, Somatoform disorders (2 classes): - etiology and the development of anxiety disorders - generalized anxiety disorder - phobic anxiety disorder - panic disorder - obsessive-compulsive disorder - posttraumatic stress disorder (PTSD) - treatment of anxiety disorders (pharmacotherapy, psychotherapy) Addictions (alcoholism, drug addiction, smoking) (2 classes): - alcohol addiction - drug addiction - smoking addiction

	Personality disorders, Mental retardation (2 classes): - healthy personality - pathological personality - types of personality disorders - possibilities for treating personality disorders Child and adolescent psychiatry (2 classes): - specific features of child and adolescent age - mental disorders in childhood (adolescent crisis, ADHD, autism, disorders in communication and emotions, psychotic disorders in childhood) - treatment of mental disorders in childhood Basics of psychodynamic psychiatry, Mental development and disorders of human mental development (2 classes): - definition of psychotherapy and actions - types of psychotherapy (supportive, re-educational, reconstructive) - application of psychotherapy in psychiatry according to diagnostic categories Basics of sociodynamic psychiatry (2 classes): - what is sociotherapy - types of sociotherapy (group, therapeutic community, teaching for social life, working, occupational, recreative, creative) - daily hospital - sociotherapy today Gerontopsychiatry and consultation-liaison psychiatry (2 classes): - ageing and mental disorders of the elderly - treatment of mental disorders of the elderly - activities of consultation-liaison psychiatry - activity domain of consultation-liaison psychiatry Social and legal status of persons with mental disorders, Forensic psychiatry and Ethical issues in psychiatry (2 classes): - act on the protection of persons with mental disorders - forced confinement and forced detention of patients - forensic psychiatry - the most frequent psychopathologic conditions in forensic psychiatry - ethics in psychiatry

<table>
<tr><td></td><td colspan="6">- important documents for psychiatric ethics
- psychiatrist-patient relation
- ethical doubts in psychiatry
<u>Psychiatry in emergency situations, War psychology</u> (2 classes):
- types of mental reactions to danger
- acute reaction to stress
- types of nervous breakdown of warriors
- phases of gradual mental breakdown
- the most frequent mental reactions to stress in a combat
- providing psychiatric help in war conditions
- prevention of mental disorders in a war</td></tr>
<tr><td>2.6. Types of classes</td><td colspan="3">☒ lectures
☐ seminars and workshops
☐ practical work
☐ completely on-line
☐ combined e-learning
☐ field work</td><td colspan="2">☐ individual tasks
☐ multimedia and network
☐ laboratory
☐ work with mentor
☐ other (indicate)</td><td>2.7. Comments:</td></tr>
<tr><td>2.8. Student obligations</td><td colspan="6">Regular attendance at classes (70%)</td></tr>
<tr><td rowspan="6">2.9. Distribution of ECTS credits according to study obligations (indicate number of credits for each activity so that the total sum equals total number of ECTS credits per course)</td><td>Lecture attendance</td><td>1</td><td>Practical work</td><td></td><td>Colloquium</td><td></td></tr>
<tr><td>Preparations for lectures</td><td></td><td>Report</td><td></td><td>Written exam</td><td>2</td></tr>
<tr><td>Homework</td><td></td><td>Seminar paper</td><td></td><td>Oral exam</td><td></td></tr>
<tr><td>Research</td><td></td><td>Essay</td><td></td><td>Portfolio</td><td></td></tr>
<tr><td>Experimental work</td><td></td><td>Project</td><td></td><td>Other (indicate)</td><td></td></tr>
<tr><td></td><td colspan="5"></td></tr>
<tr><td>2.10. Grading and evaluation of students' work during classes and on final exam</td><td colspan="6">Activity at classes: 30%
Written exam: 70%</td></tr>
<tr><td>2.11. Compulsory literature (available in the</td><td colspan="4">Title</td><td>Number of</td><td>Availability</td></tr>
</table>

library and through other media)		copies in the library	through other media
	Jakovljević, M. Psihijatrija za studente Visoke zdravstvene škole. Samobor; A. G. Matoš, 2003.	1	
	Moro, LJ., Frančišković, T. "Psihijatrija" Udžbenik za više zdravstvene studije; i suradnici; Udžbenici Sveučilišta u Rijeci, 2004.	1	
2.12. Additional literature (at the time the study programme was proposed)	Ljubomir Hotujac i suradnici: Psihijatrija. Medicinska naklada, Zagreb, 2005. Kaplan and Sadock, Comprehensive textbook of psychiatry, 7. edition, Lippincott Williams and Wilkins, 2000. Goreta M. Jukić V. Zakon o zaštiti osoba s duševnim smetnjama – Ideje, norme, implementacija, evaluacija. Medicinska naklada, Zagreb, 2000. Gregurek R. Suradna I konzultativna psihijatrija. HTLM format. http://www.mef.hr/katedre/psihijat/liaison.doc.		
2.13. Methods for quality assurance that enable realization of learning outcomes	Notes of class attendance and activity in classes Student evaluation of teachers Evaluation of test results		
2.14. Other (if necessary)			

1. GENERAL INFORMATION			
1.1. Study program (undergraduate, graduate, integrated)	Undergraduate	1.6. Types of classes (number of lectures, practical work, and seminars + e-learning)	30 L+ 60 P+ 30 S
1.2. Year of study	Third year	1.7. Expected number of students per course	
1.3. Course title	Health Care in the Community	1.8. Teacher	Associate prof. Aleksandar Knežević, PhD
1.4. Course load (ECTS credits)	5	1.9. Assistants	Sonja Šare, graduate nurse
1.5. Course status	Compulsory		
2. COURSE DESCRIPTION			
2.1. Aims of the course	Prepare students to implement the health care process in the community, document the health care, apply nursing skills needed for implementing health care process.		
2.2. Preconditions for enrolling in the course and previous competences	Knowledge in basic health care and health care processes, and passed exam in health care courses		
2.3. Learning outcomes at the level of the program to which the course contributes	Apply knowledge and understanding of modern determinants of nursing practice for people in the community. Explain principles of nursing practice Explain and apply theories and models of health care in the community		
2.4. Expected learning outcomes at the level of the course (4-10 learning outcomes)	Student will be able to: - estimate the basic human needs of all age groups in the community - actively participate in determining the needs for health care, planning the health care, implementing and evaluating the health care - apply knowledge and understanding of the theories of health care in the community - apply nursing documentation - recognize and analyze environmental factors that influence the life in the community		
2.5. Contents of the course – analyzed in detail by classes	**Lectures:** Historical preview of the development of nursing. Definitions of basic terms. Development of nursing as a scientific discipline – 2 classes General models and theories of health care in the community. Principles of health care – 1 class Role of nurses in the community. Nursing competences in the community – 1 class Family assessment. Family health. Family needs during the illness. Techniques for modifying behaviour – 1 class Communication in health visitor services. Strategies for achieving cooperation – 1 class Nursing documentation. Definition of nursing documentation. Purpose of nursing documentation – 1 class		

	Health care in health visitor service. Home care. Home visits – 2 classes Sexual and reproductive health. Family planning. Sexually transmitted diseases – 1 class Pregnancy planning. Perinatal protection – 1 class Health care during pregnancy and postpartum period: assessment, planning, implementation and evaluation. Measures for promoting and preserving health of pregnant women – 1 class Preparation for child birth. Physical and mental preparation – 1 class Health care in postpartum period. Assessment, planning, implementation and evaluation – 1 class Health care of newborns. Assessment of the condition and needs of the newborn – 1 class Adequate diet – important factor for life, health, growth and development of the child. Importance of breastfeeding and supplementary food – 1 class Health care of preschool children. Priority goals and optimal development of a child – 1 class Monitoring development of a child. Physical and motor development – 1 class Developmental disorders. Physical disabilities. Sensory disabilities – 1 class Health care of children. Measures for health care of newborns. Vaccination – 1 class Health care of chronically ill child. Determining the needs, planning, implementation and evaluation – 1 class Child abuse and neglect. Basic terms. Types of abuse and neglect – 1 class Health care of adults. Determining the needs, planning the health care, implementation and evaluation – 1 class Health care of patients with cardiovascular diseases (determining the needs, planning, implementation and evaluation) – 1 class Health care of patients with cerebrovascular diseases (determining the needs, planning, implementation and evaluation) – 1 class Health care of patients with malignant diseases (determining the needs, planning, implementation and evaluation) – 1 class Health care of patients with diabetes (determining the needs, planning, implementation and evaluation) – 1 class Health care of patients with disabilities (determining the needs, planning, implementation and evaluation) – 1 class Health care of patients with special psychosocial needs (determining the needs, planning, implementation and evaluation) – 1 class Health care of patients of the elderly in the community (determining the needs, planning, implementation and evaluation) – 1 class **Seminars:** Types of teaching in health care – 2 classes

	Conducting a therapy interview. Techniques of therapeutic communication. Strategies for communicating with patients that express negative emotions – 2 classes Communication with non-cooperative patient. Communication with co-workers – 2 classes Preparation and planning a house visit. Course of house visit – 2 classes Reproductive health of the young. Pregnancy prevention – measure in family planning – 2 classes Assessment of factors that influence the outcome of the pregnancy. Physical examination of a pregnant woman. Difficulties in pregnancy and measures for alleviating difficulties – 2 classes Assessment of a woman in postpartum period – 2 classes Assessment of health condition and needs of a newborn – 2 classes Assessment of a school child – 2 classes Assessment of adolescents – 2 classes Early detection of disorders in mental and physical development of children – 2 classes Determining the needs for health care of the elderly in the community – 2 classes Application of nursing documentation – 2 classes Types of accommodation of the elderly – 2 classes Health care of dying patients – 2 classes					
2.6. Types of classes	☒ lectures ☒ seminars and workshops ☒ practical work ☐ completely on-line ☐ combined e-learning ☐ field work		☒ individual tasks ☐ multimedia and network ☐ laboratory ☐ work with mentor ☐ other (indicate)		2.7. Comments:	
2.8. Student obligations	Regular attendance at classes and active participation at seminars, completion of individual tasks, active participation in training skills at practical work.					
2.9. Distribution of ECTS credits according to study obligations (indicate number of credits for each activity so that the total sum equals total number of ECTS credits per course)	Lecture attendance	1	Practical work		Colloquium	
	Preparations for lectures		Report		Written exam	1
	Homework		Seminar paper	1	Oral exam	2
	Research		Essay		Portfolio	
	Experimental work		Project		Other (indicate)	

2.10. Grading and evaluation of students' work during classes and on final exam	Activity at classes: 10% Seminar paper – 10% Activity in practical work – 10% Written exam – 30% Oral exam – 40%		
2.11. Compulsory literature (available in the library and through other media)	Title	Number of copies in the library	Availability through other media
	Mojsović, Z. Sestrinstvo u zajednici. Zagreb: Zdravstveno veleučilište i Zagrebu, 2006.		
2.12. Additional literature (at the time the study programme was proposed)	Fučkar,G. Proces zdravstvene njege, Zagreb. Medicinski fakultet sveučilišta u Zagrebu, 2006. Prlić, N. Zdravstvena njega, Zagreb. Školska knjiga Zagreb, 1999.		
2.13. Methods for quality assurance that enable realization of learning outcomes	Students will participate actively at seminars and practical work. The teacher will keep notes on their work and progress according to the selected elements. At the beginning of the semester, the teacher will test the theoretical knowledge on health care and ways to meet the basic human needs. At the end of the semester the students will evaluate the course and teachers.		
2.14. Other (if necessary)			

1. GENERAL INFORMATION			
1.1. Study program (undergraduate, graduate, integrated)	Undergraduate	1.6. Types of classes (number of lectures, practical work, and seminars + e-learning)	30 L+ 30 P+ 15 S
1.2. Year of study	Third year	1.7. Expected number of students per course	
1.3. Course title	Introduction to Research Work in Nursing	1.8. Teacher	Assistant prof. Ana Slišković, PhD
1.4. Course load (ECTS credits)	4	1.9. Assistants	
1.5. Course status	Compulsory		
2. COURSE DESCRIPTION			
2.1. Aims of the course	Acquire basic knowledge in research methodology and using statistical methods and procedures		
2.2. Preconditions for enrolling in the course and previous competences	Knowledge in basic mathematics		
2.3. Learning outcomes at the level of the program to which the course contributes	- possibility to conduct simple professional research - possibility to keep up with the professional literature - understand information important for performing everyday tasks in evaluating and monitoring health condition of groups and the community		
2.4. Expected learning outcomes at the level of the course (4-10 learning outcomes)	After passing the final exam, students will be able to: - explain the logic of scientific and research approach - differentiate different quantitative and qualitative methods of collecting data - calculate basic parameters of descriptive statistics - test statistical significance of differences - test the correlation among variables		
2.5. Contents of the course – analyzed in detail by classes	Science and scientific methodology – 2 L + 1 S Research approaches: quantitative and qualitative – 2 L + 1 S Phases of research process – 2 L + 1 S Foundations of experimental method – 2 L + 1 S Experimental and quasi-experimental design – 2 L + 1 S Measurements – 2 L + 1 S Population and sample – 2 L + 1 S Observation – 2 L + 1 S Correlation research – 2 L + 1 S		

	Surveys – 2 L + 1 S Analysis of archival documents – 2 L + 1 S Content analysis – 2 L + 1 S Interview – 2 L + 1 S Data sources in nursing practice – 2 L + 1 S Writing a research report – 2 L + 1 S Measures of central tendency and variability measures – 5 P Normal distribution and standardized results – 5 P Testing statistically significant difference (t-test, chi-square test, ANOVA) – 10 P Correlation and prognosis – 10 P					
2.6. Types of classes	☒ lectures ☒ seminars and workshops ☒ practical work ☐ completely on-line ☐ combined e-learning ☐ field work		☐ individual tasks ☐ multimedia and network ☐ laboratory ☐ work with mentor ☐ other (indicate)		2.7. Comments:	
2.8. Student obligations	Regular attendance at classes and active participation at seminars, completion of individual tasks, active participation in training skills at practical work.					
2.9. Distribution of ECTS credits according to study obligations (indicate number of credits for each activity so that the total sum equals total number of ECTS credits per course)	Lecture attendance	1	Practical work		Colloquium	
	Preparations for lectures		Report		Written exam	1.5
	Homework		Seminar paper		Oral exam	1.5
	Research		Essay		Portfolio	
	Experimental work		Project		Other (indicate)	
2.10. Grading and evaluation of students' work during classes and on final exam	Activity at classes: 10% Partial tests or written exam – 60% Oral exam – 30%					
2.11. Compulsory literature (available in the library and through other media)	Title				Number of copies in the library	Availability through other media

	Mejovšek, M. (2003.): Uvod u metode znanstvenog istraživanja u društvenim i humanističkim znanostima. Jastrebarsko: N. Slap	8	
	Petz, B. (1999) Osnovne statističke metode za nematematičare. Jastrebarsko: N. Slap	15	
2.12. Additional literature (at the time the study programme was proposed)	Marušić, M. (2003) Uvod u znanstveni rad. Zagreb: Medicinska knjiga. Milas G. (2005) *Istraživačke metode u psihologiji i drugim društvenim znanostima.* Jastrebarsko: Naklada Slap.		
2.13. Methods for quality assurance that enable realization of learning outcomes	Notes on class attendance, performed tasks and student activity, student evaluation of teachers' work, analysis of the results at colloquia and exams.		
2.14. Other (if necessary)			

1. GENERAL INFORMATION			
1.1. Study program (undergraduate, graduate, integrated)	Undergraduate	1.6. Types of classes (number of lectures, practical work, and seminars + e-learning)	30 L+ 30 P+ 15 S
1.2. Year of study	Third year	1.7. Expected number of students per course	
1.3. Course title	Health Care of Geriatric Patients	1.8. Teacher	Assistant prof. Suzana Kovačević, PhD
1.4. Course load (ECTS credits)	5	1.9. Assistants	Sonja Šare, graduate nurse
1.5. Course status	Compulsory		
2. COURSE DESCRIPTION			
2.1. Aims of the course	Train students to recognize specific needs and ways to meet basic human needs of the elderly. Students will also be able to implement the health care process of geriatric patients.		
2.2. Preconditions for enrolling in the course and previous competences	Knowledge in basic health care and health care process		
2.3. Learning outcomes at the level of the program to which the course contributes	Apply knowledge and understanding of health care theories in working with the elderly patients Describe factors that influence the ageing process Describe the procedures for evaluating and monitoring changes in the ageing process Describe and recognize models of the care of the elderly		
2.4. Expected learning outcomes at the level of the course (4-10 learning outcomes)	Students will be able to: - evaluate the basic human needs of the elderly and of seriously ill patients - apply holistic approach to the health care of the elderly - understand the ageing process as a normal physiologic occurrence - understand the ageing process through pathologic changes - apply knowledge on preventing unnatural ageing through primary and secondary prevention - analyze the models of the care for the elderly - actively participate in determining the needs for health care, planning the health care, implementing and evaluating the health care		
2.5. Contents of the course – analyzed in detail by classes	**Lectures:** Historical development of gerontology and geriatrics. Terminology. Definition of terms – 2 classes Theories of ageing. Biological and pathologic ageing. Share of the elderly in Croatia and in the world – 2 classes Protection of the rights of the elderly. Types of help to the elderly. Health care in the home – 2 classes Homeostatic models in geriatrics. Mental and hygienic aspects of gerontology – 1 class		

	Functional and somatic changes in the organism of an elderly person – 1 class Perception and maintaining health of the elderly – 1 class Particular features of the diet of the elderly – 1 class Particular features of elimination changes of the elderly – 1 class Particular features of motility changes of the elderly – 1 class Work and ageing. Leisure time and how to use it – 1 class Psychology of ageing, ageing, reintegration or despair. Dependence in old age. Isolation and alienation – problems of the elderly – 2 classes Problems in communication – sight, hearing, senility – 1 class Ageing and stress. Depression and ageing – 1 class Geroprophylaxis. Primary and secondary prevention – 1 class Types of accommodation for the elderly in Croatia – 2 classes Historical development of hospices and palliative care in the world. Main features of palliative care. Health care of dying patients – 2 classes Health care of geriatric patients according to N. Rooper's theory on 4th level of geriatric health care – 2 classes Role of the nurse in preventing complications caused by reduced motility of the elderly – 2 classes Process of health care for the elderly – 2 classes Frequency of nursing diagnoses in health care of geriatric patients according to M. Gordon's patterns – 2 classes **Seminars:** Psychological aspects of ageing – 1 class Assessment of dementia according to M. Folstain – 2 classes Family relations – coexistence of several generations – 2 classes Physical, mental and social decompensation in older age and prevention – 1 class Violence against the elderly – 2 classes Socio-economic aspects of accommodation of the elderly – 1 class Disrupted need for safety of the elderly – 2 classes Palliative care in the Republic of Croatia – 2 classes		
2.6. Types of classes	☒ lectures	☒ individual tasks	2.7. Comments:

	☒ seminars and workshops ☐ practical work ☐ completely on-line ☐ combined e-learning ☐ field work	☐ multimedia and network ☐ laboratory ☐ work with mentor ☐ other (indicate)	

2.8. Student obligations	Regular attendance at classes and active participation at seminars, completion of individual tasks, active participation in training skills at practical work.					
2.9. Distribution of ECTS credits according to study obligations (indicate number of credits for each activity so that the total sum equals total number of ECTS credits per course)	Lecture attendance	1	Practical work		Colloquium	
	Preparations for lectures		Report		Written exam	1
	Homework		Seminar paper	1	Oral exam	2
	Research		Essay		Portfolio	
	Experimental work		Project		Other (indicate)	

2.10. Grading and evaluation of students' work during classes and on final exam	Activity at classes: 10% Seminar paper: 10% Activity in practical work: 10% Written exam – 30% Oral exam – 40%		
2.11. Compulsory literature (available in the library and through other media)	Title	Number of copies in the library	Availability through other media
	Šare,S. Zdravstvena njega gerijatrijskih bolesnika – Lecture material. Zadar: Sveučilište u Zadru		
2.12. Additional literature (at the time the study programme was proposed)	Duraković,Z. Gerijatrija – medicina starije dobi. Zagreb: C.T.-Poslovne informacije, 2007. Duraković,Z. Farmakoterapija u gerijatriji. Zagreb: C.T. – Poslovne informacije, 2011. Pečjak,V. Psihologija treće životne dobi. Zagreb: Prosvjeta, 2001. Riemann, F. Umijeće starenja. Jastrebarsko: Naklada slap, 2008. Despot Lučanin, J. Iskustvo starenja. Jastrebarsko: Naklada slap. 2003.		

2.13. Methods for quality assurance that enable realization of learning outcomes	Students will participate actively at seminars and practical work. The teacher will keep notes on their work and progress according to the selected elements. At the beginning of the semester, the teacher will test the theoretical knowledge on health care and ways to meet the basic human needs. At the end of the semester the students will evaluate the course and teachers.
2.14. Other (if necessary)	

1. GENERAL INFORMATION			
1.1. Study program (undergraduate, graduate, integrated)	Undergraduate	1.6. Types of classes (number of lectures, practical work, and seminars + e-learning)	20 L+ 15 P+ 10 S
1.2. Year of study	Third year	1.7. Expected number of students per course	40
1.3. Course title	Health Care of Disabled Persons	1.8. Teacher	Assistant prof. Suzana Kovačević, PhD
1.4. Course load (ECTS credits)	4	1.9. Assistants	Marija Ljubičić, graduate nurse, lecturer
1.5. Course status	Compulsory		
2. COURSE DESCRIPTION			
2.1. Aims of the course	Train students to organize nursing care for disabled persons at all levels of health care, and to participate in teaching, scientific and research work in accordance with ethical principles of care for disabled persons.		
2.2. Preconditions for enrolling in the course and previous competences	In order to enrol to this course, the students previously have the pass the exam in: Health Care Process, Communication Skills, Health Psychology, Health Care of Mother and Newborn, Health Care of Children, Health Care of Internal Medicine Patients, Paediatrics, Clinical Medicine, Mental Health and Psychiatrics. In order to enrol to this course it is necessary to previously take courses in: Health Care of Psychiatric Patients, Health Care of Geriatric Patients		
2.3. Learning outcomes at the level of the program to which the course contributes	Apply knowledge, skills and attitudes in caring for disabled persons at all levels of health care. Participate in teaching, scientific and research work with emphasis on improving the quality of life of disabled persons		
2.4. Expected learning outcomes at the level of the course (4-10 learning outcomes)	Students will be able to: - explain basic principles of health care of disabled persons - present the importance of the development of positive values, inclusion and social integration of disabled persons in all aspects of life and work - explain health care of persons with physical disabilities, mental retardation, autism, visual and hearing impairments, deafblindness, and communication disorders - define basic human needs and the level of independence of disabled persons - apply the health care process of disabled persons at all levels of health care - evaluate and determine the needs of disabled persons - indicate specific interventions in disabled persons - evaluate the outcome of health care of disabled persons - explain the role of the nurse as a member of a multidisciplinary team in caring for the disabled persons at all levels of		

	health care
2.5. Contents of the course – analyzed in detail by classes	**Lectures (20 classes):** Terminology, definition of terms, models of health impairment (1 class) Approaches to defining disability, causes and prevention of disability, international classifications and disability (1 class) Disabled persons through history, relation toward disabled persons in the Republic of Croatia, share of disabled persons (1 class) Disability and society, family of disabled person, quality of life of disabled persons, rights of disabled persons (1 class) Theories of motivation in the health care of disabled persons (1 class) Definitions of health care and basic human needs of disabled persons (1 class) Health care process of disabled persons (assessment, planning, implementation, evaluation) (1 class) Theoretical concepts in the health care of disabled persons (1 class) Physical impairment and health care of persons with physical impairments (2 classes) Mental retardation and health care of persons with mental retardation (2 classes) Autism and health care of persons with autism (2 classes) Hearing impairment and health care of persons with hearing impairment (2 classes) Visual impairment and health care of persons with visual impairment (2 classes) Deafblindness and health care of persons with deafblindness (1 class) Communication disorder and health care of persons with communication disorder (1 class) **Seminars (10 classes):** Seminar (workshop) (5 classes) – case study (persons with physical impairment, mental retardation, autism, hearing impairment, visual impairment, deafblindness, communication disorder) Evaluation of basic human needs of disabled persons (1class) Nursing medical history taking, health care plan, nursing diagnoses (1 class) Nursing interventions in health care of disabled persons (1 class) – help in feeding (intake of food and liquids, help in swallowing and chewing, feeding positions, the most frequent mistakes in feeding, mouth and jaw control, help in dressing, elimination, moving, keeping personal hygiene, application of communication skills, education of disabled persons and their familits Nursing documentation and evaluation of health care (1 class) Role playing, video presentations (1 class)

<table>
<tr><td></td><td colspan="3">Seminar (workshop) (5 classes) – presentation of the theme:
Motivation theories and disabled persons (20 min)
Emotional needs of disabled persons (20 min)
Nurse – family of disabled persons (20 min)
Specific features of communicating with disabled persons (20 min)
Preparing disabled persons for medical procedures (20 min)
Quality of life of disabled persons (20 min)
Inclusion and social integration of disabled persons (20 min)
Ethic aspects of care of disabled persosn (20 min)
Role of governmental and non-governmental organizations in taking care of disabled persosn (20 min)

Practical work:
Approach to disabled persons (2 classes)
Emotional needs and specific features of communication (2 classes)
Assessment of basic human needs of disabled persons (3 classes)
Nursing medical history (3 classes)
Health care plan (3 classes)
Nursing interventions in the health care of disabled persons:
help in feeding, dressing, elimination, movement, keeping personal hygiene, recreation and studying (10 classes)
implementation of procedures of theoretical concepts in the health care of disabled persons (3 classes)
implementation of disability aid in the health care of disabled persons (2 classes)
Evaluation of the health care and nursing documentation (2 classes)</td></tr>
<tr><td>2.6. Types of classes</td><td>☒ lectures
☒ seminars and workshops
☒ practical work
☐ completely on-line
☐ combined e-learning
☐ field work</td><td>☒ individual tasks
☐ multimedia and network
☐ laboratory
☐ work with mentor
☐ other (indicate)</td><td>2.7. Comments:</td></tr>
<tr><td>2.8. Student obligations</td><td colspan="3">Regular attendance at classes, seminars and practical work (80%)
Active participation at seminars and practical work (20%)
Seminar paper</td></tr>
</table>

<table>
<tr><td></td><td colspan="6">Successful completion of written and oral exam</td></tr>
<tr><td rowspan="6">2.9. Distribution of ECTS credits according to study obligations (indicate number of credits for each activity so that the total sum equals total number of ECTS credits per course)</td><td>Lecture attendance</td><td>1</td><td>Practical work</td><td></td><td>Colloquium</td><td></td></tr>
<tr><td>Preparations for lectures</td><td></td><td>Report</td><td></td><td>Written exam</td><td>1</td></tr>
<tr><td>Homework</td><td></td><td>Seminar paper</td><td>0.7</td><td>Oral exam</td><td>1</td></tr>
<tr><td>Research</td><td></td><td>Essay</td><td></td><td>Preparation for seminars</td><td>0.3</td></tr>
<tr><td>Experimental work</td><td></td><td>Project</td><td></td><td colspan="2">Other (indicate)</td></tr>
<tr><td colspan="6"></td></tr>
<tr><td>2.10. Grading and evaluation of students' work during classes and on final exam</td><td colspan="6">Activity at classes: 10%
Seminar paper: 10%
Written exam – 40%
Oral exam – 40%</td></tr>
<tr><td rowspan="3">2.11. Compulsory literature (available in the library and through other media)</td><td colspan="4">Title</td><td>Number of copies in the library</td><td>Availability through other media</td></tr>
<tr><td colspan="4">Ljubičić, M. Zdravstvena njega osoba s invaliditetom – lecture material. Zadar: Sveučilište u Zadru, 2011.</td><td></td><td></td></tr>
<tr><td colspan="4"></td><td></td><td></td></tr>
<tr><td>2.12. Additional literature (at the time the study programme was proposed)</td><td colspan="6">Šepec, S. i sur. Sestrinske dijagnoze. Zagreb: Hrvatska komora medicinskih sestara, 2011.
Fučkar, G. Uvod u sestrinske dijagnoze. Zagreb: Hrvatska udruga za sestrinsku edukaciju, 1996.
Fučkar, G. Odabrana poglavlja paketa LEMON. Zagreb: Hrvatska udruga za sestrinsku edukaciju, 1998.
Kocijan - Hercigonja, D. Mentalna retardacija. Jastrebarsko: Naklada Slap, 2000.
Bujas – Petković, Z. Autistični poremećaj. Zagreb: Školska knjiga, 1995.
Remschmidt, H. Autizam. Jastrebarsko: Naklada slap, 2009.
Fröhlich, A. Basale stimulation in der Pflege. Berlin: Kallmeyer, 2007.
Šegota, I. Gluhi i znakovno medicinsko nazivlje: kako komunicirati s gluhim pacijentom. Zagreb: Medicinska naklada, 2010.
Ćurković, B. i sur. Fizikalna i rehabilitacijska medicina. Zagreb: Medicinska naklada, 2004.
Štimac, N. Neurološka rehabilitacija. Zagreb: Zdravstveno veleučilište, 2006.
Glasser, W. Teorija izbora. Zagreb: Alinea, 2000.
Internet sources</td></tr>
</table>

2.13. Methods for quality assurance that enable realization of learning outcomes	Notes on attendance at classes, performed tasks and student activity, student evaluation of teachers' work, analysis of the success at final exams.
2.14. Other (if necessary)	

1. GENERAL INFORMATION			
1.1. Study program (undergraduate, graduate, integrated)	Undergraduate	1.6. Types of classes (number of lectures, practical work, and seminars + e-learning)	45 L+ 0 P+ 15 S
1.2. Year of study	Third year	1.7. Expected number of students per course	40
1.3. Course title	Public Health	1.8. Teacher	Full prof. Boris Dželalija, PhD
1.4. Course load (ECTS credits)	4	1.9. Assistants	Alan Medić, MSc
1.5. Course status	Compulsory		
2. COURSE DESCRIPTION			
2.1. Aims of the course	After completing this course the student will be familiar with the health care system and with the role of public health in the society. The course will enable students to understand the social influences on the health and to understand the principles on which the health care system is based. Particular emphasis is on the promotion of health and recognizing risk factors for the emergence of public health problems.		
2.2. Preconditions for enrolling in the course and previous competences	Students should be familiar with basic terms related to public health and social medicine. They should also use basic word processing software and spreadsheets, and e-learning system.		
2.3. Learning outcomes at the level of the program to which the course contributes	- Apply knowledge and understanding of public health issues - Determine priority health problems in Croatia and on local level, recognize the role of nurses in public health issues - Perform interventions in public health programmes - Make evaluation in public health programmes		
2.4. Expected learning outcomes at the level of the course (4-10 learning outcomes)	Students will be able to: - understand the public health issues, the influence of politics and other social structures on public health - determine the type of public health problems in their community - monitor health and preventive health care measures - improve the health of the population through health education - work in public health team, intersectoral collaboration - present the research results and evaluate them - use e-learning materials		
2.5. Contents of the course – analyzed in detail by classes	1. Term and contents of social medicine, social care in Croatia, social policy measures, aims of social care 2. Health, indicators for monitoring health, health rights and health protection 3. Health and family, primary social communities, importance of family in health education. Needs, frustrations and defence reactions 4. Socio-economic development, changing population and health condition of the population in the world and in Croatia.		

<table>
<tr><td></td><td colspan="6">Active ageing
5. Preventive medicine. Improvement of the health of the population (self-protection and protection of others). Health education (aims and strategy)
6. Health and social needs of the young in contemporary society. Observations related to the practice in health care institutions.
7. Population policies and family planning in Croatia. Health interventions. Functional ability as an epidemiological variable in evaluating the health needs of the elderly
8. Health education as a part of educational process, social norms and standards, motivation of school and preschool children
9. Health and social problems of the young. Influence of primary social community on the health and illness, sex education
10. Juvenile delinquency, violence among the young, advice for the parents
11. Family violence, child abuse, mobbing
12. Communication, obstacles in communication, working with a big group, working with a small group, group management, individual work</td></tr>
<tr><td>2.6. Types of classes</td><td colspan="3">☒ lectures
☒ seminars and workshops
☒ practical work
☐ completely on-line
☒ combined e-learning
☐ field work</td><td colspan="2">☒ individual tasks
☐ multimedia and network
☐ laboratory
☐ work with mentor
☐ other (indicate)</td><td>2.7. Comments:</td></tr>
<tr><td>2.8. Student obligations</td><td colspan="6">Regular attendance at classes and activity in classes, participation through e-learning system, performing individual tasks, working in a group, presentation of research results</td></tr>
<tr><td rowspan="5">2.9. Distribution of ECTS credits according to study obligations (indicate number of credits for each activity so that the total sum equals total number of ECTS credits per course)</td><td>Lecture attendance</td><td>1</td><td>Practical work</td><td></td><td>Colloquium</td><td>0.5</td></tr>
<tr><td>Preparations for lectures</td><td></td><td>Report</td><td></td><td>Written exam</td><td>0.5</td></tr>
<tr><td>Homework</td><td></td><td>Seminar paper</td><td>0.5</td><td>Oral exam</td><td></td></tr>
<tr><td>Research</td><td>0.5</td><td>Essay</td><td></td><td>Other (indicate)</td><td></td></tr>
<tr><td>Experimental work</td><td></td><td>Project</td><td></td><td>Other (indicate)</td><td></td></tr>
<tr><td>2.10. Grading and evaluation of students' work during classes and on final exam</td><td colspan="6">Activity at classes: 10%
Seminar paper: 20%</td></tr>
</table>

	Computer work: 10% Presentation of research results: 20% On-line reviews: 10% Two colloquia: 30%		
2.11. Compulsory literature (available in the library and through other media)		Number of copies in the library	Availability through other media
	Jakšić Ž, Kovačić L. i sur. Socijalna medicina, Zagreb, Medicinska naklada 2000.	4	
2.12. Additional literature (at the time the study programme was proposed)	Jonjić A. i sur. Socijalna medicina. Vitagraf, Rijeka, 2002.		
2.13. Methods for quality assurance that enable realization of learning outcomes	Students will actively participate in classes, but their work will also be monitored through e-learning system. The teachers will keep weekly notes on students' work and progress according to selected elements. At the beginning of the semester, the students' competences will be tested and they will be provided with the feedback regarding the deficiencies in background knowledge. Information on the progress and possible problems will be provided to the students during the semester. At the end of the semester the students will evaluate the teachers and the course. On the other hand, the teachers will use the information on the learning outcomes and progress of the students for self-evaluation and for making possible changes related to the restructuring of the classes, teaching methods and grading.		
2.14. Other (if necessary)			

1. GENERAL INFORMATION			
1.1. Study program (undergraduate, graduate, integrated)	Undergraduate	1.6. Types of classes (number of lectures, practical work, and seminars + e-learning)	30 L+ 0 P+ 15 S
1.2. Year of study	Third year	1.7. Expected number of students per course	40
1.3. Course title	Anaesthesiology, Reanimatology and Intensive Treatment	1.8. Teacher	Full prof. Katarina Šakić Zdravčević, PhD
1.4. Course load (ECTS credits)	3	1.9. Assistants	Tatjana Šimurina, PhD
1.5. Course status	Compulsory		

2. COURSE DESCRIPTION	
Aims of the course	Acquire basic knowledge and skills in anaesthesiology, reanimatology and intensive treatment that are necessary for understanding the work of an anaesthesiologist and anaesthetic technician, and for understanding the needs of patients in perioperative period, particularly in operating room, and in the intensive treatment unit. Acquire basic skills necessary for reanimating the patient.
Preconditions for enrolling in the course and previous competences	Students should know the basic terms related to anaesthesiology, reanimatology and intensive treatment, and use the basic word processing programmes and e-learning system.
Learning outcomes at the level of the program to which the course contributes	- Become familiar with the role and importance of the nurse in the anaesthesia team and in intensive treatment unit - Apply the acquired knowledge and skills in providing care to patients during preparation and administering anaesthesia, and in postoperative period - Acquire and apply procedures for resuscitating patients in life-threatening situations - Become familiar with basic principles of intensive treatment - Become familiar with keeping medical documentation in the operating room and in intensive treatment unit - Collect, analyze and interpret scientific research data - Present research results comprehensively and concisely both orally and in a written form
Expected learning outcomes at the level of the course (4-10 learning outcomes)	After passing the exam, students will be able to: - keep the patients airways open - provide basic life support - use medications necessary for reanimation - prepare the patient for anaesthesia and operation - monitor vital functions of patients under anaesthesia - evaluate the patient's recovery after anaesthesia

<table>
<tr><td></td><td>
- participate in postoperative care and treatment of life-threatened patients
- monitor vital functions of the patients
- participate in applying invasive and non-invasive haemodynamic monitoring
- explain basic forms of respiratory therapy
- apply basic principles of parenteral and enteral nutrition
- apply basic principles of pain therapy
- keep medical records independently
</td></tr>
<tr><td>Contents of the course – analyzed in detail by classes</td><td>
<table>
<tr><th>No.</th><th>Topic</th><th>No. of classes</th></tr>
<tr><td>1.</td><td>Anaesthesia and perioperative treatment
Intensive treatment
Reanimation
- Basic terms</td><td>1</td></tr>
<tr><td>2.</td><td>General and regional anaesthesia</td><td>1</td></tr>
<tr><td>3.</td><td>Acute and chronic pain
- medicines and procedures in relieving the pain
- psychotherapy</td><td>1</td></tr>
<tr><td>4.</td><td>Keeping the airways open
Difficult intubation
- algorithm of procedures undertaken in clearing the airways</td><td>1</td></tr>
<tr><td>5.</td><td>Preparation for anaesthesia and premedication
- medications for anaesthesiology premedication, administering and maintaining anaesthesia</td><td>1</td></tr>
<tr><td>6.</td><td>Anaesthesiology instruments and systems
Anaesthetic machine
- Main parts of the machine
- Flow of gases and anaesthetic vaporizers
- Checking the anaesthetic machine</td><td>1</td></tr>
<tr><td>7.</td><td>Medications in anaesthesiology
Pharmacological principles
- Administering medications
- Pharmacokinetics and pharmacodynamics</td><td>1</td></tr>
</table>
</td></tr>
</table>

		- Receptors Agonists and antagonists	
	8.	**Course of anaesthesia** **Monitoring in anaesthesia** **Position of the patient during anaesthesia** - Administering anaesthesia, duration and awakening - EKG, capnography, non-invasive and invasive blood pressure measurement, body temperature Influence of the position of the patient on the course of anaesthesia	1
	9.	**Restoration of blood, fluid and electrolytes** - Principles for restoring patient's fluids during anaesthesia - Crystalloids and colloids - Blood products	1
	10.	**Postoperative supervision of the patient** **Treating postoperative pain** - Approach to the patient in pain - Medications in treating an acute pain - Supervision of consciousness and breathing	1
	11.	**Diseases of cardiovascular system** - Heart failure - Ischemic heart diseases - Heart defects	1
	12.	**Anaesthesia and respiratory diseases** - Obstructive pulmonary diseases - Restrictive pulmonary diseases	1
	13.	**Patients with liver and kidney diseases and anaesthesia** - Parameters for the evaluation of liver function - Parameters for the evaluation of kidney function - Evaluation of perioperative risk and complications - Course of anaesthesia in patients with liver or kidney diseases	1

	14.	**Metabolic and endocrine disorders** - Diabetes mellitus - Hyperthyreosis and hypothyreosis - Evaluation of perioperative risk and complications	1
	15.	**Particular features of anaesthesia in children and newborns**	1
	16.	**Acid-base balance** - Importance for human organism - Main buffer systems in the blood	1
	17.	**Patients in intensive care unit (ICU)** **Monitoring life-threatened patient**	1
	18.	**Medications, intravenous therapy and enteral products in ICU**	1
	19.	**Intensive treatment of surgical patients**	1
	20.	**Care of critically ill patients**	1
	21.	**Mechanical ventilation** - Spontaneous and mechanical ventilation - Basics and types of mechanical ventilation	1
	22.	**Devices for mechanical ventilation** - Iron lungs - Modern devices for mechanical ventilation	1
	23.	**Procedures related to the patient that is on mechanical ventilation** **Sedation of patients at intensive care unit** **Percutaneous tracheotomy**	1
	24.	**Infections in ICU** - Skin infections, decubitus ulcers - Ventilator-associated pneumonia - Urinary infections - Catheter sepsis	1

	25.	**Anaesthesia and intensive treatment of patients with burns** - Restoration of fluid balance - Prevention of infections - Diet - Clearing the airway	1
	26.	**ALS (Advanced Life Support)** - Algorithm - Control of the airway and ventilation	1
	27.	**Cardiac monitoring** ECG: basics, recognizing arrhythmia	1
	28.	**Medications for reanimation** **Defiblilation**	1
	29.	**Medical documentation during preparing, administering and after anaesthesia**	1
	30.	**Medical documentation in ICU**	1

Types of classes	☒ lectures ☐ seminars and workshops ☒ practical work ☐ completely on-line ☐ combined e-learning ☐ field work	☐ individual tasks ☐ multimedia and network ☐ laboratory ☐ work with mentor ☐ other (indicate)	Comments:
Student obligations	Regular attendance at classes and activity in classes, participation through e-learning system, performing individual tasks, working in a group, presentation of research results		

Distribution of ECTS credits according to study obligations (indicate number of credits for each activity so that the total sum equals total number of ECTS credits per course)						
	Lecture attendance	1.5	Practical work		Colloquium	
	Preparations for lectures		Report		Written exam	1.5
	Homework		Seminar paper		Oral exam	
	Research		Essay		Other (indicate)	
	Experimental work		Project		Other (indicate)	

Grading and evaluation of students' work during classes and on final exam	Activity at classes: 30% Practical work: 30% Written exam: 40%		
Compulsory literature (available in the library and through other media)		Number of copies in the library	Availability through other media
	K. Šakić – Zdravčević i sur. Klinička anesteziologija, reanimatologija i intenzivno liječenje. 1. Izdanje. Osijek: Sveučilištr Josipa Jurja Strossmayera u Osijeku; 2008.		
Additional literature (at the time the study programme was proposed)	1. Handley A.J., Monsieruis K. G., Bossaert L.L. Smjernice 2000. za osnovno održavanje života odraslih (Adult Basic Life Support) europskog vijeća za resuscitaciju (ERC) Resuscitation 2001; 48: 199-205 2. Kenneth A.A. and al. Gudelines for Cariopulmonary Resuscitation and Emergency Cardiac Care, JAMA 1992; 268 (16):2135-2281. 3. Hinds c.J., Watson D. Intensive Care, 2nd Ed. London, WB Saunders Company Ltd., 1996.		
Methods for quality assurance that enable realization of learning outcomes	Notes on attendance at classes, performed tasks and student activity, student evaluation of teachers' work, analysis of the success at colloquia and final exam.		
Other (if necessary)	Acquisition of knowledge and skills necessary for quality reanimation and perioperative treatment of surgical patients to terminal conditions in palliative medicine.		

1. GENERAL INFORMATION			
1.1. Study program (undergraduate, graduate, integrated)	Undergraduate	1.6. Types of classes (number of lectures, practical work, and seminars + e-learning)	15 L+ 15 P+ 0 S
1.2. Year of study	Third year	1.7. Expected number of students per course	40
1.3. Course title	Basic Surgical Techniques and Instruments	1.8. Teacher	Associate prof. Neven Skitarelić, PhD
1.4. Course load (ECTS credits)	2	1.9. Assistants	
1.5. Course status	Optional		
2. COURSE DESCRIPTION			
2.1. Aims of the course	Aim of the course is to train nurses for proper use of instruments during operations and invasive treatments, and for participating in operational programme along with surgeons and assistants. Additionally, students should acquire knowledge on technical preparation of the operating room and instruments for the surgery , on organization of the work in the OR, on keeping the instruments in proper order, and on implementing basic protective measures for the staff and patients during the surgery.		
2.2. Preconditions for enrolling in the course and previous competences	None		
2.3. Learning outcomes at the level of the program to which the course contributes	- Apply scientific methods during the work in the operating room and in using the instruments - Present scientific results orally in a comprehensible and concise manner		
2.4. Expected learning outcomes at the level of the course (4-10 learning outcomes)	- Define and describe types and materials that are used in treating a wound - Describe the organization or work in the operating room - Maintain sterility - Maintain the surgical instruments - Apply techniques for using instruments - Apply different methods for closing a surgical wound		
2.5. Contents of the course – analyzed in detail by classes	Asepsis and antisepsis in surgery – 1 class Biometerials in surgery – 1 class		

	Surgical instruments and their use – 2 classes Materials for stitching and closing a wound – 2 classes Operating room – 2 classes Basic surgical techniques and stitching – 2 classes Models for practice in surgery – 1 class Robotics in surgery – 1 class Sterilization in surgery – 2 classes					
2.6. Types of classes	☒ lectures ☐ seminars and workshops ☐ practical work ☐ completely on-line ☐ combined e-learning ☐ field work		☒ individual tasks ☐ multimedia and network ☐ laboratory ☐ work with mentor ☐ other (indicate)		2.7. Comments:	
2.8. Student obligations	Regular attendance at classes 70%, practical work, oral exam					
2.9. Distribution of ECTS credits according to study obligations (indicate number of credits for each activity so that the total sum equals total number of ECTS credits per course)	Lecture attendance	1	Practical work	1	Colloquium	
	Preparations for lectures		Report		Written exam	
	Homework		Seminar paper		Oral exam	1
	Research		Essay		Other (indicate)	
	Experimental work		Project		Other (indicate)	
2.10. Grading and evaluation of students' work during classes and on final exam	Activity at classes: 20% Practical work: 30% Oral exam: 50%					
2.11. Compulsory literature (available in the library and through other media)					Number of copies in the library	Availability through other media
	Šustić N, Šustić V. Operaciona dvorana i uvod u tehniku instrumentiranja. Otokar Keršovani, Rijeka, 1978.				5	

	Šustić N, Šustić V. Tehnika instrumentiranja I. Otokar Keršovani, Rijeka, 1981.	5	
	Nemitz R. Surgical Instrumentation: An Interactive Approach. W.B. Saunders, 2008.	5	
2.12. Additional literature (at the time the study programme was proposed)	Smeltzer SC, Bare BG. Brunner & Suddarth's Textbook of Medical – Surgical Nursing. Lippincott Williams & Wilkins 2008.		
2.13. Methods for quality assurance that enable realization of learning outcomes	Notes on attendance at classes and student activity, analysis of the success at the exam.		
2.14. Other (if necessary)			

1. GENERAL INFORMATION			
1.1. Study program (undergraduate, graduate, integrated)	Undergraduate	1.6. Types of classes (number of lectures, practical work, and seminars + e-learning)	15 L+ 15 P+ 0 S
1.2. Year of study	Third year	1.7. Expected number of students per course	15
1.3. Course title	Medical Demography	1.8. Teacher	Associate prof. Martin Glamuzina, PhD
1.4. Course load (ECTS credits)	2	1.9. Assistants	
1.5. Course status	Optional		
2. COURSE DESCRIPTION			
2.1. Aims of the course	Acquire basic knowledge in the development and distribution of the population, population changes and composition.		
2.2. Preconditions for enrolling in the course and previous competences	Completed second year of study		
2.3. Learning outcomes at the level of the program to which the course contributes			
2.4. Expected learning outcomes at the level of the course (4-10 learning outcomes)			
2.5. Contents of the course – analyzed in detail by classes	1. Research, methods, foundations and contemporary approach in demography and its relations to other scientific disciplines, particularly with health care. Seminars. 2. World population changes, distribution, density, regional and continental differences. Theoretical approaches to world population changes. 3. Natural population change, birth rates, death rates, natural change, vitality, fertility and reproduction of the population. 4. Migrations and their influence on health issues. Population policies. 5. Population composition (age, sex, national, economic, cultural and anthropologic composition). 6. Socio-economic development and population. Population and environment.		

<table>
<tr><td>2.6. Types of classes</td><td colspan="3">☒ lectures
☒ seminars and workshops
☐ practical work
☐ completely on-line
☐ combined e-learning
☐ field work</td><td colspan="2">☐ individual tasks
☐ multimedia and network
☐ laboratory
☐ work with mentor
☐ other (indicate)</td><td colspan="2">2.7. Comments:</td></tr>
<tr><td>2.8. Student obligations</td><td colspan="6">Regular attendance at lectures and practical work (80%) and write a seminar paper.</td></tr>
<tr><td rowspan="5">2.9. Distribution of ECTS credits according to study obligations (indicate number of credits for each activity so that the total sum equals total number of ECTS credits per course)</td><td>Lecture attendance</td><td>0.5</td><td>Practical work</td><td>0.5</td><td>Colloquium</td><td>0.5</td></tr>
<tr><td>Preparations for lectures</td><td></td><td>Report</td><td></td><td>Written exam</td><td>0.5</td></tr>
<tr><td>Homework</td><td></td><td>Seminar paper</td><td></td><td>Oral exam</td><td></td></tr>
<tr><td>Research</td><td></td><td>Essay</td><td></td><td>Other (indicate)</td><td></td></tr>
<tr><td>Experimental work</td><td></td><td>Project</td><td></td><td>Other (indicate)</td><td></td></tr>
<tr><td>2.10. Grading and evaluation of students' work during classes and on final exam</td><td colspan="6">1 to 5</td></tr>
<tr><td rowspan="2">2.11. Compulsory literature (available in the library and through other media)</td><td colspan="4"></td><td>Number of copies in the library</td><td>Availability through other media</td></tr>
<tr><td colspan="4">Nejašmić,I.(2005.), Demogeografija.stanovništvo u prostornim odnosima i procesima, Školska knjiga, Zagreb.</td><td></td><td></td></tr>
<tr><td>2.12. Additional literature (at the time the study programme was proposed)</td><td colspan="6">Weinstein,J.Pillai,V.K.(2001.), Demography: the science of population, Boston.
Zaba,B.S.-Blacker,J.(UR.),Essays in medical demography,The Athlone press,London.</td></tr>
<tr><td>2.13. Methods for quality assurance that enable realization of learning outcomes</td><td colspan="6"></td></tr>
<tr><td>2.14. Other (if necessary)</td><td colspan="6"></td></tr>
</table>

1. GENERAL INFORMATION			
1.1. Study program (undergraduate, graduate, integrated)	Undergraduate	1.6. Types of classes (number of lectures, practical work, and seminars + e-learning)	15 L+ 15 P+ 0 S
1.2. Year of study	Third year	1.7. Expected number of students per course	10
1.3. Course title	Developmental Psychology	1.8. Teacher	Associate prof. Mira Klarin, PhD
1.4. Course load (ECTS credits)	2	1.9. Assistants	
1.5. Course status	Optional		
2. COURSE DESCRIPTION			
2.1. Aims of the course	The aim of the course is to provide students with the knowledge in developmental psychology, indicate the changes that occur in individuals in their motor, cognitive, emotional and social development throughout their lifetime, and point out the links among them. Accordingly, the emphasis will also be on understanding the behaviour of the individuals and differentiation between health and illness.		
2.2. Preconditions for enrolling in the course and previous competences	None		
2.3. Learning outcomes at the level of the program to which the course contributes	Exchange information from the field of human development with professionals and laymen. Adapt oneself during the work with different age groups of patients. Understand the influence of age on person's behaviour. Adapt oneself to the demands of the work environment in accordance with the principles of human development. Recognize pathological changes and behaviours from developmental changes. Anticipate future events by observing the present condition of a patient and of a healthy person. Apply scientific methods in psychological and nursing research Systematically collect, analyze and interpret data of a scientific research. Present and publish research results from the field of nursing and related fields.		
2.4. Expected learning outcomes at the level of	Define stages of development.		

<table>
<tr><td>the course (4-10 learning outcomes)</td><td colspan="6">Define aspects of the development throughout the lifetime.
Describe motor, cognitive, emotional and social development in all stages of development.
Compare basic features of certain stages of development.
Differentiate behaviours that are the result of development from pathological behaviour patterns in different stages of development.
Understand the role of context in development, health and illness of individuals throughout the lifetime.
Make a chart of features in relation to the age and aspect of the development.</td></tr>
<tr><td>2.5. Contents of the course – analyzed in detail by classes</td><td colspan="6">1 lecture – Introduction to developmental psychology
1 lecture – Research methods in developmental psychology
1 lecture – Theories in developmental psychology
1 lecture – Prenatal development, birth and newborn
2 lectures – Neonatal period – physical, cognitive, social and emotional development
2 lectures – Childhood – physical, cognitive, social and emotional development
3 lectures – Adolescence – physical, cognitive, social and emotional development
3 lectures – Adulthood (early, mature, late) – physical, cognitive, social and emotional development
1 lecture – Death, dying and mourning</td></tr>
<tr><td>2.6. Types of classes</td><td colspan="2">☒ lectures
☒ seminars and workshops
☐ practical work
☐ completely on-line
☐ combined e-learning
☐ field work</td><td colspan="2">☒ individual tasks
☐ multimedia and network
☐ laboratory
☒ work with mentor
☐ other (indicate)</td><td colspan="2">2.7. Comments:
Students choose topics for the seminars, do a literature research and prepare presentations on a chosen subject.</td></tr>
<tr><td>2.8. Student obligations</td><td colspan="6">Regular attendance at lectures, write a seminar paper, present it and pass the exam.</td></tr>
<tr><td rowspan="5">2.9. Distribution of ECTS credits according to study obligations (indicate number of credits for each activity so that the total sum equals total number of ECTS credits per course)</td><td>Lecture attendance</td><td>0.5</td><td>Practical work</td><td></td><td>Colloquium</td><td></td></tr>
<tr><td>Preparations for lectures</td><td></td><td>Report</td><td></td><td>Written exam</td><td>1</td></tr>
<tr><td>Homework</td><td></td><td>Seminar paper</td><td>0.5</td><td>Oral exam</td><td></td></tr>
<tr><td>Research</td><td></td><td>Essay</td><td></td><td>Other (indicate)</td><td></td></tr>
<tr><td>Experimental work</td><td></td><td>Project</td><td></td><td>Other (indicate)</td><td></td></tr>
<tr><td>2.10. Grading and evaluation of students' work</td><td colspan="6">Attendance at classes: 25%</td></tr>
</table>

during classes and on final exam	Practical work: 25% Exam: 50%		
2.11. Compulsory literature (available in the library and through other media)		Number of copies in the library	Availability through other media
	Berk, L.E. (2008). Psihologija cjeloživotnog razvoja, Jastrebarsko, Naklada Slap.	6	
2.12. Additional literature (at the time the study programme was proposed)	Vasta, R., Heith, M., Miller, S.A. (1998). Dječja psihologija, Naklada Slap, Jastrebarsko. Lacković-Grgin, K. (2005). *Psihologija adolescencije*, Jastrebarsko, Naklada Slap. Despot Lučanin, J. (2003). Iskustvo starenja, Jastrebarsko, naklada Slap. Lacković-Grgin, K. (2005). Psihologija životnog vijeka: kratki osvrt na njezinu povijest i probleme, U: K. Lacković-Grgin, V. Ćubela Adorić, Odabrane teme iz psihologije odraslih, Jastrebarsko, Naklada Slap. Klarin, M. (2006). Razvoj djece u socijalnom kontekstu – roditelji, vršnjaci, učitelji kontekst razvoja djeteta, Naklada Slap, Jastrebarsko. Čudina-Obradović, M.,Obradović , J. (2006). Psihologija braka i obitelji, zagreb, Golden marketing-tehnička knjiga. Buggle, F. (2002). Razvojna psihologija Jeana Piageta, Naklada Slap, Jastrebarsko. Duran, M. (2004). Dijete i igra, Naklada Slap, Jastrebarsko. Lacković-Grgin, K. (2000). Stres u djece i adolescenata, Naklada Slap, Jastrebarsko. Lacković-Grgin, K. (1994). *Samopoimanje mladih*, Naklada Slap, Jastrebarsko. Scahie, K.W., Willis, S.L. (2001). *Psihologija zrele dobi i starenja*, Jastrebarsko: Slap. Internet sources		
2.13. Methods for quality assurance that enable realization of learning outcomes	Notes on attendance at lectures and seminars, evaluation of the efficacy in performing tasks and activities, student evaluation of teacher's work, analysis of the success at the exam.		
2.14. Other (if necessary)			