



UNIVERSITY OF SPLIT

SCHOOL OF MEDICINE

DETAILED PROPOSAL OF THE STUDY PROGRAM
INTEGRATED UNDERGRADUATED AND GRADUATE
UNIVERSITY STUDY PROGRAM
MEDICAL STUDIES IN ENGLISH

SPLIT, June, 2022

GENERAL INFORMATION ON THE INSTITUTION OF HIGHER EDUCATION

Name of the higher education institution	University of Split, School of Medicine
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GENERAL INFORMATION ON THE STUDY PROGRAM

Name of the study program	Medical Studies in English		
Provider of the study program	University of Split, School of Medicine		
Other participants	No other participants		
Type of study program	Vocational study program <input type="checkbox"/>	University study program <input checked="" type="checkbox"/>	
Level of study program	Undergraduate <input type="checkbox"/>	Graduate <input type="checkbox"/>	Integrated <input checked="" type="checkbox"/>
	Postgraduate <input type="checkbox"/>	Postgraduate specialist <input type="checkbox"/>	Graduate specialist <input type="checkbox"/>
Academic/vocational title earned at completion of study	Doctor of Medicine (MD)		

1. INTRODUCTION

1.1. Reasons for starting the study programme

Due to the insufficient and uneven distribution of adequately trained medical staff at all levels of education as well as access to education, quality health care has become a privilege of a small number of people in the world. The World Health Organization (WHO) estimates that there is currently a shortage of more than 4 million health professionals¹. In line with WHO recommendations, it is crucial to plan a strategy to ensure an adequate number of health professionals through education programs for health professionals in order to achieve better health care. According to available WHO data from 2013, the total number of health professionals in the world is estimated at 43.5 million, of which 9.8 million are physicians with a projected increase in the number of physicians to 13.8 million by 2030². However, these data do not reflect the real need for doctors of medicine worldwide. A very small part, only 2% of total funding in health care is directed to health education, which should be in line with the needs of the labor market and it is necessary to work on modernizing the literature and developing the knowledge and skills of future doctors. This is particularly present in situations where demographic indicators of the causes and trends of mortality and morbidity are changing, and the education system should therefore be flexible and respond to the needs of society. The largest number of doctors of medicine is employed in hospitals (48.4 percent), specialist medical practice (22.6 percent), general medical practice (13.1 percent) and higher education (5.1 percent). The number of doctors of medicine employed in health care in 2018 was 15.407, which is an increase of 1.6 percent compared to 2017 (2018 – 14.810). The percentage of women employed as doctors of medicine is 63.3%. In May 2015, the Government of the Republic of Croatia adopted the Strategic Plan for the Development of Human Resources in Health Care for the period 2015-2020, which aims to establish a human resources management system, but implementation has so far been limited. Although the plan has not yet been extended, Croatia has taken a number of measures during the COVID-19 pandemic to improve staff recruitment and retention. Despite the fact that the number of specialist doctors does not lag significantly behind the European Union average, decades of inadequate planning and management as well as the trend of emigration to richer EU countries, have led to a situation where many primary health care clinics are empty, and hospitals, especially smaller ones, face serious difficulties to hire the needed physicians.

The Health sector is one of the most important sectors in the economy because indirectly, by taking care of the health of the population, it ensures the productivity of workers across other

¹ https://www.azvo.hr/images/stories/visoko/Mreža_visokih_učilišta_i%20studijskih_programa_u_RH_final.pdf

² <http://hkosektor.poslovna.hr/pdf/Profil%20sektora%20ZDRAVSTVO.pdf>

sectors.³ 90 percent of educational programs in health care are intended for the acquisition of qualifications in Categories 1 (Heads and members of legislative bodies, heads and officials of state bodies, directors) and 2 (Experts and researchers) corresponding to the level of higher education (HOK 6+). At the level of the Republic of Croatia in the period 2009-2014 the employment rate of doctors of medicine and nurses increased compared to the pre-recession period. Such data are in line with the relevant literature, which indicates a relatively lower sensitivity of the Health sector to economic developments compared to other sectors. However, there are some regional differences. Negative economic trends adversely affected the employment rate of doctors of medicine in all regions except Dalmatia, where the demand for doctors of medicine increased from 202 to 272 percent. The share of doctors of medicine was only 5 percent. Despite large oscillations, the unemployment of doctors of medicine and nurses recorded a declining trend in the period from 2004 to 2014.⁴ The mismatch between supply and demand in the labor market occurs as a numerical, competence-based and spatial inconsistency.

The strategic document Network of Higher Education Institutions and Study Programs, prepared by the National Council for Higher Education in accordance with the Law on Quality Assurance in Science and Higher Education and adopted by the Croatian Parliament on 28 October 2011, clearly indicates the need for doctors of medicine at the level of the Republic of Croatia. The network highlights medicine as an in demand profession throughout the Republic of Croatia, among their recommendations for educational enrollment policy and scholarship policy. The integrated undergraduate and graduate study program of medicine in English at the University of Split School of Medicine (USSM) is in accordance with the requirements prescribed by the Law on Regulated Professions and Recognition of Foreign Professional Qualifications (OG 82/15; 70/19 - Articles 23, 24, 25). 47/20) and Directive 2013/55 / EU of the European Parliament and of the Council of 20 November 2013 amending Directive 2005/36 / EC on the recognition of professional qualifications and Regulation (EU) No 182/2011; 1024/2012 on administrative cooperation through the Internal Market Information System ("IMI Regulation"). Ensuring quality training of physicians is directly reflected in the improvement of the health standard of the population and the quality of life in general, so a regional impact is expected. Studying medicine requires a high degree of integration of science and profession according to the highest criteria of excellence, which creates an academic atmosphere in practicing evidence-based medicine adapted to the new role of physicians in society.

In summary, the main reasons for conducting this study are:

- Compliance of the Medical studies with the needs of the current and future labor market, which will provide adequate professional knowledge, competencies, and consequently qualifications with the required occupations, competencies and qualifications of the employer in order to promote and preserve health, prevent disease and improve quality of life .

³ <https://www.azvo.hr/hr/vvivs/63-izdvojeno/778-mree-visokih-uilita-i-studijskih-programa>

⁴ <https://hkosektor.poslovna.hr/pdf/Profil%20sektora%20ZDRAVSTVO.pdf>

- Compliance of the Medicine study program with the Standards and Guidelines for Quality Assurance in the European Higher Education Area, standards related to student-centered learning, teaching and evaluation and standards related to teaching staff.
- Compliance of studies with the Strategy of Education, Science and Technology, chapters Higher Education through continuous improvement of the program by consistent implementation of the Bologna reform and redefinition of the competencies acquired, and achievement of high quality binary education system in line with national needs and the principle of effective higher education management
- Assistance in introducing national health guidelines at the regional level
- Benefit for the University (retention and development of own intellectual potentials, intellectual and academic empowerment, high international criteria as the basis of the study program, the opportunities for mobility and involvement of teachers from other faculties, etc.)
- Creation of a competitive academic atmosphere necessary for the advancement of science and the medical profession

1.2. Relationship with the local community (economy, entrepreneurship, civil society, etc.)

The connection between the study of Medicine and the local community is reflected in the fact that it is established for social needs, in order to train doctors of medicine to work in the health care system. Regional administrative units, counties and cities, tourist boards and many other institutions at various levels are frequent partners of medical studies in conducting numerous activities to promote health and health education in the general population (congresses, forums, symposia, projects, education programs, etc.).

1.3. Compatibility with requirements of professional organizations

The proposed program of the Integrated Undergraduate and Graduate Medical Studies in English is in accordance with the requirements prescribed by the Act on Regulated Professions and Recognition of Foreign Professional Qualifications (OG 82/15; 70/19 - Articles 23, 24, 25, 26 and 27). 47/20) and Directive 2013/55/EU of the European Parliament and of the Council of 20 November 2013 amending Directive 2005/36/EC on the recognition of professional qualifications and Regulation (EU) no. 1024/2012 on administrative cooperation through the Internal Market Information System ("IMI Regulation").

1.4. Name possible partners outside the higher education system that expressed interest in the study programme

Possible partners outside the higher education system who have so far shown interest and established cooperation during the preparation of this Integrated Undergraduate and Graduate

University Study Program Medical Studies in English (some of them are ready to act as teaching units and provide assistance with available support and ensure conducting of professional practice) and

- Clinical Hospital Center Split, Spinčićeva 1 and Šoltanska 1, Split
- Institute for Public Health of Split and Dalmatia County, Vukovarska 46, Split
- Community Health Centre of Split, Kavanjinova 2, Split
- St. Catherine Speciality Hospital for Orthopaedics, Surgery, Neurology, and Rehabilitation Medicine, Zagreb
- General Hospital of Dubrovnik, Dr. Roka Mišetića 2, Dubrovnik
- General Hospital of Šibenik, Stjepana Radića 83, Šibenik
- General Hospital Zadar, Bože Peričića 5, Zadar
- Special Hospital for Medical Rehabilitation “Varaždinske toplice”
- “Sveti Ivan“ Psychiatric Hospital, Jankomir 11, Zagreb
- J&J Medici, Polyclinic for internal medicine, gynecology and psychiatry, Moliških Hrvata 4, Split
- RegioMed – Kliniken GmbH, Ketschendorfer Str. 33, 96450 Coburg, Germany

1.5. Financing

Medical Studies in English Program is not financed by the Croatian Government. All costs are covered by independent financial means (annual tuition fees and application fees).

1.6. Comparability of the study programme with other accredited programmes in higher education institutions in the Republic of Croatia and EU countries

The proposed program of the Integrated Undergraduate and Graduate Studies Medical Studies in English is comparable to the Medical Studies in English at the University of Zagreb, the University of Rijeka and the University of Osijek. In addition, the study program is aligned with the national standard for the Doctor of Medicine qualification, created as part of the project Improvement of the existing integrated undergraduate and graduate study program Medicine - Operative program "Efficient Human Resources 2014 - 2020", UP.03.1.1.03.0050.

1.7. Openness of the study programme to student mobility (horizontal, vertical in the Republic of Croatia, and international)

The integrated undergraduate and graduate study of Medicine in English is organized through one-semester courses, and the assessment of student workload is based on the ECTS system, which are important prerequisites for student mobility. All competencies (knowledge, skills,

independence and responsibility) acquired during the course are competitive and practically applicable in the labor market of the region, the Republic of Croatia and the EU. The compatibility of the medical program with similar studies provides the possibility to take part of the classes at other faculties (or for the needs of other faculties). Based on the above, the study program is open for student mobility within the University of Split as well as between other universities in Croatia that foster the same or related studies, but also for student mobility in the wider area of Europe (ERASMUS). Student mobility will be enabled within the University of Split as elective courses will also be open to students from higher education institutions in other fields of science. After completing the university integrated study of Medicine in English, doctors of medicine have the possibility of vertical mobility by enrolling in doctoral studies in the field of biomedicine and health, the field of natural sciences or interdisciplinary scientific field, university specialist studies and specialization in health.

1.8. Compatibility of the study programme with the University mission and the strategy of the proposer, as well as with the strategy statement of the network of higher education institutions

The study of Medicine is fully aligned with the strategic document Network of Higher Education Institutions (mentioned above under 1.1) and with the mission and strategy of the University of Split⁵ and the School of Medicine in Split.⁶

1.9. Current experiences in equivalent or similar study programmes

Medical education in Split began in 1974., when the University of Zagreb School of Medicine established the 4th and 5th years of medicine program in Split. The complete five-year study program began in 1979. The University of Split School of Medicine was established as an independent university in 1997. The School operates in the field of biomedicine and health, and the Research Office has been established within the School. Today, the University of Split School of Medicine offers integrated undergraduate and graduate studies in Medicine, Medicine in English, Dental Medicine, and Pharmacy (in cooperation with the Faculty of Chemistry and Technology). In addition, the School of Medicine conducts postgraduate doctoral studies (Evidence-Based Clinical Medicine, Biology of Neoplasms, Translational Research in Biomedicine), and a large number of postgraduate specialist studies. The re-accreditation of the USSM by the Agency for Science and Higher Education conducted in 2016, as well as the quality control of studies, showed that the USSM is a top scientific, teaching and professional institution.

⁵ https://www.unist.hr/sveuciliste/dokumenti/propisi?EntryId=1850&Command=Core_Download

⁶ <https://neuron.mefst.hr/docs/dokumenti/strategije/MEFST-2015-STRATEGIJA.pdf?vel=780365>

2. DESCRIPTION OF THE STUDY PROGRAM

2.1. General information

Scientific/artistic area of the study	Biomedicine and health
Duration of the study programme	6 years
The minimum number of ECTS required for completion of study	366
Enrolment requirements and admission procedure	in accordance with the public call requirements

2.2. Learning outcomes of the study program (name 15-30 learning outcomes)

LO1. Explain and relate knowledge from the basic natural and medical sciences to apply a scientific approach to solving professional medical issues.

LO2. Describe and relate knowledge about the normal structure and function of organs, organ systems and the body as a whole.

LO3. Describe and relate knowledge about molecular, biochemical and cellular mechanisms important in maintaining homeostasis in the body.

LO4. Explain the abnormal structure and function of organs, organ systems and the body to evaluate and argue the causal relationship between internal and external factors and the individual's behaviour.

LO5. Describe the various causes of diseases (genetic, developmental, autoimmune, degenerative, toxic, metabolic, and neoplastic) and the disease mechanisms.

LO6. Describe and relate knowledge about pathological and clinical manifestations of diseases and apply it in the diagnosis and treatment of diseases.

LO7. Identify the importance of scientific methods in basic, translational and clinical research.

LO8. Connect and apply knowledge about clinical, laboratory and imaging manifestations of the disease state and interpret and conclude in terms of differential diagnosis.

LO9. Assess the functional forms and content of interdisciplinary cooperation and apply good practice of participating in multidisciplinary teams at all levels of health care, implementing and designing public health projects and campaigns, and in scientific research.

LO10. Evaluate and apply the protocols and algorithms of preventive, diagnostic and therapeutic procedures according to current guidelines for the treatment of diseases and maintenance of health.

LO11. Assess and review the rationality and safety of therapy based on knowledge and evidence that contribute to medical care, treatment outcomes, and health maintenance.

LO12. Assess, evaluate, and develop the principles of good medical practice, medical ethics, and deontology.

LO13. Assess and argue the importance of socioeconomic, psychological, environmental and other non-biological determinants that contribute to the maintenance of health and/or disease development.

LO14. Conduct a medical interview, comprehensive history-taking and physical examination to obtain information relevant for working and differential diagnosis.

LO15. Develop an appropriate plan for management, inclusion and rational selection of laboratory and instrumental examinations, interpretation of their results, and interventions for disease diagnosis and treatment.

LO16. Practice effective communication with patients and their families when presenting and explaining medical information in accordance with the patient's and family members' level of health literacy and with the patient's consent.

LO17. Explain the content of informed consent and argue for the reason informed consent should be obtained for the diagnostic and therapeutic methods necessary for patient treatment procedures.

LO18. Formulate and explain health information on the disease/diagnosis to other healthcare and non-healthcare professionals, regulatory agencies, and the interested public in an appropriate manner and in compliance with applicable regulations.

LO19. Apply specific forms of digital personal communication with the patient to identify the need for therapeutic interventions, report side effects and meet other medical needs.

LO20. Apply and develop educational and information content and forms of telemedicine.

LO21. Apply learning methods that enable postgraduate specialist training, lifelong learning and doctoral education in the field of biomedicine and health.

2.3. Employment possibilities

Upon completion of the Medical Studies in English program, the employment of students is regulated by the Law on Medicine ("Official Gazette" no. 121/03 and 117/08) stating that that in order to practice medicine independently, a doctor of medicine must have a diploma from one of the schools of medicine in the Republic of Croatia or a certified diploma from a foreign school of medicine, a valid professional exam, be in the Register of physicians of the Croatian Medical Chamber, and have permission (license) for independent work. The Croatian Medical Chamber verifies the fulfillment of the above criteria in the process of granting approval for the independent practice.

Pursuant to Article 19, paragraph 2, of the Regulation on the content of a licence and conditions for issuing a Licence for performing higher education activity, carrying out a study programme and re-accreditation of higher education institutions (Official Gazette No. 24/10), the Ministry of

Science, Education and Sports is of the opinion that the Integrated undergraduate and graduate programme of Medical studies in English of the University of Split School of Medicine is in conformity with the provisions of the Directive 2005/36/EC and 2013/55/EU of the European Parliament and of the Council and the Act on Regulated Professions and Recognition of Foreign Professional Qualifications.

2.4. Possibilities of continuing studies at a higher level

After completing the integrated university study program Medical studies in English, the doctors of medicine have the possibility of vertical mobility by enrolling in doctoral studies in the field of biomedicine and health, the field of natural sciences, and interdisciplinary scientific field, or university specialist studies, and specialization in healthcare. The possibility of postgraduate education in other related fields is also possible, according to the conditions of individual study programs.

2.5. Structure of the study

The academic year lasts from October 1 to July 15, so that the prescribed number of hours of the program (6.030 hours in 12 semesters) can be completed without violating the recommendation that a student does not have more than 25-30 hours of direct teaching in one week. The year is not divided into semesters, and classes take place in blocks (turns) for individual subjects.

The first exam period is scheduled after the end of each course (turn or block), after several days allowed for studying (including weekends and holidays). The number of free days is determined in proportion to the length of the block of the course to which it refers. The second exam period is between July 16 and 31, and the third and fourth exam periods are at the end of August and in September. Students who do not collect 42 ECTS credits enrol again in the same year, and those with 42-60 ECTS credits enrol in the next year of the Program.

Failed exams are enrolled and retaken, and the academic year is supplemented with courses of the following study year up to a total of 60 ECTS credits.

Special and general conditions for course enrollment are listed in tables 2.9 List of compulsory and elective courses.

2.6. Guiding and tutoring through the study system

Students are assigned mentors from the teacher ranks, for each academic year, who help them, advise them and guide them through their studies. The Counseling Center for students, established at the School of Medicine, is also active from September 2021.

2.7. Criteria and conditions for transferring the ECTS credits

Criteria and conditions for the transfer of ECTS credits are regulated by legal acts of the University of Split and the USSM, as well as agreements with national and foreign partners (faculties or universities).

2.8. Completion of Study

<i>Final requirement for completion of study</i>	Final thesis <input type="checkbox"/> Diploma thesis <input checked="" type="checkbox"/>	Final exam <input type="checkbox"/> Diploma exam <input checked="" type="checkbox"/>
<i>Requirements for final/diploma thesis or final/diploma/exam</i>	Requirement for diploma thesis submission is passing of all exams.	
<i>Procedure of evaluation of final/diploma exam and evaluation and defence of final/diploma thesis</i>	The quality of graduation thesis and public thesis defense is graded. Graduation thesis quality is graded with 0-50 points, and public thesis defense is graded with 0-50 points. Grades: sufficient 56-65 points, good 66-75 points, very good 76-85 points and excellent 86 and more points.	

2.9. List of Mandatory and Elective Courses

YEAR OF PROGRAM	HOURS	ECTS
1st YEAR	835	60
2nd YEAR	835	60
3rd YEAR	820	60
4th YEAR	995	60
5th YEAR	1055	60
6th YEAR	1490	66
TOTAL	6030	366

List of courses								
Year of study: 1st YEAR								
Semester: I i II								
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS	
			L	S	E	T		
Mandatory	ENM102	Introduction to medicine and History of medicine ¹	25	20	0	0	3	
	ENM104	Medical Biology ²	34	34	32	0	9	
	ENM105	Medical Physics and Biophysics ³	12	35	23	0	6	
	ENM101	Social medicine ⁴	20	10	0	0	2	
	ENM108	Anatomy ^{5,6,7}	64	78	78	0	23	
	ENM106	Medical Chemistry and Biochemistry I ⁸	34	14	42	0	8	
	ENM107	Clinical skills I ^{9,10}	8	0	52	0	3	
	ENM103	Research in Biomedicine and Health I ^{11,12,13}	10	15	25	0	3	
	ENM109	Physical Education I	0	0	60	0	0	
	ENM110	Croatian Language I	0	60	0	0	0	
	Total mandatory			207	266	312	0	57
Elective	ENM	Elective course	5	15	5	0	1,5	
	ENM	Elective course	5	15	5	0	1,5	
	TOTAL			217	296	322	0	60
	2 elective courses							

* The order of enrolled courses does not correspond to the order of teaching during the academic year

List of courses								
Year of study: 2nd YEAR								
Semester: III i IV								
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS	
			L	S	E	T		
Mandatory	ENM201	Medical Chemistry and Biochemistry II ¹⁴	34	34	32	0	8	
	ENM202	Histology and embriology ¹⁵	34	47	34	0	10	
	ENM203	Research in Biomedicine and Health II ¹⁶	0	10	15	0	2	
	ENM204	Physiology ^{17,18,19}	30	94	56	0	20	
	ENM205	Immunology ²⁰	15	27	13	0	4	
	ENM206	Basic Neuroscience ^{21,22}	23	53	39	0	9	
	ENM207	Clinical Skills II ^{23,24}	8	0	52	0	3	
	ENM208	Medical Humanities and Ethics I ²⁵	6	9	0	0	1	
	ENM209	Physical Education II	0	0	60	0	0	
	ENM210	Croatian Language II	0	60	0	0	0	
	Total mandatory			150	334	301	0	57
Elective	ENM	Elective course	5	15	5	0	1,5	
	ENM	Elective course	5	15	5	0	1,5	
	TOTAL			160	364	311	0	60
	2 elective courses							

* The order of enrolled courses does not correspond to the order of teaching during the academic year

List of courses								
Year of study: 3rd YEAR								
Semester: V i VI								
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS	
			L	S	E	T		
Mandatory	ENM301	Basics of Medical Microbiology and Parasitology ²⁶	20	28	37	0	8	
	ENM302	Research in Biomedicine and Health III ²⁷	0	10	15	0	2	
	ENM303	Pathology ^{28,29}	74	74	62	0	16	
	ENM304	Psychological medicine I ³⁰	10	10	10	0	2	
	ENM305	Pathophysiology ^{31,32,33}	35	60	40	0	11	
	ENM306	Pharmacology ³⁴	30	65	35	0	11	
	ENM307	Clinical skills III - Clinical propedeutics ³⁵	40	40	60	0	6	
	ENM308	Medical Humanities and Ethics II ³⁶	2	13	0	0	1	
	Total mandatory			211	300	259	0	57
Elective	ENM	Elective course	5	15	5	0	1,5	
	ENM	Elective course	5	15	5	0	1,5	
	TOTAL			221	330	269	0	60
	2 elective courses							

* The order of enrolled courses does not correspond to the order of teaching during the academic year

List of courses								
Year of study: 4th YEAR								
Semester: VII i VIII								
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS	
			L	S	E	T		
Mandatory	ENM401	Radiology ³⁷	18	8	44	0	4	
	ENM402	Nuclear medicine ³⁸	12	14	14	0	2	
	ENM403	Internal medicine ^{39,40}	72	72	216	0	20	
	ENM404	Infectiology ⁴¹	20	26	49	0	7	
	ENM405	Clinical microbiology and parasitology ⁴²	12	18	0	0	2	
	ENM406	Psychological medicine II ⁴³	10	10	10	0	2	
	ENM407	Neurology ⁴⁴	20	25	45	0	7	
	ENM408	Neurosurgery ⁴⁵	4	6	5	0	1	
	ENM409	Psychiatry ⁴⁶	30	20	50	0	5	
	ENM410	Dermatovenerology ⁴⁷	20	20	30	0	4	
	ENM411	Laboratory Diagnostic ⁴⁸	15	10	5	0	2	
	ENM412	Medical Humanities and Ethics III	2	13	0	0	1	
	Total mandatory			235	242	468	0	57
Elective	ENM	Elective course	5	15	5	0	1,5	
	ENM	Elective course	5	15	5	0	1,5	
	TOTAL			245	272	478	0	60
	2 elective courses							

* The order of enrolled courses does not correspond to the order of teaching during the academic year

List of courses								
Year of study: 5th YEAR								
Semester: IX i X								
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS	
			L	S	E	T		
Mandatory	ENM501	Anesthesiology and Intensive medicine ⁴⁹	15	20	60	0	5	
	ENM502	Surgery ^{50,51}	70	70	95	0	13	
	ENM503	Urology ⁵²	10	10	20	0	2	
	ENM504	Ophthalmology ⁵³	25	20	20	0	4	
	ENM505	Otorhinolaryngology ⁵⁴	18	24	33	0	4	
	ENM506	Maxillofacial surgery and Dental medicine ⁵⁵	10	10	10	0	2	
	ENM507	Orthopaedics ⁵⁶	10	20	30	0	4	
	ENM508	Physical and Rehabilitation Medicine ⁵⁷	16	12	17	0	2	
	ENM509	Gynaecology, Obstetrics and Reproductive medicine ^{58,59}	50	50	100	0	12	
	ENM510	Palliative Care ⁶⁰	6	7	12	0	1	
	ENM511	Occupational, Sports and Naval medicine with Environmental Health ^{61,62}	28	18	14	0	4	
	ENM512	Medical Humanities and Ethics IV ⁶³	2	13	0	0	1	
	ENM513	Epidemiology ⁶⁴	25	27	8	0	3	
	Total mandatory			285	301	419	0	57
Elective	ENM	Elective course	5	15	5	0	1,5	
	ENM	Elective course	5	15	5	0	1,5	
	TOTAL			295	331	429	0	60
	2 elective courses							

* The order of enrolled courses does not correspond to the order of teaching during the academic year

List of courses							
Year of study: 6th YEAR							
Semester: XI i XII							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	T	
Mandatory	ENM601	Forensic medicine ⁶⁵	20	20	20	0	3
	ENM602	Paediatrics ^{66,67,68}	60	70	100	0	14
	ENM603	Clinical Oncology ⁶⁹	10	20	25	0	3
	ENM604	Health care organization and health economics ⁷⁰	40	20	15	0	3
	ENM605	Medical Humanities and Ethics V ⁷¹	2	13	0	0	1
	ENM606	Medical genetics ⁷²	13	20	12	0	3
	ENM607	Family Medicine ⁷³	20	60	100	0	8
	ENM608	Diploma thesis ⁷⁴	0	0	110	0	4
	ENM609	Clinical rotation: Internal Medicine ⁷⁵	0	0	160	0	5
	ENM610	Clinical rotation: Surgery ⁷⁶	0	0	160	0	5
	ENM611	Clinical rotation: Mother and child ⁷⁷	0	0	160	0	5
	ENM612	Clinical rotation: Medical emergencies ⁷⁸	0	0	60	0	3
	ENM613	Clinical Epidemiology and Evidence Based Medicine ⁷⁹	10	15	0	0	2
	ENM614	Rational Pharmacotherapy ⁸⁰	10	20	30	0	3
	ENM615	Comunications Skills	7	7	21	0	2
	ENM616	Final Clinical Practice	0	0	60	0	2
	Total mandatory			192	265	1033	0

* The order of enrolled courses does not correspond to the order of teaching during the academic year

Sets of learning outcomes for the Doctor of Medicine qualification

¹Mandatory set of learning outcomes "Introduction to medicine and history of medicine "

²Mandatory set of learning outcomes "Medical biology"

³Mandatory set of learning outcomes "Physics and biophysics"

⁴Mandatory set of learning outcomes "Social medicine"

^{5,6,7}Mandatory set of learning outcomes "General anatomy and anatomy of the back and limbs", "Anatomy of head and neck", "Anatomy of the trunk"

⁸Mandatory set of learning outcomes "Medical chemistry"

^{10,11}Mandatory sets of learning outcomes "First Aid", "Foundations of medical skills: Basics of personal protection, reanimation and communication"

^{11,12,13}Mandatory sets of learning outcomes "Introduction to research", "Medical statistics" and "Medical informatics"

¹⁴Mandatory set of learning outcomes "Medical biochemistry"

¹⁵Mandatory set of learning outcomes "Histology and embryology"

¹⁶Mandatory set of learning outcomes "Research in biomedicine and health: How to conduct research?"

^{17,18,19}Mandatory sets of learning outcomes "General physiology and physiology of hematopoietic system" "Physiology of cardiovascular, respiratory and renal and urinary system" "Physiology of digestion, metabolism and endocrine system"

²⁰Mandatory sets of learning outcomes "Immunology"

^{21,22}Mandatory sets of learning outcomes "Neuroanatomy", "Neurophysiology"

^{23,24}Mandatory sets of learning outcomes "foundations of medical skills: Advanced life support, ECG and giving bad news" and "Foundations of medical skills: Pediatric patient and patient handover"

²⁵Mandatory set of learning outcomes "Medical ethics"

²⁶Mandatory set of learning outcomes "Medical microbiology and parasitology"

²⁷Mandatory set of learning outcomes "Research in biomedicine and health: From research to practice"

^{28,29}Mandatory sets of learning outcomes "General pathology, thanatology and methods in pathology" and "Pathology of organic systems"

³⁰Mandatory set of learning outcomes "Basic concepts of psychological medicine"

^{31,32,33}Mandatory sets of learning outcomes "General pathophysiology and pathophysiology of hematopoietic system", "Pathophysiology of cardiovascular, respiratory, and renal and urinary system" and "Pathophysiology of digestion, metabolism and endocrine system"

³⁴Mandatory set of learning outcomes "Pharmacology"

³⁵Mandatory set of learning outcomes "Clinical propedeutics"

³⁶Mandatory set of learning outcomes "Application of ethics in clinical medicine: Patient-doctor relationship"

³⁷Mandatory set of learning outcomes "Radiology"

³⁸Mandatory set of learning outcomes "Nuclear medicine"

- ^{39,40}Mandatory sets of learning outcomes "Internal medicine", "Foundations of internal medicine"
- ⁴¹Mandatory set of learning outcomes "Infectiology"
- ⁴²Mandatory set of learning outcomes "Clinical microbiology and parasitology"
- ⁴³Mandatory set of learning outcomes "Psychological mechanisms of adaptation to a disease"
- ⁴⁴Mandatory set of learning outcomes "Neurology"
- ⁴⁵Mandatory set of learning outcomes "Neurosurgery"
- ⁴⁶Mandatory set of learning outcomes "Psychiatry"
- ⁴⁷Mandatory set of learning outcomes "Dermatovenerology"
- ⁴⁸Mandatory set of learning outcomes "Clinical biochemistry"
- ⁴⁹Mandatory set of learning outcomes "Anesthesiology and reanimatology"
- ^{50,51}Mandatory set of learning outcomes "Introduction to surgery" and "Surgery"
- ⁵²Mandatory set of learning outcomes "Urology"
- ⁵³Mandatory set of learning outcomes "Ophthalmology"
- ⁵⁴Mandatory set of learning outcomes "Otorhinolaryngology"
- ⁵⁵Mandatory set of learning outcomes "Maxillofacial surgery"
- ⁵⁶Mandatory set of learning outcomes "Orthopaedics"
- ⁵⁷Mandatory set of learning outcomes "Physical and rehabilitation medicine"
- ^{58,59}Mandatory set of learning outcomes "Gynecology" and "Obstetrics"
- ⁶⁰Mandatory set of learning outcomes "Palliative medicine"
- ^{61,62}Mandatory set of learning outcomes "Occupational and sports medicine" i "Health ecology"
- ⁶³Mandatory set of learning outcomes "Transplantation ethics"
- ⁶⁴Mandatory set of learning outcomes "Epidemiology"
- ⁶⁵Mandatory set of learning outcomes "Forensic medicine"
- ^{66,67,68}Mandatory sets of learning outcomes "Foundations of pediatrics", "Pediatrics", "Healthcare at school"
- ⁶⁹Mandatory set of learning outcomes "Clinical oncology"
- ⁷⁰Mandatory set of learning outcomes "Organisation of health protection, health economics and public health"
- ⁷¹Mandatory set of learning outcomes "Ethical aspects care of terminal patients"
- ⁷²Mandatory set of learning outcomes "Medical genetics"
- ⁷³Mandatory set of learning outcomes "Family medicine"
- ⁷⁴Mandatory set of learning outcomes "Diploma thesis"
- ⁷⁵Mandatory set of learning outcomes "Integrative approach to internist patient"
- ⁷⁶Mandatory set of learning outcomes "Integrative approach to surgical patients"
- ⁷⁷Mandatory set of learning outcomes "Integrative approach to pregnant women and children"
- ⁷⁸Mandatory set of learning outcomes " Treatment of emergencies"
- ⁷⁹Mandatory set of learning outcomes "Clinical epidemiology with evidence based medicine "
- ⁸⁰Mandatory set of learning outcomes "Rational pharmacotherapy"

2.11. List of elective courses in the ISVU

Course
1. ELECTIVE COURSE: How to reach 100?
2. ELECTIVE COURSE: Principles of radiological anatomy
3. ELECTIVE COURSE: Physics Overview (selected topics)
4. ELECTIVE COURSE: Population genetics
5. ELECTIVE COURSE: Sport and steroid abuse
6. ELECTIVE COURSE: Biomedical scientific curiosities
7. ELECTIVE COURSE: "Hello Kidney!"
8. ELECTIVE COURSE: Secrets of sleep across the lifespan
9. ELECTIVE COURSE: Basic principles of cardiac electrophysiology and bioenergetics
10. ELECTIVE COURSE: How to construct your own organ?
11. ELECTIVE COURSE: Blood flow regulation
12. ELECTIVE COURSE: Clinical cases in neuroanatomy
13. ELECTIVE COURSE: Pathophysiology of endocrine disorders
14. ELECTIVE COURSE: Empathy and pain
15. ELECTIVE COURSE: Sleep Medicine
16. ELECTIVE COURSE: Genetic Approaches to Rare and Novel Diseases
17. ELECTIVE COURSE: ECG in clinical practice
18. ELECTIVE COURSE: Obesity and metabolic syndrome in children and adolescents
19. ELECTIVE COURSE: Doctor, my back is killing me
20. ELECTIVE COURSE: How to apply theory to practice - to be a doctor
21. ELECTIVE COURSE: Research protocol for your diploma thesis
22. ELECTIVE COURSE: Breastfeeding Medicine
23. ELECTIVE COURSE: Ophthalmic surgery for novices
24. ELECTIVE COURSE: Sudden Death
25. ELECTIVE COURSE: Vertigo: a practical approach to diagnosis and treatment

NAME OF THE COURSE		How to reach 100?				
Code	ENME	Year of study	1			
Course teacher	Assoc. Prof. Ivana Kolčić	Credits (ECTS)	1,5			
Associate teachers	Assoc. Prof. Irena Zakarija-Grković Prof. Mladen Boban Prof. Vedrana Čikeš-Čulić, Assoc. Prof. Anamarija Jurčev Savičević Assist. Prof. Andrea Russo Assoc. Prof. Josipa Radić,	Type of instruction (number of hours)	L	S	E	F
			10	10	5	

	Ivana Carev, PhD; Dora Bučan, clinical nutritionist					
Status of the course	Elective	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	To provide an insight into the scientifically based principles of a healthy diet, especially the peculiarities of the Mediterranean diet and its effect on health, and to instruct students in the possibilities of using food to achieve disease prevention and improve the quality of life by ensuring a healthy and functional old age.					
Course enrolment requirements and entry competences required for the course	Based on the Decision on Requirements for course enrolment and entry competencies (taking courses and exams) of Study Programs of the Integrated Undergraduate and Graduate University Studies at the School of Medicine in Split. (FC 20 Oct 2016) http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of the course/educational activity, the student will be able to: 1. Consider the basic assumptions of a healthy diet and healthy foods 2. Critically evaluate various modern "fad diets" and scientific evidence on the effect of diet on health 3. Explore the principles of the Mediterranean diet 4. Self-assess one's eating and lifestyle habits, put together a proposal for measures to improve the quality of lifestyle habits practice					
Course content broken down in detail by weekly class schedule (syllabus)	Topics covered: 1. What is a healthy diet? Why should we talk about nutrition? 2. Breastfeeding: the first step towards healthy nutrition 3. Complementary feeding: What? When? How? 4. The basics of metabolism and metabolic needs: How much protein do we need? Are supplements justified? And other questions 5. The Mediterranean diet: What should we eat? How should we prepare foods? Why should we eat those foods? 6. The role of nutritional antioxidants 7. Healthy eating in a healthy city – a model of the City of Split 8. The role of wild Mediterranean plants in healthy eating 9. Pesticides and other contaminants in food and their impact on health 10. Safe food preparation of food in the prevention of infectious diseases 11. The role of food in the prevention of chronic non-communicable diseases 12. 2016-2025: United Nations Decade of Action on Nutrition					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning		<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			

	<input type="checkbox"/> field work					
Student responsibilities	In accordance to Rules of studying and Deontological code for USSM students.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0,5	(Other)	
	Tests		Oral exam		(Other)	
	Written exam		Project	0,5	(Other)	
Grading and evaluating student work in class and at the final exam	Preparation and presentation of seminar and a project (creation of a healthy menu)					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Cochrane Library systematic reviews					
	Greger M, Stone G. How Not to Die? Flatiron Books, New York: 2015.					
	Website and guidelines by the World Health Organization					
Optional literature (at the time of submission of study programme proposal)	YouTube documentary films about nutrition					
Quality assurance methods that ensure the acquisition of exit competences	Analysis of the quality of teaching by students and teachers <ul style="list-style-type: none"> • Analysis of passing exams • Reports of the Teaching Control Committee • Extra-institutional evaluation (visit of quality control teams of the National Agency for Quality Control, involvement in TEEP) 					
Other (as the proposer wishes to add)						

NAME OF THE COURSE		Principles of radiological anatomy				
Code	ENME	Year of study	1			
Course teacher	Prof. Ivica Grković	Credits (ECTS)	1.5			
Associate teachers	Prof. Katarina Vukojević		L	S	E	T

	Assoc. prof. Natalija Filipović Assist. Prof. Maja Marinović Guić Krešimir Kolić, MD Nikola Ključević, MD Danica Ivanković	Type of instruction (number of hours)	10	10	5	
Status of the course	Elective	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	By the end of the course, the student should be able to recognize and interpret the presentation of normal anatomical structures on native and contrast radiographs, CT, MRI and ultrasound images.					
Course enrolment requirements and entry competences required for the course	Based on the Decision on Requirements for course enrolment and entry competencies (taking courses and exams) of Study Programs of the Integrated Undergraduate and Graduate University Studies at the School of Medicine in Split. (FC 20 Oct 2016) http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Following learning outcomes are identified for this subject:</p> <p>1. Knowledge and understanding:</p> <ul style="list-style-type: none"> -understanding of importance of both topographic and systemic anatomy for radiological anatomy (as applied anatomy discipline), -mastering specialised radiological terminology, -demonstration of various organ/tissue characteristic in relation to the choice of specific radiological examination and comparison of appearance of different structures using different techniques (plane and contrast radiography, CT, MRI, ultrasound). <p>2. Skills:</p> <ul style="list-style-type: none"> -ability to recognise and compare different radiological techniques, -development of '3D thinking' in order to interpret the appearance of 3D structures on 2D media. <p>3. Attitudes:</p> <ul style="list-style-type: none"> -appreciation of the <i>range of normality</i> of the living human body (<i>normal variation</i>) due to age, sex and body build and the effects of posture, phase of respiration and pregnancy -acceptance of common occurrence of <i>anomalies (anatomical variation)</i>, which differ from 'text-book descriptions' of the typical case. 					
Course content broken down in detail by weekly class schedule (syllabus)	<p>This subject consists of five units: Principles of radiological anatomy, Musculoskeletal imaging, Imaging of thorax, Imaging of abdomen and pelvis, Imaging of head and central nervous system.</p> <p>There are lectures (2 hours), seminars (2hours) and practical classes (one hour) for each unit. During seminars and practical classes students will be able to use interactive multimedia tool (An@tomedia) installed in computer rooms.</p>					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety		<input type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor			

	<input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> (other)			
Student responsibilities	Attendance at classes 80% lectures, 90% seminars and 100% exercises					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance		Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1,5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Objective structured practical exam					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Eizenberg N, Briggs C, Barker P, Grkovic I. Anatomedia: Site license anatomy CD-ROM. In. Maidenhead: McGraw Hill Education EMEA; 2014.			Site licence on 15 computer stations	Online subscription	
Optional literature (at the time of submission of study programme proposal)	-Moeller TB. Normal Findings in Radiography, Tieme Verlag, Stuttgart, 2000. -Moeller TB, Reif E. Pocket Atlas of Cross-Sectional Anatomy, Tieme Verlag, Stuttgart, 2000.					
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> • Analysis of the quality of teaching by students and teachers • Analysis of passing exams • Reports of the Teaching Control Committee • Extra-institutional evaluation (visit of quality control teams of the National Agency for Quality Control, involvement in TEEP) 					
Other (as the proposer wishes to add)						

NAME OF THE COURSE		Physics Overview (selected topics)				
Code	ENME	Year of study	1 st			
Course teacher	Prof. Marija Raguž	Credits (ECTS)	1.5			
Associate teachers	Zvonimir Boban, PhD	Type of instruction (number of hours)	L	S	E	T
			8	8	9	

Status of the course	Elective	Percentage of application of e-learning	10%																						
COURSE DESCRIPTION																									
Course objectives	Brief overview of the physical backgrounds necessary for successful attendance of the course: Medical physics and biophysics. It is a must for a student with none or insufficient backgrounds in physics and (or) mathematics.																								
Course enrolment requirements and entry competences required for the course	Based on the Decision on Requirements for course enrolment and entry competencies (taking courses and exams) of Study Programs of the Integrated Undergraduate and Graduate University Studies at the School of Medicine in Split. (FC 20 Oct 2016) http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf																								
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Competence in application of physics to study of human body and diagnostic tools in terms of: 1. medical ultrasound 2. radiology 3. nuclear medicine imaging 4. human sensory functions 5. function of heart and circulation biomechanics																								
Course content broken down in detail by weekly class schedule (syllabus)	<table border="0"> <tr><td>1. Elementary mathematics</td><td>2S+1E</td></tr> <tr><td>2. Structure of matter</td><td>1S</td></tr> <tr><td>3. Physical quantities</td><td>1S</td></tr> <tr><td>4. Classical mechanics</td><td>2L+1S+2E</td></tr> <tr><td>5. Rotation, rigid body</td><td>1L+1E</td></tr> <tr><td>6. Deformation, elasticity</td><td>1L</td></tr> <tr><td>7. Mechanical waves</td><td>1S+1E</td></tr> <tr><td>8. Electromagnetism</td><td>3L+2E</td></tr> <tr><td>9. Geometrical optics</td><td>1S+1E</td></tr> <tr><td>10. Thermodynamics</td><td>1S</td></tr> <tr><td>11. Fluids</td><td>1L+1E</td></tr> </table>			1. Elementary mathematics	2S+1E	2. Structure of matter	1S	3. Physical quantities	1S	4. Classical mechanics	2L+1S+2E	5. Rotation, rigid body	1L+1E	6. Deformation, elasticity	1L	7. Mechanical waves	1S+1E	8. Electromagnetism	3L+2E	9. Geometrical optics	1S+1E	10. Thermodynamics	1S	11. Fluids	1L+1E
1. Elementary mathematics	2S+1E																								
2. Structure of matter	1S																								
3. Physical quantities	1S																								
4. Classical mechanics	2L+1S+2E																								
5. Rotation, rigid body	1L+1E																								
6. Deformation, elasticity	1L																								
7. Mechanical waves	1S+1E																								
8. Electromagnetism	3L+2E																								
9. Geometrical optics	1S+1E																								
10. Thermodynamics	1S																								
11. Fluids	1L+1E																								
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)																						
Student responsibilities																									
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance		Research		Practical training																				
	Experimental work		Report		(Other)																				
	Essay		Seminar essay		(Other)																				
	Tests		Oral exam		(Other)																				
	Written exam	1,5	Project		(Other)																				

Grading and evaluating student work in class and at the final exam	Written exam, in-course discussion		
Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Halliday D, Resnick R, Walker J, Fundamentals of Physics Extended (10th edition), John Wiley & Sons, Inc., 2014. Hewitt PG, Conceptual Physics, Pearson Addison Wesley , 2006. Young HD, Freedman RA, University Physics (13th edition), Pearson Addison Wesley , 2012		
Optional literature (at the time of submission of study programme proposal)			
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> • Analysis of the quality of teaching by students and teachers • Analysis of passing exams • Reports of the Teaching Control Committee • Extra-institutional evaluation (visit of quality control teams of the National Agency for Quality Control, involvement in TEEP) 		
Other (as the proposer wishes to add)			

NAME OF THE COURSE		Population Genetics				
Code	ENME	Year of study	1			
Course teacher	Prof. Ozren polašek	Credits (ECTS)	1.5			
Associate teachers	Assist. Prof. Ivana Kolčić	Type of instruction (number of hours)	L	S	E	T
			10	10	5	
Status of the course	Elective	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	Acquisition of basic knowledge about population genetics					
Course enrolment requirements and entry competences required for the course	Based on the Decision on Requirements for course enrolment and entry competencies (taking courses and exams) of Study Programs of the Integrated Undergraduate and Graduate University Studies at the School of Medicine in Split. (FC 20 Oct 2016) http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf					
Learning outcomes expected at the	Acquiring of the main processes in the field of population genetics, including mutation, selection and evolution as the main population shaping forces, partner selection and					

level of the course (4 to 10 learning outcomes)	gender balance. Understanding of the genetic history of human kind, main ideas underlying human races, genetic drift and the founder effect as the main mechanisms underlying inter-population variability. Understanding of the concept of haplogroups and their importance in medicine					
Course content broken down in detail by weekly class schedule (syllabus)	Basics of population genetics Mutation, selection and evolution Human evolution and archaeogenetics Open and isolated population Demography and genetics Modern vs. archaeological population genetics Sexual partner selection Future of genomics Haplogroup analysis Genome-wide association and exome analysis Human migrations and spread around the globe Three crucial steps of human evolution 10,001 Dalmatians research resource					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities						
Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	0,25	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1,25	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Written exam.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Course presentation					online
Optional literature (at the time of submission of study						

programme proposal)	
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> • Analysis of the quality of teaching by students and teachers • Analysis of passing exams • Reports of the Teaching Control Committee • Extra-institutional evaluation (visit of quality control teams of the National Agency for Quality Control, involvement in TEEP)
Other (as the proposer wishes to add)	

NAME OF THE COURSE		Sport and steroid abuse				
Code	ENME	Year of study	1			
Course teacher	Prof. Snježana Mardešić	Credits (ECTS)	1.5			
Associate teachers		Type of instruction (number of hours)	L	S	E	T
			10	15		
Status of the course	Elective	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	Understanding and acquiring knowledge about the importance of exercise on overall health and the harm of abuse of prohibited substances					
Course enrolment requirements and entry competences required for the course	Based on the Decision on Requirements for course enrolment and entry competencies (taking courses and exams) of Study Programs of the Integrated Undergraduate and Graduate University Studies at the School of Medicine in Split. (FC 20 Oct 2016) http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Explain and describe the main characteristics of the musculoskeletal system. Explain and define the training process, the basics of training plan. Determine individual exercises for target muscle groups. Explain the positive and negative sides of supplements as well as prohibited substances					
Course content broken down in detail by weekly class schedule (syllabus)	Lectures (10h) Basics of myology Muscles under the microscope Seminars (3h) Supplements Steroids New research in sports physiology and steroid abuse					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			

	<input type="checkbox"/> field work					
Student responsibilities	Attendance at classes 80% lectures, 90% seminars					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance		Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1,5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Essay					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Anabolic steroids detected in bodybuilding dietary supplements - a significant risk to public health. Abbate V, Kicman AT, Evans-Brown M, McVeigh J, Cowan DA, Wilson C, Coles SJ, Walker CJ. Drug Test Anal. 2015 Jul;7(7):609-18					
Optional literature (at the time of submission of study programme proposal)	Sadler TW. , Langman's Medical Embryology, Lippincott Williams and Wilkins, USA, 2012 Netter FH. Atlas of human anatomy. Basel: Novartis, 1998 Handouts from lectures					
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> • Analysis of the quality of teaching by students and teachers • Analysis of passing exams • Reports of the Teaching Control Committee • Extra-institutional evaluation (visit of quality control teams of the National Agency for Quality Control, involvement in TEEP) 					
Other (as the proposer wishes to add)						

NAME OF THE COURSE		Biomedical curiosities				
Code	ENME	Year of study	2			
Course teacher	Professor Janoš Terzić	Credits (ECTS)	1,5			
Associate teachers			L	S	E	F

	Professor Jelena Korać Prić Professor Ivana Novak Nakir Professor Ivana Marinović Terzić Assistant professor Jasminka Omerović	Type of instruction (number of hours)	10	15	0	
Status of the course	Elective	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	Stimulate students' interest in biomedical science, and stimulate a "scientific" way of thinking.					
Course enrolment requirements and entry competences required for the course	Based on the Decision on Requirements for course enrolment and entry competencies (taking courses and exams) of Study Programs of the Integrated Undergraduate and Graduate University Studies at the School of Medicine in Split. (FC 20 Oct 2016) http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of the course/educational activity, the student will be able to: 1. Discuss research principles and discovery results 2. To interpret the principles of the scientific approach in biomedicine and the concept of teamwork in science. 3. Develop a "scientific" way of thinking 4. Review the results of discoveries and judge the reliability of sources of scientific information.					
Course content broken down in detail by weekly class schedule (syllabus)	Lectures (15 hours): How everything begins WERE THEY FALSIFYING RESULTS OR WERE JUST STEELING THEM? Gregor Mendel; Luis Paster; Rudolf Wirchov; Insulin story WHAT FUTURE NOBEL LAUREATES HAVE TO? What to read? How to behave? PORTRAIT OF THE NOBEL LAUREATES - Dear Kelly (talking to his cousin), passion for kissing is still the same, but in the meantime I perfected the technique. Kary Mullis - On his 65th birthday (day of his retirement) he was performing experiments until 8pm. Tomorrow morning his lab bench was clean, and his office was empty. He had two Nobel prizes. Fred Sanger HAPPINESS - Moody rats for human happiness; Artificial sweeteners EXPERIMENTS ON OURSELVES - Gastric ulcer; LSD WHAT ARE YOU HAVING FOR LUNCH TODAY?, HUMAN BRAIN					

	<p>- Prions: discovery and current confusion. Although two Nobel prizes were awarded, we are still uncertain about them. It could be that they do not even exist.</p> <p>Seminars (15 hours): MISTAKES THAT WORKED – Aspirin; X rays CANCER – We make it ourselves, why we are doing it? Discovering first chemotherapeutics. MODERN THEMES DNA editing techniques: CRISPR, ZnF, TALEN Induced pluripotent stem cells – iPS Microbiome Aging</p>					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	In accordance to Rules of studying and Deontological code for USSM students.					
Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	0,5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0,5	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	0,5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Grading will be based on written exam results and the quality of seminar essay and students activity (attendance).					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Material presented during lectures.				MEFST web 100%	
Optional literature (at the time of submission of study programme proposal)	1. Story of Science. Power, Proof and Passion. Presented by Michael Mosley, BBC. 2010. 2. Cell. Presented by Adam Rutherford. BBC, 2010. 3. Morton A. Meyers. Happy accidents: serendipity in modern medical breakthroughs. Arcade Publishing, New York, 2007.					

	4. Lewis RA. Discovery. Windows on the life science. Blackwell Science, Malden, 2001. 5. Waller J. Fabulous science. Fact and fiction in the history of scientific discovery. Oxford University Press, Oxford, 2002.
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> • Analysis of the quality of teaching by students and teachers • Analysis of passing exams • Reports of the Teaching Control Committee • Extra-institutional evaluation (visit of quality control teams of the National Agency for Quality Control, involvement in TEEP)
Other (as the proposer wishes to add)	

NAME OF THE COURSE		Hello Kidney!				
Code	ENME	Year of study	2			
Course teacher	Prof. Katarina Vukojević, MD, PhD	Credits (ECTS)	1,5			
Associate teachers	Prof. Mirna Saraga Babić Assoc. Prof. Snježana Mardešić Prof. Natalija Filipović, Assoc. Prof. Sandra Kostić	Type of instruction (number of hours)	L	S	E	F
			15	5	5	
Status of the course	Elective	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	The goal of this course is to provide the student with knowledge about the development and histological structure of the kidney and urotract, as well as an understanding of the normal function of the urogenital system and pathological changes at the microscopic level.					
Course enrolment requirements and entry competences required for the course	Based on the Decision on Requirements for course enrolment and entry competencies (taking courses and exams) of Study Programs of the Integrated Undergraduate and Graduate University Studies at the School of Medicine in Split. (FC 20 Oct 2016) http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of the course/educational activity, the student will be able to: <ol style="list-style-type: none"> 1. Demonstrate the technique of microscopy of kidney and urinary tract preparations. 2. Describe the structure of a healthy urogenital system and compare it with the changed structure of the urogenital system in case of developmental disorders. 3. Analyze the stages and changes that occur during the embryonic and fetal development of the human urogenital system 					

	4. Plan measures and procedures and draw up a proposal for policies to prevent disorders of the development of the urogenital system.					
Course content broken down in detail by weekly class schedule (syllabus)	Lectures (15 hours):			Number of hours:		
	Development of genitourinary tract			3		
	Factors involved in normal kidney development			3		
	Congenital anomalies of kidney and urinary tract (CAKUT)			3		
Genetic background of CAKUT			3			
Kidney anatomy and physiology			3			
Seminars (5 hours):			Number of hours:			
New diagnostic approaches to CAKUT			2			
Critical review of CAKUT literature			3			
Exercises (5 hours):			Number of hours:			
Histological analysis of human and mouse development of lower urinary tract			2			
Histological analysis of human and mouse kidney development			2			
Laboratory practice and methodology overview			1			
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Attending the classes and prepare for the seminars					
Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance		Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	1,5	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Students will have an assignment in which they need to analyze an article and answer to 5 questions from the analyzed article.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Mutations in DSTYK and Dominant Urinary Tract Malformations					

	S. Sanna-Cherchi, R.V. Sampogna, N. Papeta M. Bodria, Y. Liu, P.L. Weng, V.J. Lozanovski, M. Verbitsky, F. Lugani, R. D. Kosuljandic Vukic, K. Vukojevic, M. Saraga-Babic, M. Saraga F. Scolari, R. Ravazzolo, K. Kiryluk, Q. Al-Awqati, V.D. D'Agati, I.A. Drummond, V. Tasic, R.P. Lifton, G.M. Ghiggeri, and A.G. Gharavi		online
	Copy number variation analysis identifies novel CAKUT candidate genes in children with a solitary functioning kidney. Westland R, Verbitsky M, Vukojevic K, Perry BJ, Fasel DA, Zwijnenburg PJ, Bökenkamp A, Gille JJ, Saraga-Babic M, Ghiggeri GM, D'Agati VD, Schreuder MF, Gharavi AG, van Wijk JA, Sanna-Cherchi S.		online
	CAKUT genetics in mice and men Georgina Caruana and John F. Bertram		online
	Review Congenital Anomalies of the Kidney and Urinary Tract: An Embryogenetic Review Augusto Cesar Soares dos Santos Junior, Debora Marques de Miranda, and Ana Cristina Simões e Silva		online
	To bud or not to bud: the RET perspective in CAKUT T. Keefe Davis & Masato Hoshi & Sanjay Jain		online
	Congenital anomalies of the kidney and urinary tract (CAKUT) associated with Hirschsprung's disease: a systematic review Alejandro D. Hofmann, Johannes W. Duess, Prem Puri		online
	Ureter growth and differentiation Tobias Bohnenpoll, Andreas Kispert		online
	Next-generation sequencing for research and diagnostics in kidney disease Kirsten Y. Renkema, Marijn F. Stokman, Rachel H. Giles and Nine V. A. M. Knoers		online
	Congenital Anomalies of the Kidney and the Urinary Tract (CAKUT) Maria M. Rodriguez		online
	Functional Models for Congenital Anomalies of the Kidney and Urinary Tract		online
Optional literature (at the time of submission of study)			

programme proposal)	
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> • Analysis of the quality of teaching by students and teachers • Analysis of passing exams • Reports of the Teaching Control Committee • Extra-institutional evaluation (visit of quality control teams of the National Agency for Quality Control, involvement in TEEP)
Other (as the proposer wishes to add)	

NAME OF THE COURSE		Secrets of Sleep Across the Lifespan				
Code	ENME	Year of study	2			
Course teacher	Prof. Maja Valić	Credits (ECTS)	1.5			
Associate teachers		Type of instruction (number of hours)	L	S	E	T
			10	8	7	
Status of the course	Elective	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	Basic education in the field of sleep medicine depending on age					
Course enrolment requirements and entry competences required for the course	Based on the Decision on Requirements for course enrolment and entry competencies (taking courses and exams) of Study Programs of the Integrated Undergraduate and Graduate University Studies at the School of Medicine in Split. (FC 20 Oct 2016) http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> - Explain the mechanism of regulation of sleep and wakefulness - Describe and explain the characteristics of sleep in children, adults and the elderly - Describe, analyze and discuss the clinical characteristics of the most common sleep disorders. - Explain and critically interpret the questionnaires used in the analysis of sleep disorders - Describe, explain and analyze useful tips for improving sleep in the first year of life, in preschool children, adolescents, adults and the elderly 					
Course content broken down in detail by weekly class schedule (syllabus)	Lectures (12 hours) <ol style="list-style-type: none"> 1. Introduction to sleep medicine (2) 2. Regulation of sleep and wakefulness (2) 3. Aging and sleep (2) 4. Sleep in babies and small children (2) 5. Sleep in adolescents (2) 6. Sleep in the elderly (2) Seminars (6 hours) <ol style="list-style-type: none"> 1. Sleep disorders and normal sleep variations (3h) 					

	2. Healthy sleep (3 hours)				
	Exercises (7 hours)				
	1. Questionnaires about sleep (2)				
	2. Case reports (2)				
	3. Strategies for promoting good sleeping habits (3)				
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Attendance at classes 80% lectures, 90% seminars and 100% exercises				
Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance		Research		Practical training
	Experimental work		Report		(Other)
	Essay	0,5	Seminar essay		(Other)
	Tests		Oral exam		(Other)
	Written exam	1	Project		(Other)
Grading and evaluating student work in class and at the final exam	Essay and written exam.				
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	- Purves D, et al. Neuroznanost, 5. izdanje, Medicinska naklada (odabrana poglavlja)				
Optional literature (at the time of submission of study programme proposal)	- Bassetti C, Dogas Z and Peigneux P. Sleep Medicine Textbook. European Sleep Research Society. Regensburg 2014. (selected chapters) - National Sleep Foundation https://sleepfoundation.org - Course materials				
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> • Analysis of the quality of teaching by students and teachers • Analysis of passing exams • Reports of the Teaching Control Committee • Extra-institutional evaluation (visit of quality control teams of the National Agency for Quality Control, involvement in TEEP) 				
Other (as the proposer wishes to add)					

NAME OF THE COURSE		Basic principles of cardiac electrophysiology and bioenergetics				
Code	ENME	Year of study	2			
Course teacher	Prof. Marko Ljubković	Credits (ECTS)	1.5			
Associate teachers	Prof. Jasna Marinović Ljubković	Type of instruction (number of hours)	L	S	E	T
			10	10	5	
Status of the course	Elective	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	<p>During the course, special emphasis will be given to learning about the nature of cardiac sarcolemma ion channels; their molecular structure, gating and importance for the cardiac muscle function. Additionally, their contribution to development of various pathological states will be addressed. Students will also become acquainted with biochemical principles of mitochondrial function, their importance for the cellular supply with ATP and the role in other biological processes that are part of either normal or impaired physiological function. Lastly, some aspects of cardiac adaptation will be covered (e.g. adaptation to exercise).</p>					
Course enrolment requirements and entry competences required for the course	<p>Based on the Decision on Requirements for course enrolment and entry competencies (taking courses and exams) of Study Programs of the Integrated Undergraduate and Graduate University Studies at the School of Medicine in Split. (FC 20 Oct 2016)</p> <p>http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf</p>					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>This elective is designed for the students motivated to learn more about electrophysiological principles of cardiac myocytes' function, as well as the mechanisms of production and utilization of energy rich molecules in the cardiac muscle. Students will acquire basic knowledge about the importance of ion channels in the myocardial function and about their role in various pathological states, relevant for the clinical routine. The course will also provide insight into the role of mitochondria in cardiac health and disease and students will learn about various therapeutic strategies based on the mitochondrial function.</p>					
Course content broken down in detail by weekly class schedule (syllabus)	<p>Day 1. Lectures (5 hours): Basic principles of cardiac action potential generation and propagation. Cardiac arrhythmias. Channelopathies. Cardiac protection by modulation of sarcolemmal ion channels.</p> <p>Day 2. Lectures (5 hours): Basic principles of cardiac bioenergetics – the role of mitochondria. Mitochondrial ion channels. Mitochondrial changes in cardiac disease.</p> <p>Day 3. Lectures (5 hours): Cardiac adaptation to exercise: the good and the bad.</p> <p>Day 4. Practical (5 hours): Laboratory tools for investigation of cellular and mitochondrial function in the heart.</p>					

	Day 5. Seminar (5 hours): Discussion of the assigned scientific papers.					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	In accordance to Rules of studying and Deontological code for USSM students.					
Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	0,25	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0,25	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Written exam.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Berne RM, Levy MN, Koeppen BM, Stanton BA. Physiology, Elsevier Inc, 2004.					
	Stryer L, Berg JM, Tymoczko JL. Biochemistry W.H.Freeman & Co Ltd;					
	Journal articles in the topic of cardiac bioenergetics					
	Journal articles in the topic of electrophysiology					
Optional literature (at the time of submission of study programme proposal)						
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> • Analysis of the quality of teaching by students and teachers • Analysis of passing exams • Reports of the Teaching Control Committee • Extra-institutional evaluation (visit of quality control teams of the National Agency for Quality Control, involvement in TEEP) 					
Other (as the proposer wishes to add)						

NAME OF THE COURSE		How to construct your own organ				
Code	ENME...	Year of study	2			
Course teacher	Assoc. Prof. Sandra Kostić	Credits (ECTS)	1,5			
Associate teachers	Prof. Katarina Vukojević,	Type of instruction (number of hours)	L	S	E	T
			10	15	0	
Status of the course	Elective	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	Understanding and acquiring knowledge about bioengineering procedures and the production of regenerative biological materials.					
Course enrolment requirements and entry competences required for the course	Based on the Decision on Requirements for course enrolment and entry competencies (taking courses and exams) of Study Programs of the Integrated Undergraduate and Graduate University Studies at the School of Medicine in Split. (FC 20 Oct 2016) http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Name and describe the main fields of biotechnology.</p> <ul style="list-style-type: none"> - Describe the main characteristics of medical biotechnology, and name the examples within this field. - Explain the process of tissue engineering in detail; describe the main principle of choosing the components required for constructing an organ. - Identify and explain the positive and negative sides of using stem cells in tissue engineering - Describe the ethical concerns involved in construction of artificial organs 					
Course content broken down in detail by weekly class schedule (syllabus)	<ul style="list-style-type: none"> - Introduction to biotechnology; biotechnology in biomedicine - Introduction to tissue engineering - The main principle of tissue engineering: choosing cells, scaffold and bioreactor - Stem cells in tissue engineering: potential and problems with regenerative medicine; Ethical issues - 3D printers in bioengineering - Tissue engineering of specific organs - The most relevant achievements in the field of bioengineering of artificial organs and their therapeutic potential - Bioengineering of specific tissues and organs as an alternative to drugs, gene therapy and organ transplantation; Construction of the skin, cartilage, bone, heart, lungs, reproductive organs...; Analysis of the scientific articles 					
Format of instruction	<ul style="list-style-type: none"> x lectures x seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety 	<ul style="list-style-type: none"> <input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor 				

	<input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> (other)			
Student responsibilities	In accordance to Rules of studying and Deontological code for USSM students.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Written exam					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Moran EC, Dhal A, Vyas D, Lanas A, Soker S, Baptista PM. Whole-organ bioengineering: current tales of modern alchemy. Transl Res. 2014; 163(4):259-67.					online
	Vacanti J. Tissue engineering and regenerative medicine: from first principles to state of the art. J. Pediatr. Surg. 2010;45(2):291–294.					online
	Atala A. Regenerative medicine strategies. J. Paediat. Surg. 2012; 47:17–28.					online
	Atala A (2009) Engineering organs. Curr Opin Biotechnol 20: 575-592.					online
	Sheyn D, Mizrahi O, Benjamin S, Gazit Z, Pelled G, Gazit D. Genetically modified cells in regenerative medicine and tissue engineering. Adv Drug Deliv Rev. 2010; 62:683–98.					online
	Scarritt ME, Pashos NC, Bunnell BA. A review of cellularization strategies for tissue engineering of whole organs. Front Bioeng Biotechnol. 2015;3:43.					online
	Moran EC, Dhal A, Vyas D, Lanas A, Soker S, Baptista PM. Whole-organ bioengineering: current tales of modern alchemy. Transl Res. 2014; 163(4):259-67.					online

	Vacanti J. Tissue engineering and regenerative medicine: from first principles to state of the art. J. Pediatr. Surg. 2010;45(2):291–294.		online
Optional literature (at the time of submission of study programme proposal)	Meyer U, Meyer TH, Handschel J, Wiesmann HP (2009) Fundamentals of Tissue Engineering and Regenerative Medicine, Springer, New York.		
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> ▪ Analysis of the quality of teaching by students and teachers ▪ Analysis of passing exams ▪ Reports of the Teaching Control Committee ▪ Extra-institutional evaluation (visit of quality control teams of the National Agency for Quality Control, involvement in TEEP) 		
Other (as the proposer wishes to add)			

NAME OF THE COURSE		Blood flow regulation				
Code	ENME	Year of study	3			
Course teacher	Prof. dr. Zoran Valić	Credits (ECTS)	1.5			
Associate teachers	Prof. Darko Modun, Assoc. Prof. Ivana Mudnić, Assist. Prof. Ante Obad	Type of instruction (number of hours)	L	S	E	T
			5	16	4	
Status of the course	Elective	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	Understanding of physiological mechanisms responsible for blood flow regulation.					
Course enrolment requirements and entry competences required for the course	Based on the Decision on Requirements for course enrolment and entry competencies (taking courses and exams) of Study Programs of the Integrated Undergraduate and Graduate University Studies at the School of Medicine in Split. (FC 20 Oct 2016) http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvietima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Identify, define and describe most important functional characteristics of neuromuscular and cardiovascular systems. Describe, analyze and discuss control mechanisms necessary for blood flow regulation. List and discuss changes in blood flow that occur if physiological parameters are changed within and outside normal range. Express critical view of teaching materials, participate in positive discussion and express personal views. Apply rules from theoretical part of the course on problem solving. Participate in performing of the flow mediated practical and interpretation of obtained data.					
Course content broken down in	Lectures: L1 (1): Circulation and cardiac output.					

detail by weekly class schedule (syllabus)	L2 (1): Autonomic nervous system. L3 (2): Role of endothelium in blood flow control. Seminars: S1 (3): Role of autonomic nervous system in blood flow control. S2 (3): Role of acetylcholine spillover in blood flow control. S3 (5): Role of muscle pump in blood flow control. S4 (5): Role of released metabolites in blood flow control. Role of mechanical factors. Exercise: E1 (4): Flow mediated dilation.					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities						
Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	0,5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Written exam.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Textbook of Medical Physiology, Guyton and Hall, 13.ed.					
	Selected articles on blood flow regulation.					
	Teacher's presentations.					
Optional literature (at the time of submission of study programme proposal)						

Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> • Analysis of the quality of teaching by students and teachers • Analysis of passing exams • Reports of the Teaching Control Committee • Extra-institutional evaluation (visit of quality control teams of the National Agency for Quality Control, involvement in TEEP)
Other (as the proposer wishes to add)	

NAME OF THE COURSE		Clinical cases in neuroanatomy				
Code	ENME	Year of study	3			
Course teacher	Assist. Prof. Ivana Pavlinac Dodig	Credits (ECTS)	1,5			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			4	11	10	
Status of the course	Elective	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	Teaching students the skill of thinking about the clinical consequences of diseases affecting the central nervous system. Enabling students to exercise in self-discovery of the cause, i.e. the exact anatomical location of the lesion in the context of different clinical cases.					
Course enrolment requirements and entry competences required for the course	Based on the Decision on Requirements for course enrolment and entry competencies (taking courses and exams) of Study Programs of the Integrated Undergraduate and Graduate University Studies at the School of Medicine in Split. (FC 20 Oct 2016) http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of the course/educational activity, the student will be able to: 1. Name, recognize and explain the function of the main structures of the SŽS 2. Apply theoretical knowledge of neuroanatomy to recognize, identify and interpret clinical signs and symptoms in CNS lesions. 3. Based on clinical symptoms, evaluate and conclude the location of the lesion of the SŽS. 4. Critically judge educational materials, and discuss and construct opinions.					
Course content broken down in detail by weekly class schedule (syllabus)	LECTURES (4 hours)		Number of hours:			
	1.Introductory lecture		2			
	2.Review of the CNS structures		2			
	SEMINARS (11 hours)		Number of hours:			
	1.Blood supply of the CNS		2			
	2.Vascular lesions of the CNS		2			

	3.Injuries and tumors of the CNS 3 4.Degenerative disorders of the CNS 2 5.Hereditary disorders of the CNS 2 EXERCISES (10 hours) Number of hours: 1.Vascular lesions – clinical cases 2 2.Injuries and tumors – clinical cases 2 3.Degenerative disorders – clinical cases 2 4.Students' presentations and final exam 4																														
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work <input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)																														
Student responsibilities	In accordance to Rules of studying and Deontological code for USSM students.																														
Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	<table border="1"> <tr> <td>Class attendance</td> <td>0,5</td> <td>Research</td> <td></td> <td>Practical training</td> <td></td> </tr> <tr> <td>Experimental work</td> <td></td> <td>Report</td> <td></td> <td>(Other)</td> <td></td> </tr> <tr> <td>Essay</td> <td></td> <td>Seminar essay</td> <td>0,5</td> <td>(Other)</td> <td></td> </tr> <tr> <td>Tests</td> <td></td> <td>Oral exam</td> <td></td> <td>(Other)</td> <td></td> </tr> <tr> <td>Written exam</td> <td>0,5</td> <td>Project</td> <td></td> <td>(Other)</td> <td></td> </tr> </table>	Class attendance	0,5	Research		Practical training		Experimental work		Report		(Other)		Essay		Seminar essay	0,5	(Other)		Tests		Oral exam		(Other)		Written exam	0,5	Project		(Other)	
Class attendance	0,5	Research		Practical training																											
Experimental work		Report		(Other)																											
Essay		Seminar essay	0,5	(Other)																											
Tests		Oral exam		(Other)																											
Written exam	0,5	Project		(Other)																											
Grading and evaluating student work in class and at the final exam	Yes																														
Required literature (available in the library and via other media)	<table border="1"> <thead> <tr> <th>Title</th> <th>Number of copies in the library</th> <th>Availability via other media</th> </tr> </thead> <tbody> <tr> <td>Hal Blumenfeld: Neuroanatomy through Clinical Cases, 2nd Edition</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Title	Number of copies in the library	Availability via other media	Hal Blumenfeld: Neuroanatomy through Clinical Cases, 2nd Edition																										
Title	Number of copies in the library	Availability via other media																													
Hal Blumenfeld: Neuroanatomy through Clinical Cases, 2nd Edition																															
Optional literature (at the time of submission of study programme proposal)	<ul style="list-style-type: none"> • Allan Siegel and Hreday N. Sapru: Essential Neuroscience, 2nd Edition • Duane E. Haines: Neuroanatomy in clinical context, 9th Edition 																														
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> • Analysis of the quality of teaching by students and teachers • Analysis of passing exams • Reports of the Teaching Control Committee 																														

	• Extra-institutional evaluation (visit of quality control teams of the National Agency for Quality Control, involvement in TEEP)
Other (as the proposer wishes to add)	

NAME OF THE COURSE		Pathophysiology of endocrine disorders				
Code	ENME	Year of study	3			
Course teacher	Assoc. prof. Joško Božić	Credits (ECTS)	1.5			
Associate teachers	Assoc. prof. Tina Tičinović Kurir Assist.prof. Mladen Krnić Anela Novak, MD Prof. Veselin Škrabić Marino Vilović, MD	Type of instruction (number of hours)	L	S	E	T
			10	10	5	
Status of the course	Elective	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	To acquaint students with the basic pathophysiological mechanisms of the most common endocrine diseases, their diagnosis and clinical manifestations.					
Course enrolment requirements and entry competences required for the course	Based on the Decision on Requirements for course enrolment and entry competencies (taking courses and exams) of Study Programs of the Integrated Undergraduate and Graduate University Studies at the School of Medicine in Split. (FC 20 Oct 2016) http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> - interpret underlying pathophysiological mechanisms of the endocrinopathies - describe and explain the clinical features associated with the most common disorders of the endocrine system - describe, analyze and discuss systemic disorders related to the endocrine system - explain and critically interpret the tests used in the diagnosis of endocrinopathies 					
Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures (10 hours)</p> <ol style="list-style-type: none"> 1. Pathophysiological mechanisms of endocrinopathies 2. Pathophysiology of diabetes mellitus 3. Thyroid and parathyroid glands diseases 4. Pituitary disorders 5. Metabolic and endocrine disorders in OSA patients <p>Seminars (10 hours)</p> <ol style="list-style-type: none"> 1. Adrenal glands diseases (3h) 2. Pathophysiology of osteoporosis (2h) 3. Review of basic diagnostic tests in endocrinology (3h) 4. CAH and disorders of sex hormones <p>Practice (5 hours)</p>					

	1. Problem exercise					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities						
Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance		Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1,5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Written exam.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	- Hammer GD et al. Pathophysiology of disease: an introduction to clinical medicine, 7th edition. McGraw Hill Education, 2014. (selected chapters)					
	- Materials from the lectures					
Optional literature (at the time of submission of study programme proposal)	Kasper DL et al. Harrison's principles of internal medicine, 19th edition. McGraw Hill Education, 2015. (selected chapters)					
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> • Analysis of the quality of teaching by students and teachers • Analysis of passing exams • Reports of the Teaching Control Committee • Extra-institutional evaluation (visit of quality control teams of the National Agency for Quality Control, involvement in TEEP) 					
Other (as the proposer wishes to add)						

NAME OF THE COURSE	Empathy and pain		
Code	ENME...	Year of study	3

Course teacher	Prof. Livia Puljak	Credits (ECTS)	1,5			
Associate teachers	Prof. Damir Sapunar, Antonia Jeličić Kadić, Svjetlana Došenović, MD	Type of instruction (number of hours)	L	S	E	T
			5	20	0	
Status of the course	Elective	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	Developing and maintaining empathy in medical students through learning about the emotional aspects of pain and how pain is portrayed in the humanities and social sciences.					
Course enrolment requirements and entry competences required for the course	Based on the Decision on Requirements for course enrolment and entry competencies (taking courses and exams) of Study Programs of the Integrated Undergraduate and Graduate University Studies at the School of Medicine in Split. (FC 20 Oct 2016) http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> To recognize the basic principles of pain phenomenon To become familiar with theory of empathy To get knowledge about tests for measuring empathy To learn about methods for increasing empathy 					
Course content broken down in detail by weekly class schedule (syllabus)	Basic principles of pain; Information about emotional factors in the onset of pain and developing emphatic approach; Promotion discussion about pain and suffering; Enhancing professional values that incorporate judicious and unbiased attitudes towards those who suffer from pain; Getting to know selected literature, works of art, philosophical and sociological concepts of pain and empathy					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops		<input type="checkbox"/> (other)			
Student responsibilities	In accordance to Rules of studying and Deontological code for USSM students.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Written exam					

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	Learning modules prepared by the course teachers		Internet
	Presentations regarding the course material		
Optional literature (at the time of submission of study programme proposal)			
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> • Analysis of the quality of teaching by students and teachers • Analysis of passing exams • Reports of the Teaching Control Committee • Extra-institutional evaluation (visit of quality control teams of the National Agency for Quality Control involvement in TEEP) 		
Other (as the proposer wishes to add)			

NAME OF THE COURSE		Sleep Medicine				
Code	ENME...	Year of study	3			
Course teacher	Prof. Zoran Đogaš	Credits (ECTS)	1.5			
Associate teachers	Prof. Goran Račić, Prof. Danilo Hodoba, Prof. Maja Valić, Prof. Renata Pecotić, Prof. Goran Kardum	Type of instruction (number of hours)	L	S	E	T
			5	15	5	
Status of the course	Elective	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	Acquisition of basic knowledge about sleep disorders.					
Course enrolment requirements and entry competences required for the course	Based on the Decision on Requirements for course enrolment and entry competencies (taking courses and exams) of Study Programs of the Integrated Undergraduate and Graduate University Studies at the School of Medicine in Split. (FC 20 Oct 2016) http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf					

Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Taking a sleep anamnesis, active participation in all-night polysomnographic recording, creating a hypnogram, recognizing different stages of sleep, recognizing the most important sleep disorders, the possibility of cooperation in a team that deals with sleep disorders.					
Course content broken down in detail by weekly class schedule (syllabus)	Basic concepts of sleep medicine, neurophysiology of sleep, basics of polysomnography, hypnogram creation, sleep history, sleep disorders, insomnia, breathing disorders during sleep, obstructive sleep apnea, narcolepsy, restless legs syndrome, cognitive functions and sleep, dreams					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities						
Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	0,5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Written exam.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	A selection of recent references, web materials					
Optional literature (at the time of submission of study programme proposal)						
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> • Analysis of the quality of teaching by students and teachers • Analysis of passing exams • Reports of the Teaching Control Committee • Extra-institutional evaluation (visit of quality control teams of the National Agency for Quality Control, involvement in TEEP) 					

Other (as the proposer wishes to add)	
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NAME OF THE COURSE		Genetic Approaches to Rare and Novel Diseases				
Code	ENME...	Year of study	4			
Course teacher	Assoc.prof. Bernarda Lozić	Credits (ECTS)	1.5			
Associate teachers	Prof. Vjekoslav Krželj Assoc. Prof. Branka Polić Assoc. Prof. prof. Sanja Lovrić Kojundžić Maja Tomasović, MD, MSc Maja Buljubašić, PhD	Type of instruction (number of hours)	L	S	E	T
			8	8	9	
Status of the course	Elective	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	The aim of the course is to describe and explain the basics of a complete approach to the patient with genetics disease or disorder, or increased risk for the same.					
Course enrolment requirements and entry competences required for the course	Based on the Decision on Requirements for course enrolment and entry competencies (taking courses and exams) of Study Programs of the Integrated Undergraduate and Graduate University Studies at the School of Medicine in Split. (FC 20 Oct 2016) http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> •Understanding of etiology/forms of genetic inheritance according the pedigree of family •Summarizing the patient's medical history with rare and novel disease •Perform additional diagnostic evaluation in patients with rare and novel diseases •Explain and interpret the genetic tests used in the diagnosis of rare and novel diseases 					
Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures (8 hours)</p> <ol style="list-style-type: none"> 1. Modes of genetic inheritance and estimate the recurrence risk (2h) 2. Clinical evaluation of multisystemic rare and novel disease (2h) 3. Collection and storage of biological samples from the affected patients (2h) 4. Explain genetic test and the risks of hereditary genetic disorder (2h) <p>Seminars (8 hours)</p> <ol style="list-style-type: none"> 1. Laboratory genetic studies (2h) 2. Classical and molecular cytogenetics in clinical practice (2h) 3. Laboratory molecular tests and exome sequencing in clinical practice(2h) 4. Review of genetic tests in hereditary disorders (2h) 					

	Practice (9 hours) 1. Problem exercise					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input checked="" type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	In accordance to Rules of studying and Deontological code for USSM students.					
Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	0,25	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0,25	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1,0	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Written exam (10 MCQ)					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	- Nelson Textbook of Pediatrics, Edition 20th ed. Philadelphia: Saunders Elsevier, 2016. (selected chapters of Part X- Human genetics)					
	- Materials from the lectures					
Optional literature (at the time of submission of study programme proposal)	- Turnpenny P and Ellard S. Emery's Elements of Medical Genetics, 15th edition, Elsevier, 2017. (students will get copies of selected chapters)					
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> • Analysis of the quality of teaching by students and teachers • Analysis of passing exams • Reports of the Teaching Control Committee • Extra-institutional evaluation (visit of quality control teams of the National Agency for Quality Control, involvement in TEEP) 					
Other (as the proposer wishes to add)						

NAME OF THE COURSE	ECG in clinical practice
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Code	ENME	Year of study	4			
Course teacher	Prof. Darko Duplančić	Credits (ECTS)	1,5			
Associate teachers	Assist. Prof. Duška Glavaš Assoc. Prof. Ivica Vuković	Type of instruction (number of hours)	L	S	E	F
			10	10	5	
Status of the course	Elective	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	To acquaint students with the basic settings of electrocardiography, electrocardiogram reading and interpretation of findings in emergencies and chronic heart diseases					
Course enrolment requirements and entry competences required for the course	Based on the Decision on Requirements for course enrolment and entry competencies (taking courses and exams) of Study Programs of the Integrated Undergraduate and Graduate University Studies at the School of Medicine in Split. (FC 20 Oct 2016) http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of the course/educational activity, the student will be able to: 1. Describe the basic principle of electrocardiography. 2. Explain the clinical significance of electrocardiography as a diagnostic test in clinical practice. 3. To analyze the advantages, possibilities and limitations of electrocardiography. 4. Valorize, measure and conclude the ECG findings.					
Course content broken down in detail by weekly class schedule (syllabus)	Lecture: 1. Introduction to ECG, ECG in critical clinical conditions, basics of ECG interpretation, an electrophysiological background of ECG records (5h) 2. Interpretation of ECG in heart arrhythmias (5h) Seminars: 3. ECG in heart failure (5h) 4. ECG in coronary care (5h) Exercises: 5. ECG exercises (5h)					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	In accordance to Rules of studying and Deontological code for USSM students.					

Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0,5	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	0,5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	As for internal medicine exam					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Dale Dubin- Interpretation of ECG					
	Goldberger- Clinical ECG					
	Principles of Internal Medicine					
Optional literature (at the time of submission of study programme proposal)	Other books and publication about ECG					
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> • Analysis of the quality of teaching by students and teachers • Analysis of passing exams • Reports of the Teaching Control Committee • Extra-institutional evaluation (visit of quality control teams of the National Agency for Quality Control, involvement in TEEP) 					
Other (as the proposer wishes to add)						

NAME OF THE COURSE		Obesity and metabolic syndrome in children and adolescents					
Code	ENME	Year of study	5				
Course teacher	Assoc. Prof. Ivana Unić Šabašov, MD, PhD	Credits (ECTS)	1,5				
Associate teachers		Type of instruction (number of hours)	L	S	E	F	
			10		15		
Status of the course	Elective	Percentage of application of e-learning	10%				
COURSE DESCRIPTION							
Course objectives	To understand the historical overview of obesity and metabolic syndrome in children and adolescents. Introducing students to the importance of recognizing obesity and						

	factors for the development of obesity and metabolic syndrome in children and adolescents; the influence of obesity on the anatomical and functional characteristics of children and adolescents, on the development of the bone system, sexual development, material changes and the appearance of psychosocial pathology.	
Course enrolment requirements and entry competences required for the course	Based on the Decision on Requirements for course enrolment and entry competencies (taking courses and exams) of Study Programs of the Integrated Undergraduate and Graduate University Studies at the School of Medicine in Split. (FC 20 Oct 2016) http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf	
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of the course/educational activity, the student will be able to: 1) Demonstrate the skill of targeted and precise history taking and clinical status, emphasising the importance of determining anthropometric parameters in pediatric endocrinology. 2) Describe and apply an evidence-based diagnostic algorithm for obesity in children. 3) Explain and interpret laboratory findings and the results of other diagnostic endocrinologic/diabetology examinations. 4) Compile a proposal for counselling and treatment of obesity in children and adolescents and evaluate the importance of participation and implementation of preventive actions to improve the health of children and adolescents.	
Course content broken down in detail by weekly class schedule (syllabus)	Lectures: 5 days – each lecture consists of 2 hours L (2 h): Introduction in obesity in children and adolescents L (2 h): Metabolic complications of obesity in children and adolescents L (2 h): Preventive interventions regarding obesity in children and adolescents L (2 h): Psychoemotional health of obese children and adolescents L (2 h): Relation with food and body image in obese children and adolescents Exercises: in total 15 h, during 5 days (3 h) E (12 h, 4 days): practical work with patients in Daily care of Pediatric Clinics, KBC Split E (3 h): practical work with patients in Outpatient clinics of Pediatric Clinics, KBC Split	
Format of instruction	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)
Student responsibilities	In accordance to Rules of studying and Deontological code for USSM students.	

Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	0,5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Written exam					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Kliegman RM. Nelson Textbook of Pediatrics, 20.-th edition, Elsevier, Philadelphia, 2016.					
	Class presentations					
Optional literature (at the time of submission of study programme proposal)						
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> • Analysis of the quality of teaching by students and teachers • Analysis of passing exams • Reports of the Teaching Control Committee • Extra-institutional evaluation (visit of quality control teams of the National Agency for Quality Control, involvement in TEEP) 					
Other (as the proposer wishes to add)						

NAME OF THE COURSE		Doctor, my back is killing me					
Code	ENME	Year of study	4				
Course teacher	Assoc.Prof. Ivica Bilic, MD, PhD	Credits (ECTS)	1,5				
Associate teachers	Assist..Prof. Jure Aljinovic, Assoc.Prof. Kresimir Dolic, Asisst. Prof. Mario Mihalj, Kresimir Kolic, MD Assist. Prof. Vana Kosta, Mirko Lapcic, MD Grgo Gunjaca, MD, PhD Toni Kljakovic-Gaspic, MD	Type of instruction (number of hours)	L	S	E	F	
			9	12	4		

Status of the course	Elective	Percentage of application of e-learning	10%
COURSE DESCRIPTION			
Course objectives	Get to know the importance of early causal diagnosis and treatment of back pain syndrome, as well as the social, medical and economic problems of low back pain, regarding the importance of an individual approach in treating patients with low back pain.		
Course enrolment requirements and entry competences required for the course	Based on the Decision on Requirements for course enrolment and entry competencies (taking courses and exams) of Study Programs of the Integrated Undergraduate and Graduate University Studies at the School of Medicine in Split. (FC 20 Oct 2016) http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf		
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of the course/educational activity, the student will be able to: 1. Recognize the causes of low back pain and predict the time and method of carrying out therapeutic procedures in the treatment of low back pain 2. See a patient with low back pain. 3. To compare diagnostic procedures in treating patients with low back pain. 4. Critically assess the importance of an individual approach to the patient during treatment, as well as the importance of a multidisciplinary approach by the doctor in the back pain syndrome.		
Course content broken down in detail by weekly class schedule (syllabus)	<p>LECTURES</p> <ol style="list-style-type: none"> 1. Functional anatomy of lumbosacral spine (2) - Aljinovic 2. Radiologic diagnostic of lumbosacral syndrome (2) - Kolic/Dolic 3. Epidemiology and importance of low back pain (2) - Bilic 4. Surgical treatment of lumbosacral syndrome - where, when, how and why? (2) - Lapcic 5. Working ability evaluation of the patient with low back pain (1) - Bilic <p>SEMINARS - 1. Clinical picture of lumbosacral syndrome (2) - Kosta 2. EMNG diagnostic of lumbosacral syndrome (2) - Mihalj 3. Differential diagnosis of low back pain (2) - Kosta 4. Role of physical medicine specialist in evaluation of patient with low back pain (2) - Aljinovic 5. Treatment of low back pain - approach by anesthesiologist (1) - Kljakovic-Gaspic 6. Low back pain patient in general practice (2) - Gunjaca 7. Pharmacotherapy of low back pain (1) – Bilic</p> <p>EXERCISE - 1. Active life - prevention of low back pain (2) - Primorac 2. Protrusion/extrusion of intervertebral disc - before and after surgery (2) - Lapcic</p>		
	<input checked="" type="checkbox"/> lectures	<input type="checkbox"/> independent assignments	

Format of instruction	<input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	
Student responsibilities	In accordance to Rules of studying and Deontological code for USSM students.			
Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	0,5	Research	Practical training
	Experimental work		Report	(Other)
	Essay		Seminar essay	(Other)
	Tests		Oral exam	(Other)
	Written exam	1,0	Project	(Other)
Grading and evaluating student work in class and at the final exam	Written exam			
Required literature (available in the library and via other media)	Title		Number of copies in the library	Availability via other media
	Simon RP, Greenberg D, Aminoff JM. Lange Clinical Neurology, 10th edition. McGraw-Hill Education, 2017.			
Optional literature (at the time of submission of study programme proposal)	Teaching modules prepared by teachers			
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> • Analysis of the quality of teaching by students and teachers • Analysis of passing exams • Reports of the Teaching Control Committee • Extra-institutional evaluation (visit of quality control teams of the National Agency for Quality Control, involvement in TEEP) 			
Other (as the proposer wishes to add)				

NAME OF THE COURSE		How to apply theory to practice – to be a doctor	
Code	ENME	Year of study	4
Course teacher	Assoc. prof. Tina Tičinović Kurir	Credits (ECTS)	1.5

Associate teachers	Assist. Prof. Jakša Zanchi Assist. Prof. Andre Bratanić Assoc. Prof. Joško Božić Assist. Prof. Marino Vilović	Type of instruction (number of hours)	L	S	E	T
			10	5	10	
Status of the course	Elective	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	The main goal of the course is to provide students with knowledge, guidelines and examples that they can use to approach patients in a comprehensive and critical manner, and to apply the learned theoretical knowledge in concrete clinical practice.					
Course enrolment requirements and entry competences required for the course	Based on the Decision on Requirements for course enrolment and entry competencies (taking courses and exams) of Study Programs of the Integrated Undergraduate and Graduate University Studies at the School of Medicine in Split. (FC 20 Oct 2016) http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> - Critically interpret experimental and clinical research, and explain their application to clinical work - describe the clinical approach to endocrinological patients, and present and discuss the protocol of the diagnostic and therapeutic sequence - describe the clinical approach to cardiology patients, and present and discuss the protocol of the diagnostic and therapeutic sequence - Explain and clarify the proper clinical approach and treatment procedures for gastroenterology patients 					
Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures (10 student hours)</p> <ol style="list-style-type: none"> 1. Introductory lecture (3h) 2. Laboratory findings in clinical practice (3h) 3. Clinical Approach to cardiology patients (2h) 4. Clinical approach to gastroenterology patients (2h) <p>Seminars (5 student hours)</p> <ol style="list-style-type: none"> 1. Recent studies in Clinical Medicine - Practical Application (2h) 2. Bone health - from the latest findings to practical application (3h) <p>Exercises (10 student hours)</p> <ol style="list-style-type: none"> 1. Clinical Exercise - endocrinology (4h) 2. Clinical Exercise - cardiology (3h) 3. Clinical Exercise - gastroenterology (3h) 					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			

Student responsibilities						
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance		Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1,5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Written exam.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Fauci i sur. Harrison's Principles of Internal Medicine. 18th Edition, McGraw-Hill Professional, 2011. (selected chapters)					
	Materials from lectures and seminars					
Optional literature (at the time of submission of study programme proposal)						
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> • Analysis of the quality of teaching by students and teachers • Analysis of passing exams • Reports of the Teaching Control Committee • Extra-institutional evaluation (visit of quality control teams of the National Agency for Quality Control, involvement in TEEP) 					
Other (as the proposer wishes to add)						

NAME OF THE COURSE		Research protocol for your diploma thesis					
Code	ENME	Year of study	5				
Course teacher	Prof. Ana Marušić	Credits (ECTS)	1.5				
Associate teachers	Prof. Matko Marušić, Ivan Buljan, PhD Ružica Tokalić, MD, PhD	Type of instruction (number of hours)	L	S	E	T	
			5	15	5		
Status of the course	Elective	Percentage of application of e-learning	10%				
COURSE DESCRIPTION							
Course objectives	To familiarize students with protocol planning and writing for their final thesis.						

Course enrolment requirements and entry competences required for the course	Based on the Decision on Requirements for course enrolment and entry competencies (taking courses and exams) of Study Programs of the Integrated Undergraduate and Graduate University Studies at the School of Medicine in Split. (FC 20 Oct 2016) http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> - Understanding of methodological principles necessary for writing of research thesis - Ability to perform literature search - Planning of potential cooperation and ICMJE criteria - Scientific writing 					
Course content broken down in detail by weekly class schedule (syllabus)	<p>Each day will start with 2 hours of lectures, followed by 3 hours of exercises. Each day will be dedicated to new aspects of research plan development and writing</p> <p>Day 1 Lecture: Title, research aims and hypothesis, Literature search Seminar: Protocol writing I</p> <p>Day 2 Lecture: Introduction and types of research Seminar: Protocol writing II</p> <p>Day 3 Lecture: Sampling Seminar: Protocol writing III</p> <p>Day 4 Lecture: Data analysis Seminar: Protocol writing IV</p> <p>Day 5 Lecture: Potential value of findings and ICMJE criteria Seminar: Protocol writing V</p>					
Format of instruction	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities						
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,25	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1,25	Project		(Other)	
Grading and evaluating student	Written seminar and course assignments					

work in class and at the final exam			
Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Marušić M, ur. Principles of Research in Biomedicine and Health. Zagreb: Medicinska naklada; 2015.	5	
	Ferenczi E, Muirhead N. One Stop Doc Statistics and Epidemiology. Oxford: Oxford University Press, 2007.		
Optional literature (at the time of submission of study programme proposal)			
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> • Analysis of the quality of teaching by students and teachers • Analysis of passing exams • Reports of the Teaching Control Committee • Extra-institutional evaluation (visit of quality control teams of the National Agency for Quality Control, involvement in TEEP) 		
Other (as the proposer wishes to add)			

NAME OF THE COURSE		Breastfeeding Medicine				
Code	ENME	Year of study	5			
Course teacher	Assist. Prof. Irena Zakarija- Grković	Credits (ECTS)	1,5			
Associate teachers	Prof. Ivica Grković Tanja Mijačika, MD, Assoc. prof. Ivana Mudnić Assist. prof. Anita Pavičić Bošnjak Assist. prof. Marion Tomičić Željana Tomić	Type of instruction (number of hours)	L	S	E	F
			10	7	8	
Status of the course	Elective	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	To define the importance of breastfeeding in preserving the health of women and children, to learn about the physiology of breastfeeding and the connection between breastfeeding and external factors and their effects on breastfeeding and the term "Child-friendly maternity hospital."					

Course enrolment requirements and entry competences required for the course	<p>Based on the Decision on Requirements for course enrolment and entry competencies (taking courses and exams) of Study Programs of the Integrated Undergraduate and Graduate University Studies at the School of Medicine in Split. (FC 20 Oct 2016)</p> <p>http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf</p>	
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Upon completion of the course/educational activity, the student will be able to:</p> <ol style="list-style-type: none"> 1. Describe the risks of formula feeding 2. Demonstrate and apply the technique of breastfeeding and feeding 3. Explain the physiology of lactation and how to increase the amount of milk and induce relactation. 4. Assess the impact of medications on breastfeeding 5. Determine the most common problems in nursing mothers, and choose a treatment method in case of breastfeeding difficulties 	
Course content broken down in detail by weekly class schedule (syllabus)	<p><u>Lectures (10h):</u></p> <ol style="list-style-type: none"> 1. The importance of breastfeeding and the risks of artificial nutrition (1h) 2. Breastfeeding protection (2h) 3. "New" breast anatomy (1h) 4. Physiology of lactation (1h) 5. Breastfeeding technique (2h) 6. Difficulties with breastfeeding (2h) 7. Breastfeeding and family planning (1h) <p><u>Seminars (7h):</u></p> <ol style="list-style-type: none"> 1. Medicines and breastfeeding (1h) 2. Where to find helpful information about medicines and breastfeeding (1h) 3. Infant and toddler nutrition (1h) 4. Growth and development (1h) 5. Cochrane library and breastfeeding (1h) 6. Protocols of the Academy of Breastfeeding Medicine (2h) <p><u>Exercises (8h):</u></p> <ol style="list-style-type: none"> 1. Video materials about breastfeeding (3h) 2. Supplementary food (2h) 3. Storing milk/breastfeeding aids (2h) 4. Breastfeeding support in the community (1h) 	
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)

Student responsibilities	In accordance to Rules of studying and Deontological code for USSM students.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research		Practical training	
	Experimental work	1,0	Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Case presentation					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	WHO. Infant and young child feeding: Model Chapter for textbooks for medical students and allied health professionals. WHO, Geneva, 2009.					
Optional literature (at the time of submission of study programme proposal)	Lawrence RA, Lawrence RM. Breastfeeding: A Guide for the Medical Profession. Elsevier, Missouri, 2011.					
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> • Analysis of the quality of teaching by students and teachers • Analysis of passing exams • Reports of the Teaching Control Committee • Extra-institutional evaluation (visit of quality control teams of the National Agency for Quality Control, involvement in TEEP) 					
Other (as the proposer wishes to add)						

NAME OF THE COURSE		Ophthalmic surgery for novices				
Code	ENME...	Year of study	5			
Course teacher	Assist. Prof. Ljubo Znaor	Credits (ECTS)	1.5			
Associate teachers	Prof. Katarina Vukojević, Prof. Milan Ivanišević, Prof. Kajo Bućan, Assoc. Prof. Rogošić Veljko, Assoc. Prof. Dobrila Karlica Utrobičić,	Type of instruction (number of hours)	L	S	E	T
			8	6	11	

	Mladen Lešin, MD				
Status of the course	Elective	Percentage of application of e-learning	10%		
COURSE DESCRIPTION					
Course objectives	The objective is to teach students to perform basic wound care and to be able to counsel and follow up patients who underwent or are planning to have some kind of ophthalmologic surgery.				
Course enrolment requirements and entry competences required for the course	Based on the Decision on Requirements for course enrolment and entry competencies (taking courses and exams) of Study Programs of the Integrated Undergraduate and Graduate University Studies at the School of Medicine in Split. (FC 20 Oct 2016) http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf				
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will acquire skills required for primary skin wound care in orbital and facial region (suturing, tying different surgical knots, basic reconstructive techniques). Students will also acquire the knowledge which will allow them to give pre and postoperative care and counseling to the patients after ophthalmic surgery.				
Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures:</p> <ul style="list-style-type: none"> -Eye and orbit anatomy (1 hour) -Basic and advanced surgical skills for wound management (1 hour) -Orbital surgery and reconstructive surgery of the orbital region (1 hour) -Refractive and cataract surgery (1 hour) -Surgery in glaucoma management (1 hour) -Posterior segment surgery (1 hour) -Eye trauma management (1 hour) -Pediatric eye surgery (1 hour) <p>Seminars:</p> <ul style="list-style-type: none"> -Anesthesia in ophthalmology (2 hours) -Antibiotic prophylaxis, sterility and asepsis in ophthalmology surgery (2 hours) -Surgery for strabismus(1 hour) -Surgical complications in ophthalmology (1 hour) <p>Workshops:</p> <ul style="list-style-type: none"> -Application of regional anesthesia in ophthalmology (2 hours) -Skin wound suturing (2 hours) -Subcutaneous stitches (2 hours) -Deep wound management (2 hours) -Cleaning and monitoring of wound healing process (1 hour) -Visit to the operating theater (2 hours) 				
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor		

	<input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> (other)			
Student responsibilities						
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,25	Research		Practical training	0,25
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Written exam.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Handouts					
	Vaughan&Asbury.General Ophthalmology. Lange 18 th ed.					
Optional literature (at the time of submission of study programme proposal)						
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> • Analysis of the quality of teaching by students and teachers • Analysis of passing exams • Reports of the Teaching Control Committee • Extra-institutional evaluation (visit of quality control teams of the National Agency for Quality Control, involvement in TEEP) 					
Other (as the proposer wishes to add)						

NAME OF THE COURSE		Sudden death					
Code	ENME	Year of study	5				
Course teacher	Prof. Marija Definis	Credits (ECTS)	1.5				
Associate teachers	Kristijan Bečić, MD, PhD	Type of instruction (number of hours)	L	S	E	T	
			8	12	5		
Status of the course	Elective	Percentage of application of e-learning	10%				

COURSE DESCRIPTION						
Course objectives	Understanding the issue of sudden death and acquiring knowledge about the types, causes, mechanism and frequency, with a special emphasis on sudden natural death, especially in infants, small children, young people, during physical activities, medical treatments and interventions, and in persons deprived of liberty. Understanding diagnostic procedures in cases of sudden death.					
Course enrolment requirements and entry competences required for the course	Based on the Decision on Requirements for course enrolment and entry competencies (taking courses and exams) of Study Programs of the Integrated Undergraduate and Graduate University Studies at the School of Medicine in Split. (FC 20 Oct 2016) http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	At the end of the class, students will be able to: - list the main causes of sudden death of adults and children - clarify the mechanisms that lead to sudden death - distinguish natural sudden deaths from violent deaths - explain the importance of autopsy and other diagnostic methods					
Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures</p> <ul style="list-style-type: none"> - natural vs. violent death; sudden death: concept, types, causes, basis and mechanism of occurrence (L1 – 2 h) - diagnostic methods - the importance of autopsies (L2 - 2 h) - the most common sudden natural deaths (L3 – 2 h) - special topics (L4 – 2 h) <p>Seminars</p> <ul style="list-style-type: none"> - distinction between sudden and violent death (S1 – 2h) - familiarization with autopsies and the role of the coroner (S2 – 2 h) - causes of natural sudden death (S3 – 4 h) - independent seminar work (S4 – 4 h) <p>Exercises</p> <ul style="list-style-type: none"> - cause, mechanism and type of death (E1 – 1h) - independent distinction between sudden and violent death (E2 – 1h) - autopsy exercises (E3 – 1h) - coroner's office and sudden death (E4 – 1h) - examples of sudden death (E5 – 1h) 					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Attendance at classes 80% lectures, 90% seminars and 100% exercises					
Screening student work (<i>name the</i>	Class attendance		Research		Practical training	

<i>proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</i>	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1,5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Written exam.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Kumar V, Abbas AK, Fausto N: Robbins and Cotran Pathologic Basis of Disease. 7th ed. Philadelphia: Elsevier Saunders, 2005.				online	
Optional literature (at the time of submission of study programme proposal)	DiMaio VJ, DiMaio D: Forensic Pathology. 2nd ed. Boca Raton: CRC Press, 2001. Payne-James J, Busuttill A, Smock W: Forensic Medicine - Clinical and Pathological Aspects. San Francisco: GMM, 2003. Shepherd R: Simpson's Forensic medicine. 12th ed. London: Arnold, 2003. Berry CL: Pediatric Pathology. 3rd ed. London: Springer, 1996.					
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> • Analysis of the quality of teaching by students and teachers • Analysis of passing exams • Reports of the Teaching Control Committee • Extra-institutional evaluation (visit of quality control teams of the National Agency for Quality Control, involvement in TEEP) 					
Other (as the proposer wishes to add)						

NAME OF THE COURSE		Vertigo: a practical approach to diagnosis and treatment					
Code	ENME	Year of study	5				
Course teacher	Assist. prof. Marisa Klančnik, MD PhD.	Credits (ECTS)	1,5				
Associate teachers		Type of instruction (number of hours)	L	S	E	F	
			10	10	5		
Status of the course	Elective	Percentage of application of e-learning	10%				
COURSE DESCRIPTION							
Course objectives	Improve knowledge about types of vertigo, symptoms and differential diagnosis, associated symptoms such as noise and hearing loss, modern diagnostic and						

	therapeutic options, distinguishing true vertigo from conditions resembling vertigo, and distinguishing peripheral from central vertigo.					
Course enrolment requirements and entry competences required for the course	Based on the Decision on Requirements for course enrolment and entry competencies (taking courses and exams) of Study Programs of the Integrated Undergraduate and Graduate University Studies at the School of Medicine in Split. (FC 20 Oct 2016) http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of the course/educational activity, the student will be able to: 1. Describe and explain the onset of vertigo and the leading symptoms and signs of the disease. 2. List the most important diagnostic procedures and interpret the results of the diagnosis of vertigo. 3. Describe and distinguish between peripheral and central vertigo 4. Demonstrate the skill of taking an anamnesis and presenting rehabilitation modalities for a patient with vertigo and vestibular exercises.					
Course content broken down in detail by weekly class schedule (syllabus)	Lectures: 1. Introduction, epidemiology, diagnosis and differential diagnosis of vertigo (2 hours) 2. Modern approach to diagnostic processing and therapy of vestibular disorders (2 hours) 3. Ear infections and dizziness (2 hours) 4. Meniere's disease - new challenges in diagnosis and treatment (2 hours) 5. Central dizziness (2 hours) Seminar: 1. Vertigo and hearing loss (3 hours) 2. Specifics of dizziness in children (3 hours) 3. Algorithms in the diagnostic procedure of vertigo - comparison of different approaches (3 hours) 4. The latest knowledge about the causes of vertigo (review of reliable medical sources (1 hour) Exercises: 1. Presentations of a clinical case (3 hours) 2. Laboratory for the treatment of vertigo (2 hours)					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	To attend classes and practice workshops.					
Screening student work (<i>name the</i>	Class attendance	0,5	Research		Practical training	

<i>proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</i>	Experimental work		Report		(Other)	
	Essay		Seminar essay	0,5	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	0,5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Written exam					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Literature obtained in class through ppt presentations					
	Edlow JA, Gurley KL, Newman-Taker D. A new diagnostic approach to the adult patient with acute dizziness. Emerg Med Clin North Am 2018;54:469-483.					
	Goh LG. Dizziness update; A new approach and treatment based on Triage, Timing and Triggers. Arch Gen Intern Med 2018;2:17-22.					
Optional literature (at the time of submission of study programme proposal)						
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> • Analysis of the quality of teaching by students and teachers • Analysis of passing exams • Reports of the Teaching Control Committee • Extra-institutional evaluation (visit of quality control teams of the National Agency for Quality Control, involvement in TEEP) 					
Other (as the proposer wishes to add)						

2.12. Course description

NAME OF THE COURSE	Introduction to Medicine and History of Medicine		
Code	ENM102	Year of study	1
Course teacher	Prof. Darko Duplančić	Credits (ECTS)	3

Associate teachers	Prof. Marija Definis Prof. Ivica Grković Assist. Prof. Slavica Kozina Mariano Kaliterna, MD Marija Franka Žuljević, MD	Type of instruction (number of hours)	L	S	E	T
			25	20	0	0
Status of the course	Mandatory	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	To serve as an introduction to medical studies and provide a basic overview of what students can expect during medical education. Give an insight into the historical development of medicine, and the impact of important discoveries on modern medicine.					
Course enrolment requirements and entry competences required for the course	Not applicable					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ol style="list-style-type: none"> 1. Observe the types of curricula and education of medical students that exist worldwide. 2. Define morality, moral and bioethical codes that regulate the behavior and role of doctors. 3. Understand the importance of the doctor-patient relationship in the treatment process. 4. Recognize the mechanisms of learning by model, trial and error method and imitation present in clinical practice, problem-oriented learning model. 5. Describe the characteristics of group work, teamwork and relationship with colleagues. 6. Apply basic knowledge of techniques and help used in learning medicine. 					
Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. Definition of medicine 2. Social responsibility of medicine 3. Holistic medicine 4. Basic medical terms 5. Scientific, national and unofficial medicine 6. Quackery and alternative medicine 7. Peculiarities of medical profession 8. Motivation for studying medicine 9. Medical education in Croatia and in the world 10. Study life of medical students 11. Biological foundations of medicine 12. Social foundations of medicine 13. Research in medicine 14. Peculiarities of clinical medicine 15. Peculiarities of psychological medicine 16. Definition of the medical profession 17. Language, titles and symbols of medical professions 18. Medical organizations in Croatia and the World 					

	19. Medical solidarity 20. Sociodemographic differences of doctors 21. Quality control of medical work 22. Medical professions and specializations 23. Working places of doctors 24. Team work in medicine 25. Continuous learning and training of doctors 26. Continuous learning and training of doctors 27. Beginnings and paleopathology. 28. Archaic and non-European cultures. 29. Medicine in ancient Greece. 30. Roman medicine. 31. Byzantine and Arab medicine. 32. Medicines in monasteries. 33. School of Salerno. 34. Scholastic medicine. 35. Health care in the Middle Ages. 36. Renaissance. 37. Development of medicine in the 17th and 18th centuries. 38. Development of medicine in the 19th and 20th centuries. 39. The main reformers in the history of medicine. 40. History of ethics.					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	In accordance to Rules of studying and Deontological code for USSM students.					
Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	1,0	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	2,0	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Standardized written test and oral exam.					
Required literature (available in the	Title			Number of copies	Availability via other media	

library and via other media)		in the library	
	1. Cole TR, Carlin NS, Carson RA. Medical Humanities. Cambridge University Press, 2014.		
Optional literature (at the time of submission of study programme proposal)	1. Materials from lectures and seminars.		
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> ▪ Analysis of the quality of teaching by students and teachers ▪ Analysis of passing exams ▪ Reports of the Teaching Control Committee ▪ Extra-institutional evaluation (visit of quality control teams of the National Agency for Quality Control, involvement in TEEP) 		
Other (as the proposer wishes to add)			

NAME OF THE COURSE		Medical Biology				
Code	ENM104	Year of study	1			
Course teacher	Prof.Tatijana Zemunik, MD, PhD	Credits (ECTS)	9			
Associate teachers	Prof. Vesna Boraska, PhD Assoc. Prof. Maja Barbalić, PhD Ivana Gunjaca, PhD Dean Kalićanin, PhD	Type of instruction (number of hours)	L	S	E	T
			34	34	32	0
Status of the course	Mandatory	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	The aim of this course, held at the Department of Medical Biology, is to provide students with basic principles of modern biological science whose achievements are necessary for the diagnosis and treatment of human diseases. The objectives of the course are to provide students with an understanding of basic biological processes, to encourage critical thinking based on the acquired knowledge of modern biological science and to adopt professional terminology that is necessary for continuous monitoring of recent biomedical literature. The course Medical Biology covers topics					

	of the basics of cell biology, molecular biology, developmental biology and genetics with special emphasis on human biology.	
Course enrolment requirements and entry competences required for the course	Not applicable.	
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ol style="list-style-type: none"> 1. Describe the structure of a eukaryotic cell and compare it with the structure of a prokaryotic cell 2. Define and describe cell compartments, analyze the principles of cellular metabolism and describe the structure and the role of cytoskeleton 3. Explain the structure of biological membranes, analyze transport through biological membranes and link vesicular transport with protein processing and sorting 4. Analyze and describe individual phases of the cell cycle and mechanisms of its control, explain cell signaling, apoptosis, the role of stem cells and their application in medicine 5. Define the structure and function of DNA, RNA and mechanisms of transmission and control of genetic information at all levels, as well as the organization of the cellular genome 6. Define and analyze the mechanisms of DNA repair and recombination and explain the principles of recombinant DNA technology, gene therapy and cloning 7. Define and describe the chromosome and chromatin structure, define the principles of inheritance as well as basic principles of medical genetics and pedigree analysis 8. Analyze and evaluate new knowledge about mutations and genetic variability and possible mechanisms of disease development with emphasis on neoplastic diseases 9. Describe the process of fertilization, early embryonic development and the influence of harmful environmental factors on the human genome from a molecular aspect. 10. Acquire light microscopy skills, acquire basic laboratory skills and analyzing DNA molecules, acquire basic genomic database search skills 	
Course content broken down in detail by weekly class schedule (syllabus)	Principles of Molecular Cell Biology (DNA and RNA structure, replication, transcription and translation, gene expression, ribosome structure and function, posttranslational modification of proteins, protein degradation, general and specific recombination, DNA analysis methods); Biology of the Cell (cell research methods, cell evolution, structure and function of cell compartments, nucleus, nucleolus, endoplasmic reticulum, Golgi apparatus, lysosomes and peroxisomes, classification and transfer of proteins in the cell, cytoskeleton and cell movement, bioenergetics and metabolism, cell signaling, cell communications, cell cycle, cell cycle regulation, apoptosis, stem cells); Developmental Biology and Genetics (fertilization and early embryonic development, cloning, teratogenesis, principles of genetics, gene mutations, population genetics, prenatal diagnosis, gene therapy, molecular biology of cancer, human genome, chromosomes, cytogenetics, cloning).	
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor

	<input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> (other)			
Student responsibilities	In accordance to Rules of studying and Deontological code for USSM students.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,0	Research		Practical training	
	Experimental work		Report		Seminar	1,0
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	7,0	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Written examination.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	1. Cooper GM, Hausman RE. The Cell, a Molecular Approach. 8th ed. Washington DC, Sunderland (Massachusetts): ASM Press, Sinauer Associates; 2019.					
	2. Campell NA, Urry LA, Cain ML, Wasserman SA, Minorsky PV, Orr RB. Biology a global approach. 12th edition, Pearson, London; 2021					
Optional literature (at the time of submission of study programme proposal)	1. Alberts B et. all. Essential Cell Biology, New York, Garland Science, 3/e, 2009. 2. Turnpenny P, Ellard S, Cleaver R. Emery's Elements of Medical Genetics and Genomics. 16th edition, Churchill Livingstone, London 2022. 3. Gilbert SF. Developmental biology. 12th ed. Sunderland (MA): Sinauer Associates Inc.; 2020.					
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> ▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation 					

Other (as the proposer wishes to add)	
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NAME OF THE COURSE		Medical Physics and Biophysics				
Code	ENM105	Year of study	1			
Course teacher	Assoc. prof Marija Raguž	Credits (ECTS)	6			
Associate teachers	Zvonimir Boban, MSc	Type of instruction (number of hours)	L	S	E	T
			12	35	23	0
Status of the course	Mandatory	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	The goal of the course is to encourage students to have an analytical, quantitative approach to studying the functions of the human body. The lectures explain the physical principles used in some diagnostics, as well as physical procedures in some therapies.					
Course enrolment requirements and entry competences required for the course	Not applicable.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ol style="list-style-type: none"> 1. Describe and explain the physical basis of biological processes 2. Describe and explain the physical quantities and units used in biophysics and medical physics 3. Explain the basic principles of quantum mechanics and apply them to the structure of atoms and molecules 4. Explain the basic concepts of mechanics and hydromechanics, thermodynamics and apply them to the human body 5. Explain the transmission of nerve signals by applying the basic concepts of electromagnetism and thermodynamics 6. Describe and explain the mechanisms of interaction between ionizing radiation and substances, the effects that ionizing radiation can cause in humans and recognize the importance and scope of dosimetry and define doses 7. Explain the laws of optics and apply them to the propagation and nature of light, the formation of images in the eye and optical devices and correction of optical errors of the eye with glasses 8. Define and explain the vibration of mechanical systems and apply it to the description of sound waves and explain the relationship between acoustic parameters and physiological sensations of sound waves 					

	9. Handle simpler measuring instruments and be able to interpret results 10. Distinguish radiograms from scintigrams, echograms and images obtained by magnetic resonance imaging or computed tomography, and identify what they represent and what these basic imaging methods of medical diagnostic methods are for.					
Course content broken down in detail by weekly class schedule (syllabus)	Elementary atomic physics; Biotransports; Membrane potentials; Action potential; Biomechanics; Physics of ear and hearing; Physics of eye and vision; Physics of heart and circulation; Elementary nuclear physics; Interaction of radiation and matter; Radiation protection; Physics of nuclear medicine; Radiology physics; Magnetic resonance imaging; Physics of ultrasound.					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	In accordance to Rules of studying and Deontological code for USSM students.					
Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	0,6	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0,6	(Other)	
	Tests		Oral exam	2,4	(Other)	
	Written exam	2,4	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Written exam upon successful completion of laboratory exercises with student active participation in seminars taken into account.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	1. Pope JA: Medical Physics (2. edition). Heinemann, Oxford, 1998.					
	2. Eterović D: Biophysical grounds of physiology					
	3. D. Eterović: Physics of diagnostic imaging Medicinska naklada, Zagreb, 2002.					
Optional literature (at the time of	1. S Webb (editor): The Physics of Medical Imaging, Institute of Physics Publishing,					

submission of study programme proposal)	Bristol and Philadelphia, 2000
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> ▪ Analysis of the quality of teaching by students and teachers ▪ Analysis of passing exams ▪ Reports of the Teaching Control Committee ▪ Extra-institutional evaluation (visit of quality control teams of the National Agency for Quality Control, involvement in TEEP)
Other (as the proposer wishes to add)	

NAME OF THE COURSE		Social Medicine				
Code	ENM101	Year of study	1			
Course teacher	Prof. Ozren Polašek	Credits (ECTS)	2			
Associate teachers	Prof. Rosanda Mulić Assoc. Prof. Ivana Kolčić Assoc. Prof. Nataša Boban Assist. Prof. Iris Jerončić Tomić	Type of instruction (number of hours)	L	S	E	T
			20	10	0	0
Status of the course	Mandatory	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	The aim of the course is to acquaint the student with the basics of the development of social medicine in the world, through health promotion and disease prevention. Students will learn what are the basic determinants of health, which are the leading risks to health, learn the basics of health education, health promotion and disease prevention. Furthermore, students will get an overview of the specifics of the organization of health in the community and the specifics of healthcare organizations in extraordinary conditions.					
Course enrolment requirements and entry competences required for the course	Not applicable.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ol style="list-style-type: none"> 1. Define basic sociological concepts; sociological theories and main representatives; elements of society and social sub-systems; content and division of medical sociology and separate branches of development. 2. Describe sociological methods of studying society; the role of culture and institutions in society; social factors of health and disease; social organization of the medical profession; social distribution of disease. 3. Distinguish the methodology of social and natural (biomedical) sciences; health behavior in health and disease. 					

	4. Explain the connection between medicine and other social systems; organization of medicine as a social system; the link between social inequalities and health, social capital and health, social pathology and health. 5. Analyze social systems related to the field of health and disease; health and disease models; social understandings of health behavior; power relations in medicine and the position of medicine in society and the public.					
Course content broken down in detail by weekly class schedule (syllabus)	Roles and tasks of social medicine as part of the medicine as a whole. Health, measures of health. Disease and its natural course. Factors that influence health of an individual and the community. Health, population and economic development. Population politics. The influence of primary social communities on the health of an individual. Health and disease in the life cycle (childhood, adolescence, adulthood, old age). Health behavior and the principles of health education. Basic communication skills with the patient/ individual. Socio-medical problem and the basics for its management. Basics of the social and health needs analysis of vulnerable population. Basic principles of medical ethics and ethics of medical students.					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	In accordance to Rules of studying and Deontological code for USSM students.					
Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	0,2	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1,8	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Written exam.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Detels R, McEwen J, Beaglehole R, Tanaka H. Oxford Textbook of Public Health, 4th ed. Oxford University Press, New York 2002.					
Optional literature (at the time of						

submission of study programme proposal)	
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> • Analysis of the quality of teaching by students and teachers • Analysis of passing exams • Reports of the Teaching Control Committee • Extra-institutional evaluation (visit of quality control teams of the National Agency for Quality Control, involvement in TEEP)
Other (as the proposer wishes to add)	

NAME OF THE COURSE		Anatomy				
Code	ENM108	Year of study	1			
Course teacher	Prof. Katarina Vukojević	Credits (ECTS)	23			
Associate teachers	Prof. Ana Marušić Prof. Ivica Grković Assoc. Prof. Natalia Filipović Danica Boban, MD Marija Jurić, MD Mia Tranfić, MDD	Type of instruction (number of hours)	L	S	E	T
			64	78	78	0
Status of the course	Mandatory	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	The aim of the course is to acquire and adopt theoretical knowledge about fundamental canons of the structure of the human body, and theoretical knowledge about the shape and structure of individual organs and systems of the human body, their innervation and irrigation, and topographical relationships and placement in the body. Particular importance in the anatomy course is placed on the acquisition of practical knowledge and skills in the field of topographical anatomy of organs and organ systems.					
Course enrolment requirements and entry competences required for the course	Not applicable.					
Learning outcomes expected at the level of the course	1. Know the anatomical terminology and basic principles of the structure of individual organs belonging to the basic structural groups: somatic, visceral and 'supply and control' structures.					

(4 to 10 learning outcomes)	<ol style="list-style-type: none"> 2. List the parts and describe the individual anatomical structures of each organ. 3. Explain the irrigation and innervation of each organ. 4. Describe the structures of the musculo-skeletal system and explain their function. 5. List the content of each body region and explain the topographic relationships of individual anatomical structures. 6. Apply the knowledge of anatomy and relate them to clinically relevant cases. 7. Link the knowledge of anatomy and the principles of physical examination of the patient and recognize anatomical structures using different imaging techniques/procedures. 8. Show the boundaries of individual regions and their overall anatomical content on the cadaver, as well as individual organ preparations and models. 9. Observe and explain the topographic relationships within each body region. 10. Perform dissection of individual parts of the body under supervision and practice basic clinical skills envisaged by the program (suturing, intramuscular injections, endotracheal intubation, lumbar puncture, catheterization) on cadavers. 					
Course content broken down in detail by weekly class schedule (syllabus)	<p>Systemic anatomy: characteristics of organs, their blood supply and innervation. In the systematic approach, organs are grouped according to their common function. Special emphasis in the course is laced on general anatomical principles important for understanding structures and functions of the human body.</p> <p>Topographic anatomy: characteristics of organs in relation to their position and mutual relations with the surrounding structures. According to the topographic approach, organs are grouped by location, i.e. position in the body. In practice, all organs in the body belong to an anatomical region and are a part of a body system. The teaching units are organized so that they cover the topographic regions of the head, neck, upper limb, trunk and lower limb.</p>					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	In accordance to Rules of studying and Deontological code for USSM students.					
Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	2	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests	7	Oral exam	7	(Other)	
	Written exam	7	Project		(Other)	
Grading and evaluating student	Continuous assessment (35 short written and oral examinations) during the duration of teaching block, partial written exams, final written, practical and oral examinations.					

work in class and at the final exam			
Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	1. Mc Graw Hill Education: Anatomedia online. www.anatomedia.com or www.anatomediaonline.com		
Optional literature (at the time of submission of study programme proposal)	1. Moore KL, Dalley AF. Clinically oriented anatomy. 7th ed. Philadelphia: Lippincott Williams & Wilkins; 2014. 2. Drake RL, Vogl W, Mitchell AWM, Gray H. Gray's anatomy for students. Philadelphia, Pa.: Elsevier/Churchill Livingstone; 2005. 3. Netter, F.H.: Atlas of Human Anatomy, ICON Learning Systems; 3rd Bk&Cdr edition, 2003. 4. Snell RS. Clinical anatomy. 7th ed. Philadelphia: Lippincott Williams & Wilkins; 2004.		
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> • Analysis of the quality of teaching by students and teachers • Analysis of passing exams • Reports of the Teaching Control Committee • Extra-institutional evaluation (visit of quality control teams of the National Agency for Quality Control, involvement in TEEP) 		
Other (as the proposer wishes to add)			

NAME OF THE COURSE		Medical Chemistry and Biochemistry I				
Code	ENM106	Year of study	1			
Course teacher	Assoc. Prof. Vedrana Čikeš Čulić	Credits (ECTS)	8			
Associate teachers	Prof. Irena Drmić Hofman, PhD Prof. Anita Markotić, PhD Assist. Prof. Nikolina Režić Mužinić, PhD Assist. Prof. Marina Degoricija, PhD Angela Mastelić, PhD Sandra Marijan, mag.for.chem.mol.biol.	Type of instruction (number of hours)	L	S	E	T
			34	14	42	

Status of the course	Mandatory	Percentage of application of e-learning	10%
COURSE DESCRIPTION			
Course objectives	The aim of the course Medical Chemistry and Biochemistry I is to provide basic knowledge about the chemical structure, properties and role of simple and complex biological compounds that make up the human body, chemical and energy changes and apply them to individual and overall biochemical processes. A thorough understanding of these principles should provide students with key biochemical concepts and principles that serve as the basis of knowledge, enabling them to better study and understand the complexities of the human body and the (patho) biochemical basis of disease.		
Course enrolment requirements and entry competences required for the course	Not applicable		
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ol style="list-style-type: none"> 1. Describe and explain the basics of chemical bonds and intermolecular forces between compounds, and analyze and apply the basic physical and chemical principles that apply to gases and solutions 2. Classify and describe structural characteristics, and list the biological roles of complex biomolecules (carbohydrates, lipids, proteins and nucleic acids). 3. Identify and explain the structures and reactions of inorganic and organic biological important compounds, including small, large and supramolecular structures that are located in the cell. 4. Explain and apply the principles of biochemical and energy changes, and laws of "current" balance in biological systems (homeostasis). 5. Identify redox reactions, the meaning of the potential of electrochemical processes and basics of energy with application to the reactions of catabolism and anabolism. 6. Describe the structure and role of biological membranes, the basics of substance transfer through membrane, and the structure and role of the extracellular matrix. 7. Explain the principles and mechanisms of enzyme-catalyzed reactions, importance of prosthetic groups and the impact of allosteric effectors on the structure and physiological protein function. 8. Develop basic laboratory skills, describe and apply qualitative and quantitative tests in the analysis of biologically significant inorganic ions and groups of organic compounds, and physical methods of separating microheterogeneous and homogeneous mixture (weighing, pipetting, titration, pH measurement, centrifugation, polarimetry, spectrophotometry, chromatographic separation of substances) 		
Course content broken down in detail by weekly class schedule (syllabus)	Lectures (L) L1 (2) Introduction into chemical basis of life. Atoms and elements. L2 (2) Chemical bonds. L3 (1) Free particles: the nature of gases. L4 (1) Water and aqueous solutions. Colligative properties of solutions. L5 (2) Acids and bases. Buffer solutions.		

	<p>L6 (2) Colloidal-dispersed systems. L7 (2) Energy in transition: the first law of thermodynamics. L8 (1) Reactions at equilibrium. L9 (1) The rate of chemical change. L10 (1) The natural direction of change: the second law of thermodynamics. L11 (2) Chemical energy: electrochemistry. L12 (2) Introduction to organic chemistry. Saturated and unsaturated hydrocarbons; physical and chemical properties. Isomers. L13 (2) Alkenes. Stereochemistry. L14 (1) Arenes. Haloalkanes; nucleophilic substitution, elimination. L15 (2) Oxygen compounds. Aldehydes. Ketones. L16 (2) Esters and compounds with nitrogen. Biomolecules. L17 (1) Physiologically relevant carbohydrates and lipids. L18 (1) Amino acids. Structure of proteins. L19 (2) Globular proteins. Fibrous proteins. L20 (2) Enzymes: mechanism of action, kinetics, regulation of activity Globular proteins. L21 (1) Structure of nucleotides and nucleic acids. L22 (1) Membranes: structure and function. Seminars organic chemistry (SO) SO1 (3) Resonant structures. Isomers. Organic compounds with oxygen. SO2 (3) Organic compounds with nitrogen and sulfur. Seminar practicals (SP) and practicals (P) SP1+P1 (1+3) Basic stoichiometry. Preparation of solutions. SP2+ P2 (1+3) Optical methods in medical chemistry. SP3+ P3 (1+3) Gas laws. Ions in solution. Osmotic pressure. SP4+ P4 (1+3) Volumetry: neutralization methods. SP5+ P5 (1+3) Volumetry: oxidation and reduction method. SP6+ P6 (1+3) Acids and alkalis, pH and buffers. SP7+ P7 (1+3) Energetics and kinetics of chemical reaction. SP8+ P8 (1+3) Qualitative analysis of some organic compounds. P9 (3) Potentiometric titration of amino acids. P10 (3) Serum proteins electrophoresis. P11 (3) Urease: determination of inhibitor. P12 (3) Alkaline phosphatase: effect of pH on enzyme activity. P13 (3) Alkaline phosphatase: determination of K_m and V_{max} in the presence of inhibitors. P14 (3) Integration of practicals - practical exam.</p>					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	In accordance to Rules of studying and Deontological code for USSM students.					
Screening student work (name the proportion of ECTS)	Class attendance	1	Research		Practical training	1

<i>credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</i>	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests	2	Oral exam		(Other)	
	Written exam	2	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Written exam (Physical Chemistry, Organic Chemistry and Introduction to Biochemistry) and practical exam.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	1. Atkins PW, de Paula J. Physical Chemistry, 10 th edition. Macmillan Education, Oxford, 2014.			1		
	2. Emine E. Abali, Susan D. Cline, David S. Franklin, Susan M. Viselli. Lippincott Illustrated Reviews: Biochemistry. 8th ed. Philadelphia, PA: Wolters Kluwer, 2021.			5		
	3. Laboratory Manual of Medical Chemistry and Biochemistry I			Print office		
Optional literature (at the time of submission of study programme proposal)	1. Karen C. Timberlake. An Introduction to General, Organic and Biological Chemistry, 12th global edition, Pearson 2015. 2. Ferrier, Denise R. Lippincott Illustrated Reviews: Biochemistry. 7th ed. Philadelphia, PA: Wolters Kluwer, 2017.					
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> ▪ Analysis of the quality of teaching by students and teachers ▪ Analysis of passing exams ▪ Reports of the Teaching Control Committee ▪ Extra-institutional evaluation (visit of quality control teams of the National Agency for Quality Control, involvement in TEEP) 					
Other (as the proposer wishes to add)						

NAME OF THE COURSE		Clinical Skills I					
Code	ENM107	Year of study	1				
Course teacher	Assoc. Prof. Nenad Karanović	Credits (ECTS)	3				
Associate teachers	Assist. Prof. Mihajlo Lojpur Assoc. Prof. Mladen Carev Assist. Prof. Branka Polić	Type of instruction (number of hours)	L	S	E	F	
			8	0	52	0	

	Assist. Prof. Irena Zakarija Grković					
Status of the course	Mandatory	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	To teach students to recognize life-threatening conditions and apply first aid procedures in their treatment as well as in the care of the injured					
Course enrolment requirements and entry competences required for the course	Not applicable.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ol style="list-style-type: none"> 1. Explain, describe and apply basic life support procedures 2. Recognize life-threatening conditions and take care of them 3. Describe and explain the principles of safe use of automatic external defibrillator and handle it properly 4. Demonstrate the skill of providing first aid in various emergencies 5. Describe, explain and implement "rapid trauma screening" and critical procedures 6. Organize the work of the first aid team 7. Demonstrate elements of personal protection of medics related to hand washing, disinfection, wearing gloves, masks and adhering to the principle of sterility 8. Demonstrate elements of basic life support on models for simulation in medicine 9. Demonstrate elements of venous pathway placement and intravascular access on simulation models in medicine 					
Course content broken down in detail by weekly class schedule (syllabus)	<p>The subject has 60 h of teaching, divided into 2 sections:</p> <ol style="list-style-type: none"> 1. Lectures: 8 h <ol style="list-style-type: none"> 1.1. Introduction; 1.2. Vital signs; 1.3. Symptoms and signs of multiorgan failure; 1.4. Basic life support in adults; 1.5. Basic life support in babies and children; 1.6. First aid in the event of an injury; 1.7. First aid in the event of an insect bite; 1.8. First aid in the event of poisoning. 2. Practical classes : 52 h <ol style="list-style-type: none"> 2.1. Vital signs; 2.2. Using first aid equipment, positions for transport; 2.3. BLS + AED/ adults, with case scenarios; 2.4. BLS / Babies and children, with case scenarios; 2.5. First aid in an injured patient; 2.6. Managing multiorgan failure- a case scenario; 2.7. Hospital surroundings and equipment + Hygiene measures; 2.9. Managing various environmental emergencies, snake bite scenario. 					

Format of instruction	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	In accordance to Rules of studying and Deontological code for USSM students.					
Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	1,5	Research		Practical training	1,0
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	0,5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Catalogue of Clinical Skills. Written test (20% of the overall grade). Objective Structured Clinical Exam (80% of overall grade).					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Mihajlo Lojpur. First aid to the injured				https://pdf4pro.com/download/first-aid-to-the-injured-neuron-mefst-hr-2cb7a0.html	
	Mihajlo Lojpur. Adult basic life support				https://neuron.mefst.hr/docs/katedre/klinicke_vjestine/Dr%20Lojpur%20ADULT%20BASIC%20LIFE%20SUPPORT.pdf	
Optional literature (at the time of submission of study programme proposal)	1. The American Red Cross First Aid/CPR/AED Participant's Manual, The American National Red Cross. 2016. https://gmedicalcpr.com/cpr-first-aid-class/wp-content/uploads/2020/08/g-medical-a-cpr-provider-manual.pdf					

Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> • Analysis of the quality of teaching by students and teachers • Analysis of passing exams • Reports of the Teaching Control Committee • Extra-institutional evaluation (visit of quality control teams of the National Agency for Quality Control, involvement in TEEP)
Other (as the proposer wishes to add)	

NAME OF THE COURSE		Research in Biomedicine and Health I				
Code	ENM103	Year of study	1			
Course teacher	Prof. Ana Marušić	Credits (ECTS)	3			
Associate teachers	Prof. Ana Jerončić Ivan Buljan, PhD Ružica Tokalić, MD, PhD	Type of instruction (number of hours)	L	S	E	T
			10	15	25	0
Status of the course	Mandatory	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	The aim of the course is to help students gain basic knowledge and skills for critical thinking in medicine and understanding the results of research studies.					
Course enrolment requirements and entry competences required for the course	Not applicable.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ol style="list-style-type: none"> 1. Present the branching of science and types of research in medicine 2. Classify and review the prerequisites for significant scientific discovery 3. Valorize observational, experimental and other research 4. Analyze research procedures and understand scientific research integrity. 5. Present different types of data and recommend the use of the correct measurement scale 6. Classify the basic types of data distribution 7. Evaluate data and select appropriate statistical tests to compare two groups of qualitative and quantitative data 8. Determine the appropriateness of the use of parametric and non-parametric tests, and select basic non-parametric tests to test the differences between independent and dependent samples 9. Present the normal distribution and state its properties, organize data for the application of the simple linear regression model, and analyze the relationship of quantitative features, calculate the Pearson correlation coefficient and the regression direction equation 10. Present and integrate basic IT concepts, compare the most common medical classifications and classify and organize parts of medical documentation 11. Evaluate the impact of new technologies on the management of medical records and electronic health records, present regulatory requirements for the health information system 					

	12. Critically evaluate the elements of information security and personal data protection					
Course content broken down in detail by weekly class schedule (syllabus)	<p>The course integrates topics from the following fields:</p> <ol style="list-style-type: none"> 1. medical informatics, 2. medical statistics, 3. principles of research, 4. principles of evidence based medicine, and 5. principles of assessing quality of health care. <p>For each of the 5 areas, integrated into logical units, the teaching includes 2 h lectures, 3h seminars organized as team learning and 5 h practical work organized as problem-base learning (a total of direct student teaching: 10 h lectures, 15 h seminars and 25 h practical labs).</p>					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	In accordance to Rules of studying and Deontological code for USSM students.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance		Research		Practical training	0.25
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests	2	Oral exam		(Other)	
	Written exam	0.75	Project		(Other)	
Grading and evaluating student work in class and at the final exam	The course exam has three components: continual formal written evaluation of 1) knowledge and 2) skills and 3) an integrated written test at the end of the course. All course assignments are graded, and the final score ranges from 0 to 100% so that 60% of the score comes from the evaluations during the course and 40% from the final written test. Grades are awarded according to the following criteria: 0-55% - fail, 56-65% - satisfactory, 66-75% - good, 76-85% - very good, ≥86% - outstanding.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	1. Marušić M, ed. Principles of Research in Medicine. 2nd ed. Zagreb: Medicinska naklada; 2016.					
	2. Teaching materials for individual educational units					

Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. Ferenczi E, Muirhead N. One Stop Doc Statistics and Epidemiology. Oxford: Oxford University Press, 2007. 2. Hoyt RE, Yoshihashi A, Sutton M. Medical Informatics: Practical Guide for the Healthcare Professional Third Edition E-Book. Lulu.com, 2009. 3. Day RA, Gastel N. How to write and publish a scientific paper, 6th edition. Westport, Connecticut: Greenwood Press, 2006. 4. Lang T, Secic M. How to Report Statistics in Medicine: Annotated Guidelines for Authors, Editors, and Reviewers, 2nd edition. Philadelphia: American College of Physicians, 2006.
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> • Analysis of the quality of teaching by students and teachers • Analysis of passing exams • Reports of the Teaching Control Committee • Extra-institutional evaluation (visit of quality control teams of the National Agency for Quality Control, involvement in TEEP)
Other (as the proposer wishes to add)	

NAME OF THE COURSE		Physical education I, II				
Code	ENM109, ENM209	Year of study	1, 2			
Course teacher	Hrvoje Ljubičić, MSc	Credits (ECTS)	0			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
					60	
Status of the course	mandatory	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	The aim of the course is to provide students with the basics of knowledge from various sports, especially in the field of fitness, with the introduction of basic exercises needed to maintain physical health.					
Course enrolment requirements and entry competences required for the course	Not applicable					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ol style="list-style-type: none"> 1. Describe the basic moves in certain sports (fitness) 2. Identify individual sports 3. Identify and apply correct execution of exercises 4. Link different exercises into a structured workout 					
Course content broken down in detail by weekly	Introduction to training equipment and basics of fitness; determining the morphological status of the individual and the motor abilities of the student;					

class schedule (syllabus)	Learning weightlifting techniques (squats, deadlifts, bench press); basics of cardio exercises, running, HIIT, aerobic cyclic training					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	In accordance with the Ordinance on the study and the study system and the Deontological Code for students of the School of Medicine in Split.					
Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	X	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Class attendance and activity					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	1. Mišigoj Duraković M. Physical Activity and Health. Zagreb, Faculty of Kinesiology; 1999					
Optional literature (at the time of submission of study programme proposal)						
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> ▪ Analysis of the quality of teaching by students and teachers ▪ Analysis of passing exams ▪ Reports of the Teaching Control Committee ▪ Extra-institutional evaluation (visit of quality control teams of the National Agency for Quality Control, involvement in TEEP) 					
Other (as the proposer wishes to add)						

NAME OF THE COURSE	Croatian Language I, II
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Code	ENM110, ENM210	Year of study	1, 2			
Course teacher	Anamaria Sabatini, MA	Credits (ECTS)	0			
Associate teachers		Type of instruction (number of hours)	L	S	E	T
			0	120	0	0
Status of the course	Mandatory	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	To gain the knowledge of the basics of Croatian language and to use it in daily communication with patients and everyday situations.					
Course enrolment requirements and entry competences required for the course	Not applicable.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Listening: students should understand common phrases in spoken language. Reading: students should be capable reading short sentences and texts. Speaking: students should communicate using short sentences. Writing: students should be able to write simple sentences.					
Course content broken down in detail by weekly class schedule (syllabus)	Introductory explanation of grammatical forms, introduction of basic vocabulary (20 hours). Listening, reading, speaking and writing of simple sentences.					
Format of instruction	<input type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	In accordance to Rules of studying and Deontological code for USSM students.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance		Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Written exam. Individual reports.					

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	1. Cvikić, L. i Bošnjak, M. (2012). Hrvatski u malome media) prstu. Hrvatsko filološko društvo. Zagreb.		
	2. Čilaš M., Gulešić-Machata, M., Pasini, D., Udier, S. L. (2006). Hrvatski za početnike. Hrvatska sveučilišna naklada, Zagreb.		
	3. Vidan, A. & Neigbuhr, R. (2009). Beginner's Croatian. Hypocrene Books. New York.		
Optional literature (at the time of submission of study programme proposal)	1. C. Hawkesworth (2003). Colloquial Croatian with CDs. Routledge. 2. Vinko Grubišić (1994). Elementary Croatian. CIC, Zagreb.		
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> • Analysis of the quality of teaching by students and teachers • Analysis of passing exams • Reports of the Teaching Control Committee • Extra-institutional evaluation (visit of quality control teams of the National Agency for Quality Control, involvement in TEEP) 		
Other (as the proposer wishes to add)			

NAME OF THE COURSE		Medical Chemistry and Biochemistry II					
Code	ENM201	Year of study	2				
Course teacher	Assoc. Prof. Vedrana Čikeš Čulić	Credits (ECTS)	8				
Associate teachers	Prof. Irena Drmić Hofman, PhD Prof. Anita Markotić, PhD Prof. Maja Pavela-Vrančić Assist. Prof. Nikolina Režić Mužinić, PhD Assist. Prof. Marina Degoricija, PhD Angela Mastelić, PhD Sandra Marijan, mag.for.chem.mol.biol.	Type of instruction (number of hours)	L	S	E	F	
			34	34	32	0	
Status of the course	Mandatory	Percentage of application of e-learning	10%				
COURSE DESCRIPTION							

Course objectives	The aim of the course Medical Chemistry and Biochemistry II is to enable the acquisition of knowledge about the structure of biomolecules, chemical and energy changes and apply them to individual biochemical processes. Furthermore, the goal is to understand how the human body functions at the molecular level, how it uses energy, how it maintains its structures, recognizes and responds to a variety of signals, develops and grows, with special emphasis on integrating flow and connection of metabolic reactions at the level of cells, tissues and organs. Such a curriculum forms the biochemical basis for understanding human physiology and offers the student the knowledge necessary to understand the biochemical basis of many diseases and pathobiochemical processes. A thorough understanding of these principles should enable students, future physicians, to make appropriate use of the results of biochemical analyzes in diagnostic procedures aimed at improving health, preventing disease and treating disorders of any age.
Course enrolment requirements and entry competences required for the course	Previously passed exam in Medical Chemistry and Biochemistry I, Medical Biology and Medical Physics
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ol style="list-style-type: none"> 1. List and explain the principles of biochemical and energy changes in metabolism of carbohydrates, lipids, proteins, information macromolecules and signaling molecule. 2. Describe the mechanisms of regulation of carbohydrates, lipids, proteins, information macromolecules and signaling molecules. 3. Integrate metabolic changes at the level of cells, tissues and the whole organism. 4. Describe the structure and role of biological membranes and extracellular matrix. 5. Integrate the course and connection of metabolic reactions in different tissues, distinguish similarities and differences, identify signaling molecules involved in (intercellular) signaling and recognize and discuss the (patho) biochemical basis of individuals metabolic diseases. 6. Explain the biochemical background of disorders caused by errors in structure of molecules, biochemical reactions or biochemical processes. 7. Evaluate the application of biochemical methods and various biochemical laboratory tests in the diagnosis and treatment of diseases and the diagnostic significance of certain biochemical markers.
Course content broken down in detail by weekly class schedule (syllabus)	<p>1. PROTEIN AND ENZYME FUNCTIONS S1 (1) Sickle cell anemia. Scarvy. S2 (2) Enzymes in clinical diagnosis.</p> <p>2. BIOENERGETICS AND CARBOHYDRATE METABOLISM L1 (2) Bioenergetics and oxidative phosphorylation. SB1 (1) Regulation of respiratory chain and oxidative phosphorylation. S3 (1) Introduction to carbohydrates L2 (2) Glycolysis. SB2 (1) Regulation of glycolysis. L3 (2) Tricarboxylic acid cycle. SB3 (1) Regulation of TCA cycle. L4 (1) Gluconeogenesis. SB4 (1) Regulation of gluconeogenesis. L5 (1) Glycogen metabolism. SB5 (2) Regulation of glycogen synthesis and degradation.</p>

	<p>L6 (2) Metabolism of monosaccharides and disaccharides. SB6 (2) Pentose phosphate pathway and NADPH.</p> <p>L7 (1) Glycosaminoglycans, proteoglycans, and glycoproteins.</p> <p>3. LIPID METABOLISM</p> <p>S4 (1) Metabolism of dietary lipids.</p> <p>L8 (1) Fatty acid and triacylglycerol metabolism: structure and synthesis of fatty acids. SB8 (1) Regulation of fatty acids synthesis.</p> <p>L9 (2) Fatty acid and triacylglycerol metabolism: mobilization of stored fats, oxidation of fatty acids, ketone bodies.</p> <p>L10 (1) Complex lipid metabolism.</p> <p>L11 (2) Cholesterol and lipoprotein metabolism. SB11 (1) Hypercholesterolemia.</p> <p>S5 (2) Mechanism of hormone action depending on their structure.</p> <p>4. NITROGEN METABOLISM</p> <p>L12 (2) Amino acids: disposal of nitrogen.</p> <p>L13 (2) Amino acid degradation and synthesis. SB13 (1) Metabolic defects in amino acid metabolism.</p> <p>L14 (2) Conversion of amino acids to specialized products: porphyrin metabolism.</p> <p>L15 (1) Other nitrogen-containing compounds: catecholamines; thyroid hormones. SB15 (1) Signal transduction disorders.</p> <p>L16 (1) Nucleotide metabolism. SB16 (1) Regulation of nucleotide metabolism.</p> <p>5. INTEGRATION OF METABOLISM</p> <p>S6 (2) Metabolic effects of insulin and glucagon.</p> <p>L17 (2) The feed / fast cycle.</p> <p>S7 (1) Diabetes mellitus.</p> <p>S8 (1) Obesity.</p> <p>L18 (2) Nutrition and vitamins. SB18 (2) Vitamins.</p> <p>S9 (1) Minerals.</p> <p>6. STORAGE AND EXPRESSION OF GENETIC INFORMATION</p> <p>L19 (1) DNA structure and replication. SB19 (2) DNA repair.</p> <p>L20 (1) RNA structure, synthesis and processing.</p> <p>L21 (1) Protein synthesis. SB21 (1) Protein synthesis regulation and inhibition.</p> <p>L22 (1) Regulation of gene expression. SB22 (1) Gene expression regulation.</p> <p>L23 (1) Biotechnology and human disease.</p> <p>SPECIAL TOPICS</p> <p>S10 (2) Blood clotting.</p> <p>S11 (1) Xenobiotic metabolism.</p> <p>Practicals (P)</p> <p>P1 (3) Amylase: determination in saliva sample.</p> <p>P2 (3) Determination of HbA1c by ion-exchange chromatography.</p> <p>P3 (3) Lipids: separation of skin lipids by thin-layer chromatography.</p> <p>P4 (2) Determination of LDL and HDL cholesterol.</p> <p>P5 (3) Determination of conjugated and total bilirubin in serum.</p> <p>P6 (2) Determination of creatinine and the pathological compounds in urine.</p> <p>P7 (3) Determination of iron and iron binding capacity in serum.</p> <p>P8 (4) Immunochemical analysis. ELISA.</p> <p>P9 (3) Determination of vitamin C.</p> <p>P10 (2) Hemostasis- clotting time and bleeding time tests.</p> <p>P11 (4) Comprehensive final exam (laboratory practicals).</p>
Format of instruction	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> independent assignments

	<input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	In accordance to Rules of studying and Deontological code for USSM students.				
Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	1	Research	Practical training	1
	Experimental work		Report	(Other)	
	Essay		Seminar essay	(Other)	
	Tests		Oral exam	3	(Other)
	Written exam	3	Project		(Other)
Grading and evaluating student work in class and at the final exam	Written exam (Biochemistry I and Biochemistry II), practical and oral exam.				
Required literature (available in the library and via other media)	Title		Number of copies in the library	Availability via other media	
	1. Emine E. Abali, Susan D. Cline, David S. Franklin, Susan M. Viselli. Lippincott Illustrated Reviews: Biochemistry. 8th ed. Philadelphia, PA: Wolters Kluwer, 2021.		5		
	2. Laboratory Manual of Medical Chemistry and Biochemistry II		Print office		
Optional literature (at the time of submission of study programme proposal)	3. Atkins PW, de Paula J. Physical Chemistry, 10th edition. Macmillian Education, Oxford, 2014. 4. Karen C. Timberlake. An Introduction to General, Organic and Biological Chemistry, 12th global edition, Pearson 2015. 5. Ferrier, Denise R. Lippincott Illustrated Reviews: Biochemistry. 7th ed. Philadelphia, PA: Wolters Kluwer, 2017.				
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> ▪ Analysis of the quality of teaching by students and teachers ▪ Analysis of passing exams ▪ Reports of the Teaching Control Committee ▪ Extra-institutional evaluation (visit of quality control teams of the National Agency for Quality Control, involvement in TEEP) 				

Other (as the proposer wishes to add)	
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NAME OF THE COURSE		Histology and Embryology				
Code	ENM202	Year of study	2			
Course teacher	Assoc. Prof. Sandra Kostić	Credits (ECTS)	10			
Associate teachers	Prof. Damir Sapunar Prof. Mirna Saraga Babić Assoc. Prof. Snježana Mardešić Assist. Prof. Sandra Kostić Ivona Kosović, MD Marin Ogorevc, MD	Type of instruction (number of hours)	L	S	E	T
			34	47	34	0
Status of the course	Mandatory	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	The aim of the Histology and Embryology course is to help students gain knowledge about the development and histological structure of the human body and thus enable them to understand the normal function of the human body and pathological changes at the microscopic level. The tasks of teaching are to enable students to understand the structure of the human body as one unit composed of individual interconnected systems, and to gain confidence in recognizing important histological structures based on their own experience by microscopy. The subject Histology and Embryology covers the areas of general embryology, general histology, special embryology and special histology.					
Course enrolment requirements and entry competences required for the course	Based on the Decision on Requirements for course enrolment and entry competencies (taking courses and exams) of Study Programs of the Integrated Undergraduate and Graduate University Studies at the School of Medicine in Split. (FC 20 Oct 2016) http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ol style="list-style-type: none"> Describe and identify morphological features of tissues and organs Distinguish and describe in detail the histological structure of individual organs of the human body Determine the structures of different tissues on microscopic slides and link them to organic function Connect the characteristics of the structure of individual tissues with the functional characteristics of the corresponding organs 					

	5. Identify and analyze the developmental processes of germ cells and fertilized eggs 6. Categorize and distinguish the periods of embryonic development of individual organ systems 7. Critically evaluate the influence of certain teratogenic factors on embryonic development					
Course content broken down in detail by weekly class schedule (syllabus)	General embryology: gametogenesis, pre-embryonic, embryonic and fetal period, placenta and congenital malformations. Special embryology: development of locomotor, circulatory, respiratory, digestive, urogenital systems, development of body cavities, skin, nervous system. General histology: methods of studying tissues, cells and basic tissue types. Special histology: structure of the skin, circulatory and immune system, respiratory, digestive system and associated glands, male and female reproductive system, urinary system, sensory organs and neuroendocrine system.					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	In accordance to Rules of studying and Deontological code for USSM students.					
Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	1	Research		Practical training	3
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	3	(Other)	
	Written exam	3	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Written and oral examination.					
Required literature (available in the library and via other media)	Title			Number of copies in the library		Availability via other media
	1. Junqueira LC, Carneiro J. Basic Histology (text & atlas), 13th ed. Mc.Graw-Hill; 2013					
	2. Sadler TW. Langman's Medical Embryology, 12th					

	ed. Lippincott Williams & Wilkins; 2012		
Optional literature (at the time of submission of study programme proposal)	1. Sobotta. Histology: A Color Atlas of Microscopic Anatomy. Baltimore: Williams & Wilkins, 2004		
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> ▪ Analysis of the quality of teaching by students and teachers ▪ Analysis of passing exams ▪ Reports of the Teaching Control Committee ▪ Extra-institutional evaluation (visit of quality control teams of the National Agency for Quality Control, involvement in TEEP) 		
Other (as the proposer wishes to add)			

NAME OF THE COURSE		Research in Biomedicine and Health II				
Code	ENM203	Year of study	2			
Course teacher	Prof. Ana Marušić	Credits (ECTS)	2			
Associate teachers	Prof. Ana Jerončić Ivan Buljan, PhD Ružica Tokalić, MD, PhD	Type of instruction (number of hours)	L	S	E	T
Status of the course	Mandatory	Percentage of application of e-learning	0	10	15	
COURSE DESCRIPTION						
Course objectives	The aim of the course is practical application of knowledge and skills from statistics, informatics and research methodology acquired during the course in the first year of the studies. The course focuses on problem solving, where a student has to provide an answer to a research question and present this answer in a form of a brief research abstract.					
Course enrolment requirements and entry competences required for the course	Based on the Decision on Requirements for course enrolment and entry competencies (taking courses and exams) of Study Programs of the Integrated Undergraduate and Graduate University Studies at the School of Medicine in Split. (FC 20 Oct 2016) http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf					
Learning outcomes expected at the level of the course	1. Recognize and describe different study designs; 2. Understand coding and data management; 3. Select the strategy for a statistical analysis of data					

(4 to 10 learning outcomes)	4. Interpret the distribution of research data; 5. Calculate output variables from research results specific for study design; 6. Organize, synthesize and present research results as tables and in graphical format; 7. Present the study and its results in oral and written format.					
Course content broken down in detail by weekly class schedule (syllabus)	Application of knowledge and skills acquired in the first year of study to specific tasks from clinical medical research. Classes are organized according to the principle of team learning and problem-based learning (a total of 10 hours of seminars and 15 hours of direct teaching exercises).					
Format of instruction	<input type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	In accordance to Rules of studying and Deontological code for USSM students.					
Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance		Research		Practical training	0,4
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests	1,2	Oral exam		(Other)	
	Written exam	0,4	Project		(Other)	
Grading and evaluating student work in class and at the final exam	The course exam has three components: continual formal written evaluation of 1) knowledge and 2) skills and 3) an integrated written test at the end of the course. All course assignments are graded, and the final score ranges from 0 to 100% so that 60% of the score comes from the evaluations during the course and 40% from the final written test. Grades are awarded according to the following criteria: 0-55% - fail, 56-65% - satisfactory, 66-75% - good, 76-85% - very good, ≥86% - outstanding.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	1. Marušić M, ed. Principles of Research in Medicine. 2nd ed. Zagreb: Medicinska naklada; 2016.					
	2. Teaching materials for individual educational units					
Optional literature (at the time of submission of study)	1. Ferenczi E, Muirhead N. One Stop Doc Statistics and Epidemiology. Oxford: Oxford University Press, 2007. 2. Hoyt RE, Yoshihashi A, Sutton M. Medical Informatics: Practical Guide for the Healthcare Professional Third Edition E-Book. Lulu.com, 2009.					

programme proposal)	3. Day RA, Gastel N. How to write and publish a scientific paper, 6th edition. Westport, Connecticut: Greenwood Press, 2006. 4. Lang T, Secic M. How to Report Statistics in Medicine: Annotated Guidelines for Authors, Editors, and Reviewers, 2nd edition. Philadelphia: American College of Physicians, 2006.
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> ▪ Analysis of the quality of teaching by students and teachers ▪ Analysis of passing exams ▪ Reports of the Teaching Control Committee ▪ Extra-institutional evaluation (visit of quality control teams of the National Agency for Quality Control, involvement in TEEP)
Other (as the proposer wishes to add)	

NAME OF THE COURSE		Physiology				
Code	ENM204	Year of study	2			
Course teacher	Prof. Zoran Valić	Credits (ECTS)	20			
Associate teachers	Prof. Željko Dujčić Prof. Marko Ljubković Prof. Jasna Marinović Ljubković Prof. Darija Baković Assoc. Prof. Vladimir Ivančev Prof. Maja Valić Assoc. Prof. Joško Božić	Type of instruction (number of hours)	L	S	E	F
			30	94	56	
Status of the course	Mandatory	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	The goal of physiology course is, on the basis of previously acquired knowledge of basic medical subjects, to teach the student about the normal function of the organism, which is necessary for further successful continuation of medical studies, as well as independent work of a doctor of medicine. The course covers all organic systems, starting with molecular through cellular and organic levels. Ultimately, all processes aim to be integrated at the level of the entire organism.					
Course enrolment requirements and entry competences required for the course	Based on the Decision on Requirements for course enrolment and entry competencies (taking courses and exams) of Study Programs of the Integrated Undergraduate and Graduate University Studies at the School of Medicine in Split. (FC 20 Oct 2016) http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf					
Learning outcomes expected at the	1. Identify, describe and explain the most important functional characteristic of neuromuscular, cardiovascular, respiratory, kidney, gastrointestinal,					

level of the course (4 to 10 learning outcomes)	<p>endocrinology, hematopoietic and reproductive system at the level of the cell, organ and body as a whole</p> <ol style="list-style-type: none"> 2. Describe, analyze and discuss control mechanisms (negative and positive feedback loop) needed for homeostasis 3. Explain mechanisms for communication and integration function of specific organic systems 4. List and discuss changes that occur in every organic system if parameters excide physiological limits 5. Describe and explain functional tests for estimating body functions, general evaluation of the biological systems, analyze laboratory tests and describe general interpretation of laboratory tests and estimate of general condition of the body 6. Describe and explain the function of hematopoiesis, and blood and blood-forming organs 7. Prepare blood smear and count number of red blood cells, draw conclusions from calculated results 8. Measure arterial blood pressure and interpret the results 9. Conduct ECG recordings, analyze and interpret the findings of the normal ECG 10. Conduct basic spirometry testing, analyze and interpret the results 11. Conduct oral glucose tolerance test and interpret the results 	
Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures (30 hours):</p> <ol style="list-style-type: none"> 1.Introductory lecture, homeostasis 2.Red blood cells and blood types 3.Biology of the cell 4.Physiology genomics 5.Cell signaling 6.Autonomic nervous system 7.Integration of cardiovascular system 8.Cell bioenergetics 9.Electrophysiology of the heart 10. Body Fluid Compartments; Edema 11. Integration of respiration 12. Sport physiology 13. Environmental physiology 14. Breath-hold diving 15. Introduction to endocrinology <p>Seminars (94 hours):</p> <ol style="list-style-type: none"> 1.Hemostasis and Blood Coagulation 2.Transport of Substances Through Cell Membrane 3.Membrane Potentials and Action Potentials 4.Contraction of Skeletal Muscle 5.Excitation of Skeletal Muscle; Cardiac Muscle 6.Excitation and Contraction of Smooth Muscle 7.Rhythmical Excitation of the Heart 8.The Electrocardiogram 	<p>Number of hours:</p> <ol style="list-style-type: none"> 2 2 1 2 2 2 3 2 2 2 2 2 2 2 <p>Number of hours:</p> <ol style="list-style-type: none"> 2 2 3 2 3 2 2 3 3

	9.The Heart as a Pump and Function of the Valves	2
	10.Overview of the Circulation; Vascular Dispensability	3
	11.The Microcirculation; Control of Blood Flow	3
	12.Nervous and Kidneys Regulation of Circulation	3
	13.Control of Cardiac Output	2
	14.Integral control of cardiovascular system	3
	15.Urine Formation by the Kidneys 1	3
	16.Urine Formation by the Kidneys 2	3
	17.Regulation of Extracellular Fluid Osmolality	3
	18.Renal Regulation of Ions;	2
	19.Acid-Base Regulation	2
	20.Integration seminar 1	3
	21.Structure and Function of the Respiratory System 1	3
	22.Structure and Function of the Respiratory System 2	2
	23.Pulmonary Circulation, Edema and Fluid	3
	24.Physical Principles of Gas Exchange; Transport of O ₂ , CO ₂	2
	25.Regulation of Respiration	2
	26.Clinical seminar	2
	27.General principles of Gastrointestinal Function	3
	28.Secretion; Digestion and Absorption; Liver as an Organ	3
	29.Dietary Balances; Body Temperature Regulation	2
	30.Energetics; Pituitary Hormones and Hypothalamus	3
	31.Thyroid Hormones, Energetics	2
	32.Adrenocortical Hormones	2
	33.Insulin, Glucagon, and Diabetes Mellitus	2
	34.Parathyroid Hormone, Calcitonin, Ca and P Metabolism	2
	35.Reproductive and Hormonal Functions of the Male	3
	36.Female Physiology before Pregnancy and Hormones	2
	37.Pregnancy and Lactation, Fetal Physiology	2
	38.Integration seminar	
	Number of hours:	6
	Exercises (56 hours):	6

	1.Red Blood Cells 2.Arterial Blood Pressure and Exercise 3.EKG and Heart Ultrasound 4.Simulation of Cardiovascular System 5.Heart Response to Simulated Breath-Hold Diving 6.Central Regulation of Breathing 7.Spirometry 8.Spiroergometry 9. OGTT 10.Human exercise	5 5 5 6 6 6 6 6 5				
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)				
Student responsibilities	In accordance to Rules of studying and Deontological code for USSM students.					
Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	4	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	8	(Other)	
	Written exam	8	Project		(Other)	
Grading and evaluating student work in class and at the final exam	In order to take the exam in physiology students have to be present in classes. Exam in physiology consists of both written (test) and oral exam. Written exam consists of 150 questions divided into 2 separate tests. Student is allowed to take oral exam after he/she achieves 90 points on both tests (at least 45 points on each individual test).					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	1. A. C. Guyton and J. E. Hall, Textbook of Medical Physiology, 14th ed., Saunders Elsevier, Philadelphia, 2021.					
Optional literature (at the time of submission of study programme proposal)	1.Handouts for exercise 2.Boron-Boulpaep, Medical Physiology, 2 nd edition, Elsevier/Saunders, 2014. 3.Berne and Levy: Physiology, 5th ed., Mosby 2003.					

Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> ▪ Analysis of the quality of teaching by students and teachers ▪ Analysis of passing exams ▪ Reports of the Teaching Control Committee ▪ Extra-institutional evaluation (visit of quality control teams of the National Agency for Quality Control, involvement in TEEP)
Other (as the proposer wishes to add)	

NAME OF THE COURSE		Immunology				
Code	ENM205	Year of study	2			
Course teacher	Prof. Ivana Novak Nakir, PhD	Credits (ECTS)	4			
Associate teachers	Prof. Janoš Terzić, PhD, MD Prof. Ivana Marinović Terzić, PhD, MD Assoc. prof. Jelena Korać Prlić, PhD Assis. prof. Jasminka Omerović	Type of instruction (number of hours)	L	S	E	T
			15	27	13	
Status of the course	Mandatory	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	The aim of the Immunology course is to teach students about the normal and pathological function of the immune system. The focus is on explaining physiological processes which enable the normal functioning of certain subtypes of immune cells in non-specific and specific immunoreaction, and on explaining the pathophysiological mechanisms that lead to the disruption of normal immune processes, as well as on the possibilities of therapeutic impact on the immune reaction. The tasks of the course are to enable the student to connect the basic knowledge in immunology and pathophysiology of the immune system with the teaching of physiology and pathophysiology, microbiology and parasitology, pathology, infectology, oncology and epidemiology, thereby enabling him to apply immunological knowledge in clinical medicine.					
Course enrolment requirements and entry competences required for the course	Based on the Decision on Requirements for course enrolment and entry competencies (taking courses and exams) of Study Programs of the Integrated Undergraduate and Graduate University Studies at the School of Medicine in Split. (FC 20 Oct 2016) http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf					
Learning outcomes expected at the level of the course (4 to 10)	1. To present the molecular and cellular structure as well as tissue architecture of the immune system. To know the mechanisms of primary maturation and clonal selection of immune cells.					

learning outcomes)	<p>2. To link the biological characteristics and normal development of innate and adaptive immunity with the outcomes of impaired development and / or deficiency of immune components.</p> <p>3. To identify and compare the mechanisms of antigen recognition (molecules, microorganisms, cells, tissues, and organs).</p> <p>4. To classify and compare specific and non-specific mechanisms of immunoreaction and immunoregulatory mechanisms of stimulation and suppression of immune response.</p> <p>5. To classify and compare the humoral and cellular effector mechanisms of the immune response.</p> <p>6. To compare the consequences of excessive or insufficient immune response and diseases resulting from the immunopathophysiological process (autoimmune diseases, hypersensitivity reactions, immune deficiencies) and decide on the principles for therapeutic modulation of the immune system.</p> <p>7. To connect the mechanisms of basic immunity with the principles of transplant immunology.</p> <p>8. To assess the possibilities of action on the immune response (vaccination, immunostimulation and immunosuppression).</p> <p>9. To integrate information on the mechanisms by which the immune system is involved in the prevention / development of tumors and critically evaluate and select approaches to treat the malignancies based on modulation of the immune system.</p> <p>10. To describe and compare the mechanisms by which innate and adaptive immunity suppress bacterial, fungal, and viral infections as well as the consequences of ineffectiveness of individual actions.</p>
Course content broken down in detail by weekly class schedule (syllabus)	<p><u>Lectures:</u></p> <p>L1 (3 hours) – Basic immunology</p> <p>L2 (2 hours) – Innate immunity</p> <p>L3 (2 hours) - Cytokines</p> <p>L4 (2 hours) – Chronic inflammation and cancer</p> <p>L5 (2 hours) - Research methods in immunology</p> <p>L6 (2 hours) - Microbiome. Mucosal immunity.</p> <p>L7 (2 hours) – Immunomodulation. Vaccination.</p> <p><u>Seminars:</u></p> <p>S1 (3 hours) – Antigen presentation. MHC.</p> <p>S2 (3 hours) – Antigen recognition. Adaptive immunity.</p> <p>S3 (3 hours) – Cell-mediated immunity.</p> <p>S4 (2 hours) – Effector mechanisms of cell-mediated immunity.</p> <p>S5 (3 hours) – Humoral immunity. Antibodies.</p> <p>S6 (3 hours) – Effector mechanisms of humoral immunity. Complement.</p> <p>S7 (2 hours) – Immunological tolerance. Autoimmunity.</p> <p>S8 (3 hours) – Tumor immunity. Transplantation.</p> <p>S9 (2 hours) – Hypersensitivity.</p> <p>S10 (3 hours) – Congenital and aquired immunodeficiencies.</p> <p><u>Practicals:</u></p> <p>P1 (3 hours) – Leukocytes</p> <p>P2 (3 hours) – Differential blood count. Blood groups.</p>

	P3 (2 hours) – Flow cytometry. P4 (2 hours) – Cell culture. Immunoblot. Immunocytochemistry/histochemistry. P5 (3 hours) – ELISA.					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	In accordance to Rules of studying and Deontological code for USSM students.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	1,5	(Other)	
	Written exam	1,5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Written and oral exam					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	1. Basic Immunology, Functions and Disorders of the Immune System – Abbas A.K, Lichtman A.H., 6 th edition, Saunders Elsevier, 2020.					
Optional literature (at the time of submission of study programme proposal)	1. Case studies in immunology: A clinical companion. Geha R, Notarangelo L. 7 th ed. New York: Garland Science; 2022. 2. Cellular and Molecular Immunology. Abbas, Lichtman, Pillai, 10 th , ed, Elsevier, 2021.					
Quality assurance methods that	<ul style="list-style-type: none"> ▪ Analysis of the quality of teaching by students and teachers ▪ Analysis of passing exams ▪ Reports of the Teaching Control Committee 					

ensure the acquisition of exit competences	<ul style="list-style-type: none"> Extra-institutional evaluation (visit of quality control teams of the National Agency for Quality Control, involvement in TEEP)
Other (as the proposer wishes to add)	

NAME OF THE COURSE		Basic Neuroscience				
Code	ENM206	Year of study	2			
Course teacher	Prof. Maja Valić	Credits (ECTS)	9			
Associate teachers	Prof. Zoran Đogaš Prof. Ivica Grković Assoc. Prof. Renata Pecotić Assist. Prof. Ivana Pavlinac Dodig Linda Lušić Kalcina PhD Katarina Madirazza, MSc Maja Rogić Vidaković, PhD	Type of instruction (number of hours)	L	S	E	T
			23	53	39	
Status of the course	Mandatory	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	The aim of the course is to teach the student the morphology and functions of a healthy nervous system with an emphasis on the mechanisms that serve as a major control center. Furthermore, the aim is to introduce and teach the student how to approach problems in this area with scientific methods and enable him to acquire knowledge about the normal function of the nervous system to the extent necessary for further successful medical education.					
Course enrolment requirements and entry competences required for the course	Based on the Decision on Requirements for course enrolment and entry competencies (taking courses and exams) of Study Programs of the Integrated Undergraduate and Graduate University Studies at the School of Medicine in Split. (FC 20 Oct 2016) http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	1. Identify and describe the basic parts of the central and peripheral nervous system, and the structure and function of the main types of nerve and support cells of the central and peripheral nervous system; describe and explain the functional importance of cellular, layered, columnar and areal structure and the main neural network disorders of the human cerebral cortex					

	<p>2. Analyze the most important ontogenetic and phylogenetic (especially fetal and perinatal) stages of development of the central and peripheral nervous system, and describe the main mechanisms and disorders in the development, metabolism, degeneration and regeneration of the central and peripheral nervous system.</p> <p>3. Describe and compare the structure of special (visual, auditory, vestibular, olfactory, gustatory) and general somatic (pain and temperature sensations, touch, proprioception and vibration) sensory systems, major cortical and subcortical motor systems, autonomic, endocrine and limbic systems the human brain</p> <p>4. Understand and apply the clinical-pathological correlation between damage to certain parts of the central and peripheral nervous system and the neurological symptoms and signs that such damage leads to.</p> <p>5. Explain the structure and function of ion channels and endogenous and exogenous ligands, receptors and other messengers important for the mechanisms of normal and disrupted synaptic signaling of neurotransmitter systems, action and synaptic potentials and resting membrane potential</p> <p>6. Critically compare the differences between innate and learned behavioral repertoire and major epicenters, structural and functional connections, role and disorders of major neural networks of the cerebral cortex and subcortical structures</p> <p>7. Recognize and analyze altered states of consciousness and addiction diseases and describe the physiology and basic principles of pathophysiology of blood circulation, cerebrospinal fluid and elevated intracranial pressure of the brain</p> <p>8. Explain and apply the principles of analysis of electrical activity of the brain, and a pictorial representation of the structure and activity of the human brain</p>
Course content broken down in detail by weekly class schedule (syllabus)	<p><u>TOPIC (HOURS)</u></p> <p>LECTURES</p> <p>Introductory lecture (1)</p> <p>Neuron is a basic structural-functional unit of CNS (2)</p> <p>Peripheral nervous system and the spinal cord (2)</p> <p>Development of the CNS and processes of development reorganization and plasticity (1)</p> <p>Diencephalon and telencephalon (2)</p> <p>The biophysical basics of excitability (2)</p> <p>Neurotransmitters in health and disease (2)</p> <p>Serotonin (2)</p> <p>General organization of the sensory systems. Taste and smell (2)</p> <p>Physiology of the eye and phototransduction (1)</p> <p>General structure of the motor systems (1)</p> <p>General brain function and sleep (2)</p> <p>Control of breathing during wakefulness and during sleep (1)</p> <p>Basic research and clinical importance (1)</p> <p>Brain lateralization (1)</p> <p>SEMINARES</p> <p>The structure of gray and white matter of the spinal cord (2)</p> <p>The structure of gray and white matter of the brainstem and cerebellum (2)</p> <p>The structure of gray and white matter of the diencephalon (2)</p> <p>Telencephalon (2)</p>

	<p>Neuroanatomy, summary (1)</p> <p>Cell membrane, ion channels, passive and active neuron properties (2)</p> <p>Structure and function of the synapse and the cellular basis of behavior (neuron sequences, pathways, circles, networks, systems) (3)</p> <p>Neurotransmitters, neuropeptides and their receptors (3)</p> <p>Electrophysiology of neurons, summary (2)</p> <p>Pain, heat and cold – anterolateral sensory system. Touch, pressure, and kinesthesia - the dorsal column system (2)</p> <p>Ear - organ of hearing and balance. Auditory and vestibular system (2)</p> <p>Organization of the retina, primary visual pathway and primary visual cortex (2)</p> <p>Perception of colors, shapes, depth and movement; and the organization of the associative visual fields (1)</p> <p>Sensory system, summary (2)</p> <p>Role of motor cortex in voluntary movements. Eye movement and eye gaze direction system (2)</p> <p>Spinal motor mechanisms and reflexes (1)</p> <p>Role of the descending pathways from the brainstem in maintaining posture and muscle tone; spinal shock (1)</p> <p>Motor functions of the cerebellum and the basal ganglia (2)</p> <p>Motor system, summary (1)</p> <p>Neuroanatomy and psychology of speech and language (2)</p> <p>General brain functions; EEG, evoked potentials (2)</p> <p>Stages of wakefulness and alertness; sleep (2)</p> <p>Organization and structure functions of the limbic system (1)</p> <p>Neurobiology of emotion and sexuality (2)</p> <p>Neurobiology of attention and associative functions of the prefrontal and posterior parietal cortex (2)</p> <p>Anatomy and psychology of learning and memory (2)</p> <p>Cellular mechanisms of learning and memory (2)</p> <p>General brain function, summary (1)</p> <p>Clinical seminar (2)</p> <p>PRACTICAL WORK</p> <p>Review of the CNS structures (2)</p> <p>Appearance and distribution of gray and white matter of the spinal cord (2)</p> <p>Appearance and distribution of gray and white matter of the brainstem (2)</p> <p>Clinical-anatomic syndromes of the spinal cord (2)</p> <p>Resting potential (3)</p> <p>Action potential (2)</p> <p>Synaptic potential (2)</p> <p>Signalization (3)</p> <p>Physiology of sensation (3)</p> <p>Muscle and electromyography (2)</p> <p>TMS (1)</p>
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	EEG and evoked potential (2) Polysomnography (4) Polysomnography report (3) Reflexes and reaction time (3) Animal neurophysiological research in vivo (3)					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	In accordance to Rules of studying and Deontological code for USSM students.					
Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	3	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	3	(Other)	
	Written exam	3	Project		(Other)	
Grading and evaluating student work in class and at the final exam	In-course tests; Final written examination; Oral exam					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	1. Siegel, A. and Sapru, H.: ESSENTIAL NEUROSCIENCE, 4th Edition, Wolters Kluwer/ Lippincott Williams & Wilkins 2. John Huguenard and David A. McCormick: Electrophysiology of the Neuron, Windows Version, A Companion to Neurobiology by Gordon Shepard					
Optional literature (at the time of submission of study programme proposal)	<ul style="list-style-type: none"> • Purves et al Neuroscience 5th edition published by Sinauer Associates • Kandel, E.R., Schwartz, J.H. and Jessel, T.M.: PRINCIPLES OF NEURAL SCIENCE, 6th edition, McGraw-Hill; New York, SAD, 2021. • Zigmond, MJ et al.: Fundamental Neuroscience, Academic Press; San Diego, SAD, 1999. • Guyton, A.C. and Hall: MEDICAL PHYSIOLOGY, 14th edition. 2021. 					
Quality assurance methods that	<ul style="list-style-type: none"> ▪ Analysis of the quality of teaching by students and teachers ▪ Analysis of passing exams 					

ensure the acquisition of exit competences	<ul style="list-style-type: none"> ▪ Reports of the Teaching Control Committee ▪ Extra-institutional evaluation (visit of quality control teams of the National Agency for Quality Control, involvement in TEEP)
Other (as the proposer wishes to add)	

NAME OF THE COURSE		Clinical Skills II				
Code	ENM207	Year of study	2			
Course teacher	Assist. Prof. Branka Polić	Credits (ECTS)	3			
Associate teachers	Assoc. Prof. Nenad Karanović Assoc. Prof. Mladen Carev Assist. Prof. Mihajlo Lojpur Assist. Prof. Irena Zakarija-Grković	Type of instruction (number of hours)	L	S	E	T
			8	0	52	
Status of the course	Mandatory	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
Course objectives	<ol style="list-style-type: none"> 1. Prepare students to make an accurate diagnosis based on the patient's history and status, as well as characteristic clinical signs and symptoms 2. Train students in performing specific interventions, improve manual dexterity 3. Assess emergency conditions and their management 4. Teach students to plan therapy based on various clinical scenarios 					
Course enrolment requirements and entry competences required for the course	<p>Based on the Decision on Requirements for course enrolment and entry competencies (taking courses and exams) of Study Programs of the Integrated Undergraduate and Graduate University Studies at the School of Medicine in Split. (FC 20 Oct 2016)</p> <p>http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf</p>					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ol style="list-style-type: none"> 1. Describe the general principles of organization of the space in which patients are treated. 2. Demonstrate elements of advanced life support on simulation models in medicine 3. Recognize the vital functions of the organism and ways of their supervision (monitoring). 4. Recognize the symptoms and signs of failure of vital organs and organ systems. 5. Demonstrate the recognition of adult heart rhythms in a model for simulation in medicine and self-reading ECG 6. Demonstrate the elements of basic life support of children on models for simulation in medicine, and demonstrate the elements of the procedure for the removal of foreign bodies in children and adults on models for simulation in medicine 7. Apply the use of aids, devices, instruments and consumables. 8. List key communication skills and order of taking anamnesis 					

	9. Describe the procedure of examination of the cardiovascular, respiratory and abdominal systems in the patient.					
Course content broken down in detail by weekly class schedule (syllabus)	The subject has 60 h of teaching, divided into 3 parts: 1. Lectures: 8 h 1.1. History taking and communication skills; 1.2. Physical examination; 1.3. Monitoring vital functions; 1.4. Structured approach to complex injuries; 1.5. Cardiorespiratory failure; 1.6. Causes and consequences of acute cardiac and respiratory failure; 1.7. Altered states of consciousness. 2. Demonstrations: 4 h 2.1. Resuscitation of babies and children; 2.2. Resuscitation of adults; 2.3. Managing injured patients; 2.4 Use of equipment for managing injured patients and preparation for transport. 3. Practical classes: 48 h 3.1. Communication skills, history taking and clinical examination; 3.2. Advanced life support in babies and children- case scenarios; 3.3. Advanced life support in adults, with case scenarios; 3.4. Managing injured patients, with case scenarios; 3.5. Cardiovascular disease case scenarios; 3.6. Respiratory disease case scenarios; 3.7. Abdominal/pelvic disease case scenarios.					
Format of instruction	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	In accordance to Rules of studying and Deontological code for USSM students.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	1
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Each student has their own Catalogue of acquired clinical skills, signed by the instructor for each skill and method by which the skill is acquired (clinical skills laboratory, computer simulations or patient simulations). Knowledge is tested with an exam and an objectively structured clinical examination.					

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	1. Clinical Skills Handbook.		
Optional literature (at the time of submission of study programme proposal)	1. Clinical Examination, Talley & O'Connor		
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> ▪ Analysis of the quality of teaching by students and teachers ▪ Analysis of passing exams ▪ Reports of the Teaching Control Committee ▪ Extra-institutional evaluation (visit of quality control teams of the National Agency for Quality Control, involvement in TEEP) 		
Other (as the proposer wishes to add)			

NAME OF THE COURSE		Medical Humanities and Ethics I				
Code	ENM208	Year of study	2			
Course teacher	Prof. Darko Duplančić	Credits (ECTS)	1			
Associate teachers	Prof. Marija Definis Mariano Kaliterna, MD Marija Franka Žuljević, MD	Type of instruction (number of hours)	L	S	E	T
			6	9	0	
Status of the course	Mandatory	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	To acquire basic knowledge on ethics and various theories of ethics, and how to apply them in medicine and healthcare.					
Course enrolment requirements and entry competences required for the course	Based on the Decision on Requirements for course enrolment and entry competencies (taking courses and exams) of Study Programs of the Integrated Undergraduate and Graduate University Studies at the School of Medicine in Split. (FC 20 Oct 2016) http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf					

Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	1. Identify and explain basic ethical concepts and approaches to various topics in medicine 2. Define and critically evaluate different approaches within ethical theories 3. Analyze and evaluate moral norms in medicine and overall health system 4. Analyze and review approaches to resolving certain ethical doubts in medicine 5. Conduct and present ethical analysis in medicine					
Course content broken down in detail by weekly class schedule (syllabus)	1. Rights and obligations of doctors of medicine. Medical law. 2. Law on Health Care. Croatian Medical Chamber. Ethics Committee and deontology of the Croatian Medical Chamber. 3. Code of medical ethics. Presentation and analysis of examples according to the code of medical ethics. International Associations of Doctors of Medicine. 4. Ethical principles in animal and human research. International and domestic legal and other regulation of research on humans and animals. "Clinical equipoise". 5. Principles of research on vulnerable groups of people, types of scientific research and the role of ethics commissions in research.					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	In accordance to Rules of studying and Deontological code for USSM students.					
Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	0,2	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	0,4	(Other)	
	Written exam	0,4	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Standardized written test and oral exam.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	1. Universal Declaration of Human Rights.					
	2. European Convention on Human Rights.					
	3. Smith RKM: Textbook on International Human Rights. Oxford, 2005.					online
	4. Marks, Stephen P. 2014. Human Rights: A Brief Introduction. Working Paper, Harvard School of Public Health.					online

Optional literature (at the time of submission of study programme proposal)	
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> ▪ Analysis of the quality of teaching by students and teachers ▪ Analysis of passing exams ▪ Reports of the Teaching Control Committee ▪ Extra-institutional evaluation (visit of quality control teams of the National Agency for Quality Control, involvement in TEEP)
Other (as the proposer wishes to add)	

NAME OF THE COURSE		Basic of Medical Microbiology and Parasitology				
Code	ENM301	Year of study	3			
Course teacher	Prof. Marija Tonkić	Credits (ECTS)	8			
Associate teachers	Prof. Ivana Goić Barišić Assist. Prof. Anita Novak Assist. Prof. Katarina Šiško Kraljević Assist. Prof. Vanja Kaliterna Assist. Prof. Merica Carev Assist. Prof. Irena Tabain	Type of instruction (number of hours)	L	S	E	T
			20	28	37	0
Status of the course	Mandatory	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	<p>The aim of the course for students is to learn the basic biological characteristics of microorganisms that cause infections in humans, their pathogenic properties, prevalence and resistance to environmental conditions, ways of their transmission among humans, susceptibility to antimicrobial drugs and the basics of human defense against infection. Students will also learn about the types of vaccines for individual microorganisms. The special goal is to learn the basic groups of antimicrobial drugs, the spectrum and mechanisms of their action and the mechanisms of resistance of microorganisms to antimicrobial drugs. At the end of the class, students will be able to independently determine the type of the most common microorganisms according to a microscopic specimen or other characteristics, read a susceptibility test and determine the mode of transmission and the way of defending from a specific microorganism. Also, students will be able</p>					

	to independently take a swab of the nose and throat, and to inoculate biological materials on the microbiological medium.					
Course enrolment requirements and entry competences required for the course	Based on the Decision on Requirements for course enrolment and entry competencies (taking courses and exams) of Study Programs of the Integrated Undergraduate and Graduate University Studies at the School of Medicine in Split. (FC 20 Oct 2016) http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ol style="list-style-type: none"> 1. List and describe the most important biological characteristics of the normal human microbiota and pathogenic microorganisms (bacteria, viruses, fungi and parasites) 2. Classify viruses, bacteria, fungi and parasites and explain their nomenclature 3. List and explain the effects of the most important virulence factors of microorganisms that cause infections in humans 4. Describe the methods of transmission of microorganisms, pathogenesis, clinical picture and methods of prevention of infectious diseases 5. Describe the basic mechanisms of human immune defense against infection, and types of vaccines 6. Identify the basic groups of antimicrobial drugs, explain the mechanisms of their action and the mechanisms of resistance of microorganisms to these agents 7. List, describe and explain the applicability of different methods of microbiological diagnostics 8. Develop native and stained microscopic slides and adequately and critically select and perform basic microbiological diagnostic methods 					
Course content broken down in detail by weekly class schedule (syllabus)	Classes consist of three teaching units: 1) Bacteriology (9 hours of lectures, 8 hours of seminars and 20 hours of exercises); 2) Mycology and Parasitology (5 hours of lectures, 6 hours of seminars and 10 hours of exercises) and 3) Virology (5 hours of lectures, 10 hours of seminars and 7 hours of exercises). That is in total 80 hours (19 hours of lectures, 24 hours of seminars and 37 hours of exercises).					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	In accordance to Rules of studying and Deontological code for USSM students.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is	Class attendance	2	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	2	(Other)	

<i>equal to the ECTS value of the course)</i>	Written exam	2	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Practical, written and oral exam.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	1. Brooks GF, Carroll KC, Butel JS, Morse SA, Mietzner TA, eds. Jawetz, Melnick and Adelbergs Medical Microbiology. 26th ed. New York: McGraw-Hill; 2013.			5	http://www.mefst.unist.hr/	
Optional literature (at the time of submission of study programme proposal)	1. Murray PR, Rosenthal KS, Pfaller MA. Medical Microbiology. 6th ed. Philadelphia: Mosby, Elsevier; 2009.					
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> ▪ Analysis of the quality of teaching by students and teachers ▪ Analysis of passing exams ▪ Reports of the Teaching Control Committee ▪ Extra-institutional evaluation (visit of quality control teams of the National Agency for Quality Control, involvement in TEEP) 					
Other (as the proposer wishes to add)						

NAME OF THE COURSE		Research in Biomedicine and Health III					
Code	ENM302	Year of study	3				
Course teacher	Prof. Ana Marušić	Credits (ECTS)	2				
Associate teachers	Prof. Ana Jerončić Ivan Buljan, PhD Ružica Tokalić, MD, PhD	Type of instruction (number of hours)	L	S	E	T	
			0	10	15	0	
Status of the course	Mandatory	Percentage of application of e-learning	10%				
COURSE DESCRIPTION							
Course objectives	The aim of the course is to teach students the knowledge and skills of evidence-based medicine and its use in clinical practice.						

Course enrolment requirements and entry competences required for the course	Based on the Decision on Requirements for course enrolment and entry competencies (taking courses and exams) of Study Programs of the Integrated Undergraduate and Graduate University Studies at the School of Medicine in Split. (FC 20 Oct 2016) http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ol style="list-style-type: none"> 1. Assess in a critical way the gathered evidence (systematic reviews or meta-analyses); 2. Define basic concepts of quality of health care, including working in multidisciplinary teams and patient-centered care. 3. Formulate a clinically relevant patient question in PICO format (patient, intervention, comparison, outcome); 4. Select and assess the chosen keywords in relation to the relevant MeSH terms needed to search the literature; 5. Design literature search strategies, access and use Cochrane systematic reviews from the Cochrane Library; 6. Recognize, classify and assess the presentation of the results of systematic reviews and meta-analyses; 7. Apply the concepts of health care quality in solving specific clinical problems. 					
Course content broken down in detail by weekly class schedule (syllabus)	The course integrates teaching units from the field of medical informatics, medical statistics, principles of research work in clinical medicine, methodologies of evidence-based medicine and principles of improving the quality of health care. Focus is placed on concrete application of evidence-based medicine methods. Classes are organized according to the principle of team learning and 3 hours of exercises organized as problem-based learning (total 10 h seminars and 15 h of direct teaching exercises).					
Format of instruction	<input type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	In accordance to Rules of studying and Deontological code for USSM students.					
Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance		Research		Practical training	0,4
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests	1,2	Oral exam		(Other)	
	Written exam	0,4	Project		(Other)	
Grading and evaluating student work in class and at the final exam	The course exam has three components: continual formal written evaluation of 1) knowledge and 2) skills and 3) an integrated written test at the end of the course. All course assignments are graded, and the final score ranges from 0 to 100% so that 60% of the score comes from the evaluations during the course and 40% from the					

	final written test. Grades are awarded according to the following criteria: 0-55% - fail, 56-65% - satisfactory, 66-75% - good, 76-85% - very good, ≥86% - outstanding.		
Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	1. Marušić M, ed. Principles of Research in Medicine. 2nd ed. Zagreb: Medicinska naklada; 2016.		
	2. Teaching materials for individual educational units		
Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. Ferenczi E, Muirhead N. One Stop Doc Statistics and Epidemiology. Oxford: Oxford University Press, 2007. 2. Hoyt RE, Yoshihashi A, Sutton M. Medical Informatics: Practical Guide for the Healthcare Professional Third Edition E-Book. Lulu.com, 2009. 3. Day RA, Gastel N. How to write and publish a scientific paper, 6th edition. Westport, Connecticut: Greenwood Press, 2006. 4. Lang T, Secic M. How to Report Statistics in Medicine: Annotated Guidelines for Authors, Editors, and Reviewers, 2nd edition. Philadelphia: American College of Physicians, 2006. 		
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> ▪ Analysis of the quality of teaching by students and teachers ▪ Analysis of passing exams ▪ Reports of the Teaching Control Committee ▪ Extra-institutional evaluation (visit of quality control teams of the National Agency for Quality Control, involvement in TEEP) 		
Other (as the proposer wishes to add)			

NAME OF THE COURSE		Pathology				
Code	ENM303	Year of study	3			
Course teacher	Prof. Valdi Pešutić Pisac	Credits (ECTS)	16			
Associate teachers	Prof. Snježana Tomić Prof. Meri Glavina Durđov Prof. Ivana Kuzmić Prusac Assist. Prof. Ivana Mrklič Assist. Prof. Sandra Zekić Tomaš Assist. Prof. Dinka Šundov	Type of instruction (number of hours)	L	S	E	T
			74	74	62	
Status of the course	Mandatory	Percentage of	10%			

		application of e-learning	
COURSE DESCRIPTION			
Course objectives	<p>The aim of the Pathology course is to provide the student with knowledge about the mechanisms behind cell, tissue and organ damage and to acquaint them with the morphological changes that are the basis of diseases.</p> <p>The task of teaching is to enable students to recognize morphological changes in cells, tissues and organs by acquiring theoretical and practical knowledge in lectures, seminars and practicals.</p> <p>The acquired knowledge and skills should enable a better understanding of the causes and mechanisms of the disease, and facilitate the overcoming of the functional consequences of morphological changes.</p>		
Course enrolment requirements and entry competences required for the course	<p>Based on the Decision on Requirements for course enrolment and entry competencies (taking courses and exams) of Study Programs of the Integrated Undergraduate and Graduate University Studies at the School of Medicine in Split. (FC 20 Oct 2016)</p> <p>http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf</p>		
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ol style="list-style-type: none"> List the groups of pathological processes, describe their etiopathogenetic mechanisms, list their most important morphological features and connect them with elements of the clinical picture. List the most important pathological entities within individual organ systems, connect them with general features of pathological processes, describe their morphological characteristics specific to each organ system and be able to apply this knowledge to individual clinical examples. List, describe and valorize individual methods of morphological diagnosis and their clinical use. List and describe the signs of death. Describe the most significant features of individual stages of autopsy. Identify and describe macroscopic changes of individual tissues and organs and based on that determine the differential diagnosis of possible diseases. Present the adopted technique of microscopy of pathohistological preparations. Critically analyze certain basic staining techniques (HE, PAS, Mallory, Giemsa, Sudan III, immunohistochemistry). Create a diagnosis on typical examples of pathological processes in the field of general and organic pathology based on the practical application of theoretical knowledge. 		
Course content broken down in detail by weekly class schedule (syllabus)	<p>General pathology: Cellular adaptations, injury and death, tissue regeneration, reparation and healing, genetic disorders, diseases of immunity, neoplasia, and environmental pathology.</p> <p>Pathology of organs and organ systems: cardiovascular pathology, pathology of lung, hematopathology, gastrointestinal pathology, pathology of the liver and pancreas, genitourinary pathology, pathology of the breast, endocrine system, bones, joints, peripheral nerves, skeletal muscle and central nervous system.</p>		
Format of instruction	<input checked="" type="checkbox"/> lectures	<input type="checkbox"/> independent assignments	

	<input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	In accordance to Rules of studying and Deontological code for USSM students.					
Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	5,0	Research		Practical training	1,0
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	5,0	(Other)	
	Written exam	5,0	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Written examination					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Kumar V, Abbas AK, Astar JC. Robbins Basic Pathology; 10. edition. Elsevier, Philadelphia; 2018					
Optional literature (at the time of submission of study programme proposal)						
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> ▪ Analysis of the quality of teaching by students and teachers ▪ Analysis of passing exams ▪ Reports of the Teaching Control Committee ▪ Extra-institutional evaluation (visit of quality control teams of the National Agency for Quality Control, involvement in TEEP) 					
Other (as the proposer wishes to add)						

NAME OF THE COURSE		Psychological Medicine I	
Code	ENM304	Year of study	3
Course teacher	Assist. Prof. Varja Đogaš	Credits (ECTS)	2

Associate teachers	Prof. Dolores Britvić Assoc. Prof. Slavica Kozina Linda Lusic Kalcina, PhD	Type of instruction (number of hours)	L	S	E	T
			10	10	10	
Status of the course	Mandatory	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	<p>To teach the student the basic areas of knowledge and skills of psychological medicine: basic knowledge of the relationship between health and disease, mental health and somatic diseases, health, personality development through knowledge of the basic concepts of developmental psychology, psychodynamic concept of development, object relationship, development of attachment, cognitive development, infancy, early childhood, adolescence and adulthood, "third age" and mental mechanisms, anxiety, personality structure and defence mechanisms.</p> <p>To teach students specific areas of knowledge and skills in psychological medicine through patient storytelling and learning about the problem, patient reactions to disease, transference, defence mechanisms, somatic and psychosomatic diseases, terminal diseases, and through knowledge of the relationship between patients and chronic diseases, specifics of communication with a geriatric patient, communicating bad news, empathy, countertransference, patient-physician relationship, teamwork in medicine and liaison psychiatry, group dynamics and psychotherapeutic approach in medicine.</p> <p>Emphasis is placed on the specifics of communication in health care institutions, patients with special needs and common situations in treatment process.</p>					
Course enrolment requirements and entry competences required for the course	<p>Based on the Decision on Requirements for course enrolment and entry competencies (taking courses and exams) of Study Programs of the Integrated Undergraduate and Graduate University Studies at the School of Medicine in Split. (FC 20 Oct 2016)</p> <p>http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf</p>					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ol style="list-style-type: none"> 1. Identify, explain and classify the basic concepts of developmental psychology and psychological development 2. Assess the specifics of different stages of human mental development during adolescence 3. Describe and determine the motor and cognitive development of the child 4. Connect and describe the characteristics of cognitive, social and emotional development of the personality of children and adolescents 5. Explain and connect the characteristics of physical and psychological development 					

	6. Identify and describe the importance of writing and children's play in healthy psychological development 7. Compare the specifics of the biopsychosocial approach between children and adults.					
Course content broken down in detail by weekly class schedule (syllabus)	P1. Introduction to psychological medicine; Patient-physician relationship, Physician-patient; Transference and countertransference 2h P2. Object Relations Theory; The developmental theories of Ericson 2h P3. Psychodynamic personality theories; Personality and development; Attachment 2h P4. Defence mechanisms; Anxiety; Narcism 2h P5. Family and stress; Stress, crisis and psychotrauma 2h S1. Interview; Health and disease 2h S2. Patient 2h S3. Child in kindergarten and school; Adolescence 2h S4. Older age; Psychotherapy 2h S5. Physician 2h E1. 2h E2. 2h E3. 2h E4. 2h E5. 2h					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	In accordance to Rules of studying and Deontological code for USSM students.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,0	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	0,5	(Other)	
	Written exam	0,5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Written and oral exam					
Required literature (available in the	Title			Number of copies in the library	Availability via other media	

library and via other media)	Tophographic Model of the Mind (Kaplan, pp. 439-444; Table 445-447); Ego Psihology – Structure of the Psychic Apparatus (Kaplan, pp. 447-453, without Table 6.1-2); Table 6.1-2 (Kaplan, pp. 451-452); Theory of Anxiety (Kaplan, pp. 453-454); Attachment Theory (pp. 71-94); Understanding the Theory Behind CBT (Ledley, pp. 8-15)		
	Hughes P., & Riordan D. Dynamic Psychotherapy Explained (2nd ed.). CRC Press; 2006. https://doi.org/10.1201/9781315378541		
Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. Mayou R, Sharpe M, Carson A. ABC in psychological medicine. London: BMJ Publishing; 2002. 2. Object Relations Theory (Gabbard, pp. 37-44); Self Psychology (Gabbard, pp. 51-57); Defence Mechanisms (Gabbard, pp. 32-35; 44-49) 		
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> ▪ Analysis of the quality of teaching by students and teachers ▪ Analysis of passing exams ▪ Reports of the Teaching Control Committee ▪ Extra-institutional evaluation (visit of quality control teams of the National Agency for Quality Control, involvement in TEEP) 		
Other (as the proposer wishes to add)			

NAME OF THE COURSE		Pathophysiology				
Code	ENM305	Year of study	3			
Course teacher	Assoc. Prof. Joško Božić	Credits (ECTS)	11			
Associate teachers	Prof. Tina Tičinović Kurir Assist. Prof. Marino Vilović Assist. Prof. Mladen Krnić Assist. Prof. Anteo Bradarić Marko Kumrić, MD	Type of instruction (number of hours)	L	S	P	T
			35	60	40	
Status of the course	Mandatory	Percentage of application of e-learning	10 %			
COURSE DESCRIPTION						
Course objectives	The aim of the course is to acquaint students with pathophysiological events characteristic of individual functional units as well as for the whole organism of a sick person, in order to understand the clinical events in patients encountered in the clinical part of the study and in medical practice. Furthermore, the aim of the course is to encourage students to integrate knowledge and accordingly interpret etiopathogenetic processes, and to acquire theoretical frameworks and practical					

	knowledge and skills about ways of bodily response in disease. The general goal is to build a solid pathobiological basis for the student's study of the nosology of certain disorders and diseases, which are treated in other departments of medicine.
Course enrolment requirements and entry competences required for the course	Based on the Decision on Requirements for course enrolment and entry competencies (taking courses and exams) of Study Programs of the Integrated Undergraduate and Graduate University Studies at the School of Medicine in Split. (FC 20 Oct 2016) http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ol style="list-style-type: none"> 1. Classify and describe the most important etiological factors that cause disorders of organic systems, and analyze the mechanisms of their harmful effects. 2. Describe and explain the general patterns of the organism's reaction to the injury, and describe and analyze the branching of the basic pathophysiological processes in the systemic reaction of the organism. 3. Explain the influence of hereditary, environmental and risk factors on the etiopathogenesis of various pathological conditions. 4. Distinguish and interpret pathophysiological disorders characteristic of individual functional units, as well as for the whole organism. 5. Explain and discuss the changes that occur in disorders of control mechanisms (positive and negative feedback) of individual organ systems, as well as the whole organism. 6. List, describe and explain clinical features associated with certain pathophysiological processes in different pathological conditions. 7. Link the acquired knowledge with clinical problems and describe the pathogenetic bases of rationally conducted therapy and diagnostics. 8. Integrate and combine prior knowledge and make conclusions on the nature of the pathophysiological response in patients. 9. Explain and critically interpret functional tests in the assessment of various pathological conditions.
Course content broken down in detail by weekly class schedule (syllabus)	<p>LECTURES:</p> <p>L1 Pathophysiology of heart failure L2 Pathophysiology of hemodynamic shock L3 Pathophysiology of atherosclerosis and lipid metabolism disorders L4 Pathophysiology of arterial hypertension L5 Review of respiratory pathophysiology L6 Pathophysiology of energy metabolism L7 Pathophysiology of diabetes mellitus and disorders of carbohydrate metabolism L8 Pathophysiology of immune system and rheumatic diseases L9 Pathophysiology of endocrine system 1 L10 Pathophysiology of endocrine system 2 L11 Fluid and electrolyte disorders L12 Pathophysiology of acid-base disorders L13 Endogenous bioactive substances in pathological processes L14 Pathophysiology of acute and chronic kidney failure L15 Integration</p> <p>SEMINARS:</p> <p>S1 Pathophysiology of cardiovascular system 1 S2 Pathophysiology of cardiovascular system 2 S3 Problem seminar: Cardiovascular disorders S4 Pathophysiology of respiratory system</p>

	<p>S5 Problem seminar: Respiratory system disorders S6 Pathophysiology of blood 1 S7 Pathophysiology of blood 2 S8 Problem seminar: Blood disorders S9 Pathophysiology of gastrointestinal disorders S10 Pathophysiology of exocrine pancreas S11 Pathophysiology of hepatobiliary system S12 Problem seminar: Gastrointestinal and hepatobiliary disorders S13 Pathophysiology of parathyroid gland and calcium S14 Problem seminar: Endocrine disorders S15 Metabolic disorders S16 Pathophysiology of infection and inflammation S17 Pathophysiology of thermoregulation S18 Pathophysiology of renal disorders S19 Selected topics S20 Problem seminar: Renal disorders</p> <p>PRACTICALS: P1 ECG during exercise P2 Orthostatic load P3 CE - Patients with heart disorders P4 ECG analysis P5 CE - Patients with blood disorders P6 CE - Patients with gastrointestinal disorders P7 CE - Patients with endocrine disorders P8 Acid base and electrolyte disorders - case studies P9 CE – Emergency medicine cases P10 CE - Patients with renal disorders P11 Integration</p>					
Format of instruction	- Lectures - Seminars - Practice					
Student responsibilities	In accordance with the Rules of the study and the study system and Deontological code for students of Medical school in Split.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Attendance	1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests		Oral exam	5,0	(Other)	
	Written test	4,0	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Written and oral exam.					

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Hammer GD, McPhee SJ. Pathophysiology of disease. An introduction to clinical medicine. 8 th ed. Lange Medical Books/McGraw Hill, New York, 2018.		
Optional literature (at the time of submission of study programme proposal)	1. McCance KL, Huether SE. Pathophysiology - the Biologic Basis for Disease in Adults and Children 8/E, 2018.		
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> • Quality control analysis by the students and teachers • Analysis exam passing • Report of the Committee for the teaching quality control • Extraintitutional evaluation (teams for quality control of the National Agency for quality control, inclusion to TEEP) 		
Other (as the proposer wishes to add)			

NAME OF THE COURSE		Pharmacology				
Code	ENM306	Year of study	3			
Course teacher	Assoc. Prof. Ivana Mudnić	Credits (ECTS)	11			
Associate teachers	Prof. Darko Modun Prof. Mladen Boban Ana Marija Dželalija, PhD, MPharm Diana Jurić, PhD, MPharm Marko Grahovac, MD Marin Mornar, MD	Type of instruction (number of hours)	L	S	P	T
			30	65	35	0
Status of the course	Mandatory	Percentage of application of e-learning	10 %			
COURSE DESCRIPTION						
Course objectives	<p>After passing the exam, the student has knowledge of the general principles of drug action (pharmacodynamics) and the fate of the drug in the body (pharmacokinetics), knowledge of the mechanism of action, therapeutic and harmful effects, application routes, indications and contraindications of certain groups of drugs, and knowledge of pharmacological properties of drugs which are an illustrative example for a particular pharmacotherapeutic group.</p> <p>The student is also trained to correctly write prescriptions for various forms of drugs and to use quality sources of pharmacological literature.</p>					
Course enrolment requirements and entry competences	Based on the Decision on Requirements for course enrolment and entry competencies (taking courses and exams) of Study Programs of the Integrated Undergraduate and Graduate University Studies at the School of Medicine in Split.					

required for the course	(FC 20 Oct 2016) http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ol style="list-style-type: none"> 1. Describe and explain general principles and principles of pharmacodynamics and pharmacokinetics, identify and link the factors that modify the action of drugs 2. List the types and explain the mechanisms of drug interactions in their concomitant use and link to clinically significant drug interactions 3. Classify drugs into individual groups / subgroups and describe and explain the methods of application, mechanism of action at the molecular and cellular level, pharmacological effects on various organ systems, main indications, contraindications, side effects and toxicity of individual drugs which are illustrative examples of pharmacotherapeutic groups and subgroups 4. Analyze pharmacological effects, pharmacokinetic profile, adverse effects, indications and contraindications among drugs from different subgroups within the same group of drugs and compare them with each other 5. Identify and interpret dose-dependent and independent adverse drug reactions and describe and link to clinically significant drug poisoning and treatment of poisoned patients 6. Calculate and/or select the dose of drugs needed for prescription 7. Apply the skill of issuing prescriptions for different forms of medicines
Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures:</p> <ol style="list-style-type: none"> 1. Introduction, drug absorption and distribution 2. Drugs metabolism and elimination 3. Mechanism of drug action 4. Antimicrobial drugs 5. Pharmacology of ANS 6. Antipsychotic and antidepressant agents 7. Drugs in the treatment of pain 8. Antihypertensive agents 9. Drugs used in angina pectoris and heart failure 10. Drugs used in cardiac arrhythmias 11. Anticoagulants, inhibitors of platelet aggregation and fibrinolytic agents 12. Adrenocorticosteroids and adrenocortical antagonists <p>Seminars:</p> <ol style="list-style-type: none"> 1. Pharmacokinetics 2. Pharmacodynamics and side effects 3. New drugs development, biologics and pharmacogenomics 4. The most important antibiotics 5. Antiviral agents and antimycobacterial drugs 6. Antifungal and antihelminthic drugs 7. Cholinergic drugs 8. Adrenergic drugs 9. Antiseizure drugs and agents used in neurodegenerative diseases 10. Local and general anesthetics 11. Anxiolytics and opioid analgesics 12. Drugs of abuse 13. Vasoactive peptides and NO 14. Diuretics 15. Antihypertensives 16. Agents used in dyslipidemia

	<p>17. Pharmacology of histamine, serotonin and the ergot alkaloids 18. NSAIDs, DMARDs and antigout drugs 19. Immunopharmacology 20. Drugs used in the treatment of gastrointestinal diseases 21. Drugs used in asthma, COPD, antitussives and expectorants 22. Cancer chemotherapy 23. Drugs used in anemias and hematopoietic growth factors 24. Pituitary and hypothalamic hormones, thyroid and antithyroid drugs, agents that affect bone 25. The gonadal hormones and inhibitors 26. Pancreatic hormones and antidiabetic drugs 27. Drug-drug interactions and adverse events Exercises: E1. Pharmacokinetics and pharmacodynamics E2. Drugs and ANS: cardiovascular and the neromuscular junction effects E3. Psychopharmaceuticals and analgetics E4. Antiseizure drugs E5. The isolated rings of rat aorta and ileum: mechanisms of drugs action E6. The isolated heart: mechanisms od drugs action E7. The impact of drugs on gastrointestinal system E8. Web searching for appropriate drug information</p> <p>Fg1. Introduction, Drugs prescribing Fg2. Drugs prescribing 2 Fg3. Galenic preparations and finished medicinal products</p>					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	In accordance with the Rules of the study and the study system and Deontological code for students of Medical school in Split.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Attendance	0,5	Research		Practical training	
	Experimental work	0,5	Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests	1,0	Oral exam	4,5	(Other)	
	Written test	4,5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Requirements for taking the final exam are orderly attendance to all teaching activities during the course of Pharmacology and completed practical test in drugs prescribing. The exam is composed of the written test and oral exam that equally contribute to the final mark. The written exam consists of 110 questions covering all areas of Pharmacology. Minimum of 60 correct answers/ points are required for passing the written test.					

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	Trevor AJ, Katzung BG, Kruidering-Hall M, ed. Katzung & Trevor's Pharmacology Examination and Board Review, 13th edition. New York: McGraw-Hill Education, 2021.		
Optional literature (at the time of submission of study programme proposal)	1. Katzung BG, ed. Basic & Clinical Pharmacology, 15th edition. New York: McGraw-Hill Education, 2021. 2. Brunton LL, Hilal-Dandan R, Knollmann BC, ed. Goodman and Gillman's The Pharmacological Basis of Therapeutics, 13th edition. New York: McGraw-Hill Education, 2018. 3. Brunton LL, Hilal-Dandan R, Knollmann BC, ed. Goodman and Gillman's The Pharmacological Basis of Therapeutics, 13th edition. New York: McGraw-Hill Education, 2018.		
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> Quality control analysis by the students and teachers Analysis exam passing Report of the Committee for the teaching quality control Extraintitutional evaluation (teams for quality control of the National Agency for quality control, inclusion to TEEP) 		
Other (as the proposer wishes to add)			

NAME OF THE COURSE		Clinical skills III - Clinical propedeutics				
Code	ENM307	Year of study	3			
Course teacher	Prof. Damir Fabijanić	Credits (ECTS)	6			
Associate teachers	Assoc. Prof. Viktor Čulić Assoc. Prof. Maja Radman Assist. Prof. Anela Novak Assist. Prof. Duška Glavaš Assist. Prof. Damir Bonacin Assist. Prof. Jonatan Vuković Assist. Prof. Zoran Vučinović Assist. Prof. Anita Jukić Assist. Prof. Josipa Radić Assist. Prof. Mislav Radić Assist. Prof. Gordan Džamonja	Type of instruction (number of hours)	L	S	E	T
			40	40	60	0
Status of the course	Mandatory	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	The aim of the course is to prepare students for working with patients, primarily for clinical examination of the patient according to his age and condition. The course					

	will introduce the student to the field of clinical medicine and enable them to acquire the necessary knowledge and skills for successful study of clinical courses.					
Course enrolment requirements and entry competences required for the course	Based on the Decision on Requirements for course enrolment and entry competencies (taking courses and exams) of Study Programs of the Integrated Undergraduate and Graduate University Studies at the School of Medicine in Split. (FC 20 Oct 2016) http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ol style="list-style-type: none"> 1. List and describe the components, leading properties and significance of the anamnesis and physical examination of patients 2. Perform independent structured anamnesis and identify, isolate and connect potentially important elements of anamnesis 3. Demonstrate good communication skills with the patient, accompanying persons and staff 4. Identify the symptoms and signs of the most common clinical conditions and diseases when dealing with the patient 5. Compare the symptoms and clinical signs of similar diseases and conditions and identify the leading diagnosis 6. Assess the severity of the patient's clinical condition, identify the general condition, the patient's state of consciousness and identify and assess vital signs 7. Perform a complete physical examination of the patient and detect significant deviations in the physical status of the patient 8. Integrate elements from anamnesis and physical examination, apply them and construct conclusions for further clinical treatment 					
Course content broken down in detail by weekly class schedule (syllabus)	Students should practice procedures unique to internal medicine, supervised by senior staff members. Symptoms, examinations and diagnosis of heart and circulation, respiratory system, digestive and renal system, endocrine system, immunology and hematology system, musculoskeletal and neurology system. Education is patient-based and is largely carried out through small group sessions at the bedside with problem-based and problem-oriented learning.					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	In accordance to Rules of studying and Deontological code for USSM students.					
Screening student work (name the proportion of ECTS credits for each)	Class attendance	2,0	Research		Practical training	2,0
	Experimental work		Report		(Other)	

<i>activity so that the total number of ECTS credits is equal to the ECTS value of the course)</i>	Essay		Seminar essay		(Other)	
	Tests		Oral exam	1,0	(Other)	
	Written exam	1,0	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Written test and oral exam with practical/clinical skills					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	1. Hozo I, et al. Internal Medicine Propedeutics. Split: Split University School of Medicine; 2015.					
Optional literature (at the time of submission of study programme proposal)	1. Bates' Pocket Guide to Physical Examination and History Taking. by Bickley, Lynn S.; Szilagyi, Peter G.; Bates, Barbara. LIPPINCOTT WILLIAMS & WILKINS Philadelphia: 2003.					
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> ▪ Analysis of the quality of teaching by students and teachers ▪ Analysis of passing exams ▪ Reports of the Teaching Control Committee ▪ Extra-institutional evaluation (visit of quality control teams of the National Agency for Quality Control, involvement in TEEP) 					
Other (as the proposer wishes to add)						

NAME OF THE COURSE	Medical Humanities and Ethics II						
Code	ENM308	Year of study	3				
Course teacher	Prof. Darko Duplančić	Credits (ECTS)	1				
Associate teachers	Prof. Marija Definis Mariano Kaliterna, MD Marija Franka Žuljević, MD	Type of instruction (number of hours)	L	S	E	T	
			2	13	0	0	
Status of the course	Mandatory	Percentage of application of e-learning	10%				

COURSE DESCRIPTION						
Course objectives	To teach students basic ethical principles in medicine (and medical decision-making), the concepts of informed consent and patient autonomy, and the specificities of the doctor-patient relationship. To overview ethically ambiguous cases from clinical practice which can help with future decision-making and considerations in ambiguous cases.					
Course enrolment requirements and entry competences required for the course	Based on the Decision on Requirements for course enrolment and entry competencies (taking courses and exams) of Study Programs of the Integrated Undergraduate and Graduate University Studies at the School of Medicine in Split. (FC 20 Oct 2016) http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ol style="list-style-type: none"> 1. Discover the meaning of professional autonomy of doctors and respect for the autonomy of patients 2. Assess ethical principles governing the physician's duties to the patient 3. Interpret and describe the International Code of Medical Ethics governing the duties of physicians towards the patient 4. Interpret the nature and variability of the doctor-patient relationship 5. Prepare and conduct the collection of informed consent from patients 					
Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. Principles of the Geneva Declaration, which regulates medical ethical principles. 2. Principles of the International Code of Medical Ethics, which regulates the duties of doctors towards the patient. 3. The principles of the Lisbon Declaration, which contains the basic rights of patients which need to be ensured by the doctor. 4. Historical framework, definition, elements and function of informed consent 5. Law on the Protection of Patients' Rights 6. Examples of bad clinical practice 7. Medical secrecy 					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	In accordance to Rules of studying and Deontological code for USSM students.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of	Class attendance	0.25	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	

<i>ECTS credits is equal to the ECTS value of the course)</i>	Tests		Oral exam	0.5	(Other)	
	Written exam	0.25	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Standardized written and oral exam.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	1. Pecorino PA. Medical Ethics – An Online Textbook. 2002.					online
	Teaching materials: http://www.mefst.unist.hr/education/courses/medical-humanities/mhiii/2081					
Optional literature (at the time of submission of study programme proposal)	Course materials					
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> ▪ Analysis of the quality of teaching by students and teachers ▪ Analysis of passing exams ▪ Reports of the Teaching Control Committee ▪ Extra-institutional evaluation (visit of quality control teams of the National Agency for Quality Control, involvement in TEEP) 					
Other (as the proposer wishes to add)						

NAME OF THE COURSE	Radiology						
Code	ENM401	Year of study	4				
Course teacher	Assist. Prof. Sanja Lovrić Kojundžić	Credits (ECTS)	4				
Associate teachers	Assoc. Prof. Tade Tadić Assoc. Prof. Liana Cambj-Sapunar Assoc. Prof. Igor Barišić Assoc. Prof. Marina Maras Šimunić Assist. Prof. Tonči Batinić Assist. Prof. Ivana Štula Assist. Prof. Krešimir Dolić	Type of instruction (number of hours)	L	S	E	T	
			18	8	44	0	
Status of the course	Mandatory	Percentage of application of e-learning	10%				
COURSE DESCRIPTION							

Course objectives	The student will learn about the use of ionizing radiation in the imaging of the human body, organs and tissues using conventional X-ray devices and computerized tomography, i.e., the principles of ultrasound and magnetic resonance in radiological diagnostics. The student will also acquire basic knowledge in interventional radiology which represents a therapeutic discipline within clinical radiology using minimally invasive techniques with the help of imaging. After passing the exam in radiology, the student should know the algorithm of radiological examinations, i.e., know which diagnostic information can be obtained by a certain radiological examination in different clinical indications. Student must also know the contraindications for the performance of individual radiological examinations. The student should interpret independently radiological images of the human body as well as the most common pathological changes
Course enrolment requirements and entry competences required for the course	Based on the Decision on Requirements for course enrolment and entry competencies (taking courses and exams) of Study Programs of the Integrated Undergraduate and Graduate University Studies at the School of Medicine in Split. (FC 20 Oct 2016) http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ol style="list-style-type: none"> 1. Classify the types of X-ray shadows on the radiogram, categorize the density on computed tomography (CT) and signal intensity on magnetic resonance imaging (MR) on examples of individual tissues, organs, organ systems and body parts. 2. Critically assess and interpret typical radiological patterns of chest lesions on a variety of imaging modalities including thoracic wall, pleura, lung parenchyma, and mediastinum. 3. Classify focal lesions of abdominal, retroperitoneal, and pelvic organs based on ultrasound, CT, and MR findings. 4. Discuss the radiological characteristics of benign and malignant lesions, and formulate and apply criteria for radiological assessment of the spread of malignant tumors and radiological signs of tumor invasion of certain organs and tissues. 5. Assess and evaluate the most common patterns of CT and MR changes of the central nervous system, argue the choice and value of radiological diagnosis in emergencies, in the pediatric population, in infectious and expansive lesions. 6. Recognize typical radiological changes of the heart and blood vessels and rank thrombosis, stenosis, aneurysmal dilatation, vascular malformations and pathological vessels. 7. Identify and critically evaluate lesions of bone structure and joints on a standard radiograph, in CT and MR examinations. 8. Present radiological examination methods and typical radiological signs of pathological changes of the urogenital system. 9. Propose the choice of radiological method for pathological changes of the breast with regard to age, clinical findings and degree of involution.
Course content broken down in	General radiology: Origins and characteristics of x-rays and ultrasound; the

detail by weekly class schedule (syllabus)	phenomenon of electro-magnetism and radio frequency wave, construction of the imaging equipment – conventional and digital; basic operating principles of x-ray unit and imaging systems, along with the most recent technological advance including "film-less" radiology, radiological/hospital information systems and digital image archiving system (PACS); basics of the biological effects of ionizing and non-ionizing radiation; radiation patients and staff (including appropriate indication, optimal algorithm of the radiological procedures, "cost benefit" analysis, and preferential use of modalities without ionizing radiation). Clinical radiology: Radiological imaging modalities and their clinical applications; radiological anatomy and morphology of pathological changes affecting organs and organ systems; indications for imaging studies and patient preparation instruction for these radiological procedures; contraindications, adverse reactions and possible complications. Radiological imaging algorithms for various pathological conditions, considering the diagnostic reliability of individual studies and patient radiation doses; imaging-guided biopsies and most important vascular as well as non-vascular interventional radiology procedures.					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	In accordance to Rules of studying and Deontological code for USSM students.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,0	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	1,5	(Other)	
	Written exam	1,5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Written test and oral exam					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	1. Basic radiology: A Lange Clinical Book. Chen M, Pope T, Ott (eds). Lange Medical Books – McGraw Hill, New York, 2010					
Optional literature (at the time of submission of study)	Learning Radiology: Recognizing the Basics (With STUDENT CONSULT Online Access), 2e, by William Herring MD (Author), 2015					

programme proposal)	
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> ▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation (visit of quality control teams of the National Agency for Quality Control, inclusion in TEEP)
Other (as the proposer wishes to add)	

NAME OF THE COURSE		Nuclear Medicine				
Code	ENM402	Year of study	4			
Course teacher	Assoc. Prof. Ante Punda	Credits (ECTS)	2			
Associate teachers	Assist. Prof. Ana Barić Žižić Dubravka Brdar, MD Sanda Sladić, MD Vesela Torlak-Lovrić, PhD Maja Cvek-Bobić, MSc Marko Brekalo, MD Marko Vuletić, MD	Type of instruction (number of hours)	L	S	E	F
			12	14	14	0
Status of the course	Mandatory	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives						
Course enrolment requirements and entry competences required for the course	<p>Based on the Decision on Requirements for course enrolment and entry competencies (taking courses and exams) of Study Programs of the Integrated Undergraduate and Graduate University Studies at the School of Medicine in Split. (FC 20 Oct 2016)</p> <p>http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf</p>					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>1. Define what radiopharmaceuticals are, list and identify the types of radioisotopes most commonly used in nuclear medicine and explain the different biodistribution of individual radiopharmaceuticals</p> <p>2. Compare the production of radiopharmaceuticals and their physical characteristics</p> <p>3. Describe the instrumentation in nuclear medicine and the principles of creating a planar image on a gamma camera, and the basics of reconstruction in SPECT and PET tomography</p> <p>4. Classify the most commonly used nuclear medical imaging (i.e. "in vivo") diagnostic methods and radiopharmaceuticals and link them to diseases and disorders of various organ systems using radiopharmaceuticals</p>					

	<p>5. Compare and recommend the use of radiopharmaceuticals for diagnostic and therapeutic purposes and adequately prepare patients for diagnostic or therapeutic procedures</p> <p>6. Formulate the principles of working with open sources of radiation and protection when working with them</p> <p>7. Evaluate, assess, and select options for the diagnosis and treatment of thyroid disease</p> <p>8. Assess the importance of ultrasound diagnostics in thyroid diseases</p>					
Course content broken down in detail by weekly class schedule (syllabus)	<p>Indications for clinical application of nuclear medicine diagnostic and therapeutic procedures;</p> <p>Work with open radiation sources and radiation protection.</p>					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	In accordance to Rules of studying and Deontological code for USSM students.					
Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	1,0	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1,0	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Written test.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Ziessman HA, O'Malley JP, Thrall JH and Fahey FH. The Requisites. Nuclear Medicine. 4th ed. Elsevier. Saunders. Philadelphia; 2014.					
Optional literature (at the time of submission of study programme proposal)	<p>1. Fred A. Mettler, Jr., and Milton J. Guiberteau: Essentials of nuclear medicine imaging, editors W.B. Saunders Company, 1998</p>					

Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> ▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation (visit of quality control teams of the National Agency for Quality Control, inclusion in TEEP)
Other (as the proposer wishes to add)	

NAME OF THE COURSE		Internal Medicine				
Code	ENM403	Year of study	4			
Course teacher	Prof. Darko Duplančić	Credits (ECTS)	20			
Associate teachers	Prof. Ante Tonkić Prof. Dragan Ljutić Prof. Darija Baković Kramarić Prof. Miroslav Šimunić Prof. Tina Tičinović-Kurir Assoc.prof. Željko Puljiz Assoc. prof. Maja Radman Assoc. prof. Vedran Kovačić Assist. prof. Željko Šundov Assist. prof. Duška Glavaš Assist. prof. Josipa Radić Assist. prof. Mislav Radić Assist. prof. Daniela Marasović, Krstulović Assist. prof. Dijana Perković Assist. prof. Jonatan Vuković Assist. prof. Mladen Krnić Assist. prof. Zoran Vučinović Assist. prof. Zrinka Jurišić Assist. prof. Andre Bratanić	Type of instruction (number of hours)	L	S	E	T
			72	72	216	
Status of the course	Mandatory	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	The aim of the course is to teach students how to recognize the clinical symptoms and signs of diseases of internal organs and organ systems and ways to treat them. Through the teaching of course exercises, students learn about the approach to patients with these diseases, the methods of physical examination and the implementation of medical and technical procedures and the interpretation of laboratory indicators.					

Course enrolment requirements and entry competences required for the course	Based on the Decision on Requirements for course enrolment and entry competencies (taking courses and exams) of Study Programs of the Integrated Undergraduate and Graduate University Studies at the School of Medicine in Split. (FC 20 Oct 2016) http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf	
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ol style="list-style-type: none"> 1. List the main areas of internal medicine and within them the basic groups of diseases of internal organs and organ systems. 2. Classify, define, describe and distinguish individual diseases of internal organs and organ systems as unique clinical entities. 3. 4. Present differential - diagnostic possibilities based on clinical symptoms and signs in patients. 5. Plan and select the correct diagnostic procedures in certain conditions, syndromes and diseases of internal organs and critically evaluate the results of diagnostic tests. 6. Differentiate between the basic principles of treatment and plan the optimal type and sequence of therapeutic procedures and predict the appropriate prognosis of the disease and analyze the course, effects and outcomes of treatment. 7. Critically evaluate various invasive and non-invasive methods of treatment of individual diseases and present them to the patient. 8. Demonstrate the skill of taking anamnesis independently and performing a clinical examination and determining a working diagnosis. 9. Identify the leading symptoms of the disease and recognize the association of these symptoms with specific clinical entities. 10. Identify the symptoms in a patient with a life-threatening condition and present the skill of taking care of such patient. 11. Perform certain clinical skills independently in accordance with the Clinical Skills Booklet and perform under supervision an appropriate number of different diagnostic and therapeutic procedures in accordance with the Clinical Skills Booklet. 12. Create a treatment plan and guide the optimal type and sequence of therapeutic procedures using current guidelines 13. Predict an appropriate prognosis of the most common diseases in internal medicine 	
Course content broken down in detail by weekly class schedule (syllabus)	Cardiology, Gastroenterology, Endocrinology, Hematology, Pulmonology, Nephrology, Rheumatology and Clinical Immunology.	
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)
Student responsibilities	In accordance to Rules of studying and Deontological code for USSM students.	

Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	3	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	10	(Other)	
	Written exam	7	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Written test and practical part of examination. Test is divided into parts: students should have sufficient number of points in each part as well as in the whole examination.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Jameson JL et al. Harrison's Principles of Internal Medicine. 20th Edition, McGraw-Hill Professional, 2018.					
Optional literature (at the time of submission of study programme proposal)	1. Mandell GL, Bennett JE, and Dolin R. Mandell, Douglas and Bennett's principles and practices of infectious diseases.8th edition.					
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> ▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation (visit of quality control teams of the National Agency for Quality Control, inclusion in TEEP) 					
Other (as the proposer wishes to add)						

NAME OF THE COURSE		Infectiology				
Code	ENM404	Year of study	4			
Course teacher	Assoc. Prof. Boris Lukšić	Credits (ECTS)	7			
Associate teachers	Assoc. Prof. Ivo Ivić Assist. Prof. Dragan Ledina Dominko Carev, MD, PhD Svjetlana Karabuva, MD, PhD Mirela Pavičić Ivelja, MD, PhD	Type of instruction (number of hours)	L	S	E	T
			20	26	49	0

Status of the course	Mandatory	Percentage of application of e-learning	10%	
COURSE DESCRIPTION				
Course objectives	The aim of the course is to learn about the conditions of origin and characteristics of infectious diseases (specific etiology, epidemiological peculiarities, pathomorphological and pathophysiological changes, clinical features, specific immune processes), and diagnosis and treatment of infectious diseases.			
Course enrolment requirements and entry competences required for the course	Based on the Decision on Requirements for course enrolment and entry competencies (taking courses and exams) of Study Programs of the Integrated Undergraduate and Graduate University Studies at the School of Medicine in Split. (FC 20 Oct 2016) http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf			
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ol style="list-style-type: none"> 1. Identify and link the symptoms and clinical picture of the patient with individual infectious diseases 2. Define and distinguish emergencies in infectology 3. Analyze laboratory findings of patients with infectious diseases 4. Critically evaluate the clinical picture and laboratory findings of patients with infectious diseases and accordingly indicate the appropriate diagnostic and/or therapeutic procedure 5. Demonstrate the skill of independent taking of medical history and performing a clinical examination with the assessment of meningeal signs in patients with infectious diseases 6. Assess the development of complications of certain infectious diseases and select the appropriate therapeutic procedure 7. Apply appropriate guidelines for the isolation of patients with suspected infectious diseases 8. Recognize the role of hygiene and vaccination in preventing the spread of infectious diseases 			
Course content broken down in detail by weekly class schedule (syllabus)	Basic concepts of general infectology, the most frequent infectious diseases and clinical syndromes they cause, principles of diagnostics, rational antimicrobial therapy and prophylaxis of infectious diseases, infections in immunocompromised patients.			
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	In accordance to Rules of studying and Deontological code for USSM students.			
Screening student work (name the	Class attendance	0,5	Research	Practical training

<i>proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</i>	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests	1,5	Oral exam	2,0	(Other)	
	Written exam	1,0	Project		(Other)	
Grading and evaluating student work in class and at the final exam	In-course tests; Final written examination, followed by oral examination including assessment of practical skills.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	1. Southwick F. Infectious diseases: a clinical short course. 3d edition, 2014(pp446)					
	2. Marcdante C, Kliegman RM, and Behrman RE. Nelson essentials of pediatrics.6th edition. Elsevier Sounders 2010. Reprints of chapters: - 65 Sepsis and meningitis (pp227-229) - 66 Congenital infections (pp229-233) - 94 Immunisation and prophylaxis (pp317-323) - 97 Infections characterised by fever and rash (pp329-335) - 107 Croup (laringotracheobronhitis)(pp354-356) - 108 Pertussis syndrome (pp356-357) - 109 Bronchiolitis(pp357-358)					
	3. Kliegman RM, Stanton BF, Schor NF, St.Gemme III JW, Berham RE. Nelsons textbook of pediatrics. 19th edition. Elsevier Sonuders 2011. reprints of chapters: - 202 Botulism (p987-991)(PDF p1837-1842) - 240 Mumps (p1078-1081)(PDF p2033-2036) - 241 Polioviruses(p1081-1088)(PDFp2038-2045)					
Optional literature (at the time of submission of study programme proposal)	1. Mandell GL, Bennett JE, and Dolin R. Mandell, Douglas and Bennett's principles and practices of infectious diseases.8th edition.					
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> ▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation (visit of quality control teams of the National Agency for Quality Control, inclusion in TEEP) 					

Other (as the proposer wishes to add)	
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NAME OF THE COURSE		Clinical Microbiology and Parasitology				
Code	ENM405	Year of study	4			
Course teacher	Prof. Marija Tonkić	Credits (ECTS)	2			
Associate teachers	Prof. Ivana Goić Barišić Assist. Prof. Anita Novak Assist. Prof. Katarina Šiško Kraljević, Assist. Prof. Merica Carev Assist. Prof. Vanja Kaliterna Žana Rubić, MD Marina Radić, MD	Type of instruction (number of hours)	L	S	E	T
			12	18	0	0
Status of the course	Mandatory	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	The aim of the course is to learn the basic biological features of microorganisms that cause infections in humans, their pathogenic properties, prevalence and resistance to environmental conditions, ways of their transmission between humans, sensitivity to antimicrobial medicines, and the basics of human defense against infection. Students will also learn about the types of vaccines for certain microorganisms. The specific aim is to learn the basic groups of antimicrobial drugs, the spectrum and mechanisms of their action and mechanisms of resistance of microorganisms to antimicrobial drugs. At the end of the course, students will be able to independently determine the type of the most common microorganisms according to the microscopic preparation or other features, read the sensitivity test and determine the method of transmission as well as a way of defense against a specific microorganism. Also, students will be able to independently take a swab of the nose and throat, and inoculate biological materials on microbiological substrates					
Course enrolment requirements and entry competences required for the course	Based on the Decision on Requirements for course enrolment and entry competencies (taking courses and exams) of Study Programs of the Integrated Undergraduate and Graduate University Studies at the School of Medicine in Split. (FC 20 Oct 2016) http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf					
Learning outcomes expected at the level of the course	1. Identify, enumerate and classify the most common causes of infections and connect them with organic systems. 2. Describe and define the routes of transmission of microorganisms					

(4 to 10 learning outcomes)	<p>3. Explain the preconditions for the development of infectious diseases and conclude how the spread of infectious diseases can be prevented.</p> <p>4. Connect the causes of infections with the appropriate elements of the immune system that are activated in order to eliminate them.</p> <p>5. Select appropriate diagnostic tests to give the etiological diagnosis of infectious diseases.</p> <p>6. Describe the correct method of sampling, storage and transport of different clinical specimens for microbiological testing.</p> <p>7. Describe the way in which different biological materials are taken, and how such materials are adequately stored and transported.</p> <p>8. Critically evaluate the justification of antimicrobial therapy with the aim of reducing antibiotic resistance</p>					
Course content broken down in detail by weekly class schedule (syllabus)	Diagnostic methods for making etiological diagnosis of bacterial, fungal, viral and parasitic infections of humans. Interpretation of microbiological results.					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	In accordance to Rules of studying and Deontological code for USSM students.					
Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	1,0	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1,0	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Written exam.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Brooks GF, Carroll KC, Butel JS, Morse SA, Mietzner TA, eds. Jawetz, Melnick and Adelbergs, Medical Microbiology. 26th ed. New York: McGraw-Hill; 2013.					

Optional literature (at the time of submission of study programme proposal)	Additional teaching material: handouts from lectures and seminars.
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> ▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation (visit of quality control teams of the National Agency for Quality Control, inclusion in TEEP)
Other (as the proposer wishes to add)	

NAME OF THE COURSE		Psychological Medicine II				
Code	ENM406		4			
Course teacher	Assist. prof. Varja Đogaš	Credits (ECTS)	2			
Associate teachers	Prof. Dolores Britvić, Assoc. prof. Slavica Kozina Linda Lusic Kalcina, PhD	Type of instruction (number of hours)	L	S	E	T
			10	10	10	
Status of the course	Mandatory	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	The aim of the course "Psychological Medicine" is to enable students to recognize and understand psychological mechanisms in the process of disease and illness, while ensuring equal use of psychological approach in the treatment of various conditions. The Department of Psychological Medicine is aimed at improving communication skills of future physicians in various situations of professional and personal life. It is by increasing such knowledge and skills that the more humane, professional and more ethical work of future young doctors will be enabled.					
Course enrolment requirements and entry competences required for the course	Based on the Decision on Requirements for course enrolment and entry competencies (taking courses and exams) of Study Programs of the Integrated Undergraduate and Graduate University Studies at the School of Medicine in Split. (FC 20 Oct 2016) http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf					

Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ol style="list-style-type: none"> 1. Identify and explain the biopsychosocial approach to illness 2. Identify and evaluate patients' psychological reactions to the disease and various medical procedures 3. Identify and critically assess own countertransference reactions, as well as physician reactions to disease and patients 4. Identify psychological aspects of the importance of teamwork in medicine 5. Explain and connect the psychological approach in medicine with different medical entities 	
Course content broken down in detail by weekly class schedule (syllabus)	<p>1. Identify and interpret psychological reactions to certain diseases</p> <p>Lectures: Doctor-Patient Relationship; Intuitive Understanding between the Physician and Patient: Mirror Neuron System as Neurobiological Basis; Role of communication Skills in Person-Centred Medicine; Communication Skills in Person-Centred Medicine – 2h Personalized Cardiology; Person-Oriented Approach in Invasive Cardiology; Person-Oriented Emergency and Intensive Care Medicine – 2h Rheumatic Diseases; Person-Oriented Approach in Diabetology; Person-Oriented Medicine in Obstetrics and Gynaecology – 2h Surgery and Person-Oriented Medicine; Supportive care in Cancer – 2h Family-Centred Care in Pediatrics; Person-Oriented Approach to People with Dementia – 2h</p> <p>Seminars: Doctor-Patient Relationship; Intuitive Understanding between the Physician and Patient: Mirror Neuron System as Neurobiological Basis – 2h Personalized Cardiology; Person-Oriented Approach in Invasive Cardiology Person-Oriented Emergency and Intensive Care Medicine – 2h Rheumatic Diseases; Person-Oriented Approach in Diabetology; Person-Oriented Medicine in Obstetrics and Gynecology – 2h Surgery and Person-Oriented Medicine; Supportive care in Cancer; Person-Oriented Dermatovenerology – 2h Family-Centred Care in Pediatrics; Role of Communication Skills in Person-Centred Medicine; Communication Skills in Person-Centred Medicine – 2h</p> <p>Practicals: Psychological approach to a patient admitted to Gynecology department – 2h Psychological approach to a patient admitted to Diabetology department – 2h Psychological approach to a patient admitted to Endocrinology department – 2h Psychological approach to a patient admitted to Pediatric department – 2h Psychological approach to a patient admitted to Urology department – 2h</p>	
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)
Student responsibilities	In accordance to Rules of studying and Deontological code for USSM students.	

Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	1,0	(Other)	
	Written exam	0,5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Written and oral exam					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Dorđević V., Braš M., Miličić D. Person in Medicine and Healthcare; From Bench to Bedside to Community. Zagreb: Medicinska naklada, 2012					
Optional literature (at the time of submission of study programme proposal)	1. Mayou R, Sharpe M, Carson A. ABC in psychological medicine. London: BMJ Publishing; 2002. 2. Coulehan JL, Block MR. The medical interview. Mastering skills for clinical Practice. 4th ed. Philadelphia (PA): FA Davis Company; 2001					
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> ▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation (visit of quality control teams of the National Agency for Quality Control, inclusion in TEEP) 					
Other (as the proposer wishes to add)						

NAME OF THE COURSE		Neurology					
Code	ENM407	Year of study	4				
Course teacher	Assist. Prof. Ivica Bilić	Credits (ECTS)	7				
Associate teachers	Prof. Marina Titlić Assist. Prof. Meri Matijaca Assist. Prof. Goran Džamonja Assist. Prof. Sanda Pavelin Assist. Prof. Mario Mihalj	Type of instruction (number of hours)	L	S	E	T	
			20	25	45		

	Assist. Prof. Vana Košta					
Status of the course	Mandatory	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	Acquisition of basic knowledge and clinical skills in the field of neurology. The goal is to teach students new knowledge about the functioning of the brain, the current possibilities of the neurological profession and enable easier understanding and access to neurological patients. Students will be introduced to the specifics of neurological propaedeutics and basics of clinical neurological examination. The aim of the course is also to acquaint students with neurological diseases, diagnosis, differential diagnosis and their treatment.					
Course enrolment requirements and entry competences required for the course	Based on the Decision on Requirements for course enrolment and entry competencies (taking courses and exams) of Study Programs of the Integrated Undergraduate and Graduate University Studies at the School of Medicine in Split.(FC 20 Oct2016) http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ol style="list-style-type: none"> 1. Describe and classify the most important neurological diseases, analyze the pathogenetic mechanisms of the most common neurological diseases and connect them with etiological factors and basic clinical signs of the disease 2. Properly assess the indication and interpret the basic diagnostic methods in diseases of the nervous system 3. Consider and plan different prevention and treatment options and choose the right medications to treat neurological diseases (indications / mode of action / side effects / interactions) 4. List and explain neurological disorders in diseases of other organs and organ systems 5. Assess ethical and psychosocial issues in the care of neurological patients 6. Demonstrate the skill of taking anamnesis and performing a clinical examination and determining the working diagnosis in neurological patients 7. Describe the principles of basic functional tests of the nervous system 8. Identify different disorders of the nervous system based on clinical examination and connect them with the localization of damage and connect the results of clinical examination of patients with different differential diagnostic possibilities 9. Demonstrate the skill of emergency management in neurology 					
Course content broken down in detail by weekly class schedule (syllabus)	Basic elements of general clinical neurology, basic neurological symptoms and syndromes. Basics of special clinical neurology, general principles of recognition and treatment of certain neurological disorders. Algorithms of diagnostic processing. Specific diagnostic methods of clinical neurology.					
	<input checked="" type="checkbox"/> lectures			<input type="checkbox"/> independent assignments		

Format of instruction	<input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	In accordance to Rules of studying and Deontological code for USSM students.					
Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	2,0	Research		Practical training	1,0
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	2,0	(Other)	
	Written exam	2,0	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Written test and oral exam (with the clinical skills/practical part testing)					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Greenberg DA, Aminoff MJ, Simon RP. Clinical Neurology. 11th Edition. New York: Lange Medical Books/McGrawHill, 2020.					
Optional literature (at the time of submission of study programme proposal)	1. Ropper A, Samuels M. Adams and Victor's Principles of Neurology (10th edition). McGraw-Hill; New York, 2014. 2. Adams AC. Mayo Clinic Essential Neurology. Rochester (2nd edition): Mayo Foundation for Medical Education and Research, 2017.					
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> ▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation (visit of quality control teams of the National Agency for Quality Control, inclusion in TEEP) 					
Other (as the proposer wishes to add)						

NAME OF THE COURSE	Neurosurgery
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Code	ENM408	Year of study	4			
Course teacher	Prof. Krešimir Rotim	Credits (ECTS)	1			
Associate teachers	Assist. Prof. Željko Bušić Vlatko Ledenko, MD Ivna Cvitković, MD Mirko Lapčić, MD Branko Šilović, MD	Type of instruction (number of hours)	L	S	E	F
			4	6	5	
Status of the course	Mandatory	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	Teaching in the subject of neurosurgery should train students for diagnosis, treatment and early rehabilitation of patients with neurosurgical diseases and injuries and/or damage to the functions of the central nervous system as part of primary health care. Students should be specially trained to take timely measures in emergency neurosurgical situations, and familiarize them with the modern possibilities of neurosurgical treatment (functional neurosurgery, radiosurgery, pain surgery).					
Course enrolment requirements and entry competences required for the course	Based on the Decision on Requirements for course enrolment and entry competencies (taking courses and exams) of Study Programs of the Integrated Undergraduate and Graduate University Studies at the School of Medicine in Split. (FC 20 Oct 2016) http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ol style="list-style-type: none"> 1. Define, describe and distinguish the most common neurosurgical entities 2. Demonstrate the skill of taking a medical history and performing a clinical examination in patients with the most common neurosurgical disorders 3. Assess changes in the state of consciousness and indicate further diagnostic and therapeutic procedures 4. Identify and describe the symptomatology of spinal cord injuries 					
Course content broken down in detail by weekly class schedule (syllabus)	Introduction to neurosurgery. History of neurosurgery. Diagnostic procedures in neurosurgery (anamnesis, clinical neurological examination, EMG, EEG, CT, MRI, LM). Principles of neurosurgical treatment (trepanation, craniotomy, pain treatment). Spatiocompressive intracranial processes - pathophysiology of the intracranial space (ICP, types of entrapment and signs). Intracranial tumors - neurooncology, Hydrocephalus in children and adults - cerebrospinal fluid circulation. Differential diagnosis of neurosurgical diseases. Paediatric neurosurgery. Cerebrovascular surgery. Craniocerebral injuries - neurotraumatology. Intracranial hematomas. Concussion - crushing - brain compression. Glasgow coma scale score (GCS score). Diseases and injuries of the spine and spinal cord. Discoradicular conflict C 5, 6, 7, 8 / L2, 3, 4, 5, S1. Prognosis and rehabilitation of neurosurgical patients.					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory			

	<input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	In accordance to Rules of studying and Deontological code for USSM students.					
Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	0,2	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	0,5	(Other)	
	Written exam	0,3	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Written and oral exam					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Presentations and handouts for lectures					
Optional literature (at the time of submission of study programme proposal)						
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> ▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation (visit of quality control teams of the National Agency for Quality Control, inclusion in TEEP) 					
Other (as the proposer wishes to add)						

NAME OF THE COURSE		Psychiatry				
Code	ENM409	Year of study	4			
Course teacher	Assoc. Prof. Boran Uglešić	Credits (ECTS)	5			
Associate teachers	Prof. Dolores Britvić Assist. prof. Boran Uglešić Assist. prof. Davor Lasić Assist. prof. Tomislav Franić	Type of instruction (number of hours)	L	S	E	F
			30	20	50	

	Silvana Krnić Marija Žuljan Cvitanović					
Status of the course	Mandatory	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	The course objectives are to learn the determinants of mental health and mental disorders, to understand mental illnesses as part of the biopsychosocial concept, understanding clinical picture and differential diagnosis of mental disorders, familiarization with the organizational possibilities of mental health care, familiarization with the possibility of treating milder mental disorders, mastering the basic therapeutic algorithms.					
Course enrolment requirements and entry competences required for the course	Based on the Decision on Requirements for course enrolment and entry competencies (taking courses and exams) of Study Programs of the Integrated Undergraduate and Graduate University Studies at the School of Medicine in Split. (FC 20 Oct 2016) http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ol style="list-style-type: none"> 1. Define the concept of mental health and describe modern systems of classification of psychiatric disorders 2. Describe and distinguish psychopathological symptoms of mental disorders 3. Classify and describe the underlying features of the most important psychiatric disorders 4. Describe psychopharmacotherapeutic, psychotherapeutic and sociotherapeutic methods of treating mental disorders and critically evaluate the therapeutic effects and side effects of psychopharmaceuticals 5. Select optimal psychosocial models in the rehabilitation of the mentally ill according to the type of disorder 6. Present methods of primary, secondary and tertiary prevention in mental health care 7. Determine the legal status of persons with mental disabilities and their rights 8. Demonstrate the skill of independently taking medical history and determining clinical status and work diagnosis in patients with psychiatric disorders 					
Course content broken down in detail by weekly class schedule (syllabus)	Introduction to psychiatry, etiology of mental disorders, psychopathology, mental illness examination, mental disorders caused by alcohol and psychoactive drugs, organic and symptomatic mental disorders, schizophrenia and schizophrenia-like disorders, paranoid conditions, suicides, affective disorders, neurological disorders, anxiety, post-traumatic stress disorder (PTSD), sleep disorders, eating disorders, child and adolescent psychiatry, elderly mental health problems, somatoform disorders, instinct disorders, basics of forensic (forensic) psychiatry, psychiatric emergencies, psychiatric therapy					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor			

	<input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> (other)				
Student responsibilities	In accordance to Rules of studying and Deontological code for USSM students.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	2,0	Research		Practical training	1,0
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	2,0	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Practical part of the exam with a patient, oral exam					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Kaplan & Sandcock's Comprehensive Textbook of Psychiatry, 11th edition					
Optional literature (at the time of submission of study programme proposal)						
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> ▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation (visit of quality control teams of the National Agency for Quality Control, inclusion in TEEP) 					
Other (as the proposer wishes to add)						

NAME OF THE COURSE		Dermatovenerology					
Code	ENM410	Year of study	4				
Course teacher	Prof. Neira Puizina-Ivić	Credits (ECTS)	4				
Associate teachers	Assist. Prof. Deny Anđelinović Assist. Prof. Lucija Vanjaka Rogošić Assist. Prof. Antoanela Čarija Tonči Stipić, MD, PhD Ranka Ivanišević, MD	Type of instruction (number of hours)	L	S	E	T	
			20	20	30		

	Dubravka Vuković, MD Iva Bojčić, MD Lina Mirić Kovačević, MD, PhD Ana Sanader Vučemilović, MD Irena Kovačević, MD					
Status of the course	Mandatory	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	The objective of the Department is to educate medical professionals in the aforementioned studies and research work in the field of dermatological oncology, inflammatory skin diseases and autoimmune diseases. We also aim to organize continuous medical education courses for family medicine doctors and specialized courses for dermatovenerologists.					
Course enrolment requirements and entry competences required for the course	Based on the Decision on Requirements for course enrolment and entry competencies (taking courses and exams) of Study Programs of the Integrated Undergraduate and Graduate University Studies at the School of Medicine in Split. (FC 20 Oct 2016) http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ol style="list-style-type: none"> 1. Differentiate the characteristics of skin and sexually transmitted diseases and integrate them with the pathophysiological background of clinical entities 2. Integrate knowledge from the clinical picture and diagnostic procedure and critically judge the correct diagnosis of the disease 3. Apply valid protocols in the diagnosis and treatment of skin and sexually transmitted diseases 4. Plan and select the correct diagnostic procedures in certain skin and sexually transmitted diseases and critically evaluate the results of the same 5. Recommend and critically assess the justification of therapeutic procedures used in dermatological diseases 6. Demonstrate the skill of taking anamnesis and performing a clinical examination and determining a working diagnosis 7. Present differential diagnostic possibilities based on clinical symptoms and signs in patients 					
Course content broken down in detail by weekly class schedule (syllabus)	General and special dermatology; the basic structure and function of the skin and appendages, diagnosis of skin disorders, physical forms of treatment, propaedeutic, local and systemic treatment in dermatology, infectious diseases of the skin (viruses, fungal and bacterial infections, infestations), sexually transmitted diseases, allergic diseases of the skin, skin reactions to light, skin damage by the physical agents, bullous dermatoses, autoimmune diseases, erythematosquamous and papulous dermatoses, erythematous diseases, skin diseases in children and pregnancy, disorders of keratinization, pre-cancerous diseases and skin tumors, disorders of pigmentation, hair diseases, sebaceous and sweat glands diseases, diseases of mucosa and nails, disorders of blood vessels and lymphatics, the skin and psyche.					

Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	In accordance to Rules of studying and Deontological code for USSM students.					
Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	1,0	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	2,0	(Other)	
	Written exam	1,0	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Written and oral exam.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	1. Richard Weller, John A. A. Hunter, John Savin, Mark Dahl: Clinical Dermatology, 5th Edition, 2015, ISBN: 978-0-470-65952-6 editor: Wiley-Blackwell					
Optional literature (at the time of submission of study programme proposal)	1. Bologna JL, Jorizzo JL, Schaffer JV. Dermatology, 3rd edition, Elsevier Saunders 2012.					
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> ▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation (visit of quality control teams of the National Agency for Quality Control, inclusion in TEEP) 					
Other (as the proposer wishes to add)						

NAME OF THE COURSE		Laboratory Diagnostics				
Code	ENM411	Year of study	4			
Course teacher	Assist. Prof. Leida Tandara	Credits (ECTS)	2			
Associate teachers	Assist. Prof. Daniela Šupe-Domić, Assist. Prof. Nada Bilopavlović	Type of instruction (number of hours)	L	S	E	T
			15	10	5	
Status of the course	Mandatory	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	The aim of the course Laboratory Diagnostics is to provide students with basic knowledge of laboratory medicine to enable them to critically evaluate laboratory results taking into account various factors that may affect the results of analysis (pre-analytical and analytical factors, drug impact, interference). The aim is to refer students to the latest guidelines for laboratory diagnosis of: kidney diseases, AIM, gastrointestinal tract diseases, hematological disorders, coagulation disorders, endocrine diseases (diabetes, thyroid disease) and autoimmune diseases.					
Course enrolment requirements and entry competences required for the course	Based on the Decision on Requirements for course enrolment and entry competencies (taking courses and exams) of Study Programs of the Integrated Undergraduate and Graduate University Studies at the School of Medicine in Split. (FC 20 Oct 2016) http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ol style="list-style-type: none"> 1. Describe the application of clinical biochemistry using a holistic approach at all levels of health care 2. Describe the organization of the medical laboratory service. List various factors that can affect the results of the analysis (pre-analytical and analytical factors, influence of drugs, interferences) 3. Explain measures of diagnostic accuracy (sensitivity, specificity, positive and negative predictive value, positive and negative likelihood ratio) and their application in the interpretation of laboratory findings 4. List the basic principles of operation of the analyzer at the patient's bedside; explain their advantages and limitations 5. List and explain the biochemical tests that, according to the guidelines, are used in the laboratory diagnosis of diseases of the kidneys, heart, gastrointestinal tract, 					

	hematological disorders, coagulation disorders, endocrinological diseases (diabetes, thyroid disease) and autoimmune diseases. 6. Explain reference values for laboratory tests according to age and sex, their limitations and the meaning of critical values 7. Explain the importance of quality management in clinical biochemistry					
Course content broken down in detail by weekly class schedule (syllabus)	Introduction to clinical laboratory diagnostics (from sample to laboratory finding) 1L/2E Biological variation, causes of variability of laboratory test results 1L Clinical reliability of laboratory tests results (sensitivity / specificity, PPV / NPV). Medical evaluation of laboratory analysis results (transversal and longitudinal). 1S Influence of pre-analytical factors on laboratory results 1L/1S/2E Point-of-care testing (POCT) 1S/2E Selected topics from emergency laboratory diagnostics (AIM, Acute Heart Failure, DVT, PE) 1L Distribution and regulation of water and electrolytes; disorders. Acid-base balance - disorders. 1L Laboratory diagnosis of kidney disease 1L/2E Laboratory diagnosis of liver and pancreas diseases 1L/1S Laboratory diagnosis of endocrine diseases (thyroid, diabetes, bone disease) 1L/1S Rational use of tumor markers in diagnosis and monitoring of malignant diseases 1L Laboratory diagnosis of autoimmune diseases 1L/2E Serum protein electrophoresis 1S Prenatal diagnosis 1S Laboratory diagnosis of hematological diseases (erythrocyte diseases, leukocyte diseases) 1L/1S/2E Laboratory diagnosis of coagulation system diseases (diseases of hemostasis, thrombophilia) 1L/2S/2E Monitoring of anticoagulant therapy 1L Determination of drug concentration during therapy. 1L Influence of drugs on laboratory test results. 1S Interferences in laboratory testing 1 S					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	In accordance to Rules of studying and Deontological code for USSM students.					
Screening student work (<i>name the</i>	Class attendance		Research		Practical training	

<i>proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</i>	Experimental work		Report		(Other)	
	Essay		Seminar essay	0.5	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1.5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Written exam upon completion of the course.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	1. Mary Lee. Basic Skills in Interpreting Laboratory Data. 6th ed. Bethesda, MD: American Society of Health-System Pharmacists. 2017					
	2. Mayo clinic laboratories. Rochester 2021 Interpretive Handbook. Available on line: https://www.mayocliniclabs.com/test-catalog/pod/MayoTestCatalog-Rochester--SortedByTestName-duplex-interpretive.pdf (selected topics)					
Optional literature (at the time of submission of study programme proposal)						
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> ▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation (visit of quality control teams of the National Agency for Quality Control, inclusion in TEEP) 					
Other (as the proposer wishes to add)						

NAME OF THE COURSE**Medical Humanities and Ethics III**

Code	ENM412		Year of study	4			
Course teacher	Prof. Darko Duplančić		Credits (ECTS)	1			
Associate teachers	Prof. Marija Definis Mariano Kaliterna, MD Marija Franka Žuljević, MD		Type of instruction (number of hours)	L	S	E	T
				2	13	0	
Status of the course	Mandatory		Percentage of application of e-learning	10%			
COURSE DESCRIPTION							
Course objectives	To provide students with a perspective on medicine and disease by using examples from literature, poetry, film and media in general.						
Course enrolment requirements and entry competences required for the course	Based on the Decision on Requirements for course enrolment and entry competencies (taking courses and exams) of Study Programs of the Integrated Undergraduate and Graduate University Studies at the School of Medicine in Split. (FC 20 Oct 2016) http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	1. Analyse the descriptions of diseases in literature. 2. Provide students with an insight into poetry and imagination as mechanisms of coping with illness. 3. Interpret the work of doctors, writers and poets. 4. Evaluate the role of the media in promotion of health. 5. Interpret great discoveries of medicine presented in film.						
Course content broken down in detail by weekly class schedule (syllabus)	1. Descriptions of diseases and methods of treatment in folk literature and science fiction. 2. Coping with illness (body experience) in art 3. The creativity of Dr. Oliver Sachs 4. Creativity of Chekhov 5. Popularization of science						
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	In accordance to Rules of studying and Deontological code for USSM students.						
Screening student work (name the proportion of ECTS credits for each activity so that the total number of	Class attendance	0,3	Research		Practical training		
	Experimental work		Report		(Other)		
	Essay		Seminar essay		(Other)		

<i>ECTS credits is equal to the ECTS value of the course)</i>	Tests		Oral exam	0,4	(Other)	
	Written exam	0,3	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Standardized written and oral exam					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Presentations and handouts for lectures					
Optional literature (at the time of submission of study programme proposal)						
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> ▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation (visit of quality control teams of the National Agency for Quality Control, inclusion in TEEP) 					
Other (as the proposer wishes to add)						

NAME OF THE COURSE		Anaesthesiology and Intensive Medicine				
Code	ENM501	Year of study	5			
Course teacher	Assoc. Prof. Mladen Carev	Credits (ECTS)	5			
Associate teachers	Assoc. Prof. Nenad Karanović Assist. Prof. Mihajlo Lojpur Assist. Prof. Sanda Stojanović Stipić	Type of instruction (number of hours)	L	S	E	T
	Assist. Prof. Božidar Duplančić Assist. Prof. Ivan Agnić Assist. Prof. Sandro Glumac		15	20	60	
Status of the course	Mandatory	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	The aim of the course is to gain basic knowledge and skills in the field of anaesthesiology, resuscitation, intensive care medicine and pain treatment.					

Course enrolment requirements and entry competences required for the course	<p>Based on the Decision on Requirements for course enrolment and entry competencies (taking courses and exams) of Study Programs of the Integrated Undergraduate and Graduate University Studies at the School of Medicine in Split. (FC 20 Oct 2016)</p> <p>http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf</p>
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ol style="list-style-type: none"> 1. Explain the procedures of preoperative preparation of patients and define the assessment of the operational risk 2. Present and compare techniques for performing general and regional anesthesia 3. Classify drugs used in anesthesiology (opiates and opioids, muscle relaxants, inhalation anesthetics, local anesthetics) 4. Compare and describe certain types of devices for monitoring life functions in patients during anesthesia and in intensive care units 5. Identify and compare basic and advanced life support procedures 6. Establish basic principles of approach to the patient with multiple injuries in outpatient and inpatient emergency medical services 7. Evaluate and present circulatory unstable care techniques of patients 8. Define sepsis and classify the most common causes and treatments of patients with sepsis 9. Classify shock and compare different types of shock 10. Analyse the principles of application of mechanical ventilation and define ARDS 11. Setting basic monitoring, interpretation of variables
Course content broken down in detail by weekly class schedule (syllabus)	<p>L = lecture, S = seminars, E = exercises</p> <p>L1. Introduction to Anaesthesiology. The History of Anaesthesia L2. Preparing Patients for Anaesthesia L3. Approach to Life-threatened Patients. Basics of CPR. L4. Shock L5. A Structured Approach to a Seriously Injured Person L6. Local and Regional Anaesthesia L7. Pain – Prevention and Therapy L8. Anaphylaxis. Anaphylactic Shock. L9. Respiratory Failure. Respiratory Support L10. Poisoning L11. Pulmonary Embolism L12. Enteral and Parenteral Nutrition in ICU L13. Sepsis in ICU L14. Burns</p> <p>Seminars are divided into 10 major units, within which there are several topics that students are dealing with. The seminars are designed so that the student processes particular subject area, usually in the form of PowerPoint presentations. The teacher (mentor) evaluates student presentation (grades 1-5). Afterwards the teacher encourages the discussion in which everyone is allowed to participate.</p> <p>Seminar topics: S1. Fluid Therapy and Venous Access (central, peripheral) S2. Cardiopulmonary Reanimation. S3. Local Anaesthetics</p>

	<p>S4. Acute Pain. Postoperative Pain. S5. Chronic Pain. Pain Clinics. S5. Non-invasive Monitoring of Vital Parameters S7. Emergencies caused by Environmental Factors S8. Hemodynamic. Vasoactive Drugs. S9. Acute Coronary Syndrome S10. Oxygen Therapy</p> <p>Exercises with the expected events that a student must attend or, if necessary, with assistance to apply. Exercises take place in 13 or 14 different working sites. There are usually 4-5 students in each exercise group.</p> <p>E1. Surgical Emergency Department, Firule - methods of emergency care, the importance of a structured approach to a life-threatening patient, the importance of establishing iv route, devices and drugs in emergencies, transport of an emergent patient</p> <p>E2. ICU– Firule - in general about ICU (space, equipment and personnel, admittance indications), mechanical ventilation, monitors and other equipment, specificity of ICU therapy (enteral, parenteral nutrition, organ function support, invasive monitoring).</p> <p>E3. Cardiac ICU – Firule– as for E2 + cardiac surgery patient + knowledge of basic vasoactive drugs</p> <p>E4. ICU Krizine and operating block Krizine – as during E2 + specificity of anaesthesia in orthopaedic, urological and plastic surgery, burns - intensive treatment</p> <p>E5. Pain Clinic – examination and various therapeutic methods</p> <p>E6. Operating block, Firule - Anaesthesia for General and Thoracic Surgery, techniques of one-lung ventilation, anaesthesia for abdominal surgery, postoperative analgesia, anaesthesia for aortic surgery, anaesthesia for carotid endarterectomy, regional anaesthesia for traumatology patients</p> <p>E7. Gynaecology/Obstetrics - specificity of obstetric anaesthesia, anaesthesia for caesarean section, painless birth</p> <p>E8. ENT Clinics - specificity of ENT anaesthesia, anaesthesia for tonsillectomy, difficulty airway</p> <p>E9. Anaesthesia for Cardiac Surgery and Neurosurgery – anaesthesia for neurosurgery and cardiac surgery, vasoactive drugs, invasive monitoring</p> <p>E10. Paediatric Anaesthesia - specificity of anaesthesia in children, inhalation induction of anaesthesia, equipment, devices and drugs for paediatric anaesthesia</p> <p>CLINICAL SKILLS – REPETITORIUM</p> <p>E11. Airway – intubation, equipment</p> <p>E12. Infusions, venous access, infusion therapy</p> <p>E13. BLS, AED, ALS</p> <p>E14. COVID ICU (optional) – protective equipment, approach to patients with COVID pneumonia, basics of oxygen therapy and mechanical ventilation</p>	
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)

Student responsibilities						
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1.0	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1.0	(Other)	
	Tests		Oral exam	2.0	(Other)	
	Written exam	1.0	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Each student must hold a seminar. Any absence from seminars must be additionally passed (colloquium) at the respective teachers. Without it, the student is not allowed to approach the final exam!					
	The exam is written and oral divided into sections from anesthesiology, reanimatology and intensive care The student must respond to minimum 60% of questions from a written exam, to get to the oral part. At least one question from reanimation is required during an oral exam.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	1. M. Carev, N. Dropulic, M. Jukic, N. Karanovic, M.Loipur, I.Vukovic, I.Agnic, I.Bilokapic, A.Bunoza, D.Erceg, B. Ivancev, M.Kavelj, J.Krnic, T.Loizancic, I.Prkic, S.S.Stipic, A.Saric, L.Saric: Anaesthesiology and intensive medicine for students (course materials) 2. www.cprguidelines.eu					ONLINE
Optional literature (at the time of submission of study programme proposal)	1. Handouts of powerpoint presentations from lectures 2. Morgan GE, Mikhail MS, Murray MJ ed. Clinical anesthesiology. 5th edition. McGraw-Hill Comp; 2013. 3. Bongard FS, Sue DY ed. Current critical care diagnosis and treatment. 3rd edition. McGraw-Hill Comp; 2008					
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> • Analysis of the quality of teaching by students and teachers • Analysis of passing exams • Reports of the Teaching Control Committee • Extra-institutional evaluation (visit of quality control teams of the National Agency for Quality Control, involvement in TEEP) 					
Other (as the proposer wishes to add)						

NAME OF THE COURSE		Surgery				
Code	ENM502	Year of study	5			
Course teacher	Assoc. Prof. Zenon Pogorelić	Credits (ECTS)	13			
Associate teachers	Prof. Zdravko Perko Assist. prof. Cristijan Bulat Assist. prof. Dragan Krnić Assist. prof. Ivan Utrobičić Assist. prof. Davor Todorčić Assist. prof. Bruno Lukšić	Type of instruction (number of hours)	L	S	E	T
			70	70	95	
Status of the course	Mandatory	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	The goal of the course is to acquire the basic knowledge and skills needed in the field of surgery for general practitioners. The goal is to acquaint students with diseases, injuries and conditions that require surgical treatment, the basics of surgical treatment and the conditions necessary for safe surgical work. Particular emphasis is placed on training students for performance of skills in the field of clinical examination of patients and basic surgical diagnostics, ensuring asepsis conditions and conducting antisepsis, surgical wound treatment, setting of immobilization and recognition and treatment of emergency surgical conditions and surgical treatment of life-threatened patients.					
Course enrolment requirements and entry competences required for the course	Based on the Decision on Requirements for course enrolment and entry competencies (taking courses and exams) of Study Programs of the Integrated Undergraduate and Graduate University Studies at the School of Medicine in Split. (FC 20 Oct 2016) http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ol style="list-style-type: none"> List and describe the basic surgical techniques and the principles of asepsis and antisepsis in treatment of surgical patients Describe and compare the most common acute surgical diseases, Describe diseases and conditions that require surgical treatment and make critical judgments diseases and conditions that require urgent surgical treatment Describe and apply appropriate procedures in surgical conditions and diseases life-threatening, Demonstrate the skill of taking anamnesis and status and analyze and argue the working diagnosis from the clinical picture and the results of diagnostic tests Describe the preoperative treatment of patients for elective surgery Describe postoperative follow-up and treatment of the surgical patient in consultation with a specialist in a particular branch of surgery and specialists in other branches of medicine Recognize and assess the order of urgency and ensure vital functions in the acute trauma, Describe surgical treatment of polytraumatized patients and surgical care of patients with burns 					

	10. Demonstrate the skill of initial care of polytraumatized and patients with burns 11. Identify possible early postoperative complications in the treatment of the most common surgical diseases and injuries (infection, dehiscence of the operative wound, as well as respiratory and urinary complications), and select and design an adequate modality treatment					
Course content broken down in detail by weekly class schedule (syllabus)	Basic surgical pathophysiology; Pre-operative and post-operative care; Basic surgical activities of the abdominal, cardiovascular, thoracic, plastic-reconstructive pediatric surgery and traumatology as well as possible complications and ways of treatment; Minimally invasive surgery, Transplant surgery. Modern aspects of oncological surgery.					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	In accordance to Rules of studying and Deontological code for USSM students.					
Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	3,0	Research		Practical training	1,0
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	4,0	(Other)	
	Written exam	5,0	Project		(Other)	
Grading and evaluating student work in class and at the final exam	The exam is written and oral with part of the clinical skills exam (practical part - "on patient "). The written exam is divided into 5 units (100 questions) and students must have sufficient number of points (50%) from each unit and from the overall exam overall test 55%).					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	G. M. Doherty. Current diagnosis & treatment: Surgery. 2015, 14th edition.					
Optional literature (at the time of submission of study)	1. Schwartz's Principles of Surgery. 2015, 10th edition.					

programme proposal)	
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> • Analysis of the quality of teaching by students and teachers • Analysis of passing exams • Reports of the Teaching Control Committee • Extra-institutional evaluation (visit of quality control teams of the National Agency for Quality Control, involvement in TEEP)
Other (as the proposer wishes to add)	

NAME OF THE COURSE		Urology				
Code	ENM503	Year of study	5			
Course teacher	Assoc. Prof. Marijan Šitum	Credits (ECTS)	2			
Associate teachers	Assist. Prof. Hrvoje Šošić Mario Duvnjak, MSc Blaženko Maravić, MSc Žana Saratlija Novaković, MSc Ivan Milić, MD Marin Jelavić, MD	Type of instruction (number of hours)	L	S	E	T
			10	10	20	
Status of the course	Mandatory	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	To give the students knowledge about diseases of the urogenital system, emphasize the frequency of certain urological diseases encountered by family physicians in their work, the method of diagnostics, and the importance of differential diagnosis in the diagnostics of urogenital diseases, the basic method of treatment of certain diseases of the urogenital system.					
Course enrolment requirements and entry competences required for the course	Based on the Decision on Requirements for course enrolment and entry competencies (taking courses and exams) of Study Programs of the Integrated Undergraduate and Graduate University Studies at the School of Medicine in Split. (FC 20 Oct 2016) http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf					
Learning outcomes expected at the level of the course	1. Distinguish and categorize urological disorders 2. Identify and interpret diagnostic and therapeutic approaches to patients with urological disorders					

(4 to 10 learning outcomes)	<p>3. Identify and analyze emergencies in urology, and evaluate diagnostic and therapeutic protocols</p> <p>4. Critically evaluate the indications for urinary catheter placement</p> <p>5. Demonstrate the skill of taking anamnesis and performing a clinical examination and determining the working diagnosis in urological patients</p> <p>6. Describe and demonstrate the skill of dressing surgical wounds of urological patients</p> <p>7. Distinguish and describe malignant diseases of the urogenital system, and assess potential complications</p>					
Course content broken down in detail by weekly class schedule (syllabus)	Defects in the development of the urogenital system, obstructive uropathy, pediatric urology, inflammatory diseases of the urogenital system, stones of the urogenital system, neoplasms of the urogenital system, injuries of the urogenital system, vascular diseases in urology, neurogenic bladder and urodynamics, renal failure, transplantation and kidney explantation, erectile dysfunction and male infertility.					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	In accordance to Rules of studying and Deontological code for USSM students.					
Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	0,2	Research		Practical training	0,3
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	1,0	(Other)	
	Written exam	0,5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Written and oral exam.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	1. Selected chapters of Smith's Urology, 18th edition. McGraw Hill; 2012.					

Optional literature (at the time of submission of study programme proposal)	Schwartz's PRINCIPLES of SURGERY. 2015, 10th edition
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> • Analysis of the quality of teaching by students and teachers • Analysis of passing exams • Reports of the Teaching Control Committee • Extra-institutional evaluation (visit of quality control teams of the National Agency for Quality Control, involvement in TEEP)
Other (as the proposer wishes to add)	

NAME OF THE COURSE		Ophthalmology				
Code	ENM504	Year of study	5			
Course teacher	Assoc. Prof. Ljubo Znaor	Credits (ECTS)	4			
Associate teachers	Prof. Milan Ivanišević Assist. Prof. Mladen Lešin Assist. Prof. Dobrila Karlica Utrobičić Assoc. Prof. Veljko Rogošić, Assist. Prof. Ivna Pleština Borjan	Type of instruction (number of hours)	L	S	E	T
			25	20	20	
Status of the course	Mandatory	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	Preparing the student to work with an ophthalmic patient, ie diagnosis and therapy of eye diseases.					
Course enrolment requirements and entry competences required for the course	<p>Based on the Decision on Requirements for course enrolment and entry competencies (taking courses and exams) of Study Programs of the Integrated Undergraduate and Graduate University Studies at the School of Medicine in Split. (FC 20 Oct 2016)</p> <p>http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf</p>					

Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ol style="list-style-type: none"> 1. List and identify emergencies in ophthalmology 2. Recognize the signs and symptoms and classify diseases of the eye adnexa, eye and lens surfaces and list therapeutic options 3. Recognize and distinguish diseases of the middle eyelid and explain therapeutic options 4. Recognize the signs and symptoms of retinal disease 5. Recognize the signs and symptoms of optic neuropathy and bulbmotoric disorders and classify them and list therapeutic options 6. Classify and explain tumors of the eye and ocular adnexa 7. Perform a natural visual acuity test 8. Perform direct ophthalmoscopy 9. Assess intraocular pressure by digital method and be able to enumerate other tonometry methods 					
Course content broken down in detail by weekly class schedule (syllabus)	Definition of ophthalmology, classification of ophthalmology into sub specialization areas, therapy and diagnostics procedures in ophthalmology, short history of ophthalmology, anatomy, embryology, general and special pathology, orbital diseases, eyelids, lacrimal apparatus, conjunctiva, cornea and sclera, uvea, retina, lens and vitreous, glaucoma, neuro-ophthalmology, refraction, strabismus, orthoptics, trauma					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	In accordance to Rules of studying and Deontological code for USSM students.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,0	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	1,5	(Other)	
	Written exam	1,5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Written tests with practical part (examination and report on patient).					

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	Lang G. Ophthalmology. A pocket textbook atlas. Stuttgart: Thieme, 2007		
	Riordan-Eva P, Cunningham E., Vaughan and Asbury's General Ophthalmology. 19th ed. New York: Lange Medical Books/McGraw-Hill, 2017.		
Optional literature (at the time of submission of study programme proposal)	1. Kanski JJ. Clinical ophthalmology. A systematic approach. Edinburgh: Butterworth&Heinemann, 2020. 2. Fraunfelder FT, Roy FH. Current ocular therapy. Philadelphia: WB Saunders company, 2000.		
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> • Analysis of the quality of teaching by students and teachers • Analysis of passing exams • Reports of the Teaching Control Committee • Extra-institutional evaluation (visit of quality control teams of the National Agency for Quality Control, involvement in TEEP) 		
Other (as the proposer wishes to add)			

NAME OF THE COURSE		Otorhinolaryngology				
Code	ENM505	Year of study	5			
Course teacher	Assist. Prof. Zaviša Čolović	Credits (ECTS)	4			
Associate teachers	Prof. Nikola Kolja Poljak Assist. Prof. Draško Cikojević Assist. Prof. Marisa Klančnik Assist. Prof. Robert Tafra	Type of instruction (number of hours)	L	S	E	T
			18	24	33	
Status of the course	Mandatory	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						

Course objectives	The objective of the course is to acquire basic knowledge in the field of otorhinolaryngology. The goal is to acquaint students with the field of otorhinolaryngology, disease diagnostics, medical and surgical treatment. Special emphasis is placed on training students for the examination of the patient's head and neck, and solving the most common and urgent pathology of this area. Also, the goal of the course is to familiarize students with the work in the surgical room, individual departments and polyclinic service with subspecialist activity.	
Course enrolment requirements and entry competences required for the course	Based on the Decision on Requirements for course enrolment and entry competencies (taking courses and exams) of Study Programs of the Integrated Undergraduate and Graduate University Studies at the School of Medicine in Split. (FC 20 Oct 2016) http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf	
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ol style="list-style-type: none"> 1. Describe the basic anatomy of the head and neck 2. Classify, define, describe and distinguish individual diseases of the ear, throat and nose 3. Describe the leading symptoms and signs of ear, throat and nose diseases and link them into specific clinical pictures and syndromes and interpret the basic pathophysiological mechanisms of development of the most important clinical entities 4. Plan and select the correct diagnostic procedures in certain conditions, syndromes and diseases of the ear, throat and nose, and critically evaluate the results of diagnostic tests 5. Connect and integrate knowledge from the clinical picture and diagnostic procedure and critically judge the correct diagnosis of diseases in diseases of the ear, throat and nose 6. Enumerate and identify emergencies and determine the order of urgency in care in otorhinolaryngology 7. Demonstrate the skill of self-taking anamnesis and performing a clinical examination by selecting instruments for examination of the ear, nose, throat and larynx and determining the working diagnosis 8. Identify and categorize the leading symptoms of the disease and critically assess the association of these symptoms with specific clinical entities 	
Course content broken down in detail by weekly class schedule (syllabus)	Explain and discuss, and get acquainted with ear diseases (otalgia, itching of the ear canal, ear discharge, ear anomalies, deafness / hearing loss, tinnitus, dizziness), nose (nosebleeds, nasal deformities, nasal obstruction and discharge, sneezing, snoring, decreased / lost sense of smell) of the oral cavity (jaw creak, swelling and neck pain, anomalies of the oral cavity and tongue, hypersalivation, dry mouth, taste disturbances, bad breath), throat problems, hoarseness, voice problems, difficulty swallowing, impaired swallowing, "pharyngeal globus", and diseases of the salivary glands and thyroid and parathyroid bodies.	
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)

	<input type="checkbox"/> field work					
Student responsibilities	In accordance to Rules of studying and Deontological code for USSM students.					
Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	1,0	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	3,0	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Written and oral examination with practical part included (skill-based).					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	1. Probst R., Grevers G, Iro H. Basic Otorhinolaryngology: a step by step learning guide, 2nd ed. Thieme 2017.					
Optional literature (at the time of submission of study programme proposal)	1. Behrbohm H, Nawka T, Kaschke O, Swisft A. Ear, Nose and Throat Diseases – with Head and Neck Surgery, Thieme, 2009.					
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> • Analysis of the quality of teaching by students and teachers • Analysis of passing exams • Reports of the Teaching Control Committee • Extra-institutional evaluation (visit of quality control teams of the National Agency for Quality Control, involvement in TEEP) 					
Other (as the proposer wishes to add)						

NAME OF THE COURSE		Maxillofacial Surgery and Dental Medicine				
Code	ENM506	Year of study	5			
Course teacher	Prof. Naranda Aljinović Ratković	Credits (ECTS)	2			
Associate teachers	Slaven Lupi-Ferandin, MD Njegoslav Bušić, MD Saša Ercegović, MD Ante Mihovilović, MD Ante Pojatina, MD Andrija Radoš, MD Sanja Kadić, MD Dinko Martinović, MD Mislav Ušljebrka, MD	Type of instruction (number of hours)	L	S	E	T
			10	10	10	
Status of the course	Mandatory	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	Introduction to maxillofacial surgery with a brief overview of dentistry since teeth are an integral part of the jaw. Students will be introduced to facial deformities and malformations and orthognathic surgery (in cooperation with an orthodontist). Introduction to facial traumas and modern surgical techniques in the treatment of fractures. Students will master a detailed examination of the face and neck, and be able to spot anomalies by inspection and palpation. Students will learn to verify tumor formations of the head and neck, oral cavity, paranasal sinuses and salivary glands. Learning to recognize cystic formation of the mouth, and odontogenic and nonodontogenic inflammation Through classes students must learn how to make a working diagnosis and to refer to diagnostic tests. Special emphasis is put on diagnostics and treatment of skin cancer and knowledge of plastic and reconstructive techniques for taking care of large defects of the face and neck.					
Course enrolment requirements and entry competences required for the course	Based on the Decision on Requirements for course enrolment and entry competencies (taking courses and exams) of Study Programs of the Integrated Undergraduate and Graduate University Studies at the School of Medicine in Split. (FC 20 Oct 2016) http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ol style="list-style-type: none"> 1. Describe and explain the origin of the disease and the signs of tumors of the oral cavity, paranasal sinuses and salivary glands, malformations and deformities of the head and neck, inflammatory diseases and cystic changes of the jaw and soft tissues of the head and neck and the most common diseases temporomandibular joint and critically evaluate an adequate treatment option 2. Describe and distinguish the signs of individual injuries of bones and soft tissues of the face and assess the degree of urgency and choose a treatment option 3. List the most important diagnostic methods and interpret the diagnostic results injuries to the bones and soft tissues of the face, tumors of the oral cavity, paranasal sinuses and salivary gland, malformations and deformities of the head and neck, inflammatory diseases and cystic changes in the jaw and soft tissues of the head and neck and the most common diseases temporomandibular joint 					

	4. Make a detailed examination of the face, oral cavity and neck 5. Assess occlusion function and masticatory function 6. Demonstrate the skill of initial care of soft tissue injuries of the face					
Course content broken down in detail by weekly class schedule (syllabus)	Lectures: P1 Introduction to maxillofacial surgery and basic diagnostics P2 Jaw and face deformities P3 Cleft lip and palate P4 Syndromic manifestations in the jaw and face area P5 Reconstructive procedures in posttraumatic deformities P6 Temporomandibular joint P7 Basics of dental medicine P8 Odontogenic and non-odontogenic jaw cysts P9 Odontogenic tumors and bone diseases of the jaw P10 Odontogenic and non-odontogenic inflammations in the head and neck area Seminars: S1 Injuries to face, jaw and mouth S2 Lower jaw fractures S3 Middle facial fractures and craniofacial fractures S4 Salivary gland diseases S5 Salivary gland tumors S6 Intraoral carcinomas S7 Lip tumors S8 Skin tumors S9 Tumors of the paranasal sinuses S10 Reconstruction methods in the jaw and face area Exercises: Clinical exercises at work sites (emergency room, outpatient clinic, small procedures, operating room)					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities						
Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	1,0	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1,0	Project		(Other)	
Grading and evaluating student	Written exam					

work in class and at the final exam			
Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Lecture handouts		
Optional literature (at the time of submission of study programme proposal)			
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> ▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation (visit of quality control teams of the National Agency for Quality Control, inclusion in TEEP) 		
Other (as the proposer wishes to add)			

NAME OF THE COURSE		Orthopedics				
Code	ENM507	Year of study	5			
Course teacher	Assist. Prof. Fabijan Čukelj	Credits (ECTS)	4			
Associate teachers	Assist. Prof. Srećko Sabalić Assist. Prof. Mladen Miškulin Assist.Prof.Nikica Daraboš Davor Čarić, MD ,PhD Mišo Krstičević,MD, PhD Branko Granić,MD Božen Pivalica, MD Arsen Ivanišević,MD Šime Devčić,MD	Type of instruction (number of hours)	L	S	E	T
			10	20	30	
Status of the course	Mandatory	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	Explain the basics of orthopedic diseases, etiology, clinical picture, diagnosis and treatment of orthopedic patients and patients with injuries of the locomotor system. Teach students to perform clinical and diagnostic procedures within the primary care system. Envisage the taking of timely preventive measures in the community to prevent the occurrence of diseases and injuries of the locomotor system.					

Course enrolment requirements and entry competences required for the course	Based on the Decision on Requirements for course enrolment and entry competencies (taking courses and exams) of Study Programs of the Integrated Undergraduate and Graduate University Studies at the School of Medicine in Split. (FC 20 Oct 2016) http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	1. Recognize and distinguish diseases and injuries of the locomotor system 2. Describe and comment on diagnostic and therapeutic procedures in diseases and injuries of the locomotor system 3. Identify and classify the causes of diseases and injuries of the locomotor system and select the elements of differential diagnostic consideration 4. Assess the importance of proper treatment of the orthopedic patient 5. Demonstrate the skill of taking anamnesis independently, performing a clinical orthopedic examination and creating a working diagnosis 6. Perform under supervision the planned therapeutic procedures in the conservative treatment of an orthopedic patient					
Course content broken down in detail by weekly class schedule (syllabus)	Congenital and developmental diseases of the locomotor system, inflammatory and degenerative diseases, circulatory diseases, tumors, injuries, amputations and prosthetics, aloarthroplastics of the joints. Orthopedics classes enable students to master the knowledge and skills for dealing with orthopedic problems in the work of primary care physicians. Classes include general knowledge from basic medical subjects and specific knowledge of the functional anatomy of the locomotor system. Furthermore, they include the acquired knowledge from clinical subjects, particularly from internal medicine with an emphasis on clinical immunology with rheumatology, followed by neurology and partly pediatrics including clinical genetics.					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	In accordance to Rules of studying and Deontological code for USSM students.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	2	(Other)	
	Written exam	1,5	Project		(Other)	

Grading and evaluating student work in class and at the final exam	Written exam followed by the oral part of the exam with the practical test of knowledge.		
Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	1. Apley's System of Orthopaedics and Fractures, 10th ed., Hodder Arnold, 2018.		
	2. Orthopaedic Guide - School of Medicine in Split, selected chapters		
Optional literature (at the time of submission of study programme proposal)			
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> • Analysis of the quality of teaching by students and teachers • Analysis of passing exams • Reports of the Teaching Control Committee • Extra-institutional evaluation (visit of quality control teams of the National Agency for Quality Control, involvement in TEEP) 		
Other (as the proposer wishes to add)			

NAME OF THE COURSE		Physical and Rehabilitation Medicine				
Code	ENM508	Year of study	5			
Course teacher	Assist. Prof. Jure Aljinović	Credits (ECTS)	2			
Associate teachers	Ivanka Marinović, MD Daniela Šošo, MD Boris Bečir, MD Asija Rota Čepnija, MD Assist. Prof. Ivica Vuković Prof. Ljerka Ostojić	Type of instruction (number of hours)	L	S	E	F
			16	12	17	
Status of the course	Mandatory	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						

Course objectives	The aim of the course is to acquire basic knowledge and skills in the field of physical medicine and rehabilitation. The goal is to acquaint students with the diagnosis, prevention, treatment and rehabilitation of damage and disability in musculoskeletal and neurological diseases in which there is damage to motor, neurological and other body functions, with the main goal of restoring damaged functions as much as possible, and training them in activities of daily life with rehabilitation into the community.	
Course enrolment requirements and entry competences required for the course	Pursuant to the Decision on the conditions for enrollment and entry competencies (listening and taking) of study programs of university integrated undergraduate and graduate studies conducted at the Faculty of Medicine in Split. (FV 20/10/2016) http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf	
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ol style="list-style-type: none"> 1. Explain and compare the relationship and role of physical medicine and rehabilitation in the treatment of patients 2. Describe, explain and select the basic principles and procedures of physical medicine and rehabilitation 3. Analyze and distinguish categories of rehabilitation according to the criteria of the World Health Organization 4. Create and design an approach in rehabilitation (identify the problem and select goals in rehabilitation, plan procedures in rehabilitation, assess functional abilities) 5. Demonstrate the skill of taking anamnesis and performing a clinical examination using the principles of physiatric-rheumatological propaedeutics 6. Present the basic modalities of diagnosis and treatment in physical and rehabilitation medicine 7. Recognize and assess the importance of a multidisciplinary approach in the treatment and treatment of patients 8. Identify indications and contraindications for physical therapy 	
Course content broken down in detail by weekly class schedule (syllabus)	Principles of rehabilitation medicine. Rehabilitation of patients with diseases and injuries of the nervous system, patients with rheumatic diseases, patients after implantation of endoprostheses, children with developmental disabilities, oncology patients, cardiopulmonary patients, and persons with amputated limbs and the elderly. Evaluation of rehabilitation success. Orthotics and prosthetics. Significance and application of different forms of physical therapy.	
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)
Student responsibilities	In accordance to Rules of studying and Deontological code for USSM students.	

Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research		Practical training	1,0
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	0,5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Written exam (with evaluation of the practical work according to the booklet of clinical skills).					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	1. M. G. Ceravolo, N. Christodoulou (Editors), Physical and rehabilitation medicine for Medical Students, 2018, Edi.Ermes - Milan (Italy) ISBN 978-88-7051-636-4 - Digital edition					
	2. Selected readings from Braddom RL. Physical Medicine and Rehabilitation.4th edition. Expert Consult- Online and Print, 2010.					
	3. Selected readings from: Electrotherapy: evidence-based practice, 12th edition. (Physiotherapy Essentials), Churchill Livingstone, Edinburgh, 2008.					
Optional literature (at the time of submission of study programme proposal)	1. Lawry GV, Kreder HJ, Hawker GA, Jerome D. Fam's Musculoskeletal Examination and Joint Injection Tehniques. 2nd edition. Philadelphia: Mosby Elsevier, 2010.					
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> • Analysis of the quality of teaching by students and teachers • Analysis of passing exams • Reports of the Teaching Control Committee • Extra-institutional evaluation (visit of quality control teams of the National Agency for Quality Control, involvement in TEEP) 					
Other (as the proposer wishes to add)						

NAME OF THE COURSE	Gynecology, Obstetrics and Reproductive Medicine		
Code	ENM509	Year of study	5

Course teacher	Assoc. Prof. Marko Vulić	Credits (ECTS)	12			
Associate teachers	Prof. Deni Karelović Prof. Damir Roje Assist. Prof. Boris Bačić Assoc. Prof. Jelena Marušić Assist. Prof. Martina Šunj Assist. Prof. Anet Papazovska Cherepnalkovski Assist. Prof. Dinka Šundov	Type of instruction (number of hours)	L	S	E	T
			50	50	100	
Status of the course	Mandatory	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	Enabling students to perform an independent and comprehensive clinical obstetric and gynecological examination, including mastering the necessary clinical skills. Understanding of basic physiological and pathological processes in normal and irregular pregnancies. Identifying the most common clinical problems in gynecological practice. Understanding the basics of detection, diagnosis and treatment of malignant diseases of the female reproductive system. Learning the basics of discovering and treating the causes of infertility.					
Course enrolment requirements and entry competences required for the course	Based on the Decision on Requirements for course enrolment and entry competencies (taking courses and exams) of Study Programs of the Integrated Undergraduate and Graduate University Studies at the School of Medicine in Split. (FC 20 Oct 2016) http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ol style="list-style-type: none"> 1. Present and compare the normal function of the menstrual cycle with reference to the four periods of a woman's life (prepuberty and puberty, reproductive age, premenopause and post menopause, senium) 2. To connect the physiological relations and mechanisms by which individual organic systems participate in the hypothalamic-pituitary-ovarian-endometrial axis 3. Present and classify the importance of emergencies in gynecology and recommend the therapeutic approach 4. Evaluate and formulate the mechanisms of occurrence and etiological factors of the most important clinical conditions in human reproduction 5. Compare the means and modern methods used in medically assisted reproduction 6. Present and interpret the etiopathogenetic mechanisms of disease in gynecological oncology, and present diagnostic tools and applied modern methods of diagnosis and therapy 7. Present and integrate the flow of events, changes and mechanisms during normal (physiological) pregnancies, childbirth, midwifery and basic events in newborn age 8. Identify diagnostic tools and modern methods of diagnosis and monitoring during pregnancy, childbirth and midwifery 					

	9. Critically evaluate methods of diagnosis and therapy during pathological pregnancies, childbirth and midwifery 10. Present and classify the importance of obstetric emergencies and recommend therapeutic approach 11. Present and interpret the course and etiopathogenetic mechanisms of events during pathological pregnancies, births, and midwives					
Course content broken down in detail by weekly class schedule (syllabus)	General gynecologic problems, gynecologic endocrinology and reproduction, gynecological oncology and urogynecology. Physiology and pathology of pregnancy and delivery, neonatology.					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	In accordance to Rules of studying and Deontological code for USSM students.					
Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	2,0	Research		Practical training	2,0
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	4,0	(Other)	
	Written exam	4,0	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Written exam. Oral exam: theory and practice.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	1. E. A. Reece and R. L. Barbieri, Obstetrics and Gynaecology: The Essentials of Clinical Care					
Optional literature (at the time of submission of study programme proposal)						
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> • Analysis of the quality of teaching by students and teachers • Analysis of passing exams • Reports of the Teaching Control Committee • Extra-institutional evaluation (visit of quality control teams of the National Agency for Quality Control, involvement in TEEP) 					

Other (as the proposer wishes to add)	
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NAME OF THE COURSE		Palliative Care				
Code	ENM510	Year of study	5			
Course teacher	Assist. Prof. Marion Tomičić,	Credits (ECTS)	1			
Associate teachers	Assist. Prof. Nataša Mrduljaš-Đujić, Assist. Prof. Trpimir Glavina, Assist. Prof. Iris Jerončić Tomić Assist. Prof. Varja Đogaš Ivona Stipica Safić, MD, PhD Nina Janjić Zovko, MSc Maja Vrebalov Cindro, MD Sanja Žužić Furlan, MD	Type of instruction (number of hours)	L	S	E	T
			6	7	12	
Status of the course	Mandatory	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	<p>The aim of the course is to familiarize students with:</p> <ul style="list-style-type: none"> - definitions related to palliative medicine, organization models and levels of palliative care - conducting a medical interview in palliative medicine - recognizing the patient's emotional reactions to an incurable disease and mastering the skills of dealing with certain emotional reactions - mastering communication techniques when communicating bad news, discussing prognosis and risks, communicating end-of-life decisions - familiarization with the concept of total pain and pain treatment in palliative medicine - familiarization with the leading symptoms in palliative medicine and the possibilities of controlling them - familiarization with the organization of the multidisciplinary palliative team and the competencies of individual team members - the role of the family doctor in the care of palliative patients - familiarization with the specifics of pediatric palliative medicine and palliative medicine in geriatrics. 					
Course enrolment requirements and entry competences required for the course	<p>Based on the Decision on Requirements for course enrolment and entry competencies (taking courses and exams) of Study Programs of the Integrated Undergraduate and Graduate University Studies at the School of Medicine in Split. (FC 20 Oct 2016)</p> <p>http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf</p>					

Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	1. Define palliative medicine and describe the historical development of palliative medicine 2. Explain models of organization and levels of palliative care 3. Identify experts involved in the work of multidisciplinary palliative care team and describe the importance of a multidisciplinary team in the implementation of palliative care 4. Describe the importance and characteristics of communication in palliative care 5. Identify the leading symptoms in palliative medicine and identify opportunities control of the same 6. Describe the specifics of pediatric palliative medicine and palliative medicine in geriatrics					
Course content broken down in detail by weekly class schedule (syllabus)	1. Definition and development of palliative medicine 2. Levels and models of organization of palliative medicine 3. Holistic approach and the role of the family doctor in palliative care 4. Communication skills in palliative medicine 5. Multidisciplinary team in palliative medicine 6. Pediatric palliative medicine 7. The concept of total pain in palliative medicine 8. Palliative medicine in geriatrics 9. The most common symptoms in palliative medicine 10. Pharmacotherapy of pain in palliative medicine 11. Communicating bad news (SPIKES protocol) 12. Giving bad news in pediatric palliative medicine 13. Challenges in communication 14. Palliative medicine in hospice 15. Mobile palliative team in PHC					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities						
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests	0,5	Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student	Written exam					

work in class and at the final exam			
Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	1. Cherny NI, Fallon MT, Kaasa S, Portenoy RK, Currow DC. Oxford Textbook of Palliative Medicine (6 ed.). Oxford University Press;2021		
Optional literature (at the time of submission of study programme proposal)			
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> ▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation (visit of quality control teams of the National Agency for Quality Control, inclusion in TEEP) 		
Other (as the proposer wishes to add)			

NAME OF THE COURSE	Occupational, Sports and Maritime medicine with Environmental Health						
Code	ENM511	Year of study	5				
Course teacher	Assoc. Prof. Vladimir Ivančev	Credits (ECTS)	4				
Associate teachers	Assoc. Prof. Ivana Kolčić Dragana Olujić, MNutr Pavle Jovović, MD	Type of instruction (number of hours)	L	S	E	T	
			28	18	14		
Status of the course	Mandatory	Percentage of application of e-learning	0%				
COURSE DESCRIPTION							
Course objectives	<p>The objective of the course is to train students to assess the work ability of people working in jobs with special working conditions.</p> <p>Students will also acquire knowledge to understand the relationship between health and disease in relation to the negative effects of environmental factors.</p>						
Course enrolment requirements and entry competences	Pursuant to the Decision on the conditions for enrollment and entry competencies (listening and taking) of study programs of university integrated undergraduate and graduate studies conducted at the Faculty of Medicine in Split.						

required for the course	(FV 20/10/2016) http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ol style="list-style-type: none"> 1. Identify the interaction of the workplace on human health (impact of chemical, biological and physical hazards, mechanical hazards, psycho-physiological and statodynamic efforts) 2. Explain the basic principles of assessing the working and functional ability of workers and athletes 3. Identify jobs with special working conditions and scope of examination depending on certain risks, classify injuries at work, occupational and work-related diseases, risk factors for their occurrence and describe the obligations of employers, workers and specialists in occupational and sports medicine; 4. List current legal regulations in occupational health protection, describe prevention and education measures in occupational and sports medicine, occupational safety and workplace risk assessment 5. Explain the principles of conducting systematic and periodic examinations with regard to working conditions, explain the specific features of preventive medical examination and diagnostic methods in athletes, explain the role of occupational medicine and sports specialists in working with specific groups of athletes; 6. Assess health status, anthropometric characteristics and working and sports ability by medical examination and appropriate diagnostic methods 7. Explain the pathophysiology of sports efforts and training processes, plan the appropriate level and type of physical activity in the prevention of certain chronic diseases, explain the basic concepts and procedures in the prevention and rehabilitation of sports injuries and chronic diseases and conditions 8. Assess work and sports ability by integrating data on the worker / athlete and workplace / sport factors; identify specific workplace risks and appropriate prevention and protection measures 9. Describe health ecology and its main tasks and identify basic health-ecological concepts 10. Assess and comment on global health and environmental problems, classify and standardize emergencies and related health risks, 11. Standardize and organize the main environmental measures, and connect them with the concept of health and healthy environment 12. Describe and explain the relationship between water and health with an emphasis on the public health aspect of drinking water supply and drainage and wastewater treatment 13. Describe and explain the relationship between nutrition, nutritional status, food quality and health 14. Demonstrate and explain the effects of air pollution (external and internal) on human health 15. Apply the principles of sampling in the environment and monitor the state of the environment,

	16. Carry out measurements of human exposure levels and interpret results and plan, organize and implement environmental measures
Course content broken down in detail by weekly class schedule (syllabus)	<p>Lecture: History and introduction to occupational medicine</p> <p>Lecture: Features and principles of occupational medicine</p> <p>Lecture: Occupational hazards and occupational diseases; work-related illnesses; diseases exacerbated by work</p> <p>Lecture: Job evaluation, Professional orientation and selection</p> <p>Lecture: Rulebook on inspections for carrying weapons / security guards</p> <p>Lecture: Health care of athletes</p> <p>Lecture: Maritime Medicine - Introduction, Lecture: Specifics of Maritime Medicine</p> <p>Lecture: Rules on the examination of seafarers</p> <p>Lecture: History and introduction to occupational medicine</p> <p>Lecture: Features and principles of occupational medicine</p> <p>Lecture: Occupational hazards and occupational diseases; work-related illnesses; diseases exacerbated by work</p> <p>Lecture: Job evaluation, Professional orientation and selection</p> <p>Lecture: Rulebook on inspections for carrying weapons / security guards</p> <p>Lecture: Health care of athletes</p> <p>Lecture: Maritime Medicine - Introduction, Lecture: Specifics of Maritime Medicine</p> <p>Lecture: Rules on the examination of seafarers</p> <p>Lecture: Health risks on board</p> <p>Lecture: The fatigue factor on board</p> <p>Lecture: Introduction to health ecology</p> <p>Lecture: Global health and environmental problems</p> <p>Lecture: Environmental health standards. Environmental mutagens</p> <p>Lecture: Health and environmental aspects of food and nutrition</p> <p>Lecture: Food safety, contamination of the food chain, Emergency nutrition</p> <p>Lecture: Water and health. Water protection in nature</p> <p>Lecture: Sanitary and health control of drinking water. Wastewater and solid waste</p> <p>Lecture: Ecology of settlements</p> <p>Lecture: Health significance of pesticides and other contaminants in the environment</p> <p>Lecture: Environment and Cancer. Environment and reproduction</p> <p>Seminar: Hazard, Harm and Stress Assessment (examples of occupations)</p> <p>Seminar: Measurement and determination of body composition</p> <p>Seminar: Eating Disorders</p> <p>Seminar: Nutrition in specific living and working conditions</p> <p>Seminar: Ergogenic agents</p> <p>Seminar: Pathophysiology of diving</p> <p>Seminar: Clinical examination of divers</p> <p>Seminar: Hyperbaric therapy</p> <p>Seminar: Health effects of physical environmental factors, Chemical environmental factors, health effects of environmental toxins</p> <p>Seminar: Obesity as a public health problem, prevention and treatment</p>

	Seminar: Application of food additives Seminar: Genetically modified food Seminar: Biological monitoring and biological markers Seminar: Drinking and wastewater Seminar: Risk analysis in health ecology Seminar: Waste collection and disposal Seminar: Food and waterborne diseases Seminar: Air pollution and health Exercises: Measuring body composition Exercises: Compiling menus Exercise: Diving equipment and diving systems Exercise: Barochamber Exercise: Food and water hygiene Exercise: Sanitary microbiology and environmental hygiene services Exercise: Implementation of DD measures and introduction of HACCP Exercise: Methods of sterility testing and sterilization Exercise: Monitoring and presentation of air pollution, measurement and presentation of noise Exercise: Preventive health and environmental measures (food, water, sea, air and soil)					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	In accordance to Rules of studying and Deontological code for USSM students.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,0	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1,0	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	2,0	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Written exam.					
Required literature (available in the	Title			Number of copies in the library		Availability via other media

library and via other media)	1. Rom WN, ed. Environmental and Occupational Medicine, current edition, Lippincott, Williams and Wilkins.		
	2. Edmonds C, Lowry C, Pennefather J. Diving and Subaquatic Medicine, current edition, Arnold.		
	3. Whelan HT, Kindwall EP. Hyperbaric Medicine Practice, current edition, Best Publishing		
Optional literature (at the time of submission of study programme proposal)			
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> • Analysis of the quality of teaching by students and teachers • Analysis of passing exams • Reports of the Teaching Control Committee • Extra-institutional evaluation (visit of quality control teams of the National Agency for Quality Control, involvement in TEEP) 		
Other (as the proposer wishes to add)			

NAME OF THE COURSE		Medical Humanities and Ethics IV				
Code	ENM512	Year of study	5			
Course teacher	Prof. Darko Duplančić	Credits (ECTS)	1			
Associate teachers	Prof. Marija Definis Mariano Kaliterna, MD Marija Franka Žuljević, MD	Type of instruction (number of hours)	L	S	E	T
			2	13	0	
Status of the course	Mandatory	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	For students to understand the basic concepts relevant for transplantation medicine, understand the legal framework related to organ transplantation and donation, and the ways on how to communicate about these issues in real-life clinical situations.					
Course enrolment requirements and entry competences required for the course	Based on the Decision on Requirements for course enrolment and entry competencies (taking courses and exams) of Study Programs of the Integrated Undergraduate and Graduate University Studies at the School of Medicine in Split. (FC 20 Oct 2016)					

	http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ol style="list-style-type: none"> 1. Describe the principles of usefulness and fairness in transplant medicine. 2. Analyze the legal framework in the Republic of Croatia and the international conventions which regulates organ transplant procedure. 3. Critically judge moral and ethical dilemmas related to sales and organ transplantation. 4. Analyze the procedure and manner of communication with the patient and relatives of the patient about organ transplantation and donation. 					
Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. Ethical aspects of the diagnosis of brain death and organ transplantation from cadaveric or living donors. 2. Xenotransplantation (allogenic) transplantation in the treatment of human patients. 3. Legal aspects of organ transplantation. 4. Organ donation in Croatia and worldwide. Donor networks. 5. Ethical and religious aspects of organ donation: ethics of responsibility, ethical assessment. The attitudes of various religious communities on organ transplantation. 6. Arthur Caplan's open questions on organ transplantation. 7. Principles of beneficence and justice in transplantation medicine. (Weath, 2000.). 8. The Oviedo Convention and its protocols (1997). 9. Informed consent in organ transplantation and the role of the cadaveric donor (criteria for donation: the heart criterion, brain death) 10. Risks and benefits for the donor. Risks and benefits for the organ recipient. 					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	In accordance to Rules of studying and Deontological code for USSM students.					
Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance		Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	0,4	(Other)	
	Written exam	0,6	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Test and oral examination.					

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Materials from lectures and seminars		
Optional literature (at the time of submission of study programme proposal)			
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> • Analysis of the quality of teaching by students and teachers • Analysis of passing exams • Reports of the Teaching Control Committee • Extra-institutional evaluation (visit of quality control teams of the National Agency for Quality Control, involvement in TEEP) 		
Other (as the proposer wishes to add)			

NAME OF THE COURSE		Epidemiology				
Code	ENM513	Year of study	5			
Course teacher	Assoc. Prof. Ivana Kolčić	Credits (ECTS)	3			
Associate teachers	Prof. Rosanda Mulić Assist. Prof. Shelly Pranić Assoc. Prof. Nataša Boban Assoc. Prof. Ingrid Tripković Assoc. Prof. Anamarija Jurčev Savičević Assist. Prof. Iris Jerončić Tomić	Type of instruction (number of hours)	L	S	E	T
			25	27	8	
Status of the course	Mandatory	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	Train students to use the methods of clinical epidemiology in everyday life clinical work for the benefit of patients.					
Course enrolment requirements and entry competences required for the course	Based on the Decision on Requirements for course enrolment and entry competencies (taking courses and exams) of Study Programs of the Integrated Undergraduate and Graduate University Studies at the School of Medicine in Split. (FC 20 Oct 2016) http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf					

Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ol style="list-style-type: none"> 1. Recognize the importance of epidemiology as a science and profession and list the key historical events that influenced the development of epidemiology 2. Explain and devise the choice of the appropriate method of epidemiological research for the treatment of epidemics and distinguish the basic principles for the selection of a mass screening program 3. Describe and explain the compulsory and optional vaccination program, illustrate the vaccination process and demonstrate the advantages of the mandatory mass vaccination program (hereditary immunity) over voluntary individual vaccination 4. Analyze and present the current epidemiological situation of various diseases (blood and sexually transmitted diseases (HIV, viral hepatitis), cardiovascular diseases and neoplasms, respiratory infections, anthroozoonosis, etc.) in the Republic of Croatia 5. Recognize the most important provisions of the Law on Protection of the Population from Infectious Diseases for the daily work of the epidemiological team and explain the information flow and obligations in informing the work of the epidemiological service in the Republic of Croatia 6. Solve problem tasks with basic measures of frequency (incidence, prevalence, mortality, lethality) and connectivity (relative risk, attributable risk, odds ratio) 7. Devise a plan for individual post-exposure rabies protection 8. Implement and present the procedure of testing for occult bleeding in the screening procedure for colon cancer and direct and indirect standardization of mortality data by age 					
Course content broken down in detail by weekly class schedule (syllabus)	The student gets acquainted with the epidemiological methods he will apply in daily clinical work, but also in research. He must master epidemiology infectious diseases and the epidemiology of the most common chronic non - communicable diseases and injury. Get acquainted with the legal public health regulations and others sources of information on population health.					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	In accordance to Rules of studying and Deontological code for USSM students.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,0	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1,0	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1,0	Project		(Other)	
Grading and evaluating student	In-course tests on selected chapters, paper and presentation followed by oral					

work in class and at the final exam	examination.		
Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	1. Gordis L. Epidemiology. 3rd ed. WB Sanders Company. Philadelphia, 2004.		
Optional literature (at the time of submission of study programme proposal)			
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> • Analysis of the quality of teaching by students and teachers • Analysis of passing exams • Reports of the Teaching Control Committee • Extra-institutional evaluation (visit of quality control teams of the National Agency for Quality Control, involvement in TEEP) 		
Other (as the proposer wishes to add)			

NAME OF THE COURSE		Forensic Medicine				
Code	ENM601	Year of study	6			
Course teacher	Prof. Marija Definis	Credits (ECTS)	3			
Associate teachers	Prof. Davorka Sutlović Assist. Prof. Kristijan Bečić	Type of instruction (number of hours)	L	S	E	T
			20	20	20	
Status of the course	Mandatory	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	The general goal of the course is to acquire basic knowledge of forensic medicine as a science that serves to clarify legal issues in the field of health and disease, life and death of people.					
Course enrolment requirements and entry competences required for the course	Pursuant to the Decision on the conditions for enrollment and entry competencies (listening and taking) of study programs of university integrated undergraduate and graduate studies conducted at the Faculty of Medicine in Split. (FV 20/10/2016) http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf					
Learning outcomes expected at the level of the course	1. Determine the main cause of death, the pathophysiological mechanism of death and the way of death (natural, violent, unexplained) and assess in which cases it is necessary to perform a forensic autopsy					

(4 to 10 learning outcomes)	<p>2. Distinguish the types of injuries and the mechanisms of their occurrence and know the principles of determining the severity of bodily injuries according to the criteria of the Criminal Code of the Republic of Croatia</p> <p>3. Recognizing signs of abuse and neglect of children and the elderly</p> <p>4. Describe the effects of alcohol, poisons and drugs on the body</p> <p>5. List the methods of identification of living and dead persons and bone remains</p> <p>6. Perform an external examination of the dead body, distinguish signs of death and postmortem changes, and estimate the most likely postmortem interval</p> <p>7. Demonstrate the skill of filling in medical documentation related to the fact of reporting a death</p> <p>8. Recognize the essence of criminal offenses in the field of medical deontology</p>
Course content broken down in detail by weekly class schedule (syllabus)	<p>Thanatology - definition of death and manifestations, apparent death, agony, signs of death, postmortem changes, orientational determination of time of death, external examination of the dead body, forensic autopsy (determining the cause of death, differentiation of natural and violent deaths, death in unclear circumstances, sudden natural death, sudden infant death syndrome), presence of an eyewitness, exhumation.</p> <p>Violent damage of health - forensic traumatology.</p> <p>Mechanical injuries - non-specific (abrasions, bruising, skin lifting, injuries bones and joints, tears, rupture and crushing) and specific (early bruises, cut wounds, stab wounds, gunshot wounds, explosive injuries, bites wounds), mechanical injuries of the skull and brain.</p> <p>Asphyxial injuries - mechanical asphyxia by obstruction and constriction of the airways.</p> <p>Physical injuries - the effect of elevated and lowered temperature on the body, electricity injuries, the action of radioactive radiation.</p> <p>Mental injuries.</p> <p>Suicide and homicide - differential diagnosis of suicide and homicide, forensic and legal aspects.</p> <p>Offenses against sexuality, infanticide, unlawful termination of pregnancy, syndrome battered baby syndrome.</p> <p>Forensic toxicology - sampling for chemical toxicological analysis, methods analysis, poisoning by individual poisons; alcohol and drugs.</p> <p>Identification - identification of living / dead persons, role of physician and forensic pathologist in cases of mass casualties, identification of victims of the Homeland War.</p> <p>Forensic anthropology, forensic dentistry, DNA identification analysis.</p> <p>Expertise - medical criminology, expert witness and expertise according to the Criminal and Civil Procedure Act, expertise of bodily injuries, determination of parenthood. Medical omissions.</p> <p>Traffic trauma.</p> <p>Medical deontology - criminal responsibility of doctors.</p>
	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> independent assignments

Format of instruction	<input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities						
Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	0,5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	1,25	(Other)	
	Written exam	1,25	Project		(Other)	
Grading and evaluating student work in class and at the final exam						
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	1. Saukko P, Knight B. Knight's forensic pathology. 3rd ed., London, Arnold Publishers, 2004.					
	2. Di Maio DJ, Di Maio VJM. Forensic Pathology. 2nd ed., Boca Raton: CRC Press, 2001.					
Optional literature (at the time of submission of study programme proposal)						
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> • Analysis of the quality of teaching by students and teachers • Analysis of passing exams • Reports of the Teaching Control Committee • Extra-institutional evaluation (visit of quality control teams of the National Agency for Quality Control, involvement in TEEP) 					
Other (as the proposer wishes to add)						

NAME OF THE COURSE	Pediatrics				
Code	ENM602	Year of study	6		

Course teacher	Assoc. Prof. Ivana Unić	Credits (ECTS)	14			
Associate teachers	Prof. Marijan Saraga Prof. Veselin Škrabić Prof. Julije Meštrović Assoc. Prof. Joško Markić Assist. Prof. Bernarda Lozić Assist. Prof. Radenka Šamija Kuzmanić Assist. Prof. Branka Polić, Prof. Dragan Primorac Assist. Prof. Zeljka Karin Assist. Prof. Orjena Žaja Assist. Prof. Slavica Dajak Assist. Prof. Maja Buljubašić Assist. Prof. Ivan Pavić Assist. Prof. Irena Bralić	Type of instruction (number of hours)	L	S	E	T
			60	70	100	
Status of the course	Mandatory	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	The aim of the course is to be able to identify and address the health problems of the paediatric population, including the diagnosis and treatment of patients, and to master communication skills with patients, colleagues and teachers. The student will be trained to describe the relationship between structural problem and impaired function, subjective symptoms of the patient and signs of damage to organic systems. He will be trained to perform the necessary practical skills.					
Course enrolment requirements and entry competences required for the course	Based on the Decision on Requirements for course enrolment and entry competencies (taking courses and exams) of Study Programs of the Integrated Undergraduate and Graduate University Studies at the School of Medicine in Split. (FC 20 Oct 2016) http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ol style="list-style-type: none"> 1. Define basic settings related to children of different ages (infant, young child, adolescent) as an object of interest to pediatrics and explain a holistic approach to pediatrics that includes measures to prevent and treat disease, as well as rehabilitation of sick children. 2. Get acquainted with vital statistics and basic aspects of the organization of maternal and child health care, explain the implementation of neonatal screening and vaccination, and emphasize the importance of other measures to prevent and preserve the health of children. 3. Emphasize the need and explain ways to care for and control the normal growth and development of children, including familiarizing them with proper nutrition in accordance with the appropriate age of the child. 					

	<p>4. To know, define and classify the casuistry of special pediatrics according to the functions and diseases of the main organ systems.</p> <p>5. Get acquainted with and explain the most common acute and chronic diseases of childhood.</p> <p>6. Describe the tasks of the school doctor in the care of school children and adolescents and analyze preventive procedures, principles and methods of general medical examinations, screening, mandatory and optional vaccination, counseling, health education and hygienic-epidemiological supervision of the school</p> <p>7. Perform specific health care procedures: screening, systematic examination, vaccination</p> <p>8. Define, recognize and distinguish the most common emergencies in pediatric medicine.</p> <p>9. Get acquainted with the skills of taking pediatric heteroanamnesis and anamnesis, physical examination of children and the specifics of the same depending on the age of the child.</p> <p>10. Get acquainted with the methods and ways of assessing the growth and psychomotor development of children and identify children who deviate from normal findings and expected values.</p> <p>11. Get acquainted with the basic procedures, recommendations and advice on nutrition for both healthy and sick children and distinguish them according to the age of the child.</p> <p>12. Get acquainted with the basic procedures of cardiopulmonary resuscitation of newborns, infants, young children and school children, as well as general procedures in cases of acute poisoning and other accidents in childhood, including procedures in suspected child abuse.</p> <p>13. Explain and get acquainted with techniques for measuring blood pressure and body temperature in children, with techniques for cooling a febrile child, with techniques for taking biological samples for laboratory analysis, and with the specifics of techniques for oral and parenteral application of drugs in infants and male children.</p>
Course content broken down in detail by weekly class schedule (syllabus)	<p>Mother and child's health care with statistical data analysis; Accidents in children; Nutrition and nutritional disorders; Hereditary diseases of metabolism, detection and treatment; Disorders of electrolyte solution conduct and acid-base equilibrium; Children propedeutics; Acute and chronic kidney failure, Congenital nephropathy; Anomalies and infections of the urinary system; Diseases of the newborn infant; Infections of the respiratory system; Seizures in childhood and epilepsy; Diseases of pituitary, thyroid and parathyroid gland; Monogenetic and polygenetic congenital diseases; Chromosome anomalies and pre-natal fetus damage, developmental brain and cranium anomalies; Neurocutaneous syndromes; Brain tumors and craniocerebral injuries; Neuromuscular diseases and heredo-degenerative diseases of the CNS; Diseases of Ca and P metabolism; Rickets; Diseases of the skeletal system; Psychomotor development; History taking and neurological condition; Development and particularities of the haematological system; Diagnosis and differential diagnosis of growth disorders; Perinatal brain damage-cerebral palsy; Vitamins and trace elements in child nutrition; Particularities of the immune system, Immune deficiency; Laboratory diagnostics and heart diseases; Hyperbilirubinemia in the newborn; Antenatal and postnatal diagnosis of hereditary diseases; Genetic counselling; Antibiotics therapy; High temperature-importance and procedure; Sudden infant death syndrom; Prevention of diseases; Cardiovascular failure; Principles of reanimation and follow-up of a seriously ill child; Congenital and acquired heart failures; ADHD (attention deficite hyperactive disorders); Multiple sclerosis;</p>

	Rheumatoid diseases; Pericarditis, miocarditis, endocarditis; Diabetes mellitus; Diabetes insipidus. Diseases of liver, gall bladder and pancreas; Diseases of red blood cells; Ulcer; Constipation; Chronic intestinal diseases (Chron's disease, ulcerative colitis, acute and chronic diarrhoea). Coagulation diseases; Sexual development disorders; Suprarenal gland diseases; Tubulointerstitial nephritis; Urolithiasis; Diseases of white blood cells; Solid tumors; TB.					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	In accordance to Rules of studying and Deontological code for USSM students.					
Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	2,0	Research		Practical training	3,0
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	4,0	(Other)	
	Written exam	4,0	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Written and final exam. Final exam is divided in two parts: practical part and oral examination					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Nelson Textbook of Paediatrics, 20th ed., Philadelphia: Saunders Elsevier, 2016 – selected chapters					
Optional literature (at the time of submission of study programme proposal)						

Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> Teaching quality analysis by students and teachers Exam passing rate analysis Committee for control of teaching reports External evaluation (visit of quality control teams of the National Agency for Quality Control, inclusion in TEEP)
Other (as the proposer wishes to add)	

NAME OF THE COURSE		Clinical Oncology				
Code	ENM603	Year of study	6			
Course teacher	Prof. Eduard Vrdoljak	Credits (ECTS)	3			
Associate teachers	Assist. Prof. Marijo Boban Assist. Prof. Tomislav Omrčen Assist. Prof. Branka Petrić-Mišić Assist. Prof. Tihana Boraska Jelavić, Marija Ban, MD, PhD Lidija Bošković, MD, PhD	Type of instruction (number of hours)	L	S	E	T
			10	20	25	
Status of the course	Mandatory	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	To teach the students the basics of cancer etiology, general and specific diagnostic and therapeutic procedures with emphasis on modern treatment of solid cancers. Students need to recognize oncological emergencies as well as the side effects of oncology therapy. The holistic approach to the care of oncology patients is especially emphasized, as well as the role of the family doctor in the care of these patients.					
Course enrolment requirements and entry competences required for the course	Based on the Decision on Requirements for course enrolment and entry competencies (taking courses and exams) of Study Programs of the Integrated Undergraduate and Graduate University Studies at the School of Medicine in Split. (FC 20 Oct 2016) http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ol style="list-style-type: none"> Describe and analyze diagnostic procedures and treatment procedures in oncology, treatment of relapse, palliative and symptomatic treatment Describe the principles and give an example of the best therapeutic option for an individual patient that is, to critically select and compile a proposal for optimal treatment and monitoring of the oncology patient 					

	3. Explain the need for a multidisciplinary approach in diagnosis and treatment of the oncology patient 4. Demonstrate the skill of independently taking oncological anamnesis and performing of clinical examination of oncology patients 5. Critically assess the degree of urgency of the oncology patient's condition 6. Identify the side effects of oncology therapy and plan for them for prevention or mitigation 7. Select appropriate procedures in patients with malignant tumors who require palliative treatment					
Course content broken down in detail by weekly class schedule (syllabus)	Biology, epidemiology, etiology and diagnostics of malignant diseases. Modalities of Specific oncological therapy (cytostatic therapy, radiotherapy, hormonal therapy, immunotherapy, other forms of specific oncological therapy [gene therapy photodynamic therapy, hyperthermia, antiangiogenetic therapy, antimetastatic therapy]), gynecological tumors, lung cancer, urogenital tumors, breast cancer, gastrointestinal tumors, brain tumors, head and neck tumors, melanoma and skin cancers, tumor prevention, psychosocial aspects of oncological patients, palliative and supportive therapy in oncology, complications of oncological therapy.					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities						
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,0	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	1,0	(Other)	
	Written exam	1,0	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Written and oral exam					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	1. A. J. Nealand, P. J. Hoskin, Clinical Oncology Basic Principles and Practice, 4th edition, CRC press, Taylor and Francis Group, 2012.					

Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. Principles and practice of radiation oncology, E. Halperin, CA Perezand LW Brady, 6 th edition, Philadelphia, 2013, Lippincott Williams and Wilkins. 2. Principles and practice of oncology, VT de Vita, TS Lawrence, and SA Rosenberg, 10 th edition, Philadelphia, 2014, Lippincott Williams and Wilkins. 3. E. Vrdoljak, Z. Krajina, M. Šamija, Z. Kusić, M. Petković, D. Gugić Klinička onkologija. Medicinska naklada, Zagreb 2013.
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> • Analysis of the quality of teaching by students and teachers • Analysis of passing exams • Reports of the Teaching Control Committee • Extra-institutional evaluation (visit of quality control teams of the National Agency for Quality Control, involvement in TEEP)
Other (as the proposer wishes to add)	

NAME OF THE COURSE		Health Care Organization and Health Economics				
Code	ENM604	Year of study	6			
Course teacher	Prof. Ozren Polašek	Credits (ECTS)	3			
Associate teachers	Prof. Rosanda Mulić Prof. Ivana Kolčić Assist. Prof. Nataša Boban Assist. Prof. Iris Jerončić Tomić	Type of instruction (number of hours)	L	S	E	T
			40	20	15	
Status of the course	Mandatory	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	<p>The aim of the course is to familiarize future doctors with the health care system, its structure and the way it functions in the present (cross-European and global trends and developments) and in the foreseeable future. The acquired knowledge will enable the future doctors to recognize the needs and position of the individuals or population they care for, choose methods of intervention, organize activities and connect with other levels of the system, community, founders (owners) and funders of the health system. The acquired knowledge, attitudes and skills will enable future doctors to better understand their way around the healthcare system and to use available resources more efficiently for health in the community, healthcare and other related sectors that affect health. Teaching especially encourages a pro-active approach and innovation and emphasizes value of reorientation, cooperation and improvement of quality as imperatives of development.</p>					
Course enrolment requirements and entry competences	Based on the Decision on Requirements for course enrolment and entry competencies (taking courses and exams) of Study Programs of the Integrated					

required for the course	Undergraduate and Graduate University Studies at the School of Medicine in Split. (FC 20 Oct 2016) http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ol style="list-style-type: none"> 1. Explain the role of different stakeholders in the health system 2. Identify health care providers and classify them according to role, founder, type of care, levels in the system and method of financing 3. Describe the most important concepts of health policies and models of health care financing in the world and compare them according to the roles of citizens, the state, public and private organizations 4. Interpret the basic concepts of the Law on Health Care, the Law on Medicine and the Law on Nursing 5. Interpret the basic concepts of the Patients' Rights Act and explain patients' rights and compare different models of patients' rights protection 6. Explain the method of financing and models of health care payments in the Republic of Croatia and the world 7. Explain the key concepts related to the regulation of drug use and rationalization of therapeutic procedures 8. Explain intersectoral cooperation, the role of the local community and the advantages and disadvantages of a centralized / decentralized governance model 					
Course content broken down in detail by weekly class schedule (syllabus)	<p>Organization of health care system and social medicine. Assessment of population health status with selection of appropriate health care measures. Health care measures and health technology. Planning in health care. Health care legislation. Health care organization – levels and institutions. Management in health care system. Public health. Primary health care. Emergency care organization. Health care organization in emergencies (disasters, wars etc.). Hospital as health care system. Financing of health care. Health care insurance. Health care economics. Private medical practice. Quality in health care system: evaluation, control and quality assurance. Standards and norms. Social and health policy with influence on health care system. Role and position of user within health care system. Multisectoral cooperation. Needs and experiences in delivering of healthcare reforms. European and international dimension of health and health care systems. International cooperation in health care.</p>					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	In accordance to Rules of studying and Deontological code for USSM students.					
Screening student work (name the proportion of ECTS credits for each)	Class attendance	1,0	Research		Practical training	
	Experimental work		Report		(Other)	

<i>activity so that the total number of ECTS credits is equal to the ECTS value of the course)</i>	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	2,0	Project		(Other)	
Grading and evaluating student work in class and at the final exam	written examination					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Detels, McEwen, Beaglehole, Tanaka: Oxford Textbook of Public, Health, Oxford University Press (selected chapters), 4th ed.					
Optional literature (at the time of submission of study programme proposal)						
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> ▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation (visit of quality control teams of the National Agency for Quality Control, inclusion in TEEP) 					
Other (as the proposer wishes to add)						

NAME OF THE COURSE		Medical Humanities and Ethics V			
Code	ENM605	Year of study	6		
Course teacher	Prof. Darko Duplančić	Credits (ECTS)	1		
Associate teachers	Assist. Prof. Trpimir Glavina		L	S	E T

	Marija Franka Žuljević, MD Mariano Kaliterna, MD	Type of instruction (number of hours)	2	13	0	
Status of the course	Mandatory	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	The objective of the course is for students to understand the basic concepts and issues in end-of-life and palliative care in medicine and the ways on how to communicate these issues in real-life clinical situations.					
Course enrolment requirements and entry competences required for the course	Based on the Decision on Requirements for course enrolment and entry competencies (taking courses and exams) of Study Programs of the Integrated Undergraduate and Graduate University Studies at the School of Medicine in Split. (FC 20 Oct 2016) http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ol style="list-style-type: none"> 1. Explain the history, development and importance of the hospice movement. 2. Adapt the principles in the treatment of pain in the terminal phase of life. 3. Provide psychological support to the seriously ill and their families. 4. Critically judge the possibilities of spiritual support for the seriously ill and their families. 					
Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. Significance of palliative care. 2. Hospice care in Croatia and internationally 3. Pain treatment of terminal patients. 4. Spiritual support of patients. 5. Grief 6. Human and legal rights of dying patients. 7. Euthanasia. 8. Concept of the decent death 9. "Do not resuscitate", "DNR" concept 10. Surgery at the end of the life. 11. AIDS. 					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	In accordance to Rules of studying and Deontological code for USSM students.					
Screening student work (name the	Class attendance	0,25	Research		Practical training	

<i>proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</i>	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	0,5	(Other)	
	Written exam	0,25	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Test and oral examination.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Materials from lectures and seminars					
Optional literature (at the time of submission of study programme proposal)						
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> • Teaching quality analysis by students and teachers • Exam passing rate analysis • Committee for control of teaching reports • External evaluation (visit of quality control teams of the National Agency for Quality Control, inclusion in TEEP) 					
Other (as the proposer wishes to add)						

NAME OF THE COURSE	Medical Genetics						
Code	ENM606		Year of study	6			
Course teacher	Prof. Janoš Terzić, PhD, MD		Credits (ECTS)	3			
Associate teachers	Prof. Ivana Novak Nakir, PhD Prof. Ivana Marinović Terzić, PhD, MD Assoc. prof. Jelena Korać Prić, PhD		Type of instruction (number of hours)	L	S	E	T
	13	20		12			

	Assis. prof. Jasminka Omerović Assoc. prof. Bernarda Lozić, PhD Davor Lessel, PhD					
Status of the course	Mandatory	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	The aim of the course is to describe and explain the basics of a holistic approach to the patient with genetics disease or disorder, or increased risk for one.					
Course enrolment requirements and entry competences required for the course	Based on the Decision on Requirements for course enrolment and entry competencies (taking courses and exams) of Study Programs of the Integrated Undergraduate and Graduate University Studies at the School of Medicine in Split. (FC 20 Oct 2016) http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmet_a_ulazne_kompetencije_FV_20-10-2016.pdf					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ol style="list-style-type: none"> 1. To list and distinguish the types of genetic disorders as causes of diseases and medical conditions. 2. To list and compare the types and outcomes of genetic testing according to groups of indications and argue the advantages and limitations of used genetic testing and methods. 3. To distinguish the developmental anomalies and link them to the appropriate causes. Calculate the risk of recurrence of genetic disorders and the risk to the offspring. 4. To distinguish the effects of genetic variability on therapeutic outcome. 5. To identify patients with genetic disease and select the appropriate method of genetic testing according to the indication and genetic cause of the disease. 6. To interpret the findings of the genetic testing. 7. To apply basic communication skills in transmitting genetic information. 8. To search diagnostic and educational databases of genetic diseases. 					
Course content broken down in detail by weekly class schedule (syllabus)	<u>Lectures:</u> L1 (3 hours) – Introduction to medical genetics. Functional genomics and proteomics. Mutations and aberrations. L2 (2 hours) – Inheritance patterns. L3 (2 hours) - Epigenetics. L4 (2 hours) – RNA genes. RNAi. Telomeres. L5 (2 hours) - Research methods in mmedical genetics. Application in modern diagnostics. L6 (2 hours) - Gene therapy. <u>Seminars:</u> S1 (3 hours) – Developmental genetics. Pharmacogenetics. S2 (3 hours) – Hemoglobinopathies. Biochemical genetics. S3 (3 hours) – Monogenetic disorders. S4 (2 hours) – Cancer genetics. S5 (3 hours) – Congenital abnormalities. Chromosomal disorders. S6 (3 hours) – Genetic factors in common disorders. Prenatal testing					

	S7 (2 hours) – Genetic counseling. Screening for genetic disease. Ethical and legal issues. <u>Practicals:</u> P1 (3 hours) – Clinical laboratory for medical genetics. P2 (3 hours) – PCR Primer design for genetic testing. P3 (2 hours) – Bioinformatics: Databases in medical genetics. P4 (2 hours) – Presentation and diagnosis of genetic disorder. P5 (3 hours) – Odds, probabilities. Risk calculation.					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	In accordance to Rules of studying and Deontological code for USSM students.					
Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	1	(Other)	
	Written exam	1	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Written and oral test					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	1. New clinical genetics, 4th edition, Read A and Donnai D, 2020. Scion Publishing					
	2. Emery's elements of medical genetics. Turnpenny P, Ellard S. 15. ed. Elsevier, 2020.					

Optional literature (at the time of submission of study programme proposal)	Human molecular genetics. Strachan T, Read AP. 5th ed. New York (NY): Garland Science, Taylor & Francis Group; 2019.
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> • Analysis of the quality of teaching by students and teachers • Analysis of passing exams • Reports of the Teaching Control Committee • Extra-institutional evaluation (visit of quality control teams of the National Agency for Quality Control, involvement in TEEP)
Other (as the proposer wishes to add)	

NAME OF THE COURSE		Family Medicine				
Code	ENM607	Year of study	6			
Course teacher	Assist. Prof. Marion Tomičić	Credits (ECTS)	8			
Associate teachers	Assist. Prof. Nataša Mrduljaš-Đujić Assist. Prof. Irena Zakarija-Grković Maja Vrebalov Cindro, MD Sanja Žužić Furlan, MD Marko Rađa, MD Dubravka Bačić, MD Ivana Bilić, MD Ita Delija, MD Sanja Došen Janković, MD Tina Aljinović, MD Nina Janjić Zovko, MSc Ivona Stipica Safić, MD, PhD	Type of instruction (number of hours)	L	S	E	T
			20	60	100	0
Status of the course	Mandatory	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	To familiarize students with the organization of health care in the Republic of Croatia and the European Union, especially in the segment of primary health care. Acquaint them with the basic characteristics and competencies of a family doctor and family medicine, as well as the specific approach to patients in everyday clinical practice.					
Course enrolment requirements and entry competences required for the course	Based on the Decision on Requirements for course enrolment and entry competencies (taking courses and exams) of Study Programs of the Integrated Undergraduate and Graduate University Studies at the School of Medicine in Split. (FC 20 Oct 2016) http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf					

<p>Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</p>	<ol style="list-style-type: none"> 1. Define family medicine and explain the comprehensiveness and continuity of family doctor care in the care of the individual and the community using a holistic / bio-psycho-social approach. 2. List the basic forms of health care in family medicine. 3. Explain the method of teamwork and cooperation of different health activities at the level of primary health care and cooperation at other levels of health care. 4. Explain the importance of preventive procedures and describe the content and methods of work at different levels of preventive procedures in family medicine. 5. List the specifics of the work of family physicians in the treatment of patients with acute and chronic diseases, first contact with the patient, the characteristics of communication with the patient and the specifics of the patient-physician relationship, treatment of diseases and disorders at the earliest stage of the disease, coordination of health care, treatment of patients with concomitant diseases, permanent care, home treatment, assessment of temporary incapacity for work. 6. State the basic principles of pharmacotherapy in family medicine. 7. Apply basic communication skills in contact with the patient in the family medicine practice. 8. Perform a clinical examination of patients of different age groups. 9. Apply proper blood pressure measurement technique in different patients. 10. Interpret the findings of the most common diagnostic procedures: laboratory blood tests, radiogram, electrocardiogram, spirometry. 11. Properly take samples for microbiological analysis: swab of throat, nasopharynx, skin, wounds. 12. Apply the rules for prescribing prescription drugs. 13. Know how to keep basic medical records in the family doctor's office
<p>Course content broken down in detail by weekly class schedule (syllabus)</p>	<p>Characteristics of Family Medicine (FM), tasks of Family Medicine Doctor (FMD) and the scope of their duties, organization, financing and functioning of FM in Europe. Characteristics of health problems in FM. Medical documentation. The legally prescribed and optimal area of the doctor's office in FM. Equipment in FM. Cooperation with consultants, referral procedure for specialist examinations. Making decisions in FM. Physicians kit. Organization of work, scheduling and receiving patients. Teamwork in FM. Evidence-based medicine in FM. Management of the FM practice as a business unit. Administrative and legal obligations of FMD. Assessment of work ability. Health education and preventive activities as an integral part of the work of FMD. Prescribing medicines. Specifics of care for patients in FM. Care for special groups of patients (children, elderly, women...). Care for chronic patients (arterial hypertension, diabetes, asthma, COPD, diseases of the musculoskeletal system). Palliative care.</p> <p>The family doctor as the carrier of care for the multimorbid patient. The most common symptoms for which patients report to the FMD.</p> <p>Specific characteristics of the FMD clinical procedure. Administering drugs in FM. Communication in FM. Family and health. Home visits and home treatment, at home care.</p> <p>Out of 100 hours of exercises, students spend 5 hours in the Clinical Skills Cabinet (CSC) and 5 hours with the visiting nurse, and the rest in family medicine practices (city and islands) where they work under the supervision of doctors, but as independently as possible. In the CSC, students have the opportunity to practice procedures that they cannot practice sufficiently on patients.</p>

Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	In accordance to Rules of studying and Deontological code for USSM students.					
Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	2,0	Research		Practical training	2,0
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	2,0	(Other)	
	Written exam	2,0	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Written and oral examination with practical skills-based testing (OSCE).					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	1. Katić M, Švab I, ed. Family Medicine. Zagreb: Medicinska naklada 2017; 1-512.					
	2. Lecture and seminar handouts					
Optional literature (at the time of submission of study programme proposal)	1. Tallia AF, Cardone DA, Howarth DF, Ibsen KH, eds. Swanson's Family Practice. 4th ed. St. Louis: Mosby, 2001.					
Quality assurance methods that ensure the	<ul style="list-style-type: none"> ▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports 					

acquisition of exit competences	<ul style="list-style-type: none"> External evaluation (visit of quality control teams of the National Agency for Quality Control, inclusion in TEEP)
Other (as the proposer wishes to add)	

NAME OF THE COURSE		Diploma Thesis				
Code	ENM608	Year of study	6			
Course teacher	Assoc. Prof. Joško Božić	Credits (ECTS)	4			
Associate teachers	Assoc. Prof. Renata Pecotić Assoc. Prof. Zenon Pogorelić Assist. Prof. Ivana Pavlinac Dodig Assist. Prof. Tina Poklepović Peričić Assist. Prof. Marino Vilović Prof. Darko Modun	Type of instruction (number of hours)	L	S	E	T
			0	0	110	0
Status of the course	Mandatory	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
Course objectives						
Course enrolment requirements and entry competences required for the course	Pursuant to the Decision on the conditions for enrollment and entry competencies (listening and taking) of study programs of university integrated undergraduate and graduate studies conducted at the Faculty of Medicine in Split. (FV 20/10/2016) http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	1. Search and critically evaluate relevant data sources in the field of medicine and related disciplines 2. Define the problem and subject of research, set a hypothesis and plan the course of research in the field of medicine and related disciplines 3. Select the appropriate literature in order to theoretically address a given problem in the field of medicine and related disciplines 4. Apply methods and technologies in order to solve a given problem in the field of medicine and related disciplines 5. Statistically process, present and interpret research results in an appropriate way					
Course content broken down in detail by weekly	The content of the course includes independent work of students under the supervision of a mentor (100 school hours). Immediate classes of 20 hours of					

class schedule (syllabus)	exercises are dedicated to the development and evaluation the final form of the thesis.					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	In accordance with the Ordinance on the study and study system and the Deontological Code for students of the Medical Faculty in Split.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance		Research	2,0	Practical training	
	Experimental work		Report		The written form of diploma thesis	1,0
	Essay		Seminar essay		The oral interpretation of diploma thesis	1,0
	Tests		Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	<p>The quality of the diploma thesis and the public defense of the diploma thesis are evaluated.</p> <p>The quality of the paper is evaluated with 0-50 points, and the public presentation of the diploma thesis with 0-50 points.</p> <p>Grades: sufficient 56-65 points, good 66-75 points, very good 76-85 points and excellent 86 and more points.</p>					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Day RA, Gastel N. How to write and publish a scientific paper. 7 ed. Cambridge (UK): Cambridge University Press;2012.					
Optional literature (at the time of submission of study programme proposal)						
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> • Analysis of the quality of teaching by students and teachers • Analysis of passing exams • Reports of the Teaching Control Committee • Extra-institutional evaluation (visit of quality control teams of the National Agency for Quality Control, involvement in TEEP) 					

Other (as the proposer wishes to add)	
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NAME OF THE COURSE		Clinical Rotation: Internal Medicine			
Code	ENM609	Year of study	6		
Course teacher	Assoc. Prof. Vedran Kovačić	Credits (ECTS)	5		
Associate teachers	Elected teachers and outsourced collaborators from clinical departments	Type of instruction (number of hours)	L	S	E
			0	0	160
Status of the course	Mandatory	Percentage of application of e-learning	0%		
COURSE DESCRIPTION					
Course objectives	The general objective of the course is the integration of knowledge, skills and attitudes about acute and chronic diseases and conditions in Internal Medicine through which the student has the opportunity to visit health institutions / clinics.				
Course enrolment requirements and entry competences required for the course	Pursuant to the Decision on the conditions for enrollment and entry competencies (listening and taking) of study programs of university integrated undergraduate and graduate studies conducted at the Faculty of Medicine in Split. (FV 20/10/2016) http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf				
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ol style="list-style-type: none"> 1. Identify and evaluate quality parameters in care for patients with diseases of internal organs. 2. Distinguish the differential diagnosis of individual symptoms of the disease in emergency patients and decide whether internal diagnostic and therapeutic approach is needed. 3. Demonstrate the skill of presenting the case of internal medicine patients to superiors. 4. Demonstrate the skill of conveying information about diagnosis, tests and possible treatment modalities for patients in a manner understandable to the patient and justify the choice of diagnostic and therapeutic procedures. 				
Course content broken down in detail by weekly class schedule (syllabus)	Clinical rotation consists of mentoring full-time work in the so-called clinic/ward of 'internalist professions'.				
	<input type="checkbox"/> lectures		<input type="checkbox"/> independent assignments		

Format of instruction	<input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	In accordance with the Ordinance on the study and study system and the Deontological Code for students of the Medical Faculty in Split.					
Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance		Research		Practical training	5
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam						
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	1. Literature which applies to individual clinical discipline (department).					
Optional literature (at the time of submission of study programme proposal)						
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> • Analysis of the quality of teaching by students and teachers • Analysis of passing exams • Reports of the Teaching Control Commission • Extra-institutional evaluation (visit of quality control teams of the National Agency for Quality Control, involvement in TEEP) 					
Other (as the proposer wishes to add)						

NAME OF THE COURSE	Clinical Rotation: Surgery				
Code	ENM610	Year of study	6		
Course teacher	Assist. Prof. Davor Todorić	Credits (ECTS)	5		

Associate teachers	Elected teachers and outsourced collaborators from surgery clinical departments	Type of instruction (number of hours)	L	S	E	F
			0	0	160	
Status of the course	Mandatory	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
Course objectives	The general objective of the course is the integration of knowledge, skills and attitudes about acute and chronic diseases and conditions in Surgery through which the student has the opportunity to stay in health institutions / clinics.					
Course enrolment requirements and entry competences required for the course	Pursuant to the Decision on the conditions for enrollment and entry competencies (listening and taking) of study programs of university integrated undergraduate and graduate studies conducted at the Faculty of Medicine in Split. (FV 20/10/2016) http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ol style="list-style-type: none"> 1. Describe the diagnosis and therapy of acute limb ischemia, pneumo and hematotothorax, intra-abdominal bleeding, perforation of a hollow organ and bone trauma 2. identify the differential diagnosis of individual symptoms of the disease in patients on emergency admission and predict whether it is an event that requires surgical diagnostic-therapeutic approach 3. Demonstrate the skill of presenting the case of surgical patients to the superiors 4. Demonstrate the skill of wound treatment (wound hygiene, wound suturing) and critically evaluate the adequacy of suturing the wound and the application of tetanus prophylaxis 5. Explain to patients with surgical diseases the justification of surgery emphasizing the possible advantages and complications of the procedure 6. Critically evaluate the implemented procedures in interdisciplinary and multidisciplinary work in the treatment of a polytraumatized patient 					
Course content broken down in detail by weekly class schedule (syllabus)	Clinical rotation consists of mentoring full-time work in the so-called clinic/ward of. 'surgery professions'.					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	In accordance with the Ordinance on the study and study system and the Deontological Code for students of the Medical Faculty in Split.					

Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance		Research		Practical training	5
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Testing of the acquired knowledge and skills is carried out under the supervision of the mentor during the exercises, and on the final objectively structured clinical exam (OSCE).					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	1. Literature which refers to individual clinical discipline (department).					
Optional literature (at the time of submission of study programme proposal)						
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> • Analysis of the quality of teaching by students and teachers • Analysis of passing exams • Reports of the Teaching Control Commission • Extra-institutional evaluation (visit of quality control teams of the National Agency for Quality Control, involvement in TEEP) 					
Other (as the proposer wishes to add)						

NAME OF THE COURSE		Clinical Rotation: Mother and Child					
Code	ENM611	Year of study	6				
Course teacher	Asoc. Prof. Marko Vulić	Credits (ECTS)	5				
Associate teachers	Elected teachers and outsourced collaborators from clinical departments of OBGYN or Pediatrics	Type of instruction (number of hours)	L	S	E	T	
			0	0	160	0	
Status of the course	Mandatory	Percentage of application of e-learning	0%				
COURSE DESCRIPTION							

Course objectives	The general objective of the course is the integration of knowledge, skills and attitudes about acute and chronic diseases and conditions in gynecology and pediatrics through which the student has the opportunity to stay in health institutions / clinics.					
Course enrolment requirements and entry competences required for the course	Pursuant to the Decision on the conditions for enrollment and entry competencies (listening and taking) of study programs of university integrated undergraduate and graduate studies conducted at the Faculty of Medicine in Split. (FV 20/10/2016) http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ol style="list-style-type: none"> 1. Recognize and assess quality parameters in the care of pregnant women and pediatric patients 2. Identify the differential diagnosis of certain symptoms of the disease in pregnant women at the emergency department and decide whether it is an event that requires an internist, surgical or gynecological diagnostic-therapeutic approach 3. Identify the differential diagnosis of individual symptoms of the disease in pediatric patients at emergency admission and decide whether it is an event that requires an internist or surgical diagnostic-therapeutic approach 4. Demonstrate the skill of presenting the case of pediatric patients to the superiors 5. Demonstrate the skill of presenting the case of gynecological patients to the superiors 6. Demonstrate the skill of conveying information about diagnosis, tests and possible treatment modalities (with an emphasis on the potential risk to the fetus) to pregnant women in a way they can understand, and justify the choice of diagnostic and therapeutic procedures 7. Demonstrate the skill of conveying information about diagnosis, tests and possible treatment modalities to parents and children in a way they can understand, and justify the choice of diagnostic and therapeutic procedures 					
Course content broken down in detail by weekly class schedule (syllabus)	Clinical rotation consists of mentoring of full-time work in the department / clinic for clinical professions in the field of maternal and child care.					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	In accordance with the Ordinance on the study and study system and the Deontological Code for students of the Medical Faculty in Split.					
Screening student work (<i>name the</i>	Class attendance		Research		Practical training	5

<i>proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</i>	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Testing of the acquired knowledge and skills is carried out under the supervision of the mentor during the exercises, and on the final objectively structured clinical exam (OSCE).					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	1. Literature which applies to individual clinical discipline (department).					
Optional literature (at the time of submission of study programme proposal)						
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> • Analysis of the quality of teaching by students and teachers • Analysis of passing exams • Reports of the Teaching Control Commission • Extra-institutional evaluation (visit of quality control teams of the National Agency for Quality Control, involvement in TEEP) 					
Other (as the proposer wishes to add)						

NAME OF THE COURSE		Clinical Rotation: Medical Emergencies					
Code	ENM612	Year of study	6				
Course teacher	Prof. Julije Meštrović	Credits (ECTS)	3				
Associate teachers	Elected teachers and outsourced collaborators from clinical departments	Type of instruction (number of hours)	L	S	E	F	
			0	0	60	0	
Status of the course	Mandatory	Percentage of application of e-learning	0%				
COURSE DESCRIPTION							
Course objectives	The general goal of the course is the integration of knowledge, skills and attitudes about treatment and procedures in acute conditions of life-threatened patients						

Course enrolment requirements and entry competences required for the course	Pursuant to the Decision on the conditions for enrollment and entry competencies (listening and taking) of study programs of university integrated undergraduate and graduate studies conducted at the Faculty of Medicine in Split. (FV 20/10/2016) http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ol style="list-style-type: none"> 1. Describe the triage procedure in the unified emergency hospital admission (UEHA), list the triage categories and the time required for initial access to the patient 2. Describe the meaning of the degree of urgency for an internist patient, separate urgent from non-urgent patients and calculate the necessary time for treating an emergency patient 3. Create treatment and therapy procedure for each patient individually according to the degree of urgency 4. Explain to the patient and the attendant why the condition is urgent or not 5. Perform with supervision the procedures of basic and advanced life support and monitor the course of treatment and care of the patient in UEHA 6. Demonstrate the skill of taking samples of body fluids, by setting up infusions, urinary catheters and probes 					
Course content broken down in detail by weekly class schedule (syllabus)	Exercises on models, in a team, simulation according to defined clinical scenarios, exercises under the supervision of a mentor in the Department of Emergency Medicine.					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	In accordance with the Ordinance on the study and study system and the Deontological Code for students of the Medical Faculty in Split.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance		Research		Practical training	3
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student	Verification of acquired knowledge and skills by test in the "Emergencies in Medicine" course					

work in class and at the final exam			
Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	1. European Resuscitation Council Guidelines for Resuscitation 2010. Resuscitation 81 (2010) 1219–1276		
Optional literature (at the time of submission of study programme proposal)			
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> • Analysis of the quality of teaching by students and teachers • Analysis of passing exams • Reports of the Teaching Control Commission • Extra-institutional evaluation (visit of quality control teams of the National Agency for Quality Control, involvement in TEEP) 		
Other (as the proposer wishes to add)			

NAME OF THE COURSE		Clinical Epidemiology and Evidence Based Medicine				
Code	ENM613	Year of study	6			
Course teacher	Assoc. Prof. Ivana Kolčić	Credits (ECTS)	2			
Associate teachers	Prof. Zoran Đogaš, Prof. Ozren Polašek, Assist. Prof. Shelly Pranić, Assist. prof. Nataša Boban	Type of instruction (number of hours)	L	S	E	T
			10	15	0	0
Status of the course	Mandatory	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	To enable students to use the methods of clinical epidemiology and the principles of evidence-based medicine (EBM) in everyday clinical practice for the benefit of their patients.					
Course enrolment requirements and entry competences	Based on the Decision on Requirements for course enrolment and entry competencies (taking courses and exams) of Study Programs of the Integrated Undergraduate and Graduate University Studies at the School of Medicine in Split.					

required for the course	(FC 20 Oct 2016) http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ol style="list-style-type: none"> 1. Recognize quantitative methods in clinical research, 2. Understand the methods of purposeful and impartial finding of evidence in medicine. 3. Evaluation of the results of scientific studies. 4. Explain the application of scientific knowledge in clinical application and impartially judge the effectiveness of clinical work. 5. Critically evaluate quantitative methods of clinical epidemiology in clinical practice 6. Under supervision, elaborate evidence-based medical procedures and their application in everyday work. 					
Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. Introduction to Clinical Epidemiology: scope, principles and procedures. Differences between quantitative and qualitative data (lecture, 1 hour) 2. Principles of clinical trials: basic types of clinical trials, recruitment, monitoring and outcome. Bias in clinical trials (lecture 2 hours, seminar 1 hour) 3. Causal Investigation: clinical trials and quantitative estimation (1 hour lecture, 2 hours seminar) 4. Diagnostic methods: clinical trials and quantitative evaluation (2 hours lecture, 2 hours seminar) 5. Therapy: clinical trials, assessment of efficacy and harm (lecture 1 hour, seminar 2 hours) 6. Prognosis of the disease: clinical trials and quantitative analysis (lecture 1 hour, seminar 1 hour) 7. Evidence-based medicine, achievements and limitations, procedures, clinical questions, finding evidence (2 hours lectures, 1 hour seminar) 8. Assessment of papers on diagnostic procedures (2 hours seminar) 9. Evaluation of papers on therapeutic procedures, benefits and harms (seminar 2 hours) 10. Estimation of papers on prognosis and causes of disease (2 hours seminar) 					
Format of instruction	x lectures x seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			x independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	In accordance to Rules of studying and Deontological code for USSM students.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is	Class attendance	0.5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests		Oral exam		(Other)	

<i>equal to the ECTS value of the course)</i>	Written exam	0,5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Written exam and seminar essay					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	1.Gamulin S. Clinical Research: Clinical Epidemiology, Zagreb, Medicinska naklada, 2017					
	2.Lecture handouts					
Optional literature (at the time of submission of study programme proposal)						
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> ▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation (visit of quality control teams of the National Agency for Quality Control, inclusion in TEEP) 					
Other (as the proposer wishes to add)						

NAME OF THE COURSE		Rational Pharmacotherapy				
Code	ENM614	Year of study	6			
Course teacher	Assoc. prof. Ivana Mudnić	Credits (ECTS)	3			
Associate teachers	Prof. Mladen Boban Prof. Darko Modun Assoc. prof. Vedran Kovačić, Assist. prof. Mihajlo Lojpur, Assist. prof. Marion Tomičić Toni Brešković, MD, PhD, spec. Jurica Nazlić, MD, spec.	Type of instruction (number of hours)	L	S	P	T
			10	20	30	0

	Sanja Žužić Furlan, MD, spec. Maja Vrebalov Cindro, MD, spec. Ivan Jerković, MD, spec. Ana Marija Dželalija, PhD, MPharm Diana Jurić, PhD, MPharm Marko Grahovac, MD Marin Mornar, MD					
Status of the course	Mandatory	Percentage of application of e-learning	10 %			
COURSE DESCRIPTION						
Course objectives	<p>After passing the quiz, the student has practical knowledge of indications, contraindications, and guidelines for the rational use of drugs and knowledge of the principles of pharmacodynamics and pharmacokinetics of drugs applied in special groups of patients.</p> <p>The student has practical knowledge of side effects and drug interactions and is able to recognize unnecessary drug use.</p> <p>The student is also trained in the correct calculation of doses and writing prescriptions for various forms of drugs and the use of quality sources of pharmacological literature.</p>					
Course enrolment requirements and entry competences required for the course	<p>Based on the Decision on Requirements for course enrolment and entry competencies (taking courses and exams) of Study Programs of the Integrated Undergraduate and Graduate University Studies at the School of Medicine in Split. (FC 20 Oct 2016)</p> <p>http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf</p>					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ol style="list-style-type: none"> 1. Describe and explain the general principles of drugs actions (pharmacodynamics) and fate of drugs in organism (pharmacokinetics) in special populations. 2. List and explain the most important guidelines for certain pharmacotherapeutic classes in the rational pharmacotherapy. 3. Describe and explain side effects of the drugs that are illustrative example of certain pharmacotherapeutic groups and subgroups. 4. Review significant drug interactions and relate them with the drugs pharmacokinetic and pharmacodynamic properties. 5. Describe the most clinically significant drug poisonings and treatment of poisoned patients. 6. Calculate the drug dose in rational drugs dosage regimen. 7. Properly write prescriptions for finished, magistral and galenic medicines using e-prescribing concept. 8. Utilize relevant national and international drug databases. 9. Develop skills and attitudes needed to recognize and avoid incorrect prescribing. 					
Course content broken down in detail by weekly class schedule (syllabus)	<p>Practice:</p> <ol style="list-style-type: none"> 1. Guidelines and case reports from clinical practice: rational antimicrobials use 2. Guidelines and case reports from clinical practice: rational prescribing medicines in hypertension, hypertensive crisis, dyslipidemia, anticoagulants and antiarrhythmics 3. Guidelines and case reports from clinical practice: rational pharmacotherapy of the most common conditions in the family doctor's office 					

	<p>4. Electronic prescribing</p> <p>5. Guidelines and case reports from clinical practice: rational pharmacotherapy of diabetes</p> <p>6. Guidelines and case reports from clinical practice: rational pharmacotherapy of pain</p> <p>7. Guidelines and case reports from clinical practice: venous access and rational intravenous pharmacological therapy</p> <p>8. Guidelines and case reports from clinical practice: rational pharmacological therapy in emergency medicine</p> <p>9. Case reports from clinical practice: Using databases (HALMED, Drugs.com, Mediatly, Medscape, Toxnet, EudraVigilance, VigiAccess) with verified drug information</p> <p>10. Case reports from clinical practice: rational pharmacotherapy in special populations: pregnancy, lactation, elderly, children</p> <p>11. Case reports from clinical practice: rational pharmacotherapy in patients with impaired renal and hepatic function</p> <p>12. Case reports from clinical practice: acute poisoning and rational antidote therapy</p>					
Format of instruction	<input type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	In accordance with the Rules of the study and the study system and Deontological code for students of Medical school in Split.					
Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Attendance	1,0	Research		Practical training	1,0
	Experimental work		Report		Quiz	1,0
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written test		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Requirement for taking the final exam is orderly attendance to all teaching activities during the course. The exam is a quiz that includes examples from clinical practice with the recognition of the situation and the proposal of rational pharmacotherapy solutions.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	1. Pharmacotherapeutic guidance by professional societies (ESH/ESC Guidelines for Hypertension, EASD/ADA Guidelines for Diabetes, GINA Guidelines for Asthma, GOLD Guidelines for COPD)					

	2.Katzung BG, ed. Basic & Clinical Pharmacology, 15th edition. New York: McGraw-Hill Education, 2021		
Optional literature (at the time of submission of study programme proposal)	Trevor AJ, Katzung BG, Kruidering-Hall M, ed. Katzung & Trevor's Pharmacology Examination and Board Review, 13th edition. New York: McGraw-Hill Education, 2021.		
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> • Quality control analysis by the students and teachers • Analysis exam passing • Report of the Committee for the teaching quality control • Extra institutional evaluation (teams for quality control of the National Agency for quality control, inclusion to TEEP) 		
Other (as the proposer wishes to add)			

NAME OF THE COURSE		Communication Skills				
Code	ENM615	Year of study	6			
Course teacher	Assist. Prof. Varja Đogaš	Credits (ECTS)	2			
Associate teachers	Assoc. Prof. Slavica Kozina Silvana Krnić, MSc Assoc. Prof. Vesna Antičević	Type of instruction (number of hours)	L	S	E	F
			7	7	21	
Status of the course	mandatory	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	Improve students' communication skills both in everyday and professional life - today as a student, tomorrow as a physician; become aware of common mistakes in communication and learn to communicate in specific situations.					
Course enrolment requirements and entry competences required for the course	Based on the Decision on Requirements for course enrolment and entry competencies (taking courses and exams) of Study Programs of the Integrated Undergraduate and Graduate University Studies at the School of Medicine in Split. (FC 20 Oct 2016) http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	1. Understand the different types of communication and key factors affecting the understanding of verbal and nonverbal communication 2. Identify basic communication skills in conversation 3. Identify barriers to successful communication with patients and family members 4. Introduce the role of therapeutic communication in health care					

	5. Identify specific communication skills (active listening, empathy and assertiveness) 6. Identify strategies for communicating bad news to the patient and family 7. Learn effective communication with patients and their family members					
Course content broken down in detail by weekly class schedule (syllabus)	1. Basic communication skills 2. Interview 3. Providing information 4. Communicating bad news 5. Taking a sexual medical history 6. Communication with patients from culturally different countries 7. Communication with people of different ages (children, adolescents, the elderly) 8. Communication with seriously ill people and their families 9. Conflict resolution 10. Communication with difficult patients 11. Communication with patients and colleagues (how personal problems and emotions affect communication)					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities						
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Written exam, student activity					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
Optional literature (at the time of submission of study programme proposal)	Journal articles in the topic of communication skills Lloyd M, Bor R. Communication Skills for Medicine, Elsevier, 2009.					

Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> • Analysis of the quality of teaching by students and teachers • Analysis of passing exams • Reports of the Teaching Control Committee • Extra-institutional evaluation (visit of quality control teams of the National Agency for Quality Control, involvement in TEEP)
Other (as the proposer wishes to add)	

NAME OF THE COURSE		Clinical Rotation: Final Clinical Practice				
Code	ENM616	Year of study	6			
Course teacher	Prof. Julije Meštrović	Credits (ECTS)	2			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			0	0	60	
Status of the course	Mandatory	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
Course objectives	The general objective of the course is to integrate knowledge, skills and attitudes about acute and chronic diseases and conditions in clinical medicine.					
Course enrolment requirements and entry competences required for the course	<p>Pursuant to the Decision on the conditions for enrollment and entry competencies (listening and taking) of study programs of university integrated undergraduate and graduate studies conducted at the Faculty of Medicine in Split. (FV 20/10/2016)</p> <p>http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf</p>					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ol style="list-style-type: none"> 1. List and describe the symptoms and physical signs of the most common internal medicine, surgical, pediatric and gynecological diseases. 2. Distinguish the differential diagnosis of individual symptoms of the disease 3. Associate disorders of laboratory findings with symptoms of the disease 4. Identify and evaluate quality parameters in patient care 5. Integrate knowledge from preclinical and clinical subjects 6. Recognize the symptoms and physical signs of the most common internal medicine, surgical, pediatric and gynecological diseases. 7. Identify and evaluate disease symptoms and physical signs and laboratory findings that require urgent patient care 8. Develop algorithms for diagnostic procedures for the most common symptoms of the disease 					

Course content broken down in detail by weekly class schedule (syllabus)	Clinical rotation consists of mentoring full - time work in departments and clinics of teaching units of the Faculty of Medicine (most of the teaching takes place in the Clinical Hospital Center Split).					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	In accordance with the Ordinance on the study and study system and the Deontological Code for students of the Medical Faculty in Split.					
Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance		Research		Practical training	2
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	<p>The course ends with four colloquia:</p> <ol style="list-style-type: none"> 1. Upon completion of the Clinical rotations of the Internal Medicine, Clinical rotations of the Surgery, Clinical rotations of Mother and Child, the mentor and course leader confirm by signature that the student has acquired competencies and mastered skills for each branch of clinical medicine. 2. Upon completion of the Clinical Rotations of Emergencies in Medicine, students take a practical exam. 3. During the final year of study, the student prepares a case report of his choice in whose diagnostic and therapeutic procedure he participated during clinical rotations. The colloquium evaluates the quality of case presentation, clinical thinking, judgment and algorithm of actions in diagnostic and therapeutic procedures. 4. After passing three colloquia, the student has the right to take the Objective Structured Clinical Examination (OSKI), which will consist of three stations. All three stations make equal contributions to the final grade, which is evaluated as passed / failed. 					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
Optional literature (at the time of submission of study)						

programme proposal)	
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> ▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports <ul style="list-style-type: none"> ▪ External evaluation (visit of quality control teams of the National Agency for Quality Control, inclusion in TEEP)
Other (as the proposer wishes to add)	

3. STUDY PERFORMANCE CONDITIONS

3.1. Locations where study program is conducted

Buildings of the constituent part (name existing, under construction and planned buildings)	
Identification of building	Basic science building (BSB), A Building
Location of building	Šoltanska 2, Križine, Split
Godina izgradnje	1976.
Ukupna površina u m ²	4802
Identifikacija zgrade	Teaching and administration, B Building
Location of building	Šoltanska 2, Križine, Split
Year of completion	2011
Total square area in m ²	4700
Identification of building	Hostel for visiting professors and restaurant, C building
Location of building	Šoltanska 2, Križine, Split
Year of completion	2014
Total square area in m ²	1531
Identification of building	Pathology and anatomy complex (PAK)
Location of building	Spinčičeva 1, Firule, Split
Year of completion	1986
Total square area in m ²	2800
Identification of building	KBC Split (Križine i Firule)
Location of building	Spinčičeva 1 and Šoltanska 2, 21000 Split
Year of completion	1986
Total square area in m ²	Cca. 100 000 m ²

Ubaciti REGIOMED

3.2. List of teachers and associate teachers

Course	Teachers
Introduction to Medicine and History of medicine	Prof. Darko Duplančić, MD, PhD Prof. Marija Definis Prof. Ivica Grković Assist. Prof. Slavica Kozina Mariano Kaliterna, MD Marija Franka Žuljević, MD
Medical Biology	Prof. Tatijana Zemunik, MD, PhD Prof. Vesna Boraska Assoc. Prof. Maja Barbalić Ivana Gunjaca, PhD Dean Kaličanin, PhD
Medical Physics and Biophysics	Assoc. prof. Marija Raguž Zvonimir Boban, MSc
Social Medicine	Prof. Ozren Polašek , MD, PhD Prof. Rosanda Mulić Assoc. Prof. Ivana Kolčić Assoc. Prof. Nataša Boban Assist. Prof. Iris Jerončić Tomić
Anatomy	Prof. Katarina Vukojević, MD, PhD Prof. Ana Marušić Prof. Ivica Grković Assoc. Prof. Natalia Filipović Danica Boban, MD Marija Jurić, MD Mia Tranfić, MDD
Medical Chemistry and Biochemistry I	Assoc. Prof. Vedrana Čikeš Čulić Prof. Irena Drmić Hofman Prof. Anita Markotić Assist. Prof. Nikolina Režić Mužinić Assist. Prof. Marina Degoricija Angela Mastelić, PhD Sandra Marijan, mag.for.chem.mol.biol.
Clinical Skills I	Assoc. prof, Nenad Karanović, MD, PhD Assist. Prof. Mihajlo Lojpur Assoc. Prof. Mladen Carev Assist. Prof. Branka Polić Assist. Prof. Irena Zakarija Grković
Research in Biomedicine and Health I	Prof. Ana Marušić, MD, PhD Prof. Ana Jerončić Ivan Buljan, PhD Ružica Tokalić, MD, PhD
Physical Education I, II	Hrvoje Ljubičić, MSc
Croatian Language I, II	Anamaria Sabatini, MA
Medical Chemistry and Biochemistry II	Assoc. Prof. Vedrana Čikeš Čulić

	Prof. Irena Drmić Hofman Prof. Anita Markotić Prof. Maja Pavela-Vrančić Assist. Prof. Nikolina Režić Mužinić Assist. Prof. Marina Degoricija Angela Mastelić, PhD Sandra Marijan, mag.for.chem.mol.biol.
Histology and Embryology	Assoc. Prof. Sandra Kostić Prof. Damir Sapunar Prof. Mirna Saraga Babić Assoc. Prof. Snježana Mardešić Assist. Prof. Sandra Kostić Ivona Kosović, MD Marin Ogorevc, MD
Research in Biomedicine and Health II	Prof. Ana Marušić, MD, PhD Prof. Ana Jerončić Ivan Buljan, PhD Ružica Tokalić, MD, PhD
Physiology	Prof. Zoran Valić, MD, PhD Prof. Željko Dujić Prof. Marko Ljubković Prof. Jasna Marinović Ljubković Prof. Darija Baković Assoc. Prof. Vladimir Ivančev Prof. Maja Valić Assoc. Prof. Joško Božić
Immunology	Prof. Ivana Novak Nakir Prof. Janoš Terzić Prof. Ivana Marinović Terzić Assoc. prof. Jelena Korać Prlić Assist. prof. Jasminka Omerović
Basic Neuroscience	Prof. Maja Valić, MD, PhD Prof. Zoran Đogaš Prof. Ivica Grković Assoc. Prof. Renata Pecotić Assist. Prof. Ivana Pavlinac Dodig Linda Lušić Kalcina, PhD Katarina Madirazza, MSc Maja Rogić Vidaković, PhD
Clinical Skills II	Assist. Prof. Branka Polić, MD, PhD Assoc. Prof. Nenad Karanović Assoc. Prof. Mladen Carev Assist. Prof. Mihajlo Lojpur Assist. Prof. Irena Zakarija-Grković
Medical Humanities and Ethics I	Prof. Darko Duplančić, MD, PhD Prof. Marija Definis Mariano Kaliterna, MD Marija Franka Žuljević, MD
Basics of Medical Microbiology and Parasitology	Prof. Marija Tonkić, MD, PhD Prof. Ivana Goić Barišić

	<p>Assist. Prof. Anita Novak Assist. Prof. Katarina Šiško Kraljević Assist. Prof. Vanja Kaliterna Assist. Prof. Merica Carev Assist. Prof. Irena Tabain</p>
Research in Biomedicine and Health III	<p>Prof. Ana Marušić, MD, PhD Prof. Ana Jerončić Ivan Buljan, PhD Ružica Tokalić, MD, PhD</p>
Pathology	<p>Prof. Valdi Pešutić Pisac, MD, PhD Prof. Snježana Tomić Prof. Meri Glavina Durdov Prof. Ivana Kuzmić Prusac Assist. Prof. Ivana Mrklič Assist. Prof. Sandra Zekić Tomaš Assist. Prof. Dinka Šundov</p>
Psychological Medicine I	<p>Assist. Prof. Varja Đogaš, MD, PhD Prof. Dolores Britvić Assoc. Prof. Slavica Kozina Linda Lušić Kalcina, PhD</p>
Pathophysiology	<p>Assoc. Prof. Joško Božić, MD, PhD Prof. Tina Tičinović Kurir Assist. Prof. Marino Vilović Assist. Prof. Mladen Krnić Assist. Prof. Anteo Bradarić Marko Kumrić, MD</p>
Pharmacology	<p>Assoc. Prof. Ivana Mudnić, MD, PhD Prof. Darko Modun Prof. Mladen Boban Ana Marija Dželalija, PhD Diana Jurić, PhD Marko Grahovac, MD Marin Mornar, MD</p>
Clinical skills III - Clinical propedeutics	<p>Prof. Damir Fabijanić, MD, PhD Assoc. Prof. Viktor Čulić Assoc. Prof. Maja Radman Assist. Prof. Anela Novak Assist. Prof. Duška Glavaš Assist. Prof. Damir Bonacin Assist. Prof. Jonatan Vuković Assist. Prof. Zoran Vučinović Assist. Prof. Anita Jukić Assist. Prof. Josipa Radić Assist. Prof. Mislav Radić Assist. Prof. Gordan Džamonja</p>
Medical Humanities and Ethics II	<p>Prof. Darko Duplančić, MD, PhD Prof. Marija Definis Mariano Kaliterna, MD Marija Franka Žuljević, MD</p>
Radiology	<p>Assist. Prof. Sanja Lovrić Kojundžić, MD, PhD</p>

	<p>Assoc. Prof. Tade Tadić Assoc. Prof. Liana Cambj-Sapunar Assoc. Prof. Igor Barišić Assoc. Prof. Marina Maras Šimunić Assist. Prof. Tonči Batinić Assist. Prof. Ivana Štula Assist. Prof. Krešimir Dolić</p>
Nuclear Medicine	<p>Prof. Ante Punda, MD, PhD Assist. Prof. Ana Barić Žižić Dubravka Brdar, MD Sanda Sladić, MD Vesela Torlak-Lovrić, PhD Maja Cvek-Bobić, MSc Marko Brekalo, MD Marko Vuletić, MD</p>
Internal Medicine	<p>Prof. Darko Duplančić, MD, PhD Prof. Ante Tonkić Prof. Dragan Ljutić Prof. Darija Baković Kramarić Prof. Miroslav Šimunić Prof. Tina Tičinović-Kurir Assoc.prof. Željko Puljiz Assoc. prof. Maja Radman Assoc. prof. Vedran Kovačić Assist. prof. Željko Šundov Assist. prof. Duška Glavaš Assist. prof. Josipa Radić Assist. prof. Mislav Radić Assist. prof. Daniela Marasović Krstulović Assist. prof. Dijana Perković Assist. prof. Jonatan Vuković Assist. prof. Mladen Krnić Assist. prof. Zoran Vučinović Assist. prof. Zrinka Jurišić Assist. prof. Andre Bratanić</p>
Infectiology	<p>Prof. Boris Lukšić, MD, PhD Assoc. Prof. Ivo Ivić Assist. Prof. Dragan Ledina Dominko Carev, MD, PhD Svjetlana Karabuva, MD, PhD Mirela Pavičić Ivelja, MD, PhD</p>
Clinical Microbiology and Parasitology	<p>Prof. Marija Tonkić, MD, PhD Prof. Ivana Goić Barišić Assist. Prof. Anita Novak Assist. Prof. Katarina Šiško Kraljević Assist. Prof. Merica Carev Assist. Prof. Vanja Kaliterna Žana Rubić, MD Marina Radić, MD</p>
Psychological Medicine II	<p>Assist. Prof. Varja Đogaš, MD, PhD</p>

	Prof. Dolores Britvić, Assoc. prof. Slavica Kozina Linda Lušić Kalcina, PhD
Neurology	Assist. Prof. Ivica Bilić, MD, PhD Prof. Marina Titlić Assist. Prof. Meri Matijaca Assist. Prof. Goran Džamonja Assist. Prof. Sanda Pavelin Assist. Prof. Mario Mihalj Assist. Prof. Vana Košta
Neurosurgery	Prof. Krešimir Rotim, MD, PhD Assist. Prof. Željko Bušić Vlatko Ledenko, MD Ivna Cvitković, MD Mirko Lapčić, MD Branko Šilović, MD
Psychiatry	Assist. Prof. Boran Uglešić, MD, PhD Prof. Dolores Britvić Assist. prof. Boran Uglešić Assist. prof. Davor Lasić Assist. prof. Tomislav Franić Silvana Krnić, MD Marija Žuljan Cvitanović, MD
Dermatovenerology	Prof. Neira Puizina- Ivić, MD, PhD Assist. Prof. Deny Anđelinović Assist. Prof. Lucija Vanjaka Rogošić Assist. Prof. Antoanela Čarija Tonči Stipić, MD, PhD Ranka Ivanišević, MD Dubravka Vuković, MD Iva Bojčić, MD Lina Mirić Kovačević, MD, PhD Ana Sanader Vučemilović, MD Irena Kovačević, MD
Laboratory Diagnostic	Assist. Prof. Leida Tandara, MD, PhD Assist. Prof. Daniela Šupe-Domić, Assist. Prof. Nada Bilopavlović
Medical Humanities and Ethics III	Prof. Darko Duplančić, MD, PhD Prof. Marija Definis Mariano Kaliterna, MD Marija Franka Žuljević, MD
Anaesthesiology and Intensive Medicine	Assoc. Prof. Mladen Carev, MD, PhD Assoc. Prof. Mladen Carev Assoc. Prof. Nenad Karanović Assist. Prof. Mihajlo Lojpur Assist. Prof. Sanda Stojanović Stipić Assist. Prof. Božidar Duplančić Assist. Prof. Ivan Agnić Assist. Prof. Sandro Glumac
Surgery	Assoc. Prof. Zenon Pogorelić, MD, PhD

	<p>Prof. Zdravko Perko Assist. prof. Cristijan Bulat Assist. prof. Dragan Krnić Assist. prof. Ivan Utrobičić Assist. prof. Davor Todorčić Assist. prof. Bruno Lukšić</p>
Urology	<p>Assoc. Prof. Marijan Šitum, MD, PhD Assist. Prof. Hrvoje Šošić Mario Duvnjak, MD Blaženko Maravić, MD Žana Saratlija Novaković, MD Ivan Milić, MD Marin Jelavić, MD</p>
Ophthalmology	<p>Assoc. Prof. Ljubo Znaor, MD, PhD Prof. Milan Ivanišević Assist. Prof. Mladen Lešin Assist. Prof. Dobriša Karlica Utrobičić Assoc. Prof. Veljko Rogošić Assist. Prof. Ivna Pleština Borjan</p>
Otorhinolaryngology	<p>Assoc. Prof. Zaviša Čolović, MD, PhD Prof. Nikola Kolja Poljak Assist. Prof. Draško Cikojević Assist. Prof. Marisa Klančnik Assist. Prof. Robert Tafra</p>
Maxillofacial Surgery and Dental Medicine	<p>Slaven Lupi-Ferandin, MD Prof. Narandža Aljinović Ratković Njegoslav Bušić, MD Saša Ercegović, MD Ante Mihovilović, MD Ante Pojatina, MD Andrija Radoš, MD Sanja Kadić, MD Dinko Martinović, MD Mislav Ušljebrka, MD</p>
Orthopaedics	<p>Assist. Prof. Fabijan Čukelj, MD, PhD Assist. Prof. Srećko Sabalić Assist. Prof. Mladen Miškulin Assist. Prof. Nikica Daraboš Davor Čarić, MD, PhD Mišo Krstičević, MD, PhD Branko Granić, MD Božen Pivalica, MD Arsen Ivanišević, MD Šime Devčić, MD</p>
Physical and Rehabilitation Medicine	<p>Assist. Prof. Jure Aljinović, MD, PhD Ivanka Marinović, MD Daniela Šošo, MD Boris Bečir, MD Asija Rota Čepnja, MD Assist. Prof. Ivica Vuković</p>

	Prof. Ljerka Ostojić
Gynaecology, Obstetrics and Reproductive medicine	Prof. Marko Vulić, MD, PhD Prof. Deni Karelović Prof. Damir Roje Assist. Prof. Boris Bačić Assoc. Prof. Jelena Marušić Assist. Prof. Martina Šunj Assist. Prof. Anet Papazovska Cherepnalkovski Assist. Prof. Dinka Šundov
Palliative Care	Assist. Prof. Marion Tomičić, MD, PhD Assist. Prof. Nataša Mrduljaš-Đujić Assist. Prof. Trpimir Glavina Assist. Prof. Iris Jerončić Tomić Assist. Prof. Varja Đogaš Ivona Stipica Safić, MD, PhD Nina Janjić Zovko, MSc Maja Vrebalov Cindro, MD Sanja Žužić Furlan, MD
Occupational, Sports and Naval medicine with Environmental Health	Assoc. Prof. Vladimir Ivačev, MD, PhD Assoc. Prof. Ivana Kolčić Dragana Olujić, MNutr Pavle Jovović, MD
Medical Humanities and Ethics IV	Prof. Darko Duplančić, MD, PhD Prof. Marija Definis Mariano Kaliterna, MD Marija Franka Žuljević, MD
Epidemiology	Assoc. Prof. Ivana Kolčić, MD, PhD Prof. Rosanda Mulić Assist. Prof. Shelly Pranić Assoc. Prof. Nataša Boban Assoc. Prof. Ingrid Tripković Assoc. Prof. Anamarija Jurčev Savičević Assist. Prof. Iris Jerončić Tomić
Forensic Medicine	Prof. Marija Definis, MD, PhD Prof. Davorka Sutlović Assist. Prof. Kristijan Bečić
Paediatrics	Assoc. Prof. Ivana Unić, MD, PhD Prof. Marijan Šaraga Prof. Veselin Škrabić Prof. Julije Meštrovic Assoc. Prof. Joško Markić Assist. Prof. Bernarda Lozić Assist. Prof. Radenka Šamija Kuzmanić Assist. Prof. Branka Polić Prof. Dragan Primorac Assist. Prof. Zeljka Karin Assist. Prof. Orjena Žaja Assist. Prof. Slavica Dajak Assist. Prof. Maja Buljubašić Assist. Prof. Ivan Pavić

	Assist. Prof. Irena Bralić
Clinical Oncology	Prof. Eduard Vrdoljak, MD, PhD Assist. Prof. Marijo Boban Assist. Prof. Tomislav Omrčen Assist. Prof. Branka Petrić-Miše Assist. Prof. Tihana Boraska Jelavić Marija Ban, MD, PhD Lidija Bošković, MD, PhD
Health Care Organization and Health Economics	Prof. Ozren Polašek, MD, PhD Prof. Rosanda Mulić Prof. Ivana Kolčić Assist. Prof. Nataša Boban Assist. Prof. Iris Jerončić Tomić
Medical Humanities and Ethics V	Prof. Darko Duplančić, MD, PhD Assist. Prof. Trpimir Glavina Marija Franka Žuljević, MD Mariano Kaliterna, MD
Medical Genetics	Prof. Janoš Terzić, MD, PhD Prof. Ivana Novak Nakir Prof. Ivana Marinović Terzić Assoc. prof. Jelena Korać Prlić Assis. prof. Jasminka Omerović Assoc. prof. Bernarda Lozić Davor Lessel, PhD
Family Medicine	Assist. Prof. Marion Tomičić, MD, PhD Assist. Prof. Nataša Mrduljaš-Đujić Assist. Prof. Irena Zakarija-Grković Maja Vrebalov Cindro, MD Sanja Žužić Furlan, MD Marko Rađa, MD Dubravka Bačić, MD Ivana Bilić, MD Ita Delija, MD Sanja Došen Janković, MD Tina Aljinović, MD Nina Janjić Zovko, MSc Ivona Stipica Safić, MD, PhD
Diploma Thesis	Assoc. Prof. Joško Božić, MD, PhD Assoc. Prof. Renata Pecotić Assoc. Prof. Zenon Pogorelić Assist. Prof. Ivana Pavlinac Dodig Assist. Prof. Tina Poklepović Peričić Assist. Prof. Marino Vilović Prof. Darko Modun
Clinical Rotation: Internal Medicine	Assoc. Prof. Vedran Kovačić, MD, PhD
Clinical Rotation: Surgery	Assist. Prof. Davor Todorčić, MD, PhD
Clinical Rotation: Mother and Child	Assist. Prof. Irena Bralić, MD, PhD
Clinical Rotation: Medical Emergencies	Prof. Julije Meštović, MD, PhD
Clinical Epidemiology and Evidence Based Medicine	Assoc. Prof. Ivana Kolčić, MD, PhD Prof. Zoran Đogaš

	Prof. Ozren Polašek Assist. Prof. Shelly Pranić Assist. prof. Nataša Boban
Racional Pharmacotherapy	Assoc. Prof. Ivana Mudnić, MD, PhD Prof. Mladen Boban Prof. Darko Modun Assoc. prof. Vedran Kovačić, Assist. prof. Mihajlo Lojpur, Assist. prof. Marion Tomičić Toni Brešković, MD, PhD Jurica Nazlić, MD Sanja Žužić Furlan, MD Maja Vrebalov Cindro, MD Ivan Jerković, MD Ana Marija Dželalija, PhD, MPharm Diana Jurić, PhD, MPharm Marko Grahovac, MD Marin Mornar, MD
Communications Skills	Assist. Prof. Varja Đogaš, MD, PhD Assoc. Prof. Slavica Kozina Silvana Krnić, MSc Assoc. Prof. Vesna Antičević
Final Clinical Practice	Prof. Julije Meštović, MD, PhD

3.3. Teaching staff

Title, name and last name	Assist. Prof. Ivica Bilić, MD, PhD
Title of the course at the proposed study programme	Neurology
GENERAL INFORMATION	
Address	D. Šimunovića 13, 21000 Split
Telephone number	00385917687801
E-mail address	ibilic@kbsplit.hr
Personal web page	
Year of birth	1972.
Scientist ID	275860
CROSBI profile ID	22239
Research rank and date of the last appointment	
Research and teaching or teaching rank, and the date of the last appointment	Assistant professor, 2016.
Area and field of appointment into research rank	Biomedicine and health, Clinical medical sciences
INFORMATION ON CURRENT EMPLOYMENT	
Institution of employment	University Hospital Split, University of Split School of Medicine
Date of employment	19.01.2004.; 09.01.2017.
Job title (professor, researcher, associate teacher, etc.)	Neurologist, professor
Field of research	Neurology
Position in the institution	Chief of the Department
INFORMATION ON EDUCATION – Highest degree achieved	
Degree	PhD
Institution	University of Split School of Medicine
Place	Split
Date	2012.
INFORMATION ON ADDITIONAL TRAINING	
Year	
Place	
Institution	
Field of training	
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English, 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	

COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (title of course, study programme where it is/was held, and level of study programme)	
Authorship of university textbooks from the field of the course	<p>1. Dolić K, Buća A, Ivković Pilić A, Bilić I. Infektivne bolesti kralježnice i kralježnične moždine. u: Klinička neuroradiologija kralježnice i kralježnične moždine Janković S, Bešenski N (ur.). Zagreb: Medicinska naklada, 2013.</p> <p>2. Bilić I, Borovečki F. Alzheimerova i Huntingtonova bolest. u: Genetičko informiranje u praksi, Čulić V, Pavelić J, Radman M, (ur.). Zagreb: Medicinska naklada, 2016.</p>
Professional and research papers published in the last five years from the field of the course (max 5 references)	<p>1. Filipović Grčić P, Matijaca M, Bilić I, Džamonja G, Lušić I, Čaljkušić K, Čapkun V. Correlation analysis of visual analogue scale and measures of walking ability in multiple sclerosis patients. Acta Neurol Belg 2013; DOI 10.1007/s13760-013-0187-5.</p> <p>2. Bilić I. Fokalne neuropatije ruke. U: Bolesti kralježnice u EMNG laboratoriju - multidisciplinarni pristup. Bilić E, Žagar M. (ur.) Zagreb: Medicinska naklada, 2016.;53-67.</p> <p>3. Bilić I. Miotonija. U: Dijagnostika i liječenje miopatija. Bilić E. (ur.) Zagreb: Medicinska naklada, 2018.;145-52.</p> <p>4. Bilić I. Vitamin B12 i amiotrofična lateralna skleroza. U. Dijagnostika i liječenje bolesti motoričkih neurona. Bilić E (ur.) Zagreb: Medicinska naklada, 2019.;69-75.</p> <p>5. Bilić I. Hereditarne senzomotorne polineuropatije - pregled novosti. U: Smjernice za liječenje neuromuskularnih bolesti - 1. dio. Bilić E (ur.) Zagreb: Medicinska naklada, 2021.;47-54.</p>
Professional and research papers In methodology and quality of teaching published in the last five years (max 5 references)	
Professional and research projects from the field of the course carried out in the last five years (max 5 references)	
Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?	
PRIZES AND AWARDS	
Prizes and awards for teaching and research	

Title, name and last name of the course leader	Prof. Vesna Boraska Perica, MD, PhD
Title of the course at the proposed study programme	Medical biology
GENERAL INFORMATION ON COURSE LEADER	
Address	Šoltanska 2, 21000 Split
Telephone number	091 534 15 12
E-mail address	vboraska@mefst.hr
Personal web page	http://www.mefst.unist.hr/nastava/katedre/medicinska-biologija-632/znanost-992/hrzz-uspostavna-potpورا-izv-prof-dr-sc-vesna-boraska-perica/2089
Year of birth	1977
Scientist ID	276771
CROSBI profile ID	22214
Research rank and date of the last appointment	Scientific advisor, 18.6.2019.
Research and teaching or teaching rank, and the date of the last appointment	Full professor, 14.7.2021.
Area and field of appointment into research rank	Area of natural sciences, Field of Biology
INFORMATION ON CURRENT EMPLOYMENT	
Institution of employment	University of Split School of Medicine
Date of employment	1.12.2002.
Job title (professor, researcher, associate teacher, etc.)	Full professor
Field of research	Human genetics
Position in the institution	Head of Department for Medical Biology
INFORMATION ON EDUCATION – Highest degree achieved	
Degree	PhD
Institution	Faculty of Mathematics and Natural Sciences, University of Zagreb
Place	Zagreb
Date	18.7.2008.
INFORMATION ON ADDITIONAL TRAINING	
Year	2009-2012
Place	Cambridge, UK
Institution	Wellcome Trust Sanger Institute
Field of training	Statistical genetics
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (5)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian (3)
Foreign language and command of foreign language on a scale from 2	Spanish (3)

(sufficient) to 5 (excellent)	
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (title of course, study programme where it is/was held, and level of study programme)	<p>“Biology of plants and animals”, Pharmacy study (course leader)</p> <p>“Medical biology” – Dental study (course leader)</p> <p>„Statistical genetics and genomic databases“ (lectures, seminars, student lab/practicum) , Graduate school</p> <p>„Translational Research in Biomedicine (TRIBE program)“, (course leader)</p>
Authorship of university textbooks from the field of the course	/
Professional and research papers published in the last five years from the field of the course (max 5 references)	<p>Cvek M, Punda A, Brekalo M, Plosnić M, Barić A, Kaličanin D, Brčić L, Vuletić M, Gunjača I, Torlak Lovrić V, Škrabić V, Boraska Perica V. Presence or severity of Hashimoto's thyroiditis does not influence basal calcitonin levels: observations from CROHT biobank. J Endocrinol Invest. 2021 Oct 6. doi: 10.1007/s40618-021-01685-3. Online ahead of print.</p> <p>Cvek M, Kaličanin D, Barić A, Vuletić M, Gunjača I, Torlak Lovrić V, Škrabić V, Punda A, Boraska Perica V. Vitamin D and Hashimoto's Thyroiditis: Observations from CROHT Biobank. Nutrients. 2021 Aug 15;13(8):2793. doi: 10.3390/nu13082793</p> <p>Kaličanin D, Brčić L, Ljubetić K, Barić A, Gračan S, Brekalo M, Torlak Lovrić V, Kolčić I, Polašek O, Zemunik T, Punda A, Boraska Perica V. Differences in food consumption between patients with Hashimoto's thyroiditis and healthy individuals. Sci Rep. 2020 Jun 30;10(1):10670. doi: 10.1038/s41598-020-67719-7.</p> <p>Brčić L, Barić A, Benzon B, Brekalo M, Gračan S, Kaličanin D, Škrabić V, Zemunik T, Barbalić M, Novak I, Pešutić Pisac V, Punda A, Boraska Perica V. AATF and SMARCA2 are associated with thyroid volume in Hashimoto's thyroiditis patients. Sci Rep. 2020 Feb 4;10(1):1754. doi: 10.1038/s41598-020-58457-x.</p> <p>Brčić L, Barić A, Gračan S, Torlak V, Brekalo M, Škrabić V, Zemunik T, Barbalić M, Punda A, Boraska Perica V. Genome-wide association analysis suggests novel loci underlying thyroid antibodies in Hashimoto's thyroiditis. Sci Rep. 2019 Mar 29;9(1):5360. doi: 10.1038/s41598-019-41850-6.</p>
Professional and research papers in methodology and quality of teaching published in the last five years (max 5 references)	/

Professional and research projects from the field of the course carried out in the last five years (max 5 references)	<p>2019 HAZU Foundation grant for project „Analysis of the role of vitamin D with the presence and clinical manifestation of Hashimoto’s thyroiditis” Project leader</p> <p>2016 Foundation Adris program „Knowledge and Discoveries”, project „Analysis of immunologic response to food proteins in development of Hashimoto’s thyroiditis” Project leader (13,300 €)</p> <p>2014-2018 Croatian Science Foundation Installation grant UIP-11-2013 no. 4950 „Genome-wide association analysis of Hashimoto thyroiditis”, Medical School University of Split, Project leader (133,000€)</p>
Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?	Through continuous teaching on various courses on all studies from Medical school (Medicine, Medicine in English, Pharmacy, Dental studies, Graduate school) in the time-span of 19 years
PRIZES AND AWARDS	
Prizes and awards for teaching and research	<p>2020 University of Split Annual Scientific Award for 2020</p> <p>2015 Award for the first authorship for the best scientific article from University of Split School of Medicine in the year 2014/2015</p> <p>2013 Annual Young Scientist Award – Croatian Society for Biochemistry and Molecular Biology (HDBMB)</p> <p>2012 ENGAGE (European Network of Genomic and Genetic Epidemiology) Young Investigator - Summer 2012 based on the publication ‘Genome-wide meta-analysis of common variant differences between men and women’ (Boraska et al., Hum Mol Genet, August 2012)</p> <p>2006-2008 Scholarship for the best postgraduate student from the Split municipality 2006/2007 and 2007/2008</p> <p>2006 Award for the first authorship for the best scientific article from University of Split School of Medicine in the year 2005/2006</p> <p>1996-2001 Croatian National Scholarship Award for undergraduate students</p>

title, name and last name of the course leader	Assoc. Prof. Joško Božić, MD, PhD
Title of the course at the proposed study programme	Pathophysiology
GENERAL INFORMATION ON COURSE LEADER	
Address	University of Split School of Medicine, Šoltanska 2, 21000 Split
Telephone number	021-557-871
E-mail address	josko.bozic@mefst.hr
Personal web page	/
Year of birth	1985
Scientist ID	326460
CROSBİ profile ID	30423
Research rank and date of the last appointment	Senior research associate (22.01.2020.)
Research and teaching or teaching rank, and the date of the last appointment	Associate Professor (21.04.2020.)
Area and field of appointment into research rank	Biomedicine and Health Clinical Medical Sciences
INFORMATION ON CURRENT EMPLOYMENT	
Institution of employment	University of Split School of Medicine
Date of employment	14.01.2011.
Job title (professor, researcher, associate teacher, etc.)	Associate Professor
Field of research	Pathophysiology
Position in the institution	Vice-Dean for Medical Studies in English Deputy Head of the Department of Pathophysiology
INFORMATION ON EDUCATION – Highest degree achieved	
Degree	Doctor of Medical Sciences (PhD)
Institution	University of Split School of Medicine
Place	Split
Date	2016
INFORMATION ON ADDITIONAL TRAINING	
Year	/
Place	/
Institution	/
Field of training	/
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English – excellent (5)
Foreign language and command of foreign language on a scale from 2	German – sufficient (2)

(sufficient) to 5 (excellent)	
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (title of course, study programme where it is/was held, and level of study programme)	Pathophysiology course leader (Dental Medicine Studies, Medical Studies in English)
Authorship of university textbooks from the field of the course	Tičinović Kurir T et al. Pathophysiology of endocrinopathies – chosen chapters. Split, Naklada Redak, 2013. (University textbook) - author of the chapter
Professional and research papers published in the last five years from the field of the course (max 5 references)	<ol style="list-style-type: none"> 1. Borovac JA, Glavas D, Susilovic Grabovac Z, Supe Domic D, D'Amario D, Bozic J. Catestatin in Acutely Decompensated Heart Failure Patients: Insights from the CATSTAT-HF Study. <i>J Clin Med</i>. 2019;8(8). pii: E1132. 2. Borovac JA, Dogas Z, Supe-Domic D, Galic T, Bozic J. Catestatin serum levels are increased in male patients with obstructive sleep apnea. <i>Sleep Breath</i>. 2019;23(2):473-481. 3. Tadin Hadjina I, Zivkovic PM, Matetic A, Rusic D, Vilovic M, Bajo D, Puljiz Z, Tonkic A, Bozic J. Impaired neurocognitive and psychomotor performance in patients with inflammatory bowel disease. <i>Sci Rep</i>. 2019;9(1):13740. doi: 10.1038/s41598-019-50192-2. 4. Bozic J, Borovac JA, Galic T, Kurir TT, Supe-Domic D, Dogas Z. Adropin and Inflammation Biomarker Levels in Male Patients With Obstructive Sleep Apnea: A Link With Glucose Metabolism and Sleep Parameters. <i>J Clin Sleep Med</i>. 2018;14(7):1109-1118. 5. Vilovic M, Dogas Z, Ticinovic Kurir T, Borovac JA, Supe-Domic D, Vilovic T, Ivkovic N, Rusic D, Novak A, Bozic J. Bone metabolism parameters and inactive matrix Gla protein in patients with obstructive sleep apnea. <i>Sleep</i>. 2019 Oct 21. pii: zsz243. doi: 10.1093/sleep/zsz243. [Epub ahead of print].
Professional and research papers In methodology and quality of teaching published in the last five years (max 5 references)	Valic M, Giaconi J, Bozic J, Breskovic T, Peros K, Ticinovic Kurir Tina, Valic Z. Teaching physiology: blood pressure and heart rate changes in simulated diving. <i>Period Biol</i> . 2014;116: 185-190.
Professional and research projects from the field of the course carried out in the last five years (max 5 references)	2014 – present, scientific project "Translational research on neuroplasticity of breathing and effect of intermittent hypoxia in anesthesia and sleep", HRZZ (investigator) 2018.- present,, "Normative models of vascular biomarkers for improving cardiovascular risk stratification in primary and secondary prevention" HRZZ (investigator)
Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?	Skills course of medical education and scientific work, University of Split School of Medicine, 2019.
PRIZES AND AWARDS	

Prizes and awards for teaching and research	<p>2011 - Award of the Faculty Council for outstanding achievement during the study, University of Split School of Medicine</p> <p>2013 – Best poster presentation award at the 5th Croatian Diabetes Congress with international participation, Pula, Croatia</p> <p>2014 - Award for best rated teacher according to student survey results (Dental medicine study)</p> <p>2018 - Award for best rated teacher according to student survey results (Medical Studies in English)</p> <p>2019 - Award for best rated teacher according to student survey results (Medical Studies in English)</p>
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Title, name and last name of the course leader	Assoc. Prof. Mladen Carev, MD, PhD
Title of the course at the proposed study programme	Clinical Skills II (Medicine), Anaesthesiology, reanimatology and intensive medicine
GENERAL INFORMATION ON COURSE LEADER	
Address	Ruđera Boškovića 22, 21000 Split
Telephone number	+385 (0)98 756946
E-mail address	mcarev@mefst.hr ; mcarev@kbsplit.hr
Personal web page	/
Year of birth	1965.
Scientist ID	224405
CROSBİ profile ID	16672
Research rank and date of the last appointment	Senior Research Associate, December 13 th , 2013
Research and teaching or teaching rank, and the date of the last appointment	Professor, April 1 st , 2019
Area and field of appointment into research rank	Area: Biomedicine and Health, Field: Clinical Medicine, Anesthesiology
INFORMATION ON CURRENT EMPLOYMENT	
Institution of employment	University of Split School of Medicine; University Hospital Split
Date of employment	February 1 st , 2013
Job title (professor, researcher, associate teacher, etc.)	Professor
Field of research	Anesthesiology, reanimatology and intensive medicine; Clinical Skills
Position in the institution	Head of the Department of Anesthesiology and Intensive Care; Course teacher Clinical Skills II
INFORMATION ON EDUCATION – Highest degree achieved	
Degree	Professor
Institution	University of Split School of Medicine
Place	Split
Date	April 1 st , 2019

INFORMATION ON ADDITIONAL TRAINING	
Year	2009.
Place	Split
Institution	University of Split School of Medicine
Field of training	Skills of medical education and scientific work
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English 4
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German 3
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (title of course, study programme where it is/was held, and level of study programme)	<ul style="list-style-type: none"> • At the Department of Anesthesiology and Intensive Care Medicine - undergraduate and postgraduate teaching • Undergraduate and postgraduate studies at University Department of Health Studies • At the Department of Clinical Rotation
Authorship of university textbooks from the field of the course	<ol style="list-style-type: none"> 1. Jukić M, Carev M, Karanović N, Lojpur M. Anesteziologija i intenzivna medicina za studente medicine, dentalne medicine i zdravstvene studije. 2017; Split: Medicinski fakultet Sveučilišta u Splitu. ISBN 978-953-7524-23-4 (sveučilišni udžbenik) 2. Jukić M, Carev M, Karanović N, Lojpur M. Anesthesiology and intensive medicine for students. Dostupno na: http://neuron.mefst.hr/docs/katedre/anesteziologija/Script_Eng_Anesthesiology_01-12-2015.pdf (zadnji pristup: 03. veljače 2018.), Nastavni materijal za studente medicine na engleskom jeziku. Split: Sveučilište u Splitu. Medicinski fakultet, 2015. 3. Jukić M, Carev M, Karanović N, Lojpur M. Anestezija i intenzivna medicina za studente. http://neuron.mefst.hr/docs/katedre/anesteziologija/Skripta%20anesteziologija%20i%20intenziva.pdf (zadnji pristup 03. veljače 2018.). Split: Medicinski fakultet, 2015. 4. Carev M. Elektrokardiograf. U: Sotošek V, Ivančan V, ur. Srce i cirkulacija. 2. Tečaj. Zagreb: M-print; 2019. Str. 175-91. (ISBN 978-953-59123-8-5). 5. Carev M. Lijekovi i otopine. U: Šimunović V (ur.). Temeljne i opće kliničke vještine. Charleston, S.C., USA: CreateSpace Independent Publishing Platform, 2013., str. 85-101. 6. Carev M. Medicaments and Solutions Handling. In: Šimunović, V (ed.). Basic&General Clinical Skills. Seattle: CreateSpace Independent Publishing Platform, 2013. Str. 85-101. 7. Carev M. Modul F-I. Lijekovi i otopine. U: Šimunović VJ. Temeljne i opće kliničke vještine - skripta. Sveučilište u Splitu. Medicinski fakultet. Dostupno na:

	<p>http://neuron.mefst.hr/docs/katedre/anesteziologija//Clinical%20Skills,%202nd%20draft%20April%202029,%202011.pdf (zadnji pristup 03.veljače 2018.)</p> <p>8. Carev M. Chapter 7: Handling the drugs and solutions. In: Simunovic VJ (editor). Basic and general clinical skills. Split University. School of medicine. Dostupno na: https://www.sugarsync.com/pf/D072146_6577853_881941 (zadnji pristup 13.ožujak 2012.)</p> <p>9. Carev M. Procjena prijeoperacijskoga rizika u bolesnika s OSA. U: KBC Split, MF Split, et al. Metabolički poremećaji i poremećaji spavanja (priručnik). Poslijediplomski tečaj trajne medicinske izobrazbe I kategorije. Split: Sveučilište u Splitu. Medicinski fakultet. 2013; 181-92.</p> <p>10. Carev M. Maligna hipertermija. U: Bačić A. (ur.). Anesteziologija, intenzivno liječenje i reanimatologija. 1. Izdanje. Split: Chrono d.o.o. 2003; 332-41.</p>
<p>Professional and research papers published in the last five years from the field of the course (max 5 references)</p>	<ol style="list-style-type: none"> 1. Glumac S, Kardum G, Sodici L, Bulat C, Covic I, Carev M, Karanovic N. Longitudinal assessment of preoperative dexamethasone administration on cognitive function after cardiac surgery: a 4-year follow-up of a randomized controlled trial // BMC Anesthesiology, 21 (2021), 1; 129, 8 doi:10.1186/s12871-021-01348-z (međunarodna recenzija, članak, znanstveni) 2. Robba C, Hemmes SNT, Serpa Neto A, Bluth T, Canet J, Hiesmayr M, Hollmann MW, Mills GH, Vidal Melo MF, Putensen C, Jaber S, Schmid W, Severgnini P, Wrigge H, Battaglini D, Ball L, Gama de Abreu M, Schultz MJ, Pelosi P; FERS for the LAS VEGAS investigators; PROtective VEntilation Network and the Clinical Trial Network of the European Society of Anaesthesiology. BMC Anesthesiol. 2020;20(1):73. doi: 10.1186/s12871-020-00988-x. 3. Stojanovic Stipic S, Carev M, Bajic Z, Supe Domic D, Roje Z, Jukic A, Stipic T. Increase of plasma S100B and neuron-specific enolase in children following adenotonsillectomy: a prospective clinical trial. Eur Arch Otorhinolaryngol. 2017;274(10):3781-3788. doi: 10.1007/s00405-017-4698-1. 4. Ninčević Ž, Lasić D, Glavina T, Mikačić M, Carev M, Podrug K. Quetiapine Poisoning Associated with Neuroleptic Malignant Syndrome, Rhabdomyolysis and Renal Failure: A Case Report. Psychiatr Danub. 2017;29(1):84-86. 5. Stipic SS, Carev M, Kardum G, Roje Z, Litre DM, Elezovic N. Are postoperative behavioural changes after adenotonsillectomy in children influenced by the type of anaesthesia?: A prospective, randomised clinical study. Eur J Anaesthesiol. 2015 May;32(5):311-9. doi: 10.1097/EJA.000000000000104.
<p>Professional and research papers In methodology and quality of teaching published in the last five years (max 5 references)</p>	<p>/</p>

Professional and research projects from the field of the course carried out in the last five years (max 5 references)	<ol style="list-style-type: none"> 1. Neuralna kontrola disanja u budnosti i spavanju (voditelj prof. dr. sc. Zoran Đogaš, Sveučilište u Splitu, Medicinski fakultet, 216-2163166-0513) - suradnik, 2007. - danas 2. Translational research on neuroplasticity of breathing and effect of intermittent hypoxia in anesthesia and sleep (voditelj prof. dr. sc. Zoran Đogaš, Sveučilište u Splitu, Medicinski fakultet) – od 2013. 3. „Investigating Pathological Processes in Ischemic Human Myocardium; Basic Science Tools for Major Health Problem“ (voditelj prof. dr. sc. Darija Baković Kramarić, Sveučilište u Splitu, Medicinski fakultet) - od 2014. godine.
Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?	<ol style="list-style-type: none"> 1. February/2007 The Course INTEL-M „Train the Trainee Seminar“ (microteaching, OSCE, PBL, clinical skill, sandwich). Split. 2. March/2007. Intensive Training Course on General Didactics TEMPUS - Project STEAMED. Vienna, Austria. Mentor prof. dr. sc. Gottfried Csanyi 3. 2009. Skills of medical education and scientific work, University of Split School of Medicine, Split 4. Currently in the Committee of Clinical Skills (University of Split School of Medicine)
PRIZES AND AWARDS	
Prizes and awards for teaching and research	<p>Commendation to the author of the textbook "Anesthesiology and Intensive Care Medicine for Students of Medicine, Dental Medicine and Health Studies" as the best teaching material at the USSM for the academic year 2016/17. (class 061-06 / 18-01 / 0006, reg. no. 2101-198-01-01-18-0002), March 26th, 2018.</p>

Title, name and last name of the course leader	Assoc. prof. Zaviša Čolović , MD, PhD.
Title of the course at the proposed study programme	Otorhinolaryngology
GENERAL INFORMATION ON COURSE LEADER	
Address	Makarska 13, 21000 Split
Telephone number	00385 95 1971 883
E-mail address	zcolovic@kbsplit.hr
Personal web page	zavisacolovic14@gmail.com
Year of birth	1972.
Scientist ID	
CROSBİ profile ID	
Research rank and date of the last appointment	Senior research associate, 2020.
Research and teaching or teaching rank, and the date of the last appointment	Assist prof. (2014., 2017.)
Area and field of appointment into research rank	Biomedicine and health, field of clinical medical science
INFORMATION ON CURRENT EMPLOYMENT	

Institution of employment	University hospital Split, School of medicine Split
Date of employment	2002., 2017.
Job title (professor, researcher, associate teacher, etc.)	Assist. prof.
Field of research	ENT
Position in the institution	Head of the department
INFORMATION ON EDUCATION – Highest degree achieved	
Degree	PhD
Institution	School of medicine, University of Split
Place	Split
Date	2013.
INFORMATION ON ADDITIONAL TRAINING	
Year	<p>Pisa, Italy (2006.) - Course-training: MIVAT-Thyroid surgery, 07.-08.09.2006.g.</p> <p>Amsterdam, Netherlands (2007.) - Clinical training course: Vocal, pulmonary and olfactory rehabilitation after total laryngectomy</p> <p>Pariz, France (2008.) - Institut de cancerologie Gustave Roussy: Visiting observator ENT dept. from 21.04.2008. do 05.05.2008.g.</p> <p>Warsaw, Poland (2008.) - IFHNOS: Current Concepts in Head & Neck Surgery and Oncology, 13.-14.10. 2008.</p> <p>Indianapolis, USA (2010.) - Hands on training on voice prosthesis</p> <p>New York, USA (2010.) - Memorial Sloan-Kettering Cancer Center: visiting observator for 1 month on Head and Neck cancer division.</p> <p>Rim, Italy (2011.) - GPR Academy Workshop, 13.-14.10.2011.g.</p> <p>Namur (Yvoir), Belgium (2012.) - Advanced International Course on Laser Surgery - hands on training, 20.-23.05.2012.g.</p> <p>Berlin, Deutschland (2013.) - St. Gertrauden Krankenhaus, 06/2013.</p> <p>New York, USA (2014.) - World congress H&N tumors, 26.-30.07.2014.g.</p>

	<p>London, UK (2015.) - Charing Cross – LASER laryngeal surgery 11/2015.</p> <p>Luxemburg (2016.) - prof. M. Remacle – LASER hands on course, 21.-22.04. 2016.</p> <p>Boston, USA – III thyroid gland cancer congress, 27. - 30.07.2017.g.</p> <p>Buenos Aires, Argentina - IFHNOS world congress 09/2018.g.</p> <p>Amsterdam, Netherlands – voice prothesis, 27. - 30.11.2019.g.</p>
Place	
Institution	
Field of training	Otorhinolaryngology and head and neck surgery
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (5)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (title of course, study programme where it is/was held, and level of study programme)	Lectures, seminars and exercises on Otorhionolaryngology collegium on medicine and dental medicine divisions and also on 2 elective subjects.
Authorship of university textbooks from the field of the course	<p>Chapter „Nasopharyngeal carcinoma“ in book: Tumours of head and neck, Drago Prgomet et all., Medicinska naklada, Zagreb 2019.</p> <p>Chapter „Laryngology“ in book: Otorhinolaryngology and head and neck surgery, Redak, Split 2019.g.</p>
Professional and research papers	Kontic M, Colovic Z, Paladin I, Gabelica M, Baric A, Pesutic-Pisac V. Association between EGFR expression and clinical

published in the last five years from the field of the course (max 5 references)	<p>outcome of laryngeal HPV squamous cell carcinoma. Acta Otolaryngol.2019;139(10):913-1</p> <p>Punda A, Bedekovic V, Baric A, Kontic M, Colovic Z, Vanjaka Rogosic L, Punda H, Kunac N, Grandic L, Pesutic Pisac V. RET expression and its correlation with clinicopathologic data in papillary thyroid carcinoma. Acta Clin Croat 2018;57(4):646-52. doi 10.20171/acc.2018.57.04.06</p> <p>Punda A, Baric A, Colovic Z, Punda H, Pisac Pesutic V. Effect of methimazole therapy on thyroid pathology that may mimic thyroid malignancy. Acta Clin Croat 2020;59:146-8.</p> <p>Colovic Z, Krnic M, Kljajić Z, Kontic M, Poljak NK, Tafra R, Ivanišević P. Surgical treatment of recurrent metastatic parathyroid gland carcinoma. Acta Clin Croat 2020;59:96-101.</p> <p>Colovic Z, Ivanišević P, Bulat C, Baric A, Kontic M, Punda H, Poljak NK, Punda A. Treatment approach to follicular thyroid carcinoma tumor thrombus in the internal jugular vein and brachiocephalic vein. Acta Clin Croat 2020;59:149-52.</p>
Professional and research papers In methodology and quality of teaching published in the last five years (max 5 references)	
Professional and research projects from the field of the course carried out in the last five years (max 5 references)	
Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?	
PRIZES AND AWARDS	
Prizes and awards for teaching and research	

First and last name and title of teacher	Prof. Marija Definis, Ph.D., M.D.
The course he/she teaches in the proposed study programme	Medical Humanity
GENERAL INFORMATION ON COURSE TEACHER	

Address	Tijardovićeveva 22, Split
Telephone number	091/201-6431
E-mail address	marija.dg@gmail.com
Personal web page	
Year of birth	1960
Scientist ID	207083
Research or art rank, and date of last rank appointment	
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Regular professor in permanent rank: 21 July 2016
Area and field of election into research or art rank	Biomedicine and health care – Clinical medical sciences
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Clinical Hospital Centre Split /School of Medicine, University of Split, Croatia
Date of employment	1988/1993
Name of position (professor, researcher, associate teacher, etc.)	Doctor of medicine – specialist of forensic medicine/ professor
Field of research	Forensic medicine
Function	Head of the Department of forensic medicine
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Specialization in forensic medicine
Institution	School of medicine, University of Zagreb
Place	Zagreb
Date	1993
INFORMATION ON ADDITIONAL TRAINING	
Year	1996.; 2000.; 2003.; 2004; 2008
Place	Connecticut, USA; Montpellier, France; Priština, Kosovo; Plitvice Lakes, Croatia; Koločep, Croatia
Institution	Office of Chief Medical Examiner; School of Medicine; Office for missing people, UNMIK; Eurotox - International workshop, Croatian Toxicology Society; Island of Knowledge
Field of training	Forensic medicine, Forensic Anthropology, Identification, Forensic toxicology, Human rights
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (5)
COMPETENCES FOR THE COURSE	

<p>Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)</p>	<p>Scheduled courses – un-graduated:</p> <ul style="list-style-type: none"> - Forensic Medicine, School of Medicine Split, Mostar, - Forensic medicine, School of Medicine Split, Medical studies in English - Medical humanities, School of Medicine Split - Medical humanities, School of Medicine Split, Medical studies in English - Medical chriminalistics, School of Law Mostar <p>Elective courses – un-graduated:</p> <ul style="list-style-type: none"> - Violence in living and working environment, School of Medicine Split, Mostar - Traffic traumatism, School of Medicine Split, Mostar - Sudden death, School of Medicine Split - Carved in bones, School of Medicine Split, School of Law Mostar - Legal Medicine, School of Law Mostar - Sudden death, School of Medicine Split, Medical studies in English <p>Post-graduated study:</p> <ul style="list-style-type: none"> - Bio(archeo)logy of tumors, School of Medicine Split - Biomedicine and health care, School of Medicine, Mostar <p>CSI, School of Law Split</p> <p>Others:</p> <ul style="list-style-type: none"> - CoE Programme “Promoting a human rights compliant criminal justice system in the Republic of Moldova”, 2020. Code of Ethics for the medical staff in prisons in the Republic of Moldova - CoE and EU Horizontal Facility for Weteren Balkans and Turkey, 2020. Suicide Prevention Strategy in the penitentiary institutions in North Macedonia
<p>Authorship of university/faculty textbooks in the field of the course</p>	<ul style="list-style-type: none"> - coauthor of book "Infekcije u ginekologiji i perinatologiji". Zagreb: Medicinska naklada, 2012. - coauthor of book "Osnove forenzične toksikologije". Split: Redak, 2011. - coauthor of book "Analiza DNA u sudskoj medicini i pravosuđu". Zagreb: Medicinska naklada, 2008. - author of script "Materijali za poslijediplomski tečaj usavršavanja liječnika iz mrtvozorstva". Split: Medicinski fakultet, 2004, 2005. - coauthor of handbook "Patoanatomski nalaz u ovisnika". U: Lacković Z, ur. Nova saznanja o farmakologiji “droga”. Zagreb: Medicinska naklada, 2001. - coauthor of book "Primjena analize DNA u sudskoj medicini i pravosuđu". Zagreb: Nakladni zavod Matice Hrvatske, 2001. - coauthor of handbook "Odabrana poglavlja medicinske kriminalistike" za studente Policijske akademije Ministarstva unutarnjih poslova
<p>Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)</p>	<p>1. Petarac A, Mikulka A, Baković M, Definis-Gojanović M, Stenberga V. Investigation of WWII/postwar mass burials in Croatia – The implementation of the Croatian model of searching for the imprisoned and missing persons. Forensic Sci Int. 2021 Jan;318:110609.</p>

	<p>2. Sutlović D, Mandić S, Kovač N, Nestić M, Horvat V, Vapa I, Lukić V, Vujović M, Definis-Gojanović. Increase in alcohol consumption during the Covid-19 lockdown: truth or false? Hrvat.čas.zdr.znan. 2021;1:3-11.</p> <p>3. Sutlović D, Prkačin I, Vaiano F, Bertol E, Bratinčević MV, Definis-Gojanović M. A case of synthetic cannabinoid poisoning in Croatia. Arh Hig Rada Toksikol. 2018;69(2):186-190.</p> <p>4. Sutlovic D, Kljucovic Z, Sliskovic L, Susnjar H, Viskovic I, Definis-Gojanovic M. Methadone Maintenance Treatment: A 15-year Retrospective Study in Split-Dalmatia County, Croatia. Ther Drug Monit. 2018;40(4):486-494.</p> <p>5. Definis-Gojanović M, Sutlović D. Genetyczna identyfikacja ofiar zbrodni wojennych w Chorwacji. In: Zwolski M. Search and identification of victims of the crimes of totalitarian systems (in Polish). Legra Sp, Krakow, 2018.</p>
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	<p>Scientific:</p> <p>I-SEE – Project for strengthening information exchange between Italy and South East Europe neighboring countries on new psychoactive substances – JUST/ 2013/ ISEC/ DRUGS/ AG/ 6426 with the European Commission (2015-2016, head of project for Croatia)</p> <p>“Antropološka analiza kostura srednjovjekovne populacije iz južne Hrvatske”, broj 216-21608000-0799 (2007-2011, head of project)</p> <p>“Utjecaj rata na promjene mortaliteta u Splitsko-dalmatinskoj županiji”, broj 0216015 (2005-2006, head of project)</p> <p>“Imunohistokemija i molekularna genetika u istraživanju tumora”, broj 141009 (1998-2006, project collaborator)</p> <p>Stručni:</p> <p>National identification program of post-mortal remains of war victims in Croatia and Bosnia and Herzegovina (1991 -today)</p>
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	International Symposium on the Occasion of 100 Year Anniversary of Abraham Flexner's Report on Medical Education. Split, 2010
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	<p>2003, 2005 and 2008: Award for quality perform education according to students' survey (3. i 1. place), School of Medicine Split</p> <p>1998: Memorial of Homeland War</p>

	<p>1996: Young Investigators' Award, XVIIth Meeting of IAFS, Tokio, Japan (Definis Gojanović M, Čapkun V. Homicides and suicides in war period in Croatia)</p> <p>1983: Rector's award, School of Medicine Zagreb (Keleuva S, Definis M, Paladino J, Katić Ž. Neuropsihijatrijsko istraživanje bolesnika s kroničnim subduralnim hematomom)</p>
Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated)	

Title, name and last name of the course leader	Professor Irena Drmić Hofman, PhD
Title of the course at the proposed study programme	Medical Chemistry and Biochemistry (Medicine studies in English)
GENERAL INFORMATION ON COURSE LEADER	
Address	Šoltanska 2
Telephone number	+385 21 557 938
E-mail address	irena.drmic.hofman@mefst.hr
Personal web page	https://www.bib.irb.hr/pregled/profil/25009
Year of birth	1965
Scientist ID	219413
CROSBI profile ID	25009
Research rank and date of the last appointment	Scientific Advisor with Tenure, July 26, 2019
Research and teaching or teaching rank, and the date of the last appointment	Full Professor with Tenure, December 18, 2019
Area and field of appointment into research rank	Biomedicine and Health, Basic Medical Sciences
INFORMATION ON CURRENT EMPLOYMENT	
Institution of employment	University of Split School of Medicine
Date of employment	1 April 1995
Job title (professor, researcher, associate teacher, etc.)	Full Professor with Tenure
Field of research	Biochemistry and Molecular Biology
Position in the institution	Head of Department of Chemistry and Biochemistry
INFORMATION ON CURRENT EMPLOYMENT	
Institution of employment	University Department of Health Studies, University of Split
Date of employment	20 April 2021
Job title (professor, researcher, associate teacher, etc.)	Full Professor with Tenure
Field of research	Biochemistry and Laboratory Diagnostics

Position in the institution	Assistant to the Head for Science and International Cooperation
INFORMATION ON EDUCATION – Highest degree achieved	
Degree	PhD
Institution	University of School of Zagreb School of Medicine
Place	Zagreb, Croatia
Date	27 October 2003
INFORMATION ON ADDITIONAL TRAINING	
Year	1995
Place	Verona, Italy
Institution	Institute of Biology and Genetics, School of Medicine
Field of training	Molecular genetics and Population genetics
Year	1998, 1999, 2000, 2001
Place	Bielefeld, Germany
Institution	Institute for Cell Culture Technology, University of Bielefeld
Field of training	Glycomics
Year	2004-2005
Place	Münster, Germany
Institution	University of Münster, Institute for Medical Physics and Biophysics
Field of training	Tumor Glycomics (DAAD Fellowship)
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
English	5
Italian	4
German	2
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (title of course, study programme where it is/was held, and level of study programme)	<ol style="list-style-type: none"> 1. Nutrition and Health (elective course, Study of Medicine) 2. Biochemistry (University of Split Department of Health Studies, USDHS, undergraduate study) 3. Biochemistry 2 (USDHS, undergraduate study) 4. Molecular Biology Techniques in Medicine (USDHS, undergraduate study) 5. Molecular Methods in Tumor Diagnostics, Tumor Glycomics, Molecular Research Methods in Glycomedicine (elective courses, University of Split School of Medicine, Postgraduate study Tumor Biology) 6. Diagnostic of Genetic and Chromosomal Disorders, (elective course, University of Split School of Medicine, Postgraduate study TRIBE)
Authorship of university textbooks from the field of the course	
Professional and research papers published in the last five years from the field of the course (max 5 references)	<ol style="list-style-type: none"> 1. Oršolić I, Bursać S, Jurada D, Drmić Hofman I, Dembić Z, Bartek J, Mihalek I, Volarević S. Cancer-associated mutations in the ribosomal protein L5 gene dysregulate the HDM2/p53-mediated ribosome biogenesis checkpoint. <i>Oncogene</i>. 2020; 39(17):3443-57. 2. Galusic D, Lucijanic M, Livun A, Radman M, Blaslov V, Vicelic Cutura L, Petric M, Miljak A, Lucijanic J, Drmic Hofman

	<p>I, Kusec R. Higher AURKA and PLK1 expression are associated with inferior overall survival in patients with myelofibrosis. <i>Blood Cells Mol Dis</i>. 2020:102396.</p> <p>3. Galusic D, Lucijanic M, Livun A, Radman M, Lucijanic J, Drmic Hofman I, Kusec R. CDC25c expression in patients with myelofibrosis is associated with stronger myeloproliferation and shorter overall survival. <i>Wien Klin Wochenschr</i>. 2020. doi: 10.1007/s00508-020-01738-2.</p> <p>4. Šupe-Domić D, Milas G, Stanišić L, Drmić Hofman I, Martinović Klarić I. Reference intervals for six salivary cortisol measures based on the Croatian Late Adolescence Stress Study (CLASS). <i>Biochem Med (Zagreb)</i>. 2018;28(1):010902.</p> <p>5. Milas G, Šupe-Domić D, Drmić Hofman I, Rumora L, Martinović Klarić I. Weather conditions: a neglected factor in human salivary cortisol research? <i>Int J Biometeorol</i> 2018; 62(2):165-75.</p>
Professional and research papers in methodology and quality of teaching published in the last five years (max 5 references)	1. Drmić Hofman I. Metode molekularne genetike u leukemijama i limfomima. U: genetičko informiranje u praksi. Čulić V, Pavelić J, Radman M (Ur.). Medicinska naklada, Zagreb, 2016.
Professional and research projects from the field of the course carried out in the last five years (max 5 references)	1. Regulation of receptor-mediated mitophagy in erythroid lineage cells - MitoReg . PI: Assoc. Prof. Ivana Novak Nakir, Financed by Croatian Science Foundation (IP-2020-02, duration 2021-2025)
Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?	1. IUBMB International Workshop on Biochemistry Education, University of Split School of Medicine, Croatia, 2011. 2. FEBS Workshop on Education in Biochemistry and Molecular Biology, Opatija, Croatia, 2010.
PRIZES AND AWARDS	
Prizes and awards for teaching and research	

Title, name and last name of the course leader	Prof. Darko Duplančić, MD, PhD
Title of the course at the proposed study programme	Medical humanities
GENERAL INFORMATION ON COURSE LEADER	
Address	Prilaz braće Kaliterna 6 2100 Split
Telephone number	0912507363
E-mail address	dduplanc@mefst.hr
Personal web page	
Year of birth	1962
Scientist ID	181400
CROSB profile ID	14253
Research rank and date of the last appointment	Scientific advisor -2018

Research and teaching or teaching rank, and the date of the last appointment	Full Professor-2019
Area and field of appointment into research rank	Clinical medical sciences, internal medicine
INFORMATION ON CURRENT EMPLOYMENT	
Institution of employment	University of Split, School of medicine, University hospital Split
Date of employment	2003
Job title (professor, researcher, associate teacher, etc.)	full professor, doctor of medicine, cardiologist
Field of research	Cardiology, Humanities
Position in the institution	Head of department
INFORMATION ON EDUCATION – Highest degree achieved	
Degree	MD, PhD
Institution	University of Zagreb Medical School, University of Split Medical School
Place	Split
Date	1987, 2006
INFORMATION ON ADDITIONAL TRAINING	
Year	1991-1995
Place	Zagreb, Split
Institution	University Hospital Sisters of Mercy Zagreb, University Hospital Zagreb, University Hospital Split
Field of training	Internal Medicine, Cardiology
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (title of course, study programme where it is/was held, and level of study programme)	Internal Medicine, Patophysiology
Authorship of university textbooks from the field of the course	
Professional and research papers published in the last five years from the field of the course (max 5 references)	Roman Military Medicine and Croatian Archaeological Perspectives Marijan Cesarik, Nikola Cesarik, Darko Duplančić, David Štrmelj Borovac, Josip Anđelo; D'Amario, Domenico; Glavaš, Duška; Sušilović Grabovac, Zora; Šupe Domić, Daniela; Novak,

Katarina; Bradarić, Ante; Miličić, Davor; Duplančić, Darko; Božić, Joško
P267 The S2PLIT-UG score, a novel system identifying patients with a high risk of all- cause mortality following acute decompensation of heart failure, correlates with levels of sST2, hs-cTnl and NT-proBNP // European Journal of Heart Failure, 22 (2020), S1; 27-28 doi:10.1002/ejhf.1963

Borovac, Josip Anđelo; Glavaš, Duška; Sušilović Grabovac, Zora; Bradarić, Ante; Šupe Domic, Daniela; Duplančić, Darko; Božić, Joško
P255 Non-ischemic myocardial injury in heart failure is significantly associated with a higher symptomatic burden and higher circulating levels of sST2, inflammation mediators and natriuretic peptides // European Journal of Heart Failure, 22 (2020), S1; 23-24 doi:10.1002/ejhf.1963

Borovac, Josip Anđelo; Sušilović Grabovac, Zora; Bradarić, Ante; Glavaš, Duška; Duplančić, Darko; Božić, Joško
P254 Left ventricular global longitudinal strain and free wall strain of the right ventricle in respect to sex and systolic function among patients with acutely decompensated heart failure // European Journal of Heart Failure, 22 (2020), S1; 23-23 doi:10.1002/ejhf.1963

Borovac, Josip Anđelo; Glavas, Duska; Susilovic Grabovac, Zora; Supe Domic, Daniela; Stanisic, Lada; D'Amario, Domenico; Duplancic, Darko; Bozic, Josko
Right Ventricular Free Wall Strain and Congestive Hepatopathy in Patients with Acute Worsening of Chronic Heart Failure: A CATSTAT- HF Echo Substudy // Journal of clinical medicine, 9 (2020), 5; 1317, 14 doi:10.3390/jcm9051317

Left-Ventricular Function After 3 Months of Sacubitril-Valsartan in Acute Decompensated Heart Failure.
Mirić D, Baković D, Eterović D, Sorić T, Čapkun V, Vuković I, Duplančić D, Barac A.
J Cardiovasc Transl Res. 2021 Apr;14(2):290-298. doi: 10.1007/s12265-020-10041-4. Epub 2020 Jun 18.
PMID: 32557158

CONCURRENT DEEP VEIN THROMBOSIS AND PULMONARY EMBOLISM ASSOCIATED WITH HYPERTHYROIDISM: A CASE REPORT.

Katić J, Katić A, Katić K, Duplančić D, Lozo M.
Acta Clin Croat. 2021 Jun;60(2):314-316. doi: 10.20471/acc.2021.60.02.20.
PMID: 34744284 Free PMC article.

	An unusual case of acute myopericarditis after the first dose of capecitabine: Need for new cardioprotective strategies and risk stratification. Meter M, Gavran I, Bajo D, Duplancic D. Int J Clin Pharmacol Ther. 2021 Sep 10. doi: 10.5414/CP204006. Online ahead of print
Professional and research papers In methodology and quality of teaching published in the last five years (max 5 references)	
Professional and research projects from the field of the course carried out in the last five years (max 5 references)	
Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?	
PRIZES AND AWARDS	
Prizes and awards for teaching and research	

Title, name and last name of the course leader	Asst. prof. Varja Đogaš, MD, PhD
Title of the course at the proposed study programme	Psychological Medicine , Psychological Medicine 2
GENERAL INFORMATION ON COURSE LEADER	
Address	Sinovčičeva 7, 21000 Splt
Telephone number	098 921 8888
E-mail address	varjagd@gmail.com
Personal web page	
Year of birth	1964.
Scientist ID	346596
CROSBİ profile ID	32592
Research rank and date of the last appointment	Assistant Professor, August 1, 2017
Research and teaching or teaching rank, and the date of the last appointment	Assistant Professor
Area and field of appointment into research rank	Biomedicine and health, Basic medical sciences
INFORMATION ON CURRENT EMPLOYMENT	
Institution of employment	School of Medicine University of Split Faculty of Humanities and Social Sciences University of Split
Date of employment	February 1, 2009

Job title (professor, researcher, associate teacher, etc.)	Assistant Professor
Field of research	Psychological Medicine
Position in the institution	Head of the department of Psychological Medicine
INFORMATION ON EDUCATION – Highest degree achieved	
Degree	PhD
Institution	School of Medicine University of Split
Place	Split
Date	February 23, 2015
INFORMATION ON ADDITIONAL TRAINING	
Year	2021
Place	Zagreb
Institution	Institute of Group Analysis,
Field of training	Group analysis
INFORMATION ON ADDITIONAL TRAINING	
Year	2022
Place	Zagreb
Institution	Croatian Society of Psychoanalytic Psychotherapy
Field of training	Psychoanalytic Psychotherapy
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English - 4
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian - 3
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Deutch - 2
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (title of course, study programme where it is/was held, and level of study programme)	Undergraduate education: Psychological medicine I and Psychological medicine II (Medicine, Medical Studies in English) Psychological medicine (Dental Medicine) Doctoral education: Communication Skills
Authorship of university textbooks from the field of the course	
Professional and research papers published in the last five years from the field of the course (max 5 references)	1. Žuljević, Marija Franka; Jeličić, Karlo; Viđak, Marin; Dogaš, Varja ; Buljan, Ivan <u>Impact of the first COVID-19 lockdown on study satisfaction and burnout in medical students in Split, Croatia: a cross-</u>

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

Title, name and last name of the course leader	Prof. Damir Fabijanić, MD, PhD
Title of the course at the proposed study programme	Clinical propedeutics (Clinical skills III)

GENERAL INFORMATION ON COURSE LEADER	
Address	Kralja Zvonimira 75, 21000 Split
Telephone number	+385 98 488 675
E-mail address	damirfabijanic62@gmail.com
Personal web page	-
Year of birth	1962.
Scientist ID	283212
CROSBI profile ID	22461
Research rank and date of the last appointment	scientific advisor, permanent position (December 12, 2018.)
Research and teaching or teaching rank, and the date of the last appointment	Professor (November 30, 2017.)
Area and field of appointment into research rank	biomedicine and health, internal medicine
INFORMATION ON CURRENT EMPLOYMENT	
Institution of employment	1. University Hospital of Split, 2. University of Split School of Medicine
Date of employment	2001.
Job title (professor, researcher, associate teacher, etc.)	1. internal medicine specialist, cardiologist 2. professor
Field of research	internal medicine, cardiology
Position in the institution	1. physician, 2. head of department (course)
INFORMATION ON EDUCATION – Highest degree achieved	
Degree	PhD
Institution	University of Rijeka, School of Medicine
Place	Rijeka
Date	September 26, 2007
INFORMATION ON ADDITIONAL TRAINING	
Year	1994.-1998.
Place	Split/Zagreb
Institution	UH Split/UH Dubrava Zagreb
Field of training	internal medicine
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (4)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (title of course, study programme where it	- deputy Head (2013-2015), then Head (2015 -) of the Department of Medical Propedeutics MF Split (undergraduate study)

is/was held, and level of study programme)	<ul style="list-style-type: none"> - course leader (Selected chapters in cardiology and resuscitation) at the Study of Dental Medicine, University of Split School of Medicine (undergraduate study) - course leader (Neoplasms and cardiovascular system ') at the postgraduate doctoral study Biology of neoplasms at the University of Split School of Medicine (postgraduate study)
Authorship of university textbooks from the field of the course	Propaedeutics of the cardiovascular system. In: Hozo I at al. Propaedeutics of Internal Medicine, Ur. Hozo I. Split, Croatian Gastroenterological Society, 2014, p.146-202.
Professional and research papers published in the last five years from the field of the course (max 5 references)	<ol style="list-style-type: none"> 1. Fabijanic D, Kardum D, Lukšić B, Carević V. Three-dimensional echocardiography in rapid differentiation of the left ventricular mass - a case of left ventricular myxoma. Med Ultrason. 2021;23:117-118. doi: 10.11152/mu-3002. 2. Fabijanic D, Luksic B, Ljubkovic M. Reader's Comment on Meta-analysis of C-Reactive Protein and Risk of Angina Pectoris. Am J Cardiol. 2020;128:160. doi: 10.1016/j.amjcard.2020.05.022. 3. Fabijanic D, Luksic B, Ljubkovic M. Statins in primary prevention of cardiovascular disease - should we start while young and healthy? Am J Cardiol. 2020;130:165-166. doi: 10.1016/j.amjcard.2020.06.006. 4. Radić M, Martinović Kaliterna D, Bonacin D, Morović Vergles J, Radić J, Fabijanic D, Kovačić V. Benefit of Helicobacter pylori eradication therapy in all systemic sclerosis patients regardless of clinical symptoms. Clin Exp Rheumatol. 2019;Suppl 119(4):152. 5. Ljubkovic M, Gressette M, Bulat C, Cavar M, Bakovic D, Fabijanic D, Grkovic I, Lemaire C, Marinovic J. Disturbed Fatty Acid Oxidation, Endoplasmic Reticulum Stress, and Apoptosis in Left Ventricle of Patients With Type 2 Diabetes. Diabetes. 2019;68:1924-1933. doi: 0.2337/db19-0423.
Professional and research papers In methodology and quality of teaching published in the last five years (max 5 references)	
Professional and research projects from the field of the course carried out in the last five years (max 5 references)	
Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?	- course for educators, University of Split School of Medicine
PRIZES AND AWARDS	
Prizes and awards for teaching and research	<ul style="list-style-type: none"> - Charter of the Croatian Chamber of Dental Medicine, 2016 - Charter of the Croatian Medical Association, 2021.

Title, name and last name of the course leader	Professor Ivica Grković, MD, PhD, full professor
Title of the course at the proposed study programme	Anatomy
GENERAL INFORMATION ON COURSE LEADER	
Address	University of Split School of Medicine, Šoltanska 2, 21000, Split
Telephone number	+385 21 556525
E-mail address	Ivica.grkovic@mefst.hr
Personal web page	
Year of birth	1964
Scientist ID	173423
CROSB profile ID	13898
Research rank and date of the last appointment	Scientific advisor, Biomedicine and Health – Preclinical medicine - Anatomy, since 2009
Research and teaching or teaching rank, and the date of the last appointment	Full tenured professor of Anatomy, since 2014
Area and field of appointment into research rank	Biomedicine and Health: - Basic Medical Sciences - Anatomz
INFORMATION ON CURRENT EMPLOYMENT	
Institution of employment	University of Split School of Medicine
Date of employment	September 2004
Job title (professor, researcher, associate teacher, etc.)	Full tenured professor
Field of research	Anatomy
Position in the institution	Head, Department of anatomy
INFORMATION ON EDUCATION – Highest degree achieved	
Degree	PhD
Institution	University of Melbourne, Department of anatomy and neuroscience
Place	Melbourne, Australia
Date	1997.
INFORMATION ON ADDITIONAL TRAINING	
Year	1992-2004
Place	Melbourne, Australia
Institution	The University of Melbourne
Field of training	Anatomy, neurobiology of the autonomic nervous system
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English – excellent (5)
Foreign language and command of	Italian – sufficient (2)

foreign language on a scale from 2 (sufficient) to 5 (excellent)	
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (title of course, study programme where it is/was held, and level of study programme)	'Lecturer' (1998-2002) i 'Senior Lecturer' (2003-2004); Anatomy and neuroscience, The University of Melbourne
Authorship of university textbooks from the field of the course	An@tomedia (A New Approach to Medical Education: Developments in Anatomy) Norman Eizenberg, Christopher Briggs, Priscilla Barker, Ivica Grkovic Mc Graw Hill Education , http://anatomediaonline.com/
Professional and research papers published in the last five years from the field of the course (max 5 references)	<p>1. Ključević N, Boban D, Milat AM, Jurić D, Mudnić I, Boban M, Grković I. (2019) Expression of Leukocytes Following Myocardial Infarction in Rats is Modulated by Moderate White Wine Consumption. <i>Nutrients</i>. 11(8). pii: E1890. doi: 10.3390/nu11081890.</p> <p>2. Ljubkovic M, Gressette M, Bulat C, Cavar M, Bakovic D, Fabijanic D, Grkovic I, Lemaire C, Marinovic J. (2019) Disturbed Fatty Acid Oxidation, Endoplasmic Reticulum Stress and Apoptosis in Left Ventricle of Patients with Type 2 Diabetes Mellitus. <i>Diabetes</i>. 68(10):1924-33. doi: 10.2337/db19-0423.</p> <p>3. Režić-Mužinić N, Mastelić A, Benzon B, Markotić A, Mudnić I, Grković I, Grga M, Milat AM, Ključević N, Boban M. (2018) Expression of adhesion molecules on granulocytes and monocytes following myocardial infarction in rats drinking white wine. <i>PLoS One</i>.13(5) e0196842. doi: 10.1371/journal.pone.0196842.</p> <p>4. Agnic I, Filipovic N, Vukojevic K, Saraga-Babic M, Grkovic I.(2018) Isoflurane post-conditioning influences myocardial infarct healing in rats. <i>Biotech Histochem</i>. 93(5):354-63. doi: 10.1080/10520295.2018.1443507.</p> <p>5. Ključević N, Milat AM, Grga M, Mudnić I, Boban M, Grković I. (2017) White Wine Consumption Influences Inflammatory Phase of Repair After Myocardial Infarction in Rats. <i>J Cardiovasc Pharmacol</i>. 70(5):293-99.</p>
Professional and research papers	1. Sapunar D, Marušić M, Puljak L, Grković I , Malički M, Marušić A, Čiviljak M, Tanjić Ž. (2018) The Medical School of

In methodology and quality of teaching published in the last five years (max 5 references)	<p>the Catholic University of Croatia: Principles, Goals, Standards and Organization. <i>Acta Med Acad.</i> 47(1):61-75.</p> <p>2. Sapunar D, Grković I, Lukšić D, Marušić M. (2016) Management of teaching processes using the Share point platform: A case study from the University of Split School of Medicine. <i>Acta Med Acad.</i> 45(1):34-8.</p> <p>3. Sapunar D, Grković I, Lukšić D, Marušić M. (2016) The business process management software for successful quality management and organization: A case study from the University of Split School of Medicine. <i>Acta Med Acad.</i> 45(1):26-33.</p>
Professional and research projects from the field of the course carried out in the last five years (max 5 references)	1. Croatian Research Foundation: "Biological effects of wine: the influence of vinification technology, dealcoholisation and aging of wine" 2015.-2019.- research fellow
Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?	Courses on Anatomy (since 1989) and Neuroscience (since 1993), from instructor/tutor to full tenured professor.
PRIZES AND AWARDS	
Prizes and awards for teaching and research	<p>2015.: Best teacher award in Dental medicine course in 2014/15.</p> <p>2019.: Best teacher award in Dental medicine course in 2018/19.</p>

Title, name and last name of the course leader	Assistant professor Iris Jerončić Tomić, MD PhD
Title of the course at the proposed study programme	Epidemiology Health care organization and health economics Social Medicine
GENERAL INFORMATION ON COURSE LEADER	
Address	Lučićeva 19, Split
Telephone number	098 209 189
E-mail address	iris.jeroncic@mefst.hr
Personal web page	
Year of birth	1966.
Scientist ID	345775
CROSBI profile ID	32487
Research rank and date of the last appointment	Research associate

Research and teaching or teaching rank, and the date of the last appointment	Assistant professor, 1 st September 2016
Area and field of appointment into research rank	Public health and health care, Social medicine
INFORMATION ON CURRENT EMPLOYMENT	
Institution of employment	University of Split School of Medicine
Date of employment	May 2009
Job title (professor, researcher, associate teacher, etc.)	Assistant professor
Field of research	Public health and health care, Social medicine
Position in the institution	Head of the Department of Public Health
INFORMATION ON EDUCATION – Highest degree achieved	
Degree	PhD
Institution	University of Split School of Medicine
Place	Split
Date	15 th July 2014
INFORMATION ON ADDITIONAL TRAINING	
Year	2016
Place	Zagreb
Institution	Faculty of Medicine in Zagreb
Field of training	Palliative care
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English, 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (title of course, study programme where it is/was held, and level of study programme)	Lecturer in Public Health (Social Medicine, Gerontology, Social Media Medicine) at the University of Split School of Medicine
Authorship of university textbooks from the field of the course	1. Mulić, R, Jerončić, I. Komunikacija u javnome zdravstvu // Javno zdravstvo / Puntarić, Dinko; Ropac, Darko ; Jurčev-Savičević, Anamarija (ur.). Zagreb: Medicinska naklada, 2015. str. 518-534
Professional and research papers published in the last five years from the field of the course (max 5 references)	1. Jerončić Tomić I, Mulić R. Ageism in the Age of Pandemic, Engleski // <i>In medias res</i> , 10(18)#5 2021 (2021), 2347-2364 doi:10.46640/imr.10.18.4 2. Jerončić I, Mudronja L, Mulić R. Current infectious risk in international maritime traffic // <i>5th IMSC Book of</i>

	<p><i>Abstracts / Split: Faculty of Maritime Studies Split, 2013. str. 41-41</i></p> <ol style="list-style-type: none"> 3. Mulić R, Jerončić Tomić I. Supplying ships with safe drinking-water // <i>International maritime health</i>, 71 (2020), 2; 123-128 doi:10.5603/IMH.2020.0022 4. Mulić R, Russo A, Jerončić Tomić I. Study of Malaria Cases among Seafarers in Croatia and the Causes of Ineffective Chemoprophylaxis among them // <i>Pedagogika (Sofia)</i>, 93 (2021), 6s; 121-131 5. Jerončić Tomić I, Pranić Sh, Mulić R, Polašek O. Usporedba pojavnosti hiperuricemije i gihta na otoku Korčuli i otoku Visu s gradom Splitom i njegovom okolicom // <i>Liječnički vjesnik : glasilo Hrvatskoga liječničkog zbora</i>, Vol.139 (2017), No.5-6; 144-149
<p>Professional and research papers In methodology and quality of teaching published in the last five years (max 5 references)</p>	<ol style="list-style-type: none"> 1. Jerončić-Tomić I, Čerluka T, Vidan P, Mulić R. Stereotypes and health literacy in seafarers: Views of the students of medicine and maritime science on contraception. <i>Int Marit Health</i>. 2018;69(3):163-170. 2. Jerončić I, Mudronja L, Mulić R. Current Infectious Risks in International Maritime Traffic. <i>Book Of Abstracts. 5th International Maritime Science Conference, Split, 2013;41.</i> 3. Jerončić, I Nikolić J Mulić R. Maritime Medicine and Medicine for Seafarers // <i>Book of Proceedings, 6th IMSC 2014, International Maritime Science Conference / Fakulteta za pomorstvo in promet, Portorož, 2014. str. 50-50</i> 4. Mulić R, Jerončić Tomić I, Vukić L. What Does A Doctor of Medicine Do at The Faculty of Maritime Studies? // <i>Book of Proceedings, 8th International Maritime Science Conference / Kotor, Montenegro: CIP - Nacionalna biblioteka Crne Gore, 2019. str. 459-462</i> 5. Jerončić Tomić I. Stigma – mitovi i predrasude depresivnog poremećaja – uloga videa kao medija u psihoedukaciji (Boli me – video za promociju mentalnog zdravlja) In medias res: časopis filozofije medija, Vol. 6 No. 11, 2017.
<p>Professional and research projects from the field of the course carried out in the last five years (max 5 references)</p>	<ol style="list-style-type: none"> 1. "Internationalization of study programs at all levels at the Faculty of Medicine in Split" 2. "10,001 Dalmatians" of the Medical Faculty of the University of Split 3. Seroepidemiology, hereditary predisposition and infectious diseases in Croatia.
<p>Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?</p>	<p>Regular education and continuous lifelong training. Medical Education Course, University of Split, 2014</p>
<p>PRIZES AND AWARDS</p>	

Prizes and awards for teaching and research	
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Title, name and last name of the course leader	Assist.prof. Sanja Lovric Kojundzic, MD,PhD
Title of the course at the proposed study programme	Medical radiology – Head and neck radiology
GENERAL INFORMATION ON COURSE LEADER	
Address	Split, Put. sv. Ižidora 134
Telephone number	091 5652835
E-mail address	lovric.sanja@gmail.com
Personal web page	
Year of birth	1974
Scientist ID	276580
CROSBi profile ID	22950
Research rank and date of the last appointment	PhD 06.11.2009.
Research and teaching or teaching rank, and the date of the last appointment	Assist.prof 21.07.2016.
Area and field of appointment into research rank	Biomedicine and Health; Clinical Medical Sciences; Branch -Radiology
INFORMATION ON CURRENT EMPLOYMENT	
Institution of employment	Clinical Hospital Split /University of Split, School of Medicine
Date of employment	15.09.2008. / 01.03.2018.
Job title (professor, researcher, associate teacher, etc.)	Assist.prof radiology specialist, subspecialist in neuroradiology
Field of research	Medical Radiology
Position in the institution	Head of the Department of Medical Radiology radiology specialist, subspecialist in neuroradiology
INFORMATION ON EDUCATION – Highest degree achieved	
Degree	Subspecialist in neuroradiology / Assist.prof.
Institution	Clinical Hospital Split /University of Split, School of Medicine
Place	Split
Date	2015/2017
INFORMATION ON ADDITIONAL TRAINING	
Year	
Place	
Institution	
Field of training	
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English 5
Foreign language and command of	

foreign language on a scale from 2 (sufficient) to 5 (excellent)	
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (title of course, study programme where it is/was held, and level of study programme)	<p>Head of the Department of Medical Radiology Lecturer at the Department of Medical Radiology (Croatian and English Studies), University of Split, School of Medicine Lecturer at the postgraduate university study "Biology of neoplasms". Lecturer in several postgraduate courses of the I category. Leader of 3 courses at Health studies - Radiological technology (Radiological vocabulary and norms, Multiplanar presentation of body structure, X-ray methods in special working conditions)</p>
Authorship of university textbooks from the field of the course	<ol style="list-style-type: none"> 1. Histological atlas: http://www.vms.hr/HistologyAtlas/index.htm 2. Clinical neuroradiology of the brain (Chapter II: Hereditary brain disorders) 3. Clinical neuroradiology of the spine and spinal cord (Chapter VII, Degenerative diseases of the spine) 4. Basics of radiology for midwives, University of Split, University Department of Health Studies
Professional and research papers published in the last five years from the field of the course (max 5 references)	<ol style="list-style-type: none"> 1. <u>Lovrić Kojundžić S</u>, Budimir Mršić D, Jelovina I, Benzon B, Tomasović M. The applicability of magnetic resonance imaging classification system (MRICS) for cerebral palsy and its association with perinatal factors and related disabilities in a Croatian population-based sample. <i>Croat Med J</i>. 2021 Aug 31;62(4):367-375. PMID: 34472740. 2. Marcic Lj, Marcic M, <u>Lovric Kojundzic S</u>, Marcic B, Capkun V, Vukojevic K. Personalized Approach to Patient with MRI Brain Changes after SARS-CoV-2 Infection. <i>Journal of personalized medicine</i> vol. 11,6 442. 21 May. 2021, doi:10.3390/jpm11060442 3. Stula I, <u>Kojundzic SL</u>, Guic MM, Novak K. Carotid artery stenosis in correlation with neck and carotid artery anatomy. <i>Vascular</i>. 2021 May 30:17085381211018603. doi: 10.1177/17085381211018603. Epub ahead of print. PMID: 34053369. 4. Sunara D, Krnić Martinić M, <u>Lovrić Kojundžić S</u>, Marčić L. Vestibular neuronitis in a vestibular schwannoma patient. <i>Auris Nasus Larynx</i>. 2021 Apr 25:S0385-8146(21)00126-7. doi: 10.1016/j.anl.2021.04.003. Epub ahead of print. PMID: 33910770 5. Šošo D, Aljinović J, <u>Lovric Kojundzic S</u>, Marinović I, Čečuk Jeličić E, Marasović Krstulović D. Ultrasound-Verified Peripheral Arthritis in Patients with <i>HLA-B*35</i> Positive Spondyloarthritis. <i>Life (Basel)</i> 2021

	Jun; 11(6): 524. Published online 2021 Jun 4. doi: 10.3390/life1106052
Professional and research papers In methodology and quality of teaching published in the last five years (max 5 references)	
Professional and research projects from the field of the course carried out in the last five years (max 5 references)	
Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?	
PRIZES AND AWARDS	
Prizes and awards for teaching and research	

Title, name and last name of the course leader	Associate prof. Boris Lukšić, M.D., Ph.D.,
Title of the course at the proposed study programme	Infectology
GENERAL INFORMATION ON COURSE LEADER	
Address	Antuna Branka Šimića 10, 21 000 Split
Telephone number	+385 21 370 914
E-mail address	bluksic@mefst.hr boris.luksic1@st.t-com.hr
Personal web page	
Year of birth	1959
Scientist ID	234046
CROSBİ profile ID	17360
Research rank and date of the last appointment	Senior research associate (2012)
Research and teaching or teaching rank, and the date of the last appointment	Associate Professor (2017)
Area and field of appointment into research rank	Biomedicine and health
INFORMATION ON CURRENT EMPLOYMENT	
Institution of employment	1. Clinical Hospital Center, Split 2. University of Split, School of Medicine
Date of employment	1. 1990 2. 1995
Job title (professor, researcher, associate teacher, etc.)	Professor
Field of research	Infectology
Position in the institution	Head of Department

INFORMATION ON EDUCATION – Highest degree achieved	
Degree	1. Specialist of Infectious Diseases 2. Specialist in Paediatric Infectious Diseases
Institution	University hospital for infectious diseases “Dr Fran Mihaljević” Zagreb
Place	Split, Zagreb
Date	1. 1995 2. 2013
INFORMATION ON ADDITIONAL TRAINING	
Year	2003 i 2007
Place	Salzburg, Austria
Institution	Weill Cornell Seminar in Infectious Diseases
Field of training	Infectology
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (4)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German (2)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (title of course, study programme where it is/was held, and level of study programme)	2013 – today, course teacher of Infectious Diseases, Department of Medical Studies, University of Split 2011. – today, course teacher of elective course „Animal Venom Poisoning“ University of Split
Authorship of university textbooks from the field of the course	<u>Chapter in book</u> Abram M, Bressan L, Bukmir L, Diminić Lisica I, Lukšić B , Ljubotina A, Palčevski G, Popović B, Radošević Quadranti N, Smiljan Severinski N. al. Smjernice za propisivanje antimikrobnih lijekova u primarnoj zdravstvenoj zaštiti / Vlahović-Palčevski, Vera; Abram, Maja (ur.). Rijeka: Trampi d.o.o., 2020.
Professional and research papers published in the last five years from the field of the course (max 5 references)	Luksic B , Pandak N, Drazic-Maras E, Karabuva S, Radic M, Babic-Erceg A, Barbic L, Stevanovic V, Vilibic-Cavlek T. First case of imported chikungunya infection in Croatia, 2016. Int Med Case Rep J. 2017;10:117-21. Karabuva S, Lukšić B , Brizić I, Latinović Z, Leonardi A, Križaj I. Ammodytin L is the main cardiotoxic component of the Vipera ammodytes ammodytes venom. Toxicon. 2017; 139:94-100. Lukšić B , Karabuva S, Markić J, Polić B, Kovačević T, Meštović J, Križaj I. Thrombocytopenic purpura following

	<p>envenomation by the nose-horned viper (<i>Vipera ammodytes ammodytes</i>): Two case reports. <i>Medicine (Baltimore)</i>. 2018 Dec;97(52):e13737.</p> <p>Jerončić A, Nonković D, Vrbatović A, Hrabar J, Bušelić I, Martínez-Sernandez V, Lojo Rocamonde S, Ubeira F, Jaman S, Čečuk Jeličić E, Amati M, Morales MAG, Lukšić B, Mladineo I. Anisakis Sensitization in the Croatian fish processing workers: Behavioral instead of occupational risk factors? <i>PLoS Neglected Tropical Diseases</i>, 14 (2020), 1; 1-21.</p> <p>Kurtović T, Karabuva S, Grenc D, Dobaja Borak M, Križaj I, Lukšić B, Halassy B, Brvar M. Intravenous <i>Vipera berus</i> Venom- Specific Fab Fragments and Intramuscular <i>Vipera ammodytes</i> Venom-Specific F(ab')₂ Fragments in <i>Vipera ammodytes</i>-Envenomed Patients. <i>Toxins</i> 2021, 13, 279.</p>
Professional and research papers In methodology and quality of teaching published in the last five years (max 5 references)	
Professional and research projects from the field of the course carried out in the last five years (max 5 references)	Anisakis spp.: genomic epidemiology, supported by Croatian Science Foundation (IP-11-2013, chair: Prof. Ivona Mladineo Ph.D., Institute for Oceanography and Fisheries)
Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?	The course for continuing medical education "Skill for education and scientific work". University of Split School of Medicine, Split 2008
PRIZES AND AWARDS	
Prizes and awards for teaching and research	Outstanding evaluation of students of Medicine and Dentistry

Title, name and last name of the course leader	Assoc. Prof. Snježana Mardešić, MD, PhD
Title of the course at the proposed study programme	Histology and Embryology
GENERAL INFORMATION ON COURSE LEADER	
Address	Mosečka 93b, 21000 Split
Telephone number	021-557-804
E-mail address	smardesi@mefst.hr
Personal web page	/
Year of birth	1979.
Scientist ID	307826
CROSBI profile ID	33521

Research rank and date of the last appointment	Senior research associate – 13. 11. 2018.
Research and teaching or teaching rank, and the date of the last appointment	Associate professor of Histology and Embryology- 1. 4. 2019.
Area and field of appointment into research rank	Biomedicine and Health, Basic sciences, Cytology, Histology and Embryology
INFORMATION ON CURRENT EMPLOYMENT	
Institution of employment	School of Medicine, University of Split
Date of employment	1.07.2008.
Job title (professor, researcher, associate teacher, etc.)	Associate professor
Field of research	Human embryology and histology
Position in the institution	Head of Histology and Embryology Department, School of Medicine, University of Split
INFORMATION ON EDUCATION – Highest degree achieved	
Degree	Doctor of Philosophy
Institution	School of Medicine, University of Split
Place	Split, Croatia
Date	10.2.2012.
INFORMATION ON ADDITIONAL TRAINING	
Year	
Place	
Institution	
Field of training	
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English-Excellent
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German-Good
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (title of course, study programme where it is/was held, and level of study programme)	<p>- <i>Graduate education:</i> Histology and Embryology (School of Medicine in Split and Mostar).</p> <p>- Embryology and Histology, Department of Health Studies, University of Split Laboratory histopathologic technics, Department of Health Studies, University of Split</p> <p>- Elective courses “Development and anomalies of head and neck”, “Test tube baby”, “The secrets of human</p>

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

In methodology and quality of teaching published in the last five years (max 5 references)	
Professional and research projects from the field of the course carried out in the last five years (max 5 references)	2018. -2023. project participant Characterization of candidate genes in congenital anomalies of the kidney and urinary system (CAKUT) during mouse and human development HRZZ IP-06-2016-2575 2020 - 2023 project participant SI4CARE -Social Innovation for integrated health CARE of ageing population in ADRION Regions.
Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?	- Course "Skills for medical education and scientific work", School of Medicine, University of Split, 2011.
PRIZES AND AWARDS	
Prizes and awards for teaching and research	

Titula, ime i prezime nositelja	Prof. Jasna Marinović Ljubković, MD, PhD
Predmet koji predaje na predloženom studijskom programu	Fiziologija
OPĆE INFORMACIJE O NOSITELJU	
Adresa	Šoltanska 2
Telefon	+385 21 557 946
E-mail adresa	jasna.marinovic@mefst.hr
Osobna web stranica	http://genom.mefst.hr/physiology/cv/jmarinovic.html
Godina rođenja	1977
Matični broj iz Upisnika znanstvenika	299844
Broj CROSBİ profila osobe	34994
Znanstveno ili umjetničko zvanje i datum posljednjega izbora	Znanstveni savjetnik; 05.04.2017.
Znanstveno-nastavno, umjetničko-nastavno ili nastavno zvanje i datum posljednjega izbora	Redoviti profesor; 25.01.2018.
Područje i polje izbora u znanstveno ili umjetničko zvanje	Područje biomedicine i zdravstva; Polje Temeljne medicinske znanosti
PODACI O SADAŠNJEM ZAPOSLENJU	
Ustanova zaposlenja	Medicinski fakultet Sveučilišta u Splitu
Datum zaposlenja	01. 11. 2007
Naziv radnoga mjesta (profesor, istraživač, suradnik i sl.)	Profesor

Područje rada	Srčana i stanična fiziologija
Funkcija	Voditeljica Laboratorija za staničnu fiziologiju
PODACI O ŠKOLOVANJU – Najviši postignuti stupanj	
Zvanje	Doktor medicine; Doktor znanosti
Ustanova	Medicinski fakultet Sveučilište u Zagrebu; Medical College of Wisconsin
Mjesto	Zagreb, Hrvatska; Milwaukee, WI, SAD
Nadnevak	20.07.2002.; 18.05.2007.
PODACI O USAVRŠAVANJU	
Godina	2002-2007; 2008
Mjesto	Milwaukee, SAD; Trondheim, Norveška
Ustanova	Medical College of Wisconsin; Norwegian University of Science and Technology
Područje usavršavanja	Fiziologija; Životinjski modeli kardiovaskularnih bolesti
MATERINSKI I STRANI JEZICI	
Materinski jezik	Hrvatski
Strani jezik i poznavanje jezika na ljestvici od 2 (dovoljno) do 5 (izvrsno)	Engleski; 5
Strani jezik i poznavanje jezika na ljestvici od 2 (dovoljno) do 5 (izvrsno)	
Strani jezik i poznavanje jezika na ljestvici od 2 (dovoljno) do 5 (izvrsno)	
KOMPETENCIJE ZA PREDMET	
Ranije iskustvo u nositeljstvu sličnih predmeta (navesti naziv predmeta, studijskoga programa na kojem se izvodi/izvodio i razinu studijskoga programa)	2002-2007: Laboratorijske vježbe iz fiziologije za studente medicine (Medical College of Wisconsin) 2007-: Medicinska fiziologija na studiju medicine, dentalne medicine i farmacije 2007- : „Pisanje znanstvenih projekata“ za poslijediplomskom studiju Medicina utemeljena na dokazima
Autorstvo sveučilišnih/fakultetskih udžbenika iz područja predmeta	Guyton i Hall, Medicinska fiziologija 12., 13., i 14. izdanje, Medicinska naklada, Zagreb, (prijevod odabranih poglavlja udžbenika)
Stručni, znanstveni i umjetnički radovi objavljeni u posljednjih pet godina iz područja predmeta (najviše 5 referenca)	1. Cavar M, Ljubkovic M, Bulat C, Bakovic D, Fabijanic D, Kraljevic J, Karanovic N, Dujic Z, Lavie CJ, Wisloff U, Marinovic J . Trimetazidine does not alter metabolic substrate oxidation in cardiac mitochondria of target patient population. Br J Pharmacol. 2016 May;173(9):1529-40. 2. Moreira JBN, Wohlwend M, Fenk S, Åmellem I, Flatberg A, Kraljevic J, Marinovic J , Ljubkovic M, Bjørkøy G, Wisløff U. Exercise Reveals Proline Dehydrogenase as a Potential Target in Heart Failure. Prog Cardiovasc Dis. 2019 Mar - Apr;62(2):193-202. 3. Ljubkovic M, Gressette M, Bulat C, Cavar M, Bakovic D, Fabijanic D, Grkovic I, Lemaire C, Marinovic J . Disturbed Fatty Acid Oxidation, Endoplasmic Reticulum Stress, and

	<p>Apoptosis in Left Ventricle of Patients With Type 2 Diabetes. <i>Diabetes</i>. 2019 Oct;68(10):1924-1933.</p> <p>4. Runjic F, Martinovic-Kaliterna D, Salamunic I, Kristic I, Ljubkovic M, Marinovic J. Association of anticardiolipin antibodies, complement and leptin with the severity of coronary artery disease expressed as syntax score. <i>J Physiol Pharmacol</i>. 2020 Jun;71(3). doi: 10.26402/jpp.2020.3.09.</p> <p>Marinovic J, Mihanovic I, Maltar-Strmecki N, Bulat C, Zanchi J, Ljubkovic M. Coronary collateralization prevents myocardial ROS surge induced by revascularization after non-ST-elevation acute coronary syndrome: A pilot study. <i>Prog Cardiovasc Dis</i>. 2021;68:99-101. doi: 10.1016/j.pcad.2021.09.005</p>
Stručni i znanstveni radovi iz metodike i kvalitete nastave objavljeni u posljednjih pet godina (najviše 5 referenca)	
Stručni, znanstveni i umjetnički projekti iz područja predmeta koji su se provodili u posljednjih pet godina (najviše 5 referenca)	<p>2009 – 2011 "Exercise-induced improvement of chronic heart failure: the role of KATP channels and mitochondria", Fond Jedinstvo uz pomoć znanja (UKF), Istraživač na projektu</p> <p>2011 – 2014 "Development of capacities for underwater assessment of cardiovascular parameters", Office of Naval Research, Američka mornarica (US Navy), Istraživač na projektu</p> <p>2013 – 2016 "Myocardial energetics as a target for treatment of ischemic heart disease: A translational approach from patient to mitochondria Hrvatska zaklada za znanost, Voditeljica projekta</p> <p>2014 – 2017 "Investigating pathological processes in ischemic human myocardium; basic science tools for major health problem", Hrvatska zaklada za znanost, istraživač na projektu</p> <p>2017 – 2021 "Studying Reperfusion Injury in Human Heart; How to Combat Negative Aspects of a Life-saving Therapy", Hrvatska zaklada za znanost, istraživač na projektu</p>
U sklopu kojega programa i u kojem je opsegu nositelj stekao metodičko- psihološko-didaktičko - pedagoške kompetencije?	Tečaj „Vještina medicinske edukacije i znanstvenog rada“
PRIZNANJA I NAGRADE	
Priznanja i nagrade za nastavni i znanstveni rad/umjetnički rad	<p>2007 Nagrada za izvrsnost u fiziologiji (Excellence in Physiology Award), Medical College of Wisconsin, SAD</p> <p>2007 Nagrada za izvrsnu disertaciju poslijediplomskog studija iz biomedicinskih znanosti (Outstanding Dissertation Award from Graduate School of Biomedical Sciences); Medical College of Wisconsin, SAD</p>

Title, name and last name of the course leader	Assoc. Prof. Joško Markić, MD, PhD	
Title of the course at the proposed study programme	Pediatrics	
GENERAL INFORMATION ON COURSE LEADER		
Address	KBC Split, Spinčičeva 1, 21000 Split	
Telephone number	021-556-686	
E-mail address	jmarkic@mefst.hr	
Personal web page		
Year of birth	1973.	
Scientist ID	259480	
CROSBi profile ID	21623	
Research rank and date of the last appointment	Senior Research Associate, 06.12.2017.	
Research and teaching or teaching rank, and the date of the last appointment	Associate Professor, 22.09.2020.	
Area and field of appointment into research rank	Biomedicine and Health; Clinical medical sciences	
INFORMATION ON CURRENT EMPLOYMENT		
Institution of employment	University Hospital of Split	
Date of employment	19.01.2004.	
Job title (professor, researcher, associate teacher, etc.)	Doctor of medicine, Pediatrician	
Field of research	Pediatric emergency and intensive medicine	
Position in the institution	/	
Institution of employment	University of Split School of Medicine	
Date of employment	09.01.2017.	
Job title (professor, researcher, associate teacher, etc.)	Associate Professor	
Field of research	Pediatrics	
Position in the institution	Chair, Department of Pediatrics	
INFORMATION ON EDUCATION – Highest degree achieved		
Degree	PhD	
Institution	University of Split School of Medicine	
Place	Split	
Date	20.06.2013.	
INFORMATION ON ADDITIONAL TRAINING		
Year	2010.	2011.
Place	Vienna	Graz (Austria)
Institution	AKH Wien	LKH Graz
Field of training	Pediatric and Neonatal Intensive Medicine	
Year	2014.	
Place	Philadelphia, USA	
Institution	Childrens Hospital Of Philadelphia (CHOP)	
Field of training	Pediatric intensive medicine	
Year	2020.	

Place	Valetta, Malta	Messina, Italia
Institution	University Hospital Malta	University Hospital of Messina
Field of training	Erasmus+ Training – Pediatric intensive medicine	
MOTHER TONGUE AND FOREIGN LANGUAGES		
Mother tongue	Croatian	
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (5)	
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German (2-3)	
COMPETENCES FOR THE COURSE		
Earlier experience as course teacher of similar courses (title of course, study programme where it is/was held, and level of study programme)	Nositelj kolegija Pedijatrija te nastavnik na kolegijima Kliničke vještine I i II dodiplomskog studija MEFST-a. Nositelj izbornog predmeta „Gospodin Zdravko treba novu jetru“ na 6. godini dodiplomskog studija na MEFST-u. Sunositelj kolegija Neonatologija na poslijediplomskom specijalističkom studiju, te nastavnik na poslijediplomskom studiju iz kolegija Pedijatrija utemeljena na dokazima. Nositelj kolegija Zaštita zdravlja i njega predškolske djece na dodiplomskoj nastavi Filozofskog fakulteta u Splitu.	
Authorship of university textbooks from the field of the course	<ol style="list-style-type: none"> 1. Meštrović J, ur. Hitna stanja u pedijatriji. Zagreb: Medicinska naklada, 2011. 2. Jukić M, Husedžinović I i dr., ur. Klinička anesteziologija. Zagreb : Medicinska naklada, 2013. 3. Čulić V, Pavelić J, Radman M, ur. Genetičko informiranje u praksi. Zagreb: Medicinska naklada, 2015. 	
Professional and research papers published in the last five years from the field of the course (max 5 references)	<ol style="list-style-type: none"> 1. Burčul I, et al. Characteristics of Children with Diabetic Ketoacidosis Treated in Pediatric Intensive Care Unit: Two Center Cross-Sectional Study in Croatia. <i>Medicina-Lithuania</i>. 2019;55(7). 2. Petrovic D, et al. Hypovitaminosis D Influences the Clinical Presentation of Immune Thrombocytopenia in Children with Newly Diagnosed Disease. <i>Journal of Clinical Medicine</i>. 2019; 8(11):1861. 3. Disma N, et al. Difficult tracheal intubation in neonates and infants. <i>NEonate and Children audiT of Anaesthesia pRactice IN Europe (NECTARINE): a prospective European multicentre observational study</i>. <i>Br J Anaesth</i>. 2021;126(6):1173-1181. 4. Tripathi S, et al. Coronavirus Disease 2019-Associated PICU Admissions: A Report From the Society of Critical Care Medicine Discovery Network Viral Infection and Respiratory Illness Universal Study Registry. <i>Pediatr Crit Care Med</i>. 2021;22(7):603-615. 5. Jeličić Kadić A et al. Percutaneous Endoscopic Gastrostomy Tubes Can Be Considered Safe in Children: A Single-Center 11-Year Retrospective Analysis. <i>Medicina (Kaunas)</i>. 2021;57(11):1236. 	
Professional and research papers		

In methodology and quality of teaching published in the last five years (max 5 references)	
Professional and research projects from the field of the course carried out in the last five years (max 5 references)	<ul style="list-style-type: none"> - 2016-18. NECTARINE, NEonate Observational STudy – Istraživač na projektu European Anesthesiology Society - 2016-18. Projekt Mayo Clinic (SAD) „Design and Pilot Implementation of a Web Based Real Time Clinical Decision Support Tool – Checklist for Early Recognition and Treatment of Acute Illness in Pediatrics“ – CERTAINp - 2020. - "Viral Infection and Respiratory illness Universal Study (VIRUS): COVID19 Registry-Validation of C2D2 (Critical Care Data Dictionary)", Mayo Clinic, USA
Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?	<ol style="list-style-type: none"> 1. Course „Skills of medical education and scientific work“, USSM 2. More than 10 years of teaching experience, with high scores from medical students
PRIZES AND AWARDS	
Prizes and awards for teaching and research	<ul style="list-style-type: none"> Award by Croatian Pediatric Society „Radovan Marković“ Award by Croatian Medical Association

Title, name and last name of the course leader	Prof. Ana Marušić, MD, PhD, tenured
Title of the course at the proposed study programme	Research in Biomedicine and Health 1-3 in Medical programmes in Croatian and English Scientific research 1-3 in Dental medicine programme in Croatian
GENERAL INFORMATION ON COURSE LEADER	
Address	University of Split School of Medicine, Šoltanska 2, 21000, Split
Telephone number	098 508647, work: 021 558 812
E-mail address	ana.marusic@mefst.hr
Personal web page	http://www.mefst.unist.hr/nastava/katedre/istrazivanja-u-biomedicini-i-zdravstvu/nastavnici-903/prof-ana-marusic-md-phd/9657
Year of birth	1962
Scientist ID	136152
CROSBI profile ID	12388
Research rank and date of the last appointment	Full tenured professor of Anatomy, since 2008 Scientific advisor, Biomedicine and Health – Public Health, since 2020
Research and teaching or teaching rank, and the date of the last appointment	Full tenured professor, biomedicine and health – basic medical sciences (2008)
Area and field of appointment into research rank	Biomedicine and Health: - Basic Medical Sciences - Public Health

INFORMATION ON CURRENT EMPLOYMENT	
Institution of employment	University of Split School of Medicine
Date of employment	2008
Job title (professor, researcher, associate teacher, etc.)	Full tenured professor
Field of research	Anatomy, Public Health
Position in the institution	Chair, Department of Research in Biomedicine and Health
INFORMATION ON EDUCATION – Highest degree achieved	
Degree	Doctor of Medicine (MD), Doctor of Medical Sciences (PhD)
Institution	University of Zagreb School of Medicine
Place	Zagreb
Date	1985 MD / 1989 PhD
INFORMATION ON ADDITIONAL TRAINING	
Year	1989-1990
Place	Farmington, CT, USA
Institution	University of Connecticut Health Center Medical School
Field of training	Molecular and cellular biology of bone
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English – excellent (5)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German – good (3)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	French – sufficient (2)
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (title of course, study programme where it is/was held, and level of study programme)	<p>Course „Principles of Research in Medicine“ – creator of the course at the University of Zagreb School of Medicine, 1995</p> <p>Course leader on several courses at the doctoral programme “Translational research in biomedicine”, TRIBE</p> <p>Co-leader of the doctoral course at the Sao Paulo University, Brazil (https://uspdigital.usp.br/janus/Disciplina?sgldis=MCM5917&)</p>
Authorship of university textbooks from the field of the course	<p>1. Marušić A. Poglavlja 14. Znanstvena publikacija, 15. Građa znanstvenog članka, 16. Pisanje znanstvenog članka. U: Marušić M, ur. Uvod u znanstveni rad u medicini, 6. izdanje. Medicinska naklada, Zagreb, 2019.</p> <p>2. Marušić A. Chapters 14. Scientific Publication, 15. Structure of the Scientific Article, 16. Writing a Scientific Article. U: Marušić M, ur. Principles of Research in Medicine, 2nd ed. Medicinska naklada, Zagreb, 2016.</p>

	<p>3. Editor of the translation of the textbook: Ferenczi & Muirhead: One Stop Doc: Statistics and Epidemiology. Zagreb: Medicinska naklada, 2012.</p> <p>4. Marušić A. Approaches to the detection of research misconduct – The role of the peer review process. In: Wells F, Farthing M, ed. <i>Fraud and Misconduct in Biomedical Research</i>. London: The Royal Society of Medicine Press, 2008.</p> <p>5. Marušić A, Haug C. The journal editor's perspective. In: Foote M, ed. <i>Clinical trial registries. A practical guide for sponsors and researchers of medicinal products</i>. Basel: Birkhäuser, 2006.</p>
Professional and research papers published in the last five years from the field of the course (max 5 references)	<p>1. Tokalić R, Viđak M, Kaknjo MM, Marušić A. Antifragility of healthcare systems in Croatia and Bosnia and Herzegovina: Learning from man-made and natural crises. Lancet Reg Health Eur. 2021 Oct 7;9:100216.</p> <p>2. Pina DG, Buljan I, Hren D, Marušić A. A retrospective analysis of the peer review of more than 75,000 Marie Curie proposals between 2007 and 2018. Elife. 2021 Jan 13;10:e59338.</p> <p>3. Wang X, Chen Y, Akl EA, Tokalić R, Marušić A, Qaseem A, Falck-Ytter Y, Lee MS, Siedler M, Barber SL, Zhang M, Chan ESY, Estill J, Kwong JSW, Okumura A, Zhou Q, Yang K, Norris SL; RIGHT working group. The reporting checklist for public versions of guidelines: RIGHT-PVG. Implement Sci. 2021 Jan 11;16(1):10.</p> <p>4. Mejlgaard N, Bouter LM, Gaskell G, Kavouras P, Allum N, Bendtsen AK, Charitidis CA, Claesen N, Dierickx K, Domaradzka A, Reyes Elizondo A, Foeger N, Hiney M, Kaltenbrunner W, Labib K, Marušić A, Sørensen MP, Ravn T, Šćepanović R, Tijdink JK, Veltri GA. Research integrity: nine ways to move from talk to walk. Nature. 2020 Oct;586(7829):358-360.</p> <p>5. Buljan I, Garcia-Costa D, Grimaldo F, Squazzoni F, Marušić A. Large-scale language analysis of peer review reports. Elife. 2020 Jul 17;9:e53249.</p>
Professional and research papers in methodology and quality of teaching published in the last five years (max 5 references)	<p>1. Buljan I, Marušić M, Tokalić R, Viđak M, Peričić TP, Hren D, Marušić A. Cognitive levels in testing knowledge in evidence-based medicine: a cross sectional study. BMC Med Educ. 2021 Jan 7;21(1):25.</p> <p>2. Roguljić M, Peričić TP, Gelemanović A, Jukić A, Šimunović D, Buljan I, Marušić M, Marušić A, Wager E. What Patients, Students and Doctors Think About Permission to Publish Patient Photographs in Academic Journals: A Cross-Sectional Survey in Croatia. Sci Eng Ethics. 2019 Sep 20. doi: 10.1007/s11948-019-00134-y. [Epub ahead of print]</p> <p>3. Krnic Martinic M, Meerpohl JJ, von Elm E, Herrle F, Marusic A, Puljak L. Attitudes of editors of core clinical journals about whether systematic reviews are original research: a mixed-methods study. BMJ Open. 2019 Aug 30;9(8):e029704.</p> <p>4. Buljan I, Jerončić A, Malički M, Marušić M, Marušić A. How to choose an evidence-based medicine knowledge test for medical students? Comparison of three knowledge measures. BMC Med Educ. 2018;18:290.</p> <p>5. Banožić A, Buljan I, Malički M, Marušić M, Marušić A. Short- and long-term effects of retrieval practice on learning concepts in</p>

	evidence-based medicine: Experimental study. J Eval Clin Pract. 2018;24:262-263.
Professional and research projects from the field of the course carried out in the last five years (max 5 references)	<ol style="list-style-type: none"> 1. Croatian Research Foundation, grant "Professionalism in Health - ProHealth", 2015-2019 2. Croatian Research Foundation, grant „Professionalism in health: Decision-making in practice and research – ProDeM“, since 2020. 3. H2020-SwafS-16-2016 – EnTIRE (Mapping Normative Frameworks for Ethics and Integrity of Research), since 2017. 4. H2020-SwafS-2016-17 – VIRT2UE (Virtue based ethics and Integrity of Research: Train-the-Trainer program for Upholding the principles and practices of the European Code of Conduct for Research Integrity), since 2018. 5. H2020-SwafS-2018-1 – SOPs4RI (Standard Operating Procedures for Research Integrity SOPs4RI), since 2019.
Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?	Courses on Anatomy (since 1986) and Research in biomedicine and Health (since 1995), from instructor to full tenured professor.
PRIZES AND AWARDS	
Prizes and awards for teaching and research	<p>2019: University of Split Award for Research 2017: Meritorious Award, Council of Science Editors 2006: National Award for Science, Parliament of Croatia 2002: Strossmayer's Award, Croatian Academy of Arts and Sciences 2001: Strossmayer's Award, Croatian Academy of Arts and Sciences 1999: National decoration for contribution to science, Ruđer Bošković Order of Danica Hrvatska</p>

Title, name and last name of the course leader	Prof. Julije Meštrović, MD, PhD
Title of the course at the proposed study programme	Pediatrics
GENERAL INFORMATION ON COURSE LEADER	
Address	Kneza Višeslava 1
Telephone number	021556518
E-mail address	julije.mestrovic@gmil.com
Personal web page	
Year of birth	1959.
Scientist ID	143034

CROSB profile ID	
Research rank and date of the last appointment	12684
Research and teaching or teaching rank, and the date of the last appointment	Scientific adviser, 13.12.2013.
Area and field of appointment into research rank	Full Professor, 17.12.2016.
INFORMATION ON CURRENT EMPLOYMENT	
Institution of employment	University Hospital of Split
Date of employment	02.11.1989.
Job title (professor, researcher, associate teacher, etc.)	Doctor of medicine, Pediatrician
Field of research	Pediatric emergency and intensive medicine
Position in the institution	Hospital Director
Institution of employment	University of Split School of Medicine
Date of employment	
Job title (professor, researcher, associate teacher, etc.)	Full Professor
Field of research	Pediatrics
Position in the institution	
INFORMATION ON EDUCATION – Highest degree achieved	
Degree	Ph.D.
Institution	University of Rijeka, Medical School
Place	Rijeka
Date	27.12.2005.
INFORMATION ON ADDITIONAL TRAINING	
Year	1984.
Place	Zagreb
Institution	Medical School Zagreb
Field of training	Allergology and Clinica Immunology
Year	1989.-1994.
1989.-1994.	Split and Zagreb
Split i Zagreb	University Hosp. Split, University. Hosp. Zagreb
KBC Split i KBC Zagreb	Pediatrics
Year	1995
Place	Rome

Institution	Agostino Gemelli e Bambino Gesù
Field of training	Pediatric and neonatal intensive care
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian 4
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (title of course, study programme where it is/was held, and level of study programme)	Head, Department of Clinical Skills
Authorship of university textbooks from the field of the course	Meštrović J, ur. Hitna stanja u pedijatriji. Zagreb: Medicinska naklada, 2011.
Professional and research papers published in the last five years from the field of the course (max 5 references)	<p>- <u>Mestrovic J</u>, Bralic I, Pavic Simetin I, Mujkic A, Radonic M, Rodin U, Troselj M, Stevanovic R, Benjak T, Pristas I, Maye D, and Tomic B. The Child Health Care System of Croatia. J Pediatr 2016;177S:S48-55</p> <p>- Tomulic Lah K, <u>Mestrovic J</u>, Zuvic M, Rubelj K, Peter B, Bilic Cace I, Verbic A. Neonatal risk mortality scores as predictors for health-related quality of life of infants treated in NICU: a prospective cross-sectional study. Qual Life Res 2017;26:1361–1369</p> <p>- Manzoni P, Martin GR, Luna MS, <u>Mestrovic J</u>, Simeoni U, Zimmermann L, Ewer AK, for The European Pulse Oximetry Screening Work group. Pulse oximetry screening for critical congenital heart defects: a European consensus statement. Lancet Child Adolesc Health 2017: http://dx.doi.org/10.1016/S2352-4642(17)30066-4</p> <p>- Pettoello-Mantovani M, <u>Mestrovic J</u>, Vural M, MD, Namazova-Baranova L. Looking at the Future, Learning from the Past: Current Activities and Upcoming Goals of the European Paediatric Association, the Union of National</p>

	European Paediatric Societies and Associations. J Pediatr 2020;220:272-274 - Grosek Š, Kučan R, Grošelj J, Oražem M, Grošelj U, Erčulj V, Lajovic J, Ivanc B, Novak M, Prpić Massari L, Mimica Matanović S, Čerfalvi V, Meštović J, Borovečki A. How health care professionals confront and solve ethical dilemmas – a tale of two countries: Slovenia and Croatia. CMJ 2021;62:120-9
Professional and research papers In methodology and quality of teaching published in the last five years (max 5 references)	
Professional and research projects from the field of the course carried out in the last five years (max 5 references)	
Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?	Instructor Advanved Life Support Course, Manchester
PRIZES AND AWARDS	
Prizes and awards for teaching and research	2010. Commendation to the best rated teacher of the Faculty of Medicine in Split 2012. Commendation for the editor of the best teaching text in the academic year 2010/2011 of the Medical Faculty in Split 2015. Acknowledgment American Academy of Pediatrics 2017. Ladislav Rakovac Award of the Croatian Medical Association 2018. Member of the Croatian Academy of Medical Sciences

First and last name and title of teacher	Assos. prof. Ivana Mudnić, PhD
The course he/she teaches in the proposed study programme	Pharmacology
GENERAL INFORMATION ON COURSE TEACHER	
Address	Žnjanska 2, 21000 Split
Telephone number	+385 99 218 2189
E-mail address	ivana.mudnic@mefst.hr

Personal web page	
Year of birth	1976.
Scientist ID	276760
CROSBI profile ID	23213
Research or art rank, and date of last rank appointment	Senior Research Fellow, December 6, 2017
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Associate Professor, March 26, 2019
Area and field of election into research or art rank	Biomedicine and health, basic medical sciences
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	University of Split School of Medicine
Date of employment	2001
Name of position (professor, researcher, associate teacher, etc.)	Professor
Field of research	Pharmacology
Function	Head of the Department of Pharmacology
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Ph.D.
Institution	University of Split, School of Medicine
Place	Split
Date	April 20, 2012
INFORMATION ON ADDITIONAL TRAINING	
Year	2002, 2005
Place	Ljubljana
Institution	Institute of Pharmacology and Experimental Toxicology University of Ljubljana School of Medicine
Field of training	Pharmacology
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian 3
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German 2
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Principal teacher of several courses in the field of pharmacology for students of medicine, pharmacy, dental medicine, health studies, at undergraduate and graduate level

Authorship of university/faculty textbooks in the field of the course	Author and translator of several chapters in pharmacology textbooks
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<ol style="list-style-type: none"> 1. Boban N, Tonkić M, Grga M, Milat AM, Mudnić I, Boban M. Antimicrobial activity of wine in relation to bacterial resistance to medicinal antibiotics. <i>Oeno One</i>. 2021;55(1):45-48. 2. Zivkovic PM, Matetic A, Tadin Hadjina I, Rusic D, Vilovic M, Supe-Domic D, Borovac JA, Mudnic I, Tonkic A, Bozic J. Serum Catestatin Levels and Arterial Stiffness Parameters Are Increased in Patients with Inflammatory Bowel Disease. <i>Journal of Clinical Medicine</i>. 2020;9(3):628. 3. Radman S, Raić S, Bućan I, Pribisalić A, Dunatov J, Mudnić I, Boban M, Pella FX, Kolčić I, Polašek O. Searching for carbonylome biomarkers of aging - Development and validation of the proteomic method for quantification of carbonylated protein in human plasma. <i>Croatian Medical Journal</i> 2020;61(2):119-125. 4. Barak OF, Janjic N, Drvis I, Mijacika T, Mudnic I, Coombs GF, Thom SR, Madic D, Dujic Z. Vascular dysfunction following breath-hold diving. <i>Canadian Journal of Physiology and Pharmacology</i>. 2020;98(2):124-130. 5. Milat AM, Boban M, Teissedre PL, Šešelja-Perišin A, Jurić D, Skroza D, Generalić-Mekinić I, Ljubenković I, Volarević J, Rasines-Perea Z, Jourdes M, Mudnić I. Effects of oxidation and browning of macerated white wine on its antioxidant and direct vasodilatory activity. <i>Journal of Functional Foods</i>. 2019;59:138-147.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	<ol style="list-style-type: none"> 1. Cikes M, Vrdoljak L, Buljan I, et al. Students' Practices and Knowledge on Antimicrobial Usage and Resistance in Split, Croatia: The Education of Future Prescribers. <i>Microbial drug resistance</i>. 2020;26(6):623-629. 2. Jurić D, Pranić S, Tokalić R, Milat AM, Mudnić I, Pavličević I, Marušić A. Clinical trials on drug-drug interactions registered in ClinicalTrials.gov reported incongruent safety data in published articles: an observational study. <i>J Clin Epidemiol</i>. 2018;104:35-45.
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	Croatian Science Foundation, Investigator, Project 8652 „BioWine“ 2014-2019.
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?-pedagoške kompetencije?	Continuing education course <i>Skills of medical education and scientific work</i> at the University of Split School of Medicine
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	

Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated)	4,7
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Title, name and last name of the course leader	Assoc. prof. Ivana Novak Nakir, PhD
Title of the course at the proposed study programme	Immunology and medical genetics
GENERAL INFORMATION ON COURSE LEADER	
Address	Šoltanska 2
Telephone number	021557880
E-mail address	ivana.novak@mefst.hr
Personal web page	http://www.mefst.unist.hr/research/research-groups-and-laboratories/laboratory-for-cancer-research/ivana-novak-nakir-2341/2341
Year of birth	1978
Scientist ID	296095
CROSBİ profile ID	23775
Research rank and date of the last appointment	Scientific adviser, December 4th 2019.
Research and teaching or teaching rank, and the date of the last appointment	Associate professor, December 15th 2016.
Area and field of appointment into research rank	Biomedicine and health, basic medical sciences
INFORMATION ON CURRENT EMPLOYMENT	
Institution of employment	University of Split School of Medicine
Date of employment	April 1 st 2011.
Job title (professor, researcher, associate teacher, etc.)	Associate professor
Field of research	Biomedicine and health; basic medical sciences; genetics, genomics and proteomics
Position in the institution	Head of the department
INFORMATION ON EDUCATION – Highest degree achieved	
Degree	PhD
Institution	Karolinska Institutet
Place	Stockholm, Sweden
Date	Nov 24 th 2006.
INFORMATION ON ADDITIONAL TRAINING	
Year	Jan-Jun 2002.
Place	Stockholm, Sweden
Institution	Karolinska Institutet

Field of training	The Research Training Program in Cell Biology and Genetics
Year	May 2004.
Place	Woods Hole, Massachusetts, USA
Institution	Marine Biological Laboratory
Field of training	Analytical and Quantitative Light Microscopy in Biology, Medicine and Materials Science
Year	Nov 2004.
Place	New York, USA
Institution	Cold Spring Harbor Laboratory
Field of training	Immunocytochemistry, In situ Hybridization and Live Cell Imaging
Year	May-July 2010.
Place	San Diego, USA
Institution	The Scripps Research Institute, San Diego, SAD
Field of training	3 months in the lab of prof. Claudio Joazeiro – additional education in cellular and molecular biology
Year	Jun 2008. – Aug 2010.
Place	Split, Croatia
Institution	Mediterranean institute for life sciences - MedILS

Title, name and last name of the course leader	Prof. Valdi Pešutić-Pisac, MD, PhD., full professor
Title of the course at the proposed study programme	Pathology
GENERAL INFORMATION ON COURSE LEADER	
Address	Dubrovačka 18, Split
Telephone number	098667894
E-mail address	valdypp@gmail.com
Personal web page	no
Year of birth	1962
Scientist ID	147360
CROSBI profile ID	26679
Research rank and date of the last appointment	Full scientific consultant 10.07.2019
Research and teaching or teaching rank, and the date of the last appointment	Full professor 12.07.2019.
Area and field of appointment into research rank	Biomedicine and health, field of clinical medical sciences
INFORMATION ON CURRENT EMPLOYMENT	
Institution of employment	KBC Split; Medicinski Fakultet u Splitu
Date of employment	1989; 2004
Job title (professor, researcher, associate teacher, etc.)	Pathologist, professor

Field of research	Pathology, education
Position in the institution	Pathologist, Head of Department of Pathology
INFORMATION ON EDUCATION – Highest degree achieved	
Degree	PhD; full professor
Institution	Medical School University of Zagreb; Medical School University of Split
Place	Zagreb; Split
Date	2000; 2019
INFORMATION ON ADDITIONAL TRAINING	
Year	1995.; 1996.; 1998.;1999; 2001; 2003;2005
Place	Rome, Zagreb
Institution	Department of Pathology, Policlinico "A.Gemelli", University of »Sacro Cuore« Rome, Italy, Department of Pathology, Tumor Institute , Zagreb Hrvatska.,
Field of training	Pathology
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (title of course, study programme where it is/was held, and level of study programme)	<p>Undergraduate teaching:</p> <ul style="list-style-type: none"> - Undergraduate teaching in Pathology, Doctor of Medicine, Faculty of Medicine, University of Split and Mostar - Undergraduate teaching in Pathology, Dental Medicine, Faculty of Medicine in Split - Undergraduate teaching in Pathology, study Pharmacy, Faculty of Medicine in Split -Undregraduate teaching in Pathology, Medical Studies in English, Faculty of Medicine in Split - study of Nursing, University Department of Health Studies, University of Split -study of Nursing, University of Dubrovnik <p>Postgraduate teaching</p> <ul style="list-style-type: none"> - Postgraduate doctoral study "Evidence-based medicine" of the Medical Faculty in Split (Elective course: "Precancerous lesions of the digestive system")

	-Postgraduate doctoral study "Biology of neoplasms", Faculty of Medicine Split (elective course "Molecular diagnostics of tumors of the urinary system and male reproductive system"
Authorship of university textbooks from the field of the course	<p>Author of the chapter "Gastrointestinal system" in books :</p> <ol style="list-style-type: none"> 1. Damjanov I, Jukić S. Specijalna patologija, Medicinska naklada, Zagreb, 2004; 221-277. 2. Damjanov I, Jukić S, Nola M. Patologija. Medicinska naklada , Zagreb, 2008; 391-435. 3. Damjanov I, Jukić S, Nola M. Patologija. Medicinska naklada , Zagreb, 2011;505-564. <p>Author of the chapter "Endocrine System Diseases" in books:</p> <ol style="list-style-type: none"> 1. Damjanov I, Seiwerth S, Jukić S, Nola M. Patologija. Medicinska naklada , Zagreb, 2014; 659-696 2. Damjanov I, Seiwerth S, Jukić S, Nola M. Patologija. Medicinska naklada , Zagreb, 2018;659-696 <p>Author of the chapter "Pathology of Head and Neck" u knjizi:</p> <p>Prgomet D i sur. Head and Neck Tumors, Medicinska naklada, Zagreb, 2019; 21-46.</p>
Professional and research papers published in the last five years from the field of the course (max 5 references)	<ol style="list-style-type: none"> 1. Brčić L, Barić A, Benzon B, Brekalo M, Gračan S, Kaličanin D, Škrabić V, Zemunik T, Barbalić M, Novak I, Pešutić Pisac V, Punda A, Boraska Perica V. AATF and SMARCA2 are associated with thyroid volume in Hashimoto's thyroiditis patients. Sci Rep. 2020 Feb 4;10(1):1754. doi: 10.1038/s41598-020-58457-x. PMID: 32019955; PMCID: PMC7000742 2. Tonkić A, Vuković J, Vrebalov Cindro P, Pesutić Pisac V, Tonkić M. Diagnosis of Helicobacter pylori infection: A short review. Wien Klin Wochenschr. 2018 ;130(17-18): 530-534 3. Kontić M, Čolović Z, Paladin I, Gabelica M, Barić A, Pešutić-Pisac V. Association between EGFR expression and clinical outcome of laryngeal HPV squamous cell carcinoma, Acta Otolaryngol. 2019 Aug 20:1-5 4. Punda A, Bedeković V, Barić A, Kontić M, Čolović Z, Vanjaka Rogošić L, Punda H, Kunac N, Grandić L, Pešutić Pisac V. RET expression and its correlation with

	<p>clinicopathologic data in papillary thyroid carcinoma. Acta Clin Croat. 2018 Dec;57(4):646-652</p> <p>5. Barić A, Marković V, Eterović D, Bedeković V, Kontić M, Juretić Kuščić L, Pešutić Pisac V, Punda A. Cyclin D1, RET and p27 Expression in Papillary Microcarcinoma. Acta Clin Croat 2017; 56(1): 15-20.</p>
Professional and research papers In methodology and quality of teaching published in the last five years (max 5 references)	
Professional and research projects from the field of the course carried out in the last five years (max 5 references)	<p>1. Carcinogenesis and prognostic markers in laryngeal squamous cell carcinoma - Code: 216-0000000-0085; Ministry of science, education and sport – Head of project</p> <p>2. Regulation of thyroid and parathyroid function and blood calcium homeostasis - associate on project (1. 3. 2020. – 29. 2. 2024). Head of project: Prof. dr. sc. Tatijana Zemunik</p> <p>3. Genetic and epigenetic markers as indicators of aggressiveness of differentiated thyroid cancer (ThyroGene Mark)- associate on project Croatian Science Foundation project Head of project : academician Zvonko Kusić</p>
Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?	Medical school of Split- Educator education course
PRIZES AND AWARDS	
Prizes and awards for teaching and research	<p>Award for the best professor- Medical school of Split 2009.</p> <p>Award of Croatian Medical Association 2010.</p>

Title, name and last name of the course leader	Assoc. prof. Zenon Pogorelić, MD, PhD
Title of the course at the proposed study programme	Surgery
GENERAL INFORMATION ON COURSE LEADER	
Address	Žnjanska 12
Telephone number	+385911556120
E-mail address	zpogorelic@kbsplit.hr
Personal web page	https://www.researchgate.net/profile/Zenon-Pogorelic
Year of birth	1979.
Scientist ID	287942
CROSBİ profile ID	10206
Research rank and date of the last appointment	senior research associate; 2020.
Research and teaching or teaching rank, and the date of the last appointment	asociate professor, 2020.
Area and field of appointment into research rank	Biomedicine and health, branch of surgery
INFORMATION ON CURRENT EMPLOYMENT	
Institution of employment	Univetsity Hospital of Split
Date of employment	01.12.2006
Job title (professor, researcher, associate teacher, etc.)	Pediatric surgeon
Field of research	Pediatric surgery
Position in the institution	Head of department of pediatric surgery
INFORMATION ON EDUCATION – Highest degree achieved	
Degree	PhD, Associate professor
Institution	University of Split, School of Medicine
Place	Split
Date	
INFORMATION ON ADDITIONAL TRAINING	
Year	2016- 2018-
Place	Lyon
Institution	Hopital Femme Merre Enfant, Lyon, Francuska
Field of training	Pediatric surgery, Minimally invasive surgery
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Criatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (5)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Spanish (4)
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (title of course, study programme where it	Head of department of surgery at University of Split, School of Medicine

is/was held, and level of study programme)	
Authorship of university textbooks from the field of the course	Jurić I, Pogorelić Z, Todorčić D. – Embrionalni tumori u djece. In: Čulić V. et al. Genetičko informiranje u praksi. Medicinska naklada, 2015: 69 – 73.
Professional and research papers published in the last five years from the field of the course (max 5 references)	1) Pogorelić Z, Lukšić B, Ninčević S, Lukšić B, Polašek O. Hyponatremia as a predictor of perforated acute appendicitis in pediatric population: A prospective study. J Pediatr Surg. 2021;56(10):1816-1821. 2) Pogorelić Z, Čohadžić T, Jukić M, Neveščanin Biliškov A. Percutaneous internal ring suturing for the minimal invasive treatment of pediatric inguinal hernia: A 5-year single surgeon experience. Surg Laparosc Endosc Percutan Tech. 2021;31(2):150-154. 3) Pogorelić Z, Milanović K, Veršić AB, Pasini M, Divković D, Pavlović O, Lučev J, Žufić V. Is there an increased incidence of orchiectomy in pediatric patients with acute testicular torsion during COVID-19 pandemic?-A retrospective multicenter study. J Pediatr Urol. 2021;17(4):479.e1-479.e6. 4) Pogorelić Z, Lukšić AM, Mihanović J, Đikić D, Balta V. Hyperbilirubinemia as an Indicator of Perforated Acute Appendicitis in Pediatric Population: A Prospective Study. Surg Infect (Larchmt). 2021 doi: 10.1089/sur.2021.107. 5) Pogorelić Z, Bjelanović D, Gudelj R, Jukić M, Petrić J, Furlan D. Video-assisted thoracic surgery in early stage of pediatric pleural empyema improves outcome. Thorac Cardiovasc Surg. 2021;69(5):475-480.
PRIZES AND AWARDS	
Prizes and awards for teaching and research	2004. Rector's Award for outstanding results achieved in the study 2018. Award of the Croatian Medical Chamber for scientific contribution in the category of young scientists 2021. Science Award of the University of Split

Title, name and last name of the course leader	Prof. Neira Puizina-Ivić, Ph.D., full prof.
Title of the course at the proposed study programme	DERMATOVENEREOLOGY
GENERAL INFORMATION ON COURSE LEADER	
Address	Mihanovićeve 34 c
Telephone number	021 557 453; 091 7906400
E-mail address	neira.puizina@kbsplit.hr; neira@radogost.com
Personal web page	
Year of birth	1957.
Scientist ID	141982
CROSBI profile ID	12635

Research rank and date of the last appointment	scientific advisor in a permanent position
Research and teaching or teaching rank, and the date of the last appointment	full professor (2019)
Area and field of appointment into research rank	Biomedicine and health
INFORMATION ON CURRENT EMPLOYMENT	
Institution of employment	Clinical hospital centre and School of Medicine
Date of employment	1986.
Job title (professor, researcher, associate teacher, etc.)	professor
Field of research	dermatovenereology
Position in the institution	Head of department
INFORMATION ON EDUCATION – Highest degree achieved	
Degree	Specialist in dermatovenereology
Institution	KBC Split
Place	Split
Date	1986-1990.
INFORMATION ON ADDITIONAL TRAINING	
Year	2002.
Place	Graz
Institution	Clinic of dermatovenereology University of Graz
Field of training	Dermatohistopathology, dermatooncology, general dermatovenereology
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	english (5)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	italian (3)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (title of course, study programme where it is/was held, and level of study programme)	
Authorship of university textbooks from the field of the course	<p>Puizina-Ivić N. O liječenju boli. U: Rumboldt Z. Odabrana poglavlja iz terapije. Split: DES, 1992: 215-221.</p> <p>Marasović D, Anđelinović D, Puizina-Ivić N, Pezelj D. Poremećaji embrionalnog razvitka kože. U: Lipozenčić i sur. Dermatovenerologija. Zagreb: Naklada Zadro, 1999: 49-51.</p>

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

	<p>Zagreb, 2018. str. 140-141 (poster, domaća recenzija, sažetak, znanstveni)</p> <p>Leskur, Dario; Šešelja Perišin, Ana; Bukić, Josipa; Rušić, Doris; Petrić, Ana; Petrić, Ivana; Zekan, Lovre; Puizina-Ivić, Neira; Modun, Darko. Dermatopharmacokinetic properties of different topical diclofenac formulations // <i>1. hrvatski kongres dermatofarmacije s međunarodnim sudjelovanjem: knjiga sažetaka</i> Zagreb, 2018. str. 62-63 (predavanje, domaća recenzija, sažetak, znanstveni)</p> <p>Barčot, Zoran; Kolundžić, Robert; Lipozenčić, Jasna; Marinović Kulišić, Sandra; Metcalf, Daniel; Pavić, Predrag; Puizina-Ivić, Neira; Škrilin, Jasenka; Tunuković, Suzana; Žic, Rado. Knjiga sažetaka i Program Znanstvenog simpozija s međunarodnim sudjelovanjem "Napredne tehnologije za lokalno liječenje rana koje teško cijele" / Lipozenčić, Jasna ; Tunuković, Suzana (ur.). Zagreb: Nakladnička kuća, 2017</p> <p>Puizina Ivić, Neira; Čarija, Antoanela; Vuković, Dubravka; Mirić Kovačević, Lina. Nasljeđe i kožne bolesti // <i>Genetičko informiranje u praksi / Čulić, Vida ; Pavelić, Jasminka, Radman, Maja (ur.)</i>. Zagreb: Medicinska naklada, 2016. str. 92-95</p> <p>Čarija, Antoanela; Puizina-Ivić, Neira; Vuković, Dubravka; Mirić Kovačević, Lina; Čapkun, Vesna. Single treatment of low-risk basal cell carcinomas with pulsed dye laser-mediated photodynamic therapy (PDL-PDT) compared with photodynamic therapy (PDT): A controlled, investigator-blinded intra-individual prospective study. // <i>Photodiagnosis and Photodynamic Therapy</i>, 16 (2016), 60-65 doi:10.1016/j.pdpdt.2016.08.003 (međunarodna recenzija, članak, znanstveni)</p>
Professional and research papers In methodology and quality of teaching published in the last five years (max 5 references)	
Professional and research projects from the field of the course carried out in the last five years (max 5 references)	
Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?	
PRIZES AND AWARDS	

Prizes and awards for teaching and research	Award (praise) in ac. yr. 2016/17. for the highest quality teaching in the study of Medicine according to the student survey HLZ praise 2016.
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Title, name and last name of the course leader	Assoc. Prof. Željko Puljiz, MD, PhD
Title of the course at the proposed study programme	Internal medicine
GENERAL INFORMATION ON COURSE LEADER	
Address	Dražanac 52, 21 000 Split
Telephone number	+385(98)983-6020
E-mail address	zpujiz4@gmail.com, zpujiz@mefst.hr
Personal web page	
Year of birth	1963.
Scientist ID	346495
CROSB profile ID	32628
Research rank and date of the last appointment	Senior Research Associate from 2018.
Research and teaching or teaching rank, and the date of the last appointment	Associate Professor at the School of Medicine, University of Split, Department of Internal Medicine – from 2020.
Area and field of appointment into research rank	Biomedicine and health, Clinical medicine
INFORMATION ON CURRENT EMPLOYMENT	
Institution of employment	University Hospital Split, University of Split, School of Medicine
Date of employment	1992.
Job title (professor, researcher, associate teacher, etc.)	Internal medicine consultant, gastroenterologist-hepatologist, associate professor, University of Split, School of Medicine
Field of research	Internal medicine, gastroenterology and hepatology
Position in the institution	Chairman, Department of gastroenterology and hepatology
INFORMATION ON EDUCATION – Highest degree achieved	
Degree	PhD; “Predictors of nonalcoholic steatohepatitis in patients with elevated alanine aminotransferase activity”
Institution	University of Rijeka, School of Medicine
Place	Rijeka
Date	2010.
INFORMATION ON ADDITIONAL TRAINING	
Year	2003., 2003.-2005.
Place	Mainz, Zagreb
Institution	University hospital Mainz, Clinical hospital centre Zagreb
Field of training	Gastroenterology and hepatology, interventional gastroenterology (ERCP)

MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English, 4
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (title of course, study programme where it is/was held, and level of study programme)	Chairman, Department of Internal medicine, University of Split, School of medicine, 2020.
Authorship of university textbooks from the field of the course	1. Bilić i sur. Hepatologija: odabrana poglavlja. Medicinska naklada, Zagreb, 1991. 2. Željko Ivančević, Zvonko Rumboldt, Mijo Bergovac, Vlatko Silobrčić, Denis Bruketa: Harrison Principi interne medicine. Placebo d.o.o., 1997.
Professional and research papers published in the last five years from the field of the course (max 5 references)	1. Boraska Jelavic T, Barisic M, Drmic Hofman I, Boraska V, Vrdoljak E, Peruzovic M, et al. Microsatellite GT polymorphism in the toll-like receptor 2 is associated with colorectal cancer. <i>Clin Genet.</i> 2006;70(2):156-60. 2. Tomas D, Lenicek T, Tuckar N, Puljiz Z, Ledinsky M, Kruslin B. Primary ovarian leiomyoma associated with endometriotic cyst presenting with symptoms of acute appendicitis: a case report. <i>Diagn Pathol.</i> 2009;4:25. 3. Puljiz Z, Stimac D, Kovac D, Puljiz M, Bratanic A, Kovacic V, et al. Predictors of nonalcoholic steatohepatitis in patients with elevated alanine aminotransferase activity. <i>Coll Antropol.</i> 2010;34 Suppl 1:33-7. 4. Bonacin D, Fabijanac D, Radic M, Puljiz Z, Trgo G, Bratanic A, et al. Gastroesophageal reflux disease and pulmonary function: a potential role of the dead space extension. <i>Med Sci Monit.</i> 2012;18(5):CR271-5. 5. Ledina D, Ivic I, Karanovic J, Karanovic N, Kuzmicic N, Ledina D, et al. Campylobacter fetus infection presenting with bacteremia and cellulitis in a 72-year-old man with an implanted pacemaker: a case report. <i>J Med Case Rep.</i> 2012;6:414. 6. Flisiak, R.; Antonov, K.; Drastich, P.; Jarcuska, P.; Maevskaya, M.; Makara, M.; Puljiz, Ž.; Štabuc, B.; Trifan, A. Practice Guidelines of the Central European Hepatologic Collaboration (CEHC) on the Use of Thrombopoietin Receptor Agonist in Patients with Chronic Liver Disease Undergoing Invasive Procedures. <i>J. Clin. Med.</i> 2021 , <i>10</i> , 5419. https://doi.org/10.3390/jcm10225419

Professional and research papers In methodology and quality of teaching published in the last five years (max 5 references)	
Professional and research projects from the field of the course carried out in the last five years (max 5 references)	
Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?	
PRIZES AND AWARDS	
Prizes and awards for teaching and research	

Title, name and last name of the course leader	Professor Ante Punda, MD, Phd
Title of the course at the proposed study programme	Nuclear medicine
GENERAL INFORMATION ON COURSE LEADER	
Address	Trg hrvatske bratske zajednice 3b
Telephone number	021 55 66 20
E-mail address	ante.punda@mefst.hr
Personal web page	
Year of birth	1955.
Scientist ID	275871
CROSB I profile ID	23504
Research rank and date of the last appointment	2007. PhD
Research and teaching or teaching rank, and the date of the last appointment	2020., Associate professor
Area and field of appointment into research rank	Nuclear medicine
INFORMATION ON CURRENT EMPLOYMENT	

Institution of employment	University of Split School of Medicine
Date of employment	2001
Job title (professor, researcher, associate teacher, etc.)	Associate professor
Field of research	Nuclear medicine
Position in the institution	Head of the course, Vice dean
INFORMATION ON EDUCATION – Highest degree achieved	
Degree	PhD
Institution	University of Zagreb School of Medicine
Place	Zagreb, Croatia
Date	2007
INFORMATION ON ADDITIONAL TRAINING	
Year	2007
Place	Split, Croatia
Institution	University of Split School of Medicine
Field of training	Skills of medical education and scientific work
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English, 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	
COMPETENCES FOR THE COURSE	

Earlier experience as course teacher of similar courses (title of course, study programme where it is/was held, and level of study programme)	Head of the course Nuclear medicine investigation of heart, lungs and blood vessels, Diagnosis of the thyroid disorders, Postgraduate nuclear medicine course, University of Zagreb School of Medicine
Authorship of university textbooks from the field of the course	<p>Punda A. Medikamentozno liječenje hipertireoze/Hipertireoza. Kusić Z. I suradnici. medicinska naklada, 2016.</p> <p>Punda A, Baric A. Nuklearno medicinska instrumentacija/Radiološki uređaji i oprema u radiologiji, radioterapiji i nuklearnoj medicini. Janković S, Mihanović F. Sveučilište u Splitu, Sveučilišni odjel zdravstvenih studija;2015.</p> <p>Punda A, Baric A. Nuclear medicine/Internal medicine propedeutics. Hozo I. et all. Split: School of Medicine; 2015.</p> <p>Punda A. Primarna hipotireoza neautoimunosne etiologije/Hipotireoza. Z. Kusić i sur. Zagreb: Medicinska naklada, 2014. Str 22-31.</p> <p>Punda A, Barić A. Nuklearna medicina/ Internistička propedeutika s umijećem komuniciranja u kliničkoj medicini. Hozo I. i sur. HGD-ogranak Split, 2013.</p>

<p>Professional and research papers published in the last five years from the field of the course (max 5 references)</p>	<p>Punda A, Nika Č, Bedeković V, Košec A. Delayed Horner Syndrome and Accessory Nerve Weakness After Papillary Thyroid Carcinoma Surgery. <i>Ear Nose Throat J.</i> 2020</p> <p>Popović M, Matana A, Torlak V, Boutin T, Brdar D, Gunjača I, Kaličanin D, Kolčić I, Boraska Perica V, Punda A, Polašek O, Barbalić M, Hayward C, Zemunik T. Genome-wide meta-analysis identifies novel loci associated with free triiodothyronine and thyroid-stimulating hormone. <i>J Endocrinol Invest.</i> 2019 Mar 7</p> <p>Matana, Antonela, Marijana Popovic, Thibaud Boutin, Vesela Torlak, Dubravka Brdar, Ivana Gunjaca, Ivana Kolcic, et al. "Genetic Variants in the ST6GAL1 Gene Are Associated with Thyroglobulin Plasma Level in Healthy Individuals." <i>Thyroid</i>, 2019, 1–8</p> <p>Kalicanin, Dean, Luka Brcic, Ana Baric, Sanja Zlodre, Maja Barbalic, Vesela Torlak Lovric, Ante Punda, and Vesna Boraska Perica. "Evaluation of Correlations Between Food-Specific Antibodies and Clinical Aspects of Hashimoto's Thyroiditis." <i>Journal of the American College of Nutrition</i> 38, no. 3 (April 3, 2019): 259–66</p> <p>Brcic, Luka, Ana Baric, Sanda Gracan, Vesela Torlak, Marko Brekalo, Veselin Skrabic, Tatijana Zemunik, Maja Barbalic, Ante Punda, and Vesna Boraska Perica. "Genome-Wide Association Analysis Suggests Novel Loci Underlying Thyroid Antibodies in Hashimoto's Thyroiditis." <i>Scientific Reports</i> 9 (March 29, 2019): 5360</p>
<p>Professional and research papers In methodology and quality of teaching published in the last five years (max 5 references)</p>	
<p>Professional and research projects from the field of the course carried out in the last five years (max 5 references)</p>	<ol style="list-style-type: none"> 1. 2014.- 2018.- Croatian science foundation, UIP-11-2013 No 4950 „Genome-wide association analysis of Hashimoto thyroiditis” 2. 2014.- 2018.- Croatian science foundation, IP-11-2013 No 1498 „Identification of new genetic loci implicated in regulation of thyroid function“ 3. 2016.- Adris foundation, project „Analysis of the immune response to proteins from food in the development of Hashimoto's thyroiditis” 4. 2015.- „National iodine studies that are components of the global SIMPLIFY study”, international scientific project

Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?	
PRIZES AND AWARDS	
Prizes and awards for teaching and research	2019, Diploma from University Hospital of Split for scientific work

First and last name and title of teacher	Assoc. Prof. Marija Raguž, MD, PhD
The course he/she teaches in the proposed study programme	Medical physics and biophysics
GENERAL INFORMATION ON COURSE TEACHER	
Address	Šoltanska 2
Telephone number	+385 21 557 867
E-mail address	marija.raguz@mefst.hr
Personal web page	http://www.mefst.unist.hr/nastava/katedre/medicinska-fizika-i-biofizika-631/nastavnici-1047/doc-dr-sc-marija-raguz/7388
Year of birth	1973
Scientist ID	CROSBİ Profil: 23378, MBZ: 271613
Research or art rank, and date of last rank appointment	Senior research associates, December 7, 2017.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Associate professor, January 25, 2018.
Area and field of election into research or art rank	Natural sciences, physics
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	University of Split School of Medicine
Date of employment	2009
Name of position (professor, researcher, associate teacher, etc.)	Associate Professor
Field of research	Biophysics
Function	Head of the Department of Medical Physics and Biophysics
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	Medical College of Wisconsin
Place	Milwaukee, Wisconsin, USA

Date	March 2010
INFORMATION ON ADDITIONAL TRAINING	
Year	2010, 2011, 2012, 2013, 2014, 2015, 2016
Place	Milwaukee, WI, USA
Institution	Medical College of Wisconsin
Field of training	Biophysics
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English 5 (excellent)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	<p>2018 – present – Medical physics and biophysics for medical students, program in English, University of Mostar School of Medicine, Bosnia and Herzegovina</p> <p>2016 – present – elective course Physics overview for medical students, program in English, University of Split School of Medicine, Croatia</p> <p>2018 – present – Medical physics and biophysics for medical students, program in English, University of Split School of Medicine, Croatia</p> <p>2018 – present – Medical physics and biophysics for medical students, University of Split School of Medicine, Croatia</p> <p>2018 – present – Biophysics for dental students, University of Split School of Medicine, Croatia</p> <p>2016 – 2017 – Physics 1, Physics 2, and Modern physics, Faculty of natural and educational sciences University of Mostar, BiH</p> <p>2012 – present – Selected chapters in biophysics, Faculty of natural sciences, University of Split, Croatia</p>
Authorship of university/faculty textbooks in the field of the course	
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<ol style="list-style-type: none"> 1. Boban Z, Mardešić I, Subczynski WK, Raguz M, Giant Unilamellar Vesicle Electroformation: What to Use, What to Avoid, and How to Quantify the Results, <i>Membranes</i> 2021 Nov 7;11(11):860. doi: 10.3390/membranes11110860. 2. Boban Z, Puljas A, Kovač D, Subczynski WK, Raguz M, Effect of Electrical Parameters and Cholesterol Concentration on Giant Unilamellar Vesicles Electroformation, <i>Cell Biochem Biophys.</i> 2020 Jun;78(2):157-164 3. Subczynski WK, Mainali L, Raguz M, O'Brien WJ, Organization of Lipids in Fiber cell Plasma Membranes of the Eye Lens. <i>Exp. Eye Res.</i> 2017, 156:79-86.

	<p>4. Subczynski WK, Pasenkiewicz-Gierula M, Widomska J, Mainali L, Raguz M, High Cholesterol/Low Cholesterol: Effects in Biological Membranes: A Review. Cell Biochem. Biophys. 2017, 75(3-4):369-385.</p> <p>5. Mainali L, Raguz M, O'Brien WJ, Subczynski WK, Changes in the Properties and Organization of Human Lens Lipid Membranes Occurring with Age. Curr. Eye Res. 2017, 42(5):721-731.</p>
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	<p>1. Unravelling cholesterol-domain organization and function in the plasma membrane of the eye lens fiber cells using fluorescent methods, HRZZ, PI, 2019-2023</p> <p>2. Lipid Domains in Lens Membranes of a Single Eye: EPR Spin-Labeling Studies, NIH, Collaborator, 2015 – 2019</p> <p>3. Cholesterol Crystalline Domain Function in Eye Lens: EPR Spin-Labeling Studies, NIH, Postdoctoral Fellow, 2009 –2014</p> <p>4. Biophysical Design of Antimicrobial peptides and Innovative Molecular Descriptors, Collaborator, 2013-2017</p> <p>5. Impaired Structure of High Density Lipoproteins, MZO, research assistant, 2002 – 2005</p>
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?-pedagoške kompetencije?	
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	<p>2018 – University award for science, University of Split, Croatia</p> <p>2009 – Poster award, 19th Annual Research Day, Medical College of Wisconsin, Milwaukee, WI, USA</p>

Title, name and last name of the course leader	Prof. Tina Tičinović Kurir, MD, PhD
Title of the course at the proposed study programme	Pathophysiology
GENERAL INFORMATION ON COURSE LEADER	
Address	Ninska 16
Telephone number	021/557-871
E-mail address	tticinov@mefst.hr
Personal web page	/
Year of birth	31 st July 1972.

Scientist ID	282292
CROSB I profile ID	28347
Research rank and date of the last appointment	Research advisor, 2021.
Research and teaching or teaching rank, and the date of the last appointment	Professor, 2021.
Area and field of appointment into research rank	Biomedicine and Health; Clinical medical sciences
INFORMATION ON CURRENT EMPLOYMENT	
Institution of employment	University Hospital Split, University of Split School of medicine
Date of employment	2003; 1999
Job title (professor, researcher, associate teacher, etc.)	Professor, subspecialist of endocrinology and diabetology
Field of research	Pathophysiology, Endocrinology and metabolic disorders
Position in the institution	Head of Department in both institutions
INFORMATION ON EDUCATION – Highest degree achieved	
Degree	PhD
Institution	University of Split School of medicine
Place	Split
Date	2007
INFORMATION ON ADDITIONAL TRAINING	
Year	2013.
Place	Manchester, Ujedinjeno Kraljevstvo
Institution	Christie Hospital
Field of training	Endocrinologic oncology
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English, 4
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	French, 2
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (title of course, study programme where it is/was held, and level of study programme)	Head of Department of Pathophysiology since 2009.
Authorship of university textbooks from the field of the course	Tičinović Kurir T i sur. Patofiziologija endokrinopatija. Split: Redak; 2013.
Professional and research papers published in the last five years from the field of the course (max 5 references)	1. Bilalic A, Kurir TT , Borovac JA, Kumric M, Supedomic D, Vilovic M, Martinovic D, Bozic J. Association of Dephosphorylated-Uncarboxylated Matrix Gla Protein and Risk of Major Bleeding in Patients Presenting with Acute Myocardial Infarction. Life (Basel). 2021 Jul 23;11(8):733.

	<ol style="list-style-type: none"> 2. Kumric M, Ticinovic Kurir T, Borovac JA, Bozic J. Role of novel biomarkers in diabetic cardiomyopathy. <i>World J Diabetes</i>. 2021 Jun 15;12(6):685-705. 3. Kumric M, Borovac JA, Martinovic D, Ticinovic Kurir T, Bozic J. Circulating Biomarkers Reflecting Destabilization Mechanisms of Coronary Artery Plaques: Are We Looking for the Impossible? <i>Biomolecules</i>. 2021 Jun 14;11(6):881. 4. Kumric M, Borovac JA, Ticinovic Kurir T, Martinovic D, Frka Separovic I, Baric L, Bozic J. Role of Matrix Gla Protein in the Complex Network of Coronary Artery Disease: A Comprehensive Review. <i>Life (Basel)</i>. 2021 Jul 24;11(8):737. 5. Kumrić M, Kurir TT, Borovac JA, Božić J. The Role of Natural Killer (NK) Cells in Acute Coronary Syndrome: A Comprehensive Review. <i>Biomolecules</i>. 2020 Nov 5;10(11):1514.
Professional and research papers In methodology and quality of teaching published in the last five years (max 5 references)	/
Professional and research projects from the field of the course carried out in the last five years (max 5 references)	<p>2007 – 2013, "Patobiokemija glikosfingolipidnih antigena", MZOŠ, Croatia</p> <p>2014 – present day, "Translacijsko istraživanje neuroplastičnosti disanja i učinka intermitentne hipoksije u anesteziji i spavanju", HRZZ, Croatia</p>
Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?	Skills course of medical education and scientific work, University of Split School of Medicine
PRIZES AND AWARDS	
Prizes and awards for teaching and research	/

Title, name and last name of the course leader	Assist. Prof. Marion Tomičić, MD, PhD
Title of the course at the proposed study programme	Family Medicine
GENERAL INFORMATION ON COURSE LEADER	
Address	Sarajevska 46D, Split
Telephone number	+385915429293
E-mail address	marion.tomicic@mefst.hr
Personal web page	

Year of birth	1974
Scientist ID	262986
CROSBİ profile ID	21988
Research rank and date of the last appointment	Research associate, 30.03.2016.
Research and teaching or teaching rank, and the date of the last appointment	Assistant professor, 21.09.2017.
Area and field of appointment into research rank	Biomedicine and Health, Public Health and Health Care
INFORMATION ON CURRENT EMPLOYMENT	
Institution of employment	Split - Dalmatia Health Center; University of Split School of Medicine
Date of employment	01.09.2010.; 01.11.2017.
Job title (professor, researcher, associate teacher, etc.)	Head of the Department, Assistant professor
Field of research	Family medicine
Position in the institution	Head of the Department
INFORMATION ON EDUCATION – Highest degree achieved	
Degree	PhD
Institution	University of Split School of Medicine
Place	Split
Date	27.04.2015.
INFORMATION ON ADDITIONAL TRAINING	
Year	
Place	
Institution	
Field of training	
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English, very good
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (title of course, study programme where it	

is/was held, and level of study programme)	
Authorship of university textbooks from the field of the course	<ol style="list-style-type: none"> 1. Tomičić M, Artuković M, Topić Omaljev Z, Cvitković A. Urbano onečišćenje zraka u okolišu. U Balenović A, Ožvačić Adžić Z, ur. Uloga obiteljskog liječnika u unapređenju zdravlja i sprečavanju bolesti. Zagreb: Medicinska naklada, 2021:71-83. 2. Mrduljaš-Đujić N, Tambić-Andrašević A, Bašić-Marković N, Tomičić M. Smjernice za dijagnostiku i antibiotsko liječenje najčešćih infektivnih bolesti u obiteljskoj medicini. U Bergman Marković B, Diminić Lisica I, Katić M, ur. Smjernice u praksi obiteljskog liječnika. Zagreb: Medicinska naklada, 2020: 252-71. 3. Tomičić M. Obiteljski ciklus. U Rumboldt M, Petric D, ur. Obiteljska medicina. Odabrana poglavlja. Split: Redak, 2015: 49-50. 4. Tomičić M. Genogram – obiteljski dijagram. Ibidem: 51-4. 5. Tomičić M. Kućne posjete i liječenje u kući. Ibidem: 55-7. 6. Tomičić M. Kronične bolesti dišnog sustava. Ibidem: 267-74. 7. Zakarija-Grković I, Tomičić M. Bolesnik s dijabetesom. Ibidem: 343-51. 8. Tomičić M, Dvornik-Radica A. Psihosomatski poremećaji u ordinaciji. Ibidem: 427-31. 9. Giljanović-Perak J, Mrduljaš-Đujić N, Petric D, Rumboldt M, Rumboldt Z, Tomičić M, Vrdoljak D, Zakarija-Grković I. OSCE/OSKI (Objective Structured Clinical Examination / Objektivno strukturirani klinički ispit). Praktikum vještina za studente i specijalizante/specijaliste obiteljske medicine. 2. izd. Split : Redak, 2014.
Professional and research papers published in the last five years from the field of the course (max 5 references)	<ol style="list-style-type: none"> 1. Cerovečki V, Tomičić M, Diminić Lisica I, Majnarić Lj, Tiljak H. Kontinuum u stjecanju kompetencija za rad u obiteljskoj medicini u Republici Hrvatskoj // Liječnički vjesnik : glasilo Hrvatskoga liječničkog zbora, 2020; 142: 348-354. 2. Zuzic Furlan S, Rusic D, Bozic J, Rumboldt M, Rumboldt Z, Rada M, Tomicic M. How Are We Managing Patients with Hyperuricemia and Gout: A Cross Sectional Study Assessing Knowledge and Attitudes of Primary Care Physicians? Int J Environ Res Public Health. 2021 Jan 30;18(3):1234. doi: 10.3390/ijerph18031234. 3. Vilovic T, Bozic J, Vilovic M, Rusic D, Zuzic Furlan S, Rada M, Tomicic M. Family Physicians' Standpoint and Mental Health Assessment in the Light of COVID-19 Pandemic-A Nationwide Survey Study. Int J Environ Res Public Health. 2021 Feb 21;18(4):2093. doi: 10.3390/ijerph18042093. 4. Markotic F, Curkovic M, Pekez-Pavlisko T, Vrdoljak D, Vojvodic Z, Jurisic D, Puljiz M, Novinscak M, Bonassin K,

	Permozer Hajdarovic S, Tomicic M, Diminic-Lisica I, Fabris Ivsic S, Nejasmic D, Miosic I, Novak I, Puljak L. Differences in the Pattern of Non-Recreational Sharing of Prescription Analgesics among Patients in Rural and Urban Areas. Healthcare (Basel). 2021 May 6;9(5):541. doi: 10.3390/healthcare9050541. 5. Zuzic Furlan S, Rusic D, Kumric M, Bozic J, Vilovic M, Vilovic T, Rada M, Cerovecki V, Tomicic M. Medical Students' Perspective and Knowledge of Asymptomatic Hyperuricemia and Gout Management: A Cross-Sectional Study. Healthcare 2021, 9, 1639. https://doi.org/10.3390/healthcare9121639
Professional and research papers In methodology and quality of teaching published in the last five years (max 5 references)	
Professional and research projects from the field of the course carried out in the last five years (max 5 references)	
Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?	
PRIZES AND AWARDS	
Prizes and awards for teaching and research	

Title, name and last name of the course leader	Prof. Marija Tonkić, MD, PhD
Title of the course at the proposed study programme	Basics of medical microbiology and parasitology, Clinical microbiology
GENERAL INFORMATION ON COURSE LEADER	
Address	Vukovarska 26, 21000 Split
Telephone number	+385 91 589 5109
E-mail address	mtonkic@kbsplit.hr
Personal web page	/
Year of birth	1960.
Scientist ID	217650
CROSBI profile ID	28591
Research rank and date of the last appointment	scientific advisor (permanet), 20.10.2021.
Research and teaching or teaching rank, and the date of the last appointment	full professor, 17.11. 2016.
Area and field of appointment into research rank	Biomedicine and health, Clinical medical sciences

INFORMATION ON CURRENT EMPLOYMENT	
Institution of employment	School of Medicine Split, University Hospital of Split
Date of employment	2007 - School of Medicine Split; 1994 - University Hospital of Split
Job title (professor, researcher, associate teacher, etc.)	professor
Field of research	medical microbiology
Position in the institution	head of the Department of Medical Microbiology and Parasitology at School of Medicine Split head of the Department of Clinica Microbiology at University Hospital of Split
INFORMATION ON EDUCATION – Highest degree achieved	
Degree	full time professor
Institution	School of Medicine, University of Split
Place	Split
Date	2021
INFORMATION ON ADDITIONAL TRAINING	
Year	1989-1994; 1990-1991, 1996; from 1996 to the present
Place	Zagreb, abroad
Institution	Croatian Institute of Public Health, Hospital „Dr. Fran Mihaljević“, University Hospital Centre Zagreb, School of Medicine Zagreb, numerous congresses, courses and seminars in Croatia and abroad
Field of training	Medical microbiology
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English, 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German, 4
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	
COMPETENCES FOR THE COURSE	

Earlier experience as course teacher of similar courses (title of course, study programme where it is/was held, and level of study programme)	
Authorship of university textbooks from the field of the course	author of 5 chapters in books translated 18 chapters in books textbook translation editor editor and co-author of Practicum for exercises
Professional and research papers published in the last five years from the field of the course (max 5 references)	<ol style="list-style-type: none"> 1. Vrdoljak M, Gužvinec M, Trkulja V, Butić I, Ivić I, Krželj V, Tonkić M, et al. Distribution of rotavirus genotypes in three Croatian regions among children ≤5 years of age (2012-2014). <i>Int J Infect Dis</i>. 2019;89:3-9. doi:10.1016/j.ijid.2019.09.008 2. Juretic D, Sonavana Y, Ilic N, Gajski G, Goic-Barisic I, Tonkić M, et al. Designed peptide with a flexible central motif from ranatuerins adapts its conformation to bacterial membranes. <i>Biochimica et Biophysica Acta-Biomembranes</i>. 2019; 1860:2655-8. 3. Rončević T, Vukičević D, Ilić N, Krce L, Gajski G, Tonkić M, Goić-Barišić I, Zoranić L, Sonavane Y, Benincasa M, Juretić D, Maravić A, Tossi A. Antibacterial Activity Affected by the Conformational Flexibility in Glycine-Lysine Based α-Helical Antimicrobial Peptides. <i>J Med Chem</i>. 2018 Mar 29. doi:10.1021/acs.jmedchem.7b01831. [Epub ahead of print] PubMed PMID: 29553266. 4. Radic M, Goic-Barisic I, Novak A, Rubic Z, Tonkić M. Evaluation of PNA FISH® Yeast Traffic Light in identification of <i>Candida</i> species from blood and non-blood culture specimens. <i>Med Mycol</i>. 2016 Aug 1;54(6):654-8. 5. Rubic Z, Soprek S, Jelic M, Novak A, Goic-Barisic I, Radic M, Tambic-Andrasevic A, Tonkić M. Molecular Characterization of β-Lactam Resistance and Antimicrobial Susceptibility to Possible Therapeutic Options of AmpC-Producing Multidrug-Resistant <i>Proteus mirabilis</i> in a University Hospital of Split, Croatia [published online ahead of print, 2020 May 19]. <i>Microb Drug Resist</i>. 2020;10.1089/mdr.2020.0002. doi:10.1089/mdr.2020.0002
Professional and research papers In methodology and quality of teaching published in the last five years (max 5 references)	
Professional and research projects from the field of the course carried out in the last five years (max 5 references)	2015-2019 - project IP-2014-09-5656 "Natural habitat of clinically significant <i>Acinetobacter baumannii</i> " (NATURACI), https://www.pmf.unizg.hr/biol/naturaci

	2014-2017 - project "Biophysical design of antimicrobial peptides and innovative molecular descriptors" IP-8481-2014, http://projekti.pmfst.unist.hr/bioampmode/#/home/en
Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?	postgraduate course, School of Medicine Split
PRIZES AND AWARDS	
Prizes and awards for teaching and research	2008 - Winner of the Award for the best poster at the 8th Croatian Congress of Clinical Microbiology with international participation 2020 – Thank-you note from the School of Medicine, University of Mostar

Title, name and last name of the course leader	Prof. Maja Valić, MD, PhD
Title of the course at the proposed study programme	Basic Neuroscience, Study programs: Medicine, Medical studies in English, Dental Medicine and Pharmacy
GENERAL INFORMATION ON COURSE LEADER	
Address	Šoltanska 2
Telephone number	021 557 954
E-mail address	maja.valic@mefst.hr
Personal web page	
Year of birth	1972
Scientist ID	256440
CROSBI profile ID	28966
Research rank and date of the last appointment	Research advisor, tenured; 29. 03. 2018.
Research and teaching or teaching rank, and the date of the last appointment	Tenured full professor, 28. 10. 2021.
Area and field of appointment into research rank	Biomedicine and health, Basic medical sciences
INFORMATION ON CURRENT EMPLOYMENT	
Institution of employment	University of Split School of Medicine
Date of employment	2. 5. 2001.
Job title (professor, researcher, associate teacher, etc.)	Tenured full professor
Field of research	Neuroscience
Position in the institution	Head of Department of Neuroscience
INFORMATION ON EDUCATION – Highest degree achieved	
Degree	PhD
Institution	University of Split School of Medicine
Place	Split
Date	7. 3. 2003.

INFORMATION ON ADDITIONAL TRAINING	
Year	1998-2001, 2005
Place	Milwaukee, WI, USA
Institution	Medical College of Wisconsin
Field of training	Neuroscience
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English, 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (title of course, study programme where it is/was held, and level of study programme)	
Authorship of university textbooks from the field of the course	Dogas Z, Pecotic R, and Valic M. Regulation of sleep and wakefulness. In Sleep Medicine Textbook, ESRS, 2014
Professional and research papers published in the last five years from the field of the course (max 5 references)	1) Đogaš Z, Lušić Kalcina L, Pavlinac Dodig I, Demirović S, Madirazza K, Valić M , Pecotić R. The effect of COVID-19 lockdown on lifestyle and mood in Croatian general population: a cross-sectional study, CMJ, 2020; 61:309-18. 2) Rogić Vidaković M, Šoda J, Jerković A, Benzon B, Bakrač K, Dužević S, Vujović I, Mihalj M, Pecotić R, Valić M , Mastelić A, Hagelien MA, Zmajević Schönwald M, Đogaš Z. Obstructive Sleep Apnea Syndrome: A Preliminary Navigated Transcranial Magnetic Stimulation Study, Nature and Science of Sleep, 2020; 12:563-574. 3) Pavlinac Dodig I, Krišto D, Lušić Kalcina L, Pecotić R, Valić M , Đogaš Z. The effect of age and gender on cognitive and psychomotor abilities measured by computerized series tests: a cross-sectional study, 2020, Croat Med J. 2020;61: 112-122. 4) Lusic Kalcina L, Pavlinac Dodig I, Pecotic R, Valic M , Dogas Z. Psychomotor Performance in Patients with Obstructive Sleep Apnea Syndrome. Nature and Science of Sleep, 2020, 12:183–195 5) Madirazza K, Pecotic R, Pavlinac Dodig I, Valic M , and Dogas Z. Hyperoxia blunts renal sympathetic nerve activity response to acute intermittent hypercapnia in rats. J of Physiol and Pharmacol. 2019, 70: 737-746
Professional and research papers	

In methodology and quality of teaching published in the last five years (max 5 references)	
Professional and research projects from the field of the course carried out in the last five years (max 5 references)	1. Changes in the respiratory and sympathetic nerve activity during acute intermittent hypoxia – role of serotonin (HRZZ 09/165) – project leader (2012-2015). 2. Translational research on neuroplasticity of breathing and effects of intermittent hypoxia in anesthesia and sleep, HRZZ, IP-11-2013 – investigator (2014-2018)
Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?	
PRIZES AND AWARDS	
Prizes and awards for teaching and research	Prize from the Croatian Academy for Science and Art in the field of medicine for 2016 year

Title, name and last name of the course leader	Prof. Tonko Vlak, M.D. Ph.D.
Title of the course at the proposed study programme	Physical medicine and rehabilitation
GENERAL INFORMATION ON COURSE LEADER	
Address	Tršćanska 43, 21000 Split
Telephone number	+ 385 95 1 556 131
E-mail address	tonkovlak@gmail.com
Personal web page	
Year of birth	1958.
Scientist ID	193776
CROSBİ profile ID	29306
Research rank and date of the last appointment	
Research and teaching or teaching rank, and the date of the last appointment	Full-time professor of permanent occupation at Medical School of University in Split 19.05.2016.
Area and field of appointment into research rank	Field of biomedicine and health, field of clinical medical science, branch of physical medicine and rehabilitation
INFORMATION ON CURRENT EMPLOYMENT	
Institution of employment	Clinical Hospital centre Split / School of Medicine University of Split
Date of employment	1994/2004
Job title (professor, researcher, associate teacher, etc.)	specialist physician / professor
Field of research	physical medicine and rehabilitation, rheumatology, education
Position in the institution	Head of the Department / Head of the Department

INFORMATION ON EDUCATION – Highest degree achieved	
Degree	Ph.D.
Institution	School of Medicine
Place	Zagreb, Croatia
Date	1999.
INFORMATION ON ADDITIONAL TRAINING	
Year	1986-1991
Place	Zagreb, Croatia
Institution	University Hospital Zagreb, Clinical Hospital "Sister of mercy" Zagreb
Field of training	Physical medicine, rehabilitation, rheumatology
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English, 4
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (title of course, study programme where it is/was held, and level of study programme)	<p>Head of the course "Physical Medicine and Rehabilitation" at the Department of Surgery II at the School of Medicine University of Split in 1999-2008.</p> <p>Head of the Professional Study "Physiotherapy" of the School of Medicine University of Split, 2001-2011.</p> <p>Head of the Department of Physiotherapy, University Department of Health Studies, University of Split 2011-2014.</p> <p>Lecturer at Kinesiology Faculty of University in Split in Physical Medicine since 1995. until 2000</p> <p>Lecturer in postgraduate study of PRM at Medical School in Zagreb</p>
Authorship of university textbooks from the field of the course	<ol style="list-style-type: none"> 1. Potočki K, Janković S, Barišić I, Vlak T, Ostojić Z, Šarić G, Sučić Z, Stojanović J, Grković I, Tomić S, Bezić J. Muskuloskeletni sustav. U : Janković S. ur. Seminari iz kliničke radiologije. Split : Medicinski fakultet Sveučilišta u Splitu, 2005 : 151-230. (<i>Manualia uniuersitatis studiorum Spalatensis, Odlukom Senata Sveučilišta u Splitu br. 01-1-34/1-11/8-205 na sjednici 21.07.2005.g.</i>) 2. Vlak T, Kosinac Z. Kineziterapija u reumatskim bolestima. U : Kosinac Z. Kineziterapija : tretmani poremećaja i bolesti organa i organskih sustava. Split : Sveučilište u Splitu, 2006 : 331 – 403. (<i>Manualia uniuersitatis studiorum Spalatensis, Odlukom Senata Sveučilišta u Splitu br. 01-1-34/1-11/2-2005 na sjednici 21.07.2005.g.</i>)

	<ol style="list-style-type: none"> 3. Vlak T. Fototerapija. U : Jajić I, Jajić Z i sur. Fizikalna i rehabilitacijska medicina: osnove i liječenje. Zagreb : Medicinska naklada, 2008 : 223-230. 4. Vlak T. Načela liječenja i rehabilitacija reumatskih bolesnika & Nefarmakološko liječenje. U : Potočki K, Dürriegl T. Klinička reumatološka radiologija. Zagreb : Medicinska naklada, 2011 : 267 – 284. (<i>Manualia uniuersitatis studiorum Zagrabienis, Odlukom Senata Sveučilišta u Zagrebu kl. 032-01/10-01/56; ur. br. 380-04/38-10-5 na sjednici održanoj 07.12. 2010.g.</i>) 5. Pecotić – Jeričević S, Vlak T. Rehabilitacija bolesti mišićno-koštanog sustava. I i II dio. Nastavni tekstovi. Split : Medicinski fakultet Sveučilišta u Splitu, 2005. 6. Vlak T, Pecotić – Jeričević S, Marinović I. Osnove rehabilitacije i fizikalne terapije. I i II dio. Nastavni tekstovi. Split : Medicinski fakultet Sveučilišta u Splitu, 2005. 7. Karelović D, Marković V, Vlak T, Vučinović Z. Osteoporozna. Split : Jedinica za znanstveni rad KBC Split, 2008. 8. Vlak T, Martinović Kaliterna D. Rano prepoznavanje reumatskih bolesti. Split : Medicinski fakultet Sveučilišta u Splitu 2011. 9. Kosinac Z, Vlak T. Opća i specijalna kineziterapija. Zagreb : Medicinska naklada, 2021. (<i>Manualia uniuersitatis studiorum Spalatensis, Odlukom Senata Sveučilišta u Splitu na sjednici 30.06.2021.g.</i>).
Professional and research papers published in the last five years from the field of the course (max 5 references)	<ol style="list-style-type: none"> 1. Vlak T, Moslavac S. Physical and rehabilitation medicine practice in offices of general practitioners/family doctors in Croatia: controversies and resolution. Eur J Phys Rehabil Med 2018; 54(1):121-122. 2. European Physical and Rehabilitation Medicine Bodies Alliance. White Book on Physical and Rehabilitation Medicine (PRM) in Europe. Chapter 7. Eur J Phys Rehabil Med 2018; 54(2):230-260. 3. Aljinović J, Barišić I, Poljičanin A, Kuzmičić S, Vukojević K, Gugić Bokun D, Vlak T. Can measuring passive neck muscle stiffness in whiplash injury patients help detect false whiplash claims? Wien Klin Wochenschr 2020; 132(17-18): 506-514. 4. Grubišić F, Grazio S, Moslavac S, Vlak T. Toward implementation of the International Classification of Functioning Generic-30 (Rehabilitation) Set into clinical and research settings in Croatia. Int J Rehabil Res 2020; 43(3): 287-288. 5. Barun B, Barišić I, Krnić A, Benzon B, Vlak T, Aljinović J. Neck disability index is better in classification of recovery after

	whiplash injury in comparison with ultrasound shear wave elastography of trapezius muscle. <i>Diagnostics</i> 2021, 11.
Professional and research papers In methodology and quality of teaching published in the last five years (max 5 references)	1. Vlak T, Moslavac S, Poljičanin A, Aljinović J, Barišić I, Ceravolo MG. An upgraded model of teaching Physical and Rehabilitation Medicine: the vertical education approach of Split University, Croatia. <i>Eur J Phys Rehabil Med</i> 2018 ; 54(4):644-645.
Professional and research projects from the field of the course carried out in the last five years (max 5 references)	
Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?	UEMS PRM Board equivalence in February 2010. (license no. 2151 - Fellow of the European Board of Physical and Rehabilitation Medicine: FEBPRM, Senior Fellow 2020), and in May 2010. elected trainer-educator with a license from the same European body. Educator education
PRIZES AND AWARDS	
Prizes and awards for teaching and research	7 times highly decorated by Croatian Medical Association (the last one and the most important one – 2019), silver medallion of the University of Split in 2015 and 2021, by Croatian league against rheumatism 2005, 2012 and 2017, by Croatian Basketball Association in 2008, by Croatian Paralympic Committee 2017 and several decorations awarded by professional associations. 2018. Member of the Croatian Academy of Medical Sciences of the Republic of Croatia

Title, name and last name of the course leader	Prof. Eduard Vrdoljak, MD, PhD
Title of the course at the proposed study programme	Klinička onkologija, Clinical oncology, Onkologija i tumori orofacijalnog područja
GENERAL INFORMATION ON COURSE LEADER	
Address	Pazdigradska 46, 21000 Split
Telephone number	021 556 129
E-mail address	edo.vrdoljak@gmail.com
Personal web page	N/A
Year of birth	1964.
Scientist ID	205415
CROSB profile ID	29490
Research rank and date of the last appointment	science advisor

Research and teaching or teaching rank, and the date of the last appointment	Full Professor
Area and field of appointment into research rank	oncology
INFORMATION ON CURRENT EMPLOYMENT	
Institution of employment	Department of Oncology and Radiotherapy Clinical Hospital Centre Split
Date of employment	1992.
Job title (professor, researcher, associate teacher, etc.)	oncology and radiotherapy specialist
Field of research	oncology
Position in the institution	head of the department
INFORMATION ON EDUCATION – Highest degree achieved	
Degree	PhD
Institution	Medical school, University of Zagreb
Place	Split
Date	1995.
INFORMATION ON ADDITIONAL TRAINING	
Year	1992.
Place	Houston
Institution	MD Anderson
Field of training	oncology
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English, 5
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (title of course, study programme where it is/was held, and level of study programme)	Medical school professor since 1992.
Authorship of university textbooks from the field of the course	Klinička onkologija, sveučilišni udžbenik, 2006., 2013., 2018.
Professional and research papers published in the last five years from the field of the course (max 5 references)	<ol style="list-style-type: none"> 1. Bošković L, Gašparić M, Petrić Miše B, Petković M, Gugić D, Ban M, Jazvić M, Dabelić N, Belac Lovasić I, Vrdoljak E. Optimization of breast cancer patients follow-up – potential way to improve cancer care in transitional countries. European Journal of Cancer Care. 2016 May 5. doi: 10.1111/ecc.12514. 2. Boban M, Tomic S, Sulic M, Vrdoljak E. Three radiation-induced metachronous pelvic tumors in a patient who underwent radiotherapy for cervical cancer:

a case report. Tumori. 2016 Apr 27;0. doi: 10.5301/tj.5000518.

3. Ban M, Viculin J, Tomić S, Čapkun V, Strikić A, Petrić Miše B, Utrobičić I, **Vrdoljak E**. Retrospective analysis of efficacy of trastuzumab in adjuvant treatment of HER 2 positive early breast cancer – single institution experience. Neoplasma 2016 Jul 29;63(5). doi: 10.4149/neo_2016_513.
4. **Vrdoljak E**, Bodoky G, Jassem J, Popescu R, Mardiak J, Pirker R, Čufer T, Bešlija S, Eniu A, Todorović V, Kubačkova K, Kurteva G, Tomašević Z, Sallaku A, Smichkoska S, Bajić Ž, Šikić B I. Cancer Control in Central and Eastern Europe: Current Situation and Recommendations for Improvement; The Oncologist. 2016 Jul 8. pii: theoncologist.2016-0137.
5. **Vrdoljak E**, Marschner N, Zielinski C, Gligorov J, Cortes J, Puglisi F, Aapro M, Fallowfield L, Fontana A, Inbar M, Kahan Z, Welt A, Lévy C, Brain E, Pivot X, Putzu C, González Martín A, de Ducla S, Easton V, von Minckwitz G. Final results of the TANIA randomised phase III trial of bevacizumab after progression on first-line bevacizumab therapy for HER2-negative locally recurrent/metastatic breast cancer. Ann Oncol. 2016 Aug 8. pii: mdw316.
6. Kim TW, Elme A, Kusic Z, Park JO, Udrea AA, Kim SY, Ahn JB, Valencia RV, Krishnan S, Bilic A, Manojlovic N, Dong J, Guan X, Lofton-Day C, Jung AS, **Vrdoljak E**. A phase 3 trial evaluating panitumumab plus best supportive care vs best supportive care in chemorefractory wild-type KRAS or RAS metastatic colorectal cancer. Br J Cancer. 2016 Nov 8;115(10):1206-1214. doi: 10.1038/bjc.2016.309. Epub 2016 Oct 13.
7. Bošković L, Gašparić M, Petković M, Gugić D, Lovasić IB, Soldić Ž, Miše BP, Dabelić N, Vazdar L, **Vrdoljak E**. Bone health and adherence to vitamin D and calcium therapy in early breast cancer patients on endocrine therapy with aromatase inhibitors. Breast. 2017 Feb;31:16-19. doi: 10.1016/j.breast.2016.10.018. Epub 2016 Oct 27.
8. Sundov D, Petric Mise B, Mrklic I, Bacic B, **Vrdoljak E**, Tomic S. Prognostic significance of MAPK, Topo II α and **E**-cadherin immunoexpression in ovarian serous

carcinomas. *Neoplasma*. 2017 Jan 5;64(2). doi: 10.4149/neo_2017_217. PMID: 28052682

9. Boraska Jelavić T, Boban T, Brčić L, **Vrdoljak E**. Is macrocytosis a potential biomarker of the efficacy of dose-dense paclitaxel-carboplatin combination therapy in patients with epithelial ovarian cancer? *Anticancer Drugs*. 2017 Jul 3. doi: 10.1097/CAD.0000000000000538.
10. Ban M, Miše BP, Majić A, Dražić I, Vrdoljak E. Efficacy and safety of palbociclib in heavily pretreated patients with HR+/HER-2- metastatic breast cancer. *Future Oncol* 2017; Nov 22. doi: 10.2217/fon-2017-0491.
11. Kim TW, Elme A, Park JO, Udrea AA, Kim SY, Ahn JB, Valencia RV, Krishnan S, Manojlovic N, Guan X, Lofton-Day C, Jung AS, Vrdoljak E Final Analysis of Outcomes and RAS/BRAF Status in a Randomized Phase 3 Study of Panitumumab and Best Supportive Care in Chemorefractory Wild Type KRAS Metastatic Colorectal Cancer. *Clin Colorectal Cancer*. 2018 Mar 21. pii: S1533-0028(17)30529-7. doi: 10.1016/j.clcc.2018.03.008.
12. Vrdoljak E, Bodoky G, Jassem J, Popescu R, Pirker R, Čufer T, Bešljija S, Eniu A, Todorović V, Kopečková K, Kurteva G, Tomašević Z, Sallaku A, Smichkoska S, Bajić Ž, Sikic B.m Expenditures on Oncology Drugs and Cancer Mortality-to-Incidence Ratio in Central and Eastern Europe. *Oncologist*. 2018 Sep 4. pii: theoncologist.2018-0093. doi: 10.1634/theoncologist.2018-0093.
13. Begum M, Lewison G, Mixich V, Čufer T, Nurgozhin T., Shabalkin S., Kutluk T., Voko Z., Radosavljevic D., **Vrdoljak E.**, Eniu A., Walewski J., Aggarwal A., Lawler M., Sullivan R. Mapping cancer research across Central and Eastern Europe, the Russian Federation and Central Asia: Implications for future national cancer control planning. *European Journal of Cancer*, Volume 104, November 2018, Pages 127-136
14. Omrčen T., Katić A., Tomić S., Eterović D., **Vrdoljak E**. Predictors of outcome in elderly patients with metastatic colorectal cancer the final results of a prospective phase II study of bevacizumab in combination with capecitabine as first-line treatment. *Anti-Cancer Drugs*: January 8, 2020 *Anticancer Drugs*. 2020 Jun;31(5):518-

	<p>522. doi: 10.1097/CAD.0000000000000892. PMID: 31922963</p> <p>15. Majić A., Miše Petrić B., Matković V., Belac Lovasić I., Katić K., Canjko I., Frobe A., Bajić Ž., Vrdoljak E. Olaparib outcomes in patients with BRCA 1-2 mutated, platinum-sensitive, recurrent ovarian cancer in Croatia: A retrospective noninterventional study. <i>J Oncology</i>. 2020 Jun 20; 2020:6423936. doi: 10.1155/2020/6423936; PMID: 32655639</p> <p>16. Ban M., Petrić Miše B., Vrdoljak E. Early HER2-Positive Breast Cancer: Current Treatment and Novel Approaches. <i>Breast Care</i> DOI: 10.1159/000511883. October 28, 2020</p> <p>17. Real-world safety and efficacy of nivolumab in advanced squamous and nonsquamous non-small-cell lung cancer: A retrospective cohort study in Croatia, Hungary and Malta. <i>J Oncol</i>. 2020 Nov 29;2020:9246758. doi: 10.1155/2020/9246758. eCollection 2020.PMID: 33376489</p> <p>18. Vrdoljak E, Gligorov J, Wierinck L, Conte P, De Grève J, Meunier F, Palmieri C, Travado L, Walker A, Wiseman T, Wuerstlein R, Alba E, Biurrún C, D'Antona R, Sola-Morales O, Ubaysi C, Ventura R, Cardoso F. Addressing disparities and challenges in underserved patient populations with metastatic breast cancer in Europe.<i>Breast</i>. 2021 Feb;55:79-90. doi: 10.1016/j.breast.2020.12.005. Epub 2020 Dec 13.PMID: 33360479</p> <p>19. Vrdoljak E, Sekerija M, Plestina S, Belac Lovasic I, Katalinic Jankovic V, Garattini L, Bobinac A, Voncina L. Is it too expensive to fight cancer? Analysis of incremental costs and benefits of the Croatian National Plan Against Cancer. <i>Eur J Health Econ</i>. 2021 Apr;22(3):393-403. doi: 10.1007/s10198-020-01262-0. Epub 2021 Jan 13.PMID: 33438133</p> <p>20. Vrdoljak E, Balja MP, Marušić Z, Avirović M, Blažičević V, Tomasović Č, Čerina D, Bajić Ž, Miše BP, Lovasić IB, Flam J, Tomić S.COVID-19 Pandemic Effects on Breast Cancer Diagnosis in Croatia: A Population- and Registry-Based Study. <i>Oncologist</i>. 2021 Apr 15. doi: 10.1002/onco.13791. PMID: 33856084</p>
Professional and research papers	none

In methodology and quality of teaching published in the last five years (max 5 references)	
Professional and research projects from the field of the course carried out in the last five years (max 5 references)	<ol style="list-style-type: none"> 1. Vrdoljak E, Torday L, Szczyliak C, Kharkevich G, Bavbek S, Sella A. Pharmaco-economic and clinical implications of sequential therapy for metastatic renal cell carcinoma patients in Central and Eastern Europe. <i>Expert Opin Pharmacother.</i> 2016;17(1):93-104. doi: 10.1517/14656566.2016.1107043. Epub 2015 Nov 30. 2. Omrčen T., Eterović D., Vrdoljak E. Predictors of resistance to abiraterone acetate or enzalutamide in patients with metastatic castration-resistant prostate cancer in post-docetaxel setting: a single-center cohort study. <i>Anticancer Drugs.</i> 2020 Aug; 31(7):742-746. doi: 10.1097/ CAD.PMID: 32516165 3. Soljic M, Mrklic I, Tomic S, Omrcen T, Sutalo N, Bevanda M, Vrdoljak E. Prognostic value of vitamin D receptor and insulin-like growth factor receptor 1 expression in triple-negative breast cancer. <i>J Clin Pathol.</i> 2017 Jun 29. pii: jclinpath-2016-204222. doi: 10.1136/jclinpath-2016-204222. 4. Vrdoljak E, Sullivan R, Lawler M. Cancer and coronavirus disease 2019; how do we manage cancer optimally through a public health crisis? <i>European Journal Cancer.</i> 2020 Apr 18; 132:98-99. doi: 10.1016/j.ejca.2020.04.001. PMID: 32335477 PMCID: PMC7165280 DOI: 10.1016/j.ejca.2020.04.001 5. Čerina D, Matković V, Katić K, Belac Lovasić I, Šeparović R, Canjko I, Jakšić B, Petrić-Miše B, Bajić Ž, Boban M, Vrdoljak E. Real-World Efficacy and Safety of Bevacizumab in the First-Line Treatment of Metastatic Cervical Cancer: A Cohort Study in the Total Population of Croatian Patients. <i>J Oncol.</i> 2021 Aug 5; 2021:2815623. doi: 10.1155/2021/2815623. eCollection 2021. PMID: 34394349 6. Vrdoljak J, Boban T, Petrić Miše B, Boraska Jelavić T, Bajić Ž, Tomić S, Vrdoljak E- Efficacy and safety of TC dose-dense chemotherapy as first-line treatment of epithelial ovarian cancer: a single-institution retrospective cohort study. <i>Jpn J Clin Oncol.</i> 2019 Apr 1;49(4):347-353. doi: 10.1093/jjco/hyz011.
Within which program and to what extent did the course teacher	oncology

acquire methodological, psychological, didactic and pedagogical competencies?	
PRIZES AND AWARDS	
Prizes and awards for teaching and research	<ul style="list-style-type: none"> • 10th International Congress of Radiation Research Young Scientist Traveler Award, 1995. • World Association of Croatian Physicians Fellowship Award 1995 (MD Anderson Cancer Center, Houston, TX, USA, February and March 1996). • Najbolji rad na 1. Hrvatskom onkološkom kongresu, Plitvice, 2001. • Nagrada Hrvatske akademije znanosti I umjetnosti za najviša znanstvena I umjetnička dostignuća u Republici Hrvatskoj u području medicinskih znanosti -2008 . • Nagrada grada Splita, 2008. • Državna nagrada za znanost, 2014. • Nagrada za znanost najbolje rangiranim znanstvenicima Sveučilišta u Thomson Reuters Web of Science bazi, 2017.

Title, name and last name of the course leader	Professor Marko Vulić, MD, PhD
Title of the course at the proposed study programme	Gynecology, Obstetrics and Reproductive Medicine
GENERAL INFORMATION ON COURSE LEADER	
Address	Miroslava Krležje 4, Split 21 000
Telephone number	+385 21 551441
E-mail address	mvulic@gmail.com marko.vulic1@st.t-com.hr
Personal web page	
Year of birth	1967
Scientist ID	316466
CROSBI profile ID	29800
Research rank and date of the last appointment	
Research and teaching or teaching rank, and the date of the last appointment	Associate Professor, 12.th March 2015
Area and field of appointment into research rank	Biomedicine and Health care, Clinical medical science
INFORMATION ON CURRENT EMPLOYMENT	
Institution of employment	University Hospital Split, Medical School University of Split 75/25
Date of employment	26. 04. 2001./2010
Job title (professor, researcher, associate teacher, etc.)	Associate Professor
Field of research	Gynecology and Perinatology

Position in the institution	Head of cathedra
INFORMATION ON EDUCATION – Highest degree achieved	
Degree	PhD
Institution	Medical School University of Split
Place	Split
Date	28.04.2009.
INFORMATION ON ADDITIONAL TRAINING	
Year	
Place	
Institution	
Field of training	
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English 4
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German 2
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (title of course, study programme where it is/was held, and level of study programme)	<p>Assistant Professor (since 2010.) and Associate Professor (since 2015.) on Cathedra for Gynecology and Obstetrics Medical School University of Split.</p> <p>Lecturer on elective course „Painless birth“ (2010), „Hypertensive disorders of pregnancy“ (since 2014) and Introduction in medical expertise (2015)</p> <p>Lecturer on course Gynecology and Obstetrics Medical School University of Mostar (2020)</p> <p>Lecturer on elective course „Hypertensive disorders of pregnancy“ Medical School University of Mostar 2012-2014. and 2017. i 2018..</p> <p>Lecturer on mandatory course Gynecology and Obstetrics University Department of Health Studies University of Split (2012)</p> <p>Lecturer on mandatory course Midwifery care I-IV, and elective courses Multiple pregnancies, Urgency in Obstetrics and Gynecology University Department of Health Studies University of Split 2012-2013.</p> <p>Lecturer elective course „Hypertensive disorders of pregnancy“ Faculty of Health Studies. University of Mostar 2020</p> <p>Lecturer on University Department of Health Studies University of Split 2021.</p>
Authorship of university textbooks from the field of the course	Vulić M , Karelović D. Contemporary colposcopic devices and digital photography U: Grubišić G, Tadin I, Karelović D. Importance of colposcopy in early diagnosis and treatment of premalignant cervical changes. Split, 2002.

	<p>Vulić M. Strinić T, Vučinović M. Pregnancy and addiction In: Sutlović D i sur. Basics of forensic toxicology. Redak. Split, 2011.</p> <p>Vulić M. Puerperal endometritis. In: Karelović D. Infections in Gynecologia and obstetrics Medicinska naklada. Zagreb, 2012.</p> <p>Vulić M. Cardiotocography. In: Đelmiš J, Orešković S. et all. Fetal medicine and obstetrics. Medicinska naklada. Zagreb, 2014.</p> <p>Vulić M. Thrombophilia tendency and pregnancy. In: Čulić V, Pavelić J, Radman M et all. Genetic information in practice Medicinska naklada. Zagreb, 2016.</p> <p>Vulić M, Meštrović Z, Benzon Z. Pathology of FHR monitoring in delivery. In: Košec V, Kuna K. Intrapartal surveillance. Medicinska naklada. Zagreb 2017.</p> <p>Vulić M, Roje D. Stillborn and perinatal forensics. In: Habek D, Marton I, Prka M, Luetić A. Forensic Gynecology and Perinatology, Zagreb: Hrvatsko katoličko sveučilište i Medicinska naklada, 2018: 608-16.</p> <p>Vulić M, Meštrović Z. Preterm birth In: Vajdana Tomić et all. Selected Perinatology topics for midwifery. Mostar: Pressum 2021: 82-87.</p> <p>Vulić M, Benzon Z. Intrahepatic cholestasis of pregnancy In: Vajdana Tomić et all. Selected Perinatology topics for midwifery. Mostar: Pressum 2021: 89-92.</p> <p>Vulić M, Preeclampsia. In: Vajdana Tomić et all. Selected Perinatology topics for midwifery. Mostar: Pressum 2021: 95-102.</p> <p>Vulić M, Vulić L. Fetal heart rate monitoring In: Vajdana Tomić I sur. Selected Perinatology topics for midwifery. Mostar: Pressum 2021: 104-108.</p> <p>Vulić M. U: Kopjar M. Fureš R, Šijanović S et all. Minimally invasive gynecologic surgery. University of Osijek. Osijek. 2020.</p>
<p>Professional and research papers published in the last five years from the field of the course (max 5 references)</p>	<p>Meštrović, Z, Roje D, Vulić M. et al. Calculation of optimal gestation weight gain in pre-pregnancy underweight women due to body mass index change in relation to mother's height. Arch Gynecol Obstet 2017;295(1):81-86.</p> <p>Z Benzon, S Benzon, SZ Tomas, IK Prusac, L Vulić, M Vulić, V Stefanovic. Immunohistochemical demonstration of RECK protein and interleukin-6 in fetal membranes from singleton pregnancies with late preterm delivery, intact membranes and histological chorioamnionitis. Biotechnic & Histochemistry. 2018;93(8):575-580.</p> <p>Zoran Meštrović, Damir Roje, Ajka Relja, Indira Kosović, Nađa Aračić, Marko Vulić, Ozren Polašek. Maternal body mass index change as a new optimal gestational weight gain predictor in overweight women. Croatian Medical Journal. 2019;60:508-14.</p> <p><u>Croatian society for perinatal medicine: Consensus statement and recommendations for the risk assessment of preeclampsia.</u> Đelmiš J, Habek D, Ivanišević M, Košec V,</p>

	Muller A, Petrović O, Roje D, Vulić M. Eur J Obstet Gynecol Reprod Biol. 2021;264:389-391. Feodora Stipoljev, Maja Barbalić, Monika Logara, Ana Vičić Marko Vulić , Sandra Zekić Tomaš, Romana Gjergja Juraški. Fetal cystic hygroma associated with terminal 2p25.1 duplication and terminal 3p25.3 deletion: cytogenetic, FISH and microarray familial characterization of two different chromosomal structural rearrangements. Balkan journal of medical genetics. 2021;23(2):79-86.
Professional and research papers In methodology and quality of teaching published in the last five years (max 5 references)	
Professional and research projects from the field of the course carried out in the last five years (max 5 references)	
Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?	
PRIZES AND AWARDS	
Prizes and awards for teaching and research	

Title, name and last name of the course leader	Assoc. Prof. Ljubo Znaor, MD, PhD
Title of the course at the proposed study programme	Ophthalmology
GENERAL INFORMATION ON COURSE LEADER	
Address	Marina Držića 10, Split
Telephone number	+385915052181
E-mail address	lznaor@kbsplit.hr
Personal web page	
Year of birth	
Scientist ID	1976
CROSBI profile ID	300896, CROSBI Profil: 30050
Research rank and date of the last appointment	Viši znanstveni suradnik (29.03.2018.)
Research and teaching or teaching rank, and the date of the last appointment	
Area and field of appointment into research rank	Associate prof. (17.11.2016.)
INFORMATION ON CURRENT EMPLOYMENT	

Institution of employment	KBC Split, University of Split School of Medicine
Date of employment	KBC Split Jan. 2004 MEFST Oct. 2016
Job title (professor, researcher, associate teacher, etc.)	Ophthalmologist, Assoc. Prof.
Field of research	Ophthalmology
Position in the institution	Ophthalmologist, Assoc. Prof.
INFORMATION ON EDUCATION – Highest degree achieved	
Degree	PhD
Institution	MEFST
Place	Split
Date	July 2015.
INFORMATION ON ADDITIONAL TRAINING	
Year	2009, 2010, 2011
Place	Vienna, Austria
Institution	Rudolfstiftung hospital
Field of training	Vitreoretinal surgery
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Spanish 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	French 3
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (title of course, study programme where it is/was held, and level of study programme)	Elective course leader on EBM postdoctoral school named “Neuroophthalmology based on evidence”
Authorship of university textbooks from the field of the course	
Professional and research papers published in the last five years from the field of the course (max 5 references)	Petrovski, BE, Lumi, X., Znaor, L., Ivastinović, D., Confalonieri, F., Petrovič, M.G., Petrovski, G. Reorganize and survive-a recommendation for healthcare services affected by COVID-19-the ophthalmology experience (2020) Eye (Basingstoke), 34 (7), pp. 1177-1179. doi: 10.1038/s41433-020-0871-7. -Q1 (SJR), note, IF: 2,455 (JCR), 6 citata Znaor, L., Medic, A., Binder, S., Vucinovic, A., Marin Lovric, J., Puljak, L. Pars plana vitrectomy versus scleral buckling for repairing simple rhegmatogenous retinal detachments

	<p>(2019) Cochrane Database of Systematic Reviews, 2019(3), art. no. CD009562, doi: 10.1002/14651858.CD009562.pub2. -Q1 (SJR), Review, IF 7,890 (JCR), 19 citata</p> <p>Medic, A., Jukic, T., Matas, A., Vukojevic, K., Sapunar, A., Znaor, L. Effect of preoperative topical diclofenac on intraocular interleukin-12 concentration and macular edema after cataract surgery in patients with diabetic retinopathy: a randomized controlled trial. Croat Med J. 2017 Feb; 58(1): 49–55. doi: 10.3325/cmj.2017.58.49. -Q2 (SJR), Article, IF 1,422 (JCR), 14 citata.</p> <p>Matas, A., Filipović, N., Znaor, L., Mardesic, S., Saraga-Babic, M., Vukojevic, K. Interplay of proliferation and differentiation factors is revealed in the early human eye development (2015) Graefe's Archive for Clin and Exp Ophth, 253 (12), pp. 2187-2201. doi: 10.1007/s00417-015-3128-6. -Q1 (SJR), Article, IF 2,396, 5 citata.</p>
Professional and research papers In methodology and quality of teaching published in the last five years (max 5 references)	
Professional and research projects from the field of the course carried out in the last five years (max 5 references)	Colaborator on HRZZ research project named „Otkrivanje organizacije i funkcije kolesterolove domene u plasma membrani fibroznih stanica leće oka uz primjenu fluorescentnih metoda“ (IP-2019-04-1958) since 15. Oct 2019 financed with 1.000.000,00 Kn
Within which program and to what extent did the course teacher acquire methodological, psychological, didactic and pedagogical competencies?	
PRIZES AND AWARDS	
Prizes and awards for teaching and research	<ul style="list-style-type: none"> -Best lecturer, MEFST, 2020 -Best published paper, MEFST, 2020 -Zahvalnica, Hrvatski liječnički zbor, 2017. -Zahvalnica, Hrvatski liječnički zbor, 2018. -Diploma, Hrvatski liječnički zbor, 2019.

3.4. Optimal number of students

Optimal number of students per year is 70.

3.5. Estimation of costs per student

Estimated cost per student per one academic year is approximately 12.000,00 EUR (tuition fee).

3.6. Plan of procedures of study programme quality assurance

According to the European standards and guidelines for internal quality assurance in higher education institutions (according to "Standards and guidelines for quality assurance in the European area of higher education"), on the basis of which the University of Split determines quality management procedures, the proposer of the study program is obliged to draw up a plan of procedures for quality assurance of the study program.

Documentation on which the quality assurance system of the constituent part of the University is based:

- Regulation on the USSM quality improvement system⁷
- USSM quality assurance manual⁸
- Regulation on the procedure of internal periodic assessment of the quality assurance system⁹
- Description of procedures for evaluation of the quality of study programme implementation: For each procedure the method needs to be described (most often questionnaires for students or teachers, and self-evaluation questionnaire), name the body conducting evaluation (constituent part, university office), method of processing results and making information available, and timeframe for carrying out evaluation
- If procedure is described in an attached document, name the document and the article

Evaluation of the work of teachers and part-time teachers

The process of student evaluation of teaching is carried out by the Center for Quality Improvement of the University of Split in cooperation with the Committee for the Quality Improvement of the USSM. The process consists of: informing students and teachers, surveying students with a questionnaire, processing questionnaires and submitting results, measures to improve quality. The procedure is described in detail in the Regulations on the procedure for student evaluation of teaching at the University of Split. The

⁷<https://neuron.mefst.hr/docs/dokumenti/pravilnici/2019/Pravilnik%20o%20sustavu%20za%20unaprije%20kvalitete.pdf?vel=304822>

⁸<https://neuron.mefst.hr/docs/dokumenti/pravilnici/2019/Priru%C4%8Dnik%20osiguravanja%20kvalitete.pdf?vel=3982851>

⁹<https://neuron.mefst.hr/docs/dokumenti/pravilnici/2019/Pravilnik%20o%20postupku%20unutarnje%20periodi%C4%8Dne%20prosude%20sustava%20osiguravanja%20kvalitete.pdf?vel=217721>

	<p>survey is conducted on the last day of each teaching block. The processing of questionnaires and submission of results is the responsibility of the Center for Quality Improvement of the University of Split. The summary results for the component are submitted to the Dean of USSM and the chairs of the Committee for Quality Improvement. After reviewing the survey results, the deans conduct interviews with the 10% of the worst-rated teachers and report this to the Rector. Also, a meeting is held with the USSM Departments that received poor marks in the surveys, and measures are taken to improve the quality of teaching. Based on student survey scores, the USSM awards the best teachers, associates and departments every year in accordance with the Regulations on awards and recognitions.</p>
<p>Monitoring of grading and harmonization of grading with anticipated learning outcomes</p>	<p>Students' knowledge at USSM is tested during classes (continuous evaluation) and in the exam. In testing student's knowledge, it is particularly important to match learning outcomes, teaching, literature and exam content. The plan and program of classes for the current academic year, timetables, teaching units accompanied by relevant chapters from mandatory literature are listed on the School's websites, under the heading "Departments". The scoring systems for the written knowledge tests are explained in detail. All of the above contributes to the organization and performance of courses and better communication with students. The Teaching Committee, the Teaching Supervision Committee and the Office for Quality Improvement are involved in the supervision of the aforementioned procedures.</p>
<p>Evaluation of availability of resources (spatial, human, IT) in the process of learning and instruction</p>	<p>The evaluation of the availability of resources is partly carried out through a questionnaire for student evaluation of the work of professional and administrative services and other aspects of student life, and partly in the evaluation of the overall level of study. The evaluation is carried out by the University of Split Center for Quality Improvement in cooperation with the USSM Office for Quality Improvement. The survey is conducted at the end of the academic year. The data is processed and the results are submitted by the Center for Quality Improvement of the University of Split.</p>
<p>Availability and evaluation of student support (mentorship, tutorship, advising)</p>	<p>After enrolling in the first year of study, a mentor is appointed to each student. The goal of this role is to help and advise the student in mastering their workload to the</p>

	best of their abilities. USSM established a Counseling Center for students of all study programs in order to provide students with help for various problems during their education and maintenance of mental health. ¹⁰
Monitoring of student pass/fail rate by course and study programme as a whole	The process of monitoring student attendance is carried out by the University of Split Center for Quality Improvement by using different forms filled out by the constituents. The activity is carried out once a year at the beginning of the academic year for the previous academic year. Also, the constituents conduct internal analyzes of students' exam passing rates by individual courses, examination deadlines and study programs. Passing rates are discussed at the sessions of the Teaching Committee and Assemblies of Study Years, at the end of classes and before planning the new academic year.
Student satisfaction with the programme as a whole	The process of student evaluation of the entire program is carried out by the Office for Quality Office in cooperation with the Committee for Quality Improvement and the Student Office. The procedure is carried out electronically using the Evasys platform. The procedure is carried out after the thesis defense, data processing is carried out by the Quality Department, and the results are submitted to the Dean and the Chair of the Committee for Quality Improvement. The results of the survey are discussed at the Dean's Board, the Faculty Council, the Teaching Committee and the Committee for Quality Improvement.
Procedures for obtaining feedback from external parties (alums, employers, labour market and other relevant organizations)	The USSM alumni association is founded, and the Alumni web portal and application is launched ¹¹ . The School is in contact with the Croatian Medical Chamber, the Croatian Chamber of Pharmacists, the Croatian Employment Service (Split regional office) and other stakeholders, and monitors the trend of employment and the need for the professionals who study at our School.
Evaluation of student practical education (where this applies)	Upon completion of the Clinical rotations in the final year of study, evaluation of student satisfaction is conducted by the Committee for Quality Improvement of the USSM. The results are discussed at the Teaching Committee, with the head of the study program and the head of the Department

¹⁰ <https://mefst.unist.hr/fakultet/savjetovaliste/11842>

¹¹ <https://mefst.unist.hr/znanost/novosti-2567/web-portal-i-aplikacija-alumni-mefst/11957>

	<p>of Clinical Rotations in order to improve the quality and acquisition of learning outcomes. Introducing a questionnaire that will evaluate the satisfaction of teachers, students and the general organization of Clinical rotations, which take place not only in the main teaching unit of the USMM - the University Hospital of Split - but also in the Zadar and Dubrovnik General Hospitals, is planned in the future.</p>
Other evaluation procedures carried out by the proposer	/
Description of procedures for informing external parties on the study programme (students, employers, alums)	<p>All necessary information on study programs, admission requirements and enrollment quotas are provided On the School of Medicine, University of Split website (www.mefst.hr). Our opinion is that personal contact with potential students is very important and we attend the "The University Fair" each year. We are broadening the presentation of our School by participating in numerous festivals such as "Summer Science Factory", "Festival of Science", "Brain awareness weak" since such events are often attended by prospective students. A significant contribution to presentation of our School is brought by the Herald published by the staff and the students of the School biannually since 2007. We also published the "First student guide for freshmen." These publications, although intended for students already enrolled, can serve as an excellent source of information for all concerned.</p>