U N I V E R S I T Y O F S P L I T

SCHOOL OF MEDICINE

DETAILED PROPOSAL OF THE STUDY PROGRAM

INTEGRATED UNDERGRADUATE AND GRADUATE UNIVERSITY STUDY PROGRAM

MEDICAL STUDIES IN ENGLISH

SPLIT, June 2019

GENERAL INFORMATION OF HIGHER EDUCATION INSTITUTION

Name of higher education institution	University of Split School of Medicine
Address	Šoltanska 2; 21000 Split; Croatia
Phone	021 557-902
Fax	021 557-895
E.mail	diana.raos@mefst.hr
Internet address	www.mefst.hr

GENERAL INFORMATION OF THE STUDY PROGRAMME

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 ☐	University study program ☒	
Level of study program	Undergraduate ☐	Graduate ☐	Integrated ☒
	Postgraduate ☐	Postgraduate specialist ☐	Graduate specialist ☐
Academic/vocational title earned at completion of study	Medical doctor (MD)		

1. INTRODUCTION

1.1. Reasons for starting the study programme

USSM recognised an increasing need for international openness, mobility programs and international cooperation. Aiming to enhance international openness, Medical Studies in English yields all of its benefits. The Program was established in 2011/2012 academic year and enrols 50 students every year (there was an increase in enrolment quota from 30 to 50), which is in accordance with labour market needs. There is an insufficient number of medical doctors in certain areas in Croatia (islands, rural areas, etc.). The Program positively affects both the educational system and Croatian economy. Students from all over the world apply to our program, even though the majority of our students are from EU countries (such as Germany and Scandinavian countries). The program results in worldwide recognition of our medical educational system.

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

Local community (economy, entrepreneurship, civil society, etc.) benefits from Medical Studies in English program due to students' living costs which extend up to 6 years' period. A number of students who are educated at USSM in Medical studies in English might become medical doctors serving our local community.

1.3. Compatibility with requirements of professional organizations

1. Medical studies in English Program is in accordance with Croatian professional Association – the Croatian medical chamber

2. Upon graduation it is guaranteed that a person has acquired the following competences:

- Understanding of science and scientific methods including principles of biological functions, estimation of scientific facts and data analysis

- Understanding of structure and functions of healthy and ill patients as well as the connection between health and physical/social environment

- Mastering of clinical procedures

- Performance of clinical procedures supervised in hospital institutions

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

Partners who have expressed interest in our study include:

Clinical Hospital Centre Split, Spinčićeva 1 and Šoltanska 1
Community Health Centre of Split – Dalmatia County, Kavanjinova 2
Department of Emergency Medicine of Split-Dalmatia County, Spinčičeva 1
Clinical Hospital Centre Split Split physical rehabilitation centre, Marmontova 4
Dental Clinic Split, A. G. Matoša 2
General Hospital Dubrovnik, Dr. Roka Mišetića 2
General Hospital Zadar, Bože Peričića 5
*Psychiatric hospital Ugljan***.** Otočkih dragovoljaca 42
Psychiatric hospital Rab, kampor 224
Split-Dalmatia County Pharmacy Split, Mihanovićeva 35 i Table 21

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

We have looked up to German medical universities for the most part (Chenot J.-F. Undergraduate medical education in Germany. GMS German Medical Science. 2009;7:1-

11.) since Medical Studies in English Program is organized in the same way as the Medicine program in Croatian. The University in Heidelberg was of special interest to us since it is oriented towards teaching and conducting of scientific research, high-quality diploma thesis writing and flexibility of clinical rotation organisation.

a) In relation to other EU Universities, we have looked up to Scandinavian universities in terms of:

b) Verticalization of courses (clinical skills courses)

c) Verticalization of clinical medical humanities courses (Lausane and Vilnius universities)

d) Verticalization of research of biomedicine and health courses – our medical school was the first to verticalize this course

e) Psychological medicine course (School of Medicine in London (King's College), Glasgow, Cardiffu, the Netherlands – Utrecht, Belgium – Antwerpen, Sweden –
f) Göteborg)

g) Familiy medicine (University of Ljubljana, Slovenian professor Igor Švab is professor at our school of medicine as well)

h) Medical Immunology and genetics (University of Edinburgh)

i) Laboratory Diagnostics (University of Padova, 1st Medical faculty Charles University, Prag)

j) Gerontology is recommended as an undergraduate course and we have implemented basic gerontology into Internal medicine course (World Health Organization, International Association of Gerontology and Geriatrics, Geriatric Medicine: basic contents for Undergraduate Medical Teaching)

k) We have implemented naval Medicine into our 5th year course Occupational and Naval Medicine with Environmental Health. We are the first European country to implement Naval Medicine into an obligatory course.

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

Due to program differences it is very difficult to find partner universities where our students would attend compatibile courses within a given time period. Even ERASMUS mobility program does not offer a solution to this problem since it requires students to attend universities abroad for 3 months.

Medicine program in Croatian has enabled students to work abroad and attend their electives during summer. We aim to do the same thing for our international students since that is more practical option.

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

Medical Studies in English program is compatible with the University mission and the strategy of the school of medicine.

The University mission is to contribute to the society through development of higher education and lifelong learning programs, high quality research and scientific activities, art and professional wok in accordance with work ethics.University fo Split as a public university considers knowledge to be public good which is constantly carried out and enhanced through innovation and its implementation in local community, especially economy. Knowledge enhancement is the basis of University strength and autonomy. The key effort is to motivate students to engage into scientific work, education and innovation in order to make them pioneers in their fields.

University of Split strategy is based on the following documents:

- European strategy for smart, sustainable and inclusive growth, EUROPA 2020
- Strategy document European Research Area, ERA
- Strategy document European Higher Education Area, EHEA
- Strategy of education, science and technology, the Republic of Croatia

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.

Medical studies in English Program was established in 2011. University of Zagreb School of Medicine is the only school to deliver Medical Studies in English Program as well. Even though Medical studies in English Program is the first international program at our University, it reflects the same quality level as the previously established general medicine program in Croatian.

2. DESCRIPTION OF THE STUDY PROGRAM

2.1. General information

Scientific/artistic area of the study programme	Biomedicine and health
Duration of the study programme	6 years
The minimum number of ECTS required for completion of study	360
Enrolment requirements and admission procedure	in accordance to public call requirements

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

Learning outcomes of the study program will be determined in cooperation with other medical schools in Croatia (Zagreb, Rijeka, Osijek).

Upon graduation, graduated students acquire the following competences:

- Broad theoretical knowledge as well as practical skills, which qualifies them for further postgraduate education of any kind and cooperation with other experts

- Scientific way of thinking, which is a direct result of their scientific education
- Principles of medical ethics
- Graduate students are prepared for further development and growth of medicine
- Systematic thinking and structural approach to medical problems
- They meet the legal requirements for work in the medical field and further medical education and are ready to take responsibility that such work entails
- They mastered the diagnostic algorithm
- They are able to determine the correct diagnosis
- They are able to determine the correct treatment
- They are familiar with the structure, organisation and financing of the health field
- They are familiar with scientific and research methods
- They are capable to base their work on rational scientific concepts and principles
- They are familiar with theoretical concepts of biomedicine
- Have unbiased attitude towards new scientific methods in medicine
- They are ready to dedicate themselves to the medical profession and take responsibility for the patient's physical, mental and social well-being
- They treat patients with respect regardless of their gender, sex, race, social-economic status, education, culture, religion and worldview
- They respect the patient's right to decide independently on the course of their treatment including the right to reject the treatment or participation in scientific research
- They are capable to communicate with the patient in a way that the patient can understand them
- They empathise with patients
- They are ready to take responsibility and make necessary medical decisions
- They are familiar with health enhancement and prevention, which they are ready to promote in medical profession
- They have firm attitudes and awareness of personal limitations resulting from their prior education and experience
- They are ready to cooperate with other experts
- They are capable of establishing successful team work and managing skills
- They are aware of the necessity for continuing education in order to maintain high level of medical competence
- They are willing to teach their colleagues and develop their own teaching skills
- They are open to quality assurance methods and occasional estimation of their own medical competence and professional level
- They are ready to accept the evaluation results constructively since they include both positive and negative criticism
- They are ready to consider changes in socioeconomic context of treatments
- They meet all legal requirements related to continuing theoretical and practical education

2.3. Employment possibilities

Upon graduation, the student employment is regulated with the Act on Medical Practice (Croatian National Gazette nb. 121/03 and 117/08). In order to practice medicine independently, Croatian doctor of medicine needs to hold a Croatian medical degree or an international recognized medical degree, pass state examination, register with the Croatian medical chamber and hold a medical licence for independent practising.

The doctor is obligated to renew his/her licence every six years. Upon passing the state examination or a few years of work in primary health care, many doctors choose a clinical, preclinical or public health specialities after which they can choose a subspecialty. Doctors can attend and graduate from postgraduate studies, conduct clinical science research and become a teacher at our school of medicine. Fewer doctors choose scientific work in basic medical sciences. These doctors are obligated to enrol into a postgraduate program. Many of them become university teachers and few of them get employed by other science institutes.

2.4. Possibilities of continuing studies at a higher level

Upon graduation, doctors of medicine have a right to enrol in a three year postgraduate study program (180 ECTS credits) in the field of biomedicine and health. They are eligible to enrol in other postgraduate studies in similar field according to regulations of each study program.

2.5. Name lower level studies of the proposer or other institutions that qualify for admission to the proposed study

It is not possible to enrol into general medicine program from any other lower level studies.

2.6. Structure of the study

The academic year lasts from October 1st until July 15th, so that the prescribed number of teaching hours (5 500, XII semesters) can get realized without changing the advised number of 25-30 hours per week. The academic year is not divided into semesters, but rather teaching blocks for each course.

After the teaching block finishes, students get a couple of free days in order to revise for the exam (including weekends and holidays) after which the first examination period is organized. The number of free days is determined by the length of the course itself. The second examination period lasts from July 16th until July 31st. The third and fourth examination periods are in September. The forth exam term is always the Committee exam. A student who does not have 42 ECTS credits at the end of the academic year has to re-enrol into the same study year, and those who have 42-60 ECTS credits enrol into the higher year of their studies. Those courses that students fail to pass have to be attended again and the exam has to be retaken. Students have a right to enrol courses of the higher study year but the maximum number of total number of ECTS credits per year should be 60. Specific and general enrolment criteria are described in table 2.12., List of obligatory and elective courses.

2.7. Guiding and tutoring through the study system

Consultations are the main form of guiding and tutoring through the study system and are organized for each course separately. In case of severe psychophysical students' problems, the Committee for teaching is responsible for their education and well-being.

2.8. List of courses that the student can take in other study programmes

At this point, there is no such possibility.

2.9. List of courses offered in a foreign language as well (name which language)

The entire study program is organized in the Croatian language as well.

2.10. Criteria and conditions for transferring the ECTS credits

As we have previously stated, it is very difficult to find a partner international or national University where our students would be able to attend exact courses as in Split in a given time period.

Since medicine is a regulated profession and our study program is quite extensive (5 500 hours), it was not possible to find courses that our students would attend elsewhere and, consequently, ECTS credits that would get recognized by our medical school.

For that reason we have focused on giving students the opportunity to complete a part of classes during summer or in any other way. Such classes would get recognized as one elective course (2 ECTS credits).

Moreover, we will encourage students to complete obligatory classes outside the school whenever possible since the main aim is to recognize those courses including both ECTS credits and the grade.

2.11. Completion of study

Final requirement for completion of study	Final thesis ☐ Diploma thesis ☒	Final exam ☐ Diploma exam ☒
Requirements for final/diploma thesis or final/diploma/exam	Requirement for diploma thesis submission is passing of all exams, and requirement for diploma exam is completion of Clinical rotation: Medical Emergencies	
Procedure of evaluation of final/diploma exam and evaluation and defence of final/diploma thesis	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.	

2.12. List of mandatory and elective courses

YEAR OF THE PROGRAM	Hours	ECTS
1st YEAR	820	60
2nd YEAR	850	60
3rd YEAR	820	60
4th YEAR	980	60
5th YEAR	1080	60
6th YEAR	1430	66
TOTAL	5980	366

List of courses							
Year of study: 1st YEAR							
Semester: non applicable							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	T	
Mandatory	MFE101	Medical Humanities I – Intro. to Medicine	16	9	0	25	2
	MFE106	Medical Biology	34	34	32	100	9
	MFE105	Medical Physics and Biophysics	12	35	23	70	6
	MFE109	Social Medicine	20	10	0	30	2
	MFE108	Anatomy	60	70	70	200	20
	MFE110	Histology and Embryology	34	47	34	115	10
	MFE111	Clinical skills I	8	0	52	60	3
	MFE103	Research in Biomedicine and Health I	10	15	25	50	4

	MFE112	Physical Education I	0	0	60	60	
	MFE113	Croatian Language	0	60	0	60	
	Total mandatory		194	280	296	770	56
Elective	MFMI…	Elective course	5	15	5	25	2
	MFMI…	Elective course	5	15	5	25	2
	Total elective		10	30	10	50	4
Total			204	310	306	820	60

List of courses							
Year of study: 2nd YEAR							
Semester: non applicable							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	T	
Mandatory	MFE201	Medical Chemistry and Biochemistry	66	50	74	190	17
	MFE202	Research in Biomedicine and Health II	0	10	15	25	2
	MFE203	Physiology	30	94	56	180	18.5
	MFE204	Immunology and Medical Genetics	24	47	24	95	6
	MFE205	Basic Neuroscience	23	53	39	115	9
	MFE206	Clinical skills II	8	0	52	60	2.5
	MFE207	Medical Humanities– Medical Ethics I	6	9	0	15	1
	MFE208	Physical Education II	0	0	60	60	
	MFE209	Croatian Language	0	60	0	60	
	Total mandatory		157	323	320	800	56
Elective	MFMI…	Elective course	5	15	5	25	2
	MFMI…	Elective course	5	15	5	25	2
	Total elective		10	30	10	50	4
Total			167	353	330	850	60

List of courses

Year of study: 3rd YEAR							
Semester: non applicable							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	T	
Mandatory	MFE301	Basics of Med. Microbiology and Parasitology	19	24	37	80	7
	MFE302	Research in Biomedicine and Health III	0	10	15	25	2
	MFE309	Pathology	70	70	70	210	17
	MFE304	Psychological Medicine I	10	10	10	30	2
	MFE305	Pathophysiology	35	50	30	115	9
	MFE306	Pharmacology	27	55	33	115	10
	MFE307	Clinical skills III - Clinical propedeutics	45	45	90	180	8

	MFE308	Medical Humanities – Medical ethics II	2	13	0	15	1
	Total mandatory		208	277	285	770	56
Elective	MFMI…	Elective course	5	15	5	25	2
	MFMI…	Elective course	5	15	5	25	2
	Total elective		10	30	10	50	4
Total			218	307	295	820	60

List of courses							
Year of study: 4th YEAR							
Semester: non applicable							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	T	
Mandatory	MFE401	Radiology	18	8	44	70	4
	MFE402	Nuclear Medicine	12	14	14	40	2
	MFE403	Internal Medicine	72	72	216	360	20
	MFE404	Infectology	20	26	49	95	5
	MFE405	Clinical microbiology and parasitology	12	18	0	30	2
	MFE406	Psychological Medicine II	10	10	10	30	2
	MFE407	Neurology	20	25	45	90	7
	MFE408	Neurosurgery	4	6	5	15	1
	MFE409	Psychiatry	30	20	55	105	7
	MFE410	Dermatovenerology	30	15	35	80	5
	MFE411	Medical Humanities– Medical Ethics III	2	13	0	15	1
	Total mandatory		230	227	473	930	56
Elective	MFMI…	Elective course	5	15	5	25	2
	MFMI…	Elective course	5	15	5	25	2
	Total elective		10	30	10	50	4
Total			240	257	483	980	60

List of courses							
Year of study: 5th YEAR							
Semester: non applicable							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	T	
Mandatory	MFE501	Anaesthesiology and Intensive Medicine	15	20	60	95	5
	MFE502	Surgery	70	70	95	235	13
	MFE503	Urology	10	10	20	40	2
	MFE504	Ophthalmology	25	20	20	65	4
	MFE505	Otorhinolaryngology	18	24	33	75	4
	MFE506	Maxillofacial surgery and Dental Medicine	10	10	10	30	2
	MFE507	Orthopaedics	10	20	30	60	3
	MFE508	Physical and Rehabilitation Medicine	16	12	17	45	2
	MFE509	Gynaecology, Obstetrics and Reproductive Medicine	50	50	100	200	12
	MFE510	Clinical Oncology	10	15	25	50	2
	MFE511	Occupational and Naval Medicine with Environmental Health	28	18	14	60	3
	MFE513	Medical Humanities – Clinical Ethics IV	2	13	0	15	1
	MFE514	Epidemiology	25	27	8	60	3
	Total mandatory		289	309	432	1030	56
Elective	MFMI…	Elective course	5	15	5	25	2
	MFMI…	Elective course	5	15	5	25	2
	Total elective		10	30	10	50	4
Total			299	339	442	1080	60

List of courses							
Year of study: 6th YEAR							
Semester: non applicable							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	T	
Mandatory	MFE601	Forensic Medicine	20	20	20	60	3
	MFE602	Paediatrics	60	70	100	230	14
	MFE603	Laboratory Diagnostics	14	12	14	40	3
	MFE604	Health care organization and health economics	40	20	15	75	3
	MFE605	Medical Humanities – Medical Ethics V	2	13	0	15	1
	MFE608	Medical Humanities – History of Medicine	10	15	0	25	2
	MFE607	Family Medicine	20	60	100	180	8
	MFE609	Clinical Epidemiology and Evidence Based Medicine	10	15	0	25	2
	MFE610	Rational Pharmacotherapy	0	0	60	60	2
	MFEC75	Final Clinical Practice	0	0	60	60	2
	MFE606	Diploma thesis			120	120	6
	MFEC62	Clinical rotation: Internal Medicine			160	160	5
	MFEC63	Clinical rotation: Surgery			160	160	5
	MFEC64	Clinical rotation: Mother and Child			160	160	5
	MFEC65	Clinical rotation: Medical Emergencies			60	60	3
Total			176	225	1029	1430	60

List of elective courses

Course	
1	“Test tube” baby
2	Acid-base disorders: from physiology to practice
3	Basic principles of cardiac electrophysiology and bioenergetics
4	Case studies in pathophysiology
5	Clinical cases in neuroanatomy
6	Communication Skills for Medicine I
7	Doctor, my back is killing me
8	ECG Challenges in Clinical Practice
9	Head trauma
10	Hello Kidney
11	How to reach 100?
12	Medicine of the future
13	Pathophysiology of endocrinopathies
14	Research protocol for your diploma thesis
15	Science for society – responsible research and innovation
16	Secrets of sleep across the lifespan
17	Sport and steroid abuse
18	Statistics in your diploma thesis
19	Sudden death
20	Physics overview (selected topics)

2.13. Course description

<table>
<tr><td colspan="2">NAME OF THE COURSE</td><td colspan="5">Anatomy</td></tr>
<tr><td>Code</td><td>MFE108</td><td>Year of study</td><td colspan="4">1st</td></tr>
<tr><td>Course teacher</td><td>Prof. Ivica Grković, MD PhD</td><td>Credits (ECTS)</td><td colspan="4">20</td></tr>
<tr><td rowspan="2">Associate teachers</td><td rowspan="2">Prof. Ana Marušić, MD PhD
Assoc. Prof. Katarina Vukojević, MD PhD
Assoc. Prof. Natalia Filipović, MD PhD
Danica Boban, MD
Marija Jurić, MD
Ivana Šolić, MD</td><td rowspan="2">Type of instruction (number of hours)</td><td>L</td><td>S</td><td>E</td><td>T</td></tr>
<tr><td>60</td><td>70</td><td>70</td><td>200</td></tr>
<tr><td>Status of the course</td><td>Mandatory</td><td>Percentage of application of e-learning</td><td colspan="4">0%</td></tr>
<tr><td colspan="6">COURSE DESCRIPTION</td></tr>
<tr><td>Course enrolment requirements and entry competences required for the course</td><td colspan="5">Not applicable.</td></tr>
<tr><td>Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</td><td colspan="5">A) Knowledge (remembering, understanding, applying, analyzing, synthetizing) measurable outcomes:
(1) explanation of concepts of anatomical terminology,
(2) description of common characteristics and distinguishing specific differences each general type of organ belonging to a particular system:
(a) somatic structures (skin, fascia, skeletal muscles, bones & joints),
(b) visceral structures (glandular/solid organs & mucosal lined tubes of smooth muscle/hollow organs),
(c) supply structures; vessels and nerves (somatic & visceral)
(3) division/subdivision of the human body into regions (demarcated by ‘anatomical landmarks’) and description/construction of anatomical structures, which contribute to a common function, into (organ) systems,
(4) application of fundamental anatomical knowledge to clinical situation/scenarios,
(5) demonstration of the surface markings of clinically important structures, on normal living bodies and the correlation of structure with function (for important movements, actions & reflexes),
(6) association of knowledge of systemic/topographic anatomy and physical examination of a patient,
(7) comparison of the appearance of normal structures in radiological images (plain radiographs, contrast studies, CT, MRI and ultrasound),
(8) interpretation of the appearance of the human body in sections at important levels and planes.
(9) recognition of various parts on naked-eye appearing cut-sections and dissected preparations of normal viscera.
B) Skills (perception, readiness, leading) measurable outcomes:
(1) to be able to recognize, manipulate, orient/site, group together, pull apart:
(a) exposed anatomical structures and regions (specimens and models),
(b) surface markings on normal living bodies,
(c) structures on cut sections of normal isolated and in-situ viscera,
(d) sections of the body at important levels and planes.
(2) communication skills (oral) to describe and explain (on daily basis) anatomical characteristics of normal structures,
(3) skills in the (supervised) manipulation and instrumentation of anatomical structures (with dissecting instruments) and in performing basic clinical skills</td></tr>
</table>

<table>
<tr><td></td><td colspan="6">(suturing, i.m. injections, catheterization, endo-tracheal intubation, lumbar puncture) on dead body.
C) Attitudes (acceptance, reaction, adoption of values) measurable outcomes:
(1) appreciation of the range of normality of the living human body (normal variation) due to age, sex and body build and the effects of posture, phase of respiration and pregnancy,
(2) acceptance of common occurrence of anomalies (anatomical variation), which differ from ‘text-book descriptions’ of the typical case,
(3) acceptance and toleration of practical work with human remains and appreciation of the ‘body donor program’ at anatomy department,
(4) recognition of (and adjustment to) the need for continuing independent (and collaborative) learning and acquiring knowledge relating to structures of the human body, to keep pace with future studies and professional development.</td></tr>
<tr><td>Course content broken down in detail by weekly class schedule (syllabus)</td><td colspan="6">Human anatomy studies normal structure of the human body. The aims include covering the description of macroscopic characteristics of the principle body organs (including their supply). In a systemic approach organs are grouped according to their common function. The focus of teaching is on the basic and common anatomical principles important for understanding the structure and the function of the human body. In addition to the systemic approach, the topographic anatomy is also represented and includes studying of characteristics of organs and organ systems in relation to their position in the body and their relations to the nearby structures. In topographic (regional) approach the organs are grouped according to their location and position in the body.
In practice all organs belong to an anatomical region and are part of a body system. Teaching units are organized so they cover topographic anatomy of the head, neck, upper limb, trunk and lower limb.</td></tr>
<tr><td>Format of instruction</td><td colspan="3">☒ lectures
☒ seminars and workshops
☒ exercises
☐ on line in entirety
☐ partial e-learning
☐ field work</td><td colspan="3">☐ independent assignments
☐ multimedia
☐ laboratory
☐ work with mentor
☐ (other)</td></tr>
<tr><td>Student responsibilities</td><td colspan="6">In accordance to Rules of studying and Deontological code for USSM students.</td></tr>
<tr><td rowspan="5">Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</td><td>Class attendance</td><td></td><td>Research</td><td></td><td>Practical training</td><td></td></tr>
<tr><td>Experimental work</td><td></td><td>Report</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Essay</td><td></td><td>Seminar essay</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Tests</td><td></td><td>Oral exam</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Written exam</td><td></td><td>Project</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Grading and evaluating student work in class and at the final exam</td><td colspan="6">Continuous assessment (35 short written and oral examinations) during the duration of teaching block, partial written exams, final written, practical and oral examinations.</td></tr>
<tr><td rowspan="3">Required literature (available in the library and via other media)</td><td colspan="3">Title</td><td>Number of copies in the library</td><td>Availability via other media</td></tr>
<tr><td colspan="3">1. Moore KL, Dalley AF. Clinically oriented anatomy. 7th ed. Philadelphia: Lippincott Williams & Wilkins; 2014</td><td></td><td></td></tr>
<tr><td colspan="3">2.Drake RL, Vogl W, Mitchell AWM, Gray H. Gray's anatomy for students. Philadelphia, Pa.: Elsevier/Churchill Livingstone; 2005</td><td></td><td></td></tr>
</table>

	3. Eizenberg N, Briggs C, Barker P, Grkovic I. Anatomedia: Site license anatomy CD-ROM. In. Maidenhead: McGraw Hill Education EMEA; 2014.		
	4. Netter, F.H.: Atlas of Human Anatomy, ICON Learning Systems; 3rd Bk&Cdr edition, 2003		
Optional literature (at the time of submission of study programme proposal)	1. Snell RS. Clinical anatomy. 7th ed. Philadelphia: Lippincott Williams & Wilkins; 2004.		
Quality assurance methods that ensure the acquisition of exit competences	▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation		
Other (as the proposer wishes to add)			

NAME OF THE COURSE	**Histology and Embryology**					
Code	MFE110	Year of study	1st			
Course teacher	Assist. Prof. Sandra Kostić, PhD	Credits (ECTS)	10			
Associate teachers	Prof. Damir Sapunar, MD, PhD Prof. Mirna Saraga Babić, MD, PhD Assoc. Prof. Snježana Mardešić, MD, PhD Assist. Prof. Sandra Kostić, PhD Ivona Kosović, MD	Type of instruction (number of hours)	L	S	E	T
			34	47	34	115
Status of the course	Mandatory	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
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)	- Describe and explain development of the human body. - Identify and explain specific periods in the development: embryonic and fetal periods. - Identify, name and describe anomalies in the human body development. - Identify, name and describe the morphologic characteristics of the tissues and organs. - Compare the similarities and differences in the morphology of the tissues and organs. - Prepare the histological slides using the appropriate methodology. - Describe the normal microscopic anatomy of the human body, and use the acquired knowledge for understanding and predicting the function of the specific organs and tissues in the body. - Describe and explain the morphologic characteristics of the organs and tissues and use the acquired knowledge for understanding and predicting morphologic and pathologic changes in the tissues at the microscopic level.					

Course content broken down in detail by weekly class schedule (syllabus)	General and special embryology, general and special histology.					
Format of instruction	☒ lectures ☒seminars and workshops ☒ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work		☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (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 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 Histolohy (text & atlas), 13th ed. Mc.Graw-Hill		
	2. Sadler TW. Langman's Medical Embryology, 12th ed. Lippincott Willliams & Wilkins		

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	▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation
Other (as the proposer wishes to add)	

NAME OF THE COURSE	**Medical Biology**		
Code	MFE106	Year of study	1st
Course teacher	Prof.Tatijana Zemunik, MD, PhD	Credits (ECTS)	9

Associate teachers	Assoc. Prof. Vesna Boraska, PhD Assoc. Prof. Maja Barbalić, PhD Ivana Gunjaca, MSc Dean Kaličanin, MSc	Type of instruction (number of hours)	L	S	E	T
			34	34	32	100
Status of the course	Mandatory	Percentage of application of e-learning	0%			

COURSE DESCRIPTION

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)	Identify, describe and explain the basic concepts of the modern biological science, necessary for diagnostics and treatment of illness as well as the future of medicine in general. Name and discriminate specialist vocabulary needed to read up-to-date biomedical literature. Identify, explain, analyze, and finally link and integrate the cell biology, molecular biology, developmental biology and genetics with emphasis placed on human being. Students will be actively involved in lectures, seminars and exercises with the problem-based teaching model adopted. Such model enables students to develop simple, practical communication, explain basic biological processes and create critical thinking based on the knowledge of modern biological science that has been acquired during the course.
Course content broken down in detail by weekly class schedule (syllabus)	Principles of Molecular Cell Biology (DNA structure, replication, transcription, translation); Biology of the Cell (structure and function of cell components – e.g. cell organelles, cell communication, cell cycle, apoptosis); Developmental Biology and Genetics (fertilization and early embryonic development, teratogenesis, principles of genetics, prenatal diagnosis, molecular biology of cancer, human genome).
Format of instruction	☒ lectures ☒seminars and workshops ☒ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work ☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (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 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. 6th ed. Washington DC, Sunderland (Massachussets): ASM Press, Sinauer Associates; 2013.		

	2. Cox TM, Sinclair J. Molecular Biology in Medicine. Oxford: Blackwell Science Ltd.; 1997.		
	3. Tamarin R H: Principles of Genetics, 6e, Boston, McGraw-Hill, 1999.		
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. Emery's Elements of Medical Genetics. 14th edition, Elsevier Churchill Livingstone, Edinburgh 2011. 3. Gilbert SF. Developmental Biology, Sinauer, 8/e, 2006.		
Quality assurance methods that ensure the acquisition of exit competences	▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation		
Other (as the proposer wishes to add)			

NAME OF THE COURSE	**Medical Humanities I – Introduction to Medicine**					
Code	MFE101	Year of study	1st			
Course teacher	Prof. Darko Duplančić, MD, PhD	Credits (ECTS)	2			
Associate teachers	Prof. Marija Definis Gojanović, MD, PhD Anton Marović, MD, PhD Prof. Matko Marušić, MD, PhD Assist. Prof. Slavica Kozina, PhD Mario Malički, MD, PhD Mariano Kaliterna, MD Goran Mijaljica, MD	Type of instruction (number of hours)	L	S	E	T
			16	9	0	25
Status of the course	Mandatory	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
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)	1.Acquire knowledge about medicine, health and symbols of medicine. 2.Be informed about types of medical curricula around the world, and learning methods used to teach medicine. 3.Acquire basic knowledge of ethics, development of morality, and bioethical codes that govern behaviors of doctors. 4.Understand the importance of the physician-patient relationship. 5. Students will identify the mechanisms of model learning, learning by trial and error, problem based learning and by learning from peers. 6.They will be introduced to working in small groups, concepts of team work and professionalism. 7.They will be introduced to techniques and aids used while learning medicine.					
Course content broken down in detail by weekly	1.Definition of medicine 2.Social responsibility of medicine 3.Holistic medicine					

<table>
<tr><td>class schedule (syllabus)</td><td colspan="6">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</td></tr>
<tr><td>Format of instruction</td><td colspan="3">☒ lectures
☒seminars and workshops
☐ exercises
☐ on line in entirety
☐ partial e-learning
☐ field work</td><td colspan="3">☐ independent assignments
☐ multimedia
☐ laboratory
☐ work with mentor
☐ (other)</td></tr>
<tr><td>Student responsibilities</td><td colspan="6">In accordance to Rules of studying and Deontological code for USSM students.</td></tr>
<tr><td rowspan="5">Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</td><td>Class attendance</td><td></td><td>Research</td><td></td><td>Practical training</td><td></td></tr>
<tr><td>Experimental work</td><td></td><td>Report</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Essay</td><td></td><td>Seminar essay</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Tests</td><td></td><td>Oral exam</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Written exam</td><td></td><td>Project</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Grading and evaluating student work in class and at the final exam</td><td colspan="6">Standardized written test and oral exam.</td></tr>
<tr><td rowspan="3">Required literature (available in the library and via other media)</td><td colspan="3">Title</td><td>Number of copies in the library</td><td>Availability via other media</td></tr>
<tr><td colspan="3">1. Cole TR, Carlin NS, Carson RA. Medical Humanities. Cambridge University Press, 2014.</td><td></td><td></td></tr>
<tr><td colspan="3"></td><td></td><td></td></tr>
<tr><td>Optional literature (at the time of submission of study programme proposal)</td><td colspan="6">1. Grmek MD, Budak A. Uvod u medicinu. Zagreb: Nakladni zavod Globus, 1996.
2. Course materials.</td></tr>
<tr><td>Quality assurance methods that ensure the</td><td colspan="6">▪ Teaching quality analysis by students and teachers
▪ Exam passing rate analysis
▪ Committee for control of teaching reports</td></tr>
</table>

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

NAME OF THE COURSE	**Medical Physics and Biophysics**					
Code	MFE105	Year of study	1st			
Course teacher	Assoc. prof Marija Raguž, PhD	Credits (ECTS)	6			
Associate teachers	Prof. Davor Eterović, PhD Zvonimir Boban, MSc Ana Puljas, MSc	Type of instruction (number of hours)	L	S	E	T
			12	35	23	70
Status of the course	Mandatory	Percentage of application of e-learning	0%			

COURSE DESCRIPTION

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)	A student becomes able to relate the basic empirical facts of functioning of the biological system with physical laws and simple models. S/he is encouraged to use the quantitative, deductive approach in the biological system analysis. She/he distinguishes radiogram from scintigram, echogram or magnetic resonance tomogram, understands how these images are obtained, what they display and which purpose these basic modalities of medical imaging serve.
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 mater; Radiation protection; Physics of nuclear medicine; Radiology physics; Magnetic resonance imaging; Physics of ultrasound.
Format of instruction	☒ lectures ☒seminars and workshops ☒ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work ☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (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 upon successful completion of laboratory exercises with student active participation in seminars taken into account.

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and 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 submission of study programme proposal)	1. Berne RM i Levy MN: Priciples of physiology, 3. edition Mosby; New York-Chicago, 1994. 2. S Webb (editor): The Physics of Medical Imaging, Institute of Physics Publishing, Bristol and Philadelphia, 2000		
Quality assurance methods that ensure the acquisition of exit competences	▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation		
Other (as the proposer wishes to add)			

NAME OF THE COURSE	**Research in Biomedicine and Health I**					
Code	MFE103	Year of study	1st			
Course teacher	Prof. Ana Marušić, MD, PhD	Credits (ECTS)	4			
Associate teachers	Assoc. Prof. Ana Jerončić, PhD Assist. Prof. Irena Zakarija-Grković, MD, PhD Assist. Prof. Shelly Pranić, PhD Mario Malički, MD, PhD Tina Poklepović Peričić, DMD, PhD Ružica Tokalić, MD Marin Viđak, MD Vicko Tomić, MSc Lana Barać, PhD Ana Utrobičić, MA Ivan Buljan, MSc	Type of instruction (number of hours)	L	S	E	T
			10	15	25	50
Status of the course	Mandatory	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
Course enrolment requirements and entry competences required for the course	Not applicable.					
Learning outcomes expected at the level of the course	Students will acquire knowledge and skills in evidence-based medicine, assessment of quality in health care, research methodology relevant for medical practice, use of medical information, and use of statistical methods in medicine. This will develop					

<table>
<tr><td>(4 to 10 learning outcomes)</td><td colspan="6">students' competencies for critical assessment of their work and decision making in medicine, research and use of sources of evidence.
Specific competencies include:
a) identifying and understanding sources of knowledge and paths of communicating new knowledge in medicine and health care,
b) understanding of different types of study design,
c)critical assessment of evidence and research data,
d)understanding and use of basic statistical terms, definitions and methods,
e) understanding evidence based medicine principles, and
g) responsible conduct of research and research integrity.</td></tr>
<tr><td>Course content broken down in detail by weekly class schedule (syllabus)</td><td colspan="6">The course integrates topics from the following fields: 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. 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).</td></tr>
<tr><td>Format of instruction</td><td colspan="3">☒ lectures
☒seminars and workshops
☒ exercises
☐ on line in entirety
☐ partial e-learning
☐ field work</td><td colspan="3">☐ independent assignments
☐ multimedia
☐ laboratory
☐ work with mentor
☐ (other)</td></tr>
<tr><td>Student responsibilities</td><td colspan="6">In accordance to Rules of studying and Deontological code for USSM students.</td></tr>
<tr><td rowspan="6">Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</td><td>Class attendance</td><td></td><td>Research</td><td></td><td>Practical training</td><td></td></tr>
<tr><td>Experimental work</td><td></td><td>Report</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Essay</td><td></td><td>Seminar essay</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Tests</td><td></td><td>Oral exam</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Written exam</td><td></td><td>Project</td><td></td><td>(Other)</td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Grading and evaluating student work in class and at the final exam</td><td colspan="6">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.</td></tr>
<tr><td rowspan="6">Required literature (available in the library and via other media)</td><td colspan="3">Title</td><td>Number of copies in the library</td><td>Availability via other media</td></tr>
<tr><td colspan="3">1. Marušić M, ed. Principles of Research in Medicine. 4th ed. Zagreb: Medicinska naklada; 2008.</td><td></td><td></td></tr>
<tr><td colspan="3">2. Ferenczi E, Muirhead N. One Stop Doc Statistics and Epidemiology. Oxford: Oxford University Press, 2007.</td><td></td><td></td></tr>
<tr><td colspan="3">3. Hoyt RE, Yoshihashi A, Sutton M. Medical Informatics: Practical Guide for the Healthcare Professional Third Edition E-Book. Lulu.com, 2009.</td><td></td><td></td></tr>
<tr><td colspan="3">4. Teaching materials for individual educational units.</td><td></td><td></td></tr>
<tr><td colspan="3"></td><td></td><td></td></tr>
<tr><td>Optional literature (at the time of</td><td colspan="5">1. Day RA, Gastel N. How to write and publish a scientific paper, 6th edition.</td></tr>
</table>

submission of study programme proposal)	Westport, Connecticut: Greenwood Press, 2006. 2. Lang T, Secic M. How to Report Statistics in Medicine: Annotated Guidelines for Authors, Editors, and Reviewers, 2nd edition. Philadelphia: American College of Physicians, 2006. 3. Ogrinc GS, Headrick LA. Fundamentals of Health Care Improvement. Oakbrook Terrace (Il): USA Joint Commission Resources, 2008. 4. Committee on Assessing Integrity in Research Environments. Integrity in Scientific Research. Washington DC: Institute of Medicine and National Research Council, 2002
Quality assurance methods that ensure the acquisition of exit competences	▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation
Other (as the proposer wishes to add)	

NAME OF THE COURSE	Social Medicine					
Code	MFE109	Year of study	1st			
Course teacher	Prof. dr. Ozren Polašek	Credits (ECTS)	2			
Associate teachers	Prof. dr. Rosanda Mulić Prof. dr. Mladen Smoljanović Doc. dr. Ivana Kolčić Doc. dr. Nataša Boban Dr. sc. Iris Jerončić	Type of instruction (number of hours)	L	S	E	T
			20	10	0	30
Status of the course	Mandatory	Percentage of application of e-learning	0%			

COURSE DESCRIPTION		
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)	Differentiate health and disease, vital and health-related outcomes, and risk factors. Describe social determinants of health and disease in individuals, families and communities, as well as the health needs of individual and primary groups, especially hard-to-reach and vulnerable populations. Describe main demographics and specific issues in different age groups. Understand principles of medical ethics and apply these early on in the medical school course.	
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	☒ lectures ☒ seminars and workshops ☐ exercises ☐ *on line* in entirety	☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor

	☐ partial e-learning ☐ field work		☐ (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.					

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and 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	Teaching quality analysis by students and teachers Exam passing rate analysis Committee for control of teaching reports ▪ External valuation		
Other (as the proposer wishes to add)			

NAME OF THE COURSE	Clinical skills I				
Code	MFE111	Year of study	1st		
Course teacher	Doc. dr. Nenad Karanović	Credits (ECTS)	3		
Associate teachers	Doc. dr. Mihajlo Lojpur Doc. dr. Mladen Carev Mr. sc. Branka Polić Dr. sc. Irena Zakarija-Grković Mr. sc. Dragica Kopić Radmila Majhen-Ujević,dr. med. Jakov Aranza, dr. med.	Type of instruction (number of hours)	L	S	E	T
			8	0	52	60

	Leann Coleman Božić		
Status of the course	Mandatory	Percentage of application of e-learning	0%

COURSE DESCRIPTION

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)	By the end of the course, a successful student should be able to: Describe: 1. the general principles of spatial planning of patient rooms; 2. the use of furniture, equipment, instruments and disposable materials; 3. vital body functions and their monitoring; 4. symptoms and signs of organ and system failure; 5. indications for and principles of first aid. Demonstrate basic first aid in the event of: 1. a cardiac arrest; 2. various injuries; 3. other medical emergencies. Demonstrate the following clinical skills: 1. make a patient's bed; 2. position the patient in the bed, according to their condition; 3. prevent falls and injuries; 4. general hygiene measures; 5. maintain hygiene of the nose, eyes, mouth, ears and perianal region; 6. monitor vital functions- breathing, pulse, blood pressure and body temperature; 7. correctly position ECG leads and defibrillator pads; 8. correctly use a pulse oximeter; 9. correctly use equipment in injured patients; 10. correctly position and prepare injured patients for transport.
Course content broken down in detail by weekly class schedule (syllabus)	The subject has 60 h of teaching, divided into 2 sections: 1. Lectures: 8 h 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 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	☒ lectures ☐ seminars and workshops ☒ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work ☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)
Student responsibilities	In accordance to Rules of studying and Deontological code for USSM students.
	Class

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		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	Catalogue of Clinical Skills. Written test (20% of the overall grade). Objective Structured Clinical Exam (80% of overall grade).

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	Clinical Skills Handbook		

Optional literature (at the time of submission of study programme proposal)	1. Croatian Red Cross. First Aid for Youth. Edukacijski CD. Zagreb: Hrvatski Crveni križ; 2005. 2. http://jagor.srce.hr/hitna-pomoc/prva; http://www.medicinenet.com http://www.resus.org.uk/
Quality assurance methods that ensure the acquisition of exit competences	▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation
Other (as the proposer wishes to add	

NAME OF THE COURSE	**Physical Education I**					
Code	MFE112		1st			
Course teacher	Hrvoje Ljubičić, MA	Credits (ECTS)	0			
Associate teachers		Type of instruction (number of hours)	L	S	E	T
			0	0	60	60
Status of the course	Mandatory	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
Course enrolment requirements and	Not applicable.					

<table>
<tr><td>entry competences required for the course</td><td colspan="6"></td></tr>
<tr><td>Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</td><td colspan="6">Students will improve their physical and spiritual health, and the system and continuous impact of physical activities will improve the quality of a healthy lifestyle.</td></tr>
<tr><td>Course content broken down in detail by weekly class schedule (syllabus)</td><td colspan="6">General programme: football, handball, volleyball, athletics, basketball, swimming.
Special programme: badminton, indoor football, sand volleyball, hiking and mountaineering, table tennis, water polo.
Adjusted programme: for students with special needs.
Elective programmes for competitions.</td></tr>
<tr><td>Format of instruction</td><td colspan="3">☐ lectures
☐seminars and workshops
☒ exercises
☐ on line in entirety
☐ partial e-learning
☐ field work</td><td colspan="3">☐ independent assignments
☐ multimedia
☐ laboratory
☐ work with mentor
☐ (other)</td></tr>
<tr><td>Student responsibilities</td><td colspan="6">In accordance to Rules of studying and Deontological code for USSM students.</td></tr>
<tr><td rowspan="6">Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</td><td>Class attendance</td><td></td><td>Research</td><td></td><td>Practical training</td><td></td></tr>
<tr><td>Experimental work</td><td></td><td>Report</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Essay</td><td></td><td>Seminar essay</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Tests</td><td></td><td>Oral exam</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Written exam</td><td></td><td>Project</td><td></td><td>(Other)</td><td></td></tr>
<tr><td></td><td colspan="5"></td></tr>
<tr><td>Grading and evaluating student work in class and at the final exam</td><td colspan="6">1. Initial and final assessment (attitudes, habits and interest questionnaire, locomotor tests, anthropometrics, locomotor accomplishments and abilities).

2. Verification of regular attendance – attendance records.</td></tr>
<tr><td rowspan="3">Required literature (available in the library and via other media)</td><td colspan="3">Title</td><td>Number of copies in the library</td><td>Availability via other media</td></tr>
<tr><td colspan="3">1. Mišigoj Duraković M. Physical Activity and Health. Zagreb, Faculty of Kinesiology; 1999</td><td></td><td></td></tr>
<tr><td colspan="3"></td><td></td><td></td></tr>
<tr><td>Optional literature (at the time of submission of study programme proposal)</td><td colspan="6"></td></tr>
<tr><td>Quality assurance methods that ensure the acquisition of exit competences</td><td colspan="6">▪ Teaching quality analysis by students and teachers
▪ Exam passing rate analysis
▪ Committee for control of teaching reports
▪ External evaluation</td></tr>
<tr><td>Other (as the proposer wishes to add)</td><td colspan="6"></td></tr>
</table>

NAME OF THE COURSE	Croatian Language I, II				
Code	MFE113, MFE209	Year of study	1st, 2nd		
Course teacher	Anamaria Sabatini, MA	Credits (ECTS)	0		
Associate teachers		Type of instruction (number of hours)	L	S	E	T
			0	120	0	120
Status of the course	Mandatory	Percentage of application of e-learning	0%		

COURSE DESCRIPTION

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)	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	☐ lectures ☒seminars and workshops ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work	☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (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 prstu. Hrvatsko filološko društvo., Zagreb.		
Optional literature (at the time of submission of study programme proposal)			
Quality assurance methods that ensure the acquisition of exit competences	▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation		
Other (as the proposer wishes to add)			

NAME OF THE COURSE	Basic Neuroscience					
Code	MFE205	Year of study	2nd			
Course teacher	Prof. Maja Valić, MD, PhD	Credits (ECTS)	9			
Associate teachers	Prof. Zoran Đogaš, MD, PhD Prof. Ivica Grković, MD, PhD Assoc. Prof. Renata Pecotić, MD, PhD Assist. Prof. Ivana Pavlinac Dodig, MD, PhD Linda Lušić Kalcina, MSc Katarina Madirazza, MSc Maja Rogić Vidaković, PhD	Type of instruction (number of hours)	L	S	E	T
			23	53	39	115
Status of the course	Mandatory	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
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)	Name, recognize and describe morphologic characteristics of the central nervous system, midbrain, brainstem, peripheral nervous system, spinal cord and describe their function. Describe basic electrophysiological characteristics of the neuron, explain mechanisms of the generation of transmembrane resting potentials, action potentials and postsynaptic potentials.					

	Describe the principle of the information transmission between neurons, classify and explain characteristics and mechanisms of neurotransmitters' action, describe the structure of the receptors, and discuss their role in the information transmission. Describe, explain and outline principles of sensory system organization and apply adopted knowledge in solving examples of clinical cases. Describe, explain and outline principles of motor system organization and apply adopted knowledge in solving examples of clinical cases. Describe, explain and interpret neurophysiologic characteristics of the general brain function: learning and memory, emotions, sleep and wakefulness, neuronal control of breathing and hearth function. Use acquired theoretical knowledge in solving practical electrophysiological problem tasks on computer. Use acquired theoretical knowledge and demonstrate skills in recording of human bioelectrical potentials (EEG, EMG, and EOG).
Course content broken down in detail by weekly class schedule (syllabus)	Morphology of the central nervous system; cellular and molecular neuroscience; synaptic transmission; sensory systems; motor systems; regulatory systems of the brain; and higher brain functions.
Format of instruction	☒ lectures ☒ seminars and workshops ☒ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work ☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (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	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. Purves D et al.: Neuroscience, 5. edition., Sinauer Associates INC, USA.		
	2. Kandel ER, Schwartz JH and Jessel TM. Principles of the Neural Science, 4. ed. McGraw Hill, New York, USA, 2000.		

Optional literature (at the time of submission of study programme proposal)	
Quality assurance methods that	▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis

ensure the acquisition of exit competences	▪ Committee for control of teaching reports ▪ External evaluation
Other (as the proposer wishes to add)	

NAME OF THE COURSE	**Clinical skills II**					
Code	MFE206	Year of study	2nd			
Course teacher	Assist. Prof. Branka Polić, MD, PhD	Credits (ECTS)	2.5			
Associate teachers	Assoc. Prof. Nenad Karanović, MD, PhD Assoc. Prof. Mladen Carev, MD, PhD Assist. Prof. Mihajlo Lojpur, MD, PhD Assist. Prof. Irena Zakarija-Grković, MD, PhD Dragica Kopić, MSc Radmila Majhen-Ujević, MD Jakov Aranza, MD Leann Coleman Božić	Type of instruction (number of hours)	L	S	E	T
			8	0	52	60
Status of the course	Mandatory	Percentage of application of e-learning	0%			

COURSE DESCRIPTION	
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)	By the end of the course, a successful student should be able to: Describe: 1. the importance of communication skills; 2. how to take a patient's history; 3. how to conduct a basic clinical examination; 3. how to monitor vital functions; 4. advanced life support in adults, babies and children; 5. a structured approach to injuries; 5. cardiac decompensation; 6. causes and consequences of cardiac and respiratory failure; 7. altered conscious states.
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;

<table>
<tr><td></td><td colspan="6">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.</td></tr>
<tr><td>Format of instruction</td><td colspan="3">☒ lectures
☐ seminars and workshops
☒ exercises
☐ on line in entirety
☐ partial e-learning
☐ field work</td><td colspan="3">☐ independent assignments
☐ multimedia
☐ laboratory
☐ work with mentor
☐ (other)</td></tr>
<tr><td>Student responsibilities</td><td colspan="6">In accordance to Rules of studying and Deontological code for USSM students.</td></tr>
<tr><td rowspan="5">Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</td><td>Class attendance</td><td></td><td>Research</td><td></td><td>Practical training</td><td></td></tr>
<tr><td>Experimental work</td><td></td><td>Report</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Essay</td><td></td><td>Seminar essay</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Tests</td><td></td><td>Oral exam</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Written exam</td><td></td><td>Project</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Grading and evaluating student work in class and at the final exam</td><td colspan="6">Catalogue of Clinical Skills.
Written test (20% of the overall grade).
Objective Structured Clinical Exam (80% of overall grade).</td></tr>
<tr><td rowspan="3">Required literature (available in the library and via other media)</td><td colspan="3">Title</td><td>Number of copies in the library</td><td>Availability via other media</td></tr>
<tr><td colspan="3">1. Clinical Skills Handbook.</td><td></td><td></td></tr>
<tr><td colspan="3"></td><td></td><td></td></tr>
<tr><td>Optional literature (at the time of submission of study programme proposal)</td><td colspan="6">1.Clinical Examination, Talley & O'Connor</td></tr>
<tr><td>Quality assurance methods that ensure the acquisition of exit competences</td><td colspan="6">▪ Teaching quality analysis by students and teachers
▪ Exam passing rate analysis
▪ Committee for control of teaching reports
▪ External evaluation</td></tr>
<tr><td>Other (as the proposer wishes to add)</td><td colspan="6"></td></tr>
</table>

NAME OF THE COURSE	**Immunology and Medical Genetics**		
Code	MFE204	Year of study	2nd

<table>
<tr><td>Course teacher</td><td>Assoc. Prof. Ivana Novak Nakir, MD, PhD</td><td>Credits (ECTS)</td><td colspan="4">6</td></tr>
<tr><td rowspan="2">Associate teachers</td><td rowspan="2">Prof. Janoš Terzić, MD, PhD
Assoc. Prof. Ivana Marinović Terzić, MD, PhD
Assist. Prof. Jasminka Omerović, MD, PhD
Assist, Prof. Jelena Korać Prlić, MD, PhD
Assist. Prof. Bernarda Lozić, MD, PhD</td><td rowspan="2">Type of instruction (number of hours)</td><td>L</td><td>S</td><td>E</td><td>T</td></tr>
<tr><td>24</td><td>47</td><td>24</td><td>95</td></tr>
<tr><td>Status of the course</td><td>Mandatory</td><td>Percentage of application of e-learning</td><td colspan="4">0%</td></tr>
<tr><td colspan="6">COURSE DESCRIPTION</td></tr>
<tr><td>Course enrolment requirements and entry competences required for the course</td><td colspan="5">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</td></tr>
<tr><td>Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</td><td colspan="5">- Explain how innate and adaptive immunity function and integrate their joined functioning in the defense of human organism. Correct usage of immunologic terminology.
- Name immune cells and antibody classes; describe their action mechanism. Explain antibody and T and B cell receptor diversity.
- Describe the most important cytokines and MHC molecules and their main functions. Differentiate main immune disorders
(hypersensitivity, autoimmunity and immunodeficiency), name their subtypes and explain mechanism of their development.
- Critically evaluate blood leukocytes count.
- Distinguish the basic types of vaccines.
- List examples of research techniques used to analyze proteins and immune cells.
- Describe the structure of human genome and 'average' genes. Explain the definitions and learn basic rules of inheritance using basic examples. Learn how to use the genetic terminology. Significance of mutations.
- Explain the autosomal and sex-linked inheritance. Learn to recognize correct inheritance type.
- Understanding the genetic and environmental background of certain monogenic diseases, polygene diseases, chromosomal disorders. Examples.
- Knowledge of the method of prenatal genetic testing; Ethical and legal issues in medical genetics.
- Use of basic genetic techniques in the context of basic genetic discoveries. Basic examples of pharmacogenomics importance. Understanding the connection between cancer genetics and polygenetic phenotypic characteristics.
Learning the importance of modern genetic breakthroughs including gene therapy, genetically modified organisms and stem cell research. Comparison and usage of different gene and protein databases.
During the course, students learn how to communicate, present data and discus about relevant scientific topics, and how to synthesize learned material.</td></tr>
<tr><td>Course content broken down in detail by weekly class schedule (syllabus)</td><td colspan="5">Lectures:
L1(2 hours) – Basic Immunology
L2(2 hours) – Innate Immunity
L3(2 hours) – Cytokines
L4(2 hours) – Chronic inflammation and cancer
L5(2 hours) – Research methods in immunology
L6(2 hours) – Microbiome. Autophagy in immunity
L7(2hours) – Immunotherapy and vaccines
L8(2 hours) – Introduction to Medical genetics. Human genome project</td></tr>
</table>

<table>
<tr><td></td><td colspan="6">L9(2 hours) – RNA genes. RNAi. Mutations and aberrations. Functional genomics & proteomics
L10 (2 hours) – DNA analysis.
L11 (2 hours) – Epigenetics. Telomeres.
L12 (2 hours) – Gene therapy. Genetically modified organisms (GMO)
Seminars:
S1 (3 hours) – Antigen presentation. MHC
S2 (3 hours) – Antigen recognition. Antibodies. Adaptive immunity.
S3 (3 hours) –Cell-mediated immune responses.
S4 (3 hours) – Effector mechanisms in cell-mediated immunity.
S5 (3 hours) – Humoral immune responses.
S6 (3 hours) – Effector mechanisms in humoral immunity responses. Complement.
S7 (3 hours) – Immunological tolerance. Autoimmunity. Tumor immunity.
S8 (3 hours) – Transplantation. Hypersensitivity.
S9 (3 hours) – Congenital and acquired immunodeficiency. Clinical cases.
S10 (3 hours) – Developmental genetics. Mendelian/Non-Mendelian inheritance patterns.
S11 (3 hours) – Hemoglobin and the Hemoglobinopathies.
S12 (3 hours) – Phamacogentics. Single gene disorders.
S13 (3 hours) – Congenital malformations. Chromosome disorders.
S14 (3 hours) – Cancer genetics.
S15 (3 hours) – Genetic factors in common disorders. Prenatal testing.
S16 (3 hours) – Genetic counseling. Screening for genetic disease. Ethical and legal issues.
Practical:
P1 (3 hours) – Leukocytes
P2 (3 hours) – Differential blood count. Blood groups.
P3 (3 hours) – Flow cytometry.
P4 (2 hours) – ELISA.
P5 (3 hours) – ELISA cont. Results analysis.
P6 (2 hours) – Visit to clinical laboratory for medical genetics.
P7 (2 hours) – Primer design for genetic testing.
P8 (2 hours) – Bioinformatics: Database search. DNA sequence analysis. OMIM.
P9 (2 hours) – Scientific article analysis.
P10 (2 hours) – Odds, probabilities. Risk calculation.</td></tr>
<tr><td>Format of instruction</td><td colspan="3">☒ lectures
☒seminars and workshops
☒ exercises
☐ on line in entirety
☐ partial e-learning
☐ field work</td><td colspan="3">☐ independent assignments
☐ multimedia
☐ laboratory
☐ work with mentor
☐ (other)</td></tr>
<tr><td>Student responsibilities</td><td colspan="6">In accordance to Rules of studying and Deontological code for USSM students.</td></tr>
<tr><td rowspan="5">Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</td><td>Class attendance</td><td></td><td>Research</td><td></td><td>Practical training</td><td></td></tr>
<tr><td>Experimental work</td><td></td><td>Report</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Essay</td><td></td><td>Seminar essay</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Tests</td><td></td><td>Oral exam</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Written exam</td><td></td><td>Project</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Grading and evaluating student work in class and at the final exam</td><td colspan="6">Catalogue of Clinical Skills.
Written test (20% of the overall grade).
Objective Structured Clinical Exam (80% of overall grade).</td></tr>
</table>

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	1. Basic Immunology, Functions and Disorders of the Immune System – Abbas A.K, Lichtman A.H., 5th updated edition, Saunders Elsevier, 2016.		
	2. Emery's Elements of Medical Genetics – Turnpenny P and Ellard S., 15th ed. Elsevier, 2017.		
Optional literature (at the time of submission of study programme proposal)	1. Case studies in immunology: A clinical companion. Geha R,Notarangelo L. 6th ed. New York: Garland Science; 2011. 2. Cellular and Molecular Immunology. Abbas, Lichtman, Pillai, 8th, ed, Elsevier, 2016. 3. Human molecular genetics. Strachan T, Read AP. 4th ed. New York (NY): Garland Science, Taylor & Francis Group; 2010.		
Quality assurance methods that ensure the acquisition of exit competences	▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation		
Other (as the proposer wishes to add)			

NAME OF THE COURSE	**Medical Chemistry and Biochemistry**					
Code	MFE201	Year of study	2nd			
Course teacher	Assoc. Prof. Vedrana Čikeš Čulić, PhD	Credits (ECTS)	17			
Associate teachers	Prof. Anita Markotić, PhD Prof Irena Drmić Hofman, PhD Assis. Prof. Nikolina Režić Mužinić, PhD Marina Degoricija, PhD Angela Mastelić, MSc Mirela Lozić, MPharm Prof. Maja Pavela Vrančič, PhD Assist. Prof. Mila Radan, PhD Sandra Marijan, MSc	Type of instruction (number of hours)	L	S	E	T
			66	50	74	190
Status of the course	Mandatory	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
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. (FC 20 Oct 2016)					

required for the course	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.Describe and explain the basic chemical bonds between the compounds and analyze and calculate the basic physicochemical principles that apply to gases and solutions 2.Describe and explain the structure and reactions of the most important biochemical compounds, including small, large and supramolecular structures that are found in the cell 3. Define and explain the principles of biochemical and energetic changes as well as regulation mechanisms of metabolism of carbohydrates, lipids, proteins, informational macromolecules and signaling molecules 4. Integrate the metabolic changes at the cell, tissue, and whole organism level 5. Develop practical skills for working in the laboratory (the basics of safe practice in the lab, the calculation of basic laboratory parameters and monitoring and interpretation of results of laboratory measurements 6. Critically judge the meaning of biochemistry in modern medical science
Course content broken down in detail by weekly class schedule (syllabus)	Structures and functions of proteins and enzymes. Bioenergetics and the metabolism of carbohydrate and lipids. Metabolism of proteins and amino acids. Structure, function and replication of informational macromolecules. Biochemistry of extracellular and intracellular communication. Special topics (Nutrition, Micronutrients, Free radicals and Antioxidant Nutrients, Hemostasis and Thrombosis, Red and white Blood Cells, Metabolism of Xenobiotic and Biochemical case Histories).
Format of instruction	☒ lectures ☒seminars and workshops ☒ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work ☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (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	Research		Practical training	2
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests	6	Oral exam	3	(Other)	
	Written exam	4	Project		(Other)	

Grading and evaluating student work in class and at the final exam	Four partial written examinations: 1. Physical chemistry, 2. Organic chemistry, 3. Biochemistry I 4. Biochemistry II. Oral exam

Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	Denise R. Ferrier: Lippincott Illustrated Reviews: Biochemistry, 6th edition. Lippincott Williams & Wilkins, 2013.		
	2. Peter Atkins and Julio de Paula: Atkins' Physical Chemistry, Oxford University Press, 2014.		

Optional literature (at the time of submission of study programme proposal)	1. Marks AD, Lieberman M, Smith C. Mark's Basic Medical Biochemistry a Clinical Approach Sec. Ed., Lippincott Williams & Wilkins, 2005. 2. McMurry, J. Organic Chemistry, 8th edition. Cengage Learning, 2012.
Quality assurance methods that ensure the acquisition of exit competences	▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation
Other (as the proposer wishes to add)	

NAME OF THE COURSE	**Medical Humanities – Medical ethics I**					
Code	MFE207	Year of study	2nd			
Course teacher	Prof. Darko Duplančić, MD,PhD	Credits (ECTS)	1			
Associate teachers	Prof. Marija Definis-Gojanović, MD PhD Mario Malički, MD, PhD Mariano Kaliterna, MD Goran Mijaljica, MD	Type of instruction (number of hours)	L	S	E	T
			2	13	0	15
Status of the course	Mandatory	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
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 be: 1. Introduced to definitions of rights and with the development of human rights. 2. Introduced to conventions and declarations of human rights. 3. Introduced to rights and obligations of physicians, as well as conventions that regulate the work of physicians in times of disasters and wars. 4. Introduced to contents and conventions that govern the ethical principles of research on vulnerable groups. 5. Introduce to content and work of international courts for human rights.					
Course content broken down in detail by weekly class schedule (syllabus)	1. Rights and the law. 2. Human Rights. International law. 3. Development of Human Rights 4. Universal Declaration of Human Rights. 5. European Convention on Human Rights.					

	6. Geneva Conventions. 7. Vulnerable groups. 8. Right to health. 9. Right of asylum. 10. Working with prisoners.					
Format of instruction	☒ lectures ☒seminars and workshops ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work		☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (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	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.		

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

NAME OF THE COURSE	**Physiology**		
Code	MFE203	Year of study	2nd
Course teacher	Prof. Zoran Valić, MD, PhD	Credits (ECTS)	18.5

Associate teachers	Prof. Željko Dujić, MD, PhD Prof. Marko Ljubković, MD, PhD Prof. Jasna Marinović, MD, PhD Prof. Darija Baković, MD, PhD Assoc. Prof. Vladimir Ivančev Assist. Prof. Joško Božić, MD, PhD Prof. Maja Valić, MD, PhD Tanja Mijačika, MD Ivan Mihanović, MD	Type of instruction (number of hours)	L	S	E	T
			30	94	56	180
Status of the course	Mandatory	Percentage of application of e-learning	0%			

COURSE DESCRIPTION

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)	Identify, describe and explain the most important characteristics of neuromuscular, cardiovascular, respiratory, kidney, gastrointestinal and endocrine system at the level of the cell, organ and whole body. Describe, discriminate and explain control mechanisms (negative and positive feedback loops) critical for homeostasis. Name and explain changes that occur in each system as a consequence of deviation of parameters within and outside of physiological limits. Critically judge educational materials (textbooks and lectures), participate in argumentative discussions and construct opinions. Apply adopted knowledge to predict function of system in the future. Compare similarities and differences in function between different systems in our body. Use acquired theoretical knowledge for solving practical problems. Perform and practice measurement of selected physiological parameters, and explain collected results. Construct and analyze diagrams showing relations between two or more parameters, predict behavior of the system in changed conditions.	
Course content broken down in detail by weekly class schedule (syllabus)	Lectures (30 hours): 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. The Body Fluid Compartments; Edema 11. Integration of respiration 12. Sport physiology 13. Environmental physiology 14. Breath-hold diving 15. Introduction to endocrinology	Number of hours: 2 2 1 2 2 2 3 2 2 2 2 2 2 2 2 2 Number of hours:

	Seminars (94 hours):	
		2
	1.Hemostasis and Blood Coagulation	2
	2.Transport of Substances Through Cell Membrane	3
	3.Membrane Potentials and Action Potentials	2
	4.Contraction of Skeletal Muscle	3
	5.Excitation of Skeletal Muscle; Cardiac Muscle	2
	6.Excitation and Contraction of Smooth Muscle	2
	7.Rhythmical Excitation of the Heart	3
	8.The Electrocardiogram	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	
	22.Structure and Function of the Respiratory System 2	3
	23.Pulmonary Circulation, Edema and Fluid	2
	24.Physical Principles of Gas Exchange; Transport of O2, CO2	3
	25.Regulation of Respiration	2
	26.Clinical seminar	2
	27.General principles of Gastrointestinal Function	2
	28.Secretion; Digestion and Absorption; Liver as an Organ	3
	29.Dietary Balances; Body Temperature Regulation	3
	30.Energetics; Pituitary Hormones and Hypothalamus	2
	31.Thyroid Hormones, Energetics	3
	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	2
	36.Female Physiology before Pregnancy and Hormones	2
	37.Pregnancy and Lactation, Fetal Physiology	3
	38.Integration seminar 2	2
		Number of hours:

	Exercises (56 hours): 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	 6 5 5 5 6 6 6 6 6 5

Format of instruction	☒ lectures ☒seminars and workshops ☒ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work	☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (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	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, 13th ed., Saunders Elsevier, Philadelphia, 2015.		

Optional literature (at the time of submission of study programme proposal)	1.Handouts for exercise 2.Boron-Boulpaep, Medical Physiology, 2. izdanje, Elsevier/Saunders, 2014. 3.Berne and Levy: Physiology, 5th ed., Mosby 2003.
Quality assurance methods that ensure the acquisition of exit competences	▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation
Other (as the proposer wishes to add)	

<table>
<tr><td colspan="2">NAME OF THE COURSE</td><td colspan="5">Research in Biomedicine and Health II</td></tr>
<tr><td>Code</td><td>MFE202</td><td>Year of study</td><td colspan="4">2nd</td></tr>
<tr><td>Course teacher</td><td>Assoc. Prof. Ana Jerončić, PhD</td><td>Credits (ECTS)</td><td colspan="4">2</td></tr>
<tr><td>Associate teachers</td><td>Prof. Ana Marušić, MD, PhD
Assist. Prof. Shelly Pranić, PhD
Mario Malički, MD, PhD
Ivan Buljan, MSc
Assist. Prof. Irena Zakarija-Grković, MD, PhD
Lana Barać, PhD
Tina Poklepović Peričić, DMD, PhD
Ružica Tokalić, MD
Marin Viđak, MD
Vicko Tomić, MSc
Ana Utrobičić, MA</td><td>Type of instruction (number of hours)</td><td>L
0</td><td>S
10</td><td>E
15</td><td>T
25</td></tr>
<tr><td>Status of the course</td><td>Mandatory</td><td>Percentage of application of e-learning</td><td colspan="4">0%</td></tr>
<tr><td colspan="7">COURSE DESCRIPTION</td></tr>
<tr><td>Course enrolment requirements and entry competences required for the course</td><td colspan="6">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</td></tr>
<tr><td>Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</td><td colspan="6">Based on concrete examples of research designs and data, students will develop the following specific competencies:
a) recognizing different study designs,
b) coding and entering data in a database,
c) testing the distribution of data,
d) statistical analysis of data,
e) choice and execution of statistical tests appropriate for study design and research question,
f) calculate clinical outcome results specific for the study design,
g) organize, synthesize and present (graphically and tabular) results of data analysis,
i) present the study and its results in oral and written presentation.</td></tr>
<tr><td>Course content broken down in detail by weekly class schedule (syllabus)</td><td colspan="6">The course integrates topics from the following fields: 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. For each of the 5 areas, integrated into logical units, the teaching includes 2 h seminars organized as team learning and 3 h practical work organized as problem-based learning (a total of direct student teaching: 10 h seminars and 15 h practical labs).</td></tr>
<tr><td>Format of instruction</td><td colspan="3">☐ lectures
☒seminars and workshops
☒ exercises
☐ on line in entirety
☐ partial e-learning
☐ field work</td><td colspan="3">☐ independent assignments
☐ multimedia
☐ laboratory
☐ work with mentor
☐ (other)</td></tr>
</table>

<table>
<tr><td>Student responsibilities</td><td colspan="6">In accordance to Rules of studying and Deontological code for USSM students.</td></tr>
<tr><td rowspan="5">Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</td><td>Class attendance</td><td></td><td>Research</td><td></td><td>Practical training</td><td></td></tr>
<tr><td>Experimental work</td><td></td><td>Report</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Essay</td><td></td><td>Seminar essay</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Tests</td><td></td><td>Oral exam</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Written exam</td><td></td><td>Project</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Grading and evaluating student work in class and at the final exam</td><td colspan="6">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.</td></tr>
<tr><td rowspan="6">Required literature (available in the library and via other media)</td><td colspan="3">Title</td><td>Number of copies in the library</td><td>Availability via other media</td></tr>
<tr><td colspan="3">1. Marušić M, ed. Principles of Research in Medicine. 4th ed. Zagreb: Medicinska naklada; 2008.</td><td></td><td></td></tr>
<tr><td colspan="3">2. Ferenczi E, Muirhead N. One Stop Doc Statistics and Epidemiology. Oxford: Oxford University Press, 2007.</td><td></td><td></td></tr>
<tr><td colspan="3">3. Hoyt RE, Yoshihashi A, Sutton M. Medical Informatics: Practical Guide for the Healthcare Professional Third Edition E-Book. Lulu.com, 2009.</td><td></td><td></td></tr>
<tr><td colspan="3">4. Teaching materials for individual educational units</td><td></td><td></td></tr>
<tr><td colspan="3"></td><td></td><td></td></tr>
<tr><td>Optional literature (at the time of submission of study programme proposal)</td><td colspan="6">1. Day RA, Gastel N. How to write and publish a scientific paper, 6th edition. Westport, Connecticut: Greenwood Press, 2006.
2. Lang T, Secic M. How To Report Statistics in Medicine: Annotated Guidelines for Authors, Editors, and Reviewers, 2nd edition. Philadelphia: American College of Physicians, 2006.
3. Ogrinc GS, Headrick LA. Fundamentals of Health Care Improvement. Oakbrook Terrace (Il): USA Joint Commission Resources, 2008.
4. Committee on Assessing Integrity in Research Environments. Integrity in Scientific Research. Washington DC: Institute of Medicine and National Research Council, 2002.</td></tr>
<tr><td>Quality assurance methods that ensure the acquisition of exit competences</td><td colspan="6">▪ Teaching quality analysis by students and teachers
▪ Exam passing rate analysis
▪ Committee for control of teaching reports
▪ External evaluation</td></tr>
<tr><td>Other (as the proposer wishes to add)</td><td colspan="6"></td></tr>
</table>

NAME OF THE COURSE	Physical Education II

Code	MFE208		2nd			
Course teacher	Hrvoje Ljubičić, MA	Credits (ECTS)	0			
Associate teachers		Type of instruction (number of hours)	L	S	E	T
			0	0	60	60
Status of the course	Mandatory	Percentage of application of e-learning	0%			

COURSE DESCRIPTION

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 improve their physical and spiritual health, and the system and continuous impact of physical activities will improve the quality of a healthy lifestyle.
Course content broken down in detail by weekly class schedule (syllabus)	General programme: football, handball, volleyball, athletics, basketball, swimming Special programme: badminton, indoor football, sand volleyball, hiking and mountaineering, table tennis, water polo. Adjusted programme: for students with special needs. Elective programmes for competitions.
Format of instruction	☐ lectures ☐seminars and workshops ☒ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work ☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (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	1. Initial and final assessment (attitudes, habits and interest questionnaire, locomotor tests, anthropometrics, locomotor accomplishments and abilities). 2. Verification of regular attendance – attendance records.

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and 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	▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation		
Other (as the proposer wishes to add)			

NAME OF THE COURSE	**Croatian Language I, II**					
Code	MFE113, MFE209	Year of study	1st, 2nd			
Course teacher	Anamaria Sabatini, MA	Credits (ECTS)	0			
Associate teachers		Type of instruction (number of hours)	L	S	E	T
			0	120	0	120
Status of the course	Mandatory	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
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)	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	Introductory explanation of grammatical forms, introduction of basic vocabulary (20 hours). Listening, reading, speaking and writing of simple sentences.					

class schedule (syllabus)						
Format of instruction	☐ lectures ☒seminars and workshops ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work			☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (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.					

Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	1. Cvikić, L. i Bošnjak, M. (2012). Hrvatski u malome prstu. Hrvatsko filološko društvo., Zagreb.		

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

NAME OF THE COURSE	**Basic Medical Microbiology and Parasitology**					
Code	MFE301	Year of study	3rd			
Course teacher	Prof. Marija Tonkić, MD, PhD	Credits (ECTS)	7			
Associate teachers	Assoc. Prof. Ivana Goić Barišić, MD, PhD Assist. Prof. Anita Novak, MD, PhD Katarina Šiško Kraljević, MD, PhD Irena Tabain, MD, PhD Žana Rubić, MD	Type of instruction (number of hours)	L	S	E	T
			19	24	37	80

	Assist. Prof. Vanja Kaliterna, MD, PhD Merica Carev, MD Marina Radić, MD					
Status of the course	Mandatory	Percentage of application of e-learning	0%			

COURSE DESCRIPTION	
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)	By the end of this course the students will be able to: 1.State and describe the most important biological characteristics of normal human flora and pathogenic microorganisms (bacteria, viruses, fungi and parasites), 2.List and explain the effects of the most important factors of virulence of 3.Describe methods of transmission of microorganisms, pathogenesis and methods of prevention of infectious diseases, 4.Describe the basic mechanisms of immune defense and vaccines, 5.Designate the basic groups of antimicrobials, explain the mechanisms of their action and mechanisms of bacterial resistance to these agents, 6.List, describe and clarify the applicability of the different microbiological diagnostic methods, 7.Adequately and critically select and perform basic microbiological diagnostic methods, 8. Critically interpret the results of the antimicrobials sensitivity tests
Course content broken down in detail by weekly class schedule (syllabus)	Bacteriology, Mycology, Virology, Parasitology.
Format of instruction	☒ lectures ☒seminars and workshops ☒ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work ☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (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	Practical, written and oral examination.

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and 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.		
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	▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation		
Other (as the proposer wishes to add)			

NAME OF THE COURSE	**Clinical skills III - Clinical propedeutics**					
Code	MFE307	Year of study	3rd			
Course teacher	Prof. Damir Fabijanić, MD, PhD	Credits (ECTS)	8			
Associate teachers	Assoc. Prof. Viktor Čulić, MD, PhD Assoc. Prof. Maja Radman, MD, PhD Assist. Prof. Lovel Giunio, MD, PhD Assist. Prof. Duška Glavaš, MD, PhD Assist. Prof. Damir Bonacin, MD, PhD Assist. Prof. Jonatan Vuković, MD, PhD Assist. Prof. Zoran Vučinović, MD, PhD Assist. Prof. Irena Perić, MD, PhD	Type of instruction (number of hours)	L	S	E	T
			45	45	90	180
Status of the course	Mandatory	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
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. Describe and explain symptoms and clinical signs of the most frequent clinical conditions and diseases.					

<table>
<tr><td>level of the course (4 to 10 learning outcomes)</td><td colspan="6">2. In the contact with a patient, recognize symptoms and signs of diseases, estimate patient's clinical condition.
3. Apply methods of clinical examination; recommend the most appropriate diagnostic methods.
4. Compare symptoms and clinical signs of the similar diseases and clinical conditions, conclude about the most possible diagnose.
5. Master the methods of clinical examination and independently execute them.</td></tr>
<tr><td>Course content broken down in detail by weekly class schedule (syllabus)</td><td colspan="6">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.</td></tr>
<tr><td>Format of instruction</td><td colspan="3">☒ lectures
☒seminars and workshops
☒ exercises
☐ on line in entirety
☐ partial e-learning
☐ field work</td><td colspan="3">☐ independent assignments
☐ multimedia
☐ laboratory
☐ work with mentor
☐ (other)</td></tr>
<tr><td>Student responsibilities</td><td colspan="6">In accordance to Rules of studying and Deontological code for USSM students.</td></tr>
<tr><td rowspan="5">Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</td><td>Class attendance</td><td></td><td>Research</td><td></td><td>Practical training</td><td></td></tr>
<tr><td>Experimental work</td><td></td><td>Report</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Essay</td><td></td><td>Seminar essay</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Tests</td><td></td><td>Oral exam</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Written exam</td><td></td><td>Project</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Grading and evaluating student work in class and at the final exam</td><td colspan="6">Written test and oral exam with practical/clinical skills</td></tr>
<tr><td rowspan="3">Required literature (available in the library and via other media)</td><td colspan="3">Title</td><td>Number of copies in the library</td><td colspan="2">Availability via other media</td></tr>
<tr><td colspan="3">1. Hozo I, et al. Clinical propedeutics. Split: CSG, 2014.</td><td></td><td colspan="2"></td></tr>
<tr><td colspan="3"></td><td></td><td colspan="2"></td></tr>
<tr><td>Optional literature (at the time of submission of study programme proposal)</td><td colspan="6">1. Bates' Pocket Guide to Physical Examination and History Taking.
by Bickley, Lynn S.; Szilagyi, Peter G.; Bates, Barbara. LIPPINCOTT WILLIAMS & WILKINS Philadelphia: 2003.</td></tr>
<tr><td>Quality assurance methods that ensure the acquisition of exit competences</td><td colspan="6">▪ Teaching quality analysis by students and teachers
▪ Exam passing rate analysis
▪ Committee for control of teaching reports
▪ External evaluation</td></tr>
<tr><td>Other (as the proposer wishes to add)</td><td colspan="6"></td></tr>
</table>

NAME OF THE COURSE	Medical Humanities – Medical ethics II				
Code	MFE308	Year of study	3rd		
Course teacher	Prof. Darko Duplančić, MD, PhD	Credits (ECTS)	1		
Associate teachers	Assist. Prof. Slavica Kozina, MD, PhD Mario Malički, MD, PhD Mariano Kaliterna, MD	Type of instruction (number of hours)	L	S	E	T
			2	13	0	15
Status of the course	Mandatory	Percentage of application of e-learning	0%			

COURSE DESCRIPTION

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)	Expected at the level of the course (4 to 10 learning outcomes)
Course content broken down in detail by weekly class schedule (syllabus)	Broken down in detail by weekly class schedule (syllabus)
Format of instruction	☒ lectures ☒seminars and workshops ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work ☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (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						

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	▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation		
Other (as the proposer wishes to add)			

NAME OF THE COURSE	Pathology					
Code	MFE309	Year of study	3rd			
Course teacher	Prof. Valdi Pešutić Pisac, MD, PhD	Credits (ECTS)	17			
Associate teachers	Prof. Snježana Tomić, MD, PhD Prof. Meri Glavina Durdov, MD, PhD Prof. Ivana Kuzmić Prusac, MD, PhD Joško Bezić, MSc Assist. Prof. Ivana Mrklić, MD, PhD Assist. Prof. Sandra Zekić Tomaš, MD, PhD Assist. Prof. Dinka Šundov, MD, PhD Nenad Kunac, MD Ana Dunatov Huljev, MD Tihana Rumboldt, MD	Type of instruction (number of hours)	L	S	E	T
			70	70	70	210
Status of the course	Mandatory	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
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)	Identify, describe and explain the most important characteristics of the basic reaction of cells and tissue and organs. Describe, discriminate and explain control mechanisms that underlie development of all diseases and explain the functional consequence of the morphological changes. Name and explain illnesses that occur in each system and compare them with similarities and differences in physiological functioning in our body. Use acquired					

	theoretical knowledge for solving practical problems from clinical cases and be able to participate in argumentative discussions with construct opinions.
Course content broken down in detail by weekly class schedule (syllabus)	General pathology: Cellular adaptations, injury and death, tissue regeneration, reparation and healing, genetic disorders, diseases of immunity, neoplasia, and environmental pathology. 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.
Format of instruction	☒ lectures ☒seminars and workshops ☒ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work ☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (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 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	▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation
Other (as the proposer wishes to add)	

NAME OF THE COURSE	**Pathophysiology**					
Code	MFE305	Year of study	3			
Course teacher	Assist. prof. Joško Božić, MD, PhD	Credits (ECTS)	9			
Associate teachers			L	S	P	F

	Assoc. prof. Tina Tičinović Kurir, MD, PhD Assist. prof. Mladen Krnić, MD, PhD Assist. prof. Anteo Bradarić, MD, PhD Assist. prof. Andre Bratanić, MD, PhD Marino Vilović, MD	Type of instruction (number of hours)	35	50	30	115
Status of the course	Mandatory	Percentage of application of e-learning	0 %			

COURSE DESCRIPTION

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)	- Determine and interpret pathophysiological disorders characteristic for the individual functional units, as well as for the whole organism - Explain and critically interpret functional tests in the evaluation of various pathological conditions - Explain and discuss the changes that occur in disorders of control mechanisms (both positive and negative feedback) of individual organ systems, as well as the entire organism - Enumerate, describe and explain the clinical features associated with specific pathophysiological processes in various pathological conditions - Explain the impact of inheritance, environmental factors and risk factors in the etiopathogenesis of various pathological conditions
Course content broken down in detail by weekly class schedule (syllabus)	Throughout this subject-matter students will get acquainted with basic pathophysiological processes in different pathological conditions. Teaching is organized as a cluster of problem oriented seminars, experimental and clinical exercises throughout which students are encouraged to acquire knowledge and skills necessary for understanding of pathophysiology. Pathophysiology of homeostasis, general principles of the disease, and special pathophysiology of organic systems including integrations on the level of the whole body as the organic, psychological, and social human being.
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	0,5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0,5	(Other)	
	Tests		Oral exam	4,0	(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	**Title**	**Number of copies in the library**	**Availability via other media**

library and via other media)	1. SJ McPhee et al. - Pathophysiology of Disease. An Introduction to Clinical Medicine, Appleton & Lange, Stanford, 2014.		
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	• Quality control analysis by the students and teachers • Analysis exam passing • Report of the Committee for the teaching quality control • Extrainstitutional 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	MFE306	Year of study	3			
Course teacher	Prof. Mladen Boban, MD, PhD	Credits (ECTS)	10			
Associate teachers	Prof. Darko Modun, MD, PhD Assoc. prof. Ivana Mudnić, MD, PhD Ana Marija Milat, PhD Diana Jurić, MPharm	Type of instruction (number of hours)	L	S	P	F
			27	55	33	115
Status of the course	Mandatory	Percentage of application of e-learning	0 %			
COURSE DESCRIPTION						
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. Describe and explain the general principles of drugs actions (pharmacodynamics) and fate of drugs in organism (pharmacokinetics). 2. List and name the most important drugs that represent individual pharmacotherapeutic class and group them according to the mechanism of action. 3. Describe and explain drug administration routes, main indications, contraindications and 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. Explain and describe process of new drugs development and testing. 6. Calculate the doses and properly write prescriptions for different pharmaceutical formulations of drugs. 7. Utilize relevant national and international drug databases.					
Course content broken down in detail by weekly class schedule (syllabus)	LECTURES: 1. Introduction, drug absorption and distribution 2. Drug metabolism and elimination 3. Mechanisms of drug action 4. Pharmacology of autonomic nervous system 5. Antihypertensive agents 6. Drugs used in angina pectoris and heart failure					

<table>
<tr><td></td><td colspan="6">7. Drugs used in cardiac arrhythmias
8. Antipsychotics and antidepressants
9. Drugs in the treatment of pain
10. Anticoagulants, inhibitors of platelet aggregation and fibrinolytic agents
11. Adrenocorticosteroids and adrenocortical antagonists
12. Antimicrobial drugs
SEMINARS:
1. Pharmacokinetics
2. Pharmacodynamics and side effects
3. New drugs development, generic drugs and pharmacogenomics
4. Cholinergic drugs
5. Adrenergic drugs
6. Diuretics
7. Antihypertensives
8. Agents used in dyslipidemia
9. Antiseazure drugs and agents used in neurodegenerative diseases
10. Local and general anesthetics
11. Sedative-hypnotic drugs
12. Opioid analgesics and drugs of abuse
13. Pharmacology of histamine, serotonin and the ergot alkaloids
14. Nonsteroidal antiinflammatory agents, disease modifying antirheumatic drugs
15. Agents used in anemias and hematopoetic growth factors
16. The gonadal hormones and inhibitors
17. Pituitary hormones, thyroid and antityroid drugs, agents that affect bone mineral homeostasis
18. Pancreatic hormones and antidiabetic drugs
19. Immunopharmacology
20. Drugs used in the treatment of gastrointestinal diseases
21. Drugs used in asthma
22. Cancer chemotherapy
23. Main antimicrobials
24. Antiviral agents and antimycobacterial drugs
25. Antifungal and antihelminthic drugs
PRACTICE:
V1. Pharmacokinetics & Pharmacodynamics
V2. Drugs &Autonomic nervous system: cardiovascular and the neromuscular junction effects
V3. Drug effects in the isolated heart
V4. The isolated rings of rat aota and ilum: mechanisms of drugs action
V5. Drugs affecting gastrointestinal function
V6. Psychopharmaceuticals & Analgetics
V7. The potential of the internet in searching for up to date drug information
V8. Fg1. Introduction, magistral preparations 1
V9. Fg2. Magistral preparations 2
V10. Fg3. Galenic preparations and original drugs
V11. Fg4. Repetition and pediatric doses</td></tr>
<tr><td>Format of instruction</td><td colspan="3">☒ lectures
☒ seminars and workshops
☒ exercises
☐ on line in entirety
☐ partial e-learning
☐ field work</td><td colspan="3">☐ independent assignments
☐ multimedia
☐ laboratory
☐ work with mentor
☐ (other)</td></tr>
<tr><td>Student responsibilities</td><td colspan="6">In accordance with the Rules of the study and the study system and Deontological code for students of Medical school in Split.</td></tr>
<tr><td rowspan="3">Screening student work (name the proportion of ECTS credits for each activity so that the</td><td>Attendance</td><td>0,5</td><td>Research</td><td></td><td>Practical training</td><td></td></tr>
<tr><td>Experimental work</td><td>0,5</td><td>Report</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Essay</td><td></td><td>Seminar essay</td><td></td><td>(Other)</td><td></td></tr>
</table>

total number of ECTS credits is equal to the ECTS value of the course)	Tests	1,0	Oral exam	4,0	(Other)	
	Written test	4,0	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. Successful completion of the written test is prerequisite for the oral exam. Written exam contains 110 questions divided into 9 groups covering all areas of Pharmacology. All questions are multiple choices with one correct answer out of five. Students have 120 minutes for completing the test. Minimum of 69 correct answers/ points are required for passing.		
Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	1. Trevor AJ, Katzung BG, Kruidering-Hall M, ed. Katzung & Trevor's Pharmacology Examination and Board Review,11th edition. New York: McGraw-Hill Education, 2015.		
Optional literature (at the time of submission of study programme proposal)	1. Katzung BG, ed. Basic & Clinical Pharmacology,14th edition. New York: McGraw-Hill Education, 2018. 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. Rang HP, Dale MM, Ritter JM, Flower RJ, Henderson G. ed. Rang and Dale's Pharmacology. 7th edition. London: Elsevier Inc., 2012.		
Quality assurance methods that ensure the acquisition of exit competences	• Quality control analysis by the students and teachers • Analysis exam passing • Report of the Committee for the teaching quality control • Extrainstitutional 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	**Psychological Medicine I**					
Code	MFE304	Year of study	3rd			
Course teacher	Assist. Prof. Varja Đogaš, MD, PhD	Credits (ECTS)	2			
Associate teachers	Assoc. Prof. Mirela Vlastelica, MD, PhD Prof. Dolores Britvić, MD, PhD Assist. Prof. Slavica Kozina, PhD	Type of instruction (number of hours)	L	S	E	T
			10	10	10	30
Status of the course	Mandatory	Percentage of application of e-learning	0%			

COURSE DESCRIPTION	
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)

<table>
<tr><td></td><td colspan="6">http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf</td></tr>
<tr><td>Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</td><td colspan="6"></td></tr>
<tr><td>Course content broken down in detail by weekly class schedule (syllabus)</td><td colspan="6"></td></tr>
<tr><td>Format of instruction</td><td colspan="3">☒ lectures
☒seminars and workshops
☒ exercises
☐ on line in entirety
☐ partial e-learning
☐ field work</td><td colspan="3">☐ independent assignments
☐ multimedia
☐ laboratory
☐ work with mentor
☐ (other)</td></tr>
<tr><td>Student responsibilities</td><td colspan="6">In accordance to Rules of studying and Deontological code for USSM students.</td></tr>
<tr><td rowspan="5">Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</td><td>Class attendance</td><td></td><td>Research</td><td></td><td>Practical training</td><td></td></tr>
<tr><td>Experimental work</td><td></td><td>Report</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Essay</td><td></td><td>Seminar essay</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Tests</td><td></td><td>Oral exam</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Written exam</td><td></td><td>Project</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Grading and evaluating student work in class and at the final exam</td><td colspan="6"></td></tr>
<tr><td rowspan="3">Required literature (available in the library and via other media)</td><td colspan="3">Title</td><td>Number of copies in the library</td><td>Availability via other media</td></tr>
<tr><td colspan="3"></td><td></td><td></td></tr>
<tr><td colspan="3"></td><td></td><td></td></tr>
<tr><td>Optional literature (at the time of submission of study programme proposal)</td><td colspan="6"></td></tr>
<tr><td>Quality assurance methods that ensure the acquisition of exit competences</td><td colspan="6">▪ Teaching quality analysis by students and teachers
▪ Exam passing rate analysis
▪ Committee for control of teaching reports
▪ External evaluation</td></tr>
<tr><td>Other (as the proposer wishes to add)</td><td colspan="6"></td></tr>
</table>

NAME OF THE COURSE	**Research in Biomedicine and Health III**

<table>
<tr><td>Code</td><td>MFE302</td><td>Year of study</td><td colspan="4">3rd</td></tr>
<tr><td>Course teacher</td><td>Prof. Ana Marušić, MD, PhD</td><td>Credits (ECTS)</td><td colspan="4">2</td></tr>
<tr><td rowspan="2">Associate teachers</td><td rowspan="2">Assoc. Prof. Ana Jerončić, PhD
Assist. Prof. Irena Zakarija-Grković,MD, PhD
Assist. Prof. Shelly Pranić, PhD
Mario Malički, MD, PhD
Tina Poklepović Peričić, DMD, PhD
Ružica Tokalić, MD
Marin Viđak, MD
Vicko Tomić, MSc
Lana Barać, PhD
Ana Utrobičić, MA
Ivan Buljan, MSc</td><td rowspan="2">Type of instruction (number of hours)</td><td>L</td><td>S</td><td>E</td><td>T</td></tr>
<tr><td>0</td><td>10</td><td>15</td><td>25</td></tr>
<tr><td>Status of the course</td><td>Mandatory</td><td>Percentage of application of e-learning</td><td colspan="4">0%</td></tr>
<tr><td colspan="6">COURSE DESCRIPTION</td></tr>
<tr><td>Course enrolment requirements and entry competences required for the course</td><td colspan="5">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</td></tr>
<tr><td>Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</td><td colspan="5">Students will acquire knowledge and skills in evidence-based medicine, assessment of quality in health care, research methodology relevant for medical practice, use of medical information, and use of statistical methods in medicine. This will develop students' competencies for critical assessment of their work and decision making in medicine, research and use of sources of evidence.
Specific competencies include:
a) identifying and understanding sources of knowledge and paths of communicating new knowledge in medicine and health care,
b) understanding of different types of study design,
) critical assessment of evidence and research data,
d) understanding and use of basic statistical terms, definitions and methods,
e) understanding evidence based medicine principles, and
g) responsible conduct of research and research integrity.</td></tr>
<tr><td>Course content broken down in detail by weekly class schedule (syllabus)</td><td colspan="5">The course integrates topics from the following fields: 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. 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).</td></tr>
<tr><td>Format of instruction</td><td colspan="2">☐ lectures
☒seminars and workshops
☒ exercises
☐ on line in entirety
☐ partial e-learning
☐ field work</td><td colspan="3">☐ independent assignments
☐ multimedia
☐ laboratory
☐ work with mentor
☐ (other)</td></tr>
<tr><td>Student responsibilities</td><td colspan="5">In accordance to Rules of studying and Deontological code for USSM students.</td></tr>
</table>

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	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.

	Title	**Number of copies in the library**	**Availability via other media**
Required literature (available in the library and via other media)	1. Marušić M, ed. Principles of Research in Medicine. 4th ed. Zagreb: Medicinska naklada; 2008.		
	2. Ferenczi E, Muirhead N. One Stop Doc Statistics and Epidemiology. Oxford: Oxford University Press, 2007.		
	3. Hoyt RE, Yoshihashi A, Sutton M. Medical Informatics: Practical Guide for the Healthcare Professional Third Edition E-Book. Lulu.com, 2009.		
	4. Teaching materials for individual educational units		

Optional literature (at the time of submission of study programme proposal)	1. Day RA, Gastel N. How to write and publish a scientific paper, 6th edition. Westport, Connecticut: Greenwood Press, 2006. 2. Lang T, Secic M. How To Report Statistics in Medicine: Annotated Guidelines for Authors, Editors, and Reviewers, 2nd edition. Philadelphia: American College of Physicians, 2006. 3. Ogrinc GS, Headrick LA. Fundamentals of Health Care Improvement. Oakbrook Terrace (Il): USA Joint Commission Resources, 2008. 4. Committee on Assessing Integrity in Research Environments. Integrity in Scientific Research. Washington DC: Institute of Medicine and National Research Council, 2002
Quality assurance methods that ensure the acquisition of exit competences	▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation
Other (as the proposer wishes to add)	

NAME OF THE COURSE	**Clinical Microbiology and Parasitology**		
Code	MFE405	Year of study	4th

Course teacher	Prof. Marija Tonkić, MD, PhD		Credits (ECTS)	2		
Associate teachers	Assoc. Prof. Ivana Goić Barišić, MD, PhD Assist. Prof. Anita Novak, MD, PhD Katarina Šiško Kraljević, MD, PhD Žana Rubić, MD Assist. Prof. Vanja Kaliterna, MD, PhD Merica Carev, MD Marina Radić, MD		Type of instruction (number of hours)	L 12	S 18	E 0	T 30
Status of the course	Mandatory		Percentage of application of e-learning	0%		

COURSE DESCRIPTION

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)	By the end of this course the students will be able to: 1. Select the diagnostic tests for making etiological diagnosis of infective diseases, 2.Use the correct method of collection, storage and transport of various clinical specimens for microbiological testing, 3.Identify the common infectious agents with the use of basic laboratory methods, 4.Interpret the microbiology laboratory reports for the diagnosis of infectious diseases, 5. Use of sensitivity tests to select suitable antimicrobial agents, 6. State the suitable antimicrobial agents for treatment of infectious diseases, 7. Apply the methods for the prevention and control of infections.
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	☒ lectures ☒seminars and workshops ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work ☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (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	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. Brooks GF, Carroll KC, Butel JS, Morse SA, Mietzner TA, eds. Jawetz, Melnick and Adelberg's, Medical Microbiology. 26th ed. New York: McGraw-Hill; 2013.		
	2. Handouts		
Optional literature (at the time of submission of study programme proposal)	1. Selected journal articles.		
Quality assurance methods that ensure the acquisition of exit competences	▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation		
Other (as the proposer wishes to add)			

NAME OF THE COURSE	**Dermatovenerology**					
Code	MFE410		4th			
Course teacher	Prof. Neira Puizina-Ivić, MD, PhD	Credits (ECTS)	5			
Associate teachers	Assist. Prof. Deny Anđelinović,MD, PhD Assist. Prof. Lucija Vanjaka Rogošić, MD, PhD Tonči Stipić, MD, PhD Antoanela Čarija, MD Ranka Ivanišević, MD Dubravka Vuković, MD Iva Bojčić, MD Lina Mirić Kovačević, MD, PhD	Type of instruction (number of hours)	L	S	E	T
			30	15	35	80
Status of the course	Mandatory	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
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.					

<table>
<tr><td>required for the course</td><td colspan="6">(FC 20 Oct 2016)

http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf</td></tr>
<tr><td>Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</td><td colspan="6">Describe and explain clinical feature, diagnostic procedures, differential diagnosis and treatment the most important skin and veneral diseases. Predict and explain specific topical and systemic therapy of skin and veneral diseases.</td></tr>
<tr><td>Course content broken down in detail by weekly class schedule (syllabus)</td><td colspan="6">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, erythematosquamosous 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.</td></tr>
<tr><td>Format of instruction</td><td colspan="3">☒ lectures
☒seminars and workshops
☒ exercises
☐ on line in entirety
☐ partial e-learning
☐ field work</td><td colspan="3">☐ independent assignments
☐ multimedia
☐ laboratory
☐ work with mentor
☐ (other)</td></tr>
<tr><td>Student responsibilities</td><td colspan="6">In accordance to Rules of studying and Deontological code for USSM students.</td></tr>
<tr><td rowspan="6">Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</td><td>Class attendance</td><td></td><td>Research</td><td></td><td>Practical training</td><td></td></tr>
<tr><td>Experimental work</td><td></td><td>Report</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Essay</td><td></td><td>Seminar essay</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Tests</td><td></td><td>Oral exam</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Written exam</td><td></td><td>Project</td><td></td><td>(Other)</td><td></td></tr>
<tr><td></td><td colspan="5"></td></tr>
<tr><td>Grading and evaluating student work in class and at the final exam</td><td colspan="6">Written and oral exam.</td></tr>
<tr><td rowspan="3">Required literature (available in the library and via other media)</td><td colspan="3">Title</td><td>Number of copies in the library</td><td>Availability via other media</td></tr>
<tr><td colspan="3">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</td><td></td><td></td></tr>
<tr><td colspan="3"></td><td></td><td></td></tr>
<tr><td>Optional literature (at the time of submission of study programme proposal)</td><td colspan="6">1. Bolognia JL, Jorizzo JL, Schaffer JV. Dermatology, 3rd edition, Elsevier

Saunders 2012.</td></tr>
</table>

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

NAME OF THE COURSE	**Infectology**					
Code	MFE404		4th			
Course teacher	Assoc. Prof. Ivo Ivić, MD, PhD	Credits (ECTS)	5			
Associate teachers	Assoc. Prof. Boris Lukšić, MD, PhD Assist. Prof. Dragan Ledina, MD, PhD Dominko Carev, MD, PhD Mirela Pavičić-Ivelja, MD	Type of instruction (number of hours)	L	S	E	T
			20	26	49	95
Status of the course	Mandatory	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
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.List and explain the general principles for development of infectious diseases, group and explain general and special symptoms of infectious diseases. 2. List the main types of immunity, explain the difference between active and passive immunoprophylaxis, give examples of killed vaccines and attenuated live vaccines, list the vaccines in the calendar of mandatory vaccinations in the Republic of Croatia. 3.Categorize major groups of antimicrobial agents, describe their mechanisms of action and mechanisms of antimicrobial resistance, list and explain the principles of antimicrobial treatment. 4. Recognize the most common infectious diseases and syndromes, list and explain the differential diagnostic possibilities, choose diagnostic procedures, suggest antimicrobial and supportive treatment. 5.List and define the main categories of immunodeficient patients, select and explain diagnostic procedures and therapeutic approach in these patients. 6.Assess the severity of the symptoms and complications of infectious diseases, select and explain the clinical and laboratory parameters that influence the decision on hospital or outpatient treatment of the patient with infectious disease.					
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.					
	☒ lectures	☐ independent assignments				

<table>
<tr><td>Format of instruction</td><td colspan="6">☒seminars and workshops
☒ exercises
☐ on line in entirety
☐ partial e-learning
☐ field work</td><td colspan="2">☐ multimedia
☐ laboratory
☐ work with mentor
☐ (other)</td></tr>
<tr><td>Student responsibilities</td><td colspan="8">In accordance to Rules of studying and Deontological code for USSM students.</td></tr>
<tr><td rowspan="6">Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</td><td>Class attendance</td><td></td><td>Research</td><td></td><td>Practical training</td><td colspan="3"></td></tr>
<tr><td>Experimental work</td><td></td><td>Report</td><td></td><td>(Other)</td><td colspan="3"></td></tr>
<tr><td>Essay</td><td></td><td>Seminar essay</td><td></td><td>(Other)</td><td colspan="3"></td></tr>
<tr><td>Tests</td><td></td><td>Oral exam</td><td></td><td>(Other)</td><td colspan="3"></td></tr>
<tr><td>Written exam</td><td></td><td>Project</td><td></td><td>(Other)</td><td colspan="3"></td></tr>
<tr><td></td><td colspan="8"></td></tr>
<tr><td>Grading and evaluating student work in class and at the final exam</td><td colspan="8">In-course tests; Final written examination, followed by oral examination including assessment of practical skills.</td></tr>
<tr><td rowspan="5">Required literature (available in the library and via other media)</td><td colspan="5">Title</td><td>Number of copies in the library</td><td>Availability via other media</td></tr>
<tr><td colspan="5">I. Southwick F. Infectious diseases: a clinical short course. 2nd edition, McGraw-Hill, New York 2008. (pp449) or 3d edition, 2014(pp446)</td><td></td><td></td></tr>
<tr><td colspan="5">II. Marcdante C, Kliegman RM, and Behrman RE. Nelson essentials of pediatrics.6th edition. Sounders 2010. PDF reprints of chapters:
-65 Sepsis and meningitis pp227-229
-66 Congenital infections (pp229-233)
-94I Immunization and prophylaxis (pp317-323)
-97 Infections characterized by fever and rash (pp329-335)
-107 Croup (laringotracheobronhitis) (pp354-356)
-108 Pertussis syndrome (pp356-357)</td><td></td><td></td></tr>
<tr><td colspan="5">3. Kliegman RM,Stanton BF, Schor NF, St.Gemme III JW, Berham RE. Nelsons texbook of pediatrics. 19th edition. Elsevier Sonuders 2011. PDF reprints of chapters:
- 202 Botulism (p987-991) (PDF p1837-1842)
- 240 Mumps (p1078-1081) (PDF p2033-2036)
- 241 Polioviruses (p1081-1088)(PDFp2038-2045)</td><td></td><td></td></tr>
<tr><td colspan="5"></td><td></td><td></td></tr>
<tr><td>Optional literature (at the time of submission of study programme proposal)</td><td colspan="8">1. Mandell GL, Bennett JE, and Dolin R. Mandell, Douglas and Bennett's principles and practices of infectious diseases.8th edition.</td></tr>
<tr><td>Quality assurance methods that ensure the acquisition of exit competences</td><td colspan="8">▪ Teaching quality analysis by students and teachers
▪ Exam passing rate analysis
▪ Committee for control of teaching reports
▪ External evaluation</td></tr>
</table>

Other (as the proposer wishes to add)	

NAME OF THE COURSE	**Internal Medicine**					
Code	MFE403		4th			
Course teacher	Prof. Ante Tonkić, MD, PhD	Credits (ECTS)	20			
Associate teachers	Prof. Dragan Ljutić, MD, PhD Prof. Darko Duplančić, MD, PhD Prof. Darija Baković, MD, PhD Assoc. Prof. Maja Radman, MD, PhD Prof. Miroslav Šimunić, MD, PhD Assoc. Prof. Tina Tičinović-Kurir, MD, PhD Assoc.prof. Vedran Kovačić, MD, PhD Assoc.prof. Željko Puljiz, MD, PhD Assist.prof. Željko Šundov, MD, PhD Assist.prof. Irena Perić, MD, PhD Assist.prof. Duška Glavaš, MD, PhD Assist.prof. Josipa Radić, MD, PhD Assist.prof. Daniela Marasović, Krstulović, MD, PhD Assist.prof. Dijana Perković, MD, PhD Assist.prof.Jonatan Vuković, MD, PhD Assist.prof. Mladen Krnić, MD, PhD Assist.prof. Lovel Giunio, MD, PhD Assist.prof.Zoran Vučinović, MD, PhD Assist.prof.Ivan Gudelj, MD, PhD Assist.prof. Zrinka Jurišić, MD, PhD Assist.prof. Zora Sušilović Grabovac, MD, PhD Ivo Jeličić, MSc Nikole Perković, MD Katarina Borić, MD Emilija Kokeza, MD Suzana Mladinov, MD Josipa Kokeza, MD Josip Kedžo, MD Jurica Nazlić, MD Davor Galušić, MD Emilija Lozo Vukovac, MD	Type of instruction (number of hours)	L	S	E	T
			72	72	216	360
Status of the course	Mandatory	Percentage of application of e-learning	0%			

COURSE DESCRIPTION	
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	To demonstrate patient clinical assessment skills.

<table>
<tr><td>level of the course (4 to 10 learning outcomes)</td><td colspan="6">To identify clinical symptoms associated with Different internal organ or organic system diseases.
To recognize life threatening symptoms and to demonstrate clinical skills required to threat such symptoms.
To present differential diagnosis possibilities based on clinical symptoms and signs and to plan diagnostic procedure algorithm accordingly.
To understand mechanism of action of different drugs used in treatment of internal organ disease as well as the interactions and influence on other conditions that may be present in one patient.
To give critical assessment of different invasive and non-invasive treatment procedures and to present the argumentatively to the patient.
To recognize and identify diagnostic and treatment methods that are in accordance to „evidencebased medicine“ practice.</td></tr>
<tr><td>Course content broken down in detail by weekly class schedule (syllabus)</td><td colspan="6">Cardiology, Gastroenterology, Endocrinology, Hematology, Pulmonology, Nephrology, Rheumatology and Clinical Immunology.</td></tr>
<tr><td>Format of instruction</td><td colspan="3">☒ lectures
☒seminars and workshops
☒ exercises
☐ on line in entirety
☐ partial e-learning
☐ field work</td><td colspan="3">☐ independent assignments
☐ multimedia
☐ laboratory
☐ work with mentor
☐ (other)</td></tr>
<tr><td>Student responsibilities</td><td colspan="6">In accordance to Rules of studying and Deontological code for USSM students.</td></tr>
<tr><td rowspan="6">Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</td><td>Class attendance</td><td>1</td><td>Research</td><td></td><td>Practical training</td><td></td></tr>
<tr><td>Experimental work</td><td></td><td>Report</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Essay</td><td></td><td>Seminar essay</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Tests</td><td></td><td>Oral exam</td><td>10</td><td>(Other)</td><td></td></tr>
<tr><td>Written exam</td><td>9</td><td>Project</td><td></td><td>(Other)</td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Grading and evaluating student work in class and at the final exam</td><td colspan="6">Written 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.</td></tr>
<tr><td rowspan="3">Required literature (available in the library and via other media)</td><td colspan="3">Title</td><td>Number of copies in the library</td><td colspan="2">Availability via other media</td></tr>
<tr><td colspan="3">1. Jameson JL et al. Harrison's Principles of Internal Medicine. 20th Edition, McGraw-Hill Professional, 2018.</td><td></td><td colspan="2"></td></tr>
<tr><td colspan="3"></td><td></td><td colspan="2"></td></tr>
<tr><td>Optional literature (at the time of submission of study programme proposal)</td><td colspan="6">1. Mandell GL, Bennett JE, and Dolin R. Mandell, Douglas and Bennett's principles and practices of infectious diseases.8th edition.</td></tr>
<tr><td>Quality assurance methods that ensure the acquisition of exit competences</td><td colspan="6">▪ Teaching quality analysis by students and teachers
▪ Exam passing rate analysis
▪ Committee for control of teaching reports
▪ External evaluation</td></tr>
</table>

Other (as the proposer wishes to add)	

NAME OF THE COURSE	**Medical Humanities– Medical Ethics III**					
Code	MFE411		4th			
Course teacher	Prof. Darko Duplančić, MD, PhD	Credits (ECTS)	1			
Associate teachers	Assist. Prof. Slavica Kozina, PhD Mariano Kaliterna, MD Mario Malički, MD, PhD	Type of instruction (number of hours)	L	S	E	T
			2	13	0	15
Status of the course	Mandatory	Percentage of application of e-learning	0%			

COURSE DESCRIPTION		
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)		
Course content broken down in detail by weekly class schedule (syllabus)		
Format of instruction	☒ lectures ☒seminars and workshops ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work	☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (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		Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	

equal to the ECTS value of the course)	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**

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

NAME OF THE COURSE	**Neurology**					
Code	MFE407		4th			
Course teacher	Assist. Prof. Ivica Bilić, MD, PhD	Credits (ECTS)	7			
Associate teachers	Prof. Marina Titlić, MD, PhD Prof. Ivo Lušić, MD, PhD Assist. Prof. Meri Matijaca, MD, PhD Assist. Prof. Goran Džamonja, MD, PhD Anton Marović, MD, PhD Assist. Prof. Sanda Pavelin, MD, PhD Petar Filipović-Grčić, MD, PhD Romac Rinaldo, MSc Krešimir Čaljkušić, MSc Assist. Prof. Mario Mihalj, MD, PhD Mate Bubić, MD, PhD Lidija Šodić, MSc	Type of instruction (number of hours)	L	S	E	T
			20	25	45	90
Status of the course	Mandatory	Percentage of application of e-learning	0%			

COURSE DESCRIPTION	
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)

<table>
<tr><td></td><td colspan="6">http://neuron.mefst.hr/docs/dokumenti/nastava/Odluka_uvjetima_za_upis_predmeta_ulazne_kompetencije_FV_20-10-2016.pdf</td></tr>
<tr><td>Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</td><td colspan="6">After the completed course the student should be able to elicit a complete and reliable history, perform a focused and reliable neurologic examination, deliver a clear, concise and thorough oral presentation of a patient’s history and examination; recognize symptoms that may signify neurologic disease – including disturbances of consciousness, cognition, language, vision, hearing, equilibrium, motor function, somatic sensation and autonomic function; distinguish normal from abnormal findings on a neurologic examination, localize the likely site or sites in the nervous system where a lesion could produce a patient’s symptoms and signs; formulate a differential diagnosis based on lesion localization, time course and relevant historical/demographic features, use and interpret common tests used in diagnosing neurologic disease; utilize the principles underlying a systematic approach to the management of common neurologic diseases –including the recognition and management of situations that are potential emergencies; and finally recognize situations in which it is appropriate to request neurologic consultation.</td></tr>
<tr><td>Course content broken down in detail by weekly class schedule (syllabus)</td><td colspan="6">Neuroanatomy and neurophysiology, history taking physical examination, documentation, organization of knowledge and differential diagnosis (clinical judgment) of common neurological diseases, patient management, algorithm of diagnostic process, specific diagnostic methods of clinical neurology, non-cognitive behavior including attitude and participation, initiative, humanistic attributes, ability to learn and professionalism.</td></tr>
<tr><td>Format of instruction</td><td colspan="3">☒ lectures
☒seminars and workshops
☒ exercises
☐ on line in entirety
☐ partial e-learning
☐ field work</td><td colspan="3">☐ independent assignments
☐ multimedia
☐ laboratory
☐ work with mentor
☐ (other)</td></tr>
<tr><td>Student responsibilities</td><td colspan="6">In accordance to Rules of studying and Deontological code for USSM students.</td></tr>
<tr><td rowspan="5">Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</td><td>Class attendance</td><td></td><td>Research</td><td></td><td>Practical training</td><td></td></tr>
<tr><td>Experimental work</td><td></td><td>Report</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Essay</td><td></td><td>Seminar essay</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Tests</td><td></td><td>Oral exam</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Written exam</td><td></td><td>Project</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Grading and evaluating student work in class and at the final exam</td><td colspan="6">Written test and oral exam (with the clinical skills/practical part testing)</td></tr>
<tr><td rowspan="3">Required literature (available in the library and via other media)</td><td colspan="3">Title</td><td>Number of copies in the library</td><td>Availability via other media</td></tr>
<tr><td colspan="3">1. Simon R, Greenberg D, Aminoff M. Clinical Neurology. (8th edition). Lange Clinical Medicine; New York, 2012.</td><td></td><td></td></tr>
<tr><td colspan="3"></td><td></td><td></td></tr>
<tr><td>Optional literature (at the time of submission of study</td><td colspan="6">1. Ropper A, Samuels M. Adams and Victor's Principles of Neurology (9th edition). McGraw-Hill; New York, 2009.</td></tr>
</table>

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

NAME OF THE COURSE	**Nuclear Medicine**					
Code	MFE402		4th			
Course teacher	Assoc. Prof. Ante Punda, MD, PhD	Credits (ECTS)	2			
Associate teachers	Dubravka Brdar, MD Ileana Zebić, MD Sanda Sladić, MD Ana Barić, MD Vesela Torlak-Lovrić, PhD Maja Cvek-Bobić, MSc	Type of instruction (number of hours)	L	S	E	T
			12	14	14	40
Status of the course	Mandatory	Percentage of application of e-learning	0%			

COURSE DESCRIPTION

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)	Classify, describe and explain the radiopharmaceuticals, nuclear medicine instrumentation, diagnostic and therapeutic procedures in nuclear medicine, diagnostics and treatment of thyroid diseases and describe and explain principles of working with open radiation sources and radiation protection.	
Course content broken down in detail by weekly class schedule (syllabus)	Indications for clinical application of nuclear medicine diagnostic and therapeutic procedures; Work with open radiation sources and radiation protection.	
Format of instruction	☒ lectures ☒seminars and workshops ☒ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work	☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (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 and oral test.					

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	1.Ziessman HA, O'Malley JP, Thrall JH and Fahey FH. The Requisites. Nuclear Medicine. 4th ed.Elsevier. Saunders. Philadelphia; 2014.		
	2. Ivančević D. et al. Klinička nuklearna medicina, Medicinska naklada, Zagreb, 1999		
	3. Fred A. Mettler, Jr., and Milton J. Guiberteau: Essentials of nuclear medicine imaging, editors W.B. Saunders Company, 1998		

Optional literature (at the time of submission of study programme proposal)	1. Janković S, Eterović D eds.: Fizikalne osnove i klinički aspekti medicinske dijagnostike. Medicinska naklada, Zagreb, 2002
Quality assurance methods that ensure the acquisition of exit competences	▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation
Other (as the proposer wishes to add)	

NAME OF THE COURSE	**Psychiatry**					
Code	MFE409		4th			
Course teacher	Assist. Prof. Trpimir Glavina, MD, PhD	Credits (ECTS)	7			
Associate teachers	Prof. Dolores Britvić, MD, PhD Assist. Prof. Davor Lasić, MD, PhD Assist. Prof. Boran Uglešić, MD, PhD Assist. Prof.Tomislav Franić, MD, PhD Silvana Krnić, MD, MSc Marija Žuljan Cvitanović, MD, MSc Žana Kralj, MD Duška Krnić, MD Lea Kustura, MD Mariano Kaliterna, MD	Type of instruction (number of hours)	L	S	E	T
			30	20	55	105

	Marjana Milanović, MD Nikola Sikirica, MD						
Status of the course	Mandatory	Percentage of application of e-learning	0%				

COURSE DESCRIPTION

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, describe and explain basic psychopathological fenomena. 2. Account and describe basic psychiatric diseases and disorders. 3. Identify and explain diagnostic and therapy methods of psychiatric diseases and disorders. 4. Apply and perform acquired theoretical knowledge in direct psychiatric examination.
Course content broken down in detail by weekly class schedule (syllabus)	Psychiatry in medicine; psychopathology; psychiatric diseases, disturbances and entities; diagnostic and therapeutic approaches in psychiatry.
Format of instruction	☒ lectures ☒seminars and workshops ☒ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work ☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (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	Practical exam with patient 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. Benjamin J. Sadock, Virginia A. Sadock. Pocket Handbook of Clinical Psychiatry, Lippincott Williams & Wilkins, 2010.		
Optional literature (at the time of submission of study programme proposal)			
Quality assurance methods that ensure the acquisition of exit competences	▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation		
Other (as the proposer wishes to add)			

NAME OF THE COURSE	**Psychological Medicine II**					
Code	MFE406		4th			
Course teacher	Assist. Prof. Varja Đogaš, MD, PhD	Credits (ECTS)	2			
Associate teachers	Prof. Dolores Britvić, MD, PhD Assoc. Prof. Mirela Vlastelica, MD, PhD Assist. Prof. Slavica Kozina, PhD	Type of instruction (number of hours)	L	S	E	T
			10	10	10	30
Status of the course	Mandatory	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
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)						
Course content broken down in detail by weekly class schedule (syllabus)						
Format of instruction	☒ lectures ☒seminars and workshops ☒ exercises	☐ independent assignments ☐ multimedia ☐ laboratory				

	☐ *on line* in entirety ☐ partial e-learning ☐ field work			☐ work with mentor ☐ (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						

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	▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation
Other (as the proposer wishes to add)	

NAME OF THE COURSE	**Radiology**					
Code	MFE401		4th			
Course teacher	Assoc. Prof. Tade Tadić, MD, PhD	Credits (ECTS)	4			
Associate teachers	Prof Zoran Rumboldt, MD, PhD Assoc. Prof. Igor Barišić, MD, PhD Assoc. Prof. Marina Maras Šimunić, MD, PhD Assist. Prof. Krešimir Dolić, MD, PhD Assist. Prof. Sanja Lovrić Kojundžić, MD, PhD Assist. Prof. Maja Marinović Guć Dragan Dragičević, MD Ana Čarić, MD, PhD Budimir Sekovski, MD	Type of instruction (number of hours)	L	S	E	T
			18	8	44	70
Status of the course	Mandatory	Percentage of application	0%			

		of e-learning	

COURSE DESCRIPTION

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)	After passing the course, the students will have the knowledge base, skills and attitudes that will enable them to describe the basic radiological procedures, to analyze the images, providing elementary differential diagnosis. 1. Explain the principle of x-ray, ultrasound, and magnetic resonance imaging (MRI); 2. Describe conventional equipment used in radiology; 3. Explain the biological effects of x-rays as well as radiation protection procedures; 4. Define the basic modalities and procedures in radiology, as well as their utilization in clinical practice; 5. Choose and apply imaging studies according to the clinical status /diagnosis of the patient; 6. List the contrast agents and describe their possible side effects; 7. Identify the basic anatomical structures and abnormal findings on radiological images; 8. Define various procedures performed in interventional radiology.
Course content broken down in detail by weekly class schedule (syllabus)	General radiology: Origins and characteristics of x-rays and ultrasound; the 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, taking into account 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	☒ lectures ☒seminars and workshops ☒ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work ☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (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		Research		Practical training	
	Experimental work		Report		(Other)	

activity so that the total number of ECTS credits is equal to the ECTS value of the course)	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 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 programme proposal)	1. Learning Radiology: Recognizing the Basics (With STUDENT CONSULT Online Access), 2e, by William Herring MD, 2015. 2. Hebrang A, Klarić- Čustović R (eds).: Radiologija Third edition. Medicinska naklada, Zagreb, 2007 3. Janković S, Eterović D eds: Fizikalne osnove i klinički aspekti medicinske dijagnostike. Medicinska naklada, Zagreb, 2002		
Quality assurance methods that ensure the acquisition of exit competences	▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation		
Other (as the proposer wishes to add)			

NAME OF THE COURSE	**Neurosurgery**					
Code	MFE408		4th			
Course teacher	Prof. Krešimir Rotim, MD, PhD	Credits (ECTS)	1			
Associate teachers	Assist. Prof. Željko Bušić, MD, PhD Mirko Lapčić, MD Vlatko Ledenko, MD Robert Čarija, MD	Type of instruction (number of hours)	L	S	E	T
			4	6	5	15
Status of the course	Mandatory	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
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 develop knowledge of clinical examination of a neurosurgical patient, of diagnostic and therapeutic procedures to treat patients with injuries and/or diseases of central and/or peripheral nervous system, of the degree to which a neurosurgery is urgent, types of neurosurgeries, their successfulness or possible complications.
Course content broken down in detail by weekly class schedule (syllabus)	Introduction to neurosurgery; History of neurosurgery; Diagnostic procedures in neurosurgery (history taking, clinical neurological examination, EMG, EEG, CT, MRI, LM); Principles of neurosurgical treatment (trepanation, craniotomy, pain treatment; Space-compressive intracranial processes-pathophysiology of intracranial space (ICP, different types of impaction and signs); Intracranial tumors-neurooncology; Hydrocephalus in children and adults – circulation of CS fluid; Differential diagnosis of neurosurgical diseases; Children neurosurgery; Cerebrovascular surgery; Craniocerebral injuries-neurotraumatology; Intracranial hematoma; Concussion-contusion-pressing of the brain; 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	☒ lectures ☒seminars and workshops ☒ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work ☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (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 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. Rotim K., Sajko T. Neurokirurgija. ZVU; 2010.		

Optional literature (at the time of submission of study programme proposal)	1.Paladino J. Kompendij neurokirurgije. Zagreb: Naklada Ljevak; 2004. 2.Rotim K. Neurotraumatologija. Zagreb: Medicinska naklada; 2006.
Quality assurance methods that ensure the	▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis

acquisition of exit competences	▪ Committee for control of teaching reports ▪ External evaluation
Other (as the proposer wishes to add)	

NAME OF THE COURSE	**Anaesthesiology and Intensive Medicine**					
Code	MFE501	Year of study	5th			
Course teacher	Assoc. Prof. Mladen Carev, MD, PhD	Credits (ECTS)				
Associate teachers	Assoc. Prof. Nenad Karanović, MD, PhD Assist. Prof. Mihajlo Lojpur, MD, PhD Assist. Prof. Danijela Gulam, MD, PhD Assist. Prof. Sanda Stojanović Stipić Željko Ninčević, MD, PhD Božena Ivančev, MD, PhD Ivan Agnić, MD, PhD Božidar Duplančić, MD, PhD Nataša Dropulić, MD, PhD Sandro Glumac, MD, PhD Dragica Kopić, MSc Neven Elezović, MSc Dubravka Kocen, MSc Suzyenn Kraljević, MSc Mileva Frankić, MD Biljana Vegan, MD Dorjan Kuščević, MD	Type of instruction (number of hours)	L 15	S 20	E 60	T 95
Status of the course	Mandatory	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
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. Describe and explain general principles of anesthetic action + harmacodynamics and pharmacokinetics. 2. List the most important drugs in anesthesia and group them according to mechanism of action. 3. Name and explain the routes of administration, indications and contraindications, as well as side-effects of various drugs 4. Calculations of drugs dosage 5. Identify, describe and explain the most important characteristics of neuromuscular, cardiovascular, respiratory, kidney, gastrointestinal and endocrine system. 6. Describe, differentiate and explain control mechanisms (negative and positive feedback loops) critical for homeostasis of the human body during anesthesia procedures and intensive treatment. Describe, differentiate and explain conducting of anesthesia procedures. Especially perform differentiation between regional and general anesthesia. 7. Describe, differentiate and explain management of treatment procedures in Intensive care units. Especially differentiate and explain characteristics of treatment					

	of various organ failures. 8. Describe, differentiate and explain conducting of procedures for various painful situations, especially differentiate treatment of acute and chronic pain. 9. Describe, differentiate and explain procedures of vital signs monitoring. Basic and advanced monitoring. Describe, differentiate and explain procedures of basic and advanced life support 10. A student should acquire the theoretical and practical knowledge of BLS/ ALS, theoretical knowledge of clinical findings, monitoring and treatment of victims of intoxication, patients with multiple trauma, multiorgan failures and life threatening infections as well as of emergencies due to physical agents. S/he will also develop the theoretical knowledge of anesthesia procedures including types and choice of anesthesia, basic pharmacology of agents used in anesthesia, therapy of pain, reanimatology and intensive care.
Course content broken down in detail by weekly class schedule (syllabus)	L = lecture, S = seminars, E = exercises 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 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. Seminar topics: S1. Fluid Therapy and Venous Access (central, peripheral) S2. Hemodynamic & Vasoactive drugs. S3. Local Anaesthetics S4. Chronic pain S5. Cardiopulmonary reanimation S5. Non-invasive Monitoring of Vital Parameters S7. Emergencies caused by Environmental Factors S8. Acute Coronary Syndrome S9. Burns. S10. Oxygen Therapy Exercises with the expected events that a student must attend or, if necessary, with assistance to apply. Exercises take place in 13 different working sites. There are usually 4-5 students in each exercise group. 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 E2. ICU– Firule, ground floor - 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). E3. Cardiac ICU – Firule, ground floor – as for E2 + cardiac surgery patient + knowledge of basic vasoactive drugs E4. ICU Krizine and operating block Krizine – as during E2 + specificity of anaesthesia in orthopaedic, urological and plastic surgery, burns - intensive treatment

	E5. Pain Clinic, Krizine, 1st floor – examination and various therapeutic methods E6. Operating block, Firule, 2nd floor - Anaesthesia for General and Thoracic Surgery (Rooms 2&3) – techniques of one-lung ventilation, anaesthesia for abdominal surgery, postoperative analgesia E7. Operating block, Firule, 2nd floor, Anaesthesia for Vascular Surgery &Traumatology (Rooms 4&5) - anaesthesia for aortic surgery, anaesthesia for carotid endarterectomy, regional anaesthesia for traumatology patients E8. Gynaecology/Obstetrics, Firule, New Building - specificity of obstetric anaesthesia, anaesthesia for caesarean section, painless birth E9. ENT Clinics, Firule, 2nd floor - specificity of ENT anaesthesia, anaesthesia for tonsillectomy, difficulty airway E10. Anaesthesia for Cardiac Surgery (Room 1) and Neurosurgery (Room 7), Firule, operating block – anaesthesia for neurosurgery and cardiac surgery, vasoactive drugs, invasive monitoring E11. Paediatric Anaesthesia, Firule, operating block (Room 6) - specificity of anaesthesia in children, inhalation induction of anaesthesia, equipment, devices and drugs for paediatric anaesthesia CLINICAL SKILLS – REPETITORIUM (PATHOLOGY-ANATOMY BUILDING, Firule, basement) E12. Airway – intubation, equipment + Infusions, venous access, infusion therapy E13. BLS, AED, ALS
Format of instruction	☒ lectures ☒ seminars and workshops ☒ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work ☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (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		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**
	M. Carev, N. Dropulic, M. Jukic, N. Karanovic, M.Lojpur, I.Vukovic et al.* Anesthesiology and intensive medicine for students (script) *I.Agnic, I.Bilokapic, A.Bunoza, D.Erceg, B. Ivancev, M.Kavelj, J.Krnic, T.Lozancic, I.Prkic, S.S.Stipic, A.Saric, L.Saric		ONLINE

Optional literature (at the time of submission of study programme proposal)	1. "Hand-out" 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	▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation
Other (as the proposer wishes to add)	

NAME OF THE COURSE	**Clinical Oncology**					
Code	MFE510	Year of study	5th			
Course teacher	Prof. Eduard Vrdoljak, MD,PhD	Credits (ECTS)	2			
Associate teachers	Assist. Prof. Marijo Boban, MD, PhD Assist. Prof. Tomislav Omrčen, MD, PhD Assist. Prof. Branka Petrić-Miše, MD, PhD Assist. Prof. Tihana Boraska Jelavić, MD, PhD Marija Ban, PhD, MD Lidija Bošković, PhD, MD	Type of instruction (number of hours)	L	S	E	T
			10	15	25	50
Status of the course	Mandatory	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
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. Indicate, describe and explain the biology, etiology and epidemiology of malignant tumors. 2. Explain and classify malignant tumors according sites and stages. 3. Recognize the symptoms of a malignant tumor and conduct optimal assessment. 4. Describe, analyze, relate, choose, distinguish and discuss the forms of specific oncological treatment and to compare the similarities and differences between certain forms of specific oncological treatment (cytostatic therapy, radiation therapy, hormonal therapy, immunotherapy, other forms of therapy [gene therapy, photodynamic therapy, hyperthermia, anti-angio genesis therapy, anti-metastatic therapy]). 5. To design, plan and give an example of the best treatment options for oncological patient and critical choose and prepare a solution of optimal treatment of oncological patients. 6. Enumerate and discuss the adverse events of a specific oncological treatment. 7. Plan optimal follow up of oncological patient and recognize early signs of recurrence.					

<table>
<tr><td></td><td colspan="6">8. Critically assess teaching topics and materials.
9. Participate in a debate and express opinions and attitudes.</td></tr>
<tr><td>Course content broken down in detail by weekly class schedule (syllabus)</td><td colspan="6">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, antiangio genetic 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.</td></tr>
<tr><td>Format of instruction</td><td colspan="3">☒ lectures
☒ seminars and workshops
☒ exercises
☐ on line in entirety
☐ partial e-learning
☐ field work</td><td colspan="3">☐ independent assignments
☐ multimedia
☐ laboratory
☐ work with mentor
☐ (other)</td></tr>
<tr><td>Student responsibilities</td><td colspan="6"></td></tr>
<tr><td rowspan="5">Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</td><td>Class attendance</td><td></td><td>Research</td><td></td><td>Practical training</td><td></td></tr>
<tr><td>Experimental work</td><td></td><td>Report</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Essay</td><td></td><td>Seminar essay</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Tests</td><td></td><td>Oral exam</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Written exam</td><td></td><td>Project</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Grading and evaluating student work in class and at the final exam</td><td colspan="6">Written and oral exam</td></tr>
<tr><td rowspan="2">Required literature (available in the library and via other media)</td><td colspan="3">Title</td><td>Number of copies in the library</td><td>Availability via other media</td></tr>
<tr><td colspan="3">1. Anthony J Nealand Peter J Hoskin. Clinical OncologyBasicPriciplesandPractice, 4t edition, CRC press, Taylor and Francis Group, 2012.</td><td></td><td></td></tr>
<tr><td>Optional literature (at the time of submission of study programme proposal)</td><td colspan="6">1. Principles and practice of radiation oncology, E. Halperin, CA Perezand LW Brady, 6thedition, Philadelphia, 2013, Lippincott Williams andWilkins.
2. Principles and practice of oncology, VT de Vita, TS Lawrence, and SA Rosenberg, 10thedition, Philadelpia, 2014, Lippincott Williams andWilkins.
3. E. Vrdoljak, Z. Krajina, M. Šamija, Z. Kusić, M. Petković, D. Gugić Klinička onkologija. Medicinska naklada, Zagreb 2013.</td></tr>
<tr><td>Quality assurance methods that ensure the acquisition of exit competences</td><td colspan="6">▪ Teaching quality analysis by students and teachers
▪ Exam passing rate analysis
▪ Committee for control of teaching reports
▪ External evaluation</td></tr>
<tr><td>Other (as the proposer wishes to add)</td><td colspan="6"></td></tr>
</table>

NAME OF THE COURSE	Epidemiology					
Code	MFE514	Year of study				
Course teacher	Assoc. Prof. Ozren Polašek, MD, PhD	Credits (ECTS)				
Associate teachers	Assoc. Prof. Ivana Kolčić, MD, PhD Assist. Prof. Iris Jerončić Tomić, MD, PhD	Type of instruction (number of hours)	L	S	E	T
			25	27	8	60
Status of the course	Mandatory	Percentage of application of e-learning	0%			

COURSE DESCRIPTION

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. Calculate epidemiological measures of frequency, association and effect. Describe study designs, and enumerate their advantages and limitations. Recognize biases in planning study execution. Differentiate conditions for infectious diseases spreading. 2. Enumerate tools of primary, secondary and tertiary prevention measures. 3. Select appropriate diagnostic test for specific situation. 4. Describe vaccination scheme, including contraindication for vaccination. Demonstrate filling out of different sources of primary information sources for morbidity and mortality statistics – infectious disease, hospital records, oncological record, mortality entry and side-effect report.
Course content broken down in detail by weekly class schedule (syllabus)	Epidemiological research methods; Epidemiology of infectious diseases; Epidemiology of some chronic diseases; Public health regulations; Epidemiological intervention in the community.
Format of instruction	☒ lectures ☒ seminars and workshops ☒ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work ☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (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	In-course tests on selected chapters, paper and presentation followed by oral 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)	1. Kolčić I., Vorko Jović A. (ur) i sur. Epidemiologija. Zagreb: Medicinska naklada; 2012.		
Quality assurance methods that ensure the acquisition of exit competences	▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation		
Other (as the proposer wishes to add)			

NAME OF THE COURSE	**Gynecology, Obstetrics and Reproductive Medicine**					
Code	MFM509	Year of study	5th			
Course teacher	Prof. Deni Karelović, MD, PhD	Credits (ECTS)	12			
Associate teachers	Prof. Damir Roje, MD, PhD Assist. Prof. Boris Bačić, MD, PhD Assist. Prof. Jelena Marušić, MD, PhD Assist. Prof. Martina Šunj, MD, PhD Assist. Prof. Mirjana Vučinović, MD, PhD Assoc. Prof. Marko Vulić, MD, PhD Jasminka Rešić –Karara,MD, PhD Tanja Vukušić-Pušić, MD, PhD Zoran Meštrović, MSc Sanja Srdelić Mihalj, MD, PhD Anet Papazovska Cherepnalkovski, MD, PhD Andrea Ćukušić Kalajžić, MD, PhD Ivana Alujević Jakus, MD, PhD Vesna Pavlov, MSc Krunoslav Cindrić, MD Tamara Bošnjak, MD Vedran Hrboka, MD Indira Kosović, MD Srđan Vuković, MD Sandra Benzon, MD Zdeslav Benzon, MD Ivanka Antončić Furlan, MD Zrinka Maleš, MD Ante Mršić, MD Kristijana Novak-Ribičić, MD Marija Bucat, MD Ante Radić, MD Žana Stanić, MD Assist. Prof. Dinka Šundov, MD, PhD	Type of instruction (number of hours)	L	S	E	T
			50	50	100	200

Status of the course	Mandatory	Percentage of application of e-learning	0%

COURSE DESCRIPTION

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. define and explain the anatomy and physiology of female reproductive system. 2. practice gynecologic and obstetric anamnesis and physical examination. 3. possess basic knowledge and skills in prenatal care, delivery and puerperium. 4. To describe and explain: epidemiology, diagnostics, signs and symptoms, treatment and prevention of gynecologic diseases. 5. To specify and explain means of female reproductive health protection.
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	☒ lectures ☒ seminars and workshops ☒ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work ☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (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. 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. Berek and Novak's Gynecology, 14th Edition 2. Williams Obstetrics, 24th Edition		
Optional literature (at the time of submission of study programme proposal)	1. Richard L. Sweet. Infectious Diseases of the Female Genital Tract, 5th Edition.		

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

NAME OF THE COURSE	**Maxillofacial surgery and Dental Medicine**					
Code	MFE506	Year of study	5th			
Course teacher	Prof. Naranđa Aljinović Ratković, MD, PhD	Credits (ECTS)	2			
Associate teachers	Negoslav Bušić, MD Slaven Lupi-Ferandin, MD Saša Ercegović, MD Ante Mihovilović MD	Type of instruction (number of hours)	L	S	E	T
			10	10	10	30
Status of the course	Mandatory	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
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. Describe and explain the etiology and clinical signs for: tumors of the oral cavity, paranasal cavities and salivary glands, head and neck malformations and deformities, inflammatory diseases and cysts of jaws and head soft tissues, temporomandibular joint disorders. Describe and distinguish signs of different facial bone and soft tissue injuries. 2. Name the most important diagnostic methods and list general diagnostic results in the diagnostics of facial bone and soft tissue injuries, tumors of the oral cavity, paranasal cavities and salivary glands, head and neck malformations and deformities, inflammatory diseases and cysts of jaws and head soft tissues, temporomandibular joint disorders. 3. Indicate and generally explain the treatment choices for facial bone and soft tissue injuries, tumors of the oral cavity, paranasal cavities and salivary glands, head and neck malformations and deformities, inflammatory diseases and cysts of jaws and head soft tissues, temporomandibular joint disorders. 4. Perform the detailed clinical examination of the face, oral cavity and neck. Practice the assessment of the dental occlusion and masticatory function. Perform the initial treatment of facial soft tissue injuries. Estimate the urgency and course of action in the treatment of facial bone injuries.					
Course content broken down in detail by weekly class schedule (syllabus)	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.
Format of instruction	☒ lectures ☒ seminars and workshops ☒ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work ☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (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		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**
	KIRURGIJA, udžbenik, Medicinska biblioteka – Naklada Ljevak, Zagreb, 2007. 33. poglavlje: (1107-1146) Kirurgija glave i vrata (Virag M., Aljinović Ratković N., Orihovac Ž., Lukšić I.) Maxillofacial Excerpts, e-script, Aljinović Ratković N. ed. Bagatin M, Virag M. et al. Maksilofacijalna kirurgija. Zagreb: Školska knjiga; 1991.		

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

NAME OF THE COURSE	**Medical Humanities- Clinical Ethics IV**

Code	MFE513		5th			
Course teacher	Prof. Dragan Ljutić, MD, PhD	Credits (ECTS)	1			
Associate teachers	Prof. Darko Duplančić, MD, PhD Anton Marović, MD, PhD Assist. Prof. Slavica Kozina, PhD Mariano Kaliterna, MD Mario Malički, MD, PhD	Type of instruction (number of hours)	L	S	E	T
			2	13	0	15
Status of the course	Mandatory	Percentage of application of e-learning	0%			

COURSE DESCRIPTION

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.fundamentals principles about clinical ethics and bioethics; 2.ethical code of health workers; 3.responsibilities of health workers; 4.ethics of scientific experiments; 5.proper attitude to issues related to beginning and end of the life; 6.proper attitude to issues related to critically and terminally ill patients; 7.bill of rights of patients; 8.significance of written consent concept.
Course content broken down in detail by weekly class schedule (syllabus)	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	☒ lectures ☒seminars and workshops ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work ☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (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		Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	

equal to the ECTS value of the course)	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Test and oral examination.					

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	1.Jušić A. Braš M. Lončar Z.: Hospicij i palijativna skrb-osnovno ljudsko pravo (Zbornik radova), Zagreb 2008.		
	2.Palijativna skrb u Hrvatskoj i svijetu (Sažetci i članci Prvog kongresa palijativne skrbi Hrvatske 2006.		
	3.Šamija M., Nemet D. i sur.: Potporno i palijativno liječenje onkoloških bolesnika.Medicinska naklada, Zagreb 2010.		
	4.Zurak, N.: Medicinska etika, Medicinski fakultet Sveučilišta u Zagrebu, Zagreb 2007.		
	5.Aramini M. Uvod u bioetiku. Kršćanska sadašnjost, Zagreb 2009.		
	6.Priručnik medicinske etike. Svjetsko liječničko udruženje (WMA). Hrvatsko izdanje.		
Optional literature (at the time of submission of study programme proposal)			
Quality assurance methods that ensure the acquisition of exit competences	▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation		
Other (as the proposer wishes to add)			

NAME OF THE COURSE	**Occupational and Maritime Medicine with Environmental Health**					
Code	MFE511		5th			
Course teacher	Assoc. prof. Vladimir Ivančev	Credits (ECTS)	3			
Associate teachers	Assoc. Prof. Ivana Kolčić, MD, PhD Assoc. Prof. Ozren Polašek, MD, PhD Tanja Mijačika, MD	Type of instruction (number of hours)	L	S	E	T
			28	18	14	60
Status of the course	Mandatory	Percentage of application of e-learning	0%			

COURSE DESCRIPTION	
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)	Understanding of importance and specificities of occupational medicine, sports medicine and maritime medicine. Describing the commonest occupation disease development mechanisms, and their implications. Knowledge synthesis of different medical specialties and its use in health and disease assessment. Understanding of main limitations for specific lines of work and employment. Professional orientation and vocation medicine. Understanding of main environmental determinants of health and disease, water supply, food chain, waste disposal and urbanization, dietary habits and health risks originating from new lifestyles.
Course content broken down in detail by weekly class schedule (syllabus)	L: History and introduction to occupational health L: Principles of occupational medicine L: Professional disease and diseases aggravated by work L: Assessment of workplace, professional orientation L: Maritime medicine, Principles of maritime medicine L: Requirements of sports medicine L: Physical examination of an athlete L: Introduction to the environmental health L: Global environmental health issues, environmental toxins, environmental standards related to health L: Environmental health – Air L: Environmental health – Food: safety, contamination of the food chain, pesticides L: Environmental health – Waste and pollution; 1 h, Lecture L: Environmental health – Water: disinfection and sanitary analysis, waste waters, water quality and sufficiency in Croatia and other countries in Europe L: Environmental health – Living conditions in a settlement L: Environmental health – Climate change S: Body composition S: Over nutrition S: Diving and hyperbaric medicine S: Divers physical examination S: Nutrition under special requirements S: Supplements in sport S: Students presentation – Law and regulations in occupational medicine S: Pathophysiology of the most common diving diseases S: Hyperbaric treatment and evidence based medicine S: Environmental health seminars: Environmental disasters - what have we learned? (Minamata disease, Chernobyl accident, Fukushima); Climate change and health; The air I breathe - PMs and human health; Oil - friend or foe?; Plastics and human health; Are we trashing the world?; GMO; Food sustainability - feeding the World's 9 billion; Medical waste - what, how, where and how much are we producing?; Lead - health impacts; Environmental causes of cancer; Mediterranean diet and health of both people and the environment; Food additives and food labelling; Pesticides and its impact on human health P: Risk assessment in occupational medicine P: Morphological and functional diagnostics in occupational medicine P: Measuring of body composition P: Healthcare in sport P: Physical examination in occupational medicine P: Physical examination of seafarer P: Physical examination of an athlete

<table>
<tr><td></td><td colspan="6">P: Creation of menus
P: Diving equipment
P: Working and living conditions at ship
P: Morphological and functional diagnostics in occupational medicine
P: Hyperbaric chamber
P: Case studies in environmental health</td></tr>
<tr><td>Format of instruction</td><td colspan="3">☒ lectures
☒seminars and workshops
☒ exercises
☐ on line in entirety
☐ partial e-learning
☐ field work</td><td colspan="3">☐ independent assignments
☐ multimedia
☐ laboratory
☐ work with mentor
☐ (other)</td></tr>
<tr><td>Student responsibilities</td><td colspan="6">In accordance to Rules of studying and Deontological code for USSM students.</td></tr>
<tr><td rowspan="5">Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</td><td>Class attendance</td><td>1.0</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>0.5</td><td>Seminar essay</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Tests</td><td>1.5</td><td>Oral exam</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Written exam</td><td></td><td>Project</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Grading and evaluating student work in class and at the final exam</td><td colspan="6">Written (MCQs test).</td></tr>
<tr><td rowspan="5">Required literature (available in the library and via other media)</td><td colspan="3">Title</td><td>Number of copies in the library</td><td colspan="2">Availability via other media</td></tr>
<tr><td colspan="3">1. Rom WN, ed. Environmental and Occupational Medicine, current edition, Lippincott, Williams and Wilkins.</td><td></td><td colspan="2"></td></tr>
<tr><td colspan="3">2. Edmonds C, Lowry C, Pennefather J. Diving and Subaquatic Medicine, current edition, Arnold.</td><td></td><td colspan="2"></td></tr>
<tr><td colspan="3">3. Whelan HT, Kindwall EP. Hyperbaric Medicine Practice, current edition, Best Publishing</td><td></td><td colspan="2"></td></tr>
<tr><td colspan="3"></td><td></td><td colspan="2"></td></tr>
<tr><td>Optional literature (at the time of submission of study programme proposal)</td><td colspan="6"></td></tr>
<tr><td>Quality assurance methods that ensure the acquisition of exit competences</td><td colspan="6">▪ Teaching quality analysis by students and teachers
▪ Exam passing rate analysis
▪ Committee for control of teaching reports
▪ External evaluation</td></tr>
<tr><td>Other (as the proposer wishes to add)</td><td colspan="6"></td></tr>
</table>

NAME OF THE COURSE	Ophthalmology					
Code	MFE504		5th			
Course teacher	Assoc. Prof. Kajo Bućan, MD, PhD	Credits (ECTS)	4			
Associate teachers	Prof. Milan Ivanišević, MD, PhD Assist. Prof. Ljubo Znaor, MD, PhD Assist. Prof. Mladen Lešin, MD, PhD Assist. Prof. Dobrila Karlica Utrobičić, MD, PhD Assoc. Prof. Veljko Rogošić, MD, PhD Assist. Prof. Ivna Pleština Borjan, MD, PhD	Type of instruction (number of hours)	L	S	E	T
			25	20	20	65
Status of the course	Mandatory	Percentage of application of e-learning	0%			

COURSE DESCRIPTION

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)	Recognize the most common ophthalmic diseases. Choose and apply diagnosis and appropriate therapy of ophthalmic diseases and demonstrate adequate clinical skills. Correlated with the Catalogue of knowledge and the Catalogue of acquired clinical skills.
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, ortho-pleoptics, trauma
Format of instruction	☒ lectures ☒seminars and workshops ☒ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work ☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (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	Written tests with practical part (examination and report on patient).

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. Lang G. Ophthalmology. A pocket textbook atlas. Stuttgart: Thieme, 2007.		
	2. Riordan-Eva P, Whitcher JP. General Ophthalmology. New York: Lange Medical Books/McGraw-Hill, 2004.		
	3. Kanski JJ. Clinical ophthalmology. A systematic approach. Edinburgh: Butterworth&Heinemann, 2003.		
Optional literature (at the time of submission of study programme proposal)	1. Fraunfelder FT, Roy FH. Current ocular therapy. Philadelphia: WB Sounders company, 2000.		
Quality assurance methods that ensure the acquisition of exit competences	▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation		
Other (as the proposer wishes to add)			

NAME OF THE COURSE	**Orthopedics**					
Code	MFE507		5th			
Course teacher	Assist. Prof. Fabijan Čukelj, MD, PhD	Credits (ECTS)	3			
Associate teachers	Assist. Prof. Srećko Sabalić, MD, PhD Assist. Prof. Nikica Daraboš, MD, PhD Assist. Prof. Mladen Miškulin,MD, PhD Davor Čarić, MD Saša Sršen, MD Zvonimir Kutleša, MD Bruno Luetić, MD Danči Tripalo, MD Ivan Mikulić, MD Zdeslav Rebić, MD	Type of instruction (number of hours)	L	S	E	T
			10	20	30	60
Status of the course	Mandatory	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
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 should acquire basic understanding of orthopedic diseases, etiology, clinical symptoms, diagnostics and treatment of orthopedic patients. They should also develop basic skills in diagnostic and therapeutic procedures. They will be trained in rehabilitation and resocialization of patients with diseases and injuries and/or damages in the function of the musculoskeletal system within the primary health care system. They should also be able to take appropriate measures in the community as to prevent development of disease and injuries of the musculoskeletal system.
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	☒ lectures ☒seminars and workshops ☒ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work ☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (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 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**
	Apley's System of Orthopaedics and Fractures Ninth Edition This ninth edition published in 2010 by Hodder Arnold, an imprint of Hodder Education, a Hachette UK Company 338 Euston Road, London NW1 3BH		
	Orthopaedic Guide-Medical School Split Selected chapters		

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

NAME OF THE COURSE	**Otorhinolaryngology**					
Code	MFE505		5th			
Course teacher	Assoc. Prof. Nikola Kolja Poljak, MD, PhD	Credits (ECTS)	3			
Associate teachers	Assist. Prof. Zaviša Čolović, MD, PhD Assist. Prof. Draško Cikojević, MD, PhD Assist. Prof. Marisa Klančnik, MD, PhD Assist. Prof. Petar Drviš, MD, PhD Assist. Prof..Robert Tafra, MD, PhD Assist. Prof.. Mirko Kontić, MD, PhD Davor Sunara, MD Jadranka Ljubić-Vela, MD	Type of instruction (number of hours)	L	S	E	T
			18	24	33	75
Status of the course	Mandatory	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
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)	The student should be able to make a diagnosis independently and to treat or begin treatment of patients with the ENT problems or diseases. Identify ear, throat and nose deformations. Identify and describe effusion from the ear. Identify and recognize vertigo and hearing loss. Identify bleeding from the nose and nasal obstructions. Identify inflammatory conditions of the ear, nose and throat. Identify hoarseness and dysphagia. Also identify and describe pathological conditions of the salivary glands, thyroid gland and parathyroid glands. Discuss about treatment options for certain conditions. Critically judge educational materials, participate in argumentative discussions and construct opinions. Use acquired theoretical knowledge for solving practical problems.					
Course content broken down in detail by weekly class schedule (syllabus)	Diseases of ear (otalgia, ear channel itching, ear discharge, anomalies of the concha auricular, deafness/hearing loss, tinnitus, dizziness), nose diseases (nose bleeding, nose deformity, nose obstruction and discharge, sneezing, snoring, decreased/lost sense of smell), oropharyngeal diseases (jaw crunching, neck swelling and pain, anomalies of the oral cavity and tongue, hyper salivation, tonsillar problem, dry mouth, taste disorder, fetor ex ore), laryngeal diseases (hoarseness,					

	swallowing problems, differential diagnosis of «pharyngeal globus»), oncology of ENT region, plastic reconstructive surgery of ENT region, disease of salivary glands, thyroid gland and parathyroid glands.
Format of instruction	☒ lectures ☒seminars and workshops ☒ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work ☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (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 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. Wax MK. Primary Care Otolaryngology. AAO-HNS, 2nd Edition. 2004.		

Optional literature (at the time of submission of study programme proposal)	. 1. Johnson JT, Rosen CA et al. Bailey's Head &Neck Surgery – Otolaryngology, 5th edition, Walters Kluwer/Lippincot Wiliams & Wilkins; 2013. 2.Cummings CW, Haughey BH, Regan Thomas J, Harker LA, Flint PW. Otolaryngology: Head and Neck Surgery. Mosby, 4 edition. 2004.
Quality assurance methods that ensure the acquisition of exit competences	▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation
Other (as the proposer wishes to add)	

NAME OF THE COURSE	**Physical and Rehabilitation Medicine**					
Code	MFE508		5th			
Course teacher	Assist, Prof. Jure Aljinović, MD, PhD	Credits (ECTS)	2			
Associate teachers	Prof. Tonko Vlak, MD, PhD Assist, Prof. Ana Poljičanin, MD, PhD Assist, Prof. Saša Moslavac, MD, PhD Daniela Šošo, MD	Type of instruction (number of hours)	L	S	E	T
			16	12	17	45

	Boris Bečir, MD					
Status of the course	Mandatory	Percentage of application of e-learning	0%			

COURSE DESCRIPTION		
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)	• Identify and explain the principles of rehabilitation medicine. • Assess the impact of chronic disease and disability on patients, their families and the community • Identify and explain the principles of rehabilitation therapies (kinesiotherapy, cognitive and speech therapy, training for activities of daily living, physical therapy) • Explain the principles of rehabilitation continuity • Identify the framework for care in different stages of recovery and rehabilitation • Distinguish the basic rehabilitation groups of patients (after craniocerebral injury, after spinal cord injury, after limb amputation, with diseases of the musculoskeletal system, children with disabilities) • Assess the importance of all members of the rehabilitation team, ie. the doctor / physiatrist, physical therapists, occupational therapists, nurses, speech therapists, psychologists and social workers • Identify and evaluate the outcome of the rehabilitation process with measurements and specific questionnaires • Identify the indications for use of rehabilitation therapy and identify contraindications for its use • Explain the basics of electrodiagnostics and ultrasound diagnostics of the musculoskeletal system • Explain the basics of balneology and balneotherapy • Acquire propedeutics of musculoskeletal system • Assess the degree of disability • Practice communication with the patient, family members and other members of the rehabilitation team - health professionals • Identify musculoskeletal diseases • Assess the intensity of chronic pain with VAS scale • Implement and practice measurement of joint and spinal mobility and evaluate muscular strength with measuring instruments	
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 and rheumatoid diseases, patients after implementation of endoprosthesis, handicapped children, cardiopulmonary patients, amputees. Successfulness evaluation. Orthotics and prosthetics.	
Format of instruction	☒ lectures ☒seminars and workshops ☒ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work	☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (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	20	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	80	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).

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	PHYSICAL and REHABILITATION MEDICINE for Medical Students; MARIA GABRIELLA CERAVOLO; NICOLAS CHRISTODOULOU Editors; Copyright 2018 Edi.Ermes - Milan (Italy) ISBN 978-88-7051-636-4 - Digital edition		
	2. Selected readings from: Braddom RL. Physical Medicine and Rehabilition.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)	4. Lawry GV, Kreder HJ, Hawker GA, Jerome D. Fam´s Musculosceletal Examination and Joint Injection Tehniques. 2nd edition. Philadelphia: Mosby Elsevier, 2010.
Quality assurance methods that ensure the acquisition of exit competences	▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation
Other (as the proposer wishes to add)	

NAME OF THE COURSE	**Surgery**					
Code	MFE502		5th			
Course teacher	Assist. Prof. Zenon Pogorelić, MD, PhD	Credits (ECTS)	13			
Associate teachers	Prof. Zdravko Perko, MD, PhD Prof. Nenad Ilić, MD, PhD Assist. Prof. Cristijan Bulat, MD, PhD Assist. Prof. Dragan Krnić, MD, PhD Assist. Prof. Ivan Utrobičić, MD, PhD Assist. Prof. Davor Todorić, MD, PhD Bruno Lukšić, MD, PhD	Type of instruction (number of hours)	L	S	E	T
			70	70	95	235

	Jasenka Kraljević, MD, PhD Matija Borić, MD, PhD Matko Rošin, MD Josip Knežević, MD Jakov Vojković, MD Zlatko Marović, MD Ognjen Barčot, MD Frano Šimić, MD Damir Quien, MD Dalibor Meštanek, MD Duje Oršulić, MD Miro Jukić, MD Ivan Šimundža, MD Sara Elezović Baloević, MD					
Status of the course	Mandatory	Percentage of application of e-learning	0%			

COURSE DESCRIPTION

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 develop theoretical knowledge of clinical findings, indications, contraindications, surgical approaches, types of surgical procedures and possible intra- and post-operative complications in the treatment of the most common surgical illnesses and wounds.
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	☒ lectures ☒seminars and workshops ☒ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work ☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (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 and oral exam.		
Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	Gerart M. Doherty. Current diagnosis & treatment: Surgery. 2015, 14th edition.		
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	▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation		
Other (as the proposer wishes to add)			

NAME OF THE COURSE	**Urology**					
Code	MFE503		5th			
Course teacher	Assoc. Prof. Marijan Šitum, MD, PhD	Credits (ECTS)	2			
Associate teachers	Assist. Prof. Davor Librenjak, MD, PhD Assist. Prof. Hrvoje Šošić, MD, PhD Kazimir Milostić, MSc Mario Duvnjak, MSc Blaženko Maravić, MSc Žana Saratlija Novaković, MSc	Type of instruction (number of hours)	L	S	E	T
			10	10	20	40
Status of the course	Mandatory	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
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	Describe and explain the etiology and clinical signs for: tumors of adrenal gland, kidney, ureter, bladder, prostate, urethra, penis and testis, urolithiasis, benign prostatic hyperplasia, obstructive uropathy, inflammatory disease, neurogenic					

<table>
<tr><td>(4 to 10 learning outcomes)</td><td colspan="6">bladder, erectile dysfunction, male infertility, the most child urological pathology, urological trauma, vascular disease in urology and end-stage renal disease.
Name the most important diagnostic methods and list general diagnostic results in the diagnostics of tumors of adrenal gland, kidney ureter, bladder, prostate, urethra, penis and testis, urolithiasis, benign prostatic hyperplasia, obstructive uropathy, inflammatory disease, neurogenic bladder, erectile dysfunction, male infertility, the most child urological pathology, urological trauma, vascular disease in urology and end-stage renal disease.
Indicate and generally explain the treatment choices for: tumors of adrenal gland, kidney, ureter, bladder, prostate, urethra, penis and testis, urolithiasis, benign prostatic hyperplasia, obstructive uropathy, inflammatory disease, neurogenic bladder, erectile dysfunction, male infertility, the most child urological pathology, urological trauma, vascular disease in urology and end-stage renal disease.
Perform the detailed clinical examination of the abdomen, prostate, penis and testis.</td></tr>
<tr><td>Course content broken down in detail by weekly class schedule (syllabus)</td><td colspan="6">General urology, child urology, andrology, urolithiasis, urological oncology, urodynamics and neurourology, urogynaecology, kidney transplantation.</td></tr>
<tr><td>Format of instruction</td><td colspan="3">☒ lectures
☒seminars and workshops
☒ exercises
☐ on line in entirety
☐ partial e-learning
☐ field work</td><td colspan="3">☐ independent assignments
☐ multimedia
☐ laboratory
☐ work with mentor
☐ (other)</td></tr>
<tr><td>Student responsibilities</td><td colspan="6">In accordance to Rules of studying and Deontological code for USSM students.</td></tr>
<tr><td rowspan="5">Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</td><td>Class attendance</td><td></td><td>Research</td><td></td><td>Practical training</td><td></td></tr>
<tr><td>Experimental work</td><td></td><td>Report</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Essay</td><td></td><td>Seminar essay</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Tests</td><td></td><td>Oral exam</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Written exam</td><td></td><td>Project</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Grading and evaluating student work in class and at the final exam</td><td colspan="6">Written and oral exam.</td></tr>
<tr><td rowspan="3">Required literature (available in the library and via other media)</td><td colspan="3">Title</td><td>Number of copies in the library</td><td colspan="2">Availability via other media</td></tr>
<tr><td colspan="3">1. Selected chapters of Smith's Urology, 18th edition. McGraw Hill; 2012.</td><td></td><td colspan="2"></td></tr>
<tr><td colspan="3"></td><td></td><td colspan="2"></td></tr>
<tr><td>Optional literature (at the time of submission of study programme proposal)</td><td colspan="6">Schwartz’s PRINCIPLES of SURGERY. 2015, 10th edition.</td></tr>
<tr><td>Quality assurance methods that ensure the acquisition of exit competences</td><td colspan="6">▪ Teaching quality analysis by students and teachers
▪ Exam passing rate analysis
▪ Committee for control of teaching reports
▪ External evaluation</td></tr>
</table>

Other (as the proposer wishes to add)	

NAME OF THE COURSE	**Clinical Rotation: Internal Medicine**					
Code	MFEC62		6th			
Course teacher	Assoc. Prof. Vedran Kovačić, MD, PhD	Credits (ECTS)	5			
Associate teachers	Elected teachers and outsourced collaborators from clinical departments	Type of instruction (number of hours)	L	S	E	T
			0	0	160	160
Status of the course	Mandatory	Percentage of application of e-learning	0%			

COURSE DESCRIPTION

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 students will acquire capability to make individual and responsible decisions and to perform diagnostic and therapeutic procedures within program.
Course content broken down in detail by weekly class schedule (syllabus)	Clinical rotations in the field of internal medicine disciplines are comprised of full time monitored practice in different departments (e.g. cardiology, endocrinology, neurology, ophthalmology, infectious disease etc.).
Format of instruction	☐ lectures ☐seminars and workshops ☒ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work ☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (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		Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	

equal to the ECTS value of the course)	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Mentor's supervision during exercises and course „Emergencies in medicine“.					

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	▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation
Other (as the proposer wishes to add)	

NAME OF THE COURSE	**Clinical Rotation: Surgery**					
Code	MFEC63		6th			
Course teacher	Assist. Prof. Davor Todorić, MD, PhD	Credits (ECTS)	5			
Associate teachers	Elected teachers and outsourced collaborators from clinical departments	Type of instruction (number of hours)	L	S	E	T
			0	0	160	160
Status of the course	Mandatory	Percentage of application of e-learning	0%			

COURSE DESCRIPTION	
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 students will acquire capability to make individual and responsible decisions and to perform diagnostic and therapeutic procedures within program.					
Course content broken down in detail by weekly class schedule (syllabus)	Clinical rotations in the field of surgical disciplines are comprised of full time monitored practice in surgical departments.					
Format of instruction	☐ lectures ☐seminars and workshops ☒ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work		☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (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	Mentor's supervision during exercises and course „Emergencies in medicine“.					

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	▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation
Other (as the proposer wishes to add)	

NAME OF THE COURSE	**Clinical rotation: Mother and Child**

Code	MFEC64		6th			
Course teacher	Assist. Prof. Irena Bralić, MD, PhD	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	160
Status of the course	Mandatory	Percentage of application of e-learning	0%			

COURSE DESCRIPTION

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 students will acquire capability to make individual and responsible decisions and to perform diagnostic and therapeutic procedures within program.
Course content broken down in detail by weekly class schedule (syllabus)	Clinical rotations called Mother and Child are comprised of full time monitored practice in departments providing health care to mother and/or child (e.g. OBGYN, Pediatrics).
Format of instruction	☐ lectures ☐seminars and workshops ☒ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work ☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (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	Mentor's supervision during exercises and course „Emergencies in medicine“.		
Required literature (available in the	**Title**	**Number of**	**Availability via other media**

library and via other media)		**copies in the library**	
	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	▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation		
Other (as the proposer wishes to add)			

NAME OF THE COURSE	**Clinical rotation: Medical Emergencies**					
Code	MFEC65		6th			
Course teacher	Prof. Julije Meštrović, MD, PhD	Credits (ECTS)	3			
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	60	60
Status of the course	Mandatory	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
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 students will acquire capability to make individual and responsible decisions and to perform diagnostic and therapeutic procedures within program.					
Course content broken down in detail by weekly	Exercises on mannequins, team-work, simulations according to the defined clinical scenarios, exercises under mentor's supervision on the Emergency Department.					

class schedule (syllabus)						
Format of instruction	☐ lectures ☐seminars and workshops ☒ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work			☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (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	Mentor's supervision during exercises and course „Emergencies in medicine“.					

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	▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation
Other (as the proposer wishes to add)	

NAME OF THE COURSE	**Diploma thesis**					
Code	MFE606		6th			
Course teacher	Assist. Prof. Joško Božić, MD, PhD	Credits (ECTS)	6			
Associate teachers			L	S	E	T

		Type of instruction (number of hours)	0	0	120	120
Status of the course	Mandatory	Percentage of application of e-learning	0%			

COURSE DESCRIPTION

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 name the basic determinants of scientific research methodology and writing a science paper 2. Set a science research hypothesis independently 3. Independently choose and argue the adequate methodological approach to establish, formulate and critically evaluate own research 4. Recognize the basic ethic principles of scientific research and writing scientific papers 5. Critically choose and use relevant literature 6. Verbally present own scientific research results
Course content broken down in detail by weekly class schedule (syllabus)	Course contents include students' independent work with mentor supervision (100 hours). Immediate teaching consisting of 20 hours of exercises is dedicated to making and grading the final form of thesis.
Format of instruction	☐ lectures ☐seminars and workshops ☒ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work ☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (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	The quality of graduation thesis and public thesis defense is graded. Graduation thesis quality is graded with 0-50 points, and 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.

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	1. Day RA, Gastel N. How to write and publish a scientific paper. 7 ed. Cambridge (UK): Cambridge Univerisity Press;2012.		
Optional literature (at the time of submission of study programme proposal)			
Quality assurance methods that ensure the acquisition of exit competences	▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation		
Other (as the proposer wishes to add)			

NAME OF THE COURSE	**Family Medicine**					
Code	MFE607		6th			
Course teacher	Assist. Prof. Marion Tomičić, MD, PhD	Credits (ECTS)	8			
Associate teachers	Dragomir Petric, MD Milan Glavaški, MSc Nataša Mrduljaš-Đujić, MD, PhD Assist. Prof. Irena Zakarija-Grković, MD, PhD Jadranka Giljanović-Perak, MD 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 Ante Visković, MD Nada Ivičević, MD Ivona Stipica Safić, MD	Type of instruction (number of hours)	L	S	E	T
			20	60	100	180
Status of the course	Mandatory	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
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.Perform consultation in family practice setting 2.Solving clinical problems of a broad spectrum and type in family practice 3.Perform patient centered care 4.Apply problem solving skills in family practice conditions (example: early and weak differenced conditions, small and self-solving diseases, using time as diagnostic tool, prevention of overmedication) 5.Apply evidence based approach as standard procedure in practical problem solving 6. Perform clinical skills procedures
Course content broken down in detail by weekly class schedule (syllabus)	Characteristics of FM, tasks and scope of activities, organization, financing, functioning of FM in Europe. Medical problems in FM. Medical documentation. Cooperation with consultants, patient referral to specialists. Clinical procedures. Drug treatment. Communication. Family and health. House call. Domiciliary treatment. Specific health care for patients in family practices. Legal outlines of FM. Doctor's office. Equipment. Physician's bag. Organization of medical activities, patient admission. Teamwork. Management of practice as a business unit. Appraisal of job performance. Health-related, educational and preventive measures as integral part of FM. Decision making process, clinical judgment. Rational therapy.
Format of instruction	☒ lectures ☒seminars and workshops ☒ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work ☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (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 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 naknada 2017; 1-512.		
	2. Tallia AF, Cardone DA, Howarth DF, Ibsen KH, eds. Swanson's Family Practice. 4th ed. St. Louis: Mosby, 2001.		
	3. Rakel RE, ed. Essentials of Family Practice. 2nd ed. New York: Elsevier, 1993 (Croatian edition: Zagreb: Ljevak, 2005).		

Optional literature (at the time of submission of study programme proposal)	1.Straus SE, Richardson WS, Glasziou P, Haynes RB. Evidence-based medicine. 3rd ed. Edinburgh: Elsevier, 2005. 2.Medicina Familiaris Croatica (professional FM journal, in Croatian).		
Quality assurance methods that ensure the acquisition of exit competences	▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation		
Other (as the proposer wishes to add)			

NAME OF THE COURSE	**Forensic Medicine**					
Code	MFE601		6th			
Course teacher	Prof. Marija Definis Gojanović, MD, PhD	Credits (ECTS)	3			
Associate teachers	Prof. Davorka Sutlović, MD, PhD Kristijan Bečić, MD, PhD	Type of instruction (number of hours)	L	S	E	T
			20	20	20	60
Status of the course	Mandatory	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
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)	Describe and explain the problems of violent damage of the health, tanatology, identification, expert opinion and medical deontology/medical law. Identify and analyze medical observations and facts for the purpose of the legal proceedings. Demonstrate acquired theoretical knowledge for solving practical problems: recognize and describe injuries; perform external examination of dead body; recognize signs of death for the purpose of establishing the time of death; choose, comment and evaluate possible causes and types of death; reexamine the possibility of violent death and propose further needed procedures; apply the rules of correct fulfilling of medical documentation; consider and asses the necessity of further tests, and collect and perform basic analyzes of biological samples from alive/dead persons for anthropological, chemical-toxicological and DNA processing,as well as evaluate and present the results. Critically judge educational materials (scientific papers), participate in argumentative discussions, and present and advocate conclusions.					

Course content broken down in detail by weekly class schedule (syllabus)	Tanatology: Definition of death; Apparent death, agonal phenomena; Signs of death, post-mortem changes; Estimation of time of death; External examination of the deceased; Forensic autopsy (determination of the cause, manner and mechanism of death; natural versus non-natural death; suspicious death; sudden and unexpected natural death; sudden infant death syndrome). Criminology; Crime scene investigation. Forensic traumatology: Classification of wounds (blunt force trauma, sharp force injuries, gunshot and explosion injuries, bite marks); Head injuries; Asphyxia; Drowning; Thermal and electrical injuries; Traffic medicine; Suicide and homicide; Sexual offences; Infanticide; Criminal abortion; Battered child syndrome. Forensic toxicology: Collection of samples for toxicological analysis; Alcohology; Poisoning of forensic interest (carbon monoxide, medications, volatile substances, agrochemical poisons); Drug abuse. Identification: Identification of dead body; Identification in mass disasters; Identification process of victims in 1991 War in Croatia; Forensic anthropology; Forensic odontology; Forensic DNA typing; Exhumation. Expert opinion in legal system: Expert witness, expert witness report: Medico-legal opinion in penal and civil law; Paternity testing. Medical law: Professional duties and responsibilities of the medical practitioner. Medical malpractice.
Format of instruction	☒ lectures ☒seminars and workshops ☒ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work ☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (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 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. Zečević D. et al. Sudska medicina i deontologija. 5. izd. Zagreb: Medical naklada; 2018.		
	2. Saukko P, Knight B. Knight's forensic pathology. 3. izd. London: Arnold Publishers; 2004.		
	3. Di Maio DJ, Di Maio VJM. Forensic Pathology. 2. izd. Boca Raton: CRC Press; 2001.		

Optional literature (at the time of submission of study	1.Straus SE, Richardson WS, Glasziou P, Haynes RB. Evidence-based medicine. 3rd ed. Edinburgh: Elsevier, 2005.

programme proposal)	2.Medicina Familiaris Croatica (professional FM journal, in Croatian).
Quality assurance methods that ensure the acquisition of exit competences	▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation
Other (as the proposer wishes to add)	

NAME OF THE COURSE	**Health Care Organization and Health Economics**					
Code	MFE604		6th			
Course teacher	Assoc. Prof. Ozren Polašek, MD, PhD	Credits (ECTS)	3			
Associate teachers	Prof. Rosanda Mulić, MD, PhD Assoc. Prof. Mladen Smoljanović, MD, PhD Assoc. Prof. Ivana Kolčić, MD, PhD Assist. Prof. Nataša Boban, MD, PhD Assist. Prof. Iris Jerončić Tomić, MD, PhD	Type of instruction (number of hours)	L	S	E	T
			40	20	15	75
Status of the course	Mandatory	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
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, describe and explain basics of health care systems, describe main elements and understand limitations of the health care system. 2.Develop attitudes on good management and evidence-based decision making. 3.Analyze the needs of individuals and populations, select appropriate intervention means and tools for both individual and population level. 4.Describe methods of health economics, understand limited resources and evaluate the existing resource allocation schemes. 5.Develop positive attitude towards teamwork, leadership and management in health. 6.Describe interventions and prevention in public health.					
Course content broken down in detail by weekly class schedule (syllabus)	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.
Format of instruction	☒ lectures ☒seminars and workshops ☒ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work ☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (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	Paper and presentation; written examination.

Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	1. Detels, McEwen, Beaglehole, Tanaka: Oxford Textbook of Public, Health, Oxford University Press (selected chapters)		

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

NAME OF THE COURSE	**Laboratory Diagnostics**					
Code	MFE603		6th			
Course teacher	Assist. Prof. Leida Tandara, PhD	Credits (ECTS)	3			
Associate teachers	Assist. Prof. Daniela Šupe-Domić, PhD		L	S	E	T

	Assist. Prof. Nada Bilopavlović, PhD Lada Stanišić, MSc Katarina Gugo, MSc Branka Krešić, MSc Katarina Čepić, MSc Petra Filipi, MSc	Type of instruction (number of hours)	14	12	14	40
Status of the course	Mandatory	Percentage of application of e-learning	0%			

COURSE DESCRIPTION

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. Describe, explain, integrate and present the major goal of laboratory medicine which provides information to physicians in prevent, diagnose, treat and manage disease. 2. Describe and explain general information concerning test methods and related patient care. 3. Recognize and distinguish, types of biological and analytical variations. 4. Evaluate clinical reliability, or medical usefulness, different results of laboratory tests taking into account the sensitivity and specificity of the laboratory method consistently Evidence Based Laboratory Medicine. 5. Critically judge the information of different laboratory tests results for specific disease associated with other diagnostic methods.
Course content broken down in detail by weekly class schedule (syllabus)	Human biochemistry and physiology, specific biochemical alteration and laboratory tests. Principles of analysis and techniques used in clinical biochemistry laboratory. Understand the roles (screening, diagnosis, monitoring) and limitations for laboratory testing in clinical practice for the following: Physiology and disorders of water, electrolyte and acid-base metabolism; kidney and urinary tract diseases, cardiovascular diseases, hepatobiliary diseases, gastro-intestinal and exocrine pancreatic disease, endocrine disorders, lipid and lipoprotein disorders, biochemistry of calcium, phosphorus and vitamin D metabolism, genetic diseases, immune system disorders. Hematology/coagulation: Principles of blood homeostasis and morphology and function of cellular elements of blood. Recommended laboratory tests for diagnosis and management of hematologic diseases and disordered hemostasis with biochemical implications. Therapeutic drug monitoring.
Format of instruction	☒ lectures ☒seminars and workshops ☒ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work ☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (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		Research		Practical training	
	Experimental work		Report		(Other)	

activity so that the total number of ECTS credits is equal to the ECTS value of the course)	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 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. Thomas L. Clinical Laboratory Diagnostics (Use and Assessment of Clinical Laboratory Results). TH Books Verlagsgesellschalf GmbH, Frankfurt/Main, 1999.		
	2. Pagana KD, Pagana TJ. Diagnostics and Laboratory Tests, Mosby, St. Luis, Missuri, 2002.		
Optional literature (at the time of submission of study programme proposal)	1. Scott MG, Gronowski AM, Charles S. Eby, ed. Tietz's Applied Laboratory Medicine. Second Edition, J. Wiley & Sons, Hoboken, New Jersey, 2007.		
Quality assurance methods that ensure the acquisition of exit competences	▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation		
Other (as the proposer wishes to add)			

NAME OF THE COURSE	**Medical Humanities - History of Medicine**					
Code	MFE608		6th			
Course teacher	Prof. Darko Duplančić, MD, PhD	Credits (ECTS)	2			
Associate teachers	Prof. Marija Definis Gojanović; MD, PhD	Type of instruction (number of hours)	L	S	E	T
			10	15	0	25
Status of the course	Mandatory	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
Course enrolment requirements and	According to the School's Ordinance on Studying. Based on the Decision on Requirements for course enrolment and entry					

<table>
<tr><td>entry competences required for the course</td><td colspan="6">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</td></tr>
<tr><td>Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</td><td colspan="6">• describe the historical development of modern medicine
• describe the development of medical education in Croatia
• identify professional medical organizations in Croatia
• identify historians of medicine in Croatia</td></tr>
<tr><td>Course content broken down in detail by weekly class schedule (syllabus)</td><td colspan="6">1.Beginnings and paleopathology.
2.Archaic non-European cultures.
3.Medicine in Ancient Greek.
4.Roman medicine.
5.Byzantine and Arab medicine.
6.Medicine in monasteries.
7.School of Salerno.
8.Scholastic medicine.
9.Health care in the Middle Age.
10.Renaissance.
11.Development of medicine in 17 th and 18 th centuries.
12.Development of medicine in 19 th and 20th centuries.
13.Principal reformers in the history of medicine.
14.History of ethics.
15.Beginning of medical education in Croatia.
16.Professional organizations in Croatia.
17.Development of medical publishing system in Croatia.
18.Historians of Croatian medicine.</td></tr>
<tr><td>Format of instruction</td><td colspan="3">☒ lectures
☒seminars and workshops
☐ exercises
☐ on line in entirety
☐ partial e-learning
☐ field work</td><td colspan="3">☐ independent assignments
☐ multimedia
☐ laboratory
☐ work with mentor
☐ (other)</td></tr>
<tr><td>Student responsibilities</td><td colspan="6">In accordance to Rules of studying and Deontological code for USSM students.</td></tr>
<tr><td rowspan="5">Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</td><td>Class attendance</td><td></td><td>Research</td><td></td><td>Practical training</td><td></td></tr>
<tr><td>Experimental work</td><td></td><td>Report</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Essay</td><td></td><td>Seminar essay</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Tests</td><td></td><td>Oral exam</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Written exam</td><td></td><td>Project</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Grading and evaluating student work in class and at the final exam</td><td colspan="6">Written exam.</td></tr>
<tr><td rowspan="2">Required literature (available in the library and via other media)</td><td colspan="3">Title</td><td>Number of copies in the library</td><td>Availability via other media</td></tr>
<tr><td colspan="3">Materials from lectures and seminars</td><td></td><td></td></tr>
</table>

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

NAME OF THE COURSE	**Medical Humanities - Medical Ethics V**					
Code	MFE605		6th			
Course teacher	Prof. Darko Duplančić, MD, PhD	Credits (ECTS)	1			
Associate teachers	Assist. Prof. Marko Jukić, MD, PhD Assist. Prof. Trpimir Glavina, MD, PhD Assist. Prof. Slavica Kozina, PhD Mario Malički, MD, PhD	Type of instruction (number of hours)	L	S	E	T
			2	13	0	15
Status of the course	Mandatory	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
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. fundamentals principles about palliative health care; 2. understanding of history, development and philosophy of hospice care; 3. fundamentals on pain treatment in terminal patients; 4. psychological support of patients and their families; 5. spiritual support of patients and their families.					
Course content broken down in detail by weekly class schedule (syllabus)	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.					

<table>
<tr><td>Format of instruction</td><td colspan="3">☒ lectures
☒seminars and workshops
☐ exercises
☐ on line in entirety
☐ partial e-learning
☐ field work</td><td colspan="3">☐ independent assignments
☐ multimedia
☐ laboratory
☐ work with mentor
☐ (other)</td></tr>
<tr><td>Student responsibilities</td><td colspan="6">In accordance to Rules of studying and Deontological code for USSM students.</td></tr>
<tr><td rowspan="6">Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</td><td>Class attendance</td><td></td><td>Research</td><td></td><td>Practical training</td><td></td></tr>
<tr><td>Experimental work</td><td></td><td>Report</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Essay</td><td></td><td>Seminar essay</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Tests</td><td></td><td>Oral exam</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Written exam</td><td></td><td>Project</td><td></td><td>(Other)</td><td></td></tr>
<tr><td></td><td colspan="6"></td></tr>
<tr><td>Grading and evaluating student work in class and at the final exam</td><td colspan="6">Test and oral examination.</td></tr>
<tr><td rowspan="9">Required literature (available in the library and via other media)</td><td colspan="3">Title</td><td>Number of copies in the library</td><td colspan="2">Availability via other media</td></tr>
<tr><td colspan="3">1.Jušić A. Braš M. Lončar Z. :Hospicij i palijativna skrb - osnovno ljudsko pravo (Zbornik radova), Zagreb 2008.</td><td></td><td colspan="2"></td></tr>
<tr><td colspan="3">2.Palijativna skrb u Hrvatskoj i svijetu (Sažetci i članci Prvog kongresa palijativne skrbi Hrvatske 2006.</td><td></td><td colspan="2"></td></tr>
<tr><td colspan="3">3.Šamija M., Nemet D. i sur.: Potporno i palijativno liječenje onkoloških bolesnika. Medicinska naklada, Zagreb 2010.</td><td></td><td colspan="2"></td></tr>
<tr><td colspan="3">4. Zurak, N.: Medicinska etika, Medicinski fakultet Sveučilišta u Zagrebu, Zagreb 2007</td><td></td><td colspan="2"></td></tr>
<tr><td colspan="3">5.Aramini M. Uvod u bioetiku. Kršćanska sadašnjost, Zagreb 2009.</td><td></td><td colspan="2"></td></tr>
<tr><td colspan="3">6.Priručnik medicinske etike. Svjetsko liječničko udruženje (WMA). Hrvatsko izdanje.</td><td></td><td colspan="2"></td></tr>
<tr><td colspan="3"></td><td></td><td colspan="2"></td></tr>
<tr><td></td><td colspan="6"></td></tr>
<tr><td>Optional literature (at the time of submission of study programme proposal)</td><td colspan="6"></td></tr>
<tr><td>Quality assurance methods that ensure the acquisition of exit competences</td><td colspan="6">▪ Teaching quality analysis by students and teachers
▪ Exam passing rate analysis
▪ Committee for control of teaching reports
▪ External evaluation</td></tr>
<tr><td>Other (as the proposer wishes to add)</td><td colspan="6"></td></tr>
</table>

<table>
<tr><td colspan="2">NAME OF THE COURSE</td><td colspan="5">Pediatrics</td></tr>
<tr><td>Code</td><td>MFE602</td><td></td><td colspan="4">6th</td></tr>
<tr><td>Course teacher</td><td>Prof. Vjekoslav Krželj, MD, PhD</td><td>Credits (ECTS)</td><td colspan="4">14</td></tr>
<tr><td rowspan="2">Associate teachers</td><td rowspan="2">Prof. Marijan Saraga, MD, PhD
Prof. Veselin Škrabić, MD, PhD
Prof. Srđana Čulić, MD, PhD
Prof. Julije Meštrović, MD, PhD
Assoc. Prof. Vida Čulić, MD, PhD
Assist. Prof. Bernarda Lozić, MD, PhD
Assist. Prof. Radenka Šamija Kuzmanić, MD, PhD
Assist. Prof. Ivana Unić, MD, PhD
Assist. Prof. Joško Markić, MD, PhD
Assist. Prof. Branka Polić, MD, PhD
Assist. Prof. Orjena Žaja, MD, PhD
Assist. Prof. Slavica Dajak, MD, PhD
Assist. Prof. Maja Buljubašić, MD, PhD
Višnja Armanda, MD
Irena Mišetić, MA
Tanja Kovačević, MSc
Sandra Prgomet, MSc
Maja Tomasović, MSc
Adela Arapović, MD
Ivana Čulo Čagalj, MD
Tatjana Ćatipović Ardalić, MD
Karolina Malić Tudor, MD
Marijana Rogulj, MD
Eugenija Marušić, MD
Jasna Petrić Duvnjak, MD
Davor Petrović, MD
Saša Sršen, MD
Anita Ursić, MD
Željka Karin, MD
Katarina Tomelić Ercegović, MD
Andrea Vrdoljak, MD</td><td rowspan="2">Type of instruction (number of hours)</td><td>L</td><td>S</td><td>E</td><td>T</td></tr>
<tr><td>60</td><td>70</td><td>100</td><td>230</td></tr>
<tr><td>Status of the course</td><td>Mandatory</td><td>Percentage of application of e-learning</td><td colspan="4">0%</td></tr>
<tr><td colspan="6">COURSE DESCRIPTION</td></tr>
<tr><td>Course enrolment requirements and entry competences required for the course</td><td colspan="5">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</td></tr>
<tr><td>Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</td><td colspan="5">1. Identify, describe and explain the most important characteristics of children growth and development. Identify, describe and explain the most important characteristics of neuromuscular, cardiovascular, respiratory, kidney, gastrointestinal and endocrine system diseases.
2.Describe, discriminate and explain diagnosis and treatment of children diseases.
3.Name and explain changes that occur in each system as a consequence of deviation of parameters within and outside of physiological limits.</td></tr>
</table>

<table>
<tr><td></td><td colspan="6">4.Critically judge educational materials (textbooks and lectures), participate in argumentative discussions and construct opinions.
5. Apply adopted knowledge to predict function of system in the future.
6. Compare similarities and differences in function between different systems in our body.
7. Use acquired theoretical knowledge for solving practical problems.
8. Perform and practice measurement of selected physiological parameters, and explain collected results.
9. Construct and analyze diagrams showing relations between two or more parameters, predict behavior of the system in changed conditions.</td></tr>
<tr><td>Course content broken down in detail by weekly class schedule (syllabus)</td><td colspan="6">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; Neurocutaneus 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; 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.</td></tr>
<tr><td>Format of instruction</td><td colspan="3">☒ lectures
☒seminars and workshops
☒ exercises
☐ on line in entirety
☐ partial e-learning
☐ field work</td><td colspan="3">☐ independent assignments
☐ multimedia
☐ laboratory
☐ work with mentor
☐ (other)</td></tr>
<tr><td>Student responsibilities</td><td colspan="6">In accordance to Rules of studying and Deontological code for USSM students.</td></tr>
<tr><td rowspan="5">Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</td><td>Class attendance</td><td></td><td>Research</td><td></td><td>Practical training</td><td></td></tr>
<tr><td>Experimental work</td><td></td><td>Report</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Essay</td><td></td><td>Seminar essay</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Tests</td><td></td><td>Oral exam</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Written exam</td><td></td><td>Project</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Grading and evaluating student work in class and at the final exam</td><td colspan="6">Written and final exam (divided in two parts-practical part and oral examination).</td></tr>
</table>

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	1. Kliegman RM. Nelson Textbook of Pediatrics. 19th ed. Philadelphia: W.B. Saunders company; 2016.		
Optional literature (at the time of submission of study programme proposal)	1. Duško Mardešić: Pedijatrija, Školska knjiga, Zagreb, 2016. 2.Julije Meštrović i suradnici. Hitna stanja u pedijatriji. Zagreb: Medicinska naklada, 2011. 3. Čulić, Vida; Čulić Srđana. Sindrom Down. Split: Naklada Bošković, 2009 4.Neven Pavlov, Srđana Čulić, Kornelija Miše: Poremećaji tijekom spavanja - Sleep apnea. Jedinica za znanstveni rad KBC Split, 2102.		
Quality assurance methods that ensure the acquisition of exit competences	▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation		
Other (as the proposer wishes to add)			

NAME OF THE COURSE	**Clinical epidemiology and Evidence Based Medicine**					
Code	MFMI…	Year of study	6th			
Course teacher	Assoc. Prof. Ivana Kolčić	Credits (ECTS)	2			
Associate teachers	Prof. Zoran Đogaš, Prof. Ozren Polašek, Assist. Prof. Daniela Marasović Krstulović, Assist. prof. Nataša Boban	Type of instruction (number of hours)	L	S	E	T
			10	15	0	25
Status of the course	Elective	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
Course enrolment requirements and entry competences required for the course	Knowledge about the study design, types of clinical trials and basic statistical methods.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	General: familiarity with quantitative methods used in clinical trials, capability of literature search process, critical judgement of scientific results and applicability of new knowledge in the clinical practice, and unbiased evaluation of effectiveness of clinical work. Specific: knowledge of approaches to the application of quantitative methods of clinical epidemiology into clinical practice, knowledge of EBM procedures and their application in everyday work					
Course content broken down in detail by weekly	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)					

<table>
<tr><td>class schedule (syllabus)</td><td colspan="6">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)</td></tr>
<tr><td>Format of instruction</td><td colspan="3">x lectures
x seminars and workshops
☐ exercises
☐ on line in entirety
☐ partial e-learning
☐ field work</td><td colspan="3">x independent assignments
☐ multimedia
☐ laboratory
☐ work with mentor
☐ (other)</td></tr>
<tr><td>Student responsibilities</td><td colspan="6">In accordance to Rules of studying and Deontological code for USSM students.</td></tr>
<tr><td rowspan="6">Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</td><td>Class attendance</td><td>0.5</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>1</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>
<tr><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Grading and evaluating student work in class and at the final exam</td><td colspan="6">Written exam and seminar essay</td></tr>
<tr><td rowspan="10">Required literature (available in the library and via other media)</td><td colspan="3">Title</td><td>Number of copies in the library</td><td colspan="2">Availability via other media</td></tr>
<tr><td colspan="3">1. Gamulin S. Clinical Research: Clinical Epidemiology, Zagreb, Medicinska naklada, 2017</td><td></td><td colspan="2"></td></tr>
<tr><td colspan="3">2. Seminar assignments</td><td></td><td colspan="2"></td></tr>
<tr><td colspan="3">3. Articles from which seminar assignments are made</td><td></td><td colspan="2"></td></tr>
<tr><td colspan="3">4. Lecture handouts</td><td></td><td colspan="2"></td></tr>
<tr><td colspan="3"></td><td></td><td colspan="2"></td></tr>
<tr><td colspan="3"></td><td></td><td colspan="2"></td></tr>
<tr><td colspan="3"></td><td></td><td colspan="2"></td></tr>
<tr><td colspan="3"></td><td></td><td colspan="2"></td></tr>
<tr><td>Optional literature (at the time of submission of study programme proposal)</td><td colspan="6">1. Fletcher W, Fletcher SW. Clinical epidemiology: The essentials, 4th edition. Lippincot Williams and Wilkins, 2005.
2. Sackett DL, Haynes RB, Guyatt GH, Tugwell P. Clinical epidemiology. A basic science for clinical medicine. Boston; Little, Brown and Company, 1991.
3. Haynes RB, Sackett DL, Guyatt GH, Tugwell P, Clinical epidemiology, Lippincott Philadelphia, 2006.
4. Kolčić I, Vorko Jović A (Eds.). Epidemiology. Medicinska naklada, Zagreb, 2012.</td></tr>
</table>

	5. Marušić M i sur. Principles of research in medicine, Zagreb, Medicinska naklada, 2008.
Quality assurance methods that ensure the acquisition of exit competences	▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation
Other (as the proposer wishes to add)	

NAME OF THE COURSE	**Rational Pharmacotherapy**					
Code	MFE610	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. 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	Type of instruction (number of hours)	L 10	S 20	P 30	T 0
Status of the course	Mandatory	Percentage of application of e-learning	0 %			
COURSE DESCRIPTION						
Course objectives	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. The student has practical knowledge of side effects and drug interactions and is able to recognize unnecessary drug use. 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.					
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. 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.					

<table>
<tr><td></td><td>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.</td></tr>
<tr><td>Course content broken down in detail by weekly class schedule (syllabus)</td><td>Practice:
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
4. Electronic prescribing
5. Guidelines and case reports from clinical practice: rational pharmacotherapy of diabetes
6. Guidelines and case reports from clinical practice: rational pharmacotherapy of pain
7. Guidelines and case reports from clinical practice: venous access and rational intravenous pharmacological therapy
8. Guidelines and case reports from clinical practice: rational pharmacological therapy in emergency medicine
9. Case reports from clinical practice: Using databases (HALMED, Drugs.com, Mediately, Medscape, Toxnet, EudraVigilance, VigiAccess) with verified drug information
10. Case reports from clinical practice: rational pharmacotherapy in special populations: pregnancy, lactation, elderly, children
11. Case reports from clinical practice: rational pharmacotherapy in patients with impaired renal and hepatic function
12. Case reports from clinical practice: acute poisoning and rational antidote therapy</td></tr>
<tr><td>Format of instruction</td><td>☐ lectures
☐ seminars and workshops
☒ exercises
☐ on line in entirety
☐ partial e-learning
☐ field work</td><td>☐ independent assignments
☐ multimedia
☐ laboratory
☐ work with mentor
☐ (other)</td></tr>
<tr><td>Student responsibilities</td><td colspan="2">In accordance with the Rules of the study and the study system and Deontological code for students of Medical school in Split.</td></tr>
<tr><td>Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</td><td colspan="2"><table>
<tr><td>Attendance</td><td>1,0</td><td>Research</td><td></td><td>Practical training</td><td>0,5</td></tr>
<tr><td>Experimental work</td><td></td><td>Report</td><td></td><td>Quiz</td><td>0,5</td></tr>
<tr><td>Essay</td><td></td><td>Seminar essay</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Tests</td><td></td><td>Oral exam</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Written test</td><td></td><td>Project</td><td></td><td>(Other)</td><td></td></tr>
</table></td></tr>
<tr><td>Grading and evaluating student work in class and at the final exam</td><td colspan="2">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.</td></tr>
<tr><td>Required literature (available in the</td><td>Title</td><td>Number of copies in the library</td><td>Availability via other media</td></tr>
</table>

library and 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	• 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	**Clinical Rotation: Final Clinical Practice**					
Code	MFEC75	Year of study	6			
Course teacher	Prof. Julije Meštrović	Credits (ECTS)	2			
Associate teachers	Elected teachers and outsourced collaborators from clinical departments	Type of instruction (number of hours)	L	S	E	F
			0	0	60	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	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. 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.					

<table>
<tr><td></td><td colspan="6">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</td></tr>
<tr><td>Course content broken down in detail by weekly class schedule (syllabus)</td><td colspan="6">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).</td></tr>
<tr><td>Format of instruction</td><td colspan="3">☐ lectures
☐ seminars and workshops
☒ exercises
☐ on line in entirety
☐ partial e-learning
☐ field work</td><td colspan="3">☐ independent assignments
☐ multimedia
☐ laboratory
☐ work with mentor
☐ (other)</td></tr>
<tr><td>Student responsibilities</td><td colspan="6">In accordance with the Ordinance on the study and study system and the Deontological Code for students of the Medical Faculty in Split.</td></tr>
<tr><td rowspan="5">Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</td><td>Class attendance</td><td></td><td>Research</td><td></td><td>Practical training</td><td>4</td></tr>
<tr><td>Experimental work</td><td></td><td>Report</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Essay</td><td></td><td>Seminar essay</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Tests</td><td></td><td>Oral exam</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Written exam</td><td></td><td>Project</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Grading and evaluating student work in class and at the final exam</td><td colspan="6">The course ends with four colloquia:
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.</td></tr>
<tr><td rowspan="9">Required literature (available in the library and via other media)</td><td colspan="3">Title</td><td>Number of copies in the library</td><td>Availability via other media</td></tr>
<tr><td colspan="3"></td><td></td><td></td></tr>
<tr><td colspan="3"></td><td></td><td></td></tr>
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<tr><td colspan="3"></td><td></td><td></td></tr>
<tr><td colspan="3"></td><td></td><td></td></tr>
<tr><td>Optional literature (at the time of</td><td colspan="5"></td></tr>
</table>

submission of study programme proposal)	
Quality assurance methods that ensure the acquisition of exit competences	▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation (visit of quality control teams of the National Agency for Quality Control, inclusion in TEEP)
Other (as the proposer wishes to add)	

Elective courses

NAME OF THE COURSE	**"Test tube" baby**					
Code	MFMI130	Year of study	1-6			
Course teacher	Assoc.. Prof. Snježana Mardešić	Credits (ECTS)	2			
Associate teachers	Assoc. Prof. Katarina Vukojević	Type of instruction (number of hours)	L	S	E	F
			10	15		
Status of the course	Elective	Percentage of application of e-learning				

COURSE DESCRIPTION	
Course objectives	Understanding and gaining knowledge about the increasing occurrence of infertility, its causes and treatments.
Course enrolment requirements and entry competences required for the course	None
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Identify, describe and explain the most important causes of male and female infertility. Name and explain different types of assisted reproduction techniques Identify and explain the positive and negative sides of assisted fertilization. Critically judge educational materials (articles and lectures), participate in argumentative discussions and construct opinions.
Course content broken down in detail by weekly class schedule (syllabus)	Lectures — Number of hours: Anatomy of genital tract 2 Embryology of genital tract 1 History of "test tube baby" 2 Causes of male and female infertility 3 Types of assisted reproduction techniques 2

	Seminar	Number of hours:
	IVF and age?	4
	Sperm selection: What can we learn from mother Nature?	4
	Surrogacy: moral and ethical issue	4
	Chromosomes in Humans	**3**
Format of instruction	☒ lectures ☒ seminars and workshops	
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)*	Oral examination (2 ECTS)					

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 write an essay and discuss it.		
Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	Assisted Reproductive Technology National Summary Report, US DEPARTMENT OF HEALTH AND HUMAN SERVICES Centers for Disease Control and Prevention, 2014		Online
	Tan TY, Lau SK, Loh SF, Tan HH., Female ageing and reproductive outcome in assisted reproduction cycles. Singapore Med J. 2014 Jun;55(6):305-9.		Online
	Pokulniewicz M, Issat T, Jakimiuk A. In vitro fertilization and age. When old is too old? Prz Menopauzalny. 2015 Mar;14(1):71-3		Online
	Sharma R , Agarwal A, Rohra VK , Assidi M, Abu-Elmagd M. Turki RF. Effects of increased paternal age on sperm quality, reproductive outcome and associated epigenetic risks to offspring. Reprod Biol Endocrinol. 2015 Apr 19;13:35.		Online
	Deonandan R. Recent trends in reproductive tourism and international surrogacy: ethical considerations and challenges for policy. Risk Manag Healthc Policy. 2015 Aug 17;8:111-9		Online

	Saxena P , Mishra A, Malik S. Surrogacy: Ethical and legal issues. Indian J Community Med.2012 Oct;37(4):211-3		Online
	Sakkas D, Ramalingam M, Garrido N, Barratt CL. Sperm selection in natural conception: what can we learn from Mother Nature to improve assisted reproduction outcomes? Hum Reprod Update. 2015 Nov;21(6):711-26		Online
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	Quality control analysis by the students and peers, Passing exams proportion analysis, University of Split Committee for the teaching quality control report, Extramural evaluation (National agency team for quality control, TEEP)		
Other (as the proposer wishes to add)			

NAME OF THE COURSE	**Acid-base disorders: from physiology to practice**					
Code	MFMI162	Year of study	2,3,4,5,6			
Course teacher	Assist. Prof. Joško Božić, MD, PhD	Credits (ECTS)	2			
Associate teachers	Prof. Dragan Ljutić, MD, PhD Assoc. Prof. Tina Tičinović Kurir, MD, PhD Marino Vilović, MD	Type of instruction (number of hours)	L	S	P	F
			10	10	5	25
Status of the course	Elective	Percentage of application of e-learning	0 %			
COURSE DESCRIPTION						
Course objectives	Expansion and integration of knowledge about acid-base disorders, as well as the application of critical thinking on clinical cases from practice.					
Course enrolment requirements and entry competences required for the course	None					

Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	- distinguish and interpret the processes of maintaining the homeostasis of acid-base balance - enumerate, describe and explain the clinical features associated with disorders of acid-base balance - explain and critically interpret clinical tests in the assessment of acid-base disorders - describe, analyze and discuss the compensation mechanisms of acid-base disorders
Course content broken down in detail by weekly class schedule (syllabus)	Lectures (10 hours) 1. Overview of maintaining acid-base balance 2. Metabolic acidosis 3. Metabolic alkalosis Seminars (10 hours) 1. Respiratory acidosis 2. Respiratory alkalosis 3. Mixed acid-base balance disorders 4. Integration Practice (5 hours) 1. Presentation of clinical cases of acid-base disorders
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	0,5				
	Seminar paper	0,5				
	Written exam	1,0				

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**
	1. Kasper DL et al. Harrison's principles of internal medicine, 19th edition. McGraw Hill Education, 2015.		

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, 7th edition. Elsevier, 2014.		
Quality assurance methods that ensure the acquisition of exit competences	• Quality control analysis by the students and teachers • Analysis exam passing • Report of the Committee for the teaching quality control • Extrainstitutional 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	**Basic principles of cardiac electrophysiology and bioenergetics**					
Code	MFMI72	Year of study	2-6.			
Course teacher	Prof. Marko Ljubković, MD, PhD Prof. Jasna Marinović, MD, PhD	Credits (ECTS)	2			
Associate teachers		Type of instruction (number of hours)	L	S	E	T
			10	10	5	
Status of the course	Elective	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	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 of impaired physiological function. Lastly, some aspects of cardiac adaptation will be covered (e.g. adaptation to exercise).					
Course enrolment requirements and entry competences required for the course	Previously taken course in Medical Physiology on the second year of the program.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	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.					
Course content broken down in detail by weekly class schedule (syllabus)	**Day 1.** Lectures (5 hours): Basic principles of cardiac action potential generation and propagation. Cardiac arrhythmias. Channelopathies. Cardiac protection by modulation of sarcolemma ion channels. **Day 2.** Lectures (5 hours): Basic principles of cardiac bioenergetics – the role of mitochondria. Mitochondrial ion channels. Mitochondrial changes in cardiac disease. **Day 3.** Lectures (5 hours): Cardiac					

	adaptation to exercise: the good and the bad. **Day 4.** Practical (5 hours): Laboratory tools for investigation of cellular and mitochondrial function in the heart. **Day 5.** Seminar (5 hours): Discussion of the assigned scientific papers.					
Format of instruction	x lectures x seminars and workshops x exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work		☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (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	1	(Other)	
	Tests		Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Oral presentation					

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.		yes
	Stryer L, Berg JM, Tymoczko JL. Biochemistry W.H.Freeman & Co Ltd;		yes
	Journal articles in the topic of cardiac bioenergetics		yes
	Journal articles in the topic of electrophysiology		yes

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

NAME OF THE COURSE	**Case studies in pathophysiology**					
Code	MFMI182	**Year of study**	3,4,5,6			
Course teacher	Assist. Prof. Joško Božić, MD, PhD	Credits (ECTS)	2			
Associate teachers			L	S	P	F

	Assoc. Prof. Tina Tičinović Kurir, MD, PhD Assist. Prof. Vedran Kovačić, MD, PhD Marino Vilović, MD	Type of instruction (number of hours)	10	5	10	25
Status of the course	Elective	Percentage of application of e-learning	0 %			

COURSE DESCRIPTION	
Course objectives	Expansion and integration of knowledge about pathophysiological processes in background of frequent medical disorders, as well as the application of critical thinking on clinical cases from practice.
Course enrolment requirements and entry competences required for the course	None
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	- interpret and explain pathophysiological processes in the background of frequent disorders of cardiovascular, hematological, gastrointestinal, renal and endocrine systems - describe and explain the main clinical features, symptoms and signs that arise from the pathophysiological basis of certain disorders - enumerate and critically interpret diagnostic tests that can be used in finding the right diagnosis of complex clinical cases - acquire knowledge on optimal therapeutic options in the treatment of complex clinical disorders
Course content broken down in detail by weekly class schedule (syllabus)	- Case studies in cardiology - Case studies in gastroenterology - Case studies in nephrology - Case studies in endocrinology - Case studies in hematology - Case studies in intensive care unit - Case studies of fluid and electrolyte disorders - Case studies of acid-base disorders - Presentation of complex clinical cases of multiple etiology
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	0,5				
	Seminar paper	0,5				
	Written exam	1,0				

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**
	1.Kasper DL et al. Harrison's principles of internal medicine, 19th edition. McGraw Hill Education, 2015.		
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, 7th edition. Elsevier, 2014.		
Quality assurance methods that ensure the acquisition of exit competences	• Quality control analysis by the students and teachers • Analysis exam passing • Report of the Committee for the teaching quality control • Extrainstitutional 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 CASES IN NEUROANATOMY**					
Code	MFMI129	Year of study	2-6			
Course teacher	Assist. Prof. Ivana Pavlinac Dodig, MD, PhD	Credits (ECTS)	2			
Associate teachers	Prof. Renata Pecotić, MD, PhD	Type of instruction (number of hours)	L	S	E	T
			4	11	10	
Status of the course	Elective	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course enrolment requirements and entry competences required for the course	Anatomy					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Name, recognize, explain and discuss the functions of CNS main structures. Use acquired theoretical knowledge in neuroanatomy to recognize, identify and interpret clinical signs and symptoms in various CNS lesions. Independently evaluate the precise site of CNS lesion based on the clinical symptoms. Critically judge educational materials, participate in argumentative discussion and construct opinions.					
Course content broken down in detail by weekly class schedule (syllabus)	LECTURES (4 hours) 1. Introductory lecture (2 hours) 2. Review of the CNS structures (2 hours)					

	SEMINARS (11 hours) 1. Blood supply of the CNS (2 hours) 2. Vascular lesions of the CNS (2 hours) 3. Injuries and tumors of the CNS (3 hours) 4. Degenerative disorders of the CNS (2 hours) 5. Hereditary disorders of the CNS (2 hours) EXERCISES (10 hours) 1. Vascular lesions – clinical cases (2 hours) 2. Injuries and tumors – clinical cases (2 hours) 3. Degenerative disorders – clinical cases (2 hours) 4. Students' presentations and final exam (4 hours)

Format of instruction	x lectures x seminars and workshops x exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work	☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (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	1	(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)	**Title**	**Number of copies in the library**	**Availability via other media**
	Hal Blumenfeld: Neuroanatomy through Clinical Cases, 2nd Edition		yes
Optional literature (at the time of submission of study programme proposal)	• 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	▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation		
Other (as the proposer wishes to add)			

NAME OF THE COURSE	**Communication Skills for Medicine I**		
Code	MFMI183	Year of study	3, 4, 5, 6

Course teacher	Assist. Prof. Varja Đogaš, MD, PhD	Credits (ECTS)	2			
Associate teachers	Assist. Prof. Slavica Kozina, PhD	Type of instruction (number of hours)	L	S	E	T
			10		15	
Status of the course	Elective	Percentage of application of e-learning				

COURSE DESCRIPTION

Course enrolment requirements and entry competences required for the course	The purpose of this elective is to improve students communication skills not only in everyday's but also in their professional life, now as students, tomorrow as medical doctors.
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	This elective is designed for the students motivated to learn about more positive impact on medical practice by using adequate style of communication. Effective communication can help students to understand better a patient's problem, the impact it has on patients life and relationship and also how to menage the problem in patient's life. Effective communication skills are vital for reducing the risk of error in clinical practice as well as avoiding complaints about one's practice.
Course content broken down in detail by weekly class schedule (syllabus)	1. Basic communication skills 2. The medical interview 3. Giving information 4. Breaking bad news 5. Taking a sexual history 6. Communicating with patients from different cultural backgrounds

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

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance		Research		Practical training	1,5
	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 examination, in-course discussion		
Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	Journal articles in the topic of communication skills Lloyd M, Bor R.Communication Skills for Medicine, Elsevier		yes

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

NAME OF THE COURSE		**DOCTOR, MY BACK IS KILLING ME**				
Code	MFMI184	Year of study	4th, 5th and 6th year of Medicine, 4th year of Dental Medicine			
Course teacher	Assist.Prof. Ivica Bilic, MD	Credits (ECTS)	2			
Associate teachers	Assist.Prof. Jure Aljinovic, MD, PhD Ass.Prof. Kresimir Dolic, MD, PhD Mario Mihalj, MD, PhD Kresimir Kolic, MD Vana Kosta, MD, PhD Mirko Lapcic, MD Grgo Gunjaca, MD, PhD Toni Kljakovic-Gaspic, MD	Type of instruction (number of hours)	L	S	E	T
			9	12	4	
Status of the course	Elective	Percentage of application of e-learning	0			
COURSE DESCRIPTION						
Course enrolment requirements and entry competences required for the course	Finished course in Neurology					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	1. Early recognition and accurate treatment of low back pain 2. Clinical evaluation of a patient with low back pain 3. Rational diagnostic evaluation of patient with low back pain 4. Importance of individual assessment in evaluation of patient with low back pain 5. Multidisciplinary approach to patient with low back pain					
Course content broken down in detail by weekly class schedule (syllabus)	LECTURES - 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 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 EXERCISE - 1. Active life - prevention of low back pain (2) - Primorac 2. Protrusion/extrusion of intervertebral disc - before and after surgery (2) - Lapcic					

Format of instruction	☐ **lectures** ☐ **seminars and workshops** ☐ **exercises** ☐ *on line* in entirety ☐ partial e-learning ☐ field work	☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (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	0.50	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1.50	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	▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports External evaluation
Other (as the proposer wishes to add)	

NAME OF THE COURSE	**ECG Challenges in Clinical Practice**					
Code	MFMI134	Year of study	4.			
Course teacher	Prof. Darko Duplančić, MD, PhD	Credits (ECTS)	2			
Associate teachers	Prof.Darko Duplančić, MD, PhD Assist. Prof. Duška Glavaš,MD, PhD Assist. Prof. Ivica Vuković, MD, PhD	Type of instruction (number of hours)	L	S	E	T
			10	10	5	
Status of the course	Elective	Percentage of application of e-learning	0			
COURSE DESCRIPTION						

<table>
<tr><td>Course enrolment requirements and entry competences required for the course</td><td colspan="6">As for internal medicine</td></tr>
<tr><td>Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</td><td colspan="6">Understanding principles of ECG
Detection of importance of using ECG in clinical practice
Understanding possibilities and limitation of ECG
Basic interpretation of ECG
Understanding the most important ECG changes</td></tr>
<tr><td>Course content broken down in detail by weekly class schedule (syllabus)</td><td colspan="6">Basic ECG and eletrophysiology
Technical aspects of ECG
Electrical axis, vectors, myocardial hypertrophy
Rhythm, rhythm disturbances, rhythm changes, ventricular and supraventricular arrhytmias
AV, IV blocks
ECG in ishaemic heart disease
ECG in heart failure
Other clinical aspects of ECG</td></tr>
<tr><td>Format of instruction</td><td colspan="3">☐ lectures
☐ seminars and workshops
☐ exercises
☐ on line in entirety
☐ partial e-learning
☐ field work</td><td colspan="3">☐ independent assignments
☐ multimedia
☐ laboratory
☐ work with mentor
☐ (other)</td></tr>
<tr><td>Student responsibilities</td><td colspan="6">In accordance to Rules of studying and Deontological code for USSM students.</td></tr>
<tr><td rowspan="6">Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</td><td>Class attendance</td><td></td><td>Research</td><td></td><td>Practical training</td><td></td></tr>
<tr><td>Experimental work</td><td></td><td>Report</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Essay</td><td></td><td>Seminar essay</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Tests</td><td></td><td>Oral exam</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Written exam</td><td></td><td>Project</td><td></td><td>(Other)</td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Grading and evaluating student work in class and at the final exam</td><td colspan="6">As for internal medicine exam</td></tr>
<tr><td rowspan="4">Required literature (available in the library and via other media)</td><td colspan="3">Title</td><td>Number of copies in the library</td><td>Availability via other media</td></tr>
<tr><td colspan="3"></td><td></td><td></td></tr>
<tr><td colspan="3">Dale Dubin- Interpretation of ECG
Goldberger- Clinical ECG
Harrisons Principles of Internal Medicine</td><td></td><td></td></tr>
<tr><td colspan="3"></td><td></td><td></td></tr>
<tr><td>Optional literature (at the time of submission of study programme proposal)</td><td colspan="6">Other books and publication about ECG</td></tr>
<tr><td>Quality assurance methods that ensure the</td><td colspan="6">▪ Teaching quality analysis by students and teachers
▪ Exam passing rate analysis</td></tr>
</table>

acquisition of exit competences	▪ Committee for control of teaching reports ▪ External evaluation
Other (as the proposer wishes to add)	

NAME OF THE COURSE	**HEAD TRAUMA**					
Code	MFMI165	Year of study	4th and 5th			
Course teacher	Prof. Krešimir Rotim, MD, PhD	Credits (ECTS)	2			
Associate teachers		Type of instruction (number of hours)	L	S	E	T
			10	6	9	
Status of the course	Elective	Percentage of application of e-learning				

COURSE DESCRIPTION

Course enrolment requirements and entry competences required for the course	Neurosurgery exam passed
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	On successful completion of this course, students will be able to: 1. Describe the pathophysiology and patterns of neuro-trauma 2. Triage patients for urgent radiological diagnostics 3. Identify neuro-trauma patients that require urgent surgical treatment 4. Explain the objectives in neuro-trauma surgery 5. Define the principles and outcomes brain injury
Course content broken down in detail by weekly class schedule (syllabus)	Lectures (10 hours): - Epidemiology, burden of the disease, mechanisms of injury – Classification of traumatic brain injury (TBI), assessment of neuro-trauma patient - Prehospital and initial hospital management of severe traumatic brain injury patients; neuro-imaging - Operative care, indications, timing including decompressive craniotomy - Intracranial pressure and neuro-monitoring (methods, timing) - Mild traumatic brain injury: epidemiology, mechanisms, typical presentation Seminars (6 hours): - Case presentation 1.: Epidural hematoma and skull fracture - Case presentation 2.: Subdural hematoma Exercises (9 hours): -Neurosurgery operating theatre visit: introduction -Neurosurgery operating theatre visit: organization
Format of instruction	☐ **lectures** ☐ **seminars and workshops** ☐ **exercises** ☐ *on line* in entirety ☐ partial e-learning ☐ field work ☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (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		Research		Practical training	
	Experimental work		Report		(Other)	

activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	2	Project		(Other)	

Grading and evaluating student work in class and at the final exam	Oral examination after the course completion; positive assessment of each student, based on active participation in class, will influence the final assessment on oral exam		
Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	Rotim K., Sajko T. Neurokirurgija. ZVU; 2010		
Optional literature (at the time of submission of study programme proposal)	Rotim K. Neurotraumatologija. Zagreb: Medicinska naklada; 2006. Rotim K. I suradnici. Prometni traumatizam. Zagreb: Medicinska naklada; 2012. Valadka A et Andrews B. Neurotrauma. New York: Thieme: 2004.		
Quality assurance methods that ensure the acquisition of exit competences	▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation		
Other (as the proposer wishes to add)			

NAME OF THE COURSE	**Hello Kidney**					
Code	MFMI128	Year of study	1st, 2nd, 3rd, 4th,5th			
Course teacher	Assoc.Prof. Katarina Vukojević, MD, PhD.	Credits (ECTS)	2			
Associate teachers	Prof. Mirna Saraga-Babić, MD, PhD. Assist. Prof. Snježana Mardešić, MD, PhD. Assist. Prof. Natalija Filipović, PhD. Assist. Prof. Sandra Kostić, PhD	Type of instruction (number of hours)	L	S	E	T
			10	10	5	
Status of the course	Elective	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course enrolment requirements and entry competences required for the course	Objective of Hello Kidney is to teach student about normal kidney development, anatomy, physiology and congenital anomalies of genitourinary tract.					

<table>
<tr><td>Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</td><td colspan="6">Identify, describe and explain the most important characteristics of genitourinary system development, anatomy, physiology and structures at the level of the tissue, organ and whole body.

Name and explain changes that occur in genitourinary system because of developmental anomalies.

Critically judge educational materials (articles and lectures), participate in argumentative discussions and construct opinions.

Apply adopted knowledge to predict function of genitourinary system in health and diseases.

Use acquired theoretical knowledge for solving practical problems.</td></tr>
<tr><td>Course content broken down in detail by weekly class schedule (syllabus)</td><td colspan="6"><u>Lectures (15 hours):</u> <u>Number of hours:</u>

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
<u>Seminars (5 hours):</u> <u>Number of hours:</u>

New diagnostic approaches to CAKUT 2

Critical review of CAKUT literature 3

<u>Exercises (5 hours):</u> <u>Number of hours:</u>

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</td></tr>
<tr><td>Format of instruction</td><td colspan="3">☒ lectures
☒ seminars and workshops
☐ exercises
☐ on line in entirety
☐ partial e-learning
☐ field work</td><td colspan="3">☐ independent assignments
☐ multimedia
☐ laboratory
☐ work with mentor
☐ (other)</td></tr>
<tr><td>Student responsibilities</td><td colspan="6">In accordance to Rules of studying and Deontological code for USSM students.</td></tr>
<tr><td rowspan="6">Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</td><td>Class attendance</td><td>1 ECTS</td><td>Research</td><td></td><td>Practical training</td><td></td></tr>
<tr><td>Experimental work</td><td></td><td>Report</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Essay</td><td></td><td>Seminar essay</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Tests</td><td></td><td>Oral exam</td><td>1 ECTS</td><td>(Other)</td><td></td></tr>
<tr><td>Written exam</td><td></td><td>Project</td><td></td><td>(Other)</td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Grading and evaluating student work in class and at the final exam</td><td colspan="6">Students will have an assignment in which they need to analyze an article and answer to 5 questions from the analyzed article.</td></tr>
</table>

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and 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 Sim~oes 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 Glenn van de Hoek, Nayia Nicolaou, Rachel H. Giles, Nine V.A.M. Knoers, Kirsten Y. Renkema, Ernie M.H.F. Bongers		online
	Single-gene causes of congenital anomalies of the kidney and urinary tract (CAKUT) in humans Asaf Vivante & Stefan Kohl & Daw-Yang Hwang & Gabriel C. Dworschak & Friedhelm Hildebrandt		online
	Renal Complications in 6p Duplication Syndrome: Microarray-Based Investigation of the Candidate Gene(s) for the Development of Congenital Anomalies of the Kidney and Urinary Tract (CAKUT) and Focal Segmental Glomerular Sclerosis (FSGS) Megumi Yoshimura-Furuhata		online

Optional literature (at the time of submission of study programme proposal)	Junqueira LC, Carneiro J, Kelley RO. Basic Histology, 13th Edition: Text and Atlas Sadler TW. Langman's Medical Embryology, 12th Edition Sapunar D, Saraga Babić M. Puljak L, Vukojevic K, Lovric-Kojundzić S, Carev D. Histology atlas on CD. University of Split School of Medicine, Split, Croatia Sobotta – Histology atlas Moore KL, Dalley AF, Agur, AMR. Clinically oriented anatomy (sixth edition or seven edition). Philadelphia: Lippincott Williams & Wilkins, 2000 Netter FH. Atlas of human anatomy. Basel: Novartis, 1998 Handouts from lectures
Quality assurance methods that ensure the acquisition of exit competences	▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation
Other (as the proposer wishes to add)	

NAME OF THE COURSE	**How to reach 100?**					
Code	MFMI170	Year of study	1-6			
Course leader(s)	Assoc. Prof. Ivana Kolčić, MD, PhD Assist. Prof. Irena Zakarija-Grković, MD, PhD	Credits (ECTS)	2			
Associate teachers	Prof. Mladen Boban, MD, PhD; Prof. Vedrana Čikeš-Čulić, PhD; Assist. Prof. Anamarija Jurčev Savićević, MD, PhD; Assist. Prof. Andrea Russo, MD, PhD; Assist. Prof. Josipa Radić, MD, PhD; Ivana Carev, PhD; Dora Bučan, MSc	Type of instruction (number of hours)	L	S	E	T
			10	10	5	
Status of the course	Elective	Percentage of application of e-learning	0			
COURSE DESCRIPTION						
Course enrolment requirements and entry competences required for the course	None					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	1. To understand the evidence-based principles of healthy eating and healthy foods 2. To critically appraise various 'fad diets' and scientific evidence on nutrition 3. To understand the principles of the Mediterranean diet 4. To apply acquired knowledge in everyday life and medical practice					
Course content broken down in detail by weekly	Topics covered: 1. What is a healthy diet? Why should we talk about nutrition? 2. Breastfeeding: the first step towards healthy nutrition					

<table>
<tr><td>class schedule (syllabus)</td><td colspan="6">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</td></tr>
<tr><td>Format of instruction</td><td colspan="3">☐x lectures
☐x seminars and workshops
☐x exercises
☐ on line in entirety
☐ partial e-learning
☐ field work</td><td colspan="3">☐x independent assignments
☐x multimedia
☐ laboratory
☐ work with mentor
☐ (other)</td></tr>
<tr><td>Student responsibilities</td><td colspan="6">In accordance to Rules of studying and Deontological code for USSM students.</td></tr>
<tr><td rowspan="6">Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</td><td>Class attendance</td><td>0,5</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></td><td>Project</td><td>1</td><td>(Other)</td><td></td></tr>
<tr><td></td><td colspan="5"></td></tr>
<tr><td>Grading and evaluating student work in class and at the final exam</td><td colspan="6">Preparation and presentation of seminar and a project (creation of a healthy menu)</td></tr>
<tr><td rowspan="5">Required literature (available in the library and via other media)</td><td colspan="3">Title</td><td>Number of copies in the library</td><td colspan="2">Availability via other media</td></tr>
<tr><td colspan="3">Cochrane Library syastematic reviews</td><td></td><td colspan="2"></td></tr>
<tr><td colspan="3">Greger M, Stone G. How Not to Die? Flatiron Books, New York: 2015.</td><td></td><td colspan="2"></td></tr>
<tr><td colspan="3">Website and guidelines by the World Health Organization</td><td></td><td colspan="2"></td></tr>
<tr><td colspan="3"></td><td></td><td colspan="2"></td></tr>
<tr><td>Optional literature (at the time of submission of study programme proposal)</td><td colspan="6">YouTube documentary films about nutrition</td></tr>
<tr><td>Quality assurance methods that ensure the acquisition of exit competences</td><td colspan="6">▪ Teaching quality analysis by students and teachers
▪ Exam passing rate analysis
▪ Committee for control of teaching reports
▪ External evaluation</td></tr>
<tr><td>Other (as the proposer wishes to add)</td><td colspan="6"></td></tr>
</table>

NAME OF THE COURSE	Medicine of the future				
Code	MFMI125	Year of study	3rd or more		
Course teacher	Assist. Professor Ivana Kolcic, MD, PhD	Credits (ECTS)	2		
Associate teachers	Assoc. Prof. Ozren Polasek, MD, PhD	Type of instruction (number of hours)	L	S	E	T
			5	20	0	25
Status of the course	Elective	Percentage of application of e-learning	0%			

COURSE DESCRIPTION

Course enrolment requirements and entry competences required for the course	None
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	To be prepared to embrace the changes in ever-changing field of medicine; to identify credible sources of information; to be competent in searching the existing data sources on the latest developments and technological advances in medicine; to think critically about the possible directions of development of medicine in the near and more distant future; to understanding the forces behind the changes in medical practices
Course content broken down in detail by weekly class schedule (syllabus)	Medicine and society: the past and the future (2h lecture) Biggest medicinal mistakes of the past - lessons not to be forgotten (1h seminar) Top 10 achievements in medicine (1h seminar) The future of technology in medicine (1h seminar) The future of surgery and robotics (1h seminar) The future of transplantation medicine (1h seminar) The future of genetics (1h seminar) Biobanks and future medicine (1h seminar) Genetics in the public domain and personal use (2h seminar) Who wants to live forever? (1h seminar) Development of new medications– cost vs. gain? (1h seminar) Global health challenges and medicine in the future (2h lecture) Changing landscapes of modern society and demands on health care – demographical changes, economic, environmental changes (2h seminar) Infectious diseases of the future and antimicrobial resistance (2h seminar) Pandemics of chronic non-communicable diseases – current trends and future expectations (2h seminar) Physician of the future (2h seminar) Future of the medicine – where and when to expect the biggest change? (1h lecture, 1h seminar)
Format of instruction	X lectures X seminars and workshops ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work x independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (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	0.75	(Other)	
	Tests		Oral exam	0.75	(Other)	

equal to the ECTS value of the course)	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Critical discussions, seminar presentation					

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	Lectures - handouts		
	Selected scientific papers (PubMed)		
	Other relevant sources from the Internet (YouTube, official web pages of different scientific institutes and organizations)		
Optional literature (at the time of submission of study programme proposal)			
Quality assurance methods that ensure the acquisition of exit competences	▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation		
Other (as the proposer wishes to add)			

NAME OF THE COURSE	**Pathophysiology of endocrinopathies**					
Code	MFMI24	Year of study	2-6			
Course teacher	Assoc.prof. Tina Tičinović Kurir, MD, PhD	Credits (ECTS)	2			
Associate teachers	Assist.prof. Joško Božić, MD, PhD Assist.prof. Mladen Krnić, MD, PhD Anela Novak, MD, PhD Prof. Veselin Škrabić, MD, PhD Marino Vilović, MD	Type of instruction (number of hours)	L	S	E	T
			10	10	5	25
Status of the course	Elective	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
Course enrolment requirements and entry competences required for the course	None					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	- interpret underlying pathophysiological mechanisms of the endocrinopathies - describe and explain the clinical features associated with the most common disorders of the endocrine system					

<table>
<tr><td></td><td colspan="6">- describe, analyze and discuss systemic disorders related to the endocrine system
- explain and critically interpret the tests used in the diagnosis of endocrinopathies</td></tr>
<tr><td>Course content broken down in detail by weekly class schedule (syllabus)</td><td colspan="6">Lectures (10 hours)
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

Seminars (10 hours)
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

Practice (5 hours)
1. Problem exercise</td></tr>
<tr><td>Format of instruction</td><td colspan="3">☒ lectures
☒ seminars and workshops
☒ exercises
☐ on line in entirety
☐ partial e-learning
☐ field work</td><td colspan="3">☐ independent assignments
☐ multimedia
☐ laboratory
☐ work with mentor
☐ (other)</td></tr>
<tr><td>Student responsibilities</td><td colspan="6">In accordance to Rules of studying and Deontological code for USSM students.</td></tr>
<tr><td rowspan="5">Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</td><td>Class attendance</td><td>0,5</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>1,0</td><td>Project</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Grading and evaluating student work in class and at the final exam</td><td colspan="6">Written exam (10 MCQ)</td></tr>
<tr><td rowspan="4">Required literature (available in the library and via other media)</td><td colspan="3">Title</td><td>Number of copies in the library</td><td colspan="2">Availability via other media</td></tr>
<tr><td colspan="3">- Hammer GD et al. Pathophysiology of disease: an introduction to clinical medicine, 7th edition. McGraw Hill Education, 2014. (selected chapters)</td><td></td><td colspan="2"></td></tr>
<tr><td colspan="3">- Materials from the lectures</td><td></td><td colspan="2"></td></tr>
<tr><td colspan="3"></td><td></td><td colspan="2"></td></tr>
<tr><td>Optional literature (at the time of submission of study programme proposal)</td><td colspan="6">- Kasper DL et al. Harrison's principles of internal medicine, 19th edition. McGraw Hill Education, 2015. (selected chapters)</td></tr>
<tr><td>Quality assurance methods that</td><td colspan="6">▪ Teaching quality analysis by students and teachers</td></tr>
</table>

ensure the acquisition of exit competences	▪ Exam passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation
Other (as the proposer wishes to add)	

NAME OF THE COURSE	**Elective course: Research protocol for your diploma thesis**					
Code	MFMI169	Year of study	5			
Course teacher	Prof. Ana Marušić	Credits (ECTS)	2			
Associate teachers	Prof. Matko Marušić, Ivan Buljan,MSc Ružica Tokalić, MD	Type of instruction (number of hours)	L	S	E	F
			10		15	
Status of the course	Elective	Percentage of application of e-learning				

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	There are no requirements – the course is opened to all students. (We recommend that students are familiar with the potential mentor and research theme prior to the course)	
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	- 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)	Each day will start with 2 hours of lectures, followed by 3 hours of vježbi. Each day will be dedicated to new aspects of research plan development and writing **Day 1** Lecture: Title, research aims and hypothesis, Literature search Seminar: Protocol writing I **Day 2** Lecture: Introduction and types of research Seminar: Protocol writing II **Day 3** Lecture: Sampling Seminar: Protocol writing III **Day 4** Lecture: Data analysis Seminar: Protocol writing IV **Day 5** Lecture: Potential value of findings and ICMJE criteria Seminar: Protocol writing V	
	☒ lectures	

Format of instruction	☒ exercises ☐ mixed e-learning ☒ independent assignments					
Student responsibilities	Presence at teaching activities: 80% lectures, 100% 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	0.25	Individual assignments (Course essay)	1.75		

Grading and evaluating student work in class and at the final exam	Written seminar and course assignments		
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	Quality assessment during classes by students and teachers. Analysis of course examination success. Report of the Committee for quality assurance. External evaluation (reaccreditation assessment from the Agency for Higher Education and Research)		
Other (as the proposer wishes to add)			

NAME OF THE COURSE	**Elective course: Science for society – responsible research and innovation**		
Code	MFMI168	Year of study	1-6
Course teacher	Prof. Ana Marušić	Credits (ECTS)	2

Associate teachers	Assist. Prof. Shelly Pranić, PhD Ivan Buljan, MSc Ružica Tokalić, MD	Type of instruction (number of hours)	L	S	E	F
			10		15	
Status of the course	Elective	Percentage of application of e-learning				

COURSE DESCRIPTION

Course objectives	To familiarize students with the responsible research and innovation (RRI), which is in the heart of research effort worldwide, including EU research programmes.
Course enrolment requirements and entry competences required for the course	There are no requirements – the course is opened to all students.
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	- Critical understanding of the responsible research and innovation, especially the responsibility of science to society - Use available tools for research transparency - Recognition of structure of clinical trial registries - Understanding the role of medical doctors and researcher in knowledge dissemination and responsible application of research in society - Creation of educational material about medical research for the public.
Course content broken down in detail by weekly class schedule (syllabus)	Each day will start with 2 hours of lectures, followed by 3 hours of practical work. Each day will be dedicated to important aspects of responsible research and innovation. **Day 1** Lecture: Responsible research Practical: Discussion of case studies **Day 2** e-Lecture: Responsible innovation Practical: Discussion of case studies **Day 3** e-Lecture: Open access Practical: Discussion of case studies **Day 4** e-Lecture: Ethics in research Practical: Discussion of case studies **Day 5** Lecture: Including public in research, responsible governance of research and innovation Science Café: card game on responsible conduct of research
Format of instruction	☒ lectures ☒ exercises ☐ mixed e-learning ☒ independent assignments
Student responsibilities	Presence at teaching activities: 80% lectures, 100% exercises.

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is*	Class attendance	0.25	Individual assignments (Course essay)	0.75	Final essay	1,0

equal to the ECTS value of the course)						

Grading and evaluating student work in class and at the final exam	Written test and course assignments		
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	-
	RRI tools	-	http://www.rri-tools.eu
	European Commission. Responsible Research and Innovation. Europe's ability to respond to societal challenges.	-	https://ec.europa.eu/research/swafs/pdf/pub_public_engagement/responsible-research-and-innovation-leaflet_en.pdf
Optional literature (at the time of submission of study programme proposal)	Office of Research Integrity. General resources. Dostupno na: http://ori.hhs.gov/general-resources-0.		
Quality assurance methods that ensure the acquisition of exit competences	Quality assessment during classes by students and teachers. Analysis of course examination success. Report of the Committee for quality assurance. External evaluation (reaccreditation assessment from the Agency for Higher Education and Research)		
Other (as the proposer wishes to add)			

NAME OF THE COURSE	**SECRETS OF SLEEP ACROSS THE LIFESPAN**					
Code	MFMI166	Year of study	1,2,3,4			
Course teacher	Prof Maja Valić, MD, PhD	Credits (ECTS)	2			
Associate teachers	Prof. Zoran Đogaš, MD, PhD Assoc. Prof. Renata Pecotić, MD, PhD	Type of instruction (number of hours)	L	S	E	T
			10	8	7	25
Status of the course	Elective	Percentage of application of e-learning				
COURSE DESCRIPTION						

<table>
<tr><td>Course enrolment requirements and entry competences required for the course</td><td colspan="6">None</td></tr>
<tr><td>Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</td><td colspan="6">- interpret underlying mechanisms of the regulation of sleep and wake
- describe and explain sleep characteristics in children, adults and elderly
- describe, analyze and discuss the clinical features associated with the most common sleep disorders
- explain and critically interpret questionnaires used in assessment of sleep problems
describe, explain and analyze useful tips for improvement of sleep in infants and preschool children, adolescents, adults and elderly</td></tr>
<tr><td>Course content broken down in detail by weekly class schedule (syllabus)</td><td colspan="6">Lectures (12 hours)
6. Introduction to Sleep Medicine (2)
7. Regulation of Sleep and Wake (2)
8. Ageing and Sleep (2)
9. Sleep in Infants and Young Children (2)
10. Sleep in adolescents (2)
11. Sleep in elderly (2)

Seminars (6 hours)
5. Sleep Disorders and Normal Sleep Variations (3h)
6. Healthy Sleep (3h)

Practicals (7 hours)
2. Sleep Questionairres (2)
3. Case Reports (2)
4. Sleep Promoting Strategies (3)</td></tr>
<tr><td>Format of instruction</td><td colspan="3">☐ lectures
☐ seminars and workshops
☐ exercises
☐ on line in entirety
☐ partial e-learning
☐ field work</td><td colspan="3">☐ independent assignments
☐ multimedia
☐ laboratory
☐ work with mentor
☐ (other)</td></tr>
<tr><td>Student responsibilities</td><td colspan="6">In accordance to Rules of studying and Deontological code for USSM students.</td></tr>
<tr><td rowspan="5">Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</td><td>Class attendance</td><td>0,5</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>1,0</td><td>Project</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Grading and evaluating student work in class and at the final exam</td><td colspan="6">Written exam/seminar essay</td></tr>
<tr><td>Required literature (available in the</td><td colspan="4">Title</td><td>Number of copies in the library</td><td>Availability via other media</td></tr>
</table>

library and via other media)	- Purves D, Augustine GJ, Fitzpatrick D, Hall WC, LaMantia AS, White LE. Neuroscience, 5th edition. Sinauer Associates, Inc, Publishers Sunderland, Massachusetts U.S.A. 2015. (selected chapters)		
	- Bassetti C, Dogas Z and Peigneux P. Sleep Medicine Textbook. European Sleep Research Society. Regensberg 2014. (selected chapters)		
	-National Sleep Foundation https://sleepfoundation.org/		
	- Materials from the lecture		
Optional literature (at the time of submission of study programme proposal)			
Quality assurance methods that ensure the acquisition of exit competences	▪ Teaching quality analysis by students and teachers ▪ Exam passing rate analysis ▪ Committee for control of teaching reports ▪ External evaluation		
Other (as the proposer wishes to add)			

NAME OF THE COURSE	**Sport and steroid abuse**					
Code	MFMI181	Year of study	1-6			
Course teacher	Assoc. prof. Snježana Mardešić, MD, PhD	Credits (ECTS)	2			
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				

COURSE DESCRIPTION	
Course objectives	Understanding and learning about the importance of exercise on overall health and harmful use of prohibited substances
Course enrolment requirements and entry competences required for the course	None
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Explain and describe the main characteristics of the musculoskeletal system, and anatomical and histological structure of large muscle groups. Define and explain the process of exercise, the basics of planning and exercise program. Determine which types of exercise affect the targeted muscle groups. Explain the pros and cons of diet supplements, and observe the harmful effects of prohibited substances.
Course content broken down in detail by weekly class schedule (syllabus)	Lectures (20 hours): Number of hours: Basics of myology 3 Muscles under the microscope 3 How to train? 4 Seminars (5 hours): Number of hours:

	Supplements 5 Steroids 5 New researches in physiology of sports and steroid abuse 5	
Format of instruction	☒ lectures ☒ seminars and workshops	
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)*						
	Oral examination (2 ECTS)					

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 discuss it.		
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		Online
	Low A1, Dovey J, Ash-Miles J. Vertebral artery dissection in weightlifter with performance enhancing drug use. BMJ Case Rep. 2011 Nov 8;2011.		Online
	Pharmacology of anabolic steroids. Kicman AT. Br J Pharmacol. 2008 Jun;154(3):502-21		Online
	Anabolic steroid use: patterns of use and detection of doping. Graham MR, Davies B, Grace FM, Kicman A, Baker JS. Sports Med. 2008;38(6):505-25. Review.		Online
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	Quality control analysis by the students and peers, Passing exams proportion analysis, University of Split Committee for the teaching quality control report, Extramural evaluation (National agency team for quality control, TEEP)		
Other (as the proposer wishes to add)			

NAME OF THE COURSE	Elective course: Statistics in your diploma thesis					
Code	MFMI180	Year of study	6			
Course teacher	Ana Marušić	Credits (ECTS)	2			
Associate teachers	Ivan Buljan,MSc Ružica Tokalić, MD	Type of instruction (number of hours)	L	S	E	F
			10		15	
Status of the course	Elective	Percentage of application of e-learning	0%			

COURSE DESCRIPTION	
Course objectives	To familiarize students with the statistical procedures and tools applicable in their final thesis.
Course enrolment requirements and entry competences required for the course	There are no requirements – the course is opened to all students.
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	- Understanding of methodological principles necessary for application and writing of research thesis - Use of statistical programmes in data analysis - Entering the various types of data - data presentation in research article
Course content broken down in detail by weekly class schedule (syllabus)	Each day will start with 2 hours of lectures, followed by 3 hours of practical work. Each day will be dedicated to new step in final thesis data analysis **Day 1** Lecture: Types of data and research plan/protocol Practical: Statistical problems I **Day 2** e-Lecture: Entering the data Practical: Statistical problems II **Day 3** e-Lecture: Statistical tests Practical: Statistical problems III **Day 4** e-Lecture: Data presentation and interpretation of results Practical: Statistical problems IV **Day 5** Lecture: Presentation of results and conclusions from the data Practical: Statistical problems V
Format of instruction	☒ lectures ☒ exercises ☒ mixed e-learning ☒ independent assignments
Student responsibilities	Presence at teaching activities: 80% lectures, 100% exercises.

Screening student work *(name the proportion of ECTS credits for each activity so that the*						
	Class attendance	0.25	Individual assignments (Course essay)	1.75		

total number of ECTS credits is equal to the ECTS value of the course)						

Grading and evaluating student work in class and at the final exam	Written seminar and course assignments		
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	-
Optional literature (at the time of submission of study programme proposal)			
Quality assurance methods that ensure the acquisition of exit competences	Quality assessment during classes by students and teachers. Analysis of course examination success. Report of the Committee for quality assurance. External evaluation (reaccreditation assessment from the Agency for Higher Education and Research)		
Other (as the proposer wishes to add)			

NAME OF THE COURSE	**Sudden death**					
Code	MFMI61	Year of study	IV,V			
Course teacher	Prof. Marija Definis-Gojanović, MD, PhD	Credits (ECTS)	2			
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				
COURSE DESCRIPTION						
Course enrolment requirements and entry competences required for the course						
Learning outcomes expected at the level of the course	Upon completion students will be able to: - provide the main causes of the sudden death of adults and children - explain the mechanisms that lead to sudden death - distinguish between sudden natural death and violent death					

<table>
<tr><td>(4 to 10 learning outcomes)</td><td colspan="6">- explain the importance of the autopsy and other diagnostic methods</td></tr>
<tr><td>Course content broken down in detail by weekly class schedule (syllabus)</td><td colspan="6">Lectures
- natural vs. violent death; sudden death: concept, types, causes and mechanism of (P1 - 2 h)
- diagnostic tests - the importance of autopsies (P2 - 2 h)
- the most common sudden natural deaths (P3 - 2 h)
- special topics (P4 - 2 h)
Seminars
- distinguishing between sudden and violent deaths (S1 - 2h)
- introduction to the autopsies and the role of the coroner (S2 - 2 h)
- the most common causes of natural sudden death (S3 - 4 h)
- individual seminar papers (S4 - 4 h)
Exercises
- cause, mechanism and manner of death (V1 - 1h)
- differentiation of sudden and violent deaths (V2 - 1h)
- autopsy exercises (V3 - 1h)
- coroner's role and sudden death (V4 - 1h)
- - examples of sudden death (V5 - 1h)</td></tr>
<tr><td>Format of instruction</td><td colspan="3">☐ lectures
☐ seminars and workshops
☐ exercises</td><td colspan="3">☐ independent assignments</td></tr>
<tr><td>Student responsibilities</td><td colspan="6">In accordance to Rules of studying and Deontological code for USSM students.</td></tr>
<tr><td rowspan="6">Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</td><td>Class attendance</td><td></td><td>Research</td><td></td><td>Practical training</td><td></td></tr>
<tr><td>Experimental work</td><td></td><td>Report</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Essay</td><td></td><td>Seminar essay</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Tests</td><td></td><td>Oral exam</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Written exam</td><td></td><td>Project</td><td></td><td>(Other)</td><td></td></tr>
<tr><td></td><td colspan="5"></td></tr>
<tr><td>Grading and evaluating student work in class and at the final exam</td><td colspan="6">Written test / Paper</td></tr>
<tr><td rowspan="4">Required literature (available in the library and via other media)</td><td colspan="3">Title</td><td>Number of copies in the library</td><td colspan="2">Availability via other media</td></tr>
<tr><td colspan="3">Zečević D, ur. Sudska medicina i deontologija. Zagreb: Medicinska naklada; 2004.</td><td>>10</td><td colspan="2"></td></tr>
<tr><td colspan="3">Kumar V, Abbas AK, Fausto N: Robbins and Cotran Pathologic Basis of Disease. 7th ed. Philadelphia: Elsevier Saunders, 2005.</td><td></td><td colspan="2">online</td></tr>
<tr><td colspan="3"></td><td></td><td colspan="2"></td></tr>
<tr><td>Optional literature (at the time of submission of study programme proposal)</td><td colspan="6">DiMaio VJ, DiMaio D: Forensic Pathology. 2nd ed. Boca Raton: CRC Press, 2001.
Payne-James J, Busuttil 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.</td></tr>
<tr><td>Quality assurance methods that ensure the acquisition of exit competences</td><td colspan="6">▪ Teaching quality analysis by students and teachers
▪ Exam passing rate analysis
▪ Committee for control of teaching reports
▪ External evaluation</td></tr>
</table>

Other (as the proposer wishes to add)	

NAME OF THE COURSE	PHYSICS OVERVIEW (SELECTED TOPICS)					
Code	MFMI155	Year of study	1			
Course teacher	Assoc. Prof. Marija Raguž, PhD	Credits (ECTS)	2			
Associate teachers	Zvonimir Boban, MSc Ana Puljas, MSc	Type of instruction (number of hours)	L	S	E	F
			8	8	9	
Status of the course	Elective course	Percentage of application of e-learning	0			

COURSE DESCRIPTION		
Course objectives	Brief overview of the physical backgrounds necessary for successful attendance of the course: Medical physics and biophysics. It is recommended for all students with none or insufficient backgrounds in physics and (or) mathematics.	
Course enrolment requirements and entry competences required for the course	None	
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 6. Biomechanics	
Course content broken down in detail by weekly class schedule (syllabus)	1. Elementary mathematics 2. Structure of matter 3. Physical quantities 4. Classical mechanics 5. Rotation, rigid body 6. Deformation, elasticity 7. Mechanical waves 8. Electromagnetism 9. Geometrical optics 10. Thermodynamics 11. Fluids	2S+1E 1S 1S 2L+1S+2E 1L+1E 1L 1S+1E 3L+2E 1S+1E 1S 1L+1E
Format of instruction	x lectures x seminars x exercises	
Student responsibilities	Read the provided materials.	

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)*	Written examination (2 ECTS)					

Grading and evaluating student work in class and at the final exam	Written examination, 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.		Yes
	Hewitt PG, Conceptual Physic, Pearson **Addison Wesley**, 2006.		Yes
	Young HD, Freedman RA, University Physics (13th edition), Pearson **Addison Wesley**, 2012.		Yes
Optional literature (at the time of submission of study programme proposal)			
Quality assurance methods that ensure the acquisition of exit competences			
Other (as the proposer wishes to add)			

3. STUDY PERFORMANCE CONDITIONS

3.1. Places of the study performance

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
Year of completion	1976
Total square area in m^2	4802
Identification of building	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 m2	1531
Identification of building	Pathology and anatomy complex (PAK)
Location of building	Spinčićeva 1, Firule, Split
Year of completion	1986
Total square area in m2	2800

3.2. List of teachers and associate teachers

Course	Teachers and associate teachers
Anaesthesiology and Intensive Medicine	Assist. Prof. Nenad Karanović Assist. Prof. Mladen Carev Assist. Prof. Marko Jukić Assist. Prof. Mihajlo Lojpur Vjera Marinov, PhD Božena Ivančev, PhD Ivan Agnić, PhD Božidar Duplančić Dragica Kopić Željko Ninčević Dubravka Kocen
Anatomy	Prof. Ivica Grković Prof. Ana Marušić Prof. Katarina Vukojević Assist. Prof. Natalia Filipović Antonia Jeličić-Kadić, PhD Milka Jerić, MD Ana Vuica, MD
Basic Neuroscience	Assist. Prof. Renata Pecotić Prof. Zoran Đogaš Prof. Ivica Grković Prof. Maja Valić Ivana Pavlinac, PhD Linda Lušić, Mag. Psych. Ivona Stipica, MD
Basics of Med. Microbiology and Parasitology	Prof. Marija Tonkić Prof. Marinko Dobec Assist. Prof. Ivana Goić Barišić Katarina Šiško Kraljević, PhD Anita Novak, MD Žana Rubić, MD Vanja Kaliterna, PhD Merica Carev, MD Marina Radić, MD
Clinical microbiology and parasitology	Prof. Marija Tonkić Assist. Prof. Ivana Goić-Barišić Katarina Šiško-Kraljević, PhD Novak Anita, MD
Clinical Oncology	Prof. Eduard Vrdoljak Marijo Boban, MD Tomislav Omrčen, MD Branka Petrić Miše
Clinical rotation: Internal Medicine	Assist. Prof. Vedran Kovačić
Clinical rotation: Medical Emergencies	Prof. Julije Meštrović
Clinical rotation: Mother and Child	Prof. Marijan Saraga
Clinical rotation: Surgery	Assist. Prof. sc. Davor Todorić
Clinical skills I, II	Assist. Prof. Marko Jukić Assist. Prof. Nenad Karanović Assist. Prof. Mladen Carev Assist. Prof. Mihajlo Lojpur Branka Polić, MD

	Irena Zakarija-Grković, PhD Božidar Duplančić, MD Dragica Kopić, MD Radmila Majhen-Ujević, MD
Clinical skills III - Clinical propedeutics	Prof. Izet Hozo Prof. Damir Fabijanić Prof. Viktor Čulić Prof. Maja Radman Assist. Prof. Duška Glavaš Assist. Prof. Damir Bonacin Assist. Prof. Irena Perić
Croatian Language I, II	Josip Lasić, MA
Dermatovenerology	Prof. Neira Puizina-Ivić Prof. Dujomir Marasović Deny Anđelinović, PhD Antoanela Čarija, MD Damir Pezelj, MD Ranka Ivanišević, MD Olga Kosor, MD
Diploma thesis	Prof. Ante Tonkić
Epidemiology	Prof. Ozren Polašek Assist. Prof. Ivana Kolčić Prof. Rosanda Mulić Assist. Prof. Mladen Smoljanović Iris Jerončić, PhD
Family Medicine	Dragomir Petric, MD Prof. Mirjana Rumboldt Assist. Prof. Ivančica Pavličević Assist. Prof. Davorka Vrdoljak Milan Glavaški, MD Nataša Mrduljaš-Đujić, PhD Irena Zakarija-Grković, PhD Jadranka Giljanović-Perak, MD Marin Rojnica, MD Marion Kuzmanić, MD Marko Rađa, MD Dubravka Bačić, MD Vanja Viali, MD Ljubica Pavelin, MD Liza Ćurčić, MD
Forensic Medicine	Prof. Marija Definis Gojanović Prof. Davorka Sutlović Kristijan Bečić, PhD
Gynaecology, Obstetrics and Reproductive Medicine	Prof. Deni Karelović Prof. Tomislav Strinić Prof. Damir Roje Assist. Prof. Boris Bačić Assist. Prof. Jelena Marušić Assist. Prof. Martina Šunj Assist. Prof. Mirjana Vučinović Assist. Prof. Marko Vulić Assist. Prof. Marijan Tandara Tanja Vukušić-Pušić, PhD Zoran Meštrović, MD Srđan Vuković, MD Ivana Alujević Jakus, MD Sandra Benzon, MD

	Zdeslav Benzon, MD
	Ivanka Antončić Furlan, MD Marija Bucat, MD Mr. sc. Vesna Pavlov, MD Tamara Bošnjak, MD Vedran Hrboka, MD Indira Kosović, MD Zrinka Maleš, MD Ante Mršić, MD Kristijana Novak-Ribičić, MD Sanja Srdelić Mihalj, MD Žana Stanić, MD Tomislav Prskalo, MD Dinka Šundov, MD
Health care organization and health economics	Prof. Ozren Polašek Prof. Rosanda Mulić Assist. Prof. Mladen Smoljanović Assist. Prof. Ivana Kolčić Assist. Prof. Nataša Boban Iris Jerončić, PhD
Histology and Embryology	Prof. Livia Puljak Prof. Damir Sapunar Prof. Mirna Saraga Babić Assist. Prof. Snježana Mardešić Assist. Prof. Sandra Kostić Svjetlana Došenović, MD
Immunology and Medical Genetics	Prof. Janoš Terzić Prof. Ivana Marinović Terzić Assist. Prof. Ivana Novak Nakir Prof. Vida Čulić Jelena Korać Prlić, PhD Boris Mihaljević, PhD Marina Degoricija Mija Marinković
Infectology	Prof. Ivo Ivić
Internal Medicine	Prof. Miroslav Šimunić Prof. Dragan Ljutić Prof. Dušanka Martinović-Kaliterna Prof. Izet Hozo Prof. Jugoslav Bagatin Prof. Ante Tonkić Prof. Darko Duplančić Prof. Darija Baković Prof. Damir Fabijanić Prof. Viktor Čulić Prof. Maja Radman Prof. Kornelija Miše Prof. Tina Tičinović-Kurir Assist. Prof. Vedran Kovačić Assist. Prof. Ivica Vuković Assist. Prof. Ivo Božić Assist. Prof. Nediljko Pivac Assist. Prof. Željko Puljiz Assist. Prof. Željko Šundov Assist. Prof. Josip Lukenda Assist. Prof. Irena Perić Assist. Prof. Duška Glavaš Assist. Prof. Katarina Novak Assist. Prof. Mislav Radić Assist. Prof. Josipa Radić
	Assist. Prof. Milenka Šain Assist. Prof. Daniela Marasović Krstulović

	Assist. Prof. Ivan Gudelj Assist. Prof. Mladen Krnić Dr. sc. Betty Korljan Dr. sc. Gorana Trgo Dr. sc. Zrinka Jurišić Dr. sc. Anela Novak Dr. sc. Andro Bratanić Mr. sc. Ajvor Lukin Dr. Dijana Perković Mr. sc. Slavica Kotarac Mr. sc. Frane Runjić
Laboratory Diagnostics	Assist. Prof. Ilza Salamunić Leida Tandara, mag. med. biok. Daniela Šupe-Domić, mag. med. biok. Nada Bilopavlović, mag. med. biok.
Maxillofacial surgery and Dental Medicine	Prof. Naranđa Aljinović Ratković Negoslav Bušić, MD Ivica Pavičić, MD Saša Ercegović, MD Slaven Lupi-Ferandin, MD
Medical Biology	Prof. Tatijana Zemunik Assist. Prof. Vesna Boraska Perica Assist. Prof. Maja Barbalić. Ivana Gunjaca, dipl. ing. Nikolina Vidan, mag.
Medical Chemistry and Biochemistry	Prof. Irena Drmić Hofman Prof. Anita Markotić Assist. Prof. Vedrana Čikeš Čulić Nikolina Režić Mužinić, MSc Angela Mastelić
Medical Humanities 1 – Intro. to Medicine	Prof. Darko Duplančić Prof. Marija Definis Gojanović Prof. Matko Marušić Assist. Prof. sc. Slavica Kozina Mario Malički, MD Goran Mijaljica, MD
Medical Humanities 2 – Medical Ethics I	Prof.dr. Darko Duplančić Prof. Marija Definis-Gojanović Mario Malički, MD Goran Mijaljica, MD
Medical Humanities 3 – Medical ethics II	Assist. Prof. Marko Jukić Assist. Prof. Slavica Kozina Mario Malički, MD
Medical Humanities 4 – Medical Ethics III	Prof.dr.Darko Duplančić Prof. Matko Marušić Assist. Prof. Slavica Kozina Mario Malički, MD
Medical Humanities 5 – Clinical Ethics IV	Prof. Dragan Ljutić Assist. Prof. Marko Jukić Assist. Prof. Slavica Kozina Mario Malički, MD
Medical Humanities 6 – Medical Ethics V	Prof. Goran Dodig Assist. Prof. Marko Jukić Assist. Prof. Slavica Kozina Mr. sc. Mario Malički
Medical Humanities 7 – History of Medicine	Assist. Prof. Livia Brisky

Medical Physics and Biophysics	Prof. Davor Eterović Assist. Prof. Marija Raguž
Neurology	Prof. Ivo Lušić Prof. Marina Titlić Prof. Veselin Vrebalov-Cindro Assist. Prof. Meri Matijaca Assist. Prof. Goran Džamonja Assist. Prof. Ivica Bilić Anton Marović, PhD Sanda Pavelin, Phd Petar Filipović-Grčić, PhD Romac Rinaldo, MD Krešimir Čaljkušić, MD Mario Mihalj, MD Dijana Vučina, MD Lidija Šodić, prof. psihol.
Neurosurgery	Prof. Krešimir Rotim Dr. sc. Željko Bušić Assist. Prof. Mario Tudor Vlatko Ledenko, MD Robert Čarija, MD
Nuclear Medicine	Prof. Ante Punda Prof. Vinko Marković Mr. sc. Anka Pranić-Kragić Dr. sc. Vesela Torlak-Lovrić Mr. sc. Maja Cvek-Bobić
Occupational and Naval Medicine with Environmental Health	Assist. Prof. Vladimir Ivančev Assist. Prof. Katja Ćurin Assist. Prof. Mladen Smoljanović
Ophthalmology	Prof. Milan Ivanišević Prof. Lovro Bojić Prof. Ksenija Karaman Prof. Kajo Bućan Assist. Prof. Davor Galetović Assist. Prof. Dobrila Karlica Utrobičić Assist. Prof. Veljko Rogošić Mr. sc. Svjetlana Matijević
Orthopaedics	Prof. Zdenko Ostojić Željko Matutinović, MD Prof. Nikola Čičak Prof. Miroslav Hašpl Bruno Luetić, MD Ozren Tomić, MD Danči Tripalo, MD Josip Vidović, MD Ivan Mikulić, MD Zdeslav Rebić, MD
Otorhinolaryngology	Assist. Prof. Nikola Kolja Poljak Prof. Goran Račić Assist. Prof. Zaviša Čolović Assist. Prof. Draško Cikojević Assist. Prof. Marisa Klančnik Assist. Prof. Petar Drviš Robert Tafra, PhD Mirko Kontić, MD Davor Sunara MD Jadranka ljubić-Vela, MD
Paediatrics	Prof. Vjekoslav Krželj

	Prof. Marijan Saraga Prof. Neven Pavlov Prof. Veselin Škrabić Prof. Srđana Čulić Prof. Julije Meštrović Prof. Vida Čulić Prof. Dragan Primorac Assist. Prof. Radenka Šamija Kuzmanić Assist. Prof. Ivana Unić Assist. Prof. Joško Markić Vitomir Metličić, MD Višnja Armanda, MD Slavica Dragišić, MD Ranka Despot, MD Vanda Žitko, MD Luka Stričević, MD Marija Meštrović, MD Dr. sc. Bernarda Lozić Mr. sc. Branka Polić Irena Brnović, prof. psih. Katja Kalebić-Jakupčević, prof. psih. Mr. sc. Maja Tomasović Eugenija Marušić, MD Mr. sc. Sandra Prgomet Mr. sc. Tanja Kovačević Saša Sršen MD Adela Arapović MD
Pathology	Prof. Valdi Pešutić Pisac Prof. Snježana Tomić Prof. Meri Glavina Durdov Prof. Ivana Kuzmić Prusac Assist. Prof. Gea Forempoher Mr. sc. Joško Bezić Dr. sc. Ivana Mrklić Dr. sc. Sandra Zekić Tomaš Dr. sc. Dinka Šundov Mr. sc. Nenad Kunac
Pathophysiology	Prof. Tina Tičinović Kurir Prof. Dragan Ljutić Prof. Božo Bota Prof. Darko Duplančić Assist. Prof. Anteo Bradarić Assist. Prof. Mladen Krnić Dr. sc. Andre Bratanić Joško Božić, MD
Pharmacology	Prof. Mladen Boban Prof. Darko Modun Assist. Prof. Ivana Mudnić Grgo Gunjača, MD Iva Jerčić, MD
Physical and Rehabilitation Medicine	Prof. Tonko Vlak Ivanka Marinović, MD Daniela Šošo, MD Boris Bečir, MD Asija Rota Čeprnja, MD Assist. Prof.sc. Ivica Vuković Prof.dr.sc. Ljerka Ostojić
Physical Education I, II	Mr. sc. Željko Kovačević

Physiology	Prof. Zoran Valić Prof. Željko Dujić Prof. Marko Ljubković Prof. Jasna Marinović Prof. Darija Baković Assist. Prof. Ante Obad Assist. Prof. Vladimir Ivančev Prof. Zoran Đogaš Prof. Maja Valić
Psychiatry	Prof. Goran Dodig Prof. Dolores Britvić Mr. sc. Trpimir Glavina Davor Lasić, dr.med. Milenka Dedić, dr.med. Marija Žuljan, dr.med. Damir Mrass, dr.med.
Psychological Medicine I, II	Prof. Dolores Britvić Prof. Mirela Vlastelica Assist. Prof. Slavica Kozina Varja Đogaš, MD
Radiology	Prof. Ante Buča Prof. Liana Cambj-Sapunar Prof. Igor Barišić Prof. Marina Maras Šimunić Assist. Prof. .Tade Tadić Assist. Prof. .Tonći Batinić Mr. sc. Vesna Fridl Vidas Mr. sc. Srećka Kuštera Ćurković Dr. sc. Ivana Štula Dr. sc. Krešimir Dolić Gordana Glavina, MD Sonja Britvić Pavlov, dr med. Krešimir Kolić, MD
Research in Biomedicine and Health I, II, III	Prof. Ana Marušić Prof. Matko Marušić Prof. Zoran Đogaš Assist. Prof. Ana Jerončić Assist. Prof. Ivana Kolčić Dr. sc. Irena Zakarija-Grković Mario Malički, MD Tina Poklepović Peričić, dr. dent. med. Lana Bošnjak, dipl. ing. Ana Utrobičić, prof Mr. sc. Frane Mihanović
Social Medicine	Prof. Ozren Polašek Prof. Rosanda Mulić Prof. Mladen Smoljanović Assist. Prof. Ivana Kolčić Assist. Prof. Nataša Boban Dr. sc. Iris Jerončić
Surgery	Prof. Nikica Družijanić Prof. Zdravko Perko Prof. Nenad Ilić Prof. Leo Grandić Prof.dr.Vladimir Boschi Prof. Vedran Čorić Assist. Prof. Ivo Jurić Assist. Prof. Zdravko Roje
	Assist. Prof. Zenon Pogorelić Dr. sc. Arsen Pavić Dr. sc. Ivo Utrobičić

	Dr. sc. Davor Todorić Mr. sc. Andro Tripković Mr. sc. Jakov Meštrović Mr. sc. Tomislav Šušnjar Bruno Lukšić, MD Josip Knežević, MD Radoslav Stipić MD Kanito Bilan, MD Dragan Krnić, MD Fabijan Čukelj, MD Cristjan Bulat, MD Denis Nenadić, MD Mr. sc. Dubravko Furlan Josip Banović, MD Ognjen Barčot, MD Hrvoje Vojković, MD Joško Juričić, MD
Urology	Prof. Marijan Šitum Assist. Prof. Davor Librenjak Dr. sc. Tomislav Sorić Mr. sc. Kazimir Milostić Mr. sc. Mario Duvnjak Mr. sc. Blaženko Maravić Mr. sc. Žana Saratlija Novaković

3.3. Curriculum vitae of the course teacher

First and last name and title of teacher	Nenad Karanović, assistant-professor
The course he/she teaches in the proposed study programme	Anesthesiology and Intensive Medicine
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 7, 21000 Split
Telephone number	091 51 77 880
E-mail address	nkaranov@yahoo.com
Personal web page	none
Year of birth	1955.
Scientist ID	275856
Research or art rank, and date of last rank appointment	Senior scientific associate, 2013
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Assistant-professor, 2010.
Area and field of election into research or art rank	Anesthesiology and Intensive Medicine
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	University Hospital Centre Split, University of Split School of Medicine
Date of employment	1981. 2006.
Name of position (professor, researcher, associate teacher, etc.)	Staff anestehsiologist and intensivist
Field of research	Anesthesiology and intensive care, Neuroscience
Function	Head of the Department
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	University of Split School of Medicine
Place	Split
Date	2010.
INFORMATION ON ADDITIONAL TRAINING	
Year	203-2007
Place	Zagreb, Budapest, Zurich, Milwaukee
Institution	UH Dubrava, Semmelweis university, Triemli hospital, Froedtert hospital, Veteran affairs hospital
Field of training	Cardiac anesthesia and 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)	French 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 (name title of course, study programme where it is/was offered, and level of study programme)	Anesthesiology and Intensive medicine, dental medicine, medicine First aid, medicine Clinical care in urgency, university study Electives
Authorship of university/faculty textbooks in the field of the course	Emergency medicine 2011., Hitna medicina 2013, Emergency medicine 2013, one chapter Intenzivna medicina 2008. one chapter
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1. Carev M, **Karanovic N**, Kocen D, Bulat C. Useful suplement to the best practice of using levosimendan in cardiac surgery patients: 2,5 mg intravenous bolus for cardiopulmonary resuscitation during perioerative cardiac arrest. *J Cardiothorac Vasc Anesth* 2013; 27: e75-e77. DOI: 10.1053/j.jvca.2013.07.018. 2. Marinov V, Valić M, Pecotić R, **Karanović N**, Pavlinac Dodig I, Carev M, Valić Z, Đogaš Z. Sevoflurane and isoflurane monoanesthesia abolished the phrenic long-term facilitation in rats. Respir Physiol Neurobiol 2013; 189: 607-613. 3. Ivancev B, Carev M, Pecotic R, Valic M, Pavlinac Dodig I, **Karanovic N**, Z. Dogas. Remifentanil reversibly abolished phrenic long term facilitation in rats subjected to acute intermittent hypoxia. J Physiol Pharmacol 2013; 64: 485-492. 4. **Karanovic N,** Pecotic R, Valic M, Jeroncic A, Carev M, Karanovic S, Ujevic A, Dogas Z. The acute hypoxic ventilatory response under halothane, isoflurane, and sevoflurane anaesthesia in rats. Anaesthesia 2010; 65: 227-234. 5. Carev M, **Karanovic N**, Bagatin J, Berovic Matulic N, Pecotic R, Valic M, Marinovic-Terzic I, Karanovic S, Zoran Dogas. Blood Pressure Dipping and SalivaryCortisol as Markers of Fatigue and Sleep Deprivation in Staff Anesthesiologists. Coll Antropol 2011; 35, Suppl 1: 133-138.
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)	- 2007.-now. Researcher in scientific grant of Croatian Ministry of Science, Education, and Sport “Neural control of breathing in sleep and alert state”. Main researcher Zorn Đogaš, MD, PhD, professor. - 2014 – now: Reasercher in scientific grant of Croatian Science Foundation: „Translational research on neuroplasticity of breathing and effect of intermittent hypoxia in anesthesia and sleep“. Main researcher Zoran Đogaš, MD, PhD, professor

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	- 2007. Intensive Training Course on General Didactics TEMPUS-Project STEAMED. Beč, Austrija. Mentor prof. dr. sc. Gottfried Csanyi - 2007.Tečaj INTEL-M „Train the Trainee Seminar“ (microteaching, OSCE, PBL, clinical skill, sandwich), Split. - 2006. Intensive Training Course in Pedagogy and Didactics in Medical Education TEMPUS-Project STEAMED. Beč, Austrija. Mentori prof dr. sc. Richard

First and last name and title of teacher	Professor Ivica Grković, MD, MSc, PhD.
The course he/she teaches in the proposed study programme	Anatomy
GENERAL INFORMATION ON COURSE TEACHER	
Address	School of Medicine, University of Split, Šoltanska 2, 21000 Split
Telephone number	+385 21 557 803
E-mail address	ivica.grkovic@mefst.hr
Personal web page	
Year of birth	1964
Scientist ID	**173423**
Research or art rank, and date of last rank appointment	Scientific advisor, 2009.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Full professor, 11. September 2014.
Area and field of election into research or art rank	Biomedicine and health, preclinical medicine, anatomy
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	School of Medicine, University of Split
Date of employment	September 2004.
Name of position (professor, researcher, associate teacher, etc.)	Full professor
Field of research	Anatomy and neurobiology
Function	Head of the Department of anatomy
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	Department of anatomy and neuroscience, University of Melbourne
Place	Melbourne, Australia
Date	November 1997.
INFORMATION ON ADDITIONAL TRAINING	
Year	1992-2004
Place	Melbourne, Australia
Institution	The University of Melbourne
Field of training	Anatomy and 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, 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian, 2
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	'Lecturer' (1998-2002) and 'Senior Lecturer' (2003-2004); Anatomy and neuroscience, The University of Melbourne, Australia
Authorship of university/faculty textbooks in the field of the course	1. An@tomedia (A New Approach to Medical Education: Developments in Anatomy) CD-rom Back and Abdomen modules Norman Eizenberg, Christopher Briggs, Priscilla Barker, Ivica Grkovic **Studeni 2000., CD,** ISBN: 0-646-40731-7, Anatomedia Publishing Pty Ltd. 2. An@tomedia (A New Approach to Medical Education: Developments in Anatomy) CD-rom Thorax module Norman Eizenberg, Christopher Briggs, Priscilla Barker, Ivica Grkovic **Srpanj 2002.,CD,** ISBN: 0-734-02675-7, Anatomedia Publishing Pty Ltd. 3. An@tomedia (A New Approach to Medical Education: Developments in Anatomy) CD-rom General Anatomy module Norman Eizenberg, Christopher Briggs, Priscilla Barker, Ivica Grkovic **Rujan 2003.,CD, IS**BN: 0-734-02691-9, Anatomedia Publishing Pty Ltd 4. An@tomedia (A New Approach to Medical Education: Developments in Anatomy) CD-rom Abdomen module Norman Eizenberg, Christopher Briggs, Priscilla Barker, Ivica Grkovic **Srpanj 2004., CD,** ISBN: 0-734-02677-3, Anatomedia Publishing Pty Ltd 5. An@tomedia (A New Approach to Medical Education: Developments in Anatomy) CD-rom Back module Norman Eizenberg, Christopher Briggs, Priscilla Barker, Ivica Grkovic **Srpanj 2004., CD,** ISBN: 0-734-02676-5, Anatomedia Publishing Pty Ltd 6. An@tomedia (A New Approach to Medical Education: Developments in Anatomy) CD-rom Pelvis module Norman Eizenberg, Christopher Briggs, Priscilla Barker, Ivica Grkovic

	Rujan 2005., CD, ISBN 0-7340-2729-X, Anatomedia Publishing Pty Ltd 7. An@tomedia (A New Approach to Medical Education: Developments in Anatomy) CD-rom Upper limb module Norman Eizenberg, Christopher Briggs, Priscilla Barker, Ivica Grkovic **Veljača 2009., CD,** ISBN 0-7340-2729-X, Mc Graw Hill, Medical 8. Eizenberg N, Briggs C, Adams C, Ahern G, Barker P, **Grkovic I**, Pitman A. (2007) General anatomy principles and applications, McGraw-Hill, Sydney. 9. Marušić, Ana (ed.) (2005) Revitalization of academic medicine, CMJ book collection, Medicinska Naklada Zagreb, Zagreb, **Grkovic, I.** Transition of the medical curriculum form classical to integrated: problem-based approach and Australian way of keeping academia in medicine, Str. 172-177. 10. Janković, S. i sur. (2005) Seminari iz kliničke radiologije, Medicinski fakultet u Splitu (**Grković I**. je koautor u poglavljima: Urogenitalni sustav, Radioloigija toraksa, Radiologija dojke, Gastrointestinalni i hepatobiliarni sustav i Muskuloskeletni sustav), Split. 11. Grković I, Miletić D, Kolić K, Janković S, Glavina G. (2009) Radiološka anatomija orofacijalnog područja, anomalije i varijacije. u "Dentalna radiografija i radiologija", Janković S. i Miletić D. (ur.). Split : Medicinski fakultet Sveučilišta u Splitu, Str. 103-113 12. Grković I. (2012) Anatomija ženskog spolnog sustava. u "Infekcije u ginekologiji i perinatologiji",Karelović, D. (ur.). Zagreb : Medicinska naklada, 2012. Str. 3-12.
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1. Agnić I, Vukojević K, Saraga-Babić M, Filipović N, **Grković I.** (2014) Isoflurane post-conditioning stimulates the proliferative phase of myocardial recovery in an ischemia-reperfusion model of heart injury in rats. *Histol Histopathol.* 29(1):89-99. 2. Banožić A, **Grković I**, Puljak L, Sapunar D. (2014) Behavioral changes following experimentally induced acute myocardial infarction in rats. *Int Heart J.* 55(2):169-77. 3.. Filipović N, Žuvan L, Mašek T, Tokalić R, **Grković I.** (2014) Gender and gonadectomy influence neurons in superior cervical ganglia of sexually mature rats. *Neurosci Lett*. 563:55-60. 4. Filipović N, Vrdoljak M, Vuica A, Jerić M, Jeličić Kadić A, Utrobičić T, Mašek T, **Grković I.** (2014) Expression of PTHrP and PTH/PTHrP receptor 1 in the superior cervical ganglia of rats. *Neuropeptides*. 48:353-9.

	5. Agnić I, Filipović N, Vukojević K, Saraga-Babić M, Vrdoljak M, **Grković I.** (2014) Effects of isoflurane post-conditioning on chrocinc phase of ischemia-reperfusion heart injury in rats. *Cardiovasc Pathol.* (in press)
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	1. Šimunović VJ, Hozo I, Rakić M, Jukić M, Tomić S, Kokić S, Ljutic D, Družijanić N, Grković I, Šimunović F, Marasović D. (2010) New paradigm in training of undergraduate clinical skills: the NEPTUNE-CS project at the Split University School of Medicine. *Croat Med J.* 51(5):373-80. 2. Grković I, Sapunar D, Marušić M. (2012) Ways to address the challenges of a modern medical curriculum: living academic medicine at the University of Split, School of Medicine. *Acta Med Acad*. 41(1):7-17.
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	*Principal investigator on a project by MZOŠ: 'Mechanisms of cardiac pain in ageing, ischemia and metabolic diseases' (2007-2013).*
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?	Continuos obligatory educational courses to gain university titles 'Lecturer' (1998-2002) and 'Senior Lecturer' (2003-2004) at the University of Melbourne on how to lecture/teach effectively and how to balance academic duties.
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	Department of anatomy was voted the best department in the School of medicine at the University of Split in 2009 by student evaluations.
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)	University of Split formal student evaluation, average grade for professor Ivica Grkovic is 4.8 with mainly very positive comments by students.

First and last name and title of teacher	Professor Maja Valić, MD, PhD
The course he/she teaches in the proposed study programme	
GENERAL INFORMATION ON COURSE TEACHER	
Address	University of Split School of Medicine
Telephone number	++ 385 21 557 860
E-mail address	maja.valic@mefst.hr
Personal web page	
Year of birth	1972
Scientist ID	256440
Research or art rank, and date of last rank appointment	Advisor in science, May 23rd, 2012

Research-and-teaching, art-and-teaching or teaching rank, and date	Professor, March 3rd, 2011
of last rank appointment	
Area and field of election into research or art rank	Biomedicine and Health, Basic sciences
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	University of Split School of Medicine
Date of employment	May 2nd, 2001
Name of position (professor, researcher, associate teacher, etc.)	Professor
Field of research	Neuroscience, Physiology
Function	Head oft he Laboratory for Basic Neuroscience
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	University of Split School of Medicine
Place	Split
Date	March 3rd, 2003
INFORMATION ON ADDITIONAL TRAINING	
Year	1998-2001
Place	Milwaukee, WI, USA
Institution	Medical College of Wisconsin
Field of training	Neuroscience, Central regulation of cardiovascular system
Year	2013
Place	Budapest, Hungary
Institution	Somnocenter and Hungarian Sleep Society
Field of training	Sleep Medicine
Year	2013
Place	Ljubljana, Slovenia
Institution	Alpine Sleep Summer School (ASSS)
Field of training	Sleep 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)	
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)	Brain and the heart, Medicine
Authorship of university/faculty textbooks in the field of the course	Sleep Medicine Textbook, ESRS, 2014
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1) **Valic M**, Pecotic R, Lusic L, Peros K, Pribudic Z, Dogas Z. The relationship between sleep habits and academic performance in dental students in Croatia. Eur J Dent Educ. 2014;18(4):187-94. 2) Ivancev B, Carev M, Pecotic R, **Valic M**, Pavlinac Dodig I, Karanovic N, Dogas Z. Remifentanil reversibly abolished phrenic long term facilitation in rats subjected to acute

	intermittent hypoxia. J Physiol Pharmacol. 2013;64(4):485-92. 3) Marinov V, **Valic M**, Pecotic R, Karanovic N, Pavlinac Dodig I, Carev M, Valic Z, Dogas Z. Sevoflurane and isoflurane monoanesthesia abolished the phrenic long-term facilitation in rats. Respir Physiol Neurobiol. 2013;189(3):607-13. 4) Ivana Pavlinac Dodig, Renata Pecotic, **Maja Valic** and Zoran Dogas. Acute intermittent hypoxia induces phrenic long-term facilitation which is modulated by 5-HT1A receptor in the caudal raphe region of the rat. J Sleep Res. 2012;21(2):195-203. 5) Renata Pecotic, Ivana Pavlinac Dodig, **Maja Valic**, Natalija Ivkovic, Zoran Dogas. The evaluation of the Croatian version of the Epworth sleepiness scale and STOP questionnaire as screening tools for obstructive slep apnea syndrome. Sleep Breath. 2012;16(3):793-802.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	1) **Valic M**, Pecotic R, Lusic L, Peros K, Pribudic Z, Dogas Z. The relationship between sleep habits and academic performance in dental students in Croatia. Eur J Dent Educ. 2014;18(4):187-94. 2) Peros K, Vodanovic M, Mestrovic S, Rosin-Grget K, **Valic M**. Physical Fitness Course int he Dental Curriculum and Prevention of Low Back Pain. J Dent Educ. 2010; 75(6):761-767.
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	1) Changes in the respiratory and sympathetic nerve activity during acute intermitent hypoxia – role of serotonin. (September 15th 2012- September 15th 2015) funded by *Croatian Science Foundation, (leader oft he project)*. 2) Central control of cardiovascular and respiratory system – role of serotonin. (2008-2014) funded by *Ministry of science, education and sport, Croatia, (leader oft he project)*. 3) Neural control of breathing in wake and sleep (prof. Z. Đogaš) funded by *Ministry of science, education and sport, Croatia,* (coinvestigator). 4) Lets play science (assist prof. Renata Pecotić) funded by British Council Croatia, Beautiful Science scheme for small projects, (coworker) 5) Translational research on neuroplasticity of breathing and effect of intermittent hypoxia in anesthesia and sleep (prof. Z. Đogaš) funded by *Croatian Science Foundation* 2014, (coinvestigator)
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?	

First and last name and title of teacher	Associate professor Marija Tonkić, MD PhD
The course he/she teaches in the proposed study programme	Medical microbiology and parasitology
GENERAL INFORMATION ON COURSE TEACHER	
Address	Spinčićeva 1, 21 000 Split

Telephone number	021 556 206
E-mail address	mtonkic@kbsplit.hr
Personal web page	-
Year of birth	1960.
Scientist ID	217650
Research or art rank, and date of last rank appointment	Senior research scientist, 10.12. 2014.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Associate professor, 3. 3. 2011.
Area and field of election into research or art rank	Biomedicine and Health, Clinical Medical Sciences
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	University of Split School of Medicine
Date of employment	2008.
Name of position (professor, researcher, associate teacher, etc.)	Associate Professor
Field of research	Medical microbiology and parasitology
Function	Head o the Department
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	University of Split School of Medicine
Place	Split
Date	2006.
INFORMATION ON ADDITIONAL TRAINING	
Year	1989.-1994.; 1996.
Place	Zagreb
Institution	University *Hospital* for Infectious Diseases „ Dr. Fran Mihaljević“, Croatian Institute for Public Health, University of Zagreb School of Medicine Numerous workshops and seminars (at home and abroad).
Field of training	Clinical microbiology and parasitology
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 (name title of course, study programme where it is/was offered, and level of study programme)	Course: Medical microbiology and parasitology Study programms: Medical Studies in English Dental Medicine Farmacy
Authorship of university/faculty textbooks in the field of the course	1. **Tonkić M.** *Helicobacter.* U: Uzunović-Kamberović S, ur. Medicinska mikrobiologija. Zenica: Štamparija Fojnica; 2009, str. 483-487. 2. **Tonkić M.** Mikrobiološka dijagnostika infekcija u ginekologiji i perinatologiji. U: Karelović D, ur. Infekcije u ginekologiji i perinatologiji. Zagreb: Medicinska naklada: 2012. Str. 118-133.

	3. **Tonkić M** i sur. Medicinska mikrobiologija. Praktikum za vježbe za studente Dentalne medicine. Split: Redak:2014.
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1. **Tonkic M**, Mohar B, Sisko-Kraljevic K, Mesko-Meglic K, Goic-Barisic I, Novak A, Kovacic A, Punda V. High prevalence and molecular characterization of extended-spectrum beta-lactamase-producing *Proteus mirabilis* strains in southern Croatia. J Med Microbiol 2010;59:1185 – 90. 2. Goić-Barišić I, Bedenić B, **Tonkić M**, Novak A, Katić S, Kalenić S, Punda-Polić V, Towner KJ. Occurrence of OXA-107 and IS*Aba*1 in carbapenem-resistant isolates of *Acinetobacter baumannii* from Croatia. J Clin Microbiol 2009; 47: 3348-3349. 3. Goic-Barisic I, Towner KJ, Kovacic A, Sisko-Kraljevic K, **Tonkic M**, Novak A, Punda-Polic V. Outbreak in Croatia caused by a new carbapenem-resistant clone of *Acinetobacter baumannii* producing OXA-72 carbapenemase. J Hosp Infect 2011; 77: 368-370. 4. Megraud F, Coenen S, Versporten A, Kist M, Lopez-Brea M, Hirschl AM, Andersen LP, Goossens H, Glupczynski Y; Study Group participants. *Helicobacter pylori* resistance to antibiotics in Europe and its relationship to antibiotic consumption. Gut 2013;62:34-42. 5. Tonkic A, **Tonkic M**, Lehours P, Mégraud F. Epidemiology and diagnosis of *Helicobacter pylori* infection. Helicobacter. 2012;17 Suppl 1:1-8.
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)	"Mehanizmi rezistencije na antibiotike u gram-negativnih bakterija" (project number :108-1080114-0015).
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?	

First and last name and title of teacher	Associate professor Marija Tonkić, MD PhD
The course he/she teaches in the proposed study programme	Medical microbiology and parasitology
GENERAL INFORMATION ON COURSE TEACHER	
Address	Spinčićeva 1, 21 000 Split
Telephone number	021 556 206
E-mail address	mtonkic@kbsplit.hr
Personal web page	-
Year of birth	1960.
Scientist ID	217650
Research or art rank, and date of last rank appointment	Senior research scientist, 10.12. 2014.

Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Associate professor, 3. 3. 2011.
Area and field of election into research or art rank	Biomedicine and Health, Clinical Medical Sciences
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	University of Split School of Medicine
Date of employment	2008.
Name of position (professor, researcher, associate teacher, etc.)	Associate Professor
Field of research	Medical microbiology and parasitology
Function	Head o the Department
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	University of Split School of Medicine
Place	Split
Date	2006.
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Course: Medical microbiology and parasitology Study programms: Medical Studies in English Dental Medicine Farmacy
Authorship of university/faculty textbooks in the field of the course	4. **Tonkić M.** *Helicobacter.* U: Uzunović-Kamberović S, ur. Medicinska mikrobiologija. Zenica: Štamparija Fojnica; 2009, str. 483-487. 5. **Tonkić M.** Mikrobiološka dijagnostika infekcija u ginekologiji i perinatologiji. U: Karelović D, ur. Infekcije u ginekologiji i perinatologiji. Zagreb: Medicinska naklada: 2012. Str. 118-133. 6. **Tonkić M** i sur. Medicinska mikrobiologija. Praktikum za vježbe za studente Dentalne medicine. Split: Redak:2014.
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	6. **Tonkic M**, Mohar B, Sisko-Kraljevic K, Mesko-Meglic K, Goic-Barisic I, Novak A, Kovacic A, Punda V. High prevalence and molecular characterization of extended-spectrum beta-lactamase-producing *Proteus mirabilis* strains in southern Croatia. J Med Microbiol 2010;59:1185 – 90. 7. Goić-Barišić I, Bedenić B, **Tonkić M**, Novak A, Katić S, Kalenić S, Punda-Polić V, Towner KJ. Occurrence of OXA-107 and IS*Aba*1 in carbapenem-resistant isolates of *Acinetobacter baumannii* from Croatia. J Clin Microbiol 2009; 47: 3348-3349. 8. Goic-Barisic I, Towner KJ, Kovacic A, Sisko-Kraljevic K, **Tonkic M**, Novak A, Punda-Polic V. Outbreak in Croatia caused by a new carbapenem-resistant clone of *Acinetobacter baumannii* producing OXA-72 carbapenemase. J Hosp Infect 2011; 77: 368-370. 9. Megraud F, Coenen S, Versporten A, Kist M, Lopez-Brea M, Hirschl AM, Andersen LP, Goossens H, Glupczynski Y; Study Group participants. *Helicobacter pylori* resistance to antibiotics in Europe and its relationship to antibiotic consumption. Gut 2013;62:34-42. 10. Tonkic A, **Tonkic M**, Lehours P, Mégraud F. Epidemiology and diagnosis of *Helicobacter pylori* infection. Helicobacter. 2012;17 Suppl 1:1-8.
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	"Mehanizmi rezistencije na antibiotike u gram-negativnih bakterija" (project number :108-1080114-0015).
INFORMATION ON ADDITIONAL TRAINING	
Year	1989.-1994.; 1996.
Place	Zagreb
Institution	University *Hospital* for Infectious Diseases „ Dr. Fran Mihaljević", Croatian Institute for Public Health, University of Zagreb School of Medicine Numerous workshops and seminars (at home and abroad).
Field of training	Clinical microbiology and parasitology
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2	English (5)

First and last name and title of teacher	Prof. sc. Eduard Vrdoljak
The course he/she teaches in the proposed study programme	Clinical oncology
GENERAL INFORMATION ON COURSE TEACHER	
Address	Pazdigradska 46, Split
Telephone number	021 556 129
E-mail address	edo.vrdoljak@gmail.com
Personal web page	-
Year of birth	1964.
Scientist ID	205415
Research or art rank, and date of last rank appointment	2012 Full Professor with Tenure position
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	-
Area and field of election into research or art rank	Clinical oncology
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Clinical Hospital split
Date of employment	1992.
Name of position (professor, researcher, associate teacher, etc.)	Head of the Clinic of oncology and radiotherapy
Field of research	oncology
Function	Head of oncology
INFORMATION ON EDUCATION – Highest degree earned	
Degree	doctor of medicine
Institution	Medical School in Zagreb
Place	Zagreb
Date	1989.
INFORMATION ON ADDITIONAL TRAINING	
Year	1992. – 1995.
Place	Split
Institution	Clinical Hospital Split, Center of oncology and radiotherapy

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
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)	Participation in teaching of Clinical Oncology since 1994. until today
Authorship of university/faculty textbooks in the field of the course	**KLINIČKA ONKOLOGIJA,** Medicinska naklada, Zagreb 2013
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1. L. T. Vahdat, **E Vrdoljak**, H Gómez, R K Li, L Bosserman, J A. Sparano, J Baselga, P Mukhopadhyay, V Valeroi. Efficacy and safety of ixabepilone plus capecitabine in elderly patients withanthracycline-andtaxane-pretreated metastatic breast cancer. J Geriatr Oncol. 2013 Oct; 4 (4):346-52. doi: 10.1016/j.jgo.2013.07.006. 2. Miše BP, Telesmanić VD, Tomić S, Sundov D, Capkun V, **Vrdoljak E**. Correlation between E-cadherin Immunoexpression and Efficacy of First Line Platinum-Based Chemotherapy in Advanced High Grade Serous Ovarian Cancer. Pathol Oncol Res. 2014 Aug 11 PMID:25108408 3. von Minckwitz G, Puglisi F, Cortes J, **Vrdoljak** E, Marschner N, Zielinski C, Villanueva C, Romieu G, Lang I, Ciruelos E, De Laurentiis M, Veyret C, de Ducla S, Freudensprung U, Srock S, Gligorov J. Bevacizumab pluschemotherapy versus chemotherapy alone as second-line treatment for patients with HER2-negative locally recurrent or metastatic breast cancer after first-line treatment with bevacizumab plus chemotherapy (TANIA): an open-label, randomised phase 3 trial. Lancet Oncol. 2014 Oct;15(11):1269-78. doi: 10.1016/S1470-2045(14)70439-5. Epub 2014 Sep 28. PMID:25273342 4. Petrić Miše B**,** Boraska Jelavić T, Strikic A, Hrepić D**,** Tomić K, Hamm W, Tomić S, Prskalo T**,** **Vrdoljak E**. Long follow-up of patients with locally advanced cervical cancer treated with concomitant

	chemobrachyradiotherapy with cisplatin and ifosfamide followed by consolidation chemotherapy. International Journal of Gynecologycal Cancer, Oct 28, 2014. ISSN: 1048-891X, DOI:10.1097/IGC.0000000000000336 5. Vrdoljak E, Géczi L, Mardiak J, Ciuleanu T, Leyman S, Zhang K, Sajben P, Torday L. Central and Eastern European experience with sunitinib in metastatic renal cell carcinoma: a sub-analysis of the Global Expanded-Access Trial; Pathology & Oncology Research; PORE-D-14-00213R1, in press
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	-
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	1. **Vrdoljak** E. Cancer in Croatia; where do we stand and how to move forward? Croat Med J. 2012 Apr;53(2):91-2. 2. Lindemann K, Christensen RD, Vergote I, Stuart G, Izquierdo MA, Kærn J, Havsteen H, Eisenhauer E, Ridderheim M, Lopez AB, Hirte H, Aavall-Lundquvist E, **Vrdoljak E**, Green J, Kristensen GB. First-line treatment of advanced ovarian cancer with paclitaxel/carboplatin with or without epirubicin (TEC versus TC)--a gynecologic cancer intergroup study of the NSGO, EORTC GCG and NCIC CTG. 2012 Oct;23(10):2613-9. Epub 2012 Apr 26. 3. Valero V, **Vrdoljak E**, Xu B, Thomas E, Gómez H, Manikhas A, Medina C, Li RK, Ro J, Bosserman L, Vahdat L, Mukhopadhyay P, Opatt D, Sparano JA. Maintenance of Clinical Efficacy After Dose Reduction of Ixabepilone Plus Capecitabine in Patients With Anthracycline- and Taxane-Resistant Metastatic Breast Cancer: A Retrospective Analysis of Pooled Data from 2 Phase III Randomized Clinical Trials. 2012 Aug;12(4):240-6. Epub 2012 Jun 2. 4. **Vrdoljak E,** Rini B, Schmidinger M, Omrčen T, Torday L, Szczylik C, Sella A. Bisphosphonates and VEGF-targeted drugs in treatment of patients with renal cell carcinoma metastatic to bone, Anticancer Drugs 2013 Jun;24(5):431-440. 5. **Vrdoljak E**, Torday L, Sella A, Leyman S, Bavbek S, Kharkevich G, Mardiak J, Szczylik C, Znaor A, Wilking N. Insights into cancer surveillance in Central and Eastern Europe, Israel and Turkey. Eur J Cancer Care (Engl). 2013 Nov 8. doi: 10.1111/ecc.12149
The name of the programme and the volume in which the main	Clinical oncology

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	• The best paper acknowledgement, First Croatian Oncology Congress, Plitvice, 2001. • Croatian science and art academy award; RepublicofCroatia'sgreatestscientific accomplishments in the field of medical science – 2008
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)	

First and last name and title of teacher	Prof. Julije Meštrović, MD, PhD
The course he/she teaches in the proposed study programme	Pediatrics, Clinical Skills, Evidence Based Medicine
GENERAL INFORMATION ON COURSE TEACHER	
Address	Kneza Višeslava 1, Split
Telephone number	098432590
E-mail address	julije.mestrovic@gmail.com
Personal web page	
Year of birth	1959
Scientist ID	**143034**
Research or art rank, and date of last rank appointment	Associate Professor, 15. 07. 2010.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	
Area and field of election into research or art rank	Clinical medicine, Pediatrics
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	University Hospital of Split
Date of employment	1989.
Name of position (professor, researcher, associate teacher, etc.)	professor
Field of research	Pediatrics
Function	Head of Department on Medical Scool and in Univ. Hospital
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Pediatrician
Institution	University Hospital of Split
Place	Split
Date	28. 04. 1994

INFORMATION ON ADDITIONAL TRAINING	
Year	1995.-1996., 1999.
Place	Rome
Institution	Hospitals Agostino Gemelli and Bambino Gesu
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, 4
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian, 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 (name title of course, study programme where it is/was offered, and level of study programme)	
Authorship of university/faculty textbooks in the field of the course	Meštrović J., ed.. Hitna stanja u pedijatriji. Zagreb: Medicinska naklada 2011. Sveučilišni udžbenik Medicinskih fakulteta u Zagrebu, Rijeci i Splitu. **a) chapter in a book** 1. Meštrović J. Osnove intenzivnog liječenja djece. U: A. Bačić, ur. Anesteziologija, intenzivno liječenje i reanimatologija. Split: Chrono; 2003, str. 469-522. 2. Kolaček S, Meštrović J. Vascular access, including complications. U: Langnas A, Goulet O, Quigley EMM, Tappenden KA. Intestinal failure: Diagnosis, Management and Transplantation. Massachusetts:Blackwell Publishing; 2007, str. 142-150. 3. Meštrović J. Prepoznavanje znakova životne ugroženosti i osnovni postupci u oživljavanju djece. U: Jukić M, Gašparović V, Husedžinović I, Majerić Kogler V, Perić M, Žunić J, ur. Intenzivna medicina. Zagreb: Medicinska naklada; 2008, str. 1217- 1220. 4. Markić J, Meštrović J, Sprung J. From Asymptomatic to Symptomatic: a Cause of Nosebleed - Fatal Forty DDI: warfarin, amiodarone, CYP2C9. U: Marcucci C, Hutchens MP, Wittwer ED, Weingarten TN, Sprung J, et al, ur. A Case Approach to Perioperative Drug-Drug Interactions.

	New York : Springer-Verlag; 2014, str. .
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1.Sardelic S, Karanovic J, Rubic Z, Polic B, Ledenko V, Markic J, Mestrovic J. Late ventriculoperitoneal shunt infection caused by Shewanella algae. Pediatr Infect Dis J. 2010;29:475-7 (CC) 2.Polić B, Meštrović J, Markić J, Meštrović M, Capkun V, Utrobičić I, Jukica M, Radonić M. Long- term quality of life of patients trated in pediatric intensive care unit. Eur J Pediatr 2013;172:85-90 (CC) 3.Meštrović J, Meštrović M, Polić B, Markić J, Kardum G, Gunjača G, Matas A, Čatipović T, Radonić M. Clinical scoring system in prediciting health-realted quality of life of childern with injuries. Colegium Antropologicum 2013;37:373-377 (CC) 4.Markic J., Jeroncic A, Polancec D, Bosnjak, N, Markotic A, Mestrovic J, Cikes Culic V. CD15s is a potential biomarker of serious bacterial infection in infants admitted to hospital. Eur J Pediatr 2013. (DOI 10.1007/s00431-013-2047-y) (CC) 5.Petric J, Malicki M, Markovic D, Mestrovic J. Sudents' and parent's attitudes toward basic life support training in promary schools. CMJ 2013;54:376-380 (CC) 6.Markic J, Polic B, Stricevic L, Metlicic V, Kuzmanic-Samija
	Polić B, Meštrović J, MD, Weingarten TN, Sprung J. Fatal Forty DDI: amiodarone, digoxin, P-glycoprotein. U: Marcucci C, Hutchens MP, Wittwer ED, Weingarten TN, Sprung J, et al, ur. A Case Approach to Perioperative Drug-Drug Interactions. New York : Springer-Verlag; 2014, str. .
	Meštrović J, Polić B, Markić J. Oživljavanje djeteta i novorođenčeta. U: Jukić M, Husedžinović I, Kvolik S, Majerić Kogler V, Perić M, Žunić J, ur. Klinička anesteziologija. Zagreb: Medicinsdka naklada; 2013, str. 407-417.
	R, Kovacevic T, Ivkosic IE, Mestrovic J. Effects of immune modulation therapy in the first Croatian infant diagnosed with Pompe disease: a 3-year follow-up study. Wiener Kliniche Wochenschrift 2014;126:133-137 (CC)
Professional and scholarly articles published in the last five years in subjects of teaching	1. Petric J, Malicki M, Markovic D, Mestrovic J. Sudents' and parent's attitudes toward basic life support training in

methodology and teaching quality (5 works at most)	promary schools. CMJ 2013;54:376-380 (CC)
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	Ministry of Science, education and sport „Children with Special Health Care Needs“ (šifra 216-0000000-3391) http://zprojekti.mzos.hr/public/c2prikaz_det.asp?cid=2&psid=16&ID=3249 Ministry of Science, education and sport „Education of chlildren in elementary schools on BLS“
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?	2006. Generic Instructor Course in Newcastel
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	2001. and 2010. Diploma of the Croatian Medical Association 2012. Editor of the best educational text in years 2010/2011 of the Medical School in Split
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)	2010. Diploma for the best ranked teacher of the Medical School in Split

First and last name and title of teacher	Professor Marijan Saraga, MD, PhD
The course he/she teaches in the proposed study programme	Pediatrics
GENERAL INFORMATION ON COURSE TEACHER	
Address	Put Žnjana 1D
Telephone number	021 462969
E-mail address	msaraga@kbsplit.hr
Year of birth	1954
Scientist ID	182991
Research or art rank, and date of last rank appointment	Full professor of pediatrics-permanent position, 12.02.2015
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Full professor of pediatrics-permanent position, 12.02.2015
Area and field of election into research or art rank	Pediatric nephrology
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	KBC Split
Date of employment	1984
Name of position (professor, researcher, associate teacher, etc.)	Full professor of pediatrics
Field of research	Pediatric nephrology

Function	Head of Department of Pediatrics
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	School of Medicine, University of Zagreb
Place	Zagreb
Date	1998
INFORMATION ON ADDITIONAL TRAINING	
Year	1988 and 1991
Place	Helsinki, Finland
Institution	Department of Pediatric Nephrology, University of Helsinki
Field of training	Congenital nephrotic symdrome and immaging of urinary tract
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 (name title of course, study programme where it is/was offered, and level of study programme)	Graduate study: Pediatrics: School of Medicine, University of Split, School of Medicine, University of Mostar, Department of Health studies, University of Split Postgraduate studies: “Application of color-doppler in medicine”, School of Medicine, University of Zagreb “Biology of neoplasms”, School of Medicine, University of Split “Biomedicine of developmental age” School of Medicine, University of Rijeka Postgraduate courses of continuous medical education “Ultrasonography in clinical practice” (Ultrasonography of abdomen), University of Split “Secondary prevention in medicine”, University of Osijek ESPN precourse for young nephrologists “The diagnostic and therapeutic approach to steroid responsive and steroid resistant nephritic syndrome”, 44th Annual Scientific Meeting of the European Society for pediatric Nephrology, Dubrovnik, 2011.
Authorship of university/faculty textbooks in the field of the course	Proesmans W, Saraga M. Renal involvemenet in malformative syndromes. In P. Cochat, ed. ESPN Handbook, Lyon:Novartis Pharma AG, Basel 2002. Saraga M. Ultrasound of kidneys, urinary tract and adrenal glands in children. In Hozo I, Karelović D, ed. Ultrasound in clinical practice: Croatian gastroenterologic society: branch Split 2004; 245-262. Janković S, Ivkošić N, Roić G, Fridl Vidas V, Saraga M, Tomić S, Bezić J, Stojanović J. Radiology in childhood. In Janković S, ed. Semminars in clinical radiology. Split: University of Split, School of Medicine 2005; 231-98.

	Janković S, Fridl Vidas V, Brnić Z, Jurić I, Cambj-Sapunar L, Grković I, Saraga M, Tomić S, Budiselić B, Batinić T. Urogenital system. In Janković S, ed. Semminars in clinical radiology. Split: University of Split, School of Medicine 2005; 483-554. Meštrović J, Polić B, Saraga M, Čulić S, Škrabić V, Pavlov N, Meštrović M, Metličić V, Žitko V, Despot R, Krželj V. Selected chapters of intensive care of children. In Jukić M, Gašparović V, Husedžinović I et al., ed. Intensive medicine. Zagreb: Medicinska naklada 2008; 1216-47. Saraga M. Arterial hypertension. In Meštrović J et al., ed. Emergencies in pediatrics. Zagreb: Medicinska naklada 2011; 116-123. Saraga M. Hereditary nephritis. In Galešić K et al., ed. Primary and secondary glomerular diseases. Zagreb: Medicinska naklada 2014; 271-279.
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	Saraga-Babić, Mirna; Vukojević, Katarina; Bočina, Ivana; Drnasin, Kristina; Saraga, Marijan. Ciliogenesis in normal human kidney development and post-natal life. // *Pediatric nephrology*. 27 (2012) , 1; 55-63. Sanna-Cherchi, S.; ...; Arapović, Adela; Drnasin, Kristina; ...; Saraga, Marijan; ...; Tasic, V.; ...; Gharavi A.G. Copy-number disorders are a common cause of congenital kidney malformations. // *American journal of human genetics*. 91 (2012) Sanna-Cherchi, S.; ...; Kosuljandić Vukić, Djurdjica; Vukojević, Katarina; Saraga-Babić, Mirna; Saraga, Marijan; ...; Tasić, V.; ...; ...; Gharavi, A.G. Mutations in DSTYK and dominant urinary tract malformations. // *The New England journal of medicine*. 369 (2013) , 7; 621-629. Drnasin, Kristina; Saraga-Babić, Mirna; Saraga, Marijan. Clinical importance of pyelocalyceal dilation diagnosed by postnatal ultrasonographic screening of the urinary tract. // *Medical science monitor*. 19 (2013) ; 125-131. Ilić, Tanja; Gračan, Sanda; Arapović, Adela; Čapkun, Vesna; Šubat-Dežulović, Mirna; Saraga, Marijan. Changes in bacterial resistance patterns in children with urinary tract infections on antimicrobial prophylaxis at University Hospital in Split. // *Medical science monitor*. 17 (2011) , 7; 355-

	361.
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)	2007-2013 Collaborator on the project „Gene expression in early human development“, Ministry of Science, Education and Sports of Republic of Croatia 2010 main investigator of the Croatian group in multicentric project „Collaboration on Genetics of Human Diseases of the Kidney and Urinary Tract“, Columbia University, New York
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 development of he esspecially efficient work in Croatian University of Split, average grade 4,7	„Ladislav Rakovac“ award for outstanding results in alth, medical thoughts and science and Medical Association, 2012. on grading scale 1-5.
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)	

First and last name and title of teacher	**Darko Duplančić PhD, associate professor**
The course he/she teaches in the proposed study programme	Internal medicine, propedeutics,Patophysiology,ethics
GENERAL INFORMATION ON COURSE TEACHER	
Address	Prilaz braće Kaliterna 6
Telephone number	00385912507363
E-mail address	darko.duplancic@mefst.hr
Personal web page	
Year of birth	1962
Scientist ID	181400
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	2012 associate professor

Area and field of election into research or art rank	Internal medicine
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	University hospital Split
Date of employment	2001
Name of position (professor, researcher, associate teacher, etc.)	Associate professor
Field of research	Internal medicine-Cardiology
Function	Head of department
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	Univarsity of Split School of medicine
Place	Split
Date	2012
INFORMATION ON ADDITIONAL TRAINING	
Year	2006
Place	Zagreb
Institution	KBC Tagreb ZBSKZŽ
Field of training	Interventional cardiology
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English 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 (name title of course, study programme where it is/was offered, and level of study programme)	
Authorship of university/faculty textbooks in the field of the course	Jure Mirat,Vedran Ćorić i suradnici - BOLESTI SRČANIH ZALISTAKA Zdenko Kovač i suradnici Klinička patofiziologija
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	Acute application of antioxidants protects against hyperoxia-induced reduction of plasma nitrite concentration. Vucinovic Z[1], Duplancic D, Seselja-Perisin A, Kukoc-Modun L, Gunjaca G, Radman M, Vukovic J, Tsikas D, Poljak K, Modun D.

	Prognostic value of ophthalmic artery color Doppler sonography for progression to glaucoma in vitiligo patients].

First and last name and title of teacher	Damir Fabijanić, Assoc. Prof.
The course he/she teaches in the proposed study programme	Clinical propedeutics
GENERAL INFORMATION ON COURSE TEACHER	
Address	Kralja Zvonimira 75, 21000 Split
Telephone number	+385 98 488 675
E-mail address	damir.fabijanic@st.t-com.hr
Personal web page	no
Year of birth	1962.
Scientist ID	283212
Research or art rank, and date of last rank appointment	scientific adviser
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	associate professor
Area and field of election into research or art rank	biomedicine and health; clinical medicine
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	University Hospital Centre Split, Spinčićeva 1, Split, Croatia
Date of employment	July, 2001.
Name of position (professor, researcher, associate teacher, etc.)	professor
Field of research	Cardiology
Function	Head of Department
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	Scool of Medicine
Place	Rijeka
Date	September 26, 2007
INFORMATION ON ADDITIONAL TRAINING	
Year	1999.
Place	Zagreb
Institution	University Hospital Dubrava, Zagreb
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 (3/4; good/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 (name title of course, study programme where it is/was offered, and level of study programme)	Clinical propedeutics,, School of Medicine, Medicine – undergraduate study Selected topics in cardiology and resuscitation for students of dental medicine, Shool of Medicine, Dental medicine – undergraduate study

	Neoplasms and cardiovascular system, School of Medicine, postgraduate study
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)	Martinović Kaliterna D, Radić M, Radić J, Kovačić V, Fabijanić D. Massive cerebral calcifications (Fahr's Disease) in a patient with systemic lupus erythematosus and no major neuropsychological abnormality. *Isr Med Assoc J* 2013;15:654-5. Karabuva S, Carević V, Radić M, Fabijanić Damir. The association of ABO blood groups with extent of coronary atherosclerosis in Croatian patients suffering from chronic coronary artery disease. *Biochem Med (Zagreb)* 2013;23:351-359. Bonacin D, Fabijanić D, Radić M, Puljiz Ž, Trgo G, Bratanić A, Hozo I,Tocilj J. Gastroesophageal reflux disease and pulmonary function : a potential role of the dead space extension. *Med Sci Mon* 2012; 18: 271-5. Novak K, Polić S, Čapkun V, Fabijanić D, Lukin A, Dujić Ž, Rumboldt Z. Free wall rupture (FWR) in patients with acute ST-elevation myocardial infarction (STEMI) receiving fibrinolytic therapy (FT): A 7-year prospective study. *Arch Geront Geriatr* 2012;54:266-70. Fabijanić D, Bulat C, Letica D, Nenadić D, Pešutić Pisac V, Carević V. Echocardiographic appearance of a hydatid cyst of the papillary muscle and chordae tendineae. *J Clin Ultrasound* 2011;39431-3.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	Balajić K, Barac-Latas V, Drenjančević I, Ostojić M, Fabijanić D, Puljak L. Influence of a vertical subject on research in biomedicine and activities of The Cochrane Collaboration branch on medical students' knowledge and attitudes toward evidence based medicine. *Croat Med J* 2012;53:367-73
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?-pedagoške kompetencije?	Clinical propedeutic,, School of Medicine, Medicine – undergraduate study Internal Medicine, School of Medicine, Medicine – undergraduate study Selected topics in cardiology and resuscitation for students of dental medicine, Shool of Medicine, Dental medicine – undergraduate study Neoplasms and cardiovascular system, School of Medicine, postgraduate study
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	

First and last name and title of teacher	Prim. prof. Neira Puizina-Ivić, Ph.D, full prof.
The course he/she teaches in the proposed study programme	dermatovenerology
GENERAL INFORMATION ON COURSE TEACHER	
Address	Mihanovićeva 34 c
Telephone number	00 385 21 315 152
E-mail address	neira.puizina@kbsplit.hr; neira@radogost.com
Personal web page	no
Year of birth	1957.
Scientist ID	141982
Research or art rank, and date of last rank appointment	research scientist, ; 5. 2. 2014.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	full professor; 6. 3. 2014.
Area and field of election into research or art rank	area biomedicine and health, field clinical medical science
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	1. University Hospital Center Split 2. University of Split School of Medicine
Date of employment	1. 1986.. 2. 30.5.2005..
Name of position (professor, researcher, associate teacher, etc.)	1. Medical doctor- specialist 2. Professor
Field of research	Dermatovenerology
Function	1. Deputy head of Clinic of dermatovenerology 2. Head of Department of dermatovenerology
INFORMATION ON EDUCATION – Highest degree earned	
Degree	- specialist of dermatovenerology - subspecialist of dermatologic oncology
Institution	Clinic of dermatovenereology Clinical Hospital and School of Medicine University Zagreb
Place	Zagreb
Date	1998-1990.
INFORMATION ON ADDITIONAL TRAINING	
Year	2005.
Place	Graz, Austria
Institution	University Clinic Graz, Clinic of dermatovenerology
Field of training	dermatology dermatologic oncology dermatohistopathology
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 (3)
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme	none

where it is/was offered, and level of study programme)	
Authorship of university/faculty textbooks in the field of the course	1. **Puizina-Ivić N**. Definicija tumora i karcinogeneza. U: Lipozenčić J, Pašić A i sur. Dermatološka onkologija. Zagreb: Medicinska naklada, 2009:11-26. 2. **Puizina-Ivić N**. Kožne bolesti. U: Čulić V, Čulić S. Sindrom Down. Split: Naklada Bošković, 2009: 167-187. 3. **Puizina-Ivić N**. Hereditarni angioedem. U: Šimić D i Hadžigrahić N: Hitna stanja u dermatologiji. Sarajevo: Bosnalijek, 2011:25-32. 4. **Puizina-Ivić N**. Poremećaji pigmentacije kao posljedica upalnih dermatoza. U: Šitum M: Poremećaji pigmentacije. Zagreb: Naklada Slap, 2011: 37-44. 5. **Puizina-Ivić N**. Učinci kemijskih pilinga na poremećaje pigmentacije. U: Šitum M: Poremećaji pigmentacije. Zagreb: Naklada Slap, 2011: 131-141. 6. **Puizina-Ivić N**. Atopijski dermatitis. U: Pavlov N, Čulić S, Miše K: Alergijske bolesti. Split: KBC Split, 2010: 19-27 7. **Puizina-Ivić N**. Scabies. U: Krelović D. i sur: Infekcije u ginekologiji i perinatologiji. Zagreb: Medicinska naklada, 2012: 591-595. 8. **Puizina–Ivić N**. Bolesti vezivnoga tkiva. U: Šitum M. i sur: Smjernice u dijagnostici i liječenju najčešćih dermatoza i tumora kože. Zagreb: Naklada Slap, 2012: 97-1 9. **Puizina-Ivić N**, Čarija A, Mirić – Kovačević L, Vuković D. Drugs and chemical compounds as

initiators and promoters of skin tumors. U: Lipozenčić J and co-authors: Update in dermatologic drug therapy. Zagreb: Academy of **Puizina-Ivić N**. Atopijski dermatitis. U: Pavlov N, Čulić S, Miše K: Alergijske bolesti. Split: KBC Split, 2010: 19-27

10. **Puizina-Ivić N**. Scabies. U: Krelović D. i sur: Infekcije u ginekologiji i perinatologiji. Zagreb: Medicinska naklada, 2012: 591-595.

11. **Puizina–Ivić N**. Bolesti vezivnoga tkiva. U: Šitum M. i sur: Smjernice u dijagnostici i liječenju najčešćih

dermatoza i tumora kože. Zagreb: Naklada Slap, 2012: 97-1

9. **Puizina-Ivić N**, Čarija A, Mirić – Kovačević L, Vuković D. Drugs and chemical compounds as initiators and promoters of skin tumors. U: Lipozenčić J and co-authors: Update in dermatologic drug therapy. Zagreb: Academy of

10. 10. Kaštelan M, Puizina-Ivić N, Čeović R, Jukić Z, Bulat

11. V, Simonić V, Prpić Massari L, Brajac I, Krnjević

12. Pezić G. Smjernice Hrvatskog

13. dermatovenerološkog društva za dijagnostiku i

14. liječenje vulgarne psorijaze. Zagreb: Hrvatsko

15. dermatovenerološko Društvo Hrvatskog liječničkog zbora, 2013: 158.

2. Rogošić V, Bojić L, **Puizina-Ivić N**, Vanjaka-Rogošić L, Titlić M, Kovačević D, Duplančić D, Sapunar D, Đogaš Z. Vitiligo

and glaucoma-an association or a coincidence? A pilot study. Acta Dermatovenerol Croat 2010; 18(1):21-26.

3. Kopriva I, Peršin A, **Puizina-Ivić N**, Mirić L. Robust demarcation of basal cell carcinoma by dependent component analysis-based segmentation of multi-spectral fluorescence image, II J Photochem Photobiol B: Biology 2010; 100: 10-18.

4. **Puizina-Ivić N**, Mirić L, Čarija A, Karlica D, Marasović D. Modern approach to topical treatment of aging skin. Coll. Antropol. 2010; 3 :1145-1153

5. **Puizina-Ivić N**, Murat-Sušić S, Husar K, Kotrulja L, Mirić L. Poremećaji pigmentacije. Paediatr Croat 2011:55 (Supl 1): 270-281

6. Mirić Kovačević L, **Puizina – Ivić N**, Ljutić D, Mardešić- Brakus S, Kalibović Govorko D, Jeličić I, Mirić D, Rešić J, Saraga-Babić M. Differences in epidermal thickness and expression of apoptosis regulatory proteins in the skin of patients with chronic renal failure and pruritus. Acta histochemica 2012; 115:144-150

7. Kaštelan, M, **Puizina-Ivić N**, Čeović R, Jukić Z, Bulat V, Simonić E, Prpić-Massari L, Brajac I, Krnjević-Pezić G. Smjernice za dijagnostiku i liječenje vulgarne psorijaze. Liječnički Vjesn 2013; 135: 195-200.

8. Vanjaka-Rogošić L, **Puizina-Ivić N**, Mirić L, Rogošić V, Kuzmić-Prusac I, Saraga Babić M, Vuković D, Snježana Mardešić-Brakus. Matrix metalloproteinases and E-cadherin immunoreactivity in different basal cell carcinoma histological types. Acta histochemica 2014; 116(5):

	688-693.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	none
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	Project manager (February 2007 - June 2010.) Fotodynamic therapy in dermatologic oncology /project MZOS/project code 141-210056-0481.
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?	none
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	none
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	currently data unavailable (should be taken by the Split University)

First and last name and title of teacher	Professor Ante Tonkić, MD PhD
The course he/she teaches in the proposed study programme	Internal Medicine; Final (Graduation) Thesis
GENERAL INFORMATION ON COURSE TEACHER	
Address	Spinčićeva 1, 21 000 Split
Telephone number	021 556 007
E-mail address	atonkic@mefst.hr
Personal web page	-
Year of birth	1960.
Scientist ID	231526
Research or art rank, and date of last rank appointment	Senior research scientist, 2014.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Professor, 2014.
Area and field of election into research or art rank	Biomedicine and Health, Clinical Medical Sciences
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	University of Split School of Medicine
Date of employment	2008.
Name of position (professor, researcher, associate teacher, etc.)	Professor
Field of research	Internal medicine
Function	Head of the Department
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	University of Zagreb School of Medicine

Place	Zagreb
Date	2004.
INFORMATION ON ADDITIONAL TRAINING	
Year	1994.; 2000.
Place	Zagreb
Institution	1994. – Department of Gastroeneterology, Internal Clinic Clinical Hospital Centre Rebro, Zagreb; 2000. – Clinical Hospital “Sestre milosrdnice“, Zagreb; Numerous workshops and seminars (at home and abroad)
Field of training	Internal Medicine; Gastroeneterology
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	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Course: Internal Medicine; Final (Graduation) Thesis Study programms: Medical Studies in English; Dental Medicine; Pharmacy
Authorship of university/faculty textbooks in the field of the course	1. **Tonkić A**. Liječenje mikroskopskog kolitisa. U: Pulanić R, Čuković-Čavka Silvija ur. Algoritimi u gastrointestinalnoj endoskopiji i endoskopskom ultrazvuku. Medicinska naklada Zagreb 2012, str. 261-267. 2. **Tonkić A.** Bol u gastroenterologiji. U: Jukić M, Majerić Kogler V, Fingler M, ur. Bol uzroci i liječenje. Medicinska naklada Zagreb, 2011, str. 174-177. 3. **Tonkić A.** Ultrazvuk retroperitoneuma i limfnih čvorova. U: Hozo I, Karelović D, ur. Ultrazvuk u kliničkoj praksi. Split: Hrvatsko gastroenterološko društvo-ogranak Split 2004. str. 199-203. 4. Ivančević Ž, **Tonkić A,** Bergovec M, Cvitanović S, Kotarac S, Sikiric P, ur. Farmakoterapijski priručnik 2003/2004. Split: Placebo; 2003. 5. **Tonkić A**. Endokrini tumori probavnog trakta. U: Hozo I, Miše S, ur. Odabrana poglavlja iz gastroenterologije. Split: Hrvatsko gastroenterološko društvo- ogranak Split; 1999. str.169-177. 6. **Tonkić A.** Sindrom malapsorpcije. U: Miše S, Hozo I, ur. Hitna stanja u gastroenterologiji. Split: Hrvatsko gastroenterološko društvo- ogranak Split, 1998. str. 89-98.

Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1. **Tonkić A,** Tonkić M, Lehours P, Megraud F. Epidemiology and diagnosis of *Helicobacter pylori* infection. Helicobacter 2012;17(1):1-8. 2. Vucelić, Boris; Čuković-Čavka, Silvija; Banić, Marko; Bilić, Ante; Borzan, Vladimir; Duvnjak, Marko; Katičić, Miroslava; Kolaček, Sanja; Krznarić, Željko; Kujundžić, Milan; Marušić, Marinko; Mihaljević, Silvio; Sinčić Mijandrušić, Brankica; Peršić, Mladen; Šimunić, Miroslav; Škurla, Bruno; Štimac, Davor; **Tonkić, Ante**; Troskot, Branko.**Hrvatski konsenzus o liječenju upalnih bolesti crijeva biološkom terapijom**. *Acta medica Croatica*. **67** (2013) , 2; 74-87. 3. **Tonkić A**, Tonkić M, Brnić D., Novak A, Puljiz Z, Simunic M. Time trends of primary antibiotic resistance of *Helicobacter pylori* isolates in Southern Croatia. J Chemother 2012;24(3):182-4.
	4. Ajduković J, **Tonkić A**, Salamunić I, Hozo I, Šimunić M, Bonacin D. Interleukins IL-33 and IL17/IL17A in patients with ulcerative colitis. Hepatogastroenterology 2010;57(104):1442-4. 5. **Tonkić A**, Tonkić M, Brnić D. Increasing prevalence of primary clarithromycin resistance for *Helicobacter pylori* strains in Split, Croatia. J Chemother 2009;21(5):598-9.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	1. «Pentadekapeptid BPC 157- daljnja istraživanja» (project number 108196). 2. „European Registry on the management of *H. pylori* infection (European *Helicobacter* Study Group)
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	
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)	

First and last name and title of teacher	Rosanda Mulić, full professor
The course he/she teaches in the proposed study programme	

GENERAL INFORMATION ON COURSE TEACHER	
Address	Put Ričivice 35, 21 217. Kaštel Novi
Telephone number	091 4433810
E-mail address	rosanda.mulic@unist.hr
Personal web page	no
Year of birth	1954
Scientist ID	203 393
Research or art rank, and date of last rank appointment	Sceientific adviser, 2/3/ 2011
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Full professor,
Area and field of election into research or art rank	Public health and health care
Institution where employed	University of Split
Date of employment	10/1/2014
Name of position (professor, researcher, associate teacher, etc.)	professor
Field of research	education
Function	Vice - Rector for Education
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	School of Medicine, University of Sarajevo,
Place	Sarajevo, Bosnia &Herzegovina
Date	12.3.1991.
INFORMATION ON ADDITIONAL TRAINING	
Year	continuously
Place	At home and abroad
Institution	Various workshops, symposia and congresses
Field of training	Public health and epidemiology, Education
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)
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)	Public Health, Epidemiology, Integrated study medical doctor, School of Medicine, University of Split
Authorship of university/faculty textbooks in the field of the course	1. Medicine for seafarers, Medicinska naklada,, Zagreb 2003 - Public health. 2. Epidemiology of Infectious Diseases. Medicinska naklada, Zagreb 2003 - Public health and epidemiology. 3. Epidemiology for students of nursing. Health Studies, Zagreb 2006 - Public health and epidemiology. 4. Epidemiology of chronic noncommunicable diseases. Zagreb, Laserplus, 2007- Public health and epidemiology. 5. Public Health, Medicinska naklada,, Zagreb, 2015 - public health and epidemiology.

Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1. Lukšić I, **Mulić R,** Falconer R, Orban M, Sidhu S, Rudan I. Estimating global and regional morbidity from acute bacterial meningitis in children: assessment of the evidence. Croat Med J. 2013;54(6):510-8. 2. Jurcev-Savicevic A, **Mulic R**, Ban B et al. Risk factors for pulmonary tuberculosis in Croatia: a matched case-control study. BMC Public Health. 2013;13:991. doi: 10.1186/1471-2458-13-991. 3. Jurcev-Savicevic A, **Mulic R**, Kozul K et al. Health system delay in pulmonary tuberculosis treatment in a country with an intermediate burden of tuberculosis: a cross-sectional study. BMC Public Health. 2013 Mar 21;13:250.
	doi: 10.1186/1471-2458-13-250. 4. Jurčev-Savičević A, Popović-Grle S, **Mulić R**, Smoljanović M, Miše K. Delays in diagnosing and treating tuberculosis in Croatia. Arh Hig Rada Toksikol. 2012;63(3):385-94. doi: 10.2478/10004-1254-63-2012-2129. Croatian. 5. Poljak NK, Kontić M, Colović Z, Jeroncić I, Russo A, **Mulić R**. Does life along the sea carry greater risk of thyroid cancer? Coll Antropol. 2012 ;36(2):431-9.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	None
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	1. Seroepidemiology, predisposition and infectious diseases in Croatia. Ministry of Science, Education and Sports of the Republic of Croatia; 2007-2014. 2. MODOC - Modernization of doctoral education through the implementation of the Croatian Qualifications Framework. University of Zagreb 2014-2015. 3. MARED - Modernizinig and harmonizing maritime education in Montenegro and Albania. Project Coordinator: University of Montenegro, Montenegro.
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?	Continuous self-education. While participating in the project MODOC and MarED.
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	no
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)	Regular surveys/ questionnaire of students. The average score above 4.5.

First and last name and title of teacher	Marija Definis-Gojanović
The course he/she teaches in the proposed study programme	FORENSIC MEDICINE
GENERAL INFORMATION ON COURSE TEACHER	

Address	Mažuranićevo šet. 10c, Split, Croatia
Telephone number	00 385 346 506
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	Scientific researcher, School of Medicine, University of Split, 2011
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Professor, School of Medicine, University of Split, 2011
Area and field of election into research or art rank	Biomedicine and health care, Forensic medicine
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.)	Specialist of forensic medicine; professor
Field of research	Forensic medicine
Function	Head of the department
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Specialist of forensic medicine
Institution	Department of Forensic Medicine and Criminalistics, Zagreb University School of Medicine,
Place	Zagreb, Croatia
Date	1993
INFORMATION ON ADDITIONAL TRAINING	
Year	1996; 2000; 2004; 2008
Place	Connecticut, USA; Montpellier, France; Plitvice Lakes, Croatia; Koločep, Croatia
Institution	Office of Chief Medical Examiner; School of Medicine; Croatian Toxicological Society; Island of Knowledge
Field of training	Forensic Medicine; Forensic Anthropology; 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)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Languages of ex-Yugoslavia (2-5)
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 (name title of course, study programme where it is/was offered, and level of study programme)	Forensic medicine, School of Medicine, Split University, Croatia, from 1993 – undergraduate study Forensic medicine, School of Medicine, MostarUniversity, BiH, from 2000 – undergraduate study Postgraduate studies at named faculties Forensic pathology, University Department for Forensic Sciences, Split University, Croatia, from 2011– undergraduate study
Authorship of university/faculty textbooks in the field of the course	1. Definis-Gojanović, Marija. Infekcije u ginekologiji i perinatologiji / Karelović, Deni (ur.). Zagreb: Medicinska naklada, 2012., str. 81-97. 2. Definis-Gojanović, Marija. Osnove forenzične toksikologije /

	Sutlović, Davorka (ur.).Split: Web knjižara, 2011., str. 311-21, 399-441.
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1. Sutlović, Davorka; Ščepanović, Antonija; Bošnjak, Marinko; Veršić-Bratinčević, Maja; Definis-Gojanović, Marija. **The role of alcohol in road traffic accidents with fatal outcome : ten-year period in Croatia Split-Dalmatia County**. // *Traffic injury prevention*. **15** (2014) , 3; 222-227 (članak,

First and last name and title of teacher	Assist. prof. Damir Roje, MD, PhD.
The course he/she teaches in the proposed study programme	Obstetrics and Gynecology
GENERAL INFORMATION ON COURSE TEACHER	
Address	Department of Obstetrics and Gynecology, Clinical Hospital Center Split, Spinčićeva 1, 21000 SPLIT
Telephone number	+385 21 551 454(227) +385 91 515 53 52
E-mail address	damir@kbsplit.hr / droje@mefst.hr
Personal web page	/
Year of birth	1967
Scientist ID	312923
Research or art rank, and date of last rank appointment	Senior Research Associate
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	assist. professor
Area and field of election into research or art rank	clinical medical sciences field , branch of obstetrics and gynecology
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Clinical Hospital Center Split, Department of Obstetrics and Gynecology School of Medicine University of Split (25% cumulative employnment)
Date of employment	Clinical Hospital Center Split: 1 June 1996 School of Medicine University of Split: 01 July 2010
Name of position (professor, researcher, associate teacher, etc.)	associate professor
Field of research	obstetrics and gynecology
Function	Clinical Medical Center Split: Head of perinatology School of Medicine University of Split: substitute of the Head of the Department of Obstetrics and Gynecology
INFORMATION ON EDUCATION – Highest degree earned	
Degree	phD
Institution	School of Medicine University of Split
Place	Split, Croatia
Date	26 February 2009
INFORMATION ON ADDITIONAL TRAINING	
Year	2001
Place	Zagreb, Croatia
Institution	Department of Obstetrics and Gynecology, Clinical Hospital Center Zagreb
Field of training	Obstetrics and gynecology
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2	English (4)

(sufficient) to 5 (excellent)	
Foreign language and command of foreign language on a scale from 2	Italian (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)	University Department of Health Studies, University in Split, Croatia (undergraduate study) Obstetrics Motherhood protection Early detection of perinatal disorders Perinatal care of mother and newborn in primary care Substance abuse and pregnancy
Authorship of university/faculty textbooks in the field of the course	1. Banović I, **Roje D**. Normal delivery. In: Kurjak A. et all. Gynecology and Perinatology (III. edition), Varaždinske toplice: Tonimir, 2003:163-72. 2**. Roje D**. Beta hemolytic group B Streptococcal infections in perinatology. In: Karelović D et al. Infections in gynecology and perinatologyi, Zagreb: Medicinska naklada, 2012:402-12. 3. **Roje D**. Fetal physiology. In: Đelmiš J, Orešković S. et al. Obstetrics and Fetal medicine, Zagreb: Medicinska naklada, 2014:109-19.
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1. **Roje D**, Zekic-Tomas S, Kuzmic Prusac I, Capkun V, Tadin I. Trophoblast Apoptosis in Human Term Placentas from Pregnancies Complicated with Idiopathic Intrauterine Growth Retardation. J Matern Fetal Neonatal Med 2011;24:745-51. 2. **Roje D**, Tomas SZ, Capkun V, Marusic J, Karara JR, Prusac IK. Asymmetric fetal growth is not associated with altered trophoblast apoptotic activity in idiopathic intrauterine growth retardation. J Obstet Gynaecol Res 2014;40:410-7. 3. Zekic Tomas S, **Roje D**, Kuzmic Prusac I, Tadin I, Capkun V. Morphological characteristics of placentas associated with idiopathic intrauterine growth retardation: a clinicopathologic study. Eur J Obstet Gynecol Reprod Biol 2010;152:39-43. 4. Jeric M, **Roje D**, Medic N, Strinic T, Mestrovic Z, Vulic M. Maternal pre-pregnancy underweight and fetal growth in relation to institute of medicine recommendations for gestational weight gain, Early Hum Dev 2013;89:277-81. 5. Aracic N, **Roje** D, Drmic Hofman I, Capkun V, Stefanovic V. Low molecular weight heparin treatment and impact of inherited thrombophilia type in pregnancies with previous adverse outcome. J Matern Fetal Neonatal Med 2014; 22:1-5.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	7
Professional, science and artistic	Researcher on the project: "The role of apoptosis in placentas

projects in the field of the course carried out in the last five years (5 at most)	from IUGR and preeclampsia" Project number: 216-0000000-0533 (project in progress); Head Investigator: Prof. Ph. D.. Ivana Kuzmic-Prusac
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?	Course "Educational Skills", School of Medicine, Split, 2008th
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	Acknowledgement of Medicine, University of Split for the highest quality teaching in the opinion of student surveys in the academic year 2010/2011. (Split, 29 March 2012)
Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated)	In all student surveys since 2009, when I became a Medical school teacher, the mean scores were 5.0, except once in the assessment of students of dental medicine when it was 4.9.

First and last name and title of teacher	Livia Puljak
The course he/she teaches in the proposed study programme	Histology and Embryology, Writing a research paper, Empathy and pain, The Cochrane library, The puzzle of pain, Fertilization, Communication and presentation skills, Assessment of a research article, Research skills
GENERAL INFORMATION ON COURSE TEACHER	
Address	Soltanska 2, 21000 Split
Telephone number	021-557-807
E-mail address	livia.puljak@mefst.hr
Personal web page	http://neuron.mefst.hr/docs/znanost/Zavod_anat_hist/Pain/Livia_Puljak_CV.pdf
Year of birth	1977
Scientist ID	287953
Research or art rank, and date of last rank appointment	Senior Research Associate, 2012
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Associate Professor, 2013
Area and field of election into research or art rank	Histology and Embryology
INFORMATION ON CURRENT EMPLOYMENT	
Institution where	University of Split School of Medicine
employed	
Date of employment	May 1, 2006
Name of position (professor, researcher, associate teacher, etc.)	Associate Professor
Field of research	Pain
Function	Head of Department, President of Doctoral School, Vice-Director of doctoral program TRIBE

INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	University of Split School of Medicine
Place	Split, Croatia
Date	2008
INFORMATION ON ADDITIONAL TRAINING	
Year	2003-2006
Place	USA
Institution	University of Colorado Health Sciences Center and University of Texas Southwestern Medical Center at Dallas
Field of training	Insulin resistance and non-alcoholic fatty liver disease
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)	
Authorship of university/faculty textbooks in the field of the course	2014 Translated into Croatian: Evans I, Thornton H, Chalmers I, Glasziou P. Testing Treatments. Croatian title: Gdje su dokazi? Profil, Zagreb, Croatia. 2010 **Puljak L**, Sapunar D. Dictionary of Pain [in Croatian]. Redak. Split, Croatia. 2010 Sapunar D, **Puljak L**. Neurobiology of Pain [in Croatian]. In: Pain – causes and treatment. Editors: Jukic M, Majeric Kogler V, Fingler M. Medicinska naklada, Zagreb, Croatia. 2010 Sapunar D, **Puljak L**, Kostic S, Banozic A. Are mice small rats? Rodent models of neuropathic pain. In: Anatomy and Embryology of the Mouse. Editor: Marusic A. University of Split School of Medicine, Split, Croatia.
Professional,	Bakovic M, Juric Paic M, Zdrilic E, Vukojevic K, Ferhatovic L, Marin A, Filipovic

scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	N, Grkovic I, **Puljak L**. Changes in cardiac innervations during maturation in long-term diabetes. *Experimental Gerontology*. 2013;48(12):1473-1478. Ferhatovic L, Banozic A, Kostic S, Ticinovic Kurir T, Novak A, Vrdoljak L, Heffer M, Sapunar D, **Puljak L**. Expression of calcium/calmodulin-dependent protein kinase II and pain-related behavior in rat models of type 1 and type 2 diabetes. *Anesthesia and Analgesia*. 2013;116(3):712-21 Sapunar D, Vukojevic K, Kostic S, **Puljak L**. Attenuation of pain-related behavior evoked by injury through blockade of neuropeptide Y Y2 receptor. *PAIN*. 2011;152:1173-1181. **Puljak L**, Hogan Q, Lovric Kojundzic S, Sapunar D. Lidocaine injection in spinal nerve and dorsal root ganglion of the rat causes neuroinflammation and pain-related behavior. *Anesthesia and Analgesia*. 2009;108(3):1021-6. Lesin M, Domazet Bugarin J, **Puljak L.** Factors associated with postoperative pain and analgesic consumption in ophthalmic surgery: a systematic review. *Survey of Ophthalmology*. DOI: http://dx.doi.org/10.1016/j.survophthal.2014.10.003.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	Babic A, Brekalo M, Juric S, **Puljak L**. Pressures and interventions imposed on medical school teachers regarding students' examination grades. *Medical Education*. 2013;47(8):820-3. Maslov Kruzicevic S, Barisic KJ, Banozic A, Sapunar D, Esteban CD, **Puljak L**. Predictors of attrition and academic success of medical students: a 30-year retrospective study. PLoS ONE 7(6): e39144. doi:10.1371/journal.pone.0039144. Balajic K, Barac Latas V, Drenjancevic I, Ostojic M, Fabijanic D, **Puljak L**. Influence of a vertical subject on research in biomedicine and activities of The Cochrane Collaboration branch on medical students' knowledge and attitudes toward evidence-based medicine. *Croatian Medical Journal.* 2012;53(4):367-73. **Puljak L**, Sapunar D. Web-based elective courses for medical students: an example in Pain. *Pain Medicine.* 2011;12(6):854-63.
	Koceic A, Mestrovic A, Vrdoljak K, Vukojevic K, Barac-Latas V, Drenjancevic-Peric I, Biocina-Lukenda D, Sapunar D, **Puljak L**. Analysis of elective curriculum in undergraduate medical education in Croatia. *Medical Education*. 2010;44:387-395.
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	2014 Project Coordinator, Popularization of science grant (MZOS) 2013 Project Coordinator, Popularization of science grant (MZOS) 2010 – 2013 Principal Investigator, Molecular Memory in Diabetic Neuropathy (HRZZ)

	2011 - 2012 Project Mentor, Unity Through Knowledge 2A (UKF) 2009 – 2010 Project Coordinator, Initiative for Improving Pain Education Grant (IASP)
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?	2008: Medical education and research skills course, University of Split School of Medicine
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	2014 – Award oft he University of Split School of Medicine for the best teaching department
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)	Average grade: 4.8

First and last name and title of teacher	Prof. Ivana Marinović, MD**,** PhD
The course he/she teaches in the proposed study programme	Immunology and Medical genetics
GENERAL INFORMATION ON COURSE TEACHER	
Address	Makarska ulica br. 6, 21000 Split
Telephone number	021557880
E-mail address	ivana.marinovic.terzic@mefst.hr
Personal web page	-
Year of birth	1973.
Scientist ID	276644
Research or art rank, and date of last rank appointment	Research scientist, 13.11.2013.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Associate professor, 08.05.2014.
Area and field of election into research or art rank	Area: biomedicine and health Field:Basic medical sciences
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Medical Faculty University of Split
Date of employment	13.16.2000.
Name of position (professor,	Proffessor

researcher, associate teacher, etc.)	
Field of research	DNA repair
Function	Research scientist, Proffessor
INFORMATION ON EDUCATION – Highest degree earned	
Degree	MD
Institution	Medical Faculty University of Zagreb
Place	Split
Date	12.07.1999.
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	Medical Faculty University of Split
Place	Split
Date	05.09.2008.
INFORMATION ON ADDITIONAL TRAINING	
Field: **Biomedical researcs** Year, Place, Institution:	2004. (Three months fellowship) - Institute of Biochemistry, group of Prof.sc. Ivan Đikić Goethe School of Medicine, Frankfurt – Institute of Biochemistry 2006–2007. (Sixteen months) Postdoc Fellow - group of Prof. dr. sc Jean Y.J. Wang, Moores Cancer Center, UCSD, Californija 2008. (Educational visit, 2 weeks): group of Prof.sc. Kit-Yi Leung., William Harvey Research Institute, Barts and The London, Queen Mary's School of Medicine and Dentistry. (Education on 2DGE, grant 2A UKF)
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 - 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)	-
Authorship of university/faculty textbooks in the field of the course	Emeryjeve osnove medicinske genetike“, Turnpenny i Ellard, 14. edition, Medicinska naklada Zagreb, 2011. (One of the translators of exam literature textbook for the course in Medical genetics)
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1. Marinovic-Terzic I*, Lessel D*, Vaz B*, Halder S*, Lockhart PJ*, Lopez-Mosqueda J, et al. Mutations in SPRTN cause early-onset hepatocellular carcinoma, genomic instability and progeroid features. Nat Genet. Accepted 4th Sep 2014. *-equal contribution. IF=29.6 2. Marinović-Terzić I*, Utrobičić I*, Novak I*, Matić K, Lessel D, Salamunić I, Babić MS, Kunac N, Mešin AK, Kubisch C, Maček B, Terzić J. Carpal tunnel syndrome is associated with high fibrinogen and fibrinogen deposits. Neurosurgery. 2014 Sep;75(3):276-85. *-equal contribution. IF=3.0 3. Marinovic-Terzic I, Yoshioka-Yamashita A, Shimodaira H, Avdievich E, Hunton IC, Kolodner RD, Edelmann W, Wang

	JY. Apoptotic Function of Human PMS2 Compromised by the Nonsynonymous Single Nucleotide Polymorphic Variant R20Q. Proc Natl Acad Sci. 2008 Sep 16;105(37):13993-8. IF=10.7 4. Terzic J, Marinovic-Terzic I, Ikeda F, Dikic I. Ubiquitin signals in the NF-kappaB pathway. Biochem Soc Trans. 2007 Nov;35(Pt 5):942-5. IF=3.2 5. Dujic Z, Duplancic D, Marinovic-Terzic I, Bakovic D, Ivancev V, Valic Z, Eterovic D, Petri NM, Wisloff U, Brubakk AO. Aerobic exercise before diving reduces venous gas bubble formation in humans. J Physiol. 2004 Mar 16;555 (Pt 3):637-42. IF=5.0
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	-
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	-
The name of the programme in which the teacher acquired the methodological-psychological-didactic-pedagogical group of competences	„Medical education competences“ course at Medical Faculty University of Split
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)	Very good to Excellent

First and last name and title of teacher	Assoc.Prof.Prim.Ph.D.Ivo Ivić
The course he/she teaches in the proposed study programme	Infectology
GENERAL INFORMATION ON COURSE TEACHER	
Address	Mihanovićeva 34c, Split
Telephone number	+385 21 315 152
E-mail address	iivic@kbsplit.hr ivo@radogost.com
Personal web page	
Year of birth	1957
Scientist ID	224521
Research or art rank, and date of last rank appointment	Research scientist, 18.09.2013.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Associate professor, 22.10.2013.
Area and field of election into research or art rank	Area biomedicine and health, field clinical medical science
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	3. University Hospital Centre Split 4. University of Split School of Medicine
Date of employment	3. 29.12.1996. 4. 01.09.2009.

Name of position (professor, researcher, associate teacher, etc.)	3. Medical doctor- specialist 4. Professor
Field of research	Infektologija
Function	3. Head of Department for Pediatric Infectious Diseases and Febrile Conditions 4. Head of Department for Infectology
INFORMATION ON EDUCATION – Highest degree earned	
Degree	1. Specialist in Infectous Diseases 2. Specialist in Pediatric Infectious Diseases
Institution	University Hospital Centre Split, University Hospital for Infectious Diasease „dr Fran Mihaljević“
Place	Split and Zagreb, Croatia
Date	1. 17.04.1991. 2. 21.01.2014.
INFORMATION ON ADDITIONAL TRAINING	
Year	1992-1993
Place	Zagreb
Institution	University of Zagreb School of Medicine
Field of training	Clinical pediatrics
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (4)
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)	Russian (3)
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	no
Authorship of university/faculty textbooks in the field of the course	1. Ivić I. Antimocrobial therapy of upper respiratotiy tract infections. In: Antibiotics- teh rtional use. Editors: Punda:Polić V, Bagatin J, Bradarić N. Split: Scientific unit of Clincal Hospital Split, 1998;117-34. 2. Ivić I. Fever. In: Emergencies in pediatrics. Editor: Meštrović J. Medicinska naklada, Zagreb, 2011;83-93.
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1. Ivić, Ivo; Karanović, Jakica; Pavičić-Ivelja Mirela. Sepsis with multiple abscesses caused by Staphylococcus warneri: a case report. *Central European Journal of Medicine*. 8 (2013) ; 45-47. 2. Ledina, Dragan; Ivić, Ivo; Karanović, Jakica; Kuzmičić, Nikica; Ledina, Dubravka; Puljiz, Željko. Campylobacter fetus infection presenting with bacetermia and cellulitis in 72-year-old man with an implantede pacemaker: a case report. *Journal of Medical Case Reports*. 6 (2012) ; 414-414. 3. Bradarić, Nikola; Klišmanić, Zorana; Ivić, Ivo; Brzović, Milka. Pandemic influenza A(H1N1)2009. in Split-Dalmatian conty 2009/2010. and 2010/2011: some clinical and epidemilogical features. *Medicus*. 20 (2011), 1; 69-76.

	4. Ivić, Ivo. The changing nature of the disease caused by group A streptococci. *Pediatria Croatica*. 55 (2011) ; 20-27. 5. Vlastelica, Željka; Rogulj, Marijana; Krželj, Vjekoslav; Ivić, Ivo; Stemberger, Lorna; Petrić, Jasna; Kovačević, Tanja; Runtić, Branka; Novak, Anita; Tešović, Goran. Rotavirus infection of children treated in the Univerity Hospital Center Split over a three year period. *Paediatria Croatica. Supplement*. 54 (2010) ; 177-181. 6. Carev, Dominko; Ivić, Ivo; Lukšić, Boris; Pavičić-Ivelja, Mirela. Neurological complications of influenza in children. *CROCMID 2013 Abstract book*. 2013. 70-71. 7. Lukšić, Boris; Vujević, Ivana; Poljak, Nikola Kolja; Ivić, Ivo. Snake venom poisoning in children in Split-Dalmatia County. *CROCMID 2013 Abstract book*. 2013..
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	no
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	1. Collaboratorn in project EPI 116780: "The burden of acute rotavirus gastroenteritis in Croatian children- a multicenter prospective study on clinical characteristics and molecular epidemiology (2012-2014)." 2. Collaborator in project MZOŠ 143-1080002-0101: "Detection and characterization of the causative agent of bacterial meningitis and pneumonia."
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?	The course of continuing medical education "Skill for education and scientific work". University of Split School of Medicine, Split.2008 year
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	no
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)	Currently data unavailable (should be taken by the Split University)

First and last name and title of teacher	Miroslav Šimunić, professor
The course he/she teaches in the proposed study programme	Internal medicine
GENERAL INFORMATION ON COURSE TEACHER	
Address	Škrape 52, 21 000 Split, Croatia
Telephone number	+385 21/556-002
E-mail address	miroslav.simunic@gmail.com
Personal web page	

Year of birth	1958
Scientist ID	**146175**
Research or art rank, and date of last rank appointment	Scientific adviser, 13. Nov 2013
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Associate professor, 05. May 2009.
Area and field of election into research or art rank	Biomedicine and Health care, Clinical medical science, Internal medicine
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Internal Clinic, Clinical Hospital Split, Split, Croatia
Date of employment	02. December 1985
Name of position (professor, researcher, associate teacher, etc.)	Professor
Field of research	Gastroenterology
Function	Gastroenterologist
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Medical doctor
Institution	School of Medicine,
Place	University of Zagreb
Date	30. June 1981
INFORMATION ON ADDITIONAL TRAINING	
Year	Postgraduate study course in clinical pharmacology
Place	School of Medicine,
Institution	University of Zagreb
Field of training	Clinical 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 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 (name title of course, study programme where it is/was offered, and level of study programme)	25 years expirience as course teacher, last ten years course leader, in Department of Internal medicine, School of Medicine Split
Authorship of university/faculty textbooks in the field of the course	
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1. Ajduković J, Tonkić A, Salamunić I, Hozo I, **Šimunić M,** Bonacin D. Interleukins IL-33 and IL17/IL17A in patients with ulcerative colitis. Hepatogastroenterology 2010;57(104):1442-4. 2. Perko Z, Cala Z, Mimica Z, Stipić R, Bakotin T, Kraljević J, Radonić V, Strinić T, Jakus IA, **Šimunić M.** First Croatian transvaginal laparoscopically assisted cholecystectomies. Hepatogastroenterology. 2012;59(114):351-2. 3. Tonkić A, Tonkić M, Brnić D, Novak A, Puljiz Z, **Šimunić M.** Time trends of primary antibiotic resistance of *Helicobacter pylori* isolates in Southern Croatia. J Chemother 2012;24(3):182-4. **4. Šimunic M**, Fabijanic D, Perkovic N, Bogdanovic Z, Maras-Simunic M, Batinic T, Tonkic A. Acute mesenteric ischemia due to superior mesenteric artery embolism in a patient with

	permanent atrial fibrillation. Signa Vitae 2010;5(1):40-3. 5. Cambj–Sapunar L, Piplović–Vuković T, **Šimunić M**, Ardalić Ž, Tonkić A, Perković N, Maras–Šimunić M. Posttraumatic hepatic artery pseudoaneurysm presented as a gastrointestinal bleeding. Signa Vitae 2014. (accepted))
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)	**2009.-2013.** Active collaborator on the project of the Ministry of Science no. 2008-034 "Development of a nationa database of knowledge about colorectal cancer", leader Prof. Nikica Druzijanic.
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?	
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)	Results of student evaluation for the same course for the year: 2011 = 4,7; 2012 = 4,9; 2013 = 3,0 ; average = 4,2 (grading scale 1-5)

First and last name and title of teacher	**Full proffessor, TATIJANA ZEMUNIK**
The course he/she teaches in the proposed study programme	Medical biology
GENERAL INFORMATION ON COURSE TEACHER	
Address	Šoltanska 2
Telephone number	021 557 888
E-mail address	tzemunik@mefst.hr
Personal web page	/
Year of birth	1964.
Scientist ID	202381
Research or art rank, and date of last rank appointment	Scientific adviser, 06.05.2008.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Full proffessor, 15.07.2010
Area and field of election into research or art rank	Biomedicine and health, basic medical science
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	School of Medicine Split
Date of employment	1992.
Name of position (professor, researcher, associate teacher, etc.)	professor
Field of research	Population genetics
Function	Head of the Department, project leader

INFORMATION ON EDUCATION – Highest degree earned	
Degree	Ph.D.
Institution	School of Medicine Zagreb
Place	Zagreb
Date	1997.
INFORMATION ON ADDITIONAL TRAINING	
Year	2011.
Place	Edinburg, UK
Institution	MRC Human Genetics Unit, Western general hospital
Field of training	Statistical genetics
Year	2008
Place	Split, Cratia
Institution	ESGM's remote training center of Split
Field of training	European School of Genetic Medicine, Hybrid course in non-invasive prenatal diagnosis
Year	2004
Place	Split, Croatia
Institution	Remote Centre for Applied Medical Statistics – University of Cambridge
Field of training	Practical course "Instructory Statistics and Research Methods and Getting started with SPSS
Year	2003.
Place	Edinburg, UK
Institution	MRC Human Genetics Unit, Western general hospital
Field of training	Specifics of some molecular biology techniques
Year	1999.
Place	Bielefeld
Institution	Institute of Cell Culture Technology, Faculty of Technical Science, University of Bielefeld, The Deutschen Akademischen Austauschdienstes (DAAD) sponsored visit.
Field of training	Cell culture
Year	1999.
Place	Dubrovnik
Institution	Institute Ruđer Bošković
Field of training	Practical course of molecular biology
Year	1998.
Place	Bielefeld
Institution	Institute of Cell Culture Technology, Faculty of Technical Science, University of Bielefeld, The Deutche Forschungsgemeinschaft (DFG), Sonderforschungbereich (SFB-549) project of Dr. Muthing, sponsored visit.
Field of training	Cell culture
Year	1998.
Place	Bielefeld
Institution	Institute of Cell Culture Technology, Faculty of Technical Science, University of Bielefeld
Field of training	Cell culture
Year	1997.
Place	Zagreb
Institution	Institute Ruđer Bošković
Field of training	Practical course of molecular biology
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	Italian, 3

(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)	"Medical biology – Medical study , Medical study in English and Dental study University of Split, School of Medicine „Biology of the plants and animals" Pharmacy study, University of Split, School of Medicine and Faculty for Chemical Technology "Biology" and "Cell biology and Elements of Genetics"– University Department of Health Studies, University of Split "Genetic basis of development"; "Genetics of type 1 diabetes"; "How do tumours develop?" elective courses - Medical study,
	University of Split, School of Medicine „ Tumour Cytogenetics", "Genetic analysis of complex diseases, genetic statistics and genomic databases" doctoral studies Tumour Biology and Translational Research in Biomedicine, University of Split School of Medicine "Molecular biology in medicine" (lectures, seminars, student lab/practicum) – Vocational Study Nursing - University of Split, School of Medicine „Cell biology and genetics" Medical study, University of Mostar, BIH „Variations in the genome: the contribution of the emergence of complex diseases" - doctoral study University of Mostar, BIH
Authorship of university/faculty textbooks in the field of the course	Peruzović M., Zemunik T.: Medicinska biologija, Priručnik za mikroskopske vježbe (Medical Biology, Manual for microscopic practice) Department of biology, University of Split School of Medicine, 2010. Translation of the book: Cox and Sinclair. Emery Elements of Medical Genetics. 14th ed. (4. chapter) 2011. Translation of the book: Cooper GM, Hausman RE. The Cell, A Molecular Approach, 5th ed. (11. chapter) 2010.
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1. Köttgen A, Albrecht E, Teumer A, Vitart V, Krumsiek J, Hundertmark C, Pistis G, Ruggiero D, O'Seaghdha CM, Haller T, Yang Q, Tanaka T, Johnson AD, Kutalik Z, Smith AV, Shi J, Struchalin M, Middelberg RP, Brown MJ, Gaffo AL, Pirastu N, Li G, Hayward C, Zemunik T,... (and 223 more). Genome-wide association analyses identify 18 new loci associated with serum urate concentrations. Nat Genet. 2013;45:145-54. 2. Pehlić M, Vrkić D, Skrabić V, Jerončić A, Stipančić G, Urojić AŠ, Marjanac I, Jakšić J, Kačić Z, Boraska V, Zemunik T*. IL12RB2 gene is associated with the age of type 1 diabetes onset in Croatian family Trios. PLoS One. 2012;7:e49133. 3. Yang J, Loos RJ, Powell JE, … (59 more), Zemunik T, ... (and 108 more). FTO genotype is associated with phenotypic variability of body mass index. Nature. 2012;490:267-72. 4. Scott RA, Lagou V, Welch RP,… (115 more), Zemunik T,... (and 95 more). Large-scale association analyses identify new loci influencing glycemic traits and provide insight into the

	underlying biological pathways. Nat Genet. 2012 Sep;44:991-1005. 5. Kuzmanić Šamija R, Primorac D, Rešić B, Lozić B, Krželj V, Tomasović M, Stoini E, Šamanović L, Benzon B, Pehlić M, Boraska V, Zemunik T*. Association of NOS3 tag polymorphisms with hypoxic-ischemic encephalopathy. Croat Med J. 2011;52:396-402.
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)	Since 2014. Primary investigator of the HRZZ investigation project „Identification of new genetic loci implicated in regulation of thyroid and parathyroid function“ No. 1498 Since 2014. Collaborator of the HRZZ project for young scientist „Genome wide association study of Hashimoto thyroiditis“ primary investigator dr. V. Boraska, associated professor 2007-2013 primary investigator of the scientific project “Genetic epidemiology of diabetes mellitus type 1 in the Croatian population”, MZOŠ No. 216-1080315-0293. 2007-2013. Research associate on the program “Croatian Biobank: Resource for Analyzing Health and Disease Determinants in Population” supervised by Prof. Igor Rudan, funded by Ministry of Science, Education and Sports of the Republic of Croatia, European Framework programme 6, The Medical Research Council UK, The Royal Society UK, The WellcomeTrust, U.S. National Institutes of Health (NIH) and The British Council 2007-2013 collaborator in the scientific project “Pathobiochemistry of glycosphingolipid antigens” MZOŠ No. 216-2160133-0066, primary investigator dr. A. Markotić, professor.
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?	Medical biology
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	Awarded for the best teaching text at the Split School of Medicine in the academic year 2010/2011. Awarded for the first author of the highest impacted CC paper published at the Split School of Medicine in the academic year 2004/2005.
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)	4,4

First and last name and title of teacher	Assistant professor Vedrana Čikeš Čulić
The course he/she teaches in the proposed study programme	Medical Chemistry and Biochemistry, Medical Studies in English

GENERAL INFORMATION ON COURSE TEACHER	
Address	Odeska 9
Telephone number	021 316904
E-mail address	vedrana.cikes.culic@mefst.hr
Personal web page	
Year of birth	1976
Scientist ID	272311
Research or art rank, and date of last rank appointment	Scientific collaborator, 31.3.2010.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Assistant professor, 31.3.2010.
Area and field of election into research or art rank	Area: Biomedicine and health; Field: Pharmacy
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	University of Split School of Medicine
Date of employment	1.9.2004.
Name of position (professor, researcher, associate teacher, etc.)	Assistant professor
Field of research	Medical chemistry and biochemistry
Function	Teacher
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	Faculty of Pharmacy and Medical Biochemistry, University of Zagreb
Place	Zagreb
Date	16.7.2009.
INFORMATION ON ADDITIONAL TRAINING	
Year	2000/2001
Place	Split, Croatia
Institution	Clinical hospital Split, Department of Medical Laboratory Diagnostics
Field of training	Medical laboratory diagnostcs
Year	September 2009.
Place	Antwerpen, Belgium
Institution	Antwerpen University Hospital, Laboratory of Cellular and Molecular Cardiology
Field of training	EPC (endothelial progenitor cells) analysis, EMP (endothelial microparticles) analysis, EPC culture
Year	29.8.2012. – 1.4.2013.
Place	Baltimore, USA
Institution	Johns Hopkins University
Field of training	Postdoctoral fellow in molecular biology – cancer research
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)	French, 2
COMPETENCES FOR THE COURSE	
Earlier experience as course	- Biochemistry 2, Medical laboratory diagnostics, University

teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Department of Health Studies, Undergraduate Study - Glycobiology of hematopoiesis, Medical laboratory diagnostics, University Department of Health Studies, Undergraduate Study
Authorship of university/faculty textbooks in the field of the course	
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1. Devenica D, **Cikes Culic V**, Markotic A, Vuica A. Biochemical, patological and oncological relevance of Gb3Cer receptor. Med Oncol (2011): 28(1): 675-684. 2. Rezic-Muzinic N, **Cikes-Culic V**, Bozic J, Ticinovic-Kurir T, Salamunic I, Markotic A. Hypercalcemia induces a proinflammatory phenotype in rat leukocytes and endothelial cells. J Physiol Biochem (2013): 69(2):199-205. 3. Novak A, Rezic Muzinic N, **Cikes Culic V**, Bozic J, Ticinovic Kurir T, Ferhatovic L, Puljak L, Markotic A. Renal distribution of ganglioside GM3 in rat models of types 1 and 2 diabetes. J Physiol Biochem. (2013): 69(4): 727-35. 4. Markic J, Jeroncic A, Polancec D, Bosnjak N, Markotic A, Mestrovic J, **Cikes Culic V**. CD15s is a potential biomarker of serious bacterial infection in infants admitted to hospital. Eur J Pediatr (2013): 172:1363-1369. 5. **Cikes Culic V**, Van Craenenbroeck E, Rezic Muzinic N, Ljubkovic M, Marinovic J, Conraads V, Dujic Z. Effects of SCUBA diving on vascular repair mechanisms. Undersea Hyperb Med (2014): 41:97-104.
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)	2007-2013 scientific research project «Pathobiochemistry of glycosphingolipid antigens» no. 216-2160133-0066, Ministry of Science, Education and Sports of The Republic of Croatia, **collaborator**
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?	The course of the continuous medical education "Skill of medical education and scientific work" held at the University of Split School of Medicine, 6.-7.2.2009.
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	Croatian Society of Medical Biochemistry Award „Krešo Lipovac" for the best scientific novice for year 2005
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)	Average grade: 4,78 (5 is maximum)

First and last name and title of teacher	**Darko Duplančić PhD, associate professor**
The course he/she teaches in the proposed study programme	Internal medicine, propedeutics,Patophysiology,ethics
GENERAL INFORMATION ON COURSE TEACHER	

Address	Prilaz braće Kaliterna 6
Telephone number	00385912507363
E-mail address	darko.duplancic@mefst.hr
Personal web page	
Year of birth	1962

Scientist ID	181400
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	2012 associate professor
Area and field of election into research or art rank	Internal medicine
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	University hospital Split
Date of employment	2001
Name of position (professor, researcher, associate teacher, etc.)	Associate professor
Field of research	Internal medicine-Cardiology
Function	Head of department
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	Univarsity of Split School of medicine
Place	Split
Date	2012
INFORMATION ON ADDITIONAL TRAINING	
Year	2006
Place	Zagreb
Institution	KBC Tagreb ZBSKZŽ
Field of training	Interventional cardiology
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English 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 (name title of course, study programme where it is/was offered, and level of study programme)	
Authorship of university/faculty textbooks in the field of the course	**Jure Mirat,Vedran Ćorić i suradnici - BOLESTI SRČANIH ZALISTAKA** **Zdenko Kovač i suradnici Klinička patofiziologija**

Professional, scholarly and artistic articles published in the last five	

years in the field of the course (5 works at most)	**Acute application of antioxidants protects against hyperoxia-induced reduction of plasma nitrite concentration.** Vucinovic Z[1], Duplancic D, Seselja-Perisin A, Kukoc-Modun L, Gunjaca G, Radman M,

First and last name and title of teacher	**Prof. sc. Dragan Ljutić**
The course he/she teaches in the proposed study programme	Medicine: int. medicine, pathophysiology, propedeutics, medical ethics Dental Medicine: int. medicine, pathophysiology Medicine in English: int. medicine, prophedeutics, pathophysiology
GENERAL INFORMATION ON COURSE TEACHER	
Address	Clinical Hospital Split
Telephone number	021 557 600
E-mail address	Dragan.ljutic@yahoo.com
Personal web page	
Year of birth	1956
Scientist ID	132855
Research or art rank, and date of last rank appointment	Tenured professor, 05. 05. 2008.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Tenured professor, 05. 05. 2008.
Area and field of election into research or art rank	Clinical medical sciences
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	University of Medicine School of Split
Date of employment	1.11.1998.
Name of position (professor, researcher, associate teacher, etc.)	professor
Field of research	Internal medicine
Function	Teacher, dean
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PHD
Institution	University of Zagreb School of Medicine
Place	Zagreb
Date	1991
INFORMATION ON ADDITIONAL TRAINING	
Year	1992
Place	London, UK
Institution	Guys Hospital
Field of training	Nephrology
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 (name title of course, study programme where it is/was offered, and level of study programme)	
Authorship of university/faculty textbooks in the field of the course	1. Jedinica za znanstveni rad KBC Split, 1992. - Liječenje poremetnji metabolizma kalcija. 2. Ljutić D, Rumboldt Z. **Akutno zatajenje bubrega**. Slobodna Dalmacija d.d. 1995. - Pigmentne nefropatije - Imunološki posredovane bolesti glomerula i akutno zatajenje bubrega - Tubulointersticijske bolesti i akutno zatajenje bubrega 3. Mirić D i sur. **Preventivna Kardiologija**. Jedinica za znanstveni rad KB Split. 1997. - Hiperuricemija i kardiovaskularne bolesti. 4. Janković S, Polić S, Petričević A, Bačić A. **Odabrana poglavlja iz hitne medicine**. Jedinica za znanstveni rad KB Split. 1998. - Poremećaji tjelesne vode, elektrolita i acidobazne ravnoteže: dijagnostika i liječenje. 5. Punda-Polić V, Bagatin J, Bradarić N. **Antibiotici - racionalna primjena**. Jedinica za znanstveni rad KB Split. 1998. - Osobitosti farmakokinetike i doziranja protubakterijskih lijekova u zatajenju bubrega. 6. Mirić D,Giunio L, Vuković I i sur. **Koronarna bolest**. Hrvatsko kardiološko društvo. Split 2006. - Arterijska hipertenzija i koronarna bolest srca.
Professional, scholarly and artistic articles published in the last five	1. Sain M, Kovacic V, Radic J, Ljutic D, Jelicic I. What are

years in the field of the course (5 works at most)	the lowest doses of low molecular weight heparin for effective and safe Hemodialysis in different subgroups of patients?

Therapeutic apheresis and dialysis : official peer-reviewed journal of the International Society for Apheresis, the Japanese Society for Apheresis, the Japanese Society for Dialysis Therapy. 2014;18(2):208-9. Epub 2014/04/12.

2. Kaliterna DM, Radic M, Ljutic D. Does estrogen stimulate the pathogenic sort of anticardiolipin antibodies? The Israel Medical Association journal : IMAJ. 2014;16(3):197-8. Epub 2014/04/26.

3. Vujicic B, Mikolasevic I, Racki S, Orlic L, Ljutic D, Bubic I. BCM - Body Composition Monitor: A New Tool for the Assessment of Volume-Dependent Hypertension in Patients on Maintenance Haemodialysis. Collegium Antropologicum. 2013;37(3):815-9

4. Kovacic V, Ljutic D, Jelicic I, Sain M, Radic J, Radic M. Spleen Rupture Associated with Septic Emboli and Endocarditis in a Hemodialysis Patient. Blood Purification. 2013;35(1-3):177-80.

5. Kovacevic LM, Puizina-Ivic N, Ljutic D, Brakus SM, Govorko DK, Jelicic I, et al. Differences in epidermal thickness and expression of apoptosis regulatory proteins in the skin of patients with chronic renal failure and pruritus. Acta Histochemica. 2013;115(2):144-50.

6. Sain M, Ljutic D, Kovacic V, Radic J, Jelicic I. The Influence of Decreased Low-Molecular-Weight Heparin Nadroparin Dose on Diastolic Blood Pressure in Patients on Hemodialysis. Clinical and Applied Thrombosis-Hemostasis. 2012;18(5):519-25.

7. Sain M, Kovacic V, Radic J, Ljutic D, Jelicic I. Potential Beneficial Effects of Low Molecular Weight Heparin on Cognitive Impairment in Elderly Patients on Haemodialysis. Drugs & Aging. 2012;29(1):1-7.

8. Novakovic ZS, Durdov MG, Puljak L, Saraga M, Ljutic D, Filipovic T, et al. The interstitial expression of alpha-smooth muscle actin in glomerulonephritis is associated with renal function. Medical Science Monitor. 2012;18(4):CR235-CR40

9. Skaro DB, Jelicic I, Ljutic D. Intraluminal Stone in a PD Catheter-A Rare Complication. Peritoneal Dialysis International. 2011;31(3):371-2.

10. Sain M, Ljutic D, Kovacic V, Radic J, Jelicic I. The individually optimized bolus dose of nadroparin is safe and effective in diabetic and nondiabetic patients with bleeding risk

11. Radic J, Ljutic D, Radic M, Kovacic V, Sain M, Dodig-Curkovic K. Is There Differences in Cognitive and Motor Functioning between Hemodialysis and Peritoneal Dialysis Patients? Renal Failure. 2011;33(6):641-9.

12. Radic J, Ljutic D, Radic M, Kovacic V, Dodig-Curkovic K, Sain M. Kidney Transplantation Improves Cognitive and Psychomotor Functions in Adult Hemodialysis Patients. American Journal of Nephrology. 2011;34(5):399-406.

13. Radic J, Ljutic D, Radic M, Kovacic V, Curkovic KD, Sain M. Cognitive-Psychomotor Functions and Nutritional Status in Maintenance Hemodialysis Patients: Are They Related? Therapeutic Apheresis and Dialysis. 2011;15(6):532-9.

14. Basic-Jukic N, Gulin M, Slavicek J, Coric-Martinovic V, Iskra B, Racki S, et al. Pegylated Interferon for Treatment of Chronic Hepatitis C in Hemodialysis Patients in Croatia. Kidney & Blood Pressure Research. 2011;34(1):53-7.

15. Radic J, Ljutic D, Radic M, Kovacic V, Sain M, Curkovic KD. The possible impact of dialysis modality on cognitive function in chronic dialysis patients. Netherlands Journal of Medicine. 2010;68(4):153-7.

16. Barisic I, Ljutic D, Vlak T, Bekavac J, Peric I, Mise K, et al. beta 2-Microglobuline Plasma Level and Painful Shoulder in Haemodialysed Patients. Collegium Antropologicum. 2010;34:315-20.

Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	Simunovic VJ, Hozo I, Rakic M, Jukic M, Tomic S, Kokic S, et al. New Paradigm in Training of Undergraduate Clinical Skills the NEPTUNE-CS project at the Split University School of Medicine. Croatian Medical Journal. 2010;51(5):373-80.
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	Project: „Imunološke, hematološke, reološke i druge osobitosti uremijskog sindroma“ financed by Ministry of science, education and sports
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?	

First and last name and title of teacher	Davor Eterović, professor
The course he/she teaches in the proposed study programme	Medical physics and biophysics
GENERAL INFORMATION ON COURSE TEACHER	
Address	Šoltanska 2, 21000 Split
Telephone number	+385 21 557-867
E-mail address	davor.eterovic@mefst.hr
Personal web page	
Year of birth	1953
Scientist ID	
Research or art rank, and date of last rank appointment	scientific counsellor, 2005
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	full professor; 2009
Area and field of election into research or art rank	Natural sciences/Physics/Medical physics and biophysics
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	School of Medicine in Split
Date of employment	1996
Name of position (professor, researcher, associate teacher, etc.)	professor
Field of research	mathematical modelling in diagnostics and physiology, indirect/complex clinical measurements, respiratory and renal physiology, radiation dosimetry, biostatistics
Function	project leader
INFORMATION ON EDUCATION – Highest degree earned	
Degree	doctor of phyiscs
Institution	Faculty of Natural Sciences
Place	Zagreb, Croatia
Date	1993
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)	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 (name title of course, study programme where it is/was offered, and level of study programme)	
Authorship of university/faculty textbooks in the field of the course	Eterović D.: Fizikalne osnove slikovne dijagnostike; Medicinska naklada, Zagreb, 2002.

Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1. Eterović, Davor; Šitum, Marijan; Marković, Vinko; Kruoslav, Kuna; Punda, Ante. **Are we estimating the adverse effects of shock-wave lithotripsy on a faulty scale?**. *// Medical hypotheses*. **82** (2014.) , 6; 691**-**693.. 9. Eterović, Davor; Šitum, Marijan; Punda, Ante; Marković, Vinko; Kokić, Slaven. **Urinary obstruction depresses erythropoiesis which recovers after parenchyma-saving surgery but not SWL**. *// Urological research*. **38** (2010) , 1; 51**-**56 (članak, znanstveni). 12. Baković, Darija; Pivac, Nediljko; Eterović, Davor; Palada, Ivan; Valić, Zoran; Pauković-Sekulić, Branka; Dujić, Željko. **Changes in platelet size and spleen volume in response to selective and non-selective β - adrenoreceptor blockade in hypertensive patients**. *// Clinical and Experimental Pharmacology and Physiology*. **36** (2009) ; 441**-**446 13. Eterović, Davor; Marković, Vinko; Antunović, Željko; Punda, Ante. **Determinants of 131I radiation dose to thyroid follicular cells**. *// European journal of nuclear medicine and molecular imaging*. **36** (2009) , 4; 721**-**722 14. Eterović, Davor; Marković, Vinko; Punda, Ante; Antunović, Željko. **131I radiation dose distribution in metastases of thyroid carcinoma**. *// The Journal of nuclear medicine*. **50** (2009) , 5; 833**-**834
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	National science award 2003
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)	

First and last name and title of teacher	prof.dr.sc. Ante Punda
The course he/she teaches in the proposed study programme	Nuklearna medicina

GENERAL INFORMATION ON COURSE TEACHER	
Address	Trg Hrvatske bratske zajednice 3 b
Telephone number	
E-mail address	punda.ante@gmail.com
Personal web page	
Year of birth	1955.
Scientist ID	275871
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	izvanredni profesor, 10.07.2012.
Area and field of election into research or art rank	
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	KBC Split
Date of employment	19.02.1990.
Name of position (professor, researcher, associate teacher, etc.)	professor, PhD
Field of research	Nuclear medicine
Function	Head of the Nuclear medicine department, Vice-head of the Nuclear medicine, School of medicine, University of Split
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Nuclear medicine specialist
Institution	School of medicine, University of Split
Place	Split
Date	
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)	French, 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 (name title of course, study programme where it is/was offered, and level of study programme)	Head of Nuclear medicine, University department of health studies, University Split Vice-head of the Nuclear medicine, School of medicine, University of Split
Authorship of university/faculty textbooks in the field of the course	1. Punda, Ante. Primarna hipotireoza neautoimunosne etiologije // Hipotireoza / Kusić, Zvonko (ur.). Zagreb : Medicinska naklada, 2014.. Str. 22-37. 2. Punda, Ante; Barić, Ana. Nuklearna medicina // Internistička propedeutika s umijećem komuniciranja u kliničkoj medicini / Hozo, Izet (ur.). Split : Hrvatsko gastroenterološko društvo-

	ogranak Split, 2013.. Str. 336-352. 3. Punda, Ante; Težak. Stanko, Žigman, Miroslav. Ispitivanje srca, pluća i krvnih žila // Klinička nuklearna medicina, II izdanje / Dodig, Damir ; Kusić, Zvonko (ur.). Zagreb : Medicinska naklada, 2012. Str. 125-154.
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1. Eterović, Davor; Šitum, Marijan; Marković, Vinko; Kruoslav, Kuna; Punda, Ante. Are we estimating the adverse effects of shock-wave lithotripsy on a faulty scale?. // Medical hypotheses. 82 (2014.), 6; 691-693 2. Marković, Vinko; Glavina, Gordana; Eterović, Davor; Punda, Ante; Brdar, Dubravka. Dual ectopic thyroid gland: sonography and scintigraphy of lingual and sublingual thyroid. // Clinical nuclear medicine. 39 (2014.), 6; 556-558 3. Polić, Stojan; Perković, Dijana; Stula, Ivana; Punda, Ante; Lukin, Ajvor; Rumboldt, Zvonko. Early cardiac rupture following streptokinase in patients with acute myocardial infarction: retrospective cohort study. // Croatian Medical Journal. 41 (2000), 3; 303-305 4. Eterović, Davor; Šitum, Marijan; Marković, Vinko; Punda, Ante. Wrong perspective obscures the adverse effects of shock-wave lithotripsy. // Urolithiasis. 41 (2013) , 1; 89-90 5. Kusić, Zvonko; Jukić, Tomislav; Rogan, Sunčica Andreja; Jureša, Vesna; Dabelić, Nina; Staničić, Josip; Borić, Marta; Lukinac, Ljerka; Mihaljević, Ivan; Punda, Ante; Smokvina, Aleksandar; Topalović, Zlatko; Katalenić, Marijan. Current Status of Iodine Intake in Croatia-The Results of 2009 Survey. // Collegium antropologicum. 36 (2012), 1; 123-128
Professional and scholarly articles published in the last five years in subjects of teaching methodology	
and teaching quality (5 works at most)	
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	1. Identification of new genetic loci implicated in regulation of thyroid and parathyroid function (Otkrivanje novih genskih lokusa uključenih u regulaciju funkcije štitne i doštitne žlijezde). Trajanje projekta: 15.09.2014. – 14.09.2018. Voditelj projekta: prof.dr.sc. Tatijana Zemunik 2. Genome-wide association analysis of Hashimoto thyroiditis (Cjelogenomska analiza povezanosti Hashimotovog tiroiditisa). Trajanje projekta: 15.09.2014.-14.09.2017. Voditelj projekta: Assist. Prof.sc. Vesna Boraska
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	
Results of student evaluation taken in the last five years for the course that is comparable to the course	

First and last name and title of teacher	Professor MILAN IVANIŠEVIĆ, MD, PhD
The course he/she teaches in the proposed study programme	Ophthalmology
GENERAL INFORMATION ON COURSE TEACHER	
Address	Spinčićeva 1, 21000 Split
Telephone number	021/556-753
E-mail address	milan.ivanisevic@kbsplit.hr
Personal web page	
Year of birth	1953
Scientist ID	164730
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	Full professor (permanent vocation), 29th November 2007
Area and field of election into research or art rank	Biomedicine and health care, Clinical medical science
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Eye Clinic, Clinical Hospital Centre Split
Date of employment	20th May 1982
Name of position (professor, researcher, associate teacher, etc.)	Professor
Field of research	Ophthalmology
Function	Head of Ophthalmology Chair, School of Medicine Split
	Head of Department of Eye Clinic, CHC Split
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Medical doctor
Institution	School of Medicine
Place	Zagreb
Date	1977
INFORMATION ON ADDITIONAL TRAINING	
Year	1985
Place	Split/Zagreb
Institution	Department of Ophthalmology-General Hospital Split, Eye Clinic-Clinical Hospital „Rebro“ Zagreb
Field of training	Ophthalmology
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)	
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)	Head of the Ophthalmology Chair, School of Medicine, University of Split, from 1998
Authorship of university/faculty textbooks in the field of the course	1. Ivanišević M. Priručnik za vježbe iz oftalmologije. Split: Medicinski fakultet Sveučilišta u Splitu; 2001.

	2. Ivanišević M. i suradnici. Očne bolesti-udžbenik za medicinske sestre. Split: Medicinski fakultet Sveučilišta u Splitu; 2011.
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1. Pleština-Borjan I, Medvidović-Grubišić M, Žuljan I, Lakoš V, Miljak S, Marković I, Ivanišević M. Wartime open globe eye injuries. Graefes Arch Clin Exp Ophthalmol 2010; 24(3): 305-12. 2. Karlica D, Galetović D, Ivanišević M, Škrabić V, Znaor Lj, Jurišić D. Visual evoked potential can be used to detect a prediabetic form of diabetic retinopathy in patients with diabetes mellitus type I. Coll Antropol 2010; 34(2):525-9. 3. Ivanišević P, Bojić L, Tomić S, Bućan K, Ivanišević M, Lešin M, Pleština-Borjan I, Stanić R. Kliničko-epidemiološka analiza melanoma žilnice u splitskom području u Hrvatskoj. Acta Med Croat 2011; 65(3): 257-61. 4. Ivanišević P, Lešin M, Pleština-Borjan I, Ivanišević M. Poznati liječnici koji su boravili na hrvatskoj obali na prijelazu u 20. stoljeće. Liječ Vjesn 2011; 134(3-4): 112-5. 5. Ivanišević M, Galetović D, Bućan K, Batistić D, Ivanišević P. Mrežnica oka i starenje. Med Jad 2013; 43(1-2): 47-50.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?-pedagoške kompetencije?	
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)	

First and last name and title of teacher	Prof. Vjekoslav Krželj MD, PhD
The course he/she teaches in the proposed study programme	Pediatrics
GENERAL INFORMATION ON COURSE TEACHER	
Address	Velebitska 89 21000 Split
Telephone number	091 15 25 112
E-mail address	krzelj@kbsplit.hr
Personal web page	
Year of birth	1954

Scientist ID	207195
Research or art rank, and date of last rank appointment	The scientific title of scientific adviser ; 10. 03. 2011.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Regular professor at the Department of Pediatrics, School of Medicine, University of Split; 11. 10. 2011
Area and field of election into research or art rank	Biomedicine and Health Sciences, Clinical medical sciences field, a branch of Pediatrics.
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	School of Medicine, University of Split
Date of employment	4. 11. 1999.
Name of position (professor, researcher, associate teacher, etc.)	professor
Field of research	Pediatrics - Neonatology and Metabolic diseases
Function	Chairman of Pediatric Department, University of Split, School of Medicine
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Ph. D.
Institution	University of Zagreb, Medical School
Place	Zagreb
Date	1988.
INFORMATION ON ADDITIONAL TRAINING	
Year	1983 - 1987
Place	Split, Zagreb Croatia
Institution	University Hospital Center Zagreb, Pediatric Department University Hospital Split, Pediatric Department
Field of training	Pediatrician
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English ; 3 (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 (name title of course, study programme where it is/was offered, and level of study programme)	Lecturer on postgraduate studies "Biomedicine developmental age" - University of Rijeka, School of Medicine from 2007 until today. In the period from the 1999. year until 2004. participated in teaching at postgraduate study "in basic and clinical medical science" in the election case Genes and Gene Therapy From 2000 to 2002 the head of the study nursing Polytechnics in Split. Since 1992 maintenance exercises and seminars for subject Pediatrics at the School of Medicine of Zagreb, School in Split; since 1999 Assistant Professor at the Department of Pediatrics, University of Split., Since 2006, associate professor, and from 2011 Professor of Medicine in Split . From 2004 to the present head of the Croatian Spring Pediatric School - Postgraduate Course of Continuing Medical Education Categories
Authorship of university/faculty	**10 chapters in the textbooks**

textbooks in the field of the course	(Krželj V. Konatalna rubeola. U: Deni Karelović i suradnici. Infekcije u ginekologiji i perinatologiji. Zagreb: Medicinska naklada, 2012 : 501-506. Krželj V. Liječenje antibioticima. U: Julije Meštrović i suradnici. Hitna stanja u pedijatriji. Zagreb: Medicinska naklada, 2011 : 725-733. Krželj V. Nenapredovanje djece na tjelesnoj masi. U Neda Aberle, Milan Bitunjac. Sekundarna prevencija u pedijatriji.Slavonski Brod, 2010:80-86. Rudan, Igor; Rudan, Diana; Saftić, Vanja; Musić Milanović Sanja; Stevanović, Ranko; Vuletić, Gorka; Baklja Konsuo, Ana; Markić, Joško; Krželj, Vjekoslav; Pucarin, Jasna; Biloglav, Zrinka; Ivanković, Davor. Zdravstveno stanje, specifične bolesti i očekivano trajanje života stanovništva hrvatskih otoka // Stanovništvo hrvatskih otoka 2001. / Smoljanović, Mladen ; Smoljanović, Ankica ; Rudan, Igor (ur.). Split : Laser plus d.o.o. Zagreb, 2008. Str. 69-89. Meštrović, Julije; Polić, Branka; Saraga Marijan; Čulić, Srđana; Škrabić, Veselin; Pavlov, Neven; Meštrović, Marija; Metličić, Vitomir; Žitko, Vanda; Despot, Ranka; Krželj, Vjekoslav. Liječenje djece u jedinici intenzivnog liječenja // Intenzivna medicina / Jukić, Marko ; Gašparović, Mladen ; Husedžinović, Ino ; Majerić Kogler, Višnja ; Perić, Mladen ; Žunić, Josip (ur.). Zagreb : Medicinska naklada, 2008. Str. 1216-1247. Krželj V. Osobitosti antibakterijske terapije u dječjoj dobi. U : Punda-Polić V, Bagatin J, Bradarić N. Antibiotici – racionalna primjena. 2. dopunjeno izdanje.
	Split : Medicinski fakultet, 2001: 246-261. Krželj V. Transplantacija jetre u djece. U: Hozo I, Miše S. Odabrana poglavlja iz gastroenterologije. Split: Hrvatsko gastroenterološko društvo, Ogranak Split, 1999: 383-98. Krželj V. Hiperbarična oksigenacija u pedijatriji. U: Petri NM, Andrić D, Ropac D. Odabrana poglavlja iz hiperbarične oksigenacije. Split : HDPPHM-HLZ, Institut pomorske medicine HRM, Medicinski fakultet sveučilišta u Splitu, 1999: 179-88. Krželj V. Osobitosti antibakterijskog liječenja u dječjoj dobi. U : Punda-Polić V, Bagatin J, Bradarić N. Antibiotici – racionalna primjena. Split : Jedinica za znanstveni rad KB Split, 1998: 147-161. Krželj V, Balarin L. Sestrinska anamneza, Status i ocjena djeteta. U: Juretić M, Balarin L i sur. Pedijatrija za više medicinske sestre. Split: Klinička bolnica, 1995: 53-60.)
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	Lozić B, Krželj V, Kuzmić-Prusac I, Kuzmanić-Šamija R, Čapkun V, Lasan R, Zemunik T. The OSR1 rs12329305 polymorphism contributes to the development of congenital malformations in cases of stillborn/neonatal death. Med Sci Monit. 2014;20:1531-8. doi: 10.12659/MSM.890916 Winkler TW, Day FR, Croteau-Chonka DC, Wood AR, Locke AE, Mägi R, Ferreira T, Fall T, Graff M, Justice AE, Luan J, Gustafsson S, Randall JC, Vedantam S, Workalemahu T, Kilpeläinen TO, Scherag A, Esko T, Kutalik Z, Heid IM, Loos RJ; Genetic Investigation of Anthropometric Traits (GIANT) Consortium– Polašek O, Kolčić I, Krželj V, Zgaga L, Rudan I(502 koautora). Quality control and conduct of genome-wide association meta-analyses. Nat Protoc 2014; 9:1192-212. doi: 10.1038/nprot.2014.071 Liu CT, Buchkovich ML, Winkler TW, Heid IM; African Ancestry Anthropometry Genetics Consortium; GIANT Consortium-Polašek O, Kolčić I, Krželj V, Zgaga L, Rudan I, Borecki IB, Fox CS, Mohlke KL, North KE, Adrienne Cupples L (393 koautora). Multi-ethnic fine-mapping of 14 central adiposity loci. Hum Mol Genet. 2014; 23:4738-44. doi: 10.1093/hmg/ddu183 Pogorelić Z, Jurić I, Bogdanić Z, Krželj V.Bilateral abdominoscrotal hydrocele in a 5-month-old infant presented with a left leg edema and cyanosis. Hernia. 2013; 17:533-5. Heid, IM; Jackson, AU; Randall, JC; Winkler, TW; Polašek, Ozren; Kolčić, Ivana; Krželj, Vjekoslav; Zgaga, Lina; Rudan,

	Igor; The GIANT Consortium (298 koautora). Meta-analysis identifies 13 new loci associated with waist-hip ratio and reveals sexual dimorphism in the genetic basis of fat distribution. // *Nature genetics*. 42 (2010) ; 949-960
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	Saraga M, Vukojević K, Krželj V, Puretić Z, Bočina I, Durdov MG, Weber S, Dworniczak B, Ljubanović DG, Saraga-Babić M. Mechanism of cystogenesis in nephrotic kidneys: a histopathological study. BMC Nephrol. 2014; 15:3. doi: 10.1186/1471-2369-15-3. Krželj V. Novorođenačka žutica i deficit glukoza-6-fosfat dehidrogenaze. Slavonski Brod.: Simpozij – Sekundarna prevencija u pedijatriji, 11. poslijediplomski tečaj stalnog medicinskog usavršavanja 1. kategorije 2014: 37 - 42. Krželj V. Novi pristup liječenju hemangioma u djece. Paediatr Croat 2012;56(Supl 2):62-5. Brisky L, Krželj V, Lozić B, Kuzmanić Šamija R, Brisky T. Uvođenje obveznog cijepljenja protiv velikih boginja na području Dalmacije i grada Splita u prvoj polovini 19. stoljeća. Paediatr Croat 2012;56:83-8. Vlastelica Ž, Rogulj M, Krželj V, Ivić I, Stemberger L, Petrić J, Kovačević T, Runtić B, Novak A, Tešović G. Rotavirusne infekcije djece liječene u Kliničkom bolničkom centru Split tijekom trogodišnjeg razdoblja. Paediatr Croat 2010;54(Supl 1):177-181.
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	• Croatian- Macedonian project: Influence of the inherited glucose-6-phosphate dehydrogenase deficiency on the appearance of neonatal jaundice in the Republic of Macedonia and in the Croatian Adriatic Coast • The head of the project: Genetic, Clinical and Population Particularities Related to G-6-PD Deficiency in Croatia (216-0000000-3464) • Investigator in the project : Genetic Epidemiology of the Diabetes Mellitus type 1 in the Population of Croatia (216-1080315-0293)
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 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)	• The Praise of School of Medicine, University of Split for the highest quality teaching to study medicine in the judgment of student surveys in the academic year 2011/12. • Award Ladislav Rakovac - Assembly CMA March 6, 2010 Medal for achievements in the development of health care, medical thought and science, and in particular for effective work in the Association. • Acknowledgement of the Croatian Medical Association, Croatian Pediatric Society for the successful organization of Croatian pediatric spring school on the occasion of the jubilee 25th seminar of the School. In Split, April 14, 2008 •

	1999 is characterized by thanksgiving in recognition of merit in the work of the Congregation, the improvement of the medical profession and health and humanitarian activities • Acknowledgement CMA - Assembly CMA February 22, 1997 is characterized by thanksgiving for participation in the war.

Scientist ID	Merica Glavina Durdov
Research or art rank, and date of last rank appointment	Full professor, 19.07.2012.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	
Area and field of election into research or art rank	Pathology
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Medical Faculty Split and Clinical Hospital Center Split
Date of employment	1988.
Name of position (professor, researcher, associate teacher, etc.)	Professor
Field of research	Pathology
Function	specialist of pathology
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Ph.D.
Institution	Medical Faculty
Place	Zagreb
Date	2000
INFORMATION ON ADDITIONAL TRAINING	
Year	200-2003
Place	University of Birmingham UK
Institution	CRUK
Field of training	Viral onkogenesis (EBV and HD)
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 (name title of course, study programme where it is/was offered, and level of study programme)	
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	Todorić D, Glavina Durdov M, Tandara M, Ćapkun V, Jurić I, Biočić M, Meštrović J, Pogorelić Z. Influence of open testicular biopsy in prepubertal rats adulthood fertility with correlation to serum levels

works at most)	of inhibin B and follicle stimulating hormone**.** J Pediatric Urology 2014;1-7. Beljan Perak, Renata; Glavina Durdov, Merica; Capkun, Vesna; Ivcevic, Veljka; Pavlovic, Antonia; Soljic, Violeta; Peric, Mari.**IMP3 can predict aggressive behavour of lung adenocarcinoma**. **//** *Diagnostic Pathology*. **7** (2012) ; 165 (članak, znanstveni). Puljiz, Zeljko; Karin, Zeljka; Bratanic, Andre; Gveric Kresak, Velka; Puljiz, Mario; Forempoher, Gea; Glavina Durdov, Merica; Bago, Josip; Radulovic Pevec, Mira; Pevec, Branko. **Late distant mestastase of malignant thymoma associated with peripheral T-cell lymphocytosis**. **//** *Pathology International*. **63** (2013) , 10; 516-518 (pismo uredniku, stručni). Saraga, Marijan; Vukojević, Katarina; Krželj, Vjekoslav; Puretić, Zvonimir; Bočina, Ivana; Glavina Durdov, Merica; Weber, Stefanie; Dworniczak, Bernd; Galešić Ljubanović, Danica; Saraga-Babić, Mirna.**Mechanism of cystogenesis in nephrotic kidneys: a histopathological study**. // *BMC Nephrology*. **15** (2014) ; (članak, znanstveni). Saratlija Novaković, Žana; Glavina Durdov, Merica; Puljak, Livia; Saraga, Marijan; Ljutić, Dragan; Filipović, Tomislav; Paštar, Zvonimir; Bendić, Antonia; Vukojević, Katarina. **The interstitial expression of alpha-smooth muscle actin in glomerulonephritis is associated with renal function**. **//** *Medical science monitor*. **18** (2012) , 4; CR235-CR240 (članak, znanstveni).
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?-pedagoške kompetencije?	
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	Zahvalnica Hrvatskog liječničkog zbora
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)	

First and last name and title of teacher	Associate professor Tina Tičinović Kurir, MD, PhD
The course he/she teaches in the proposed study programme	Pathophysiology
GENERAL INFORMATION ON COURSE TEACHER	
Address	Šoltanska 2
Telephone number	021/557-871
E-mail address	tticinov@mefst.hr
Personal web page	/
Year of birth	1972.
Scientist ID	282292
Research or art rank, and date of last rank appointment	Senior Research Associate, 2013.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Associate professor, 2014.
Area and field of election into research or art rank	Biomedicine and health; Clinical medical sciences
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	School of Medicine Split; University Hospital Split
Date of employment	2003.; 1999.
Name of position (professor, researcher, associate teacher, etc.)	Professor; subspecialist in endocrinology and diabetology
Field of research	Pathophysiology; Clinical endocrinology and diabetology
Function	Head of Department; Head of Department
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	School of Medicine
Place	Split
Date	2007.
INFORMATION ON ADDITIONAL TRAINING	
Year	2013.
Place	Manchester, United Kingdom
Institution	Christie Hospital
Field of training	Endocrinological 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
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)	Pathophysiology (medicine, dental medicine, medical studies in English, pharmacy, health studies). Pathophysiology of endocrinopathies (medicine, dental medicine).
Authorship of university/faculty textbooks in the field of the course	Tičinović Kurir T i sur. Patofiziologija endokrinopatija-odabrana poglavlja. Split, Naklada Redak, 2013. (university textbook)
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1) Režić-Mužinić N, Cikeš-Čulić V, Božić J, Tičinović-Kurir T, Salamunić I, Markotić A. Hypercalcemia induces a proinflammatory phenotype in rat leukocytes and endothelial cells. J Physiol Biochem. 2012; 69: 199-205. 2) Ferhatovic L, Banozic A, Kostic S, Kurir TT, Novak A, Vrdoljak L, Heffer M, Sapunar D, Puljak L. Expression of Calcium/Calmodulin-Dependent Protein Kinase II and Pain-Related Behavior in Rat Models of Type 1 and Type 2 Diabetes. Anesth Analg 2013; 116(3): 712-21. 3) Novak A, Muzinic NR, Culic VC, Bozic J, Kurir TT, Ferhatovic L, Puljak L, Markotić A. Renal distribution of ganglioside GM3 in rat models of types 1 and 2 diabetes. J Physiol Biochem 2013; 69:727-35 4) Kurir TT, Bozic J, Markotic A, Novak A. New insights in steroid diabetes. Acta Med Croatica 2012; 66: 303-10. 5) Kurir TT, Bozić J, Dragicević D, Ljutić D. Successful treatment of renal artery embolism even forty-eight hours after event. Acta Clin Croat. 2014;53(2):233-6.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	1) 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.Period biol. 2014;116: 185-190.
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	Pathobiochemistry of glycosphingolipid antigens
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?	Course: Medical Education Skills (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)	Student evaluation: average grade above 4.

First and last name and title of teacher	Zoran Valić, professor of physiology
The course he/she teaches in the proposed study programme	Physiology, Study programs: Medicine, Medical studies in English, Dental Medicine and Pharmacy
GENERAL INFORMATION ON COURSE TEACHER	
Address	Šoltanska 2; 21000 Split
Telephone number	021 557-945
E-mail address	zoran.valic@mefst.hr
Personal web page	http://genom.mefst.hr/physiology/cv/zvalic.html
Year of birth	1972
Scientist ID	253185
Research or art rank, and date of last rank appointment	research advisor, 30. 10. 2006.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	full professor – first election, 25. 07.2011.
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	02.05.2001.
Name of position (professor, researcher, associate teacher, etc.)	professor
Field of research	physiology
Function	vice dean for Medical studies in English program, head of Educational department of physiology
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	University of Split School of Medicine
Place	Split
Date	13. 12. 2002.
INFORMATION ON ADDITIONAL TRAINING	
Year	1998-2001, 2005
Place	Milwaukee, WI, USA
Institution	Medical College of Wisconsin
Field of training	physiology, blood flow regulation
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 (name title of course, study programme where it is/was offered, and level of study programme)	
Authorship of university/faculty textbooks in the field of the course	1. Berović, Nina; Božić, Joško; Bratanić, Andre; Dogas, Zoran; Kokić, Slaven; Korljan Jelaska, Betty; Krnić, Mladen; Kovačić,

	Vedran; Ljutić, Dragan; Markotić, Antita; Novak, Anela; Pecotic, Renata; Radić, Josipa; Radić, Mislav; Radman, Maja; Škrabić, Veselin; Tičinović Kurir, Tina; Valic, Zoran; Živković, Piero Marin. **Patofiziologija endokrinopatija : odabrana poglavlja** / Tičinović Kurir, Tina (ur.). Split : Redak, 2013. 2. Soldo, Alen; Valic, Zoran; Glavičić, Igor; Jurman, Bojan; Drviš, Ivan. **Ronjenje** / Soldo, Alen ; Glavičić, Igor ; Kolman, Milan (ur.). Samobor : Sveučilište u Splitu ; Hrvatska olimpijska akademija, 2013.
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1) Clifford, P. S., J. A. Madden, J. J. Hamann, J. B. Buckwalter, and Z. Valic. Absence of flow-mediated vasodilation in the rabbit femoral artery. Physiol. Res. 59: 331-338, 2010. 2) Breskovic, T., Z. Valic, A. Lipp, K. Heusser, V. Ivancev, J. Tank, G. Dzamonja, J. Jordan, J. K. Shoemaker, D. Eterovic, and Z. Dujic. Peripheral chemoreflex regulation of sympathetic vasomotor tone in apnea divers. Clin. Auton. Res. 20: 57-63, 2010. 3) Gordan, Dz., J. Tank, K. Heusser, I. Palada, Z. Valic, D. Bakovic, A. Obad, V. Ivancev, T. Breskovic, A. Diedrich, F. C. Luft, Z. Dujic and J. Jordan. Glossopharyngeal insufflation induces cardioinhibitory syncope in apnea divers. Clin. Auton. Res. 20: 381-384, 2010. 4) Mollerlokken, A., T. Breskovic, I. Palada, Z. Valic, Z. Dujic, A. O. Brubakk. Observation of increased venous gas emboli after wet dives compared to dry dives. Diving Hyperb. Med. 41: 124-128, 2011. 5) Marinov, V., M. Valic, R. Pecotic, N. Karanović, I. Pavlinac Dodig, M. Carev, Z. Valic, and Z. Dogas. Sevoflurane and isoflurane monoanesthesia abolished the phrenic long-term facilitation in rats. Respir. Physiol. Neurobiol. 189: 607-613, 2013.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	1. Valic, M., J. A. Giaconi, J. Bozic, T. Breskovic, K. Peros, T. Ticinovic Kurir, and Z. Valic. Teaching physiology: blood pressure and heart rate changes in simulated diving. Periodicum Biologorum. 116: 185-190, 2014.
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	1. Apnea diving and cardiovascular system, scientific project (216-2160133-0330)
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	2003. Award from The Academy of Medical Sciences of Croatia «Borislav Nakić» for the most valuable medical publication from the author under 35 years of age 2004. National Science Award – Annual Award for Junior Researchers 2006. Award from The Academy of Medical Sciences of Croatia «Ante Šercer» for the most valuable medical publication
Results of student evaluation taken in the last five years for the course that is comparable to the course	

First and last name and title of teacher	Assoc.Prof.Dolores Britvić, MD, phD
The course he/she teaches in the proposed study programme	Psychological medicine I i II, Psychiatry

GENERAL INFORMATION ON COURSE TEACHER	
Address	Zvonimirova 87
Telephone number	0915211679
E-mail address	doloresbritvic@gmail.com
Personal web page	
Year of birth	
Scientist ID	181376
Research or art rank, and date of last rank appointment	2012
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	2012
Area and field of election into research or art rank	biomedicine, clinical medical science, psychiatry
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	KBC Split, School of Medicine Split
Date of employment	1989. / 2009.
Name of position (professor, researcher, associate teacher, etc.)	Psychiatrist/ Assoc. professor
Field of research	Clinical medical science, psychological medicine, psychiatry
Function	Head of Department
INFORMATION ON EDUCATION – Highest degree earned	
Degree	phD
Institution	School of Medicine, University of Zagrebu
Place	Zagreb
Date	2006
INFORMATION ON ADDITIONAL TRAINING	
Year	specialization, subspecialization in psychotherapy and forensic psychiatry , Diploma course in group analysis
Place	Zagreb
Institution	Department for Psychiatry, KBC Rebro, Department for Psychiatry PB Vrapče
Field of training	Psychotherapy, forensic psychiatry

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 (name title of course, study programme where it is/was offered, and level of study programme)	Psychological medicine I and II, Psychiatry

Authorship of university/faculty textbooks in the field of the course	1. **Britvić D.** Poremećaji duševnih funkcija u Moro Lj. Frančišković T (urednici). **Psihijatrija**, udžbenik za više zdravstvene studije. Zagreb; Medicinska naklada: 2011. 2. **Britvić, D**., Antičević, V., Dodig, G., Beg, A., Lapenda, B. Kekez, V. Psychotherapeutic treatment for combat related chronic posttraumatic disorder in Wiederhold B. (editor) **Coping with Posttraumatic Stress Disorder in Returning Troops.** NATO Scinece for Peace and Security Series E: Human and Societal Dynamics- Vol. 68, IOS Press BV. Amsterdam, 2010. 3. **Britvić D**. Znakovi i simptomi psihičkih poremećaja u Frančišković T, Moro Lj (urednici). **Psihijatrija**. Zagreb; Medicinska naklada: 2009. 4. Frančišković T, Moro Lj, **Britvić D.** Forenzički aspekti PTSP-a u Žarković-Palijan T.et al. **Odabrana poglavlja iz forenzičke psihijatrije**. 2007. 5. **Britvić D**. PTSP i forenzička procjena u grupa autora. Iz forenzičke psihijatrije. Hrvatsko društvo za forenzičku psihijatriju, neuropsihijatrijska bolnica Dr. Ivan Barbot Popovača, Medicinski fakultet u Splitu. (nastavni tekst) 2009.
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	6. **Britvić D**., Antičević, Kaliterna M.,Lušić L, Beg A, Brajević-Gizdić I, Kudrić M, Stupalo Ž., Krolo V, Pivac N.. Comorbidities with Posttraumatic Stress Disorder(PTSD) among combat veterans: 15 years postwar analysis. International Journal of Clinical and Health Psychology. 2015; 7. Franić T., Munjiza J., Klarić M., **Britvić D.** Mixed dissociative state sin a combat PTSD patient triggered by re-traumatization 15 years after the traumatic war experience – case report. Psychiatr Danub. 2014;26(1):74-6. 8. **Britvić** D, Glučina D, Antičevič V, Kekez V, Lapenda B, Đogaš V, Dodig G, Urlić I, Moro I, Frančišković T. Long-term improvement in coping skills following multimodal treatment in war veterans with

	chronic PTSD. Int J Group Psychother. 2012; 62(3):418-35. 9. Urlić I, **Britvić D**. Group-Based Strategies Employed in the Wartime and Post-War Treatment of Psychological Trauma: Experience from the War in Croatia. Clinical Social Work Journal. 2012;40:421-428 10. Nemčić Moro I, Frančišković T, **Britvić D**, Klarić M, Zečević I. Disorder of extreme stress not otherwise specified (DESNOS) in Croatian war veterans with posttraumatic stress disorder: case- control study. Croat Med J. 2011; 52(4): 505- 512.
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)	2007. 2013. Psychotherapeutic outpatient tretment of war veterans with PTSD, Ministry of Science, Education
and Sports (head of grant), 141-0000000-00686	
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	
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)	

First and last name and title of teacher	Ante Buča , prof.,PhD,MD
The course he/she teaches in the proposed study programme	Medical radiology

GENERAL INFORMATION ON COURSE TEACHER	
Address	Spinciceva 1, 21000 Split, Croatia
Telephone number	021 556 243
E-mail address	abuca@mefst.hr
Personal web page	
Year of birth	1951
Scientist ID	**207592**
Research or art rank, and date of last rank appointment	Scientific adviser, 2013.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Professor, 2009.
Area and field of election into research or art rank	Biomedicine and Health Sciences , Clinical medical sciences field Branch -Radiology
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	University Hospital Split
Date of employment	1984.
Name of position (professor, researcher, associate teacher, etc.)	professor
Field of research	Clinical medical science
Function	Head of radiology department
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Subspecialist in neuroradiology
Institution	University Hospital Split
Place	Split
Date	2003.
INFORMATION ON ADDITIONAL TRAINING	
Year	2000.
Place	Ljubljana, Slovenia
Institution	University Hospital Center Ljubljana
Field of training	neuroradiology
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian – 2 german - 2
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)	Course (Medical radiology – Medical school Split) teacher from 1992. until now. (from 2014. course leader) From 2012. course leader -radiological technology- on Health studies Split
Authorship of university/faculty textbooks in the field of the course	**1. Buča A**, Janković S, Hat J, Kolić K, Lahman-Dorić M, Buši ć NJ, Pavić L, Ostojić LJ, Miljko M. Radiologija glave i vrata. U: Janković S. ur. Seminari iz kliničke radiologije. Medicinski fakultet Sveučilišta u Splitu, Split, 2005., str. 555-595.

	2. **Buča A**, Janković S, Krolo I, Hat J, Mikelić M, Kolić K, Pavić L, Ostojić LJ, Miljko M. Maksilofacijalno područje, sinusi I zubi. U: Janković S. ur. Seminari iz kliničke radiologije. Medicinski fakultet Sveučilišta u Splitu, Split, 2005., str. 721-767. 3. Janković S, **Buča A**, Sučić Z, Pavić L, Papa J, Cambj-Sapunar L, Lahman-Dorić M, Kuštera- Ćurković S, Glavina G, Kolić K, Šari ć G, Stojanović J, Ostojić LJ. Središnji živ čani sustav. U: Janković S. ur. Seminari iz kliničke radiologije. Medicinski fakultet Sveučilišta u Splitu, Split, 2005., str. 299-397. 4. Bešenski N, Jankovic S, **Buča A**. Klinička neuroradiologija mozga**.** Urednik te koautorpoglavlja **„**Nasljedne i stečene bolesti bijele i sive tvari**“.** Medicinska naklada Zagreb. 2011. 5. Bešenski N, Jankovic S. „Neuroradiologija kralježnice i kralježnične moždine“. Autor poglavlja „Upalne bolesti kralježnice i kralježnične moždine“ te koautor poglavlja „Infektivne bolesti kralježnice i kralježnične moždine“ .Medicinska naklada Zagreb. 2013.
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	**1. Buča A**, Perković D, Martinović-Kaliterna D, Vlastelica M, Titlić M. Neuropsychiatric systemic lupus erythematosus: diagnostic and clinical features according to revised ACR criteria. Coll. Antropol. 2009;Mar;33(1):281-8. **2.** Janković S, Pavicić Ivelja M, Kolić K, Buca A, **Dolić K**, Lovrić Kojundzić S, Caljkusić K, Bilić I, Capkun V. CT perfusion and noncontrast CT in acute ischemic stroke diagnosing- is there influence on early thrombolytic therapy outcome? Coll Antropol. 2010 Dec;34(4):1391-6. 3 **3.** Dolic K, Bilic I, **Buca A**, Radovic D, and Titlic M Differentiation of Tumefactive Demyelinating Lesions from Metastatic BrainDisease with FDG PET-CT: A Case Report. J Mult Scler (2014)1: 108. doi:10.4172/jmso.1000108
Professional and scholarly articles	

published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?-pedagoške kompetencije?	
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)	

First and last name and title of teacher	Ana Marušić
The course he/she teaches in the proposed study programme	Research in Biomedicine and Health Anatomy
GENERAL INFORMATION ON COURSE TEACHER	
Address	Šoltanska 2
Telephone number	+38521557820
E-mail address	ana.marusic@mefst.hr
Personal web page	http://www.mefst.unist.hr/default.aspx?id=2185
Year of birth	1962
Scientist ID	136152
Research or art rank, and date of last rank appointment	Scientific advisor, 2002
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Full professor, tenured, 2008
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	2008
Name of position (professor, researcher, associate teacher, etc.)	Full professor, tenured
Field of research	Anatomy, evidence based medicine
Function	Chair, Department of Research in Biomedicine and Health
INFORMATION ON EDUCATION – Highest degree earned	
Degree	MD, PhD
Institution	University of Zagreb School of Medicine
Place	Zagreb, Croatia
Date	1985 (MD), 1989 (PhD)

INFORMATION ON ADDITIONAL TRAINING	
Year	1989-1990
Place	Farmington, CT, SAD
Institution	University of Connecticut Health Center
Field of training	Bone immunology
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian, Bosnian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English - 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German - 3
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 (name title of course, study programme where it is/was offered, and level of study programme)	Graduate and postgraduate education in research methodology: 1. Principles of research in medicine, University of Zagreb School of Medicine, 2000 – 2008; graduate course 2. Workshop of writing and performing research – postgraduate courses 3. Structure of scientific article – PhD programme, University of Zagreb School of Medicine, 2000-2006
	4. Research in biomedicine and health – vertically integrated course for medical and dental programme, University of Split School of Medicine, since 2008 5. Courses „Ethics in research“ i „Choice of scientific journal“ TRIBE doctoral school, University of Split School of Medicine, since 2011. 6. Summer School of Scientific Communication (financed by National Science Foundation, since 2011.
Authorship of university/faculty textbooks in the field of the course	1. Principles of research in medicine (ed. Matko Marušić). Zagreb: Medicinska naklada, 2013., 5th edition in Croatian 2. Principles of research in medicine (ed. Matko Marušić). Zagreb: Medicinska naklada, 2008. 1st edition in English 3. One stop doc: Statistics and Epidemiology. Zagreb Medicinska naklada, 2012. Editor of Croatian translation
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1. Marušić A, Hren D, et al. Five-step authorship framework to improve transparency in disclosing contributors to industry-sponsored clinical trial publications.BMC Med. 2014 Oct 24;12(1):197. 2. Jeličić Kadić A, Žanić M, Škaričić N, Marušić A. Using the WHO essential medicines list to assess the appropriateness of insurance coverage decisions: a case study of the Croatian national medicine reimbursement list. PLoS One. 2014 Oct 22;9(10):e111474. 3. Malički M, Marušić A; OPEN (to Overcome failure to Publish nEgative fiNdings) Consortium. Is there a solution to publication bias? Researchers call for changes in dissemination of clinical research results. J Clin Epidemiol. 2014 Oct;67(10):1103-10. 4. Malički M, von Elm E, Marušić A. Study design, publication outcome, and funding of research presented at international congresses on peer review and biomedical publication. JAMA. 2014 Mar 12;311(10):1065-7. 5. Tudor KI, Kozina PN, Marušić A. Methodological rigour and transparency of clinical practice guidelines developed by neurology professional societies in Croatia. PLoS One. 2013 Jul 19;8(7):e69877

Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	1. Marušić A, Malički M, Sambunjak D, Jerončić A, Marušić M. Teaching science throughout the six-year medical curriculum: two-year experience from the University of Split School of Medicine, Split, Croatia.Acta Med Acad. 2014;43(1):50-62. 2. Marušić A, Sambunjak D, Jerončić A, Malički M, Marušić M. No health research without education for research--experience from an integrated course in undergraduate medical curriculum. Med Teach. 2013 Jul;35(7):609. 3. Mrduljaš-Đujic N, Pavličević I, Marušic A, Marušic M. Students letters to patients as a part of education in family medicine. Acta Med Acad. 2012;41(1):52-8. 4. Hren D, Sambunjak D, Marušić M, Marušić A. Medical students' decisions about authorship in disputable situations: intervention study. Sci Eng Ethics. 2013 Jun;19(2):641-51. 5. Hren D, Marušić M, Marušić A. Regression of moral reasoning during medical education: combined design study to evaluate the effect of clinical study years. PLoS One. 2011 Mar 30;6(3):e17406.
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	1. Ministry of Science, Education and Sports, IT grant: Regpok.hr – Croatian register of clinical trials", 2009-2010 (PI). (PI) 3. Ministry of Science, Education and Sports, research grant project „Influence of a medical journal on academic community";
	PI: Prof. Matko Marusic, since 2007 (collaborator) 4. COST ACTION TD1306 New Frontiers of Peer Review (PEERE), od 2014.; Management Committee member (Chair: Prof Flaminio Squazzoni, Italy). 5. FP7-HEALTH-2010 Cooperation: „OPEN: Overcome failure to publish negative findings", 2011-2012; PI: Prof. Gerd Antes, German Cochrane Center, Freiburg, Germany. -
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?	Active teacher in anatomy since 1986, research in education, expertise from international conferences on education, collaboration with the Agency for science and higher education.
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	2006. – State award for Excellence in Science, Parliament of the Republic of Croatia. 2002. – Strossmayer Award, Croatian Academy of Arts and Sciences. 2001. – Strossmayer Award, Croatian Academy of Arts and Sciences. 1999. – National decoration for contribution to science
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)	University of Split student evaluation: Average mark for anatomy courses for medical and dental medicine students and 6 courses in research methodology higher than 4 (on a scale from 1 to 5).

First and last name and title of teacher	Ana Marušić
The course he/she teaches in the proposed study programme	Research in Biomedicine and Health Anatomy
GENERAL INFORMATION ON COURSE TEACHER	
Address	Šoltanska 2

Telephone number	+38521557820
E-mail address	ana.marusic@mefst.hr
Personal web page	http://www.mefst.unist.hr/default.aspx?id=2185
Year of birth	1962
Scientist ID	136152
Research or art rank, and date of last rank appointment	Scientific advisor, 2002
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Full professor, tenured, 2008
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	2008
Name of position (professor, researcher, associate teacher, etc.)	Full professor, tenured
Field of research	Anatomy, evidence based medicine
Function	Chair, Department of Research in Biomedicine and Health
INFORMATION ON EDUCATION – Highest degree earned	
Degree	MD, PhD
Institution	University of Zagreb School of Medicine
Place	Zagreb, Croatia
Date	1985 (MD), 1989 (PhD)
INFORMATION ON ADDITIONAL TRAINING	
Year	1989-1990
Place	Farmington, CT, SAD
Institution	University of Connecticut Health Center
Field of training	Bone immunology
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian, Bosnian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English - 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German - 3
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 (name title of course, study programme where it is/was offered, and level of study programme)	Graduate and postgraduate education in research methodology: 1. Principles of research in medicine, University of Zagreb School of Medicine, 2000 – 2008; graduate course 2. Workshop of writing and performing research – postgraduate courses 3. Structure of scientific article – PhD programme, University of Zagreb School of Medicine, 2000-2006 4. Research in biomedicine and health – vertically integrated course for medical and dental programme, University of Split School of Medicine, since 2008 5. Courses „Ethics in research“ i „Choice of scientific journal“ TRIBE doctoral school, University of Split School of Medicine, since 2011. 6. Summer School of Scientific Communication (financed by National Science Foundation, since 2011.
Authorship of university/faculty textbooks in the field of the course	1. Principles of research in medicine (ed. Matko Marušić). Zagreb: Medicinska naklada, 2013., 5th edition in Croatian

	2. Principles of research in medicine (ed. Matko Marušić). Zagreb: Medicinska naklada, 2008. 1st edition in English 3. One stop doc: Statistics and Epidemiology. Zagreb Medicinska naklada, 2012. Editor of Croatian translation
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1. Marušić A, Hren D, et al. Five-step authorship framework to improve transparency in disclosing contributors to industry-sponsored clinical trial publications.BMC Med. 2014 Oct 24;12(1):197. 2. Jeličić Kadić A, Žanić M, Škaričić N, Marušić A. Using the WHO essential medicines list to assess the appropriateness of insurance coverage decisions: a case study of the Croatian national medicine reimbursement list. PLoS One. 2014 Oct 22;9(10):e111474. 3. Malički M, Marušić A; OPEN (to Overcome failure to Publish nEgative fiNdings) Consortium. Is there a solution to publication bias? Researchers call for changes in dissemination of clinical
	research results. J Clin Epidemiol. 2014 Oct;67(10):1103-10. 4. Malički M, von Elm E, Marušić A. Study design, publication outcome, and funding of research presented at international congresses on peer review and biomedical publication. JAMA. 2014 Mar 12;311(10):1065-7. 5. Tudor KI, Kozina PN, Marušić A. Methodological rigour and transparency of clinical practice guidelines developed by neurology professional societies in Croatia. PLoS One. 2013 Jul 19;8(7):e69877
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	1. Marušić A, Malički M, Sambunjak D, Jerončić A, Marušić M. Teaching science throughout the six-year medical curriculum: two-year experience from the University of Split School of Medicine, Split, Croatia.Acta Med Acad. 2014;43(1):50-62. 2. Marušić A, Sambunjak D, Jerončić A, Malički M, Marušić M. No health research without education for research--experience from an integrated course in undergraduate medical curriculum. Med Teach. 2013 Jul;35(7):609. 3. Mrduljaš-Đujic N, Pavličević I, Marušic A, Marušic M. Students letters to patients as a part of education in family medicine. Acta Med Acad. 2012;41(1):52-8. 4. Hren D, Sambunjak D, Marušić M, Marušić A. Medical students' decisions about authorship in disputable situations: intervention study. Sci Eng Ethics. 2013 Jun;19(2):641-51. 5. Hren D, Marušić M, Marušić A. Regression of moral reasoning during medical education: combined design study to evaluate the effect of clinical study years. PLoS One. 2011 Mar 30;6(3):e17406.
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	1. Ministry of Science, Education and Sports, IT grant: Regpok.hr – Croatian register of clinical trials", 2009-2010 (PI). (PI) 3. Ministry of Science, Education and Sports, research grant project „Influence of a medical journal on academic community"; PI: Prof. Matko Marusic, since 2007 (collaborator) 4. COST ACTION TD1306 New Frontiers of Peer Review (PEERE), od 2014.; Management Committee member (Chair: Prof Flaminio Squazzoni, Italy). 5. FP7-HEALTH-2010 Cooperation: „OPEN: Overcome failure to publish negative findings", 2011-2012; PI: Prof. Gerd Antes, German Cochrane Center, Freiburg, Germany. -
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	Active teacher in anatomy since 1986, research in education, expertise from international conferences on education, collaboration with the Agency for science and higher education.

kompetencije?	
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	2006. – State award for Excellence in Science, Parliament of the Republic of Croatia. 2002. – Strossmayer Award, Croatian Academy of Arts and Sciences. 2001. – Strossmayer Award, Croatian Academy of Arts and Sciences. 1999. – National decoration for contribution to science
Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation	University of Split student evaluation: Average mark for anatomy courses for medical and dental medicine students and 6 courses in research methodology higher than 4 (on a scale from 1 to 5).

First and last name and title of teacher	Ana Marušić
The course he/she teaches in the proposed study programme	Research in Biomedicine and Health Anatomy
GENERAL INFORMATION ON COURSE TEACHER	
Address	Šoltanska 2
Telephone number	+38521557820
E-mail address	ana.marusic@mefst.hr
Personal web page	http://www.mefst.unist.hr/default.aspx?id=2185
Year of birth	1962
Scientist ID	136152
Research or art rank, and date of last rank appointment	Scientific advisor, 2002
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Full professor, tenured, 2008
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	2008
Name of position (professor, researcher, associate teacher, etc.)	Full professor, tenured
Field of research	Anatomy, evidence based medicine
Function	Chair, Department of Research in Biomedicine and Health
INFORMATION ON EDUCATION – Highest degree earned	
Degree	MD, PhD
Institution	University of Zagreb School of Medicine
Place	Zagreb, Croatia
Date	1985 (MD), 1989 (PhD)
INFORMATION ON ADDITIONAL TRAINING	
Year	1989-1990
Place	Farmington, CT, SAD
Institution	University of Connecticut Health Center
Field of training	Bone immunology
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian, Bosnian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English - 5
Foreign language and command of foreign language on a scale from 2	German - 3

(sufficient) to 5 (excellent)	
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 (name	Graduate and postgraduate education in research methodology:
title of course, study programme where it is/was offered, and level of study programme)	1. Principles of research in medicine, University of Zagreb School of Medicine, 2000 – 2008; graduate course 2. Workshop of writing and performing research – postgraduate courses 3. Structure of scientific article – PhD programme, University of Zagreb School of Medicine, 2000-2006 4. Research in biomedicine and health – vertically integrated course for medical and dental programme, University of Split School of Medicine, since 2008 5. Courses „Ethics in research“ i „Choice of scientific journal“ TRIBE doctoral school, University of Split School of Medicine, since 2011. 6. Summer School of Scientific Communication (financed by National Science Foundation, since 2011.
Authorship of university/faculty textbooks in the field of the course	1. Principles of research in medicine (ed. Matko Marušić). Zagreb: Medicinska naklada, 2013., 5th edition in Croatian 2. Principles of research in medicine (ed. Matko Marušić). Zagreb: Medicinska naklada, 2008. 1st edition in English 3. One stop doc: Statistics and Epidemiology. Zagreb Medicinska naklada, 2012. Editor of Croatian translation
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1. Marušić A, Hren D, et al. Five-step authorship framework to improve transparency in disclosing contributors to industry-sponsored clinical trial publications.BMC Med. 2014 Oct 24;12(1):197. 2. Jeličić Kadić A, Žanić M, Škaričić N, Marušić A. Using the WHO essential medicines list to assess the appropriateness of insurance coverage decisions: a case study of the Croatian national medicine reimbursement list. PLoS One. 2014 Oct 22;9(10):e111474. 3. Malički M, Marušić A; OPEN (to Overcome failure to Publish nEgative fiNdings) Consortium. Is there a solution to publication bias? Researchers call for changes in dissemination of clinical research results. J Clin Epidemiol. 2014 Oct;67(10):1103-10. 4. Malički M, von Elm E, Marušić A. Study design, publication outcome, and funding of research presented at international congresses on peer review and biomedical publication. JAMA. 2014 Mar 12;311(10):1065-7. 5. Tudor KI, Kozina PN, Marušić A. Methodological rigour and transparency of clinical practice guidelines developed by neurology professional societies in Croatia. PLoS One. 2013 Jul 19;8(7):e69877
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	1. Marušić A, Malički M, Sambunjak D, Jerončić A, Marušić M. Teaching science throughout the six-year medical curriculum: two-year experience from the University of Split School of Medicine, Split, Croatia.Acta Med Acad. 2014;43(1):50-62. 2. Marušić A, Sambunjak D, Jerončić A, Malički M, Marušić M. No health research without education for research--experience from an integrated course in undergraduate medical curriculum. Med Teach. 2013 Jul;35(7):609. 3. Mrduljaš-Đujic N, Pavličević I, Marušic A, Marušic M. Students letters to patients as a part of education in family medicine. Acta Med Acad. 2012;41(1):52-8. 4. Hren D, Sambunjak D, Marušić M, Marušić A. Medical students' decisions about authorship in disputable situations:

intervention study. Sci Eng Ethics. 2013 Jun;19(2):641-51.
5. Hren D, Marušić M, Marušić A. Regression of moral reasoning during medical education: combined design study to evaluate the effect of clinical study years. PLoS One. 2011 Mar

	30;6(3):e17406.
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	1. Ministry of Science, Education and Sports, IT grant: Regpok.hr – Croatian register of clinical trials", 2009-2010 (PI). (PI) 3. Ministry of Science, Education and Sports, research grant project „Influence of a medical journal on academic community"; PI: Prof. Matko Marusic, since 2007 (collaborator) 4. COST ACTION TD1306 New Frontiers of Peer Review (PEERE), od 2014.; Management Committee member (Chair: Prof Flaminio Squazzoni, Italy). 5. FP7-HEALTH-2010 Cooperation: „OPEN: Overcome failure to publish negative findings", 2011-2012; PI: Prof. Gerd Antes, German Cochrane Center, Freiburg, Germany. -
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?	Active teacher in anatomy since 1986, research in education, expertise from international conferences on education, collaboration with the Agency for science and higher education.
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	2006. – State award for Excellence in Science, Parliament of the Republic of Croatia. 2002. – Strossmayer Award, Croatian Academy of Arts and Sciences. 2001. – Strossmayer Award, Croatian Academy of Arts and Sciences. 1999. – National decoration for contribution to science
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)	University of Split student evaluation: Average mark for anatomy courses for medical and dental medicine students and 6 courses in research methodology higher than 4 (on a scale from 1 to 5).

First and last name and title of teacher	Rosanda Mulić, full professor
The course he/she teaches in the proposed study programme	
GENERAL INFORMATION ON COURSE TEACHER	
Address	Put Ričivice 35, 21 217. Kaštel Novi
Telephone number	091 4433810
E-mail address	rosanda.mulic@unist.hr
Personal web page	no
Year of birth	1954
Scientist ID	203 393
Research or art rank, and date of last rank appointment	Sceientific adviser, 2/3/ 2011
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Full professor,
Area and field of election into research or art rank	Public health and health care
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	University of Split

Date of employment	10/1/2014
Name of position (professor, researcher, associate teacher, etc.)	professor
Field of research	education
Function	Vice - Rector for Education
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	School of Medicine, University of Sarajevo,
Place	Sarajevo, Bosnia &Herzegovina
Date	12.3.1991.
INFORMATION ON ADDITIONAL TRAINING	
Year	continuously
Place	At home and abroad
Institution	Various workshops, symposia and congresses
Field of training	Public health and epidemiology, Education
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)
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)	Public Health, Epidemiology, Integrated study medical doctor, School of Medicine, University of Split
Authorship of university/faculty textbooks in the field of the course	7. Medicine for seafarers, Medicinska naklada,, Zagreb 2003 - Public health. 8. Epidemiology of Infectious Diseases. Medicinska naklada, Zagreb 2003 - Public health and epidemiology. 9. Epidemiology for students of nursing. Health Studies, Zagreb 2006 - Public health and epidemiology. 4. Epidemiology of chronic noncommunicable diseases. Zagreb, Laserplus, 2007- Public health and epidemiology. 5. Public Health, Medicinska naklada,, Zagreb, 2015 - public health and epidemiology.
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	11. Lukšić I, **Mulić R,** Falconer R, Orban M, Sidhu S, Rudan I. Estimating global and regional morbidity from acute bacterial meningitis in children: assessment of the evidence. Croat Med J. 2013;54(6):510-8. 12. Jurcev-Savicevic A, **Mulic R**, Ban B et al. Risk factors for pulmonary tuberculosis in Croatia: a matched case-control study. BMC Public Health. 2013;13:991. doi: 10.1186/1471-2458-13-991. 13. Jurcev-Savicevic A, **Mulic R**, Kozul K et al. Health system delay in pulmonary tuberculosis treatment in a country with an intermediate burden of tuberculosis: a cross-sectional study. BMC Public Health. 2013 Mar 21;13:250. doi: 10.1186/1471-2458-13-250.

	14. Jurčev-Savičević A, Popović-Grle S, **Mulić R**, Smoljanović M, Miše K. Delays in diagnosing and treating tuberculosis in Croatia. Arh Hig Rada Toksikol. 2012;63(3):385-94. doi: 10.2478/10004-1254-63-2012-2129. Croatian. 15. Poljak NK, Kontić M, Colović Z, Jeroncić I, Russo A, **Mulić R**. Does life along the sea carry greater risk of thyroid cancer? Coll Antropol. 2012 ;36(2):431-9.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	None
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	7. Seroepidemiology, predisposition and infectious diseases in Croatia. Ministry of Science, Education and Sports of the Republic of Croatia; 2007-2014. 8. MODOC - Modernization of doctoral education through the implementation of the Croatian Qualifications Framework. University of Zagreb 2014-2015. 9. MARED - Modernizinig and harmonizing maritime education in Montenegro and Albania. Project Coordinator: University of Montenegro, Montenegro.
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?	Continuous self-education. While participating in the project MODOC and MarED.
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	no
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)	Regular surveys/ questionnaire of students. The average score above 4.5.

First and last name and title of teacher	**ZDRAVKO PERKO, MD, PhD**
The course he/she teaches in the proposed study programme	SURGERY
GENERAL INFORMATION ON COURSE TEACHER	
Address	Department of Surgery, University Hospital Split, Spinčićeva 1, 21000 Split
Telephone number	+385 21 556 226
E-mail address	zperko@gmail.com
Personal web page	http://www1997.kbsplit.hr/osobne/perko/#zivotopis
Year of birth	1966.
Scientist ID	205384
Research or art rank, and date of last rank appointment	Profesor
Research-and-teaching, art-and-teaching or teaching rank, and date	Profesor

of last rank appointment	
Area and field of election into research or art rank	Biomedicine and Health, Clinical Medicine, Surgery
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	University Hospital Split
Date of employment	July, 2000.
Name of position (professor, researcher, associate teacher, etc.)	Head of the Department of Surgery, abdominal surgeon, Professor
Field of research	Abdominal surgery, endoscopic and minimally invasive surgery
Function	Head of the Department of Surgery, abdominal surgeon, Professor
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	School of Medicine, University of Zagreb
Place	Zagreb
Date	July 9th 1998.
INFORMATION ON ADDITIONAL TRAINING	
Year	1997.
Place	Hannover, Germany
Institution	Medizinische Hohschule
Field of training	Liver 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)	German 4
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)	Graduate program, Surgery: School of Medicine, University of Split, University of Zagreb, University of Osijek Postgraduate - Doctoral Program: Evidence Based Medicine–Minimally Invasive Surgery Postgraduate courses and workshops in laparoscopic surgery
Authorship of university/faculty textbooks in the field of the course	1. Bol - uzroci i liječenje / Jukić, Marko ; Majerić Kogler, Višnja ; Fingler, Mira (ur.). Zagreb : Medicinska naklada, 2011. 2. Kirurgija kolorektalnog karcinoma / Stipančić, Igor (ur.). Zagreb : Medicinska Naklada, 2007. 3. Endoskopska kirurgija - Instrumenti i oprema; Perko Z i sur. Knjigotisak, Split, 2001. 4. Laparoskopska oprema i instrumenti. Čala Z, Perko Z. U: Čala Z i sur.: Laparoskopska kolecistektomija - Temelji endoskopske kirurgije; GZH, Zagreb 2001: 22-49. 5. Anatomija i histologija žučnjaka i žučnih putova te fiziologija s patofiziologijom kolelitijaze. Perko Z, Mimica Ž. U: Čala Z i sur.: Laparoskopska kolecistektomija - Temelji endoskopske kirurgije; GZH, Zagreb 2001: 66-80. 6. Komplikacije laparoskopske kolecistektomije. Čala Z, Perko Z. U: Čala Z i sur.: Laparoskopska kolecistektomija - Temelji endoskopske kirurgije; GZH, Zagreb 2001: 167-181.
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1. Influence of inguinal hernia mesh repair on testicular flow and sperm autoimmunity. Stula I, Družijanić N, Sršen D, Capkun V, Perko Z, Sapunar A, Kraljević D, Bošnjak N, Pogorelić Z. Hernia. 2012 Aug;16(4):417-24.

2. First Croatian transvaginal laparoscopically assisted cholecystectomies. Perko Z, Cala Z, Mimica Z, Stipić R, Bakotin T, Kraljević J, Radonić V, Strinić T, Jakus IA, Simunić M. Hepatogastroenterology. 2012 Mar-Apr;59(114):351-2. 3. Laparoscopic transabdominal preperitoneal approach for inguinal hernia repair: a five-year experience at a single center. Perko Z, Rakić M, Pogorelić Z, Družijanić N, Kraljević J. Surg Today. 2011 Feb;41(2):216-21. 4. Pelvic peritonization after laparoscopic abdominoperineal resection for low-rectal carcinoma treatment: surgical technique. Druzijanić N, Perko Z, Srsen D, Pogorelić Z, Schwarz D, Juricić J. Hepatogastroenterology. 2009 Jul-Aug;56(93):1028-31. 5. How to prevent lateral thermal damage to tissue using the harmonic scalpel: experimental study on pig small intestine and abdominal wall. Pogorelić Z, Perko Z, Druzijanić N, Tomić S, Mrklić I. Eur Surg Res. 2009;43(2):235-40.	
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	
The name of the programme and volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?-pedagoške kompetencije?	School of Medicine Split – Postgraduate program
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)	School of Medicine Split, 4

3.4. Optimal number of students

Optimal number of students per year is 50.

3.5. Estimate costs per student

Estimated student's costs per academic year approximately equal 52 500 kunas/ 7 000 EUR (tuition fees).

3.6. Plan of procedures of study programme quality assurance

<table>
<tr><td colspan="2">In keeping with the European standards and guidelines for internal quality assurance in higher education institutions (according to "Standards and Guidelines of Quality Assurance in the European Higher Education Area") on the basis of which the University of Zagreb defines procedures for quality assurance, the proposer of the study programme is obliged to draw up a plan of procedures of study programme quality assurance.</td></tr>
<tr><td colspan="2">Documentation on which the quality assurance system of the constituent part of the University is based:</td></tr>
<tr><td colspan="2">• Regulations on the quality assurance system of the constituent part (enclose if existing)</td></tr>
<tr><td colspan="2">• Handbook on the quality assurance system of the constituent part (enclose if it exists)</td></tr>
<tr><td colspan="2">Description of procedures for evaluation of the quality of study programme implementation:
• Fore 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.</td></tr>
<tr><td>Evaluation of the work of teachers and part-time teachers</td><td>The process of student evaluation of teaching is conducted by the Centre / Department for quality in cooperation with the Committee for quality improvement of the departments. The procedure consists of: informing students and teachers, student questionnaire surveys, questionnaire analysis and presentation of results and measures for improving quality. The procedure is described in detail in the Guidelines for conducting student evaluation of teaching, University of Split. Survey is conducted on the last day of each teaching cycle. Analysis and delivery of survey results is the responsibility of the Centre / Department for the quality. Summary of the results for each department are presented to the Dean and to the President of the Committee for Quality Improvement. After analyzing the results of student surveys, dean holds meetings with 10% of worst ranked teachers</td></tr>
</table>

	Rector. Also, departments that have received lower ratings hold meetings on improving the quality of teaching. Our School, in accordance with the Regulations on rewards and recognition, rewards each year best teachers, associates and departments according to the results of student surveys.
Monitoring of grading and harmonization of grading with anticipated learning outcomes	The assessment of students at our School is carried out during classes (continuous evaluation) and during the exams. In student assessment the compliance of literature and teaching, as well as literature and the contents of the exam is particularly important. On the School website, under "Department" the curriculum of each department is specified. All teachers are listed in tables along with teaching schedules and units accompanied by chapters from books that are required reading. For written exams, scoring systems are explained in detail. Everything listed above contributes to the organization and execution of teaching, and to better communication with students. The assessment of the acquired knowledge through written exams has become the standard that is applied to all School programs. Committee for teaching, Committee for supervision of the teaching and Committee for Quality Improvement are all involved in the monitoring of the implementation of these procedures.
Evaluation of availability of resources (spatial, human, IT) in the process of learning and instruction	Evaluation of the availability of resources is partly carried out through a questionnaire for student evaluation of expert and administrative services and partly through the evaluation of the overall study program. Evaluation is conducted by the Department / Centre for Quality in cooperation with the Committee for Quality Improvement. The survey is conducted at the end of each academic year. The data is processed and the results are submitted to the Department for quality.
Availability and evaluation of student support (mentorship, tutorship, advising)	After enrolling in the first year, each student is assigned an advisor. The goal of this feature is providing assistance and guidance to students in order to master curriculum as easy as possible. As instructed by the dean and the vice dean for education, student representatives , analyze and timely inform the Dean's Office and the department if one of the students has encountered the problem with the successful completion of each examination in order to ensure timely response. We do not have formal way to evaluate support to students.
Monitoring of student pass/fail rate by course and study programme as a	The process of monitoring student rate of transition is conducted by the Centre / Department for quality using a questionnaire filled out by the School. This activity is carried

whole	out once a year at the beginning of the academic year for the previous academic year. Also, our School carries out internal analysis of students for each subject, exam and
	program after the first exam period, and before the autumn exam period, and the end of the academic year. The procedure is implemented by Student administration, Office for teaching and the departments. The results of rate of transition are discussed in the meetings of the Committee for teaching.
Student satisfaction with the programme as a whole	The process of student evaluation of the entire study program is conducted by the Department for quality in cooperation with the Committee for Quality Improvement and Student administration. This procedure is carried out electronically using EVASYS platform after the defense of the final thesis, and the data processing is conducted by the Department for quality. The results are submitted to the Dean and to the President of the Committee for Quality Improvement. The results of the survey are discussed among dean and vice deans, the Committee for teaching and the Committee for Quality Improvement.
Procedures for obtaining feedback from external parties (alums, employers, labour market and other relevant organizations)	Establishment of the alumni association is in progress. The School is in contact with the Croatian Medical Chamber, the Croatian Employment Service (regional office Split) and other stakeholders, and follows the trends and rates of employment of the staff we train.
Evaluation of student practical education (where this applies)	not applicable
Other evaluation procedures carried out by the proposer	/
Description of procedures for informing external parties on the study programme (students, employers, alums)	On the School of Medicine, University of Split website (www.mefst.hr) all necessary information on study programs, admission requirements and enrollment quotas are provided. 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.