



STUDY PROGRAM PROPOSAL

Professional Graduate Study Program in Nursing

January 2024

**List of core and elective courses with their ECTS credit value, teaching method,
course content, expected learning outcomes and course director**

LIST OF COURSES						
Year of study: 1st						
Semester: 1st						
COURSE	DIRECTOR	L	E	S	ECTS	STATUS
Ethical issues and dilemmas in nursing	Marija Kudumija Slijepčević, PhD, professional study program professor	30	30	10	7	Core
Health care law and health care economics	Josip Rajković, lecturer	30		20	5	Core
Transcultural concepts in nursing care	Ksenija Eljuga, senior lecturer	30	20	10	6	Core
Pedagogical competences in nursing	Tatjana Badrov, MSc, senior lecturer	20	30		6	Core
Application of health care theories	Đurđica Grabovac, senior lecturer	30		30	6	Core
Semester: 2nd						
Nursing in public health care	Adjunct Assoc. prof. Zrinka Puharić, PhD, professional study program professor	30		20	5	Core
Psychological care in nursing	Tamara Salaj, senior lecturer	30	20			Core
Evidence-based nursing practice	Nikolina Farčić, PhD, lecturer	20	10	20	5	Core
Patient safety and quality of health care	Zvezdana Gvozdanović, PhD, lecturer	30	10	20	6	Core
Introduction to the phenomenological approach to nursing research and practice	Goranka Rafaj, senior lecturer	15	10	15	4	Elective
Surgical wound care – integrating best practices	Adjunct Assoc. prof. Domagoj Eljuga, PhD	20	20		4	Elective
Health tourism and nursing	Sabina Bis, senior lecturer	20	20		4	Elective
Logotherapy in nursing	Tamara Salaj, senior lecturer	15	25		4	Elective

LIST OF COURSES						
Year of study: 2nd						
Semester: 3rd						
COURSE	DIRECTOR	L	E	S	ECTS	STATUS
Electronic records in nursing	Daliborka Vukmanić, lecturer	20	10	15	4	Core
Human resource management in nursing	Sabina Bis, senior lecturer	30	15	15	5	Core
Business planning in health care	Adela Zobundžija, lecturer	30	15	15	5	Core
Palliative care	Goranka Rafaj, senior lecturer Đurđica Grabovac, senior lecturer	25	10	10	4	Core
Health protection of the gerontological population	Assoc. prof. Želimir Bertić, PhD	25	10	10	4	Core
“Body image” – perception of one’s own body	Adjunct Assoc. prof. Zrinka Puharić, PhD, professional study program professor	20		20	4	Elective
Application of artificial intelligence in health care	Adjunct doc. Ivan Krešimir Lukić, PhD, adj. professional study program professor	20		20	4	Elective
Comprehensive assessment of senior citizens	Goranka Rafaj, senior lecturer	20	10	10	4	Elective
Semester: 4th						
Scientific research work in nursing	Rudolf Kiralj, PhD, professional study program professor	30	30	10	7	Core
Methodology of communicating research results	Ivana Jurković, senior lecturer Tatjana Badrov, MSc, senior lecturer	15	30		5	Core
Master thesis			540		18	Core

GENERAL INFORMATION			
Course director	Marija Kudumija Slijepčević, PhD, professional study program professor		
Course title	Ethical issues and dilemmas in nursing		
Study program	Professional graduate study program Nursing		
Course status	Core		
Year	1st	Semester	1st
Credit value and teaching method	Students' ECTS workload coefficient	7	
	Classes total (L+E+S)* <i>*Lectures, Exercises, Seminars</i>	30 + 30 + 10	
COURSE DESCRIPTION			
Course objectives			
The course objective is to train the student to analyze complex ethical situations in nursing practice through the understanding of ethical theories and principles and the development of critical thinking. Through active participation in discussions, analysis of real-life cases, and participation in simulations, students will develop the ability to recognize, understand, and resolve ethical challenges, thereby becoming responsible health care professionals.			
Conditions for enrollment into the course			
Same as the requirements for admission to the professional graduate study in Nursing.			
Expected learning outcomes			
O1	Identify and explain the main ethical theories and principles relevant for nursing practice		
O2	Apply acquired knowledge of ethical theories and principles with the aim of analyzing complex ethical situations in real-life nursing practice		
O3	Develop the ability to think critically about one's own ethical attitudes and their application in practice		
O4	Critically evaluate how ethical principles are applied in different contexts of nursing practice, taking into account the different perspectives and values that are important to the patient, family, and community		
O5	Apply theoretical knowledge of ethical dilemmas through participation in simulations		
Course content			
1. Ethical theories and principles in nursing. (Outcome O1) Deontological, utilitarian theory, ethics of virtue and ethics of care. Christian ethics and nursing. Metaphysical ethics and nursing. Moral relativism and nursing. Valid ethical code.			
2. Ethical dilemmas in nursing practice. (Outcome O2) Pro-life or pro-choice. Knowledge or belief. Child immunization as a public duty or parents' right to choose. The role of nursing in informed consent. The end of life and the ability to make decisions. Shortage of staff. Spirituality or science. Drug addiction. Empathy or safety protocol. Questionable medical orders.			
3. Development of critical thinking skills. (Outcome O3) Definition of critical thinking. Tools to improve critical thinking. Openness. Self-regulation. Observation and interpretation of content. Evaluation and presentation of content.			
4. Application of ethical principles in different contexts of nursing practice. (Outcome O4)			

The right to privacy. Personal and professional boundaries in the use of media. Ethics in the organization of work and health care. Health management and ethics. Incompetence of colleagues. Ethical dilemmas in the field of emergency medicine.

5. Application of theoretical knowledge in simulations. (Outcome O5)

Basic principles and application of what has been learned to solve practical problems (problem-based learning). Preparation of scenarios and allocation of roles.

Teaching formats	<input checked="" type="checkbox"/> lectures	<input type="checkbox"/> independent work
	<input checked="" type="checkbox"/> seminars and workshops	<input type="checkbox"/> multimedia and network
	<input checked="" type="checkbox"/> exercises	<input type="checkbox"/> laboratory
	<input type="checkbox"/> distance education	<input type="checkbox"/> mentor work
	<input type="checkbox"/> field course	<input type="checkbox"/> other _____

Students' obligations

Attending classes according to the Study Regulations. Seminar paper, written and awarded a passing grade.

Monitoring students' work

Attendance		Activity in class	x	Seminar paper	x	Experimental work	
Written exam	x	Oral exam		Essay		Research	
Project		Continuous knowledge assessment		Report		Practical work	
Portfolio							

Grading and evaluating students' work in-class and at the final exam

Exam term:

Learning outcomes	Written exam	Seminar	Activity in class	Passing threshold	Max.
O1	30%			15%	30%
O2		20%		10%	20%
O3			10%	5%	10%
O4		20%		10%	20%
O5			20%	10%	20%
Total	30%	40%	30%	50%	100%

A course is considered passed if the student achieved a score for each learning outcome that is greater than or equal to the specified threshold. Points achieved for passed learning outcomes are deleted one year after the start of the semester in which the course was taught.

Course grading:

Based on the sum of the total points achieved in the course, the grade is defined according to the following table:

Points range	Exam grade
0.00 – 49.99	insufficient (1)
50.00 – 59.99	sufficient (2)
60.00 – 74.99	good (3)
75.00 – 89.99	very good (4)
90.00 – 100.00	excellent (5)

Compulsory reading and the number of copies in proportion to the number of students currently attending the course		
Title	Number of copies	Number of students
Course materials available on the University website or on the Merlin e-learning platform		
Sonja Kalauz: Ethics in Nursing, Medicinska naklada, Zagreb, 2020.		

Supplementary reading materials:
Ethical Code, Croatian Nursing Council, 2005., (available at http://www.hkms.hr/data/1321863874_853_mala_Eticki%20kodeks.pdf)
Iva Buchberger: Priručnik kritičkog mišljenja, slušanja, čitanja i pisanja. Association for the Development of Higher Education Universitas, Rijeka, 2012. (Available at https://www.academia.edu/13540201/Kriti%C4%8Dko_mi%C5%A1ljenje_priru%C4%8Dnik_kriti%C4%8Dkog_mi%C5%A1ljenja_slu%C5%A1anja_%C4%8Ditanja_i_pisanja)

Methods of quality monitoring that ensure the acquisition of output knowledge, skills, and competences
<p>Conducting student surveys and analyzing data in accordance with the results of the Commission for Conducting Student Surveys.</p> <p>Analysis of quality indicators analyzing the students' studies, passing of exams, employment rates of graduates and other quality indicators.</p> <p>Regular updating and modernizing of courses.</p>

GENERAL INFORMATION			
Course director	Tatjana Badrov, MSc, senior lecturer		
Course title	Pedagogical competences in nursing		
Study program	Professional graduate study program Nursing		
Course status	Core		
Year	1	Semester	1
Credit value and teaching method	Students' ECTS workload coefficient	6	
	Classes total (L+E+S)	20 + 30 + 0	
COURSE DESCRIPTION			
Course objectives			
<ul style="list-style-type: none"> - teach students to plan, implement, and evaluate the teaching process in the field of health education and information, primary prevention of risky lifestyles and undesirable behaviors of adults and children; - introduce students to modern didactic theories of education and teaching, and train them to apply the acquired knowledge in planning, organizing and evaluating the educational and teaching process; - train students to conduct lessons by applying active learning strategies. 			
Conditions for enrollment into the course			
Same as the requirements for admission to the professional graduate study in Nursing.			
Expected learning outcomes			
O1	Compare different theoretical findings on education.		
O2	Determine the role of different stakeholders: educational, social, and health environments in promoting development, achievements, and health, and analyze, plan, and apply supportive forms of collaboration		
O3	Assess the needs of stakeholders for specific training		
O4	Plan and organize the teaching process		
O5	Apply appropriate teaching methods for the preparation, implementation, and evaluation of the teaching process		
Course content			
<p>Basic concepts, theories, and trends in educational science. (Outcome O1)</p> <p>The role of education in primary, secondary and tertiary prevention. The role of public and health institutions in the education, training and counseling of adults, children, and adolescents. Current educational, family, social and public health problems in the context of education and learning. Establishing multidisciplinary collaboration between educational, social and health professionals with children, adolescents, parents, and adults. (Outcome O2)</p> <p>Methods to assess the needs of stakeholders for specific training. (Outcome O3)</p>			

Didactics – theory of education and teaching: basic concepts of didactics, contemporary didactic theories. Lesson planning: organizing a teaching session (class). Formal, non-formal and informal learning. Curriculum: Theoretical and methodological approaches to the development of curricula (syllabuses). Detailed syllabuses and adapted programs. Structure and phases of the teaching process, teaching systems, teaching methods. Organization and structure of teaching. (Outcome O4)

Forms of teaching. Learning from experience. Transformational learning. Monitoring and assessment of students. Evaluation of the teaching process. Media in teaching: Didactic function, selection, and classification of teaching media. Computers in teaching, simulation in teaching, internet in teaching, didactic program design. (Outcome O5)

Teaching formats	<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> independent work
	<input type="checkbox"/> seminars and workshops	<input type="checkbox"/> multimedia and network
	<input checked="" type="checkbox"/> exercises	<input type="checkbox"/> laboratory
	<input type="checkbox"/> distance education	<input type="checkbox"/> mentor work
	<input type="checkbox"/> field course	<input type="checkbox"/> other _____

Students' obligations

Attending classes according to the Study Regulations

Monitoring students' work

Attendance		Activity in class		Seminar paper		Experimental work	
Written exam	x	Oral exam		Essay		Research	
Project		Continuous knowledge assessment		Report		Practical work	x
Portfolio							

Grading and evaluating students' work in-class and at the final exam

Exam term:

Learning outcomes	Written exam	Practical assignment	Passing threshold	Max.
O1	20%		10	20
O2	20%		10	20
O3		20%	10	20
O4		20%	10	20
O5		20%	10	20
Total	40%	60%	50%	100%

A course is considered passed if the student achieved a score for each learning outcome that is greater than or equal to the specified threshold. Points achieved for passed learning outcomes are deleted one year after the start of the semester in which the course was taught.

Course grading:

Based on the sum of the total points achieved in the course, the grade is defined according to the following table:

Points range	Exam grade
0.00 – 49.99	insufficient (1)
50.00 – 59.99	sufficient (2)
60.00 – 74.99	good (3)
75.00 – 89.99	very good (4)
90.00 – 100.00	excellent (5)

Compulsory reading and the number of copies in proportion to the number of students currently attending the course

Title	Number of copies	Number of students
Mušanović, M., Lukaš, M. (2020), Basics of pedagogy. Alfa. Zagreb (selected chapters, pp. 1-56)		
Cindrić, M., Miljković, D. & Strugar, V. (2018). Didactics and curriculum. Zagreb		

Supplementary reading materials:

Course materials available on the Merlin e-learning platform

Methods of quality monitoring that ensure the acquisition of output knowledge, skills, and competences

Conducting student surveys and analyzing data in accordance with the results of the Commission for Conducting Student Surveys.

Analysis of quality indicators analyzing the students' studies, passing of exams, employment rates of graduates and other quality indicators.

Regular updating and modernizing of courses.

GENERAL INFORMATION			
Course director	Đurđica Grabovac, senior lecturer		
Course title	Application of health care theories		
Study program	Professional graduate study program Nursing		
Course status	Core		
Year	1 st	Semester	1st
Credit value and teaching method	Students' ECTS workload coefficient	6	
	Classes total (L+E+S)	30 + 0 + 30	
COURSE DESCRIPTION			
Course objectives			
Provide students with a theoretical and practical understanding of the key aspects of health care and train them to apply different theoretical approaches in practice: <ul style="list-style-type: none"> - introduce students to basic theoretical models and concepts in the field of health care to gain a basic understanding of the principles of health care; - apply theoretical knowledge acquired in specific health care situations – this includes analyzing patient needs, planning interventions and evaluating outcomes; - encourage the development of critical thinking in students so that they can reflect on their practice, recognize challenges, and develop strategies to improve the quality of care. 			
Conditions for enrollment into the course			
Same as the requirements for admission to the professional graduate study in Nursing.			
Expected learning outcomes			
O1	Compare health care theories.		
O2	Determine the influence of health care theories on the development of modern nursing.		
O3	Critically evaluate the importance of health care theories in modern health care.		
O4	Develop plans for the further improvement and application of nursing theories in practice.		
O5	Critically analyze the application of nursing theories to various health care situations.		
Course content			
<p>1. Historical development of health care theories. The importance of health care theories and elementary knowledge and knowledge in health care. The importance of theory: first step – describing the theory; second step – analyzing the theory; third step – evaluating the theory. (Outcome O1)</p> <p>2. Background of the development of new roles in health care. Bridging theory and research in health care. (Outcome O2)</p> <p>3. Current trends in health care theories. Metaparadigm of health care. Limitations of theories of care. Advantages of theories of care. (Outcome O3)</p> <p>4. Strategies for the development of theory through research. Evaluator of health care theories. (Outcome O4)</p> <p>5. Threats to the development of interpersonal relationships in health care and the application of interpersonal theories. Selecting an appropriate health care theory. Gap between theory and practice. (Outcome O5)</p>			

Teaching formats	<input checked="" type="checkbox"/> lectures	<input type="checkbox"/> independent work					
	<input checked="" type="checkbox"/> seminars and workshops	<input type="checkbox"/> multimedia and network					
	<input type="checkbox"/> exercises	<input type="checkbox"/> laboratory					
	<input type="checkbox"/> distance education	<input type="checkbox"/> mentor work					
	<input type="checkbox"/> field course	<input type="checkbox"/> other _____					
Students' obligations							
Attending lectures according to the Study Regulations. The student submits a seminar paper, which must be accepted and graded.							
Monitoring students' work							
Attendance		Activity in class		Seminar paper	x	Experimental work	
Written exam	x	Oral exam		Essay		Research	
Project		Continuous knowledge assessment		Report		Practical work	
Portfolio							
Grading and evaluating students' work in-class and at the final exam							
Exam term:							
	Learning outcomes	Written exam	Seminar	Passing threshold	Max.		
	O1	16%	4%	10%	20%		
	O2	16%	4%	10%	20%		
	O3	16%	4%	10%	20%		
	O4	16%	4%	10%	20%		
	O5	16%	4%	10%	20%		
	Total	80%	20%	50%	100%		
A course is considered passed if the student achieved a score for each learning outcome that is greater than or equal to the specified threshold. Points achieved for passed learning outcomes are deleted one year after the start of the semester in which the course was taught.							
Course grading:							
Based on the sum of the total points achieved in the course, the grade is defined according to the following table:							
		Points range	Exam grade				
		0.00 – 49.99	insufficient (1)				
		50.00 – 59.99	sufficient (2)				
		60.00 – 74.99	good (3)				
		75.00 – 89.99	very good (4)				
		90.00 – 100.00	excellent (5)				

Compulsory reading and the number of copies in proportion to the number of students currently attending the course		
Title	Number of copies	Number of students
McKenna H., Pajnikihar M., Murfhy F. Fundamentals of Nursing Models, Theories and Practice. Translation: Basics of models, theories and practices of health care 1 st ed. in Croatian. Osijek: Faculty of Dental Medicine and Health Osijek; 2020.		
Supplementary reading materials:		
Meleis AI. Theoretical Nursing: Development and Progress. 6 th ed. Philadelphia, PA: Wolters Kluwer; 2018.		
Methods of quality monitoring that ensure the acquisition of output knowledge, skills, and competences		
<p>Conducting student surveys and analyzing data in accordance with the results of the Commission for Conducting Student Surveys.</p> <p>Analysis of quality indicators analyzing the students' studies, passing of exams, employment rates of graduates and other quality indicators.</p> <p>Regular updating and modernizing of courses.</p>		

GENERAL INFORMATION			
Course director	Ksenija Eljuga, senior lecturer		
Course title	Transcultural concepts in nursing care		
Study program	Professional graduate study program Nursing		
Course status	Core		
Year	1 st	Semester	1st
Credit value and teaching method	Students' ECTS workload coefficient	6	
	Classes total (L+E+S)	30 + 20 + 10	
COURSE DESCRIPTION			
Course objectives			
<ul style="list-style-type: none"> - develop understanding and skills related to transcultural concepts in nursing care - gain ability to recognize and appreciate cultural diversity in nursing practice - development of adaptive skills and application of transcultural competencies in daily work with patients from different cultural backgrounds - developing sensitivity to cultural differences and providing high quality and culturally sensitive care - achieving better health outcomes for patients and improve professional practice by integrating transcultural aspects into nursing care 			
Conditions for enrollment into the course			
Same as the requirements for admission to the professional graduate study in Nursing.			
Expected learning outcomes			
O1	Identify and describe different cultural groups, including their beliefs, values, customs, and linguistic diversity.		
O2	Evaluate how cultural factors influence perceptions of illness, access to health care, and interpersonal relationships in the context of nursing practice.		
O3	Adapt nursing care to meet the cultural needs of patients, including proper communication, respect for cultural norms, and collaboration with a culturally diverse team.		
O4	Apply acquired knowledge and skills to resolve specific challenges and situations arising from cultural diversity in nursing practice.		
O5	Analyze the ethical issues that arise from providing care in diverse cultural groups and develop the ability to make ethical decisions in these contexts.		
O6	Discuss ways to collaborate with cultural resources and communities to improve the availability, acceptability, and effectiveness of nursing care in a transcultural setting.		
Course content			
Introduction to transcultural health care (Outcome O1) Migration and globalization (Outcome O2) Basic concepts of transcultural health care (Outcome O4) Theoretical foundations and history of transcultural health care (Outcome O3) Ethics and cultural health care (Outcome O5) Culture, health, and illness (Outcome O6)			

Culturally sensitive communication in the health care system (culturally sensitive communication with patients and families, communication with patients and families using an interpreter) (Outcome O3)
 Safety in health care facilities from a cultural perspective (Outcome O4)
 Culturally sensitive environment and multicultural team (Outcome O6)

Teaching formats	<input checked="" type="checkbox"/> lectures	<input type="checkbox"/> independent work
	<input checked="" type="checkbox"/> seminars and workshops	<input type="checkbox"/> multimedia and network
	<input checked="" type="checkbox"/> exercises	<input type="checkbox"/> laboratory
	<input type="checkbox"/> distance education	<input type="checkbox"/> mentor work
	<input type="checkbox"/> field course	<input type="checkbox"/> other _____

Students' obligations

Attending classes according to the Study Regulations. Seminar paper, written and awarded a passing grade.

Monitoring students' work

Attendance		Activity in class		Seminar paper	x	Experimental work	
Written exam	x	Oral exam		Essay		Research	
Project		Continuous knowledge assessment		Report		Practical work	
Portfolio							

Grading and evaluating students' work in-class and at the final exam

Exam term:

Learning outcomes	Written exam	Seminar	Passing threshold	Max.
O1	10%	6%	8%	16%
O2	10%	6%	8%	16%
O3	10%	6%	8%	16%
O4	10%	6%	8%	16%
O5	10%	6%	8%	16%
O6	10%	10%	10%	20%
Total	60%	40%	50%	100%

A course is considered passed if the student achieved a score for each learning outcome that is greater than or equal to the specified threshold. Points achieved for passed learning outcomes are deleted one year after the start of the semester in which the course was taught.

Course grading:

Based on the sum of the total points achieved in the course, the grade is defined according to the following table:

Points range	Exam grade
0.00 – 49.99	insufficient (1)
50.00 – 59.99	sufficient (2)
60.00 – 74.99	good (3)
75.00 – 89.99	very good (4)
90.00 – 100.00	excellent (5)

Compulsory reading and the number of copies in proportion to the number of students currently attending the course

Title	Number of copies	Number of students
Course materials available on the Merlin e-learning platform		

Supplementary reading materials:

Yava A., Tosun B. Transcultural Nursing: Benefits. Better & Effective Nursing Education for Improving Transcultural nursing Skills. Benefits.hku.edu.tr (First Edition, 2021., Ankara. Available online) <https://kurumsal.ankaranobel.com/wp-content/uploads/2022/02/TRANSCULTURAL-NURSING-book.pdf>

Methods of quality monitoring that ensure the acquisition of output knowledge, skills, and competences

Conducting student surveys and analyzing data in accordance with the results of the Commission for Conducting Student Surveys.

Analysis of quality indicators analyzing the students' studies, passing of exams, employment rates of graduates and other quality indicators.

Regular updating and modernizing of courses.

GENERAL INFORMATION			
Course director	Josip Rajković, LLM, lecturer		
Course title	Health care law and health care economics		
Study program	Professional graduate study program Nursing		
Course status	Core		
Year	1 st	Semester	1st
Credit value and teaching method	Students' ECTS workload coefficient	5	
	Classes total (L+E+S)	30 +0 + 20	
COURSE DESCRIPTION			
Course objectives			
Providing students with a basic understanding of the legal and economic aspects of the healthcare sector. Students will gain knowledge of the legal frameworks that govern health care systems, understand the economic principles involved in the provision of health care services, and develop analytical skills to evaluate the effectiveness of health care policies and interventions.			
Conditions for enrollment into the course			
Same as the requirements for admission to the professional graduate study in Nursing.			
Expected learning outcomes			
O1	Analyze the basic concepts of health care law and the economics of health in nursing practice.		
O2	Relate legal and economic principles to specific health care situations.		
O3	Integrate basic economic principles into the context of health care and be able to analyze the impact of economic factors on health care.		
O4	Identify key components of health policy and their impact on health care.		
O5	Critically analyze different models of health care financing and recognize the challenges and benefits of each model.		
O6	Analyze key laws and regulations related to health care at the national level.		
Course content			
<p>1. Concept and content of health care law and health care economics, relevance of knowledge about law and economics in nursing. The United Nations Universal Declaration of Human Rights and the Charter of Fundamental Rights of the European Union. The procedure for adopting legal regulations and bylaws relevant to health care, health care economics throughout history, the problem of generalization of the objectives set, the problem of respect for the profession in the process of adopting regulations. (Outcome O1)</p> <p>2. Comparison of the objectives set with nursing practice in the real-life working environment. Outlining the primary, secondary and tertiary levels of health care in terms of current legislation and how all levels work together to achieve the goals of economics and economic principles in health care. The collision of education and advancement in the workplace by recognizing the coefficient for salary calculation with health care economics. (Outcome O2)</p> <p>3. Economic principles reviewed in comparable international health care systems applicable to the health care system of the Republic of Croatia. Analysis of an economic intervention on the scope and quality of</p>			

health care, differences in the approach to solving the problem of accumulated debt in the health care system. (Outcome O3)

4. Historical overview of the organization of the work of the healthcare sector in the Republic of Croatia. Presentation of the work and scope of activities of the Ministry of Health. The relationship between the Ministry of Health and the Ministry of Finance in planning allocations from the state budget to the Ministry of Health. Health reforms and their implementation and impact on health care. (Outcome O4)

5. Presentation of health care financing models and their impact on the quality of health care. "Bismarck" model of social health insurance. The Beveridge model. Private health insurance in the USA – a market model. Applicability of the model in relation to the current financing model. A combination of several financing models. Sustainability of the different financing models over time. (Outcome O5)

6. Emphasis on the most important regulations, the Health Care Act, and the Compulsory Health Insurance Act. Regulations of the Government of the Republic of Croatia. Instructions and regulations of the Minister of Health. Penalty provisions and penal consequences of non-compliance with legal regulations. Sanctions aimed at improving economic sustainability in the health care sector de lege lata and de lege ferenda. (Outcome O6)

Teaching formats	<input checked="" type="checkbox"/> lectures	<input type="checkbox"/> independent work
	<input checked="" type="checkbox"/> seminars and workshops	<input type="checkbox"/> multimedia and network
	<input type="checkbox"/> exercises	<input type="checkbox"/> laboratory
	<input type="checkbox"/> distance education	<input type="checkbox"/> mentor work
	<input type="checkbox"/> field course	<input type="checkbox"/> other _____

Students' obligations

Class attendance according to the Study Regulations; seminar paper, written and awarded a passing grade

Monitoring students' work

Attendance		Activity in class		Seminar paper	x	Experimental work	
Written exam	x	Oral exam		Essay		Research	
Project		Continuous knowledge assessment		Report		Practical work	
Portfolio							

Grading and evaluating students' work in-class and at the final exam

Exam term:

Learning outcomes	Written exam	Seminar	Passing threshold	Max.
O1	16%		8%	16%
O2	10%		5%	10%
O3	14%		7%	14%
O4	10%		5%	10%
O5	16%		8%	16%
O6	14%		7%	14%
		20%	10%	20%
Total	80%	20%	50%	100%

A course is considered passed if the student achieved a score for each learning outcome that is greater than or equal to the specified threshold. Points achieved for passed learning outcomes are deleted one year after the start of the semester in which the course was taught.

Course grading:

Based on the sum of the total points achieved in the course, the grade is defined according to the following table:

Points range	Exam grade
0.00 – 49.99	insufficient (1)
50.00 – 59.99	sufficient (2)
60.00 – 74.99	good (3)
75.00 – 89.99	very good (4)
90.00 – 100.00	excellent (5)

Compulsory reading and the number of copies in proportion to the number of students currently attending the course

Title	Number of copies	Number of students
Ekonomika u zdravstvu, Miloloža, Ivan; Šebo, Damir, Faculty of Dental Medicine and Health of the Josip Juraj Strossmayer University of Osijek, 2019		
Vehovec M. About healthcare from an economic perspective, Institute of Economics, Zagreb, 2014. Available at: https://www.eizg.hr/userdocsimages/publikacije/knjige/o_zdravstvu_iz_ekonomsk_e_perspektive.pdf		
The lecturer's course materials available on the Merlin e-learning platform		

Supplementary reading materials:

Health care Act Official Gazette 100/18, 125/19, 147/20, 119/22, 156/22, 33/23
 Basics of health law, Čizmić, J.; Žunić, Lj., University of Split, 2014

Methods of quality monitoring that ensure the acquisition of output knowledge, skills, and competences

Conducting student surveys and analyzing data in accordance with the results of the Commission for Conducting Student Surveys.
 Analysis of quality indicators analyzing the students' studies, passing of exams, employment rates of graduates and other quality indicators.
 Regular updating and modernizing of courses.

GENERAL INFORMATION			
Course director	Tamara Salaj, senior lecturer		
Course title	Psychological care in nursing		
Study program	Professional graduate study program Nursing		
Course status	Core		
Year	1st	Semester	2nd
Credit value and teaching method	Students' ECTS workload coefficient	6	
	Classes total (L+E+S)	30 + 20 + 0	
COURSE DESCRIPTION			
Course objectives			
Develop nursing competencies to provide psychological care of high quality, emphasizing awareness of the patient's psychological needs, focused listening, patient-centered communication, and recognizing and acting on the patient's psychological conditions. Students acquire theoretical knowledge and practical skills to respond to the needs of patients, focusing on an empathic approach, ethical behavior, and the application of various psychological therapy approaches. They thus become experts in psychological care in the context of health care.			
Conditions for enrollment into the course			
Same as the requirements for admission to the professional graduate study in Nursing.			
Expected learning outcomes			
O1	Analyze the patient's various psychological needs and relate them to the complexity of the emotional challenges arising from the patient's current state of health.		
O2	Apply psychological care through a holistic approach in the context of health care.		
O3	Apply advanced communication skills focused on listening and recognizing the patient's psychological state with the goal of achieving effective communication and providing quality emotional support.		
O4	Plan and implement individualized psychological care plans based on an analysis of patient needs, taking into account the physical, emotional and social aspects of health.		
O5	Critically evaluate the application of ethical guidelines in the practice of psychological care, taking into account the complexity of situations and ensuring the respect and integrity of the patient.		
Course content			
Introduction to psychological care in nursing, essence of nursing, psychology and nursing, psychological needs in the state of illness (Outcome 1) Models of psychological care, qualities for psychological care, skills for psychological care, knowledge for psychological care (Outcome 2) Interpersonal skills, communication skills, psychological assessment skills, emotional care skills, counseling skills (Outcome 3) Plan and implement individualized psychological care plans on a case-by-case basis through pre-analysis of patients' needs, taking into account physical, emotional and social aspects of health. (Outcome 4)			

Barriers to the provision of psychological care, putting theory into practice, national strategies for the development of care, the future of psychological care (Outcome 5)

Teaching formats	<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> independent work
	<input type="checkbox"/> seminars and workshops	<input type="checkbox"/> multimedia and network
	<input checked="" type="checkbox"/> exercises	<input type="checkbox"/> laboratory
	<input type="checkbox"/> distance education	<input type="checkbox"/> mentor work
	<input type="checkbox"/> field course	<input type="checkbox"/> other _____

Students' obligations

The student is required to participate in all forms of teaching activities. Class attendance is regulated in accordance with the published timetable and the regulations for studying at the Bjelovar University of Applied Sciences.

Monitoring students' work

Attendance		Activity in class		Seminar paper		Experimental work	
Written exam	X	Oral exam		Essay		Research	
Project		Continuous knowledge assessment		Report		Practical work	
Portfolio				Case presentation	x		

Grading and evaluating students' work in-class and at the final exam

Exam term:

Learning outcomes	Written exam	Case presentation	Passing threshold	Max.
O1	20%		10%	20%
O2	10%		5%	10%
O3		30%	15%	30%
O4		30%	15%	30%
O5	10%		5%	10%
Total	40%	60%	50%	100%

A course is considered passed if the student achieved a score for each learning outcome that is greater than or equal to the specified threshold. Points achieved for passed learning outcomes are deleted one year after the start of the semester in which the course was taught.

Course grading:

Based on the sum of the total points achieved in the course, the grade is defined according to the following table:

Points range	Exam grade
0.00 – 49.99	insufficient (1)
50.00 – 59.99	sufficient (2)
60.00 – 74.99	good (3)
75.00 – 89.99	very good (4)
90.00 – 100.00	excellent (5)

Compulsory reading and the number of copies in proportion to the number of students currently attending the course

Title	Number of copies	Number of students
Course materials available on the Merlin e-learning platform		
Priest H. Introduction to psychological care in nursing and health professions. Naklada slap. Jastrebarsko, 2014.		

Supplementary reading materials:

Havelka Meštrović A., Havelka M. Health psychology: psychosocial foundations of health. Naklada Slap. Jastrebarsko, 2020.

Samovar L., Porter R., McDaniel E. Communication across cultures. Naklada Slap. Jastrebarsko, 2013.

Lučanin D. Communication skills in healthcare. Naklada Slap. Jastrebarsko, 2010.

Lacković-Grgin K., Penezić Z. Personality: Developmental and psychological perspective. Naklada Slap. Jastrebarsko, 2018.

Knapp M., Hall J. Nonverbal communication in human interaction. Naklada Slap. Jastrebarsko, 2010

Methods of quality monitoring that ensure the acquisition of output knowledge, skills, and competences

Conducting student surveys and analyzing data in accordance with the results of the Commission for Conducting Student Surveys.

Analysis of quality indicators analyzing the students' studies, passing of exams, employment rates of graduates and other quality indicators.

Regular updating and modernizing of courses.

GENERAL INFORMATION			
Course director	Nikolina Farčić, PhD, lecturer		
Course title	Evidence-based nursing practice		
Study program	Professional graduate study program Nursing		
Course status	Core		
Year	1st	Semester	2nd
Credit value and teaching method	Students' ECTS workload coefficient	5	
	Classes total (L+E+S)	20 + 10 + 20	
COURSE DESCRIPTION			
Course objectives			
Acquisition of fundamental skills and knowledge in the field of evidence-based nursing practice, with an emphasis on the application of the latest research findings and clinical guidelines, as well as the development of the ability to think critically, analyze and interpret relevant scientific papers and apply the knowledge acquired in providing care of the highest quality to patients. The aim is to familiarize students with the breadth of scientific research in the field of health care. Further objectives are to develop an attitude among students about the need for a scientifically based career, evaluate the knowledge and skills required for scientific research and professional work in the field of nursing and to develop independence and responsibility in research innovations in nursing, and to critically analyze evidence-based health care.			
Conditions for enrollment into the course			
Same as the requirements for admission to the professional graduate study in Nursing.			
Expected learning outcomes			
O1	Understand and describe the relationship between health care and research.		
O2	Critically analyze and evaluate scientific literature and understand how the chosen research design and methodology may affect the reliability and applicability of the findings.		
O3	Apply the latest evidence from the literature to make decisions about patient care and develop skills to integrate evidence into the daily practice.		
O4	Think critically about the use of evidence in nursing practice, including recognizing the limitations of research and reflecting on potential implications for patients.		
O5	Understand and describe the ethical aspects of using evidence in nursing practice, including respect for patient rights and adherence to ethical guidelines in research.		
O6	Critically analyze direct and indirect research that relates to nursing practice.		
O7	Assess the impact of evidence on nursing practice.		
Course content			
1. Basic terms and definitions (Outcome O1) Health care science; Health care and research; Critical thinking through health care; The definition of evidence-based health care – the history of the development of evidence-based theory and practice in health care, the difference between decision-making and evidence.			
2. Scientific literature, research design and reliability of evidence (Outcome O2)			

Sources of knowledge and insights for implementing evidence-based practice: empirical research/quantitative and qualitative studies; Primary and secondary sources; Hierarchy of evidence based on its origin – what does it represent, Quantitative research, Quasi-experimental research, Cohort studies and case reports; Data collection for quantitative research.

3. Integration of evidence into clinical practice (Outcome O3)
 Application of the best possible health care based on the highest possible evidence; Increasing the possibility of finding relevant information for nursing practice; Potential problems and causal approach in finding literature; Access to evidence: electronic databases; Guidelines for collecting, analyzing and synthesizing evidence and implementing changes in practice in the field of health care: identifying problems/or the need for changes; Collection and evaluation of empirical evidence; Collection and evaluation of non-empirical evidence; Synthesis/summarization of evidence.

4. Critical thinking regarding the use of evidence in nursing practice (Outcome O4)
 Consideration of risk and gain; Differences in decision-making and differences in proof – critical thinking; Proving for effectiveness; Integrating evidence with clinical expertise, attitudes, and values of service users/patients.

5. Ethical aspects of scientific research work (Outcome O5)
 Ethical aspects of scientific research work and evidence-based practice; The importance of research and evidence-based practice for patient safety and quality of health care; Respecting the rights of patients.

6. Evidence-based direct and indirect research (Outcomes O3, O4, O5, O6)
 Models of evidence-based nursing practice; Proving for effectiveness, Evidence-based direct and indirect research; Critical thinking through health care.

7. Evaluation of the impact of evidence on practice (Outcome O7)
 Evaluation of the impact of evidence on practice, proposing changes in practice or decision-making; Evaluation and selection of the best/most acceptable evidence; Analysis of the cost-effectiveness of introducing the best/most acceptable evidence into practice – feasibility; Possibilities of work organization, availability of human and material resources; Application of the best/most acceptable evidence in the health care process and its standardization. A vision of the future for evidence-based practice in nursing

Teaching formats	<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> independent work
	<input checked="" type="checkbox"/> seminars and workshops	<input type="checkbox"/> multimedia and network
	<input checked="" type="checkbox"/> exercises	<input type="checkbox"/> laboratory
	<input type="checkbox"/> distance education	<input type="checkbox"/> mentor work
	<input type="checkbox"/> field course	<input type="checkbox"/> other _____

Students' obligations

Class attendance according to the Study Regulations; seminar paper, written and awarded a passing grade and a case presentation.

Monitoring students' work

Attendance		Activity in class		Seminar paper	x	Experimental work	
Written exam	x	Oral exam		Essay		Research	
Project		Continuous knowledge assessment		Report		Practical work	
Portfolio				Case presentation	x		

Grading and evaluating students' work in-class and at the final exam

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Exam term:

Learning outcomes	Written exam	Seminar	Case presentation	Passing threshold	Max.
O1	8%			4%	8%
O2	8%			4%	8%
O3	10%		20%	15%	30%
O4	8%			4%	8%
O5	8%			4%	8%
O6	8%			4%	8%
O7	10%			5%	10%
		20%		10%	20%
Total	60%	20%	20%	50%	100%

A course is considered passed if the student achieved a score for each learning outcome that is greater than or equal to the specified threshold. Points achieved for passed learning outcomes are deleted one year after the start of the semester in which the course was taught.

Course grading:

Based on the sum of the total points achieved in the course, the grade is defined according to the following table:

Points range	Exam grade
0.00 – 49.99	insufficient (1)
50.00 – 59.99	sufficient (2)
60.00 – 74.99	good (3)
75.00 – 89.99	very good (4)
90.00 – 100.00	excellent (5)

Compulsory reading and the number of copies in proportion to the number of students currently attending the course

Title	Number of copies	Number of students
Farčić N. Teaching texts: Bjelovar University of Applied Sciences; 2024.		

Supplementary reading materials:

Pearson A., Field J., Jordan Z. Evidence-Based Clinical Practice in Nursing and Health Care. Oxford: Blackwell Publishing; 2007.

Melnik, B.M., Overholt EF. Evidence-based Practice in Nursing and Health care, A Guide to Best Practice. Philadelphia: Wolters Kluwer; 2015.

Brown, S. J. Evidence-based nursing: the research-practice connection, Fourth edition. Burlington, Massachusetts: Jones & Bartlett; 2017.

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Regular updating and modernizing of courses.

GENERAL INFORMATION			
Course director	Adjunct Assoc. prof. Zrinka Puharić, PhD, professional study program professor		
Course title	Nursing in public health care		
Study program	Professional graduate study program Nursing		
Course status	Core		
Year	1st	Semester	2nd
Credit value and teaching method	Students' ECTS workload coefficient	5	
	Classes total (L+E+S)	30 + 0 + 20	
COURSE DESCRIPTION			
Course objectives			
Students will learn about the importance of public health interventions, explain the differences between programs and interventions, and present the national strategies for improving health in the Republic of Croatia. Students will learn about the diversity and objectives of national strategies and acquire knowledge about communicable and non-communicable diseases and mental health as key factors of general health. Through an overview of the public health action program in the Republic of Croatia, students will understand the public health measures in local self-government and contribute to solving global challenges.			
Conditions for enrollment into the course			
Same as the requirements for admission to the professional graduate study in Nursing.			
Expected learning outcomes			
O1	Evaluate the term and concept of public health and health		
O2	Analyze the health protection measures and the organization of public health in Croatia		
O3	Assess the health of selected population groups		
O4	Critically evaluate the public health aspects of acute and chronic diseases		
O5	Analyze public health measures		
O6	Plan an intervention in the field of public health		
Course content			
Lectures (Outcome O1-4)			
1. Term and concept of public health (Outcome O1)			
2. Health and measures of health (Outcome O1)			
3. Lifestyle habits and people's health (Outcome O1)			
4. Global context of public health (Outcome O1)			
5. Health care in Croatia (Outcome O2)			
6. Public health in Croatia (Outcome O2)			
7. Population groups (Outcome O3)			
8. Health assessment of population groups (Outcome O3)			
9. Acute infectious and non-infectious diseases (Outcome O4)			
10. Chronic infectious and non-infectious diseases (Outcome O4)			
11. National public health programs (2 hours) Outcome O4			
12. National strategies (2 hours) Outcome 4			

Teaching formats	<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> independent work
	<input checked="" type="checkbox"/> seminars and workshops	<input type="checkbox"/> multimedia and network
	<input type="checkbox"/> exercises	<input type="checkbox"/> laboratory
	<input type="checkbox"/> distance education	<input type="checkbox"/> mentor work
	<input type="checkbox"/> field course	<input type="checkbox"/> other _____

Students' obligations

Class attendance is organized according to the published timetable. Lectures are not compulsory. Students must prepare a seminar on a chosen or proposed topic and take a written examination. In the seminar, the student should demonstrate good knowledge of the topic, knowledge and application of the material covered in the course and demonstrate the ability to locate relevant literature sources as well as the ability to write.

Monitoring students' work

Attendance		Activity in class		Seminar paper	x	Experimental work	
Written exam	x	Oral exam		Essay		Research	
Project		Continuous knowledge assessment		Report		Practical work	
Portfolio							

Grading and evaluating students' work in-class and at the final exam

Exam term:

Learning outcomes	Written exam	Seminar	Passing threshold	Max.
O1	20%		10%	20%
O2	20%		10%	20%
O3	20%		10%	20%
O4	20%		10%	20%
O5	10%		5%	10%
O6		10%	5%	10%
Total	80%	20%	50%	100%

A course is considered passed if the student achieved a score for each learning outcome that is greater than or equal to the specified threshold. Points achieved for passed learning outcomes are deleted one year after the start of the semester in which the course was taught.

Course grading:

Based on the sum of the total points achieved in the course, the grade is defined according to the following table:

Points range	Exam grade
0.00 – 49.99	insufficient (1)
50.00 – 59.99	sufficient (2)
60.00 – 74.99	good (3)
75.00 – 89.99	very good (4)
90.00 – 100.00	excellent (5)

Compulsory reading and the number of copies in proportion to the number of students currently attending the course

Title	Number of copies	Number of students
Puntarić, Ropac, Jurčev - Savičević. Public health. Medicinska naklada 2015.		
Course materials available on the Merlin e-learning platform		

Supplementary reading materials:

National health development plan for the period 2021 to 2027
 Act on the Protection of the Population from Infectious Diseases
 National prevention programs
 Health Care Act

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 Regular updating and modernizing of courses.

GENERAL INFORMATION			
Course director	Zvezdana Gvozdanić, PhD, lecturer		
Course title	Patient safety and quality of health care		
Study program	Professional graduate study program Nursing		
Course status	Core		
Year	1st	Semester	2nd
Credit value and teaching method	Students' ECTS workload coefficient	6	
	Classes total (L+E+S)	30 + 10 + 20	
COURSE DESCRIPTION			
Course objectives			
Enabling the acquisition of knowledge and skills about the concepts of safety and quality in health care, exploring quality processes and certification standards and procedures. By understanding internal models and applying standards, students will develop key competencies to ensure quality health care, contributing to improving the quality of the entire health care system.			
Conditions for enrollment into the course			
Same as the requirements for admission to the professional graduate study in Nursing.			
Expected learning outcomes			
O1	Review the basic concepts and purpose of quality assurance and safety in health care		
O2	Determine the factors that influence quality and patient safety in health care		
O3	Critically analyze potential risks and hazards to the patient at various stages of health care delivery		
O4	Analyze risks using examples to develop prevention strategies		
O5	Develop new approaches to increase patient safety in different areas of health care		
Course content			
<ol style="list-style-type: none"> 1. Introduction to the quality of health care <ul style="list-style-type: none"> Definition of the key terms: quality, safety, quality assurance Purpose and importance of quality and safety in health care Overview of relevant regulatory guidelines and standards (Outcome O1) 2. Identification of key factors influencing the quality of health care <ul style="list-style-type: none"> Analysis of human resources, education, and training of health care staff Technological aspects and information systems in improving quality and safety The role of communication and collaboration between health care professionals The influence of environment and organizational culture on quality and safety (Outcome O2) 3. Identification of stages of health care <ul style="list-style-type: none"> Analysis of risks associated with diagnostic procedures Risks during hospitalization and surgical procedures Patient safety during follow-up and post-discharge care Critical view of specific risks in different medical disciplines (Outcome O3) 4. Methods of risk identification in practice 			

Analysis of real cases with risks in the health care system Development and application of prevention strategies Monitoring and evaluating the effectiveness of prevention measures (Outcome O4) 5. Innovations in technology and information systems to improve safety Development of new protocols and guidelines for quality care Involving patients in the decision-making process and improving safety International collaboration and exchange of best practices in quality assurance (Outcome O5)							
Teaching methods		<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> distance education <input type="checkbox"/> field course			<input type="checkbox"/> independent work <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input type="checkbox"/> mentor work <input type="checkbox"/> other _____		
Students' obligations							
Attending classes according to the Study Regulations							
Monitoring students' work							
Attendance		Activity in class		Seminar paper	x	Experimental work	
Written exam	x	Oral exam		Essay		Research	
Project		Continuous knowledge assessment		Report		Practical work	x
Portfolio							
Grading and evaluating students' work in-class and at the final exam							
Exam term:							
	Learning outcomes	Written exam	Seminar	Exercises	Passing threshold	Max.	
	O1	12%			6%	12%	
	O2	12%			6%	12%	
	O3	12%			6%	12%	
	O4	12%		20%	16%	32%	
	O5	12%			6%	12%	
			20%		10%	20%	
	Total	60%	20%	20%	50%	100%	
<p>A course is considered passed if the student achieved a score for each learning outcome that is greater than or equal to the specified threshold. Points achieved for passed learning outcomes are deleted one year after the start of the semester in which the course was taught.</p>							

Course grading:

Based on the sum of the total points achieved in the course, the grade is defined according to the following table:

Points range:	Exam grade
0.00 – 49.99	insufficient (1)
50.00 – 59.99	sufficient (2)
60.00 – 74.99	good (3)
75.00 – 89.99	very good (4)
90.00 – 100.00	excellent (5)

Compulsory reading and the number of copies in proportion to the number of students currently attending the course

Title:	Number of copies:	Number of students:
Gvozdanović Z. Teaching texts: Bjelovar University of Applied Sciences; 2024.		
Agency for Quality and Accreditation in Health Care. Handbook on the Quality Standards of Health Care and the Manner of their Application. Zagreb, 2011. Available at: https://www.aaz.hr/hr/dokumenti/prirucnik-o-standardima-kvalitete-zdravstvene-zastite-i-nacinu-njihove-primjene		

Supplementary reading materials:

Handbook on the Quality Standards of Health Care and the Manner of their Application (Official Gazette 79/2011) – mandatory standards
 Act on the Implementation of the General Regulation on Data Protection, Official Gazette 42/18
 Act on the quality of health care (Official Gazette 118/2018)
 Helsinki Declaration for Patient Safety (EBA, ESA), 2010
 Kelly P., Vottero B. A., Altmiller G. Quality and Safety Education for Nurses: Core Competencies for Nursing Leadership and Care Management, 3rd Edition: Springer Publishing; 2022

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 Regular updating and modernizing of courses.

GENERAL INFORMATION			
Course director	Tamara Salaj, senior lecturer		
Course title	Logotherapy in nursing		
Study program	Professional graduate study program Nursing		
Course status	Elective		
Year	1st	Semester	2nd
Credit value and teaching method	Students' ECTS workload coefficient	4	
	Classes total (L+E+S)	15 + 25 + 0	
COURSE DESCRIPTION			
Course objectives			
Provide students with a basic understanding and enable the development of practical skills in the application of logotherapy in health care. Through this course, the integration of logotherapy into nursing practice is encouraged, with the aim of promoting a holistic approach to nursing and the application of the key elements of logotherapy in the context of nursing practice.			
Conditions for enrollment into the course			
Same as the requirements for admission to the professional graduate study in Nursing.			
Expected learning outcomes			
O1	Critically analyze the key concepts of logotherapy and apply them to nursing practice.		
O2	Implement the principles of logotherapy in real-life patient care situations, particularly in the context of serious illness, terminal conditions, or other crisis situations.		
O3	Critically evaluate the ethical guidelines of logotherapy and apply these guidelines in nursing practice, taking into account the autonomy of the patient and the responsibility of the nurse.		
O4	Apply practical skills in dealing with crisis situations and provide emotional and spiritual support to patients and families in these challenging situations.		
O5	Analyze the impact of applying logotherapy in nursing practice, recognizing positive outcomes, and identifying areas for improvement.		
Course content			
1. History of logotherapy, basics of logotherapy, logotherapeutic view of man (free will – need for purpose – meaning of life), physical, psychological, and spiritual dimensions of man, crisis of meaning, need for meaning, (Outcome O1)			
2. Methods of logotherapy, forms of conversation in logotherapy, existential vacuum, noogenic neurosis, prevention of crisis situations, (Outcome O2)			
3. Healing through meaning, the question of meaning and suffering, self-transcendence, the spiritual dimension of the human being, free will, responsibility (Outcome O3, Outcome O5)			
4. Dereflection, paradoxical intention, Socratic dialog, attitude modulation, defiant power of the mind, self-transcendence (Outcome O4, Outcome O5)			
5. Logotherapy in nursing, logotherapy in everyday life, ethical challenges in the practice of logotherapy (Outcome O5)			

Teaching methods	<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> independent work					
	<input type="checkbox"/> seminars and workshops	<input type="checkbox"/> multimedia and network					
	<input checked="" type="checkbox"/> exercises	<input type="checkbox"/> laboratory					
	<input type="checkbox"/> distance education	<input type="checkbox"/> mentor work					
	<input type="checkbox"/> field course	<input type="checkbox"/> other _____					
Students' obligations							
The student is required to participate in all forms of teaching activities. Class attendance is regulated in accordance with the published timetable and the regulations for studying at the Bjelovar University of Applied Sciences.							
Monitoring students' work							
Attendance		Activity in class		Seminar paper		Experimental work	
Written exam	x	Oral exam		Essay		Research	
Project		Continuous knowledge assessment		Report		Practical work	
Portfolio				Case presentation	x		
Grading and evaluating students' work in-class and at the final exam							
Exam term:							
	Learning outcomes	Written exam	Case presentation	Passing threshold	Max.		
	O1	20%		10%	20%		
	O2	10%		5%	10%		
	O3	10%		5%	10%		
	O4		30%	15%	30%		
	O5		30%	15%	30%		
	Total	40%	60%	50%	100%		
A course is considered passed if the student achieved a score for each learning outcome that is greater than or equal to the specified threshold. Points achieved for passed learning outcomes are deleted one year after the start of the semester in which the course was taught.							
Course grading:							
Based on the sum of the total points achieved in the course, the grade is defined according to the following table:							
	Points range	Exam grade					
	0.00 – 49.99	insufficient (1)					
	50.00 – 59.99	sufficient (2)					
	60.00 – 74.99	good (3)					
	75.00 – 89.99	very good (4)					
	90.00 – 100.00	excellent (5)					

Compulsory reading and the number of copies in proportion to the number of students currently attending the course		
Title	Number of copies	Number of students
Course materials available on the Merlin e-learning platform		
Lukas E. Basics of logotherapy. Logos – Croatian Association of Logotherapy, Zagreb, 2022		
Supplementary reading materials:		
Frankl, V. E. Man's Search for Meaning. Biblioteka alter:ego, Zagreb, 2010.		
Frankl, V. E. The doctor and the soul. Kršćanska sadašnjost, Zagreb, 1990.		
Frankl, V. E. Why didn't you kill yourself?. Kršćanska sadašnjost, Zagreb, 1997.		
Lukas, E. And your suffering makes sense: Logotherapy help in crisis. Zagreb: Svjetla točka, 2016.		
Methods of quality monitoring that ensure the acquisition of output knowledge, skills, and competences		
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Analysis of quality indicators analyzing the students' studies, passing of exams, employment rates of graduates and other quality indicators.		
Regular updating and modernizing of courses.		

GENERAL INFORMATION			
Course director	Goranka Rafaj, senior lecturer		
Course title	Introduction to the phenomenological approach to nursing research and practice		
Study program	Professional graduate study program Nursing		
Course status	Elective		
Year	1st	Semester	2nd
Credit value and teaching method	Students' ECTS workload coefficient	4	
	Classes total (L+E+S)	15 + 10 + 15	
COURSE DESCRIPTION			
Course objectives			
Train students for the application of the phenomenological approach to nursing research and practice with an emphasis on analytical thinking, interpretation of phenomena, and the development of advanced skills in research and practice.			
Conditions for enrollment into the course			
Same as the requirements for admission to the professional graduate study in Nursing.			
Expected learning outcomes			
O1	Analyze the complex philosophical foundations of phenomenology, including the works of classical phenomenologists, and apply theoretical understanding to nursing research.		
O2	Critically analyze and interpret phenomena in nursing practice using a phenomenological approach, taking into account the context, subjective experiences and meanings of those involved in nursing care.		
O3	Apply advanced research skills, including the development and application of phenomenological research methods, data analysis and interpretation of results with the aim of improving nursing practice		
O4	Critically evaluate contemporary phenomenological approaches in nursing research, recognize their benefits and limitations, and consider the possibility of application in specific contexts.		
O5	Integrate phenomenological principles into nursing care, contributing to a deeper understanding of patients, their families, and the nursing experience.		
Course content			
1. Introduction to phenomenology Definition of phenomenology The concept of phenomenology Basic characteristics of the phenomenological approach Classical phenomenologists Edmund Husserl: The Foundation of Phenomenology Martin Heidegger: Phenomenology of existence Maurice Merleau-Ponty: Phenomenology of the body (Outcome O1)			

<p>2. Theoretical understanding of phenomenology in nursing research</p> <p>Application of phenomenology in nursing research</p> <p>Understanding patient experiences</p> <p>The context of nursing practice</p> <p>Analysis of phenomena in nursing practice</p> <p>Phenomenological approach in the analysis of patient experiences</p> <p>Subjective experiences of stakeholders in nursing care (Outcome O2)</p> <p>3. Development of advanced research skills</p> <p>Methods of phenomenological research</p> <p>Development of the research question</p> <p>Preparation for fieldwork</p> <p>Interaction with research participants</p> <p>Data analysis and interpretation of results</p> <p>Qualitative analysis of the phenomenological data</p> <p>Contextual interpretation of the results (Outcome O3)</p> <p>4. Critical evaluation of phenomenological approaches in nursing research</p> <p>Overview of contemporary phenomenological approaches</p> <p>Interpretative phenomenology</p> <p>Experimental phenomenology</p> <p>Advantages and limitations of phenomenological approaches</p> <p>Diversity of approaches in nursing research</p> <p>Ethics of phenomenological research (Outcome O4)</p> <p>5. Integration of the phenomenological approach into nursing practice</p> <p>Practical integration of phenomenological principles</p> <p>A deeper understanding of patients</p> <p>Increasing empathy in nursing care</p> <p>Examples of successful integration of phenomenology into practice</p> <p>Case studies</p> <p>Review of good practices (Outcome O5)</p>
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Teaching methods	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> distance education <input type="checkbox"/> field course	<input type="checkbox"/> independent work <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input type="checkbox"/> mentor work <input type="checkbox"/> other _____
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Students' obligations

Attending classes according to the Study Regulations. The student must write a seminar paper on the given/selected topic and present a case report during the exercises.

Monitoring students' work

Attendance		Activity in class		Seminar paper	x	Experimental work	
Written exam	x	Oral exam		Essay		Research	
Project		Continuous knowledge assessment		Report		Practical work	
Portfolio				Case presentation	x		

Grading and evaluating students' work in-class and at the final exam

Exam term:

Learning outcomes	Written exam	Seminar	Case presentation	Passing threshold	Max.
O1	10%			5%	10%
O2		30%		15%	30%
O3	20%			10%	20%
O4	10%			5%	10%
O5			30%	15%	30%
Total	40%	30%	30%	50%	100%

A course is considered passed if the student achieved a score for each learning outcome that is greater than or equal to the specified threshold. Points achieved for passed learning outcomes are deleted one year after the start of the semester in which the course was taught.

Course grading:

Based on the sum of the total points achieved in the course, the grade is defined according to the following table:

Points range	Exam grade
0.00 – 49.99	insufficient (1)
50.00 – 59.99	sufficient (2)
60.00 – 74.99	good (3)
75.00 – 89.99	very good (4)
90.00 – 100.00	excellent (5)

Compulsory reading and the number of copies in proportion to the number of students currently attending the course

Title	Number of copies	Number of students
The lecturer's course materials available on the Merlin e-learning platform		

Supplementary reading materials:

De Ceshnay M. Nursing research using Phenomenology Qualitative Designs and Methods in Nursing. Springer Publishing Company. New York. 2015
 Thomas S.P., Pollio H.R. Listening to Patients Phenomenological Approach to Nursing Research and Practice. Springer Publishing Company. 2002

Methods of quality monitoring that ensure the acquisition of output knowledge, skills, and competences

Conducting student surveys and analyzing data in accordance with the results of the Commission for Conducting Student Surveys.
 Analysis of quality indicators analyzing the students' studies, passing of exams, employment rates of graduates and other quality indicators.
 Regular updating and modernizing of courses.

GENERAL INFORMATION			
Course director	Adjunct Assoc. prof. Domagoj Eljuga, PhD		
Course title	Surgical wound care – integrating best practices		
Study program	Professional graduate study program Nursing		
Course status	Elective		
Year	1 st	Semester	2nd
Credit value and teaching method	Students' ECTS workload coefficient	4	
	Classes total (L+E+S)	20 + 20 + 0	
COURSE DESCRIPTION			
Course objectives			
Provide students with a comprehensive insight into strategies, techniques, and the latest developments in surgical wound care.			
Conditions for enrollment into the course			
Same as the requirements for admission to the professional graduate study in Nursing.			
Expected learning outcomes			
O1	Analyze the principles of surgical wound care		
O2	Critically evaluate appropriate surgical wound treatment techniques		
O3	Assess complications and risks of surgical wounds		
O4	Coordinate the multidisciplinary care of patients with surgical wounds		
O5	Plan the education of patients and relatives on surgical wound care		
Course content			
Physiology of wound healing (Outcome O1) Disorders in wound healing (Outcome O3) Influence of nutrition on wound healing (Outcome O1) Diagnostic procedures (Outcome O1) Holistic and multidisciplinary approach to surgical wound care (Outcome O4) Patient and family education (Outcome O5) Acute wounds – classification and treatment (Outcome O2) Chronic wounds – classification and treatment (Outcome O2) Atypical wounds (Outcome O2) Burns – causes, development mechanisms and treatment options (Outcome O2) Microbiology of wounds (Outcome O3) Local wound treatment (Outcome O1) Other methods of wound treatment (Outcome O1) Psychosocial aspects of wounds (Outcome O5) Specificities of patient care for certain population groups (bariatric patients, palliative care patients) (Outcome O3)			

Teaching methods	<input checked="" type="checkbox"/> lectures	<input type="checkbox"/> independent work																																								
	<input type="checkbox"/> seminars and workshops	<input type="checkbox"/> multimedia and network																																								
	<input checked="" type="checkbox"/> exercises	<input type="checkbox"/> laboratory																																								
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Grading and evaluating students' work in-class and at the final exam																																										
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Compulsory reading and the number of copies in proportion to the number of students currently attending the course		
Title	Number of copies	Number of students
Course materials available on the Merlin e-learning platform		
Supplementary reading materials:		
Huljev D, Žulec M. Acute and chronic wounds - from theory to practice, Bjelovar University of Applied Sciences, Bjelovar 2021.		
Methods of quality monitoring that ensure the acquisition of output knowledge, skills, and competences		
<p>Conducting student surveys and analyzing data in accordance with the results of the Commission for Conducting Student Surveys.</p> <p>Analysis of quality indicators analyzing the students' studies, passing of exams, employment rates of graduates and other quality indicators.</p> <p>Regular updating and modernizing of courses.</p>		

GENERAL INFORMATION			
Course director	Sabina Bis, senior lecturer		
Course title	Health tourism and nursing		
Study program	Professional graduate study program Nursing		
Course status	Elective		
Year	1 st	Semester	2nd
Credit value and teaching method	Students' ECTS workload coefficient	4	
	Classes total (L+E+S)	20 + 20 + 0	
COURSE DESCRIPTION			
Course objectives			
Familiarize students with the concepts of health and spa tourism, i.e. medical tourism. Through the lectures, students will be familiarized with the role of nurses in the management of health care systems and resources, the importance of medical (nursing) documentation, the role and importance of the specificities of work in institutions providing health tourism services.			
Conditions for enrollment into the course			
Same as the requirements for admission to the professional graduate study in Nursing.			
Expected learning outcomes			
O1	Critically analyze current trends in health tourism, including changes in demand, technology, and social preferences		
O2	Analyze the ethical and legal challenges that arise in nursing practice in health tourism and apply appropriate guidelines and laws		
O3	Demonstrate skills in planning and organizing care services tailored to the needs of health tourists, including care coordination and resource management		
O4	Assess the quality of health care services from a nursing perspective and propose measures to improve care		
Course content			
<p>1. Types of health tourism. Analysis of current trends in health tourism. Terminology of health services. The influence and importance of health tourism. Comparative advantages of the Republic of Croatia compared to the competition. Transformation of the health services market. (Outcome O1)</p> <p>2. Ethical and legal aspects of nursing practice in health tourism. Legislation in the Republic of Croatia and EU legislation. The requirements of the EU market and the potential market for health care services that the Republic of Croatia can offer. (Outcome O2)</p> <p>3. Planning and organization of care services in health tourism. The impact of health tourism on nursing care. Training of nurses in Croatia in the field of health tourism. (Outcome O3)</p> <p>4. Evaluation of the quality of health tourism services in terms of nursing care. Expectations of buyers of health services in the health tourism segment in the Republic of Croatia. Examples of success stories in health tourism in the Republic of Croatia. (Outcome O4)</p>			

Teaching methods	<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> independent work																																								
	<input type="checkbox"/> seminars and workshops	<input type="checkbox"/> multimedia and network																																								
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Compulsory reading and the number of copies in proportion to the number of students currently attending the course		
Title	Number of copies	Number of students
Course materials available on the Merlin e-learning platform		
Supplementary reading materials:		
Kušen E. Health tourism. In: Čorak S, Mikačić V, ed. Croatian tourism - blue, white, green. Institute of Tourism, Zagreb, 2006.		
Methods of quality monitoring that ensure the acquisition of output knowledge, skills, and competences		
<p>Conducting student surveys and analyzing data in accordance with the results of the Commission for Conducting Student Surveys.</p> <p>Analysis of quality indicators analyzing the students' studies, passing of exams, employment rates of graduates and other quality indicators.</p> <p>Regular updating and modernizing of courses.</p>		

GENERAL INFORMATION			
Course director	Daliborka Vukmanić, lecturer		
Course title	Electronic records in nursing		
Study program	Professional graduate study program Nursing		
Course status	Core		
Year	2nd	Semester	3rd
Credit value and teaching method	Students' ECTS workload coefficient	4	
	Classes total (L+E+S)	20 + 10 + 15	
COURSE DESCRIPTION			
Course objectives			
Students acquire knowledge, skills and competencies that enable them to work successfully with information systems and improve their skills in the nursing profession.			
Conditions for enrollment into the course			
Same as the requirements for admission to the professional graduate study in Nursing.			
Expected learning outcomes			
O1	Analyze existing health care information systems		
O2	Use a critical approach to determine the advantages and disadvantages of current nursing documentation		
O3	Assess the impact of social networks on the nursing profession		
O4	Analyze the application of digital technologies in nursing with regard to the protection of health data		
O5	Make suggestions for improving the IT and information literacy of patients in the health care system		
Course content			
<p>Information system in primary health care, hospital information system, national register as a type of a health information system, Croatian national registry for people with diabetes CroDiabNet, e-health (Outcome O1)</p> <p>Application of nursing documentation in the hospital health care system, nursing documentation as an information tool to describe nursing practice, training of nurses to successfully implement information knowledge in nursing practice, advantages and disadvantages of nursing documentation as an important communication tool in the nursing profession (Outcome O2)</p> <p>Risk factors and advantages of using social networks in the work of nurses, e-professionalism, recommendations for socially acceptable behavior in social networks, advisory role of nurses in e-health (Outcome O3)</p> <p>Analysis of the application of digital technologies in nursing with regard to the protection of health data</p> <p>Contemporary innovations in nursing practice, maintaining professional confidentiality, point-of-care testing (POTC), the role of digital devices in personalized medicine, telemetry monitoring (Outcome O4)</p>			

Proposals for improving the IT and information literacy of patients in the health care system; IT and information literacy, health portals, mobile applications for health, applications for senior citizens (outcome O5)

Teaching methods	<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> independent work
	<input checked="" type="checkbox"/> seminars and workshops	<input type="checkbox"/> multimedia and network
	<input checked="" type="checkbox"/> exercises	<input type="checkbox"/> laboratory
	<input type="checkbox"/> distance education	<input type="checkbox"/> mentor work
	<input type="checkbox"/> field course	<input type="checkbox"/> other _____

Students' obligations

Students must regularly attend and actively participate in all forms of classes according to the Study Regulations

Monitoring students' work

Attendance		Activity in class		Seminar paper	x	Experimental work	
Written exam	x	Oral exam		Essay		Research	
Project		Continuous knowledge assessment		Report		Practical work	x
Portfolio							

Grading and evaluating students' work in-class and at the final exam

Exam term:

Learning outcomes	Written exam	Seminar	Passing threshold	Max.
O1	20%		10%	20%
O2	20%		10%	20%
O3	20%		10%	20%
O4	10%		5%	10%
O5	10%		5%	10%
		20%	10%	20%
Total	80%	20%	50%	100%

A course is considered passed if the student achieved a score for each learning outcome that is greater than or equal to the specified threshold. Points achieved for passed learning outcomes are deleted one year after the start of the semester in which the course was taught.

Course grading:

Based on the sum of the total points achieved in the course, the grade is defined according to the following table:

Points range	Exam grade
0.00 – 49.99	insufficient (1)
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90.00 – 100.00	excellent (5)

Compulsory reading and the number of copies in proportion to the number of students currently attending the course		
Title	Number of copies	Number of students
Course materials available on the Merlin e-learning platform		
Supplementary reading materials:		
Articles from medical informatics and other journals as well as documents available on websites, mainly in the field of nursing, EU recommendations related to health. Protection and safeguarding of human rights; Kern J., Petrovečki M. (eds.) Medicinska informatika. Zagreb: Medicinska naklada 2009.		
Methods of quality monitoring that ensure the acquisition of output knowledge, skills, and competences		
<p>Conducting student surveys and analyzing data in accordance with the results of the Commission for Conducting Student Surveys.</p> <p>Analysis of quality indicators analyzing the students' studies, passing of exams, employment rates of graduates and other quality indicators.</p> <p>Regular updating and modernizing of courses.</p>		

GENERAL INFORMATION			
Course director	Adela Zobundžija, lecturer		
Course title	Business planning in health care		
Study program	Professional graduate study program Nursing		
Course status	Core		
Year	2nd	Semester	3rd
Credit value and teaching method	Students' ECTS workload coefficient	5	
	Classes total (L+E+S)	30 + 15 + 15	
COURSE DESCRIPTION			
Course objectives			
The course objective is to acquire basic knowledge and skills in the field of modern health care management, through which students will learn to develop business development plans independently and as efficiently as possible, manage human and material resources, create, and monitor financial management, apply digital tools in health care and apply new knowledge and technological achievements according to current market trends.			
Conditions for enrollment into the course			
Same as the requirements for admission to the professional graduate study in Nursing.			
Expected learning outcomes			
O1	Assess the characteristics of the company and the general environment as a basis for creating a business plan		
O2	Create and compare different types of projects, business strategies, and budgets		
O3	Develop and elaborate tactical and operational business plans of companies/institutions in the health care sector		
O4	Independently create a moderately complex business plan for a health care company/institution		
O5	Present an independently prepared business plan on a given topic with a critical quality evaluation		
O6	Assess the necessity of using software tools in business planning and implementation of health care projects		
Course content			
Introduction to business planning – needs, aims and objectives of a modern business/health care institution; types of business plans and their purpose; basic elements and methodology of business plan preparation (Outcome O1)			
Business strategies and selection of legal business – development objectives of health care companies/ institutions, methodology and processes, planning techniques, principle of evaluation and selection of business models by activities (Outcome O2)			
Principles of preparing a business plan – market analysis, organizational and technical requirements and development, financing, budget, marketing, and definition of necessary resources; project management – characteristics, life cycle, methods, and techniques; tactical and operational plans (Outcome O3)			
Selection of the planning area and the practical task of creating a moderately complex business plan for a health care company/ facility.			

Independently create a plan with all elements, financing with projection of business results, evaluation of efficiency, sensitivity/ risk analysis of the business (Outcome O4)
 Presentation of the results and presentation of the work; similarities and differences of a business plan or investment study and their application in practice (Outcome O5)
 Application of software tools in business planning; business planning and implementation of projects in the health care sector; market research; applications for preparing a business plan, cost estimates and budgeting (Outcome O6)

Teaching methods	<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> independent work
	<input checked="" type="checkbox"/> seminars and workshops	<input type="checkbox"/> multimedia and network
	<input checked="" type="checkbox"/> exercises	<input type="checkbox"/> laboratory
	<input type="checkbox"/> distance education	<input type="checkbox"/> mentor work
	<input type="checkbox"/> field course	<input type="checkbox"/> other _____

Students' obligations

Attending classes and exercises according to the Study Regulations

Monitoring students' work

Attendance		Activity in class		Seminar paper	x	Experimental work	
Written exam	x	Oral exam		Essay		Research	
Project		Continuous knowledge assessment		Report		Practical work	x
Portfolio							

Grading and evaluating students' work in-class and at the final exam

Exam term:

Learning outcomes	Written exam	Seminar	Passing threshold	Max.
O1	10%		5%	10%
O2	20%		10%	20%
O3	20%		10%	20%
O4		20%	10%	20%
O5	20%		10%	20%
O6	10%		5%	10%
Total	80%	20%	50%	100%

A course is considered passed if the student achieved a score for each learning outcome that is greater than or equal to the specified threshold. Points achieved for passed learning outcomes are deleted one year after the start of the semester in which the course was taught.

Course grading:

Based on the sum of the total points achieved in the course, the grade is defined according to the following table:

Points range	Exam grade
0.00 – 49.99	insufficient (1)
50.00 – 59.99	sufficient (2)
60.00 – 74.99	good (3)
75.00 – 89.99	very good (4)
90.00 – 100.00	excellent (5)

Compulsory reading and the number of copies in proportion to the number of students currently attending the course		
Title	Number of copies	Number of students
Entrepreneurship in the 21st century, Kolaković, M. (2020) Studentski inkubator, Zagreb		
Supplementary reading materials:		
Entrepreneurship - Bobera, D., Hunjet. A., Kozina, G. (2015), Varaždin, University North		
Business planning, control and analysis - Gulin, D., Perčević, H., Tušek, B., Žager, L. (2012), Zagreb		
Writing successful business plans - Sutton, Garrett (2012), Varaždin, Katarina Zrinski		
Methods of quality monitoring that ensure the acquisition of output knowledge, skills, and competences		
Conducting student surveys and analyzing data in accordance with the results of the Commission for Conducting Student Surveys.		
Analysis of quality indicators analyzing the students' studies, passing of exams, employment rates of graduates and other quality indicators.		
Regular updating and modernizing of courses.		

GENERAL INFORMATION			
Course director	Goranka Rafaj, senior lecturer Đurđica Grabovac, senior lecturer		
Course title	Palliative care		
Study program	Professional graduate study program Nursing		
Course status	Core		
Year	2nd	Semester	3rd
Credit value and teaching method	Students' ECTS workload coefficient	4	
	Classes total (L+E+S)	25 + 10 + 10	
COURSE DESCRIPTION			
Course objectives			
Develop students' competence in the assessment, planning and delivery of nursing care adapted to the individual needs of palliative care patients through the integration of theoretical and practical aspects. Develop the complex ability to analyze, interpret and apply the latest findings in the practice of palliative care.			
Conditions for enrollment into the course			
Same as the requirements for admission to the professional graduate study in Nursing.			
Expected learning outcomes			
O1	Determine the basic principles of care for patients in palliative care		
O2	Plan nursing care while taking into account the individual specific problems and symptoms of patients in palliative care and their families, including the neurophysiological, psychological and social dimensions of palliative care patients.		
O3	Critically analyze the care of patients in palliative care based on the presentation of different cases.		
O4	Analyze the needs of special patient groups in palliative care – people with chronic illnesses, cancer patients, people with mental disorders, addicts, the poor, complex patients.		
O5	Apply communication skills as a therapeutic tool in palliative care.		
O6	Understand and describe the specifics of palliative care for children, taking into account physical, emotional, social and spiritual aspects.		
Course content			
<p>Principles of palliative care (Outcome O1) Development of palliative care. Holistic approach to palliative care. Structure and process of care. Teamwork in palliative care. Ethical and legal issues in palliative care. Palliative care in the community.</p> <p>Palliative care practice (Outcome O2) Assessment and management of symptoms in palliative care (pain, anorexia and cachexia, fatigue, nausea and vomiting, dysphagia, dyspnea, terminal secretions and cough, neurological disorders, anxiety, depression, emergencies in palliative care patients...). Communication in palliative care.</p> <p>Case reports (Outcome O3) Case reports related to communication, symptom management and caring for the family.</p> <p>Special patient groups in palliative care (Outcome O4)</p>			

Cultural considerations in palliative care. Chronic palliative care patients, oncology patients, patients with mental disorders, addicts, complex palliative care patients.

Communication skills as a therapeutic tool in palliative care (Outcome O5)

Definition and understanding of communication. COMFORT model (Communication, Orientation and opportunity, Mindful presence, Family, Openings, Relating, and Team) to support caregivers in patient-centered communication at the end of life.

Palliative care for children (Outcome O6)

Fundamentals of pediatric palliative care. Understanding the concept of death from a child’s perspective. Review, assessment of symptoms and use of medication in palliative care for children. Approach to pain management in children. Palliative care for children in the intensive care unit. Psychosocial support for terminally ill children and their families.

Teaching methods	<input checked="" type="checkbox"/> lectures	<input type="checkbox"/> independent work
	<input checked="" type="checkbox"/> seminars and workshops	<input type="checkbox"/> multimedia and network
	<input checked="" type="checkbox"/> exercises	<input type="checkbox"/> laboratory
	<input type="checkbox"/> distance education	<input type="checkbox"/> mentor work
	<input type="checkbox"/> field course	<input type="checkbox"/> other _____

Students’ obligations

Class attendance according to the Study Regulations; seminar paper, written and awarded a passing grade

Monitoring students’ work

Attendance		Activity in class		Seminar paper	x	Experimental work	
Written exam	x	Oral exam		Essay		Research	
Project		Continuous knowledge assessment		Report		Practical work	
Portfolio				Case presentation	x		

Grading and evaluating students’ work in-class and at the final exam

Exam term:

Learning outcomes	Written exam	Seminar	Case presentation	Passing threshold	Max.
O1	10%			5%	10%
O2	20%			10%	20%
O3			10%	5%	10%
O4	10%			5%	10%
O5	10%			5%	10%
O6	20%			10%	20%
		20%		10%	20%
Total	70%	20%	10%	50%	100%

A course is considered passed if the student achieved a score for each learning outcome that is greater than or equal to the specified threshold. Points achieved for passed learning outcomes are deleted one year after the start of the semester in which the course was taught.

Course grading:

Based on the sum of the total points achieved in the course, the grade is defined according to the following table:

Points range	Exam grade
0.00 – 49.99	insufficient (1)
50.00 – 59.99	sufficient (2)
60.00 – 74.99	good (3)
75.00 – 89.99	very good (4)
90.00 – 100.00	excellent (5)

Compulsory reading and the number of copies in proportion to the number of students currently attending the course

Title	Number of copies	Number of students
The lecturer's course materials available on the Merlin e-learning platform		
Ljubičić M. Palliative health care. Jastrebarsko. Naklada Slap; 2020		
Lončar Z, Katić M, Jureša V. Palliative care in the community. Zagreb: Medicinska naklada; 2018		

Supplementary reading materials:

Rosser M., Walsh H. C. Fundamentals of Palliative Care for Student Nurses. 1st ed. Wiley Blackwell. UK.
 Ferrell B. R., Coyle N., Paice J. Oxford Textbook of Palliative Nursing. 4th ed. Oxford University Press. UK; 2015.
 Wittenberg- Lyles E., Goldsmith J., Ferrell B., Ragan S. L. Communication in Palliative Nursing. Oxford University Press. UK; 2013.
 Downing J. Children's Palliative Care: An International Case-Based Manual. Springer; 2020.
 Hain R, Rapoport A, Meiring M, Goldman A. Oxford Textbook of Palliative Care for Children. 3rd ed. Oxford University Press; 2021.

Methods of quality monitoring that ensure the acquisition of output knowledge, skills, and competences

Conducting student surveys and analyzing data in accordance with the results of the Commission for Conducting Student Surveys.
 Analysis of quality indicators analyzing the students' studies, passing of exams, employment rates of graduates and other quality indicators.
 Regular updating and modernizing of courses.

GENERAL INFORMATION			
Course director	Sabina Bis, senior lecturer		
Course title	Human Resources Management in Nursing		
Study program	Professional graduate study program Nursing		
Course status	Core		
Year	2nd	Semester	3 rd
Credit value and teaching method	Students' ECTS workload coefficient	5	
	Classes total (L+E+S)	30 + 15 + 15	
COURSE DESCRIPTION			
Course objectives			
The goal of the Human Resource Management in Nursing course is to develop students' basic understanding of the key principles, techniques and strategies of human resource management specific to the context of the nursing environment.			
Conditions for enrollment into the course			
Equal to the requirements for joining the professional graduate study in Nursing			
Expected learning outcomes			
O1	Evaluate contemporary theories of human resources management and apply them in the context of nursing work.		
O2	Analyze the leadership skills needed to effectively lead a nursing team, including communication, motivation, mentoring, and fostering collaboration skills.		
O3	Apply relevant laws and ethical guidelines in the management of human resources in nursing, ensuring fairness, transparency and respect for employee rights.		
O4	Apply conflict resolution strategies within the nursing team to effectively manage employee performance, including setting goals, providing constructive feedback, and identifying needs for further skill development.		
O5	Evaluate various factors that influence the work motivation of healthcare workers and propose measures for its improvement.		
O6	Plan staffing to ensure appropriate allocation of nursing resources in accordance with demographic changes, patient needs, and health system dynamics.		
Course content			
<p>Analysis and application of modern theories of human resource management Management styles. Understanding of modern human resource management theories. Recruitment and selection of candidates. Application of these theories in the context of nursing work. (Outcome O1)</p> <p>Analysis of leadership skills for managing a nursing team Identification of key leadership skills needed to effectively lead a nursing team. Consideration of the ability to communicate, motivate, mentor and encourage collaboration. (Outcome O2)</p>			

Analysis of ethical and legal issues in human resource management
 Legal regulations related to nursing and work organization, protection at work, rights and obligations of nurses. Ethical guidelines in nursing. Ensuring fairness, transparency and respect for employee rights in human resources management. (Outcome O3)

Practical application of leadership principles in the nursing team and conflict resolution strategies
 Understanding strategies for effective conflict resolution. Application of goal setting, provision of constructive feedback and identification of needs for further development of skills. (Outcome O4)

Evaluation and improvement of work motivation of healthcare workers
 Knowledge and skills of employees as the basic capital of the work organization. Analysis of factors influencing work motivation. Suggesting measures to improve the work motivation of healthcare workers. (Outcome O5)

Staff planning in line with demographic changes and patient needs
 Development of personnel management strategies in healthcare institutions. Organization of the work of nurses. Managing change in nursing practice. Budget and human resources management. (Outcome I6)

Teaching methods	<input checked="" type="checkbox"/> lectures	<input type="checkbox"/> independent work
	<input checked="" type="checkbox"/> seminars and workshops	<input type="checkbox"/> multimedia and network
	<input checked="" type="checkbox"/> exercises	<input type="checkbox"/> laboratory
	<input type="checkbox"/> distance education	<input type="checkbox"/> mentor work
	<input type="checkbox"/> field course	<input type="checkbox"/> other _____

Students' obligations

Attending lectures according to the Study Regulations.
 The student must have completed exercises and an accepted seminar paper.

Monitoring students' work

Attendance		Activity in class		Seminar paper	X	Experimental work	
Written exam	X	Oral exam		Essay		Research	
Project		Continuous knowledge assessment		Report		Practical work	x
Portfolio							

Grading and evaluating students' work in-class and at the final exam

Exam term:

Learning outcomes	Written exam	Seminar	Passing threshold	Max.
O1	20%		10%	20%
O2	12%		6%	12%
O3	20%		10%	20%
O4	12%		6%	12%
O5	12%		6%	12%
I6	14%		7%	14%

		10%	5%	10%
Total	90%	10%	50%	100%

A course is considered passed if the student achieved a score for each learning outcome that is greater than or equal to the specified threshold. Points achieved for passed learning outcomes are deleted one year after the start of the semester in which the course was taught.

Course grading:

Based on the sum of the total points achieved in the course, the grade is defined according to the following table:

Points range	Exam grade
0.00 – 49.99	insufficient (1)
50.00 – 59.99	sufficient (2)
60.00 – 74.99	good (3)
75.00 – 89.99	very good (4)
90.00 – 100.00	excellent (5)

Compulsory reading and the number of copies in proportion to the number of students currently attending the course

Title	Number of copies	Number of students
Course materials available on the Merlin e-learning platform		
Kalauz Sonja, Organization and management in health care, Medicinska naklada, Zagreb, 2014		

Supplementary reading materials:

Bahtijarević – Šiber Fikreta, Human Resources Management, Golden marketing, Zagreb, 2007
 Marušić, S., Managing human resources, Adeco, Zagreb, 2001
 Srića, V. Innovative management 100 lessons, Znanje and Delfin, 2004

Methods of quality monitoring that ensure the acquisition of output knowledge, skills and competences

Conducting student surveys and analyzing data in accordance with the results of the Commission for Conducting Student Surveys.
 Analysis of quality indicators, analyzing students' studies, passing of exams, employment of graduates and other quality indicators.
 Regular updating and modernizing of courses.

GENERAL INFORMATION			
Course director	Želimir Bertić, PhD, lecturer		
Course title	Health protection of the gerontological population		
Study program	Professional graduate study program Nursing		
Course status	Core		
Year	2 nd	Semester	3 rd
Credit value and teaching method	Students' ECTS workload coefficient	4	
	Classes total (L+E+S)	25 + 10 + 10	
COURSE DESCRIPTION			
Course objectives			
Acquaint students with the current challenges and perspectives of gerontology. Enable students to acquire knowledge about the scientific foundations of gerontology, and the specifics of the health and social needs of the gerontological population. The goal of the course is to train students to apply scientific knowledge for independent planning of nursing procedures and measures in the field of gerontology.			
Conditions for enrollment into the course			
Same as the requirements for admission to the professional graduate study in Nursing.			
Expected learning outcomes			
01	Critically evaluate and synthesize the latest research findings in gerontology, integrating them into the wider context of theoretical and practical knowledge.		
02	Integrate theories of aging into the broader social context and relate them to practical implications in care for the elderly.		
03	Critically analyze social norms and prejudices related to aging, identifying implicit values and biases.		
04	Analyze and evaluate strategies for improving the quality of life of the elderly, taking into account the context of social, health and economic factors.		
05	Critically evaluate the complexity of the health and social needs of the elderly, identifying the specific challenges associated with aging.		
Course content			
Introduction to gerontology - different approaches to age and aging (Aging, old age and the third age of life; Chronological age and aging - biological, psychological and social age) (Outcome I1)			
Scientific basis of gerontology (Theories of aging) (Outcome I2)			
Stereotypes and facts about aging and old age (Stereotypes and prejudices about age and older people; Ageism; Consequences of stereotypes and prejudices towards older people) (Outcome I3)			
Quality of life of the elderly and life satisfaction (Active aging) (Outcome I4)			
Health needs of the gerontological population (Changes in the body in old age; Challenges in caring for an elderly person with a chronic disease; Pain in the elderly; Family and social support for the elderly) (Outcome I5)			

Based on the sum of the total points achieved in the course, the grade is defined according to the following table:

Points range	Exam grade
0.00 – 49.99	insufficient (1)
50.00 – 59.99	sufficient (2)
60.00 – 74.99	good (3)
75.00 – 89.99	very good (4)
90.00 – 100.00	excellent (5)

Compulsory reading and the number of copies in proportion to the number of students currently attending the course

Title	Number of copies	Number of students
Zloković, J., Zovko, A. Gerontology, challenges and perspectives. Hrvatska sveučilišna naklada, Rijeka, 2020		
Duraković, Z. and others, Geriatrics-Medicine of the elderly. Zagreb: CT poslovne informacije, 2007.		

Supplementary reading materials:

1. Bara M, Podgorelec S. Social theories of retirement and productive aging. Ethnological forum: Yearbook of the Croatian Ethnological Society. 2015; 45 (38): 58-71.
2. Lovreković M., Leutar Z. Quality of life of people in homes for the elderly and infirm in Zagreb. Social ecology: a journal for ecological thought and sociological research of the environment. 2010;19(1):55-79.
3. Stebbins R.A. Planning Your Time in Retirement. Maryland: Rowman & Littlefield Publishers, 2015.
4. Vuletić, G. 2011. Quality of life and health. University of Osijek: Faculty of Philosophy. Available at: https://bib.irb.hr/datoteka/592441.KVALITETA_ZIVOTA_I_ZDRAVLJE.pdf
5. Warner Schale, K. and Willis Sherry L. Psychology of Adulthood and Aging. Jastrebarsko, Naklada Slap, 2001.

Methods of quality monitoring that ensure the acquisition of output knowledge, skills and competences

Conducting student surveys and analyzing data in accordance with the results of the Commission for Conducting Student Surveys.

Analysis of quality indicators, analyzing students' studies, passing of exams, employment of graduates and other quality indicators.

Regular updating and modernizing of courses.

GENERAL INFORMATION			
Course director	Adjunct Assoc. Prof. Zrinka Puharić, PhD, professional study program professor		
Course title	„Body image“ – perception of oone’s own body		
Study program	Professional graduate study program Nursing		
Course status	Elective		
Year	2 nd	Semester	3rd
Credit value and teaching method	Students’ ECTS workload coefficient	4	
	Classes total (L+E+S)	20 + 0 + 20	
COURSE DESCRIPTION			
Course objectives			
The goal of the course is to familiarize students with the term "body image", the factors that influence the formation of self-image, and to explain how they have changed throughout history. Students will understand public health interventions aimed at the prevention and treatment of self-image perception disorders. Special emphasis will be placed on the influence of the media and social networks in the entire process.			
Conditions for enrollment into the course			
Same as the requirements for admission to the professional graduate study in Nursing.			
Expected learning outcomes			
O1	Analyze the term and definition of "body image"		
O2	Analyze the factors that influence the formation of awareness of one's own body		
O3	Determine the risk factors for the emergence of disorders of the perception of one's own body		
O4	Determine the approach to the patient with a disturbed perception of his own body		
O5	Plan a public health intervention to prevent the occurrence of disorders of the perception of one's own body		
Course content			
<p>Lectures (outcome 1-4)</p> <p>Analysis of the term Body image throughout history and in different cultures (Outcome I1)</p> <p>Differences in the understanding of the term Body image by gender and age (Outcome I1)</p> <p>Body image and medical context (Outcome I1)</p> <p>Analysis of internal factors that influence the formation of awareness of one's own body (Outcome I2)</p> <p>Analysis of external factors that influence the formation of awareness of one's own body (Outcome I2)</p> <p>Risk factors for the emergence of disorders of the perception of one's own body (Outcome I3)</p> <p>The influence of media and social networks on the formation of body image (Outcome I3)</p> <p>Eating disorders (Outcome I4)</p> <p>Different approaches to the treatment of eating disorders (Outcome I4)</p> <p>Changing bodies - different approaches (Outcome I4)</p>			

Teaching methods	<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> independent work
	<input checked="" type="checkbox"/> seminars and workshops	<input type="checkbox"/> multimedia and network
	<input type="checkbox"/> exercises	<input type="checkbox"/> laboratory
	<input type="checkbox"/> distance education	<input type="checkbox"/> mentor work
	<input type="checkbox"/> field course	<input type="checkbox"/> other _____

Students' obligations

Attendance at classes takes place according to the published schedule. Lectures are not compulsory. Students are required to prepare a seminar on a chosen or proposed topic and pass a written exam. In the seminar, the student should demonstrate a good knowledge of the topic, knowledge and application of the material covered in the course, and should demonstrate the ability to find relevant sources of literature and demonstrate the ability to write.

Monitoring students' work

Attendance		Activity in class		Seminar paper	x	Experimental work	
Written exam	x	Oral exam		Essay		Research	
Project		Continuous knowledge assessment		Report		Practical work	
Portfolio							

Grading and evaluating students' work in-class and at the final exam

Exam term:

Learning outcomes	Written exam	Seminar	Passing threshold	Max.
O1	30%		15%	30%
O2	20%		10%	20%
O3	20%		10%	20%
O4	20%		10%	20%
O5		10%	5%	10%
Total	80%	20%	50%	100%

A course is considered passed if the student achieved a score for each learning outcome that is greater than or equal to the specified threshold. Points achieved for passed learning outcomes are deleted one year after the start of the semester in which the course was taught.

Course grading:

Based on the sum of the total points achieved in the course, the grade is defined according to the following table:

Points range	Exam grade
0.00 – 49.99	insufficient (1)
50.00 – 59.99	sufficient (2)
60.00 – 74.99	good (3)

75.00 – 89.99 very good (4)		
90.00 – 100.00 excellent (5)		
Compulsory reading and the number of copies in proportion to the number of students currently attending the course		
Title	Number of copies	Number of students
Course materials available on the Merlin e-learning platform		
Supplementary reading materials:		
T F Cash, L Smolak. Body Image. A Handbook of Science, Practice and Prevention. The Gilford Press; New York London: 2011		
T F Cash. Body Image. Workbook. 2 nd ed. 2008		
Methods of quality monitoring that ensure the acquisition of output knowledge, skills and competences		
Conducting student surveys and analyzing data in accordance with the results of the Commission for Conducting Student Surveys.		
Analysis of quality indicators, analyzing students' studies, passing of exams, employment of graduates and other quality indicators.		
Regular updating and modernizing of courses.		

GENERAL INFORMATION			
Course director	Goranka Rafaj, senior lecturer		
Course title	Comprehensive assessment of elderly people		
Study program	Professional graduate study program Nursing		
Course status	Elective		
Year	2 nd	Semester	3rd
Credit value and teaching method	Students' ECTS workload coefficient	4	
	Classes total (L+E+S)	20 + 10 + 10	
COURSE DESCRIPTION			
Course objectives			
To train students to apply advanced skills in the comprehensive assessment of the elderly, focused on a biopsychosocial approach, in order to enable customized care and improve the quality of life.			
Conditions for enrollment into the course			
Same as the requirements for admission to the professional graduate study in Nursing.			
Expected learning outcomes			
O1	Argue the biopsychosocial model of assessment of the elderly.		
O2	Apply advanced methods of physical assessment and assessment of the health status of the elderly including mental health and cognitive functions, social assessment and assessment of functional capacity.		
O3	Critically evaluate information from a comprehensive assessment and integrate it into an individualized care plan for an elderly person in collaboration with a multidisciplinary team.		
O4	Review the challenges of implementing a comprehensive assessment of the elderly.		
Course content			
<p>Introduction to the bio-psycho-social model of assessment Definition and basic principles of assessment. The importance of integrating biological, psychological and social factors. (Outcome O1) Physical assessment and health status Overview and use of diagnostic tools. Gerasthenia – the concept of fragility Identification of risk factors for mental disorders. Use of standardized tests to assess cognitive functions. Social history and social network assessment. Analysis of functional abilities in everyday activities. (Outcome O2) Integration of data into a comprehensive assessment Connecting information from different aspects of assessment. Formulation of a comprehensive assessment of an elderly person. Communication of assessment results and intervention planning (Outcome O3) Communication skills with patients and families.</p>			

Planning of individualized interventions.
 Collaboration with a multidisciplinary team (Outcome I3)
 Coordination of care to achieve the best results
 Discussion on practical applications of acquired skills in the comprehensive assessment of elderly people.
 (Outcome O4)

Teaching methods	<input checked="" type="checkbox"/> lectures	<input type="checkbox"/> independent work
	<input checked="" type="checkbox"/> seminars and workshops	<input type="checkbox"/> multimedia and network
	<input checked="" type="checkbox"/> exercises	<input type="checkbox"/> laboratory
	<input type="checkbox"/> distance education	<input type="checkbox"/> mentor work
	<input type="checkbox"/> field course	<input type="checkbox"/> other _____

Students' obligations

Attending classes according to the Study Regulations.
 Students are required to prepare a seminar on a chosen or proposed topic, attend exercises where they have to present a case report, and pass a written exam.
 In the seminar, the student should demonstrate a good knowledge of the topic, knowledge and application of the material covered in the course, and should demonstrate the ability to find relevant sources of literature and demonstrate the ability to write.

Monitoring students' work

Attendance		Activity in class		Seminar paper	x	Experimental work	
Written exam	x	Oral exam		Essay		Research	
Project		Continuous knowledge assessment		Report		Practical work	
Portfolio				Case presentation	x		

Grading and evaluating students' work in-class and at the final exam

Exam term:

Learning outcomes	Written exam	Seminar	Case presentation	Passing threshold	Max.
O1	10%			5%	10%
O2	30%			15%	30%
O3	30%			15%	30%
O4	10%			5%	10%
		10%		5%	10%
			10%	5%	10%
Total	80%	10%	10%	50%	100%

A course is considered passed if the student achieved a score for each learning outcome that is greater than or equal to the specified threshold. Points achieved for passed learning outcomes are deleted one year after the start of the semester in which the course was taught.

Course grading:

Based on the sum of the total points achieved in the course, the grade is defined according to the following table:

Points range	Exam grade
0.00 – 49.99	insufficient (1)
50.00 – 59.99	sufficient (2)
60.00 – 74.99	good (3)
75.00 – 89.99	very good (4)
90.00 – 100.00	excellent (5)

Compulsory reading and the number of copies in proportion to the number of students currently attending the course

Title	Number of copies	Number of students
The lecturer's course materials available on the Merlin e-learning platform		
Durakovic, Zijad; and associates Geriatrics: Medicine of the elderly. Zagreb: C. T. -Poslovne informacije 2007		

Supplementary reading materials:

Eliopoulos C. Gerontological nursing. 9thed. Wolters Kluwer. 2018
 Halter J.B., Ouslander J.G., Studenski S., High K.P., Asthana S., Ritchie C. S., Supiano M.A. Hazzard's Geriatric Medicine and Gerontology. 7thed. Mc Grow Hill. 2017

Methods of quality monitoring that ensure the acquisition of output knowledge, skills and competences

Conducting student surveys and analyzing data in accordance with the results of the Commission for Conducting Student Surveys.
 Analysis of quality indicators, analyzing students' studies, passing of exams, employment of graduates and other quality indicators.
 Regular updating and modernizing of courses.

GENERAL INFORMATION			
Course director	Ivan Krešimir Lukić, PhD, head professor, lecturer		
Course title	Application of artificial intelligence in healthcare		
Study program	Professional graduate study program Nursing		
Course status	Elective		
Year	2 nd	Semester	3rd
Credit value and teaching method	Students' ECTS workload coefficient	4	
	Classes total (L+E+S)	20 + 0 + 20	
COURSE DESCRIPTION			
Course objectives			
To prepare students to work in a healthcare system that integrates artificial intelligence technology, with an emphasis on improving the quality of healthcare and optimizing the work processes of nurses.			
Conditions for enrollment into the course			
Same as the requirements for admission to the professional graduate study in Nursing.			
Expected learning outcomes			
O1	Determine the basic areas covered by artificial intelligence.		
O2	Argue the key steps in machine learning.		
O3	Explain the main measures used in evaluating the effectiveness of machine learning models.		
O4	Analyze the peculiarities of the development and application of artificial intelligence in the sense of solving health problems, with special reference to ethical problems.		
Course content			
Introduction to artificial intelligence (Outcome I1) Basic concepts and principles (artificial intelligence, machine learning, data science, biostatistics). The history of the development of artificial intelligence, the history of the application of artificial intelligence in healthcare. The current state of application of artificial intelligence in healthcare.			
Principles and concepts of machine learning (Outcome I2) Structured and unstructured data; supervised, unsupervised and supported learning; frequently used machine learning procedures; model, parameters and hyperparameters; neural networks; distinguishing and forming networks.			
Evaluation of tools based on artificial intelligence (Outcome I3) Data set partitioning: learning, test, evaluation; learning curve; classification accuracy; precision and responsiveness; area under the ROC curve, precision-recall curve; measures F; over-learning and under-learning; model interpretation.			
Strategies and challenges in applying artificial intelligence in healthcare (Outcome I4) Correlation and causation; the problem of interpretability of the results; matching outcomes and actions; the importance of multidisciplinary teams in the development and application of artificial intelligence; ethical problems.			

Teaching methods		<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> distance education <input type="checkbox"/> field course			<input type="checkbox"/> independent work <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input type="checkbox"/> mentor work <input type="checkbox"/> other _____																																
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<p>Exam term:</p> <table border="1" data-bbox="555 1115 1037 1417"> <thead> <tr> <th>Learning outcomes</th> <th>Seminar</th> <th>Passing threshold</th> <th>Max.</th> </tr> </thead> <tbody> <tr> <td>O1</td> <td>25%</td> <td>12,5%</td> <td>25%</td> </tr> <tr> <td>O2</td> <td>25%</td> <td>12,5%</td> <td>25%</td> </tr> <tr> <td>O3</td> <td>25%</td> <td>12,5%</td> <td>25%</td> </tr> <tr> <td>O4</td> <td>25%</td> <td>12,5%</td> <td>25%</td> </tr> <tr> <td>Total</td> <td>100%</td> <td>50%</td> <td>100%</td> </tr> </tbody> </table> <p>A course is considered passed if the student achieved a score for each learning outcome that is greater than or equal to the specified threshold. Points achieved for passed learning outcomes are deleted one year after the start of the semester in which the course was taught.</p> <p>Course grading: Based on the sum of the total points achieved in the course, the grade is defined according to the following table:</p> <table border="1" data-bbox="564 1809 1027 1989"> <thead> <tr> <th>Points range</th> <th>Exam grade</th> </tr> </thead> <tbody> <tr> <td>0.00 – 49.99</td> <td>insufficient (1)</td> </tr> <tr> <td>50.00 – 59.99</td> <td>sufficient (2)</td> </tr> </tbody> </table>								Learning outcomes	Seminar	Passing threshold	Max.	O1	25%	12,5%	25%	O2	25%	12,5%	25%	O3	25%	12,5%	25%	O4	25%	12,5%	25%	Total	100%	50%	100%	Points range	Exam grade	0.00 – 49.99	insufficient (1)	50.00 – 59.99	sufficient (2)
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50.00 – 59.99	sufficient (2)																																				

	60.00 – 74.99	good (3)
	75.00 – 89.99	very good (4)
	90.00 – 100.00	excellent (5)
Compulsory reading and the number of copies in proportion to the number of students currently attending the course		
Title	Number of copies	Number of students
The course materials from the lectures available on the Merlin e-learning platform		
Supplementary reading materials:		
<p>Sidey-Gibbons JAM, Sidey-Gibbons CJ. Machine learning in medicine: a practical introduction. BMC Med Res Methodol. 2019;19(1):64. Published 2019 Mar 19. doi:10.1186/s12874-019-0681-4</p> <p>Harrison CJ, Sidey-Gibbons CJ. Machine learning in medicine: a practical introduction to natural language processing. BMC Med Res Methodol. 2021;21(1):158. Published 2021 July 31. doi:10.1186/s12874-021-01347-1</p> <p>Pfob A, Lu SC, Sidey-Gibbons C. Machine learning in medicine: a practical introduction to techniques for data pre-processing, hyperparameter tuning, and model comparison. BMC Med Res Methodol. 2022;22(1):282. Published 2022 Nov 1. doi:10.1186/s12874-022-01758-8</p> <p>Žižak M. Generative Pre-Trained Transformer (GPT): history, functioning and role in medicine. Mef.hr 2023;42:28-32 https://repozitorij.mef.unizg.hr/islandora/object/mef:6736</p>		
Methods of quality monitoring that ensure the acquisition of output knowledge, skills and competences		
<p>Conducting student surveys and analyzing data in accordance with the results of the Commission for Conducting Student Surveys.</p> <p>Analysis of quality indicators, analyzing students' studies, passing of exams, employment of graduates and other quality indicators.</p> <p>Regular updating and modernizing of courses.</p>		

GENERAL INFORMATION			
Course director	Rudolf Kiralj, PhD, lecturer		
Course title	Scientific research work in nursing		
Study program	Professional graduate study program Nursing		
Course status	Core		
Year	2nd	Semester	4.
Credit value and teaching method	Students' ECTS workload coefficient	7	
	Classes total (L+E+S)	30 + 30 + 10	
COURSE DESCRIPTION			
Course objectives			
<p>The goal of the course Scientific Research in Nursing is to train students to independently conduct scientific research in the field of nursing. Through systematic acquisition of theoretical and practical knowledge, students will develop the ability to ask relevant research questions, apply appropriate methodological approaches, analyze data and interpret results. The emphasis will be on critical thinking, ethical behavior and effective communication and presentation of scientific findings. Through this course, students will acquire fundamental skills that will enable them to actively participate in the improvement of nursing practice through a research approach.</p>			
Conditions for enrollment into the course			
Same as the requirements for admission to the professional graduate study in Nursing.			
Expected learning outcomes			
O1	Explain the basic concepts of scientific research, including the procedures for formulating a research question, defining research objectives, and understanding different research approaches.		
O2	Apply various methodological techniques specific to nursing research, including surveying, literature analysis, experimental design, or case studies.		
O3	Critically analyze and evaluate scientific sources, including recognition of relevance, methodological validity and applicability of results in nursing practice.		
O4	Compile a high-quality research proposal that includes a clearly stated research problem, purpose, methods of data collection and statistical processing, and ethical guidelines.		
O5	Use appropriate statistical tools and techniques for various types of data in nursing, including adequate knowledge of procedures, meaning, and usability of statistical analysis results.		
I6	Apply ethical guidelines in scientific research, including issues of respondent trust, objectivity, transparency and responsible authorship.		
I7	Write a structured scientific research paper in accordance with academic standards, including introduction, methodology, results, discussion and conclusion.		
Course content			
<p>Principles and types of scientific research in nursing (Outcome I1, I2) Phases of scientific research (Outcome I1, I2) Idea, task, goal and hypothesis of scientific research in nursing (Outcome I1, I2) Searching and using literature when planning and conducting research (Outcome I2, I3)</p>			

Certain types of nursing research (case report, literature review with and without meta-analysis, qualitative research) (Outcome I2, I3)
 Quantitative research (planning, data sources, data collection) (Outcome I3, I4, I6)
 Preparation of data for analysis and analysis planning (Outcome I4, I5)
 Descriptive statistics and distributions (Outcome I4, I5)
 Statistical tests (knowledge, selection, execution and recognition of results) (Outcome I4, I5)
 Correlation and regression (linear, logistic, multivariate) (Outcome I4, I5)
 Factor analysis (Outcome I4, I5)
 Principles of writing a paper for publication (Outcome I6, I7)
 Ethical issues, objectivity, impartiality and academic integrity during research (Outcome I6)
 Structuring and consistency of work and parts of work, optimization and error correction (Outcome I7)
 Citing and using literature when writing a paper (Outcome I6, I7)
 The process of publication of the work, types of presentation and popularization of the work (Outcome I7)

Teaching methods	<input checked="" type="checkbox"/> lectures	<input type="checkbox"/> independent work
	<input checked="" type="checkbox"/> seminars and workshops	<input type="checkbox"/> multimedia and network
	<input checked="" type="checkbox"/> exercises	<input type="checkbox"/> laboratory
	<input type="checkbox"/> distance education	<input type="checkbox"/> mentor work
	<input type="checkbox"/> field course	<input type="checkbox"/> other _____

Students' obligations

- attending classes according to the Study Regulations
- completed exercises
- prepared and positively evaluated seminar paper

Monitoring students' work

Attendance		Activity in class		Seminar paper	x	Experimental work	
Written exam	x	Oral exam		Essay		Research	
Project		Continuous knowledge assessment		Report		Practical work	x
Portfolio							

Grading and evaluating students' work in-class and at the final exam

Exam term:

Learning outcomes	Written exam	Seminar	Exercises	Passing threshold	Max.
O1	10%			5%	10%
O2	10%			5%	10%
O3			15%	7,5%	15%
O4			10%	5%	10%
O5	30%			15%	30%
I6		15%		7,5%	15%
I7		10%		5%	10%
Total	50%	25%	25%	50%	100%

A course is considered passed if the student achieved a score for each learning outcome that is greater than or equal to the specified threshold. Points achieved for passed learning outcomes are deleted one year after the start of the semester in which the course was taught.

Course grading:

Based on the sum of the total points achieved in the course, the grade is defined according to the following table:

Points range	Exam grade
0.00 – 49.99	insufficient (1)
50.00 – 59.99	sufficient (2)
60.00 – 74.99	good (3)
75.00 – 89.99	very good (4)
90.00 – 100.00	excellent (5)

Compulsory reading and the number of copies in proportion to the number of students currently attending the course

Title	Number of copies	Number of students
M. Marušić et al.: Introduction to scientific work in medicine, 9th edition, Medicinska naklada, Zagreb, 2019 (or any other edition)		
B. Petz: Basic statistical methods for non-mathematicians, 5th edition, Naklada Slap, Jastrebarsko, 2012		

Supplementary reading materials:

D.F. Polit, Beck, C.T. Beck: Nursing research: Principles and methods, 7th ed. Lippincott, Philadelphia, 2004.
 S. K. Grove, J. R. Gray, N. Burns: Understanding Nursing Research: Building an Evidence-Based Practice, 6th ed. Elsevier Saunders, St. Louis, 2015
 J.R. Gray, S.K. Grove, S. Sutherland: Burns and Grove's The Practice of Nursing Research, 8th ed. Elsevier, St. Louis, 2017
 D. Eterović, G. Kardum: Biostatistics for medical students, 5th edition, Faculty of Medicine, University of Split, Split, 2010
 S. B. Plichta, L. S. Garzon: Statistics for Nursing and Allied Health. Lippincott, Philadelphia, 2009

Methods of quality monitoring that ensure the acquisition of output knowledge, skills and competences

Conducting student surveys and analyzing data in accordance with the results of the Commission for Conducting Student Surveys.
 Analysis of quality indicators, analyzing students' studies, passing of exams, employment of graduates and other quality indicators.
 Regular updating and modernizing of courses.

GENERAL INFORMATION			
Course director	Ivana Jurković, senior lecturer Tatjana Badrov, MSc, senior lecturer		
Course title	Methodology of communicating research results		
Study program	Professional graduate study program Nursing		
Course status	Core		
Year	2nd	Semester	4.
Credit value and teaching method	Students' ECTS workload coefficient	5	
	Classes total (L+E+S)	15 + 30 + 0	
COURSE DESCRIPTION			
Course objectives			
The goal of the course is to train students to independently define and analyze a research problem and to shape the finished research into a written paper or poster for a scientific and/or professional conference, and to teach students how to independently prepare for an oral presentation of the work and how to present the work at a scientific and/or professional conference. conference in Croatian or English.			
Conditions for enrollment into the course			
Same as the requirements for admission to the professional graduate study in Nursing.			
Expected learning outcomes			
O1	Define and analyze a research problem in the framework of preparing a paper for a scientific and/or professional conference.		
O2	Critically evaluate the benefit of conference invitations for your own research.		
O3	Prepare a paper in the form of an article for a scientific and/or professional conference.		
O4	Apply good practices in the preparation of oral presentations.		
O5	Orally present a paper prepared for active participation at a scientific and/or professional conference.		
Course content			
Methodology for defining and analyzing the research problem and hypotheses for the work being prepared for a specific scientific and/or professional conference (Outcome I1) Searching professional literature for the purpose of preparing for a scientific and/or professional conference. (Outcomes I1, I3) A critical approach to finding a suitable conference where the researcher wants to present his work. (Outcome O2) The difference between preparing a poster and an oral presentation. (Outcomes I2, I4) Preparation of a paper in the form of an article for a scientific and/or professional conference. (Outcome O3) Preparation of presentations and oral presentations at scientific and/or professional conferences. (Outcomes I4, I5) Simulation of a professional-scientific conference. (Outcomes I1, I2, I3, I4, I5)			
Teaching methods	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops	<input checked="" type="checkbox"/> independent work <input type="checkbox"/> multimedia and network	

<input checked="" type="checkbox"/> exercises	<input type="checkbox"/> laboratory
<input type="checkbox"/> distance education	<input checked="" type="checkbox"/> mentor work
<input type="checkbox"/> field course	<input type="checkbox"/> other _____

Students' obligations

Attending classes according to the Study Regulations.

Monitoring students' work

Attendance		Activity in class		Seminar paper		Experimental work	
Written exam		Oral exam		Essay	x	Research	
Project		Continuous knowledge assessment		Report		Practical work	x
Portfolio		Scientific / expert work	x	Oral presentation	x		

Grading and evaluating students' work in-class and at the final exam

Exam term:

Learning outcomes	Scientific / expert work	Oral presentation	Oral presentation in English language	Essay	Activity during classes	Passing threshold	Max.
O1				5%		2,5%	5%
O2				5%		2,5%	5%
O3	30%			5%		17,5%	35%
O4		10%		5%		7,5%	15%
O5		25%	5%	5%		17,5%	35%
					5%	2,5%	5%
Total	30%	35%	5%	25%	5%	50%	100%

A course is considered passed if the student achieved a score for each learning outcome that is greater than or equal to the specified threshold. Points achieved for passed learning outcomes are deleted one year after the start of the semester in which the course was taught.

Course grading:

Based on the sum of the total points achieved in the course, the grade is defined according to the following table:

Points range	Exam grade
0.00 – 49.99	insufficient (1)
50.00 – 59.99	sufficient (2)
60.00 – 74.99	good (3)

75.00 – 89.99		very good (4)
90.00 – 100.00		excellent (5)
Compulsory reading and the number of copies in proportion to the number of students currently attending the course		
Title	Number of copies	Number of students
Marušić M. et al. (2013). Introduction to scientific work in medicine. Zagreb: Medicinska naklada		
Badrov T., Jurković I. Teaching materials from the subject Methodology of writing and presentation of scientific and professional work.		
Supplementary reading materials:		
Badrov T., Carvalho A., Jurković I., Kazamia V. (2021). Intercultural Communication and Linguistic Upgrade in a Digital Environment. Bjelovar: Bjelovar University of Applied Sciences (available online)		
Methods of quality monitoring that ensure the acquisition of output knowledge, skills and competences		
<p>Conducting student surveys and analyzing data in accordance with the results of the Commission for Conducting Student Surveys.</p> <p>Analysis of quality indicators, analyzing students' studies, passing of exams, employment of graduates and other quality indicators.</p> <p>Regular updating and modernizing of courses.</p>		

GENERAL INFORMATION			
Course director	Course director at the professional graduate study program Nursing		
Course title	Master thesis		
Study program	Professional graduate study program Nursing		
Course status	Core		
Year	2nd	Semester	4.
Credit value and teaching method	Students' ECTS workload coefficient	18	
	Classes total (L+E+S)	0 + 0 + 540	
COURSE DESCRIPTION			
Course objectives			
The course objective is to independently research and solve a given research problem from the field of nursing and present it in an oral and written presentation.			
Conditions for enrollment into the course			
Same as the requirements for admission to the professional graduate study in Nursing.			
Expected learning outcomes			
01	Demonstrate the ability to independently use professional and scientific literature for the purpose of solving a research problem in nursing.		
02	Review the reliability and quality of sources of professional and scientific literature.		
03	Integrate the relevant results found from the professional and scientific literature into the diploma thesis while respecting the concepts of plagiarism, self-plagiarism, quoting, referencing and paraphrasing.		
04	Identify the need for independent acquisition of knowledge and skills necessary to successfully solve a complex research problem in the field of nursing based on a self-assessment of one's own competencies.		
05	Identify appropriate research methods, techniques and tools for solving a given research task relevant to the field of nursing.		
16	Integrate knowledge and skills from different areas of nursing in order to independently conduct research respecting the requirements and standards of the profession, ethical standards by applying modern technologies, tools and methodology.		
17	Argue critical thinking in written expression.		
18	Create a plan for the presentation of the diploma thesis, taking into account the available time and the target audience.		
19	Organize the content of the thesis presentation in accordance with the concept, main ideas and academic argumentation.		
110	Present the thesis in written and oral form in a linguistically and ethically correct manner, respecting the given guidelines.		
Course content			
The content of the thesis depends on the defined topic of the thesis.			

Teaching methods	<input type="checkbox"/> lectures	<input checked="" type="checkbox"/> independent work					
	<input type="checkbox"/> seminars and workshops	<input type="checkbox"/> multimedia and network					
	<input type="checkbox"/> exercises	<input type="checkbox"/> laboratory					
	<input type="checkbox"/> distance education	<input checked="" type="checkbox"/> mentor work					
	<input type="checkbox"/> field course	<input checked="" type="checkbox"/> other: research					
Students' obligations							
Preparation of the Diploma Thesis in accordance with the guidelines prescribed in the Ordinance on the Diploma Thesis. Presentation of the thesis in accordance with the guidelines prescribed in the Rulebook on the thesis.							
Monitoring students' work							
Attendance		Activity in class		Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project		Continuous knowledge assessment		Report		Practical work	x
Portfolio		Writing the final paper	x	Presentatio n of the final work	x		
Grading and evaluating students' work in-class and at the final exam							
Grading and evaluation of a student's final thesis is prescribed by the Rulebook on Graduation Thesis.							
Compulsory reading and the number of copies in proportion to the number of students currently attending the course							
Title		Number of copies		Number of students			
The literature for the Diploma Thesis subject depends on the defined research problem as part of the Diploma Thesis. The literature used in the Diploma thesis will be listed in the printed version of the Diploma thesis.		-		-			
Supplementary reading materials:							
Methods of quality monitoring that ensure the acquisition of output knowledge, skills and competences							
Conducting student surveys and analyzing data in accordance with the results of the Commission for Conducting Student Surveys. Analysis of quality indicators, analyzing students' studies, passing of exams, employment of graduates and other quality indicators.							

1. Competences acquired by the completion of study modules and studies

Below is a table with the competencies that the student will acquire at the end of the studies:

Learning outcomes mark	Learning outcome
LO1	Apply modern knowledge from the field of nursing in different contexts and cultural environments.
LO2	Identify trends, dilemmas and issues in everyday nursing practice within the global context, respecting professional, moral, ethical and legal principles.
LO3	Integrate knowledge of politics, organization and finance in improving service delivery and achieving optimal results in health care.
LO4	Integrate modern, evidence-based knowledge in making decisions about patient care.
LO5	Plan and manage human and material resources in complex work processes within the healthcare institution, applying proactive management principles.
LO6	Propose public health programs that will contribute to public health while respecting global, national and local trends.
LO7	Incorporate ethical principles into solving complex situations of advanced nursing practice and clinical research.
LO8	Integrate the requirements of the quality and safety assurance system in health care in accordance with the relevant professional recommendations.
LO9	Conduct research within the relevant scientific field using modern research methods and statistical tools.
LO10	Assess the needs of the healthcare organization with the aim of choosing the best strategy for development, management, coordination and evaluation of the implemented activities.
LO11	Plan advanced health care including identifying and meeting the emotional and psychological needs of patients, effective communication, counseling and education while respecting ethical guidelines and patients' rights.
LO12	Manage processes using modern information and communication technologies.
LO13	Apply advanced communication principles respecting psychosocial and cultural factors.
LO14	Evaluate the quality of health care in accordance with the principles of nursing care, standards and legal regulations.
LO15	Apply modern requirements of effective teaching and didactic-methodical principles of organizing and conducting classes in formal and informal education programs.