



Table 2

3.2. Course description

Basic description		
Course coordinator	Elizabeta Fišić	
Course title	Fundamentals of Laboratory Medicine	
Study programme	Clinical nutrition graduated study	
Course status		
Year	I	
ECTS credits and teaching	ECTS student 's workload coefficient	4,5
	Number of hours (L+E+S)	15+15+15

1. COURSE DESCRIPTION		
1.1. Course objectives		
<p>Explain students appropriate use of laboratory testing for achieving safe, effective and efficient care to patients. Describe how reference intervals are used and explain how reference intervals may be compartmentalized by age, sex, clinical state, or other factors.</p> <p>Explain the roles of preanalytical, analytical and postanalytical variables in affecting test results and thereby impacting patient care.</p> <p>Describe what “point of care” (POC) testing is –advantages and disadvantages of POC testing.</p>		
1.2. Course enrolment requirements:		
No requirements		
1.3. Expected course learning outcomes		
<p><b>Students will learn:</b></p> <ul style="list-style-type: none"> <li>- how to interpret laboratory tests regarding to reference intervals and their limitations;</li> <li>- how to order laboratory tests assessing the current state of the patient, the values of the obtained results, effectiveness and cost of the tests;</li> <li>- importance of preanalytical and postanalytical variables in laboratory and how to avoid possible errors of them in routine work;</li> <li>- to describe what POC testing is and discuss why values generated using POC methods may differ from values generated in the clinical laboratory</li> </ul>		
1.4. Course content		
<p><b>Objectives of the course.</b> Importance of laboratory tests in the diagnosis and proper ordering and interpretation of laboratory tests. The role of preanalytical and postanalytical variables in laboratory. POC testing.</p> <p><b>Teaching methods:</b> lectures, seminars, exercises, individual assignment.</p>		
1.5. Teaching methods	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> long distance education <input type="checkbox"/> fieldwork	<input checked="" type="checkbox"/> individual assignment <input checked="" type="checkbox"/> multimedia and network <input checked="" type="checkbox"/> laboratories <input type="checkbox"/> mentorship <input type="checkbox"/> other
1.6. Comments		



1.7. Student's obligations

**Regular attendance in lectures, seminars and exercises in laboratory. Systematic preparation of materials for all forms of teaching, assessment and active participation in class. Seminar work.**

1.8. Evaluation of student's work

Course attendance	<b>10%</b> <b>0,45</b>	Activity/Participation	<b>10%</b> <b>0,45</b>	Seminar paper	<b>20%</b> <b>0,90</b>	Experimental work	
Written exam	<b>30%</b> <b>1,35</b>	Oral exam		Essay		Research	
Project		Sustained knowledge check	<b>10%</b> <b>0,45</b>	Report		Practice	<b>20%</b> <b>0,90</b>
Portfolio							

1.9.

1.10. Optional / additional reading (at the time of proposing study programme)

Čvorišćec D, Čepelak I. ur. Štrausova medicinska biokemija. Medicinska naklada. Zagreb, 2009.

Čvorišćec D, Stavljenić-Rukavina A: Priručnik o procjeni laboratorijskih nalaza iz medicinske biokemije. Medicinska naklada. Zagreb, 1993.

Thomas L. Clinical Laboratory Diagnostics. TH-books. Germany, 1998.

1.11. Number of assigned reading copies with regard to the number of students currently attending the course

Title	Number of copies	Number of students

1.12. Quality monitoring methods which ensure acquirement of output knowledge, skills and competences

- monitoring of students surveys and analysis of obtained data
- analysis of the results achieved in exam