



Table 2

**3.2. Course description**

Basic description		
Course coordinator	Iva Sorta-Bilajac, MD, PhD, Assistant Professor	
Course title	Media and Health Care	
Study programme	Nursing graduated study	
Course status	optional	
Year	?	
ECTS credits and teaching	ECTS student 's workload coefficient	1,5
	Number of hours (L+E+S)	25S

1. COURSE DESCRIPTION
<i>1.1. Course objectives</i>
<p>The main objective of the course is to give students introductory knowledge and basic concepts of journalism, media and routes that are developed in the context of modern journalism reporting on science, with special emphasis on medical science.</p> <p>Through the seminar classes, particularly the preparation of reports, students should acquire basic knowledge and skills on critical "consumption" of media articles on topics from biomedicine and health.</p> <p>Finally, students get acquainted with the basic rules of the creation of media content in accordance with the ethics of journalism, and perceive the importance of the role of research journalists, and the role of scientists - medical professionals in creating and placing biomedical content through various forms of media.</p>
<i>1.2. Course enrolment requirements</i>
None declared.
<i>1.3. Expected course learning outcomes</i>
<p>Understanding the relationship: (medical) science - ethics (?) of the media - the placement and consumption of medical news. Enabling students to identify and resolve problems in the communication process of health</p> <ul style="list-style-type: none"> <li>- the acquisition of media skills</li> <li>- knowledge of interpersonal relations</li> <li>- understanding the process</li> <li>- the ethical assessment.</li> </ul> <p>The ability to conduct the media case, and to prevent creation of media scandals through role models in the educational and real cases.</p> <p>Practical application of theoretical knowledge about the specifics of using scientific journalism skills</p> <ul style="list-style-type: none"> <li>- the ethical assessment (basic knowledge of journalistic ethics and recognition of the moral problems in the presentation of medical news)</li> <li>- analysis</li> <li>- discussion and argumentation.</li> </ul> <p>Developing communication skills by playing roles (reporter, PR, health care worker-participant in interviews ...):</p> <ul style="list-style-type: none"> <li>- debate</li> <li>- solving conflicts</li> <li>- recognizing the situation (situation ethics).</li> </ul> <p>Successful and understandable expression of complex scientific and technical concepts for reporting in daily and professional media.</p>



#### 1.4. Course content

Profession and ethics, or ethics of journalist profession

How to report on science?

- position of science in the media
- popularization or diffusion?
- the role of reporters

How to access the media?

- the role of scientists (and doctors/nurses)
- "Scientists have to approach the science to the public."

Media and Health Care

- reporting on the specifics of biomedicine and health
- what is medical news?
- position of medical professionals in the media,

Is in the Croatian media "open hunt for health professionals?"

- Is there a need for PR in health service institutions?
- How to make statements and behave in front of the cameras? (use of multimedia)
- relations with the media in crisis situations

Research journalism:

- Shana Alexander: *They decide who lives, who dies*
- Gerald Michael Rivera: *The Willowbrook State School*
- Jean Heller: *The Tuskegee Syphilis Project*
- Eileen Welsome: *The Plutonium Experiments*

Journal Club - case study from the press and scientific papers on the topic

Cases Kurjak, Šimić, Maškarin...

#### 1.5. Teaching methods

- |  |  |
|--|--|
| <input type="checkbox"/> lectures                          | <input checked="" type="checkbox"/> individual assignment  |
| <input checked="" type="checkbox"/> seminars and workshops | <input checked="" type="checkbox"/> multimedia and network |
| <input type="checkbox"/> exercises                         | <input type="checkbox"/> laboratories                      |
| <input type="checkbox"/> long distance education           | <input checked="" type="checkbox"/> mentorship             |
| <input type="checkbox"/> fieldwork                         | <input type="checkbox"/> other                             |

#### 1.6. Comments

The offered framework of the course content can be changed during the course, depending on personal professional interests of students, their suggestions and wishes for more detailed access to individual topics.

#### 1.7. Student's obligations

Students may successfully achieve course objectives if they regularly attend lectures, arrive prepared to seminars, actively participate in seminars and investigate relevant facts, based on offered literature, necessary for producing a seminar paper on a topic they individually choose, prepare and realize.

#### 1.8. Evaluation of student's work

Course attendance	20%	Activity/Participation		Seminar paper	50%	Experimental work	
Written exam	30%	Oral exam		Essay		Research	
Project		Sustained knowledge check		Report		Practice	
Portfolio							

#### 1.9. Assessment and evaluation of student's work during classes and on final exam

Their course attendance will be monitored and will constitute part of final assessment. In accordance with the guidelines of the ECTS grading system, the success of the students is expressed the ECTS grading scale in percentages 0-100%, with a passing grade not lower than 50%, while the final written exam represents 30% of the total vote. Those students who are not satisfied with the proposed final vote can access the oral exam.

#### 1.10. Assigned reading (at the time of the submission of study programme proposal)

1. Šegota I. *Bioetika i novinarstvo*. Bioetički svesci br. 44. Rijeka: Katedra za društvene znanosti, Medicinski fakultet Sveučilišta u Rijeci; 2003.
2. Šegota I, Rinčić I, ur. *Povijest bioetike*. Bioetički svesci br. 55. Rijeka: Katedra za društvene znanosti, Medicinski fakultet Sveučilišta u Rijeci; 2003.
3. Malović S, Vilović G, ur. *Novinarstvo i etika u Hrvatskoj 2005*. Zagreb: Sveučilišna knjižara; 2005.
4. *Handouts* - will be available for all the lectures in printed and digital form



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

1. Bertrand C-J. Deontologija medija. Zagreb: ICEJ; 2007.
2. Theaker A. Priručnik za odnose s javnošću. Zagreb: HUOJ; 2008.
3. Tench R, Yeomans L, urednici. Istraživanje odnosa s javnošću. Zagreb: HUOJ; 2009.
4. Medianali (međunarodni znanstveni časopis za pitanja medija, novinarstva, masovne komunikacije i odnosa s javnostima).
5. The Journal of Medicine and Philosophy, Vol. 24, No. 2 (April), 1999.
  - E. Haavi Morreim: Bioethics and the Press (101-107)
  - Albert Rosenfeld: The Journalist's Role in Bioethics (108-129)
  - Judith Andre, Leonard Fleck, Tom Tomlinson: Improving our Aim (130-147)
  - James Lindemann Nelson: Bioethics as Several Kinds of Writing (148-163)
  - Martyn Evans: Bioethics and the Newspapers (164-180)
  - Kenneth K.W. Goodman: Philosophy as News: Bioethics, Journalism and the Public Policy (181-200)
6. Zakon o medijima ([www.hnd.hr](http://www.hnd.hr))

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

<i>Title</i>	<i>Number of copies</i>	<i>Number of students</i>

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

Students shall have the possibility of scale-evaluation to express their attitudes in class and through handed-out papers. At course termination, with a more general scale of evaluation, students shall evaluate contents, realization methods and lecturer's relationship to them and their own relationship to work.

The integral part of the evaluation is the lecturer's continued observation of students' work, assistance in composing seminar papers and calculation of the average course grade upon finalization of exams.

**Note:**

Associate:

Barbara Čalušić, prof. Journalist of Novi list

Prim. dr.sc. Ivan Fistonić, dr.med.