



Table 2

### 3.2. Course description

Basic Description		
Course coordinator	Prof. Ph.D. Nada Gosić	
Course title	ON HEALTH DIFFERENTLY	
Study programme	Nursing graduated study	
Course status	Elective	
Year	II	
ECTS credits and teaching	ECTS student's workload coefficient	2,5
	Number of hours (L+E+S)	15+0 +10

#### 1. COURSE DESCRIPTION

##### 1.1. Course objectives:

1. Observe problems and situations that affect human health, and which man, due to the modern way of life notices and becomes aware of only when directly faced with them;
2. Pluriperspective approach to defining quality of life
3. Make actual the content and methodological perspectives of approach to health on a concrete problem
4. Problematised the influence of nonmedical perspectives on health and the quality of life
5. Emphasise the responsibility of man for his own life and health and the lives and health of others

##### 1.2. Course enrolment requirements: Pass the course exam: Bioethics in nursing

##### 1.3 Expected course learning outcomes: After they have passed the exam, students will be able to:

1. Recognize and define elements of the quality of life
2. Note reasons why the modern way of life creates medical problems
3. Differentiate between and compare historical and actual factors within the formation of standpoints on healthy life
4. Critically and with arguments explain their own standpoint on health and the quality of life on a concrete problem

1.4. *Course content:* On track of the definition of health: life and health – scientific and alternative approaches; Quality of life – is a model possible? The environment and health; Scientific perspectives in the function of protecting health; Professionalism and health; Leisure time and health; Education and health; Humour and health; Interpersonal relationships and health; Poverty and health; Pets and the quality of life – recommendations and guidelines of the WHO; Politics and health; The media and health; Art and health.

- |                       |  |   |
|-----------------------|--|---|
| 1.5. Teaching methods | <input type="checkbox"/> <b>lectures</b>               | <input type="checkbox"/> <b>individual assignment</b> |
|                       | <input type="checkbox"/> <b>seminars and workshops</b> | <input type="checkbox"/> multimedia and network       |
|                       | <input type="checkbox"/> exercises                     | <input type="checkbox"/> laboratories                 |
|                       | <input type="checkbox"/> long distance education       | <input type="checkbox"/> mentorship                   |
|                       | <input type="checkbox"/> fieldwork                     | <input type="checkbox"/> other                        |

##### 1.6. Comments

1.7. *Student's obligations:* Students must attend lectures regularly; actively and continuously prepare for work in seminar groups; prepare a presentation on a set topic, actively participate in discussion after the topic is presented, independently research the set topic and write an essay about it.



1.8. Evaluation<sup>1</sup> of student's work

Course attendance	0,50	Activity/Participation	0,50	Seminar paper	0,50	Experimental work	
Written exam		Oral exam		Essay	1	Research	
Project		Sustained knowledge check		Report		Practise	
Portfolio							

1.1. 1.9. Assessment and evaluation of student's work during classes and on final exam

**Process of assessment**

**Schedule of credits per activity**

In order to take the final exam, students are required to obtain a necessary percentage/number of credits during class. Through all the activities during class, students must collect a minimum of 40 credits or more at the undergraduate study, or 50 credits or more at the graduate study.

**Class attendance**

**According to the** Student Assessment Regulation at the Medical Faculty in Rijeka, Article 5, Paragraph 13, "The student has not performed his/her obligations prescribed by the program of study if he/she has discontinued attendance to more than 30% of class hours of all forms of class (lectures, seminars and exercises)."

According to this determinant - by an attendance starting at 70%, students can get a maximum of 25 points which are converted into credits as follows:

Number of hours	Credits	Number of hours	Credits
0-16	0	21	16
17	1	22	20
18	4	23	24
19	8	24-25	25
20	12		

**Activity in seminars (total 20 points)**

**Activity in education:** The first part of student activities is carried out in work in small seminar groups in which students analyze and solve an example/case related to the teaching unit presented in class. For the second part of the activities - review and analysis of the presented topics, they will come to class with pre-prepared questions for the assigned topic, attitude on the topic if they have one, and review of the actualization of the presented topic.

Activities in seminars are converted into credits as follows:

Number of seminars	Credits
0-4	0
5	4
6	8
7	12
8	16
9-10	20

<sup>1</sup> **IMPORTANT:** For each method of monitoring the work of students', enter corresponding ECTS points for individual activities so that the total number of ECTS points corresponds to the course rating values. Blank fields are to be used for additional activities.



### **Seminar presentation (a total of 25 points)**

Students prepare a seminar presentation in which they present basic starting points for the making of an essay. In the seminar presentation credits are achieved in the following way:

Introduction to the topic - (highlight why the subject is relevant and current) 4 points

Methodology of data collection 5 points

Setting up the problem - specifying the problems and issues within the topic – stating one problem 3 points; stating two problems 6 points; stating three problems 9 points

Conclusion 5 points

Literature 2 points

### **Evaluation of essays**

**The final exam.** The final exam is taken in the form of an essay. The passing threshold is 50%. The maximum number of credits is **(30)** thirty, which are distributed according to the following criteria:

1. Introduction: reason(s) why the topic is important and actual 3 credits
2. Methodology of collecting data and information 2 credits
3. Interpretation/display 2 of perspective 3 credits, interpretation 3 of perspective 5 credits, interpretation 4 of perspective 7 credits, interpretation 5 of perspective 10 credits
4. Explanation why an interdisciplinary/pluriperspective approach is necessary for the solution of problems 5 credits
5. Point out similarities and differences in the conclusions of authors of the stated perspectives 3 credits
6. Create their own argument(s) for their own conclusion 5 credits
7. Literature/sources of information 2 credits.

**STUDENTS ARE BEGGED NOT TO COPY AND PLAGIARIZE IN THE PROCESS OF CREATING AN ESSAY. IN THE EVENT OF SUCH OCCURRENCES THE CREDITS ARE REDUCED FOR THE ACTIVITY FOR WHICH THE COPYING/PLAGIARISM IS ESTABLISHED.**

### **Final grade (Article 43 of the Regulations of Studies)**

The overall grade is evaluated by a grade derived from a portion of all grades during coursework:

- A - 90-100 % **points**
- B - 80-89,9 %
- C - 70-79,9 %
- D - 60-69,99%
- E - 50- 59,9%

Students who have realized a 0 to 39,9% of the grade are evaluated by the grade F (failed) and cannot acquire ECTS credits, those from 40 do 49,9% are evaluated with the grade FX (unsatisfactory) and may take the make-up exam. Those with more than 50% of the realized grade may take the final exam.

### **Numerical system of grading (Article 44 of the Regulation of Studies)**

Excellent 5 – A

Very good 4 – B

Good 3 – C

Satisfactory 2 – D and E

Unsatisfactory 1 – F and FX

In case of rejecting a grade students are required to institute proceedings specified by Article 46 of the Regulation of Studies of the University of Rijeka.

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

Gosić, N. (2005): *Bioetička edukacija (odabrana poglavlja)*, Pergamena, Zagreb.

Potter, V.R. (2008.). *Bioetika most prema budućnosti*, Medicinski fakultet u Rijeci, Katedra za društvene znanosti, Hrvatsko društvo za kliničku bioetiku, Hrvatsko bioetičko društvo, Međunarodno udruženje za kliničku bioetiku;

*Od nove medicinske etike do integrativne bioetike*, Posvećeno Ivanu Šegoti povodom 70. rođendana, (ur: Čović, A., Gosić, N., Tomašević, L)



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

Rifkin, J (1999.). *Biotehnološko stoljeće*, Jesenski i Turk – HSD, Zagreb.

Sloterdijk, P.(2000). *Pravila za čovječji park / Operabilni čovjek*, u: *Europski glasnik*, br. 5, DHK, Zagreb.

Visković, N. (1996.). *Životinja i čovjek*, Kulturni krug, Split.

Jošt, M., Cox, Th. S. (2003.). *Intelektualni izazov tehnologije samouništenja*, Ogranak matice hrvatske, Križevci.

Cifrić, I. (2000). *Bioetika i ekologija*, Matica hrvatska, Zaprešić.

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>
Gosić, N. (2005): <i>Bioetička edukacija (odabrana poglavlja)</i> , Pergamena, Zagreb.	2	
Potter. V.R. (2008.). <i>Bioetika most prema budućnosti</i> , Medicinski fakultet u Rijeci, Katedra za društvene znanosti, Hrvatsko društvo za kliničku bioetiku, Hrvatsko bioetičko društvo, Međunarodno udruženje za kliničku bioetiku;	2	
<i>Od nove medicinske etike do integrativne bioetike</i> , Posvećeno Ivanu Šegoti povodom 70. rođendana, (ur: Čović, A., Gosić, N., Tomašević, L)	2	

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

The level of application and analysis will be monitored by asking questions and giving answers on the basic content and methodological perspectives on health and quality of life; the level of evaluation by discussing the role of different perspectives of approach to health and quality of life, and the level of synthesis by performance tasks whose results are evaluated in written essay.