



**CLINICAL NURSING**

**GRADUATE UNIVERSITY**

**STUDY PROGRAMME CURRICULUM**

**Mostar, September 2022**

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## 1. INTRODUCTION

The curriculum of the graduate university study programme of Clinical Nursing is the result of the regular review process, which began with the Decision of the Senate at the session held on February 26, 2022 (No. 01-993-1 / 22). The regular revision procedure was carried out according to the Rulebook on the procedure of adopting new and revisions of existing study programmes (No. 01-993-1 / 22). It stipulates that the Committee coordinates a revised curriculum. The Committee also includes student representatives and external users, and the scientific-teaching/artistic-teaching council of the organizational unit submits their proposal to the University Senate for adoption.

In order to involve all stakeholders in the process of improving the study programme, a public hearing was held on July 14, 2022 (No. 01-1086/22).

The conclusions of the public debate were taken into account during the development of the curriculum.

In addition to the conclusions of the public debate, the recommendations of the Expert Committee from the last institutional accreditation in 2020 were taken into account. The recommendations include practical work outside the University (where applicable), application of legal and internal acts on the minimum share of pre-examination obligations in the final grade of all courses, and the application of modern teaching methods with the student at the center of the teaching process.

Also, during the development of the curriculum, all strategic tasks in the strategic area of education from the University Development Strategy 2018 – 2023, which relate to the curriculum and teaching process, were carried out (more in the chapter "3.1. Connection to the University Development Strategy").

In addition, when making decisions on the type of changes, all relevant statistical data and survey results collected and conducted in the period since the last revision/adoption of the study programme were analyzed on June 2, 2021 (No. 01-3666/21).

Taking into account all the above, the following changes have been made in this revised curriculum in comparison to the existing one. The changes can be classified into five categories: amendments of course titles, amendments of course hours, amendments of ECTS points, introduction of new compulsory and elective courses.

The transition from Bachelor to Master's level was defined at the Helsinki conference (March 2003), where the following was stated: "Enrollment in Master's programs usually requires possession of a Bachelor's degree obtained at an academically recognized higher education institution. Bachelor and Master educational titles should have different defined exit results and should be awarded at different levels (Conference on Master-level degrees, Helsinki March 14-15, 2003, Conclusions and Recommendations, p.5). Permanent or continuous education, renewed knowledge and adoption of the latest knowledge, enable constant monitoring and recognition of the priorities of health needs in the country and beyond. Education and practice are in a very close relationship, and they strongly influence each other. The graduate university study in Clinical Nursing is a continuation of the program of the undergraduate university study in Clinical Nursing, and with a scientific approach and clinical teaching in individual modules, it enables the development of new highly educated experts in the field of healthcare. The ability to critically and accurately assess, plan, intervene, and evaluate the physical and mental state of patients (individuals, families and society in general) should be the primary goal of master's education from the field of nursing. These skills are needed to improve health care delivery and patient care outcomes. During education at master level, each student should acquire the ability to analyze, connect and use knowledge through formal courses, seminars, hospital practice or independent study.

Second cycle education in the field of nursing is an appropriate level of education for professional nurses who are in a role that requires advanced skills to be able to both provide health care and be an organizer of the health care delivery process. A nurse with a graduate degree is a hospital expert also competent for work as a lecturer within an educational programme in the field of nursing. However, the primary focus of graduate education should be her hospital role. Elements such as managing the care process, and educational theories and methods, are an important element, but they can only be applied by nurses who are experts in advanced clinical skills and knowledge.

## 2. GENERAL INFORMATION ABOUT THE STUDY PROGRAMME

<b>Study programme</b>	Clinical Nursing
<b>Cycle</b>	2 <sup>nd</sup> cycle (graduate study programme)
<b>Type</b>	University study programme
<b>Scientific area</b>	Biomedicine and Healthcare
<b>Scientific field</b>	Clinical Medical Sciences/Health Sciences
<b>Academic title</b>	Master of Nursing
<b>EQF qualification level</b>	7
<b>Duration of study programme</b>	2 years, 120 ECTS
<b>Total number of ECTS credits</b>	2 years/120 ECTS
<b>Language</b>	Croatian language
<b>Mode of study</b>	Full time / Part time
<b>Awarding institution</b>	University of Mostar
<b>Institution administering study programme</b>	University of Mostar, Faculty of Health Studies
<b>Study programme objectives</b>	<ul style="list-style-type: none"> <li>- train students for teamwork, management of human and other resources, processes in healthcare, with the application of modern principles of nursing</li> <li>- acquire communication skills, as well as additional specialist skills and knowledge for the purpose of cooperation with management structures at all levels and contribution to the development of a healthcare institution</li> <li>- train students for teaching work and new educational methods</li> <li>- acquire skills for project planning and independent decision-making based on critical evaluation in order to participate in scientific and clinical projects</li> <li>- train students for critical assessment, planning, implementation, and evaluation of the healthy and ill states of individuals, families and the entire community</li> <li>- train students to continue their education at postgraduate studies</li> </ul>
<b>Study programme competencies</b>	<ul style="list-style-type: none"> <li>- Planning, organization and quality management in healthcare, human and material resources, support systems in the field of nursing, and management of complex work processes, with the application advanced nursing practice</li> <li>- understanding and implementation of advanced knowledge in the field of health care with special reference to laboratory diagnostics, intensive care of children and adults, and crisis and emergency situations</li> <li>- knowledge and application of medical informatics, scientific research, advanced statistical-analytical procedures, understanding of critical reading of professional literature for the purpose of improving work processes and evidence-based health care processes</li> <li>- coordination and supervision of organizational units, and decision-making with the application of interpersonal communication, ethical principles, human rights and legislation</li> <li>- practical training and theoretical teaching of students, and health and social workers with the application of didactic models for teaching and learning</li> </ul>

	knowledge, planning and implementation of preventive measures of infection, health promotion, health care at all levels for individuals, families and communities.
<b>Study programme learning outcomes</b>	<ol style="list-style-type: none"> <li>1. Manages human, material and other resources in accordance with standards, legal regulations, and manages changes and time in nursing (FZSKZNJ-IU-1)</li> <li>2. Participates in the planning and management of the quality system in health care, and implements measures for quality control in the field of health care (FZSKZNJ-IU-2)</li> <li>3. Plans and manages tasks and complex processes of nursing care with the application of advanced nursing practice (FZSKZNJ-IU-3)</li> <li>4. Collects and analyzes data and statistical information for monitoring of medical documentation and other confidential information (FZSKZNJ-IU-4)</li> <li>5. Plans and implements health promotion and disease prevention activities, evaluates health at all levels of health care, individual, family and community (FZSKZNJ-IU-5)</li> <li>6. Critically evaluates and selects theoretical knowledge from the field of health care and other related fields for the purpose of implementing scientific research projects (FZSKZNJ-IU-6)</li> <li>7. Creates vocational curricula, educates nursing students and students from related professions, applying didactic models of teaching and learning (FZSKZNJ-IU-7)</li> <li>8. Connects facts and applies advanced knowledge in the field of health care with special reference to laboratory diagnostics, clinical pharmacology, intensive care of children and adults, and crisis and emergency situations (FZSKZNJ-IU-8)</li> <li>9. Knows, plans and implements infection prevention measures (FZSKZNJ-IU-9)</li> <li>10. Coordinates and supervises teams in healthcare with the application of ethical principles, interpersonal communication and respect for human rights and legal regulations (FZSKZNJ-IU-10)</li> <li>11. Organizes evidence-based health care with the application of ethical principles (FZSKZNJ-IU-11)</li> <li>12. Analyzes and uses knowledge from the field of medical informatics, statistics and professional literature, and draws conclusions for the purpose of improving the health care process (FZSKZNJ-IU-12)</li> <li>13. Uses modern information and communication technologies in the field of nursing (FZSKZNJ-IU-13)</li> <li>14. Develops a plan for upgrading one's own knowledge and skills for the purpose of personal and professional development (FZSKZNJ-IU-14)</li> <li>15. 17. Recognizes emergency situations, assists with invasive procedures (FZSKZNJ-IU-15)</li> <li>18. Organizes and manages the health care process in emergency situations (FZSKZNJ-IU-16)</li> </ol>
<b>Opportunity after graduation</b>	Upon successful completion of their studies, students have the opportunity to work in public and private healthcare institutions and / or continue their education in doctoral studies.
<b>Accreditation</b>	The University of Mostar received a Decision on Institutional Reaccreditation on 14 January 2020 from the competent Ministry of Education, Science, Culture and Sports of the HNŽ on the recommendation of the Agency for Development of Higher Education and Quality Assurance of B&H, after which the University was registered in the State Register of Accredited Higher Education Institutions.

### 3. BASIC CHARACTERISTICS OF THE STUDY PROGRAMME

#### 3.1. Correlation with the University development strategy

In the *Development Strategy of the University of Mostar 2018 – 2023* in the strategic field of education, several strategic goals are related to the curriculum and its elements.

Objective 1 defines that the University, in cooperation with stakeholders, will develop, approve, implement and continuously monitor and improve study programmes at all levels. The following tasks arise from clearly defined learning outcomes related to labour market needs, following the European Qualifications Framework (EQF):

- Task 1: clearly define the objectives and anticipated learning outcomes of each study programme and harmonize the content of the study programme with them, following the appropriate level of the European Qualifications Framework and the qualification standard
- Task 2: Introduce a transparent and consistent process of revision and improvement of study programmes with the participation of students and other stakeholders
- Task 5: ensure realistic allocation of ECTS credits, through a defined system of ECTS coordination at all study levels
- Task 6: improve the interdisciplinarity of all study programmes by enabling elective courses at the university level.

Objective 3 refers to the development of a wide network of teaching bases, including organizations from different fields of activity, to establish cooperation that will enable the connection of practice, science, art, and higher education. The following tasks arise from it:

- Task 2: increase the number of hours and the share of teaching practice in the study programmes and the share of ECTS credits acquired by it
- Task 3: increase the number of bachelor/master papers related to the topic and content.

Key strategic postulates of the Faculty of Health Studies that lead to realization of the vision while respecting the mission and academic values of the University are modern study programmes that will be directed towards the development of a wide range of competencies, as well as education and activities that will be directed towards the development of the economy, society and culture.

University studies at the Faculty of Health Studies of the University of Mostar enable the establishment of a system of continuous training, refresher training and acquisition of latest cognitions, as well as constant monitoring and recognition of the priorities of healthcare needs in the country and the European environment. At the second level (graduate study), education is focused on training students for teamwork, planning processes, projects, decision-making and leadership, alongside the evaluation process, as well as additional specialist skills and knowledge in the chosen fields. A special strategic goal is training for teaching work and new educational methods, and it includes a two-year education with a load of 120 ECTS-points, after which the title of master's degree is obtained.

#### 3.2. Correlation with scientific/artistic achievements of certain scientific fields and labor market and correlation with occupational/qualification standards

Objectives, competencies, and learning outcomes at the level of the study programme are defined in a way that is in line with the achievements of a particular Biomedicine and healthcare area and labour market and related to the standards of the Directives on regulated or ruled professions, 2005/36/EC and 2013/55/EU. To harmonize with the achievements of the particular Biomedicine and healthcare, the representatives of teachers in the Committee for the development of the revised curriculum and other teachers who participated in the development of syllabi for each course took into account current achievements and trends in scientific area Biomedicine and healthcare, field Clinical Medical Sciences/Health Sciences, branch Nursing relating to graduate university study programme of Clinical Nursing.

In addition to the above document, the following documents were also considered:

- *Bologna Declaration. The European Higher Education Area. The Bologna Declaration, a joint declaration of The European Ministers of Education convened in Bologna 19 June 1999. Available from: <http://www.ond.vlaanderen.be/hogeronderwijs/>*
- Munich Declaration, 2000, (A WHO European strategy for Nursing and Midwifery education, 2000.)

- Conference on Master-level degrees, Helsinki 14.-15. ožujak 2003 god., Conclusions and Recommendations ,p.5.)
- WHO guidelines on preservation and improvement of health (WHO guidelines for 21<sup>st</sup> century)
- *Confederation of EU Rectors' Conferences and the Association of European Universities. The Bologna Declaration on the European space for higher education: an explanation. Available at: <http://ec.europa.eu/education/policies/educ/bologna/bologna.pdf>.*
- *(Joint declaration on harmonisation of the architecture of the European higher education system Paris, Sorbonne, 1998. Available at: [http://www.bologna.org.gu.se/digitalAssets759/759802\\_Sorbonnedeklarationen1998.pdf](http://www.bologna.org.gu.se/digitalAssets759/759802_Sorbonnedeklarationen1998.pdf)).*
- The Decision of the Council of Ministers of Bosnia and Herzegovina on the Adoption of the Road Map for Implementation of the EU Directive 2005/36/EC and 2013/55/EU on Regulated Profession (Official Gazette of B&H, no. 10/16),
- Law on Healthcare (Official Gazette of the Federation of B&H No. 41/10 and 75/13),
- Rulebook on Amendments to the Rulebook on internship and professional examination of healthcare workers (Official Gazette of the FB&H, 99/21),
- Rulebook on internships and professional exams for health professionals (Official Gazette of the FB&H, 51/17)

Jobs/competencies/learning outcomes from all the above documents are implemented in the competencies and learning outcomes at the level of the study programme listed in chapter "2. General information about the study programme". They are realised in core courses, in order to ensure that all students achieve them with the acquired qualification. The coverage of these learning outcomes at the level of the study programme with the learning outcomes at the level of core courses is presented in the chapter "3.12. Matrix of learning outcomes".

### **3.3. Comparability with study programme sin the country and abroad**

Study programme preformed at the university graduate study programme of Clinical Nursing and the development of this profession are in line with European standards, and the study programme is based on close cooperation with other institutions of a similar profile in the Republic of Croatia. Comparability is reflected exclusively in the competencies and learning outcomes at the level of study programmes and in the duration of studies, while the study programme retains its specifics mainly through the structure, course names, and ECTS.

### **3.4. Student mobility**

Student mobility is defined by the Rulebook on international mobility, which refers to administrative support for students, student mobility documents, insurance, method of application, the procedure for recognizing mobility and information package. The unique recognition methodology is defined at the university level by the Senate Decision on the adoption of a single form for the Decision on recognition of courses, ECTS credits, grades, and professional practice during student mobility, which is recorded in the diploma supplement. Students can find information on mobility programmes and accompanying forms on the University's website and through the Vice Dean for Quality and Inter-Institutional Cooperation who forwards information from the International Office to student representatives.

### **3.5. Conditions for enrolment in the study programme and transfer from other study programs**

The *Rulebook on Study of the University of Mostar* defines the right to enrol in undergraduate, graduate, and integrated study programmes, which is done through a public competition. The Senate, at the proposal of the scientific-teaching / artistic-teaching council of the organizational unit, and with the consent of the Governing Board of the University and the competent Ministry of Education, Science, Culture and Sports of the Herezegovina Neretva County, announces a public tender. It is published on the website and bulletin board of the Faculty of Health Studies, which contains information on the conditions for enrolment, entrance examination, tuition fees, criteria for selecting candidates, and other information. When transferring from other study programmes, a request is submitted to the dean Faculty of Health Studies, and the appropriate committee decides on the possibilities and conditions for enrolment.

### 3.6. Conditions for enrollment in the next semester and year of study and graduation

Conditions for enrollment in the next semester and year of study are defined by the Rulebook on Study of the University of Mostar and the general act of the Faculty of Health Studies.

The study program is completed by writing and defense of Master's thesis worth 13 ECTS credits. The procedure of the defense and thesis's methodology are defined by Rulebook on Study of the University of Mostar and the general act of the Faculty of Health Studies.

### 3.7. Organization of the study programme

The study is organized as a two-year study programme for a total of four semesters. Classes are organized in a block system, and detailed schedules are disclosed per semester and study group. In accordance with the principles of the Bologna Declaration, the proposed study program is structured and evaluated with ECTS credits. Study programs are divided into study years and semesters. In accordance with ECTS credits, one academic year of the study program is worth 60 ECTS, or 30 ECTS credits for one semester.

Students can study as full-time or part-time students. Full-time students are those who study according to the full-time teaching schedule. Part-time students are students who enroll the study program alongside work or other activity. The syllabus of each course defines the amount and type of classes that part-time students are required to attend and alternatively, the workload for the part of classes that they are not required to attend. Part-time students should attend at least 50% of lectures and seminars (by own choice) and perform practicals to the extent specified for part-time students.

### 3.8. Structure of the study programme

The structure of the study programme is reflected in the number of hours of each type of teaching and teaching in total, the number of hours of practice, and the number of hours of independent student work in the total student workload of 3600 hours. According to the Rulebook on the procedure for adopting new and revisions of existing study programmes (No. 01-993-1/22), only core courses are listed in the curriculum, while electives are adopted in the annual curriculum for each academic year. Therefore, the table will show the number of hours of each type of teaching and teaching in total, the number of hours of practice, and the number of hours of independent work only in core courses.

In relation to the total number of ECTS credits, a sum of ECTS credits acquired in elective courses is 10 ECTS, and the student can choose a total of 5 elective courses.

Besides core and elective courses at the level of the study programme and at the level of organizational unit, i.e., in addition to 30 ECTS credits per semester, a student can choose university elective courses from the list adopted by the Senate each academic year, which are recorded in diploma supplement.

The purpose of elective courses at the study programme level is a more detailed elaboration of learning outcomes already acquired in core courses but following student preferences. The purpose of university elective courses is to acquire competencies not provided by the study programme, but that can help students achieve competitiveness in the market and contribute to building one's personality through education.

**Table 3.8.1** Representation of teaching load, hours of theory and practice, and the share of workload in the graduate university study programme of Clinical Nursing

Form of teaching	1 <sup>st</sup> year	2 <sup>nd</sup> year	Total	%
Lectures	210	195	405	11%
Seminars	305	145	450	13%
Practicals	215	310	525	15%
Independent work	1070	1150	2220	62%
<b>Total</b>	<b>1800</b>	<b>1800</b>	<b>3600</b>	<b>100%</b>



In the two years of the graduate university study of Clinical Nursing there are active classes and independent student work of 3600 hours. Student independent work of 2220 hours includes the time a student needs for independent study of the subject, preparation of seminars, mid-terms, final tests, preparation and writing of graduate theses, not counting contact hours with the teacher (lectures, seminars and practicals).

The graduate university study programme of Clinical Nursing consists of six modules with 17 compulsory and 5 elective courses and the graduate thesis of 390 hours.

Five elective courses 8,3 % of the total program points. The decision on elective courses to be taken in the current academic year is ruled by the Scientific Teaching Council of the Faculty of Health Studies in accordance with the needs for the improvement of the teaching program.

Learning outcomes that are acquired by fulfilling individual study obligations, as well as the number of hours expected for each study obligation that ensures the acquisition of the expected learning outcomes, are listed in the description of each individual subject from the study programme.

**Table 1. Structures of the graduate university study programme of Clinical Nursing with shares of forms of teaching, clinical practice and independent work**

1 <sup>st</sup> year									
1 <sup>st</sup> Winter semester									
Course code	Course title	Teaching hours			I. In total teaching	II. Clinical practice	III. Independent work	Load hours (I.+II.+III.)	ECTS
		L*	p*	S*					
FZSZAM101	Medical Informatics and Advanced Statistics	25	50	40	115	0	155	270	9
FZSZAM102	Quality Management in Healthcare	25	20	50	95	0	145	240	8
FZSZAM103	Introduction to Scientific Research Work	25	40	30	95	0	145	240	8
FZSZAM104	Communication Skills	15	10	10	35	0	55	90	3
Total		90	120	130	340	0	500	840	28
ECTS core courses									28
ECTS elective courses									2
ECTS TOTAL									30

1 <sup>st</sup> year									
2 <sup>nd</sup> Summer semester									
Course code	Course title	Teaching hours			I. In total teaching	II. Clinical practice	III. Independent work	Load hours (I.+II.+III.)	ECTS
		L*	p*	S*					
FZSZAM207	Didactics	25	50	40	115	0	155	270	9
FZSZAM208	Management in Healthcare	25	30	50	105	0	135	240	8
FZSZAM209	Economics and Legislation in Healthcare	25	0	50	75	0	165	240	8
FZSZAM210	Art of Medical Education	15	15	15	45	0	45	90	3
Total		90	95	155	340	0	500	840	28
ECTS core courses									28
ECTS elective courses									2
ECTS TOTAL									30

2 <sup>nd</sup> year									
3 <sup>rd</sup> Winter semester									
Course code	Course title	Teaching hours			I. In total teaching	II. Clinical practice	III. Independent work	Load hours (I.+II.+III.)	ECTS
		L*	P*	S*					
FZSKZNM301	Healthcare in the Intensive Care Unit	30	100	20	150	0	150	300	10
FZSKZNM302	Pediatric Care in the Intensive Care Unit	20	70	10	100	0	50	150	5
FZSKZNM303	Clinical Pharmacology	20	40	10	70	0	110	180	6
FZSKZNM304	Health Promotion and Disease Prevention	15	0	10	25	0	55	90	3
Total		85	210	50	345	0	345	690	24
ECTS core courses									24
ECTS elective courses									6
ECTS TOTAL									30

2 <sup>nd</sup> year									
4 <sup>th</sup> Summer semester									
Course code	Course title	Teaching hours			I. In total teaching	II. Clinical practice	III. Independent work	Load hours (I.+II.+III.)	ECTS
		L*	P*	S*					
FZSZAM423	Supervision in Healthcare	20	10	15	45	0	75	120	4
FZSKZNM408	Infection Control and Prevention	20	30	10	60	0	60	120	4
FZSKZNM409	Basics of Laboratory Tests	15	30	10	55	0	65	120	4
FZSKZNM410	Healthcare in Emergency Situations	15	10	10	35	0	55	90	3
FZSZAM430	Master's Thesis Draft	5	10	10	25	0	35	60	2
FZSZAM429	Master's Thesis	0	0	0	0	0	390	390	13
Total		75	90	55	220	0	680	900	30
ECTS core courses									30
ECTS elective courses									0
ECTS TOTAL									30

\*L – lectures, P\* - practicals, S\*- seminars

### **3.9. Optimal number of enrolled students with regard to space, equipment and number of teachers**

Enrolment quotas before the beginning of each academic year are adopted by the Governing Board of the University, at the proposal of the Senate, and with the consent of the competent ministry. Students can study as full-time and part-time students.

### **3.10. Resources needed for conducting the study programme**

Teachers from the University and teachers from reference higher education institutions in academic ranks from the relevant scientific area, field, and branch participate in the implementation of the study programme. Data on the structure of teaching staff by rank and education, gender and age structure, scientific research productivity, mobility, and project activities of teaching staff are regularly monitored through the bodies from the quality assurance system. These data are processed at the level of the study programme and organizational unit, and are published in annual reports.

In terms of physical resources for the implementation of study programmes, the Faculty of Health Studies has classrooms with classic and modern audio-visual equipment, a cabinet equipped with multimedia and video equipment, a TV system, IT equipment with a maximum of two students per computer, a library - an IT center, and a microbiological research laboratory. Healthcare cabinet with simulation models and clinical skills cabinet. Clinical hospital wards with equipment for performance of health care. The Faculty of Health Studies has a Clinical Skills Cabinet equipped with highly sophisticated models - simulators.

Based on the signed cooperation agreements, the resources of other institutions are also used for the performance of the graduate university study programme of Clinical Nursing: University Clinical Hospital Mostar, the Institute of Public Health, the Health center Mostar, and School of Medicine of the University of Mostar.

### **3.11. Quality assurance of the study programme**

The purpose, goal, structure, operation and areas of evaluation of the quality assurance system of the University of Mostar are defined by the Rulebook on the structure and operation of the quality assurance system of the University of Mostar. According to the Rulebook, the quality assurance system at the University of Mostar consists of permanent bodies of the quality assurance system at the university level: the Quality Assurance and Improvement Committee and the Office for Quality Assurance and Improvement. The Faculty of Health Studies is operated by the Quality Assurance and Improvement Committee, which consists of the Vice Dean for Teaching, the Quality Coordinator, and the representative of the teaching staff, the student representative, and the representative of the administrative and technical staff. The Quality Coordinator Faculty of Health Studies is also a member of the Quality Assurance and Improvement Committee. The Rulebook defines the competencies and activities of each body from the quality assurance system. Bodies from the quality assurance system carry out regular activities defined by the University Quality Assurance Manual at the University of Mostar, which relate to conducting surveys and monitoring and data processing. Based on the implemented activities, annual reports are prepared at the level of the study programme, organizational unit, and the University.

### 3.11. Learning outcomes matrix

<b>IU-study programme</b> <b>IU-course</b>	FZSKZN JM-IU-1	FZSKZN JM-IU-2	FZSKZN JM-IU-3	FZSKZN JM-IU-4	FZSKZN JM-IU-5	FZSKZN JM-IU-6	FZSKZN JM-IU-7	FZSKZN JM-IU-8	FZSKZN JM-IU-9	FZSKZN JM-IU-10	FZSKZN JM-IU-11	FZSKZN JM-IU-12	FZSKZN JM-IU-13	FZSKZN JM-IU-14	FZSKZN JM-IU-15	FZSKZNJ M-IU-16
IU-FZSZAM101						x							x	x		
IU-FZSZAM102	x	x										x		x		
IU-FZSZAM103		x				x							x			
IU-FZSZAM104								x		x			x			
IU-FZSZAM207							x	x		x					x	
IU-FZSZAM208	x	x	x					x	x						x	
IU-FZSZAM209	x		x				x					x		x		
IU-FZSZAM210					x		x									
IU-FZSKZNM301	x	x	x		x	x		x	x	x	x	x		x	x	x
IU-FZSKZNM302			x	x		x		x		x	x	x	x		x	x
IU-FZSKZNM303			x								x					
IU-FZSKZNM304					x	x					x		x			
IU-FZSZAM423	x	x								x					x	
IU-FZSKZNM408	x	x	x		x				x				x		x	
IU-FZSKZNM409								x						x	x	
IU-FZSKZNM410	x			x	x				x		x		x			x
IU-FZSZAM430						x				x			x			

#### 4. STUDY PLAN

1 <sup>st</sup> year							
1 <sup>st</sup> Winter semester							
Course code	Course title	Course status	Teaching hours			Hours of practice	ECTS
			L	P	S		
FZSZAM101	Medical Informatics and Advanced Statistics	Core	25	40	40	0	9
FZSZAM102	Quality Management in Healthcare	Core	25	20	50	0	8
FZSZAM103	Introduction to Scientific Research Work	Core	25	40	30	0	8
FZSZAM104	Communication Skills	Core	15	10	10	0	3
ECTS for core courses							28
ECTS for elective courses							2
ECTS IN TOTAL							30

1 <sup>st</sup> year							
2 <sup>nd</sup> Summer semester							
Course code	Course title	Course status	Teaching hours			Hours of practice	ECTS
			L	P	S		
FZSZAM207	Didactics	Core	25	50	40	0	9
FZSZAM208	Management in Healthcare	Core	25	30	50	0	8
FZSZAM209	Economics and Legislation in Healthcare	Core	25	0	50	0	8
FZSZAM210	Art of Medical Education	Core	15	15	15	0	3
ECTS for core courses							28
ECTS for elective courses							2
ECTS IN TOTAL							30

2 <sup>nd</sup> year							
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3 <sup>rd</sup> Winter semester							
Course code	Course title	Course status	Teaching hours			Hours of practice	ECTS
			L	P	S		
FZSKZNM301	Healthcare in the Intensive Care Unit	Core	30	100	20	0	10
FZSKZNM302	Pediatric Care in the Intensive Care Unit	Core	20	70	10	0	5
FZSKZNM303	Clinical Pharmacology	Core	20	40	10	0	6
FZSKZNM304	Health Promotion and Disease Prevention	Core	15	0	10	0	3
ECTS for core courses							24
ECTS for elective courses							6
ECTS IN TOTAL							30

2 <sup>nd</sup> year							
4 <sup>th</sup> Summer semester							
Course code	Course title	Course status	Teaching hours			Hours of practice	ECTS
			L	P	S		
FZSZAM423	Supervision in Healthcare	Core	20	10	15	0	4
FZSKZNM408	Infection Control and Prevention	Core	20	30	10	0	4
FZSKZNM409	Basics of Laboratory Tests	Core	15	30	10	0	4
FZSKZNM410	Healthcare in Emergency Situations	Core	15	10	10	0	3
FZSZAM430	Master's Thesis Draft	Core	5	10	10	0	2
FZSZAM429	Master's Thesis	Core	0	0	0	0	13
ECTS for core courses							30
ECTS for elective courses							0
ECTS IN TOTAL							30

\*L – lectures, P\* - practicals, S\*- seminars