

EVIDENCE-BASED MEDICINE

GENERAL INFORMATION	
Course teacher	Prof. Jure Mirat, MD, PhD
Associates	Prof. Ljubica Glavaš-Obrovac, MEng Biotech, PhD Prof. Maja Miškulin, MD, PhD Assoc. Prof. Vesna Ilakovac, PhD Assoc. Prof. Ana Stupin, MD, PhD Assoc. Prof. Kristina Selthofer Relatić, MD, PhD Assoc. Prof. Krešimir Šolić, MEengE, PhD Asst. Prof. Kristin Bojanić, MD, PhD
Study programme	Graduate University Study of Medical Laboratory Diagnostics
Course status	elective
Year of study, semester	2 nd year, 4 th semester
ECTS credits	3
Form of teaching (number of classes)	Lectures 25; Seminars: 15; Practicums 5
Expected number of students attending the course	20
COURSE DESCRIPTION	
Course objectives	
Objective of this course is to expand students' knowledge on benefits and applicability of recent discoveries made regarding evidence-based medicine and clinical practice.	
Course entry requirements and competencies needed for the course	
Completed Undergraduate Study of Medical Laboratory Diagnostics or equivalent bachelor's degree (baccalaureate)	
Learning outcomes at study programme level	
1.1, 2.4, 2.5, 2.6, 2.7	
Expected learning outcomes at course level	
After attending lectures, completing seminars and exercises, independent study and passing the exam, students will be able to:	
<ol style="list-style-type: none"> 1. apply the principles of evidence-based laboratory medicine 2. critically assess data published in scientific and expert studies 3. analyse data and access on-line information 4. explain characteristics and efficiency of diagnostic and screening tests 5. valorize the application of quality indicators in the concept of evidence-based clinical practice 	
Course content	
<p>Lecture: Significance of the concept, basic terms. Historical development and methods of implementing evidence-based clinical practice. Correlation between theoretical concept and clinical practice. Benefits in clinical practice. Manner of collecting data, preparing them for processing and processing. Concept of meta-analysis. Databases and possibilities of accessing information. Research selectivity and its application in specific cases. Flaws and disadvantages. Database search, collecting relevant information and analysing such information and converting it to information applicable to a specific case and clinical practice. Changing clinical practice based on rejected results in accordance with the Management of Change concept. Introducing changes in the concept of management both for individual segments of healthcare organisation and entire institutions, based on data obtained from literature. Benefits and risks. Application of evidence-based clinical practice in quality control systems. Monitoring work of a healthcare organisation based on collected data. Understand the use of quality indicators in the concept of evidence-based medicine and institution management. Correlation between evidence-based clinical practice, institution management and health institution accreditation. Overview of work and understanding of basic concepts. Data analysis and access to</p>	

information. Practical presentation of database accessing and practical work with online databases. Characteristics and efficiency of diagnostic tests and screening tests. Data standardisation.

Seminars: Critical evaluations of scientific works. Student participation in presentation of a medical issue and an attempt to change the traditional approach to the approach involving evidence-based medicine.

Practical exercises: Data analysis and access to information. Practical presentation of access to databases and practical work with databases located on the Internet.

Forms of teaching

Lectures; seminars and practicums, independent assignments.

Students' responsibilities

Attendance is obligatory throughout all course forms, and the student has to attend all the exams. Student absence of up to 30% is considered acceptable in each teaching form. Practical work and seminars that were not completed have to be taken in the form of colloquiums. The student has to attend all forms of exams required.

Monitoring students' work (Connecting learning outcomes, teaching methods and evaluation)

Teaching activity	ECTS	Learning outcome	Student activity	Evaluation methods	Grade points	
					Min.	Max.
Attending classes	0.25	1-5	Attendance,	Attendance records	2	5
Seminar paper	0.5		Seminar paper	Writing and presenting seminar paper	3	15
	0.25		Practical work	Exercises in a clinical laboratory	5	10
Final exam	2	1-5	Studying for final exam	Written exam	40	70
Total	3				50	100

Evaluation of written part of final exam

Percentage of correct answers (%)	Grade points
96.00-100	70
90.00-95.0	60
80.00-89.00	50
70.00-79.00	45
60.00-69.00	40

Formulating the final grade:

Grade points achieved in classes are combined with points achieved in the final exam. Grading in the ECTS system is absolute grading and represents one's final achievement. Grades are numerically expressed as follows: A – excellent (5): 80-100 grade points; B – very good (4): 70-79.99 grade points; C – good (3): 60-69.99 grade points; D – sufficient (2): 50-59.99 grade points

Assigned reading (available in the library and in other media)		
Title	Number of copies in the library	Availability in other media
Relevant scientific articles available online free of charge		Yes
Further reading		
-		
Quality assurance methods that ensure the acquisition of exit competencies		
Anonymous, quantitative, standardised students' opinion survey on the course and teacher's work, carried out by the Quality Assurance Office of the Faculty of Medicine in Osijek.		