

<b>COMMUNITY HEALTH</b>	
<b>GENERAL INFORMATION</b>	
Course coordinator	Asst. Prof. Ivan Miškulin, PhD
Assistant/Associate	Professor Maja Miškulin, MD, PhD Jelena Kovačević, MD, PhD Vedrana Lanc Čurdinjaković, MD
Study Programme	Integrated undergraduate and graduate university study of Medicine
Status of the course	Mandatory
Year of study, semester	6 <sup>th</sup> year, 11 <sup>th</sup> semester
ECTS	<b>1</b>
Workload (hours)	Lectures (2); Seminars (3); Exercises (20)
Expected number of students	70
<b>COURSE DESCRIPTION</b>	
<b>Course objectives</b>	
To empower students to understand the organization of the community and the position of health in it, as well as to train students to recognize problems in the community. To enable students to understand the meaning and role of the community in the health and illness of the individual, as well as to empower them to understand the role of the community in determining health priorities and ways to address them.	
<b>Enrolment requirements and entry competencies</b>	
In accordance with the conditions for enrolment in the 6 <sup>th</sup> year of this study program.	
<b>Learning outcomes at the Programme level</b>	
<b>1.1., 1.2., 2.1., 2.2., 2.3., 3.1., 3.3., 4.1., 4.2.</b>	
<b>Learning outcomes (5-10)</b>	
After the lectures, seminars and exercises, self-study and the passed exam students will be able: <ol style="list-style-type: none"> <li>1. To assess community problems and their impact on the health of individuals as parts of such community.</li> <li>2. To set community health priorities and choose ways to address them.</li> <li>3. To critically evaluate the health service and its work in the community.</li> <li>4. To anticipate possible problems in communicating with a large group, small group or individuals and choose an appropriate way to communicate.</li> <li>5. To support the work of the health team at the primary level of health care in rural areas.</li> <li>6. To design and implement a community health education program.</li> <li>7. To measure blood pressure and blood sugar with a glucometer during home visits to patients.</li> </ol>	
<b>Course content</b>	
<b>Lectures</b> The concept of the community and why we return to this concept. History of the development of the community research method. Improving the community health.	
<b>Seminars</b> Communities and health inequalities. Health system as a part of the community.	
<b>Exercises</b>	

Teamwork in primary health care. Students under the supervision of the course teacher participate in the work of doctors at the primary level of health care (counselling, preventive examinations, vaccination according to the current vaccination calendar with knowledge of indications and contraindications for certain types of vaccines and possible side effects).

Conducting the health education. Students under the supervision of the course teacher conduct health education on pre-agreed topics (diabetes, hypertension, personal hygiene, proper nutrition, etc.) of selected population subgroups (primary and secondary school students, citizens in urban areas, users of elderly homes).

Participation in the work of non-governmental organizations in the field of health and social care in the field. Students under the supervision of the course teacher participate in the work of non-governmental organizations in the field of health and social care in the field (Association of Treated Alcoholics, Association of Women with Breast Cancer, Association of People with Diabetes, Association of People with Disabilities, Association of People with Intellectual Disabilities).

Participation in the work of the community nursing service. Under the supervision of the course teacher, students actively participate in the work of the community nursing service in the field where they go on home visits during which they establish communication with the community nursing service and its users (pregnant women, nursing mothers, chronically ill, elderly) and measure blood pressure and blood sugar with a glucometer.

#### Mode of teaching

Lectures; Seminars; Field exercises

#### Student obligations

Attending all types of classes is mandatory and the student is required to participate in all types of knowledge assessment. The student can be justifiably absent from 30% of each type of classes. Exercises that students did not complete must be compensated for by a midterm exam.

#### Monitoring student work (*alignment of learning outcomes, teaching methods and grading*)

Teaching activity	ECTS	Learning outcome	Student activity	Assessment methods	Grade points	
					Min.	Max.
Attending classes	0.1	1-7	Attendance at classes	Record	2	4
Seminars	0.1	1-3	Attendance and active participation in seminars by preparing a seminar presentation	Assessment of the quality of the seminar presentation	2	4
Exercises	0.6	4-7	Attendance and active participation in exercises	Demonstration of the exercise	28	56
Final exam	0.2	1-3	Learning for the written exam	Written exam (essay)	18	36
<b>Total</b>	<b>1.0</b>				<b>50</b>	<b>100</b>

*Evaluation of the final exam (essay):*

<b>Student answer</b>	<b>Grade points</b>
The answer meets the minimum criteria	18.0
The average answer with noticeable errors	24.0
The very good answer with minor errors	30.0
The exceptional answer	36.0

*Calculation of final grade:*

The grade points accumulated during the classes will be added to the points achieved at the final exam. The grading will be done by absolute distribution, i.e. on the basis of the final results, and it will be compared to the numerical system in the following manner:

A – Excellent (5): 90-100 grade points; B – Very Good (4): 80-89.99 grade points; C – Good (3): 70-79.99 grade points; D – sufficient (2): 60-69.99 grade points; E – sufficient (2): 54.99 -59.99 grade points.

**Required reading (available in the library and through other media)**

Title	Number of copies in the library	Availability through other media
1. Kolčić I, Vorko-Jović A. Epidemiology (selected chapters) (in Croatian). Medicinska naklada, Zagreb, 2012.	13	
2. Ropac D, Puntarić D., et al. Epidemiology of infectious diseases (selected chapters) (in Croatian). Medicinska naklada, Zagreb, 2010.	13	
3. Puntarić D, Miškulin M, Bošnjir J. Health ecology (selected chapters) (in Croatian). Medicinska naklada, Zagreb, 2012.	10	
4. Šogorić S. Health care organization and health economics (in Croatian). Medicinska naklada, Zagreb, 2016.	14	

**Additional reading**

Published recent scientific research in the subject area.

**Course evaluation procedures**

An anonymous, quantitative, standardised student survey on the course and the teacher's work implemented by the Office for Quality of the Faculty of Medicine Osijek.

**Note /Other**

E-learning is not within the standard amount of the classes, but it is used in teaching and contains links to various pages, videos and audio materials available on the web pages.