

<b>Study program: Healthcare and Advanced Practice Management</b>			
<b>Course title: Research Methodology In Health</b>			
<b>Course status: mandatory</b>			
<b>ESPB number: 6</b>			
<b>Condition : /</b>			
<b>Objective of the course</b> This course is designed to provide students with a set of knowledge and skills relevant to research methodology, in order to be able to use them in specific areas (human resource management, financing and health technology assessments, clinical research, research and quality improvement...).			
The aim of the course is to master the basic concepts of research methodology in medicine, but also in the social sciences, as well as acquiring knowledge about the legality of scientific research work.			
<b>Outcome of the case</b> The student will be able to participate in research and independently implement methods of research work, as well as to apply them in the improvement of clinical practice.			
<b>Course content</b> Theoretical teaching Health sciences (definition, subject of research, development). Scientific methods in research. Starting research. Ethical issues in health research. Observational methods. Surveys and questionnaires. Correlations and causation. Experimental methods. Applied research. Case report/case reports. Quasi-experimental research. Epidemiological research. Research analysis. Interpretation of results and communication of research results. Practical teaching Practical teaching follows the topics of theoretical teaching, through workshops and individual and group activities.			
<b>Literatura</b> <div><div></div><div><div>1.</div><div>Research Methods for Health Care Practice, Frances Griffiths,University of Warwick, UK, 2009</div></div><div><div>2.</div><div>Fundamentals of Research Methodology for Health-care Professionals 2nd Edition,Hilla Brink,Christa van der Walt;,Juta Academic, 2005</div></div><div><div>3.</div><div>Qualitative Research in Health Care 4th Edition,Catherine Pope,Nicholas Mays;,Wiley-Blackwell, 2020</div></div><div><div>4.</div><div>Fundamentals of Research Methodology for Healthcare Professionals 5e,Gisela Van Rensburg,Prof Brink;,Juta &amp; Company Ltd, 2022</div></div><div><div>5.</div><div>James F. McKenzie;,Jones &amp; Bartlett Learning, 2010Agger, P., Stephenson, R.S., HasenkamJ.M. (2017). A Practical Guide to Biomedical Research, Springer International Publishing</div></div></div>			
<b>Number of hours of active teaching: 5</b>		<b>Theoretical teaching: 3</b>	<b>Practical teaching: 2</b>
<b>Teaching methods</b> Lectures and exercises, preparation of assignments and/or seminar papers.			
<b>Knowledge assessment (maximum number of points 100)</b>			
<b>Pre-exam obligations</b>	points	<b>Final exam</b>	points
activity in class	<b>10</b>	written/oral	<b>50</b>
seminars	<b>40</b>		

Study program: <b>Healthcare and Advanced Practice Management</b>			
Course title: Clinical Management			
Course status: mandatory			
ESPB number: 8			
Condition: /			
<b>Objective of the course</b>			
Acquaintance with various aspects and characteristics of clinical management (leadership, management, determining priorities, involving patients in the treatment process, building a culture of safety) and ways of planning and financing health care. Students should familiarize themselves with the basic steps and importance of planning and financing at the level of the system, institution/organizational unit and master different types of planning (human resources, procurement, capital investments, quality and safety improvement plan, etc.).			
<b>Outcome of the case</b>			
Acquiring basic competencies and skills in relation to the legal regulations regarding the planning and financing of health care. Training students to develop and use various tools for planning and organizing the work of the institution/department. Developing the skills to determine priorities and to make a choice between several options that will represent the optimal use of the resources available to the health institution, i.e. the skills:			
<ul style="list-style-type: none"><li>• Analyzes of the current state of resources</li><li>• Development of the work plan of the health institution/organizational unit, including personnel and financial plans</li><li>• Determining output results - performance measurement, i.e. performance measure - the skill of presenting feedback to employees.</li></ul>			
<b>Course content</b>			
The teaching includes familiarization with the basic concept of leadership, the basic differences between leadership and management and the importance of understanding the nature of leadership. In the further course of the course, students will be presented with the differences between the widely proclaimed availability of health care, guaranteed by almost all regulatory documents in the field of health care, and limited by the resources available to the system. In this sense, the lesson will look at the principles of formulating a package of basic health services, i.e. the way of defining the services that are provided at the expense of mandatory health insurance funds. Students will be familiar with the legal regulations (laws, ordinances, regulations) regarding the planning and financing of health care. In terms of getting to know the ways of paying health care providers, students will get to know the economic incentives faced by institutions and individuals within the upcoming reforms of the payment system (existing ways of paying health care providers at the primary and other levels of health care (with an emphasis on upcoming changes and the introduction of payment by the capitation system, DSG, but also the payment of institutions that are not subject to any of the above-mentioned new systems). institutions.			
<b>Literatura</b>			
<ol style="list-style-type: none"><li>1. Medical-Surgical Nursing: Focus on Clinical Judgment Third, North American Edition LINDA F. HONAN LWW; Third, North American edition, 2023</li><li>2. Fundamentals of Medical Practice Management, Stephen L. Wagner, PhD, FACHE, 2018</li><li>3. European Observatory on Health Systems and Policies. Health system performance comparison An agenda for policy, information and research. Edited by Irene Papanicolas and Peter C. Smith, Open university press, 2013.</li><li>4. European Observatory on Health Systems and Policies. Health system efficiency How to make measurement matter for policy and management. Edited by Jonathan Cylus, Irene Papanicolas and Peter C. Smith, World Health Organization 2016</li><li>5. McClellan MBat al. Payment Reform for Better Value and Medical Innovation A Vital Direction for Health and Health Care. National Academy of Medicine, march 2017.</li><li>6. Donald N. Lombardi, John R. Schermerhorn Jr., Tere Stouffer Wiley Pathways Healthcare Management: Tools and Techniques for Managing in a Health Care Environment. John Wiley &amp; Sons Inc (2006)</li><li>7. Giuseppe S. Strategic management of a healthcare organization: engagement, behavioural indicators, and clinical performance. <i>European Heart Journal Supplements</i>, Volume 17, Issue suppl. A, 1 March 2015.</li></ol>			
Number of hours of active teaching: 5		Theoretical teaching: 3	Practical teaching: 2
<b>Teaching methods</b>			
Interactive teaching consisting of lectures, seminars, exercises, work in small groups, individual work and final seminar work.			
<b>Knowledge assessment (maximum number of points 100)</b>			
<b>Pre-exam obligations</b>	points	<b>Final exam</b>	points
activity in class	<b>10</b>	written/oral	<b>50</b>
seminars	<b>40</b>		

Study program: <b>Healthcare and Advanced Practice Management</b>			
Course title: Health Law And Ethics			
Course status: Required			
ESPB number: 8			
Condition: /			
<b>Objective of the course</b>			
To acquaint students with the basic principles of ethics, medical ethics and health law. The goal of the course is also to enable students to acquire knowledge that they will later be able to apply in personal daily decision-making as well as in the search for meaning and happiness in their own existence.			
<b>Outcome of the case</b>			
Know how to plan and learn independently through master's studies in a way of critical-analytical and self-critical questioning of scientific truths. Demonstrate the possession of personality qualities (team work and personal contribution, active listening and building positive relationships with group members).			
<b>Course content</b>			
Health law and ethics - concept and importance, domestic and international sources and principles. Health care and health insurance - organizational structure of the health sector of the Republic of Serbia. The relationship between health care professionals and patients. Rights and obligations of healthcare workers and patients. Legal regulation of special medical fields. Law on medicines and medical devices. Civil liability in medicine.			
<b>Literatura</b>			
1. Health Care Law and Ethics 8th Edition,Mark A. Hall,Mary Anne Bobinski,David Orentlicher;,Wolters Kluwer Law & Business, 2013			
2. Leading Works in Health Law and Ethics,Sara Fovargue, Craig Purshouse;,Routledge, 2023			
3. Law & Ethics for Health Professions,Karen Judson, Carlene Harrison and Tammy Albright,Mc Graw Hill			
4. Medical Law and Ethics,Shaun D. Pattinson,Sweet & Maxwell, 2020			
5. Applied Law and Ethics in Health Care,Wendy Mia Pardew,Cengage, 2022			
Number of hours of active teaching: 5		Theoretical teaching: 3	
		Practical teaching: 2	
<b>Teaching methods</b>			
Lectures and exercises, preparation of assignments and/or seminar papers.			
<b>Knowledge assessment (maximum number of points 100)</b>			
<b>Pre-exam obligations</b>		points	<b>Final exam</b>
			points
activity in class		10	written/oral
seminars		40	

Study program: <b>Healthcare and Advanced Practice Management</b>			
Course title: Communication in Health Institutions			
Course status: Elective			
ESPB number: 8			
Condition:-			
<b>The aim of the course is</b> to provide students with the basic knowledge needed to define, implement and evaluate communication skills in healthcare.			
<b>Outcome of the case</b> Students will acquire basic knowledge, skills and abilities from the theory and practice of communication in healthcare, and in the function of increasing the effectiveness and efficiency of business. Students will learn how to target users of healthcare services and identify their needs and how to systematically develop and implement communication strategies in order to build the reputation of a healthcare organization.			
<b>Course content</b> Theoretical teaching: importance of communication, communication process, organization of external and internal communication, satisfaction with internal communication, informal communication, communication in crisis situations, communication strategies. Study research work: Methods of researching the environment and expectations of users and stakeholders. Communication planning. Development of communication strategies in healthcare. Simulation of communication programs with target audiences. Measuring the achieved effects. Research on the level of satisfaction of users of health services.			
<b>Literatura</b> <div><div></div><div><div>1. Communication in Health Organizations 1st Edition, Julie Apker,Polity, 2011</div><div>2. Health Communication for Health Care Professionals,Michael P. Pagano,,Applied Approach, 2016</div><div>3. Communication Skills: Challenges, Importance for Health Care Professionals and Strategies for Improvement,Bridget L. Wright,Nova, 2016</div><div>4. Health Communication in the 21st Century, 2nd Edition,H. Dan O'Hair, Kevin B. Wright, Lisa Sparks ,Wiley-Blackwell, 2012</div></div></div>			
Number of hours of active teaching: 5		Theoretical teaching: 3	
		Practical teaching: 2	
<b>Teaching methods</b> Lectures illustrated with auxiliary audio-visual aids, interactive discussion, work in small groups, solving and presenting case studies, consultations in the preparation of a seminar paper and independent work of students through learning and preparation of a seminar paper.			
<b>Knowledge assessment (maximum number of points 100)</b>			
<b>Pre-exam obligations</b>		points	<b>Final exam</b>
			points
activity in class		<b>10</b>	written/oral
seminars		<b>40</b>	

Study program: <b>Healthcare and Advanced Practice Management</b>			
Course Title: Advanced Practice in Non-Surgical Disciplines			
Course status: Elective			
ESPB number: 8			
Condition: /			
<b>Objective of the course</b>			
With its content, the subject continues the acquired knowledge of completed academic studies and aims to equip the student for professional and independent creation and execution of health care by adopting new current theoretical and practical knowledge from non-surgical disciplines, and with the application of critical thinking and health care based on evidence in different non-surgical areas and according to special population groups. Also, by acquiring additional knowledge, the student will be able to engage in scientific research work in addition to practice, thus further improving the profession.			
<b>Outcome of the case</b>			
<ul style="list-style-type: none"><li>• They will acquire the latest advanced theoretical and practical knowledge in various non-surgical fields</li><li>• They will be able to apply the acquired knowledge from advanced practice using methods of planning, implementing, and analyzing patient-oriented health care.</li><li>• They will be able to adapt the conditions of the environment in which they work to the application of the acquired knowledge and skills of advanced practice, and by improving quality, they will contribute to a better outcome of care and user satisfaction.</li><li>• He will systematize his experiences in the application of advanced practice in surgical fields through scientific and research work</li></ul>			
<b>Course content</b>			
Advanced practice in primary health care. Advanced practice in counseling centers for health promotion and preservation. Advanced practice in the care of internal medicine patients. Advanced practice in the care of infectious patients. Advanced Practice in Child Care. Advanced practice in newborn and maternity care. Advanced practice in the care of neurological patients. Advanced practice in the care of psychiatric patients. Advanced practice in the care of oncology patients. Advanced practice brings in old patients. Advanced practice in the care of patients with special needs. Advanced practice in rehabilitation: cardiovascular patients, patients after stroke. Nutrition and dietetics in non-surgical patients: approach according to age groups and diseases. Quality in health care: modern approach, importance of accreditation. Optimized working conditions. Security risks.			
<b>Literatura</b>			
<ul style="list-style-type: none"><li>1. Measurement in Nursing and Health Research 5th Edition,Carolyn Waltz PhD RN FAAN, Ora Lea Strickland PhD RN FAAN, Elizabeth Lenz PhD,Springer Publishing Company, 2016</li><li>2. Sabiston Textbook of Surgery: The Biological Basis of Modern Surgical Practice 20th Edition,Courtney M. Townsend JR MD, R. Daniel Beauchamp MD, B. Mark Evers MD, Kenneth L. Mattox MD,Elsevier, 2016</li><li>3. Surgical Techniques in Pediatric and Adolescent Urology 1st Edition, Kindle Edition,Mohan S Gundeti,Jaypee Brothers Medical, 2019</li><li>4. Brunner's Textbook of Medical-Surgical Nursing Study Guide Bundle Study Guide Edition,Lippincott Williams &amp; Wilkins ,LWW; Study Guide edition, 2017</li></ul>			
Number of hours of active teaching: 5		Theoretical teaching: 3	
		Practical teaching: 2	
<b>Teaching methods</b>			
Lectures, exercises and other classes in health institutions, workshops, work on models, seminar work, work with a mentor.			
<b>Knowledge assessment (maximum number of points 100)</b>			
<b>Pre-exam obligations</b>		points	<b>Final exam</b>
			points
activity in class		10	written/oral
seminars		40	

Study program: <b>Healthcare and Advanced Practice Management</b>			
Course title: Health Economics And Assessment Of Health Technologies			
Course status: Elective			
ESPB number: 8			
Condition: /			
<b>The objective of the course</b> is to provide basic information on health technology assessment in order to equip students for independent research in the future, but also for understanding research and reports conducted by third parties. The program aims to provide training for the implementation and interpretation of analyzes such as cost-effectiveness analysis and other economic analyzes that are applied at all stages of an assessment, starting from the quantification of the disease burden, through the cost-effectiveness of the application of certain technologies in the provision of health care and the impact of their application on the budget.			
<b>Course outcome: Students of the program will be able to:</b>			
<ul style="list-style-type: none"><li>• interpret and determine the quality of an individual assessment of a particular health technology carried out by third parties.</li><li>• independently conduct an economic evaluation of a public health intervention or clinical procedure at the basic level of budget impact assessment.</li><li>• as managers, they use the results of assessments in their daily decision-making</li></ul>			
<b>Course content</b>			
The program focuses on three core fields of study and their interactions: health economics, health decision-making, and health management. Within health economics, the focus of lectures is on the methods of economic evaluation of health programs and the measurement, that is, the evaluation of the obtained treatment outcomes. In this sense, students are introduced to the concept of health technology assessment, which denotes a multidisciplinary field of analysis that studies the medical, social, ethical and economic consequences of the development, dissemination and use of health technology with the aim of providing healthcare decision makers with information of high scientific value. It is in this part that the interweaving of the health-economic topic with another central topic, which is decision-making in health care, begins. And finally, students learn how to implement decisions in daily work depending on the level at which decisions are made: micro (decision-making at the level of the patient or doctor/service provider), meso (health authorities at the level of the institution, district municipality), macro level (decisions at the level of the Ministry of Health or the health insurance fund). Through teaching on the evaluation of health technologies at the macro, meso and micro level, special attention will be paid to the selection of the way in which the health service is provided (means, procedures, drugs) in order to preserve the cost-effectiveness of the work of the institution without at the same time jeopardizing the quality of the provided health care protection. Through a logical sequence, in the next step, the process of public procurement is described, how in accordance with the current regulations to ensure the procurement of funds, medicines and equipment, respecting the principle of the most economically profitable bidder without jeopardizing the quality of the health service provided. The program begins with the basics of evidence-based medicine and then continues with a review of examples of economic analyzes used in conducting health technology assessment.			
<b>Literatura</b>			
<ol style="list-style-type: none"><li>1. The Economics of Health and Health Care: International Student Edition, 8th Edition 8th Edition, Sherman Folland, Allen Charles Goodman, Miron Stano,;Routledge, 2017</li><li>2. Economics of Health and Medical Care 7th Edition, Lanis Hicks, Jones &amp; Bartlett Learning, 2020</li><li>3. Methods for the Economic Evaluation of Health Care Programmes (Oxford Medical Publications) 4th, Michael F. Drummond, Mark J. Sculpher , Karl Claxton , Greg L. Stoddart, George W. Torrance, Oxford University Press, 2015</li><li>4. Advances in Healthcare Technology: Shaping the Future of Medical Care, Gerhard Spekowius, Thomas Wendler, Springer, 2010</li><li>5. Health Informatics: A Systems Perspective, Second Edition, Gordon Brown, Health Administration, 2018</li><li>6. Goodman C. HTA 101. Introduction to Health Technology Assessment. Bethesda, MD: National Library of Medicine, National Information Center on Health Services Research and Health Care Technology, 2004. Available from: <a href="https://www.nlm.nih.gov/nichsr/hta101/HTA_101_FINAL_7-23-14.pdf">https://www.nlm.nih.gov/nichsr/hta101/HTA_101_FINAL_7-23-14.pdf</a></li><li>7. Sullivan SD, Mauskopf JA, Augustovski F, et al. Principles of good practice for budget impact analysis II: Report of the ISPOR Task Force on Good Research Practices – Budget Impact Analysis. <i>Value Health</i> 2014;17:5-14</li></ol>			
Number of hours of active teaching: 5		Theoretical teaching: 3	
Practical teaching: 2			
<b>Teaching methods</b>			
Interactive teaching consisting of lectures, seminars, exercises, work in small groups, individual work and final seminar work.			
<b>Knowledge assessment (maximum number of points 100)</b>			
<b>Pre-exam obligations</b>		points	<b>Final exam</b>
			points
activity in class		10	written/oral
seminars		40	50

Study program: <b>Healthcare and Advanced Practice Management</b>			
Course title: Marketing Services In Healthcare			
Course status: Elective			
ESPB number: 8			
Condition:-			
<b>The goal of the course is</b> for students to acquire basic knowledge and skills in the management and marketing of healthcare services, as well as the ability to analyze healthcare organizations and services in the healthcare system. Students will become familiar with the functions of management and the styles and skills of managers in the health care system through the development of responsibilities and effective management techniques.			
<b>Outcome of the case</b>			
The expected knowledge and skills of students are understanding and identification of the conceptual framework of marketing management in healthcare organizations; the ability to identify interested parties participating in the creation of health policy; developing leadership, negotiation and communication skills; management techniques and participation in multidisciplinary teams. Students will acquire basic knowledge, skills and abilities from the theory and practice of marketing healthcare services, in order to increase the effectiveness and efficiency of business.			
<b>Course content</b>			
Marketing services in healthcare. Segmentation of the health services market. Creating and delivering customer value. The concept of customer satisfaction. Research and analysis of the environment for the purposes of creating a marketing strategy. Planning instruments of service mix in healthcare. Application of the brand concept in healthcare. A holistic approach to marketing management. Management of communications in healthcare. Building the identity, image and reputation of a healthcare institution. Management of internal communications. Crisis communications. Strategies of socially responsible business. Social marketing strategies. Planning campaigns aimed at behavior change and health promotion.			
<b>Literatura</b>			
<div>1. Health Care Marketing – Tools and Techniques, 3rd ed, Fortenberry, J.L., Jones and Bartlett Publishers; 2009.</div> <div>2. Healthcare Relationship Marketing – Strategy, Design and Measurement, Haimowitz, I.J. , Gower; 2011.</div> <div>3. Marketing Health Services, Fourth Edition, Richard K. Thomas, AUPHA/HAP Book; 2020.</div> <div>4. Health Services Marketing, Richard K. Thomas, Springer; 2007. Fortenberry, J.L. (2009). <i>Health Care Marketing – Tools and Techniques</i>, 3<sup>rd</sup> ed, Jones and Bartlett Publishers</div> <div>5. Haimowitz, I.J. (2011). <i>Healthcare Relationship Marketing – Strategy, Design and Measurement</i>, Gower</div>			
Number of hours of active teaching: 5		Theoretical teaching: 3	Practical teaching: 2
<b>Teaching methods</b>			
Lectures illustrated with auxiliary audio-visual aids, interactive discussion, work in small groups, solving and presenting case studies, consultations in the preparation of a seminar paper and independent work of students through learning and preparation of a seminar paper.			
<b>Knowledge assessment (maximum number of points 100)</b>			
<b>Pre-exam obligations</b>		points	<b>Final exam</b>
activity in class		10	written/oral
seminars		40	
			points
			50

Study program: <b>Healthcare and Advanced Practice Management</b>			
Course title: Knowledge Management In Healthcare			
Course status: Elective			
ESPB number: 8			
Condition:-			
<b>The goal of the course is</b> to familiarize students with the importance of knowledge possessed by an organization for creating and maintaining its competitive advantage in global and changing business conditions. The aim of the course is to familiarize students with the concept of knowledge management, the evolution of the concept of knowledge management, as well as the essence of its application in practice.			
<b>Outcome of the case</b>			
Making students aware that the concept of knowledge management has become an inseparable part of modern business in the conditions of a changing and unpredictable corporate environment. Companies are differentiated among themselves by what their employees know, hence the importance of the concept of knowledge management as a concept of managing knowledge flows within the organization, which aims to create and apply collective knowledge in situations of making quick and effective decisions.			
<b>Course content</b>			
Knowledge as a factor of acquisition, creation and sustainability of competitive advantage in the knowledge economy. The concept and importance of knowledge organization. Intellectual capital and intelligent organization. Economy of knowledge. The term and importance of the concept of knowledge management. History of the concept of knowledge management. Life cycle of knowledge management. Implementation of the knowledge management program in practice. Frameworks for creating a successful knowledge management program. Human resource management and knowledge management. Organizational culture and leadership as factors influencing the success of knowledge management programs. Knowledge leaders. Information technology and control and successful implementation of knowledge management programs.			
<b>Literatura</b>			
<div><div>1.</div><div>Leadership and Management in Healthcare 3rd Edition,Neil Gopee; Jo Galloway,SAGE Publications Ltd; 2017</div></div> <div><div>2.</div><div>Applying Quality Management in Healthcare: A Systems Approach, Fifth Edition,Patrice L. Spath,AUPHA/HAP Book; 2021.</div></div> <div><div>3.</div><div>Healthcare Operations Management, Fourth Edition,John R. Olson; Daniel B. McLaughlin; Luv Sharma,AUPHA/HAP Book; 2022.</div></div> <div><div>4.</div><div>Managing Health Services Organizations and Systems, Seventh Edition Seventh Edition,Kurt Darr; Michael Nowicki,Health Professions Press, Inc.; 2021.</div></div>			
Number of hours of active teaching: 5		Theoretical teaching: 3	Practical teaching: 2
<b>Teaching methods</b>			
Lectures illustrated with auxiliary audio-visual aids, interactive discussion, work in small groups, solving and presenting case studies, consultation in the preparation of a seminar paper and independent work of students through learning and preparation of a seminar paper.			
<b>Knowledge assessment (maximum number of points 100)</b>			
<b>Pre-exam obligations</b>	points	<b>Final exam</b>	points
activity in class	<b>10</b>	written/oral	<b>50</b>
seminars	<b>40</b>		



Study program: <b>Healthcare and Advanced Practice Management</b>			
Course title: Advanced Practice in Surgical Disciplines			
Course status: Elective			
ESPB number: 8			
Condition: /			
<b>Objective of the course</b>			
The content of the course continues on the acquired knowledge of completed academic studies and aims to equip the student for professional and independent creation and execution of health care by adopting new current theoretical and practical knowledge from surgical disciplines, and with the application of critical thinking and health care based on evidence in different surgical areas and according to special population groups. Also, by acquiring additional knowledge, the student will be able to engage in scientific research work in addition to practice, thus further improving the profession.			
<b>Outcome of the case</b>			
- will acquire the latest advanced theoretical and practical knowledge in various surgical fields			
- They will be able to apply the acquired knowledge from advanced practice using the methods of planning, implementing, and analyzing patient-oriented health care			
-They will be able to adapt the conditions of the environment in which they work to the application of the acquired knowledge and skills of advanced practice, and by improving quality, they will contribute to a better outcome of care and user satisfaction			
- He will systematize his experiences in the application of advanced practice in surgical fields through scientific and research work			
<b>Course content</b>			
Advanced Practice in General Surgery. Advanced Practice in Pediatric Surgery. Advanced practice in the care of orthopedic patients as well as in the rehabilitation of orthopedic patients. New technologies: advanced practice in cardiology procedures (diagnosis and therapy in the angio room). Advanced practice in emergency medicine. Advanced practice in cardiopulmonary resuscitation. Advanced Practice in Maternity. Advanced practice in gynecological surgery and in vitro fertilization. Advanced practice in gynecology: preventive examinations and consultations. Advanced practice in the diagnosis of surgical areas: CT, MR, biopsies, etc. Perioperative patient safety. Advanced practice: consultations for oncology patients. Nutrition and dietetics in surgical patients. Quality in health care: modern approach, importance of accreditation. Optimized working conditions. Security risks.			
<b>Literatura</b>			
1. Textbook of Medical-Surgical Nursing 12-th edition,Suddarth’S,Wolters Kluwer Health / Lippincott Williams & Wilkins, 2010.			
2. Advanced Practice in Healthcare: Dynamic Developments in Nursing and Allied Health Professions (Advanced Healthcare Practice) 4th Edition,Paula McGee; Chris Inman,Wiley-Blackwell, 2019.			
3. Hamric and Hanson's Advanced Practice Nursing 6th Edition,Mary Fran Tracy,Saunders; 2018.			
4. Nurse Practitioner's Business Practice and Legal Guide 7th Edition,Carolyn Buppert,Jones & Bartlett Learning; 2020.			
Number of hours of active teaching: 5	Theoretical teaching: 3		Practical teaching: 2
<b>Teaching methods</b>			
Lectures, exercises and other classes in health institutions, workshops, work on models, seminar work, work with a mentor.			
<b>Knowledge assessment (maximum number of points 100)</b>			
<b>Pre-exam obligations</b>	points	<b>Final exam</b>	points
activity in class	10	written/oral	50
seminars	40		

Study program: <b>Healthcare and Advanced Practice Management</b>			
Course title: Human Resources In Healthcare			
Course status: Elective			
ESPB number: 8			
Condition:-			
<b>The goal of the course is</b> for students to gain basic knowledge about the possibilities of improving services in the health care system by looking at the basic theoretical concepts and practices as well as modern tendencies in the development of human resources for the health of the population, from the aspect of managing human resources for health, i.e. planning, education and management of health care personnel, as well as to acquire the ability to independently plan and conduct research related to the assessment of workforce needs in the health care system and their provision.			
<b>Outcome of the case</b>			
The expected knowledge and skills of students are knowledge of the spectrum of instruments and techniques for modern short-term and long-term planning of human resources, as well as the ability to introduce and apply the method of human resources planning in order to develop and improve health services and health services planning, then, the ability to identify the framework in which human resources are trained, perfected and developed. Students will possess knowledge of work processes, employee and service performance measurement, and acquire skills for critical analysis of possible approaches to performance improvement, as well as profiling of human resources in order to improve health services and population health. Overall knowledge and skills will be used by students to develop strategic and operational plans of human resources for health at the regional, organizational, or service level, in accordance with the defined goals, mission and vision of the health services, or health care system.			
<b>Course content</b>			
Analysis of the situation of human resources in Serbia, Europe and the world using relevant indicators; evolution of planning and development of human resources, strategic and operational methods and techniques of human resources planning and methods of creating several different planning models, developing and writing plans for securing the necessary people for employment; analysis of work processes, workload and determination of requirements for human resources according to workload, organizational culture; human resource management - recruitment, selection, hiring, employee performance measurement, employee competency assessment and performance improvement, training and development, compensation and benefits, and career planning.			
<b>Literatura</b>			
1. Fundamentals of Human Resources in Healthcare, Second Edition (Gateway to Healthcare Management) 2nd Edition,Bruce Fried,Health Administration Press; 2017. 2. Human Resources in Healthcare: Managing for Success, Fifth Edition,Carla Jackie Sampson PhD; Bruce J. Fried PhD,AUPHA/HAP Book; 2021. 3. Basic Concepts of Health Care Human Resource Management 2nd Edition,Nancy J. Niles,Jones & Bartlett Learning; 2020. 4. Research Handbook on Contemporary Human Resource Management for Health Care,Aoife M. McDermott; Paula Hyde; Ariel C. Avgar; Louise FitzGerald ,Edward Elgar Publishing; 2024. 5. Fallon, F., McConnell, C. (2007) <i>Human Resources Management in Health Care – Principles and Practices</i> . Sudbury: Jones and Bartlett Publishers.			
Number of hours of active teaching: 5		Theoretical teaching: 3	Practical teaching: 2
<b>Teaching methods</b>			
Interactive lectures with active participation of students, visual aids and printed materials. Case studies using real-life scenarios related to specific topics and issues; students, individually or in small groups, analyze such case studies and then report. Discussions in small or large groups in which students exchange ideas, thoughts and draw conclusions.			
<b>Knowledge assessment (maximum number of points 100)</b>			
<b>Pre-exam obligations</b>	points	<b>Final exam</b>	points
activity in class	<b>10</b>	written/oral	<b>50</b>
seminars	<b>40</b>		

Study program: <b>Healthcare and Advanced Practice Management</b>			
Course title: Management of Epidemiological Data			
Course status: optional			
ESPB number: 8			
Condition: /			
<b>Objective of the course</b>			
The aim of this course is to introduce students to the sources and methods of collecting epidemiological data (questionnaires, medical documentation, laboratory tests), data management (control, entry, database creation), processing and analysis of epidemiological data.			
<b>Outcome of the case</b>			
Students will acquire skills that will help them define, collect, store, process and analyze epidemiological data. They will be trained to calculate the basic indicators of health disorders.			
<b>Course content</b>			
<b>The following topics will be covered within this course:</b>			
1. Sources of epidemiological data			
2. Legal basis for collecting epidemiological data			
3. Collection of data on morbidity and mortality (types of reports)			
4. Registries (malignant diseases, diabetes, acute coronary syndrome)			
5. Data and databases			
6. Basic indicators of the size of the epidemiological problem - indicators of morbidity, mortality, general, specific and standardized rates			
7. Epidemiological methods			
8. Epidemiological surveillance			
9. Epidemic research (data sources for epidemic detection, steps in infectious disease epidemic research, examples of infectious disease epidemic research)			
10. Calculation of basic indicators of health disorders			
11. Analysis and interpretation of epidemiological data			
12. Big Data in the health care system - for predicting epidemics, treating diseases, improving the quality of life and preventing preventable, premature deaths.			
<b>Literatura</b>			
1. Improving Population Health Using Electronic Health Records: Methods for Data Management and Epidemiological Analysis 1st Edition, Neal D. Goldstein, Routledge; 2017.			
2. Epidemiology and the Delivery of Health Care Services: Methods and Applications 3rd ed., Denise M. Oleske, Springer; 2009.			
3. Epidemic Analytics for Decision Supports in COVID19 Crisis, Joao Alexandre Lobo Marques; Simon James Fong ,Springer; 2022.			
4. Forecasting Mortality in Developed Countries: Insights from a Statistical, Demographic and Epidemiological Perspective (European Studies of Population, 9), E. Tabeau; Anneke van den Berg Jeths; Christopher Heathcote, Springer, 2001.			
5. Managing Data. Atlanta, GA: Centers for Disease Control and Prevention (CDC), 2013. <a href="https://www.cdc.gov/globalhealth/healthprotection/fetp/training_modules/10/managing-data_pw_final_09252013.pdf">https://www.cdc.gov/globalhealth/healthprotection/fetp/training_modules/10/managing-data_pw_final_09252013.pdf</a>			
6. Principles of Epidemiology in Public Health Practice. An Introduction to Applied Epidemiology and Biostatistics. Third Edition. U.S. department of health and human services. Centers for Disease Control and Prevention (CDC), May 2012. <a href="https://www.cdc.gov/ophss/csels/dsepd/ss1978/ss1978.pdf">https://www.cdc.gov/ophss/csels/dsepd/ss1978/ss1978.pdf</a>			
Number of hours of active teaching: 5		Theoretical teaching: 3	Practical teaching: 2
<b>Teaching methods</b>			
Lectures, exercises, seminar work, mentoring work			
<b>Knowledge assessment (maximum number of points 100)</b>			
Pre-exam obligations	points	Final exam	points
activity during the lecture	10	written / oral exam	50
seminars	40		

Study program: <b>Healthcare and Advanced Practice Management</b>			
Course title: Quality and Safety of Health Care			
Course status: mandatory			
ESPB number: 8			
Condition: /			
<b>Objective of the course</b>			
The aim of this course is to acquaint students with the history and evolution of quality, the concept of quality and the process of quality improvement, the basics of patient safety, ways of measuring the quality of health care and its improvement.			
<b>Outcome of the case</b>			
After selected lectures and exercises, students will:			
1. Master the terminology and basic methodology of quality measurement			
2. Understand the basic principles of patient safety			
3. Ability to monitor, analyze, report and propose measures to improve the quality and safety of patients			
4. To be trained to independently develop a Plan for improving the quality of the work of a health institution			
<b>Course content</b>			
<b>The following topics will be covered in the theoretical classes:</b>			
1. Development of the quality of health care and patient safety in the world and in our country			
2. Dimensions of health care quality			
3. Indicators of the quality of health care and patient safety			
4. User satisfaction with health care			
5. Satisfaction of employees in healthcare institutions			
6. Waiting lists			
7. Patient safety culture			
8. Good clinical practice guidelines and clinical pathways			
9. Incentives for quality improvement			
10. Accreditation of health institutions			
The exercises will include:			
Analysis of health care quality indicators and patient safety, Determination of priorities and quality improvement goals, Development of a quality improvement plan at the level of a healthcare institution or an organizational unit within a healthcare institution.			
<b>Literatura</b>			
1. Quality Improvement in Healthcare: A Guide for Students and Practitioners 1st Edition, Maria Kordowicz, A. Nirosan Siriwardena, SAGE Publications Ltd; 2023.			
2. Improving Quality in Healthcare: Questioning the Work for Effective Change 1st Edition, Murray Anderson-Wallace, Nick Downham, SAGE Publications Ltd; 2024.			
3. Quality Improvement in Nursing (Transforming Nursing Practice Series) 1st Edition, Gillian Janes; Catherine Delves-Yates, Learning Matters; 2022.			
4. Quality Improvement: A Guide for Integration in Nursing 2nd Edition, Anita Finkelman, Jones & Bartlett Learning, 2020.			
5. Innovating for Patient Safety in Medicine: 9780857257659 (Becoming Tomorrow's Doctors Series Book 1357) 1st Edition, Rebecca Lawton, Gerry Armitage, Learning Matters; 2012.			
6. Understanding Quality Measurement, Agency for Healthcare research and Quality, <a href="https://www.ahrq.gov/professionals/quality-patient-safety/quality-resources/tools/chtoolbx/understand/index.html">https://www.ahrq.gov/professionals/quality-patient-safety/quality-resources/tools/chtoolbx/understand/index.html</a>			
7. Hughes RG. Patient safety and quality: an evidence-based handbook for nurses. Rockville, MD: Agency for Health Research and Quality, 2008.			
Number of hours of active teaching: 5		Theoretical teaching: 3	
		Practical teaching: 2	
<b>Teaching methods</b>			
Lectures, exercises, seminar work, mentoring work			
<b>Knowledge assessment (maximum number of points 100)</b>			
Pre-exam obligations		points	Final exam
			points
activity during the lecture		10	written / oral exam
			50
seminars		40	

Study program: <b>Healthcare and Advanced Practice Management</b>			
Course title: Study Research Work			
Course status: Compulsory			
ESPB number: 6			
Condition:			
<b>Objective of the course</b>			
The goal is to collect literature, set up and explain the plan and structure of the master's thesis from the chosen subject of the master's academic studies.			
<b>Outcome of the case</b>			
The student is expected to prepare and defend a master's thesis that he will later produce.			
<b>Outcome of the case</b>			
The student is expected to prepare and defend a master's thesis that he will later produce.			
<b>Literatura</b>			
<ol style="list-style-type: none"> <li>1. CURRENT Medical Diagnosis and Treatment 2024,Maxine A. Papadakis, Stephen J. McPhee, Michael W. Rabow, Kenneth R. McQuaid, Monica Gandhi,McGraw Hill / Medical, 2023</li> <li>2. Medical Terminology: The Best and Most Effective Way to Memorize, Pronounce and Understand Medical Terms: Second Edition,David Andersson, M. Mastenbjörk M.D., S. Meloni M.D., Medical Creations, 2016</li> <li>3. Pocket Primary Care,Dr. Curtis R. Chong MD PhD MPhil,Wolters Cluwer, 2022</li> <li>4. Agger, P., Stephenson, R.S., HasenkamJ.M. (2017). A Practical Guide to Biomedical Research, Springer International Publishing.</li> </ol>			
Number of hours of active teaching: 10		Theoretical teaching: /	Practical teaching: /
<b>Teaching methods Discussions and consultations with the mentor of the master's thesis</b>			
<b>Knowledge assessment (maximum number of points 100)</b>			
Pre-exam obligations	points	Final exam	points
activity during the lecture		written exam	
practical teaching	<b>50</b>	oral exam	<b>50</b>