



DESCRIPTION OF THE COURSE (Elective Subject)

Subject Title	Health education methods in the practice of a doctor of medicine
Description of the Elective Subject	New
Number of Hours:	30 Lectures: 8 Seminars: 12 Exercises: 10
Year of Study / Semester	6th year of Study/winter semester
Course Teacher:	Asst. prof. Inga Marijanović, MD, PhD
Collaborators:	Marija Kraljević, MD, PhD
Outline of the Course Content:	In the title "Doctor of Medicine" (docere, docere, Latin: to teach), the concept of integrating health education methods into the daily practice of physicians is embedded, whether they work in a hospital or elsewhere. The goal and purpose of the course are for students to recognize and apply basic health education skills in their future practice and understand the differences between an integrated approach and specifically organized work in health education. The emphasis of the teaching is on the development and acquisition of skills in the application of health education methods with individuals (both sick and healthy), families, small and large groups. Therefore, the classes take place in actively prepared seminars and exercises with interactive use of videos in education, and the content corresponds to the leading health needs.
General and Specific Course Competencies:	<p>General and Specific Course Competencies:</p> <p>General Competencies: After completing the course, the student will be able to:</p> <ul style="list-style-type: none"> • Describe the importance of health education in the everyday practice of a medical doctor as a measure of primary, secondary, and tertiary prevention/intervention; • Define and analyze the advantages and disadvantages of different forms and methods of health education in the practice of medical doctors with various target groups; • Connect clinical knowledge (content) with the selection of health education methods; • Develop a positive attitude about personal roles and tasks in health education work, regardless of future job placement. <p>Specific Competencies: After completing the course, the student will be able to:</p> <ul style="list-style-type: none"> • Describe and illustrate approaches/concepts in health education work (rational approach, behavioral approach, psychodynamic approach, and socio-dynamic approach); • Connect concepts/approaches with forms and methods of work in health education in the practice of medical doctors; • Analyze individual health behavior factors that influence the choice of health education methods; • Select health education methods for target groups (children, adolescents, pregnant women, older individuals);

	<ul style="list-style-type: none">• Choose health education methods for changes in risky behaviors (smoking, obesity, physical inactivity), early disease detection response, and medication adherence;• Independently perform lecture and counseling methods as the most common health education methods in the practice of medical doctors;• Describe the roles of other healthcare professionals (nurses), primary social communities (family, school, workplace), patient associations, and media in health education and health promotion.
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Title and Content of Teaching Units:	<p>First day: Terminology: Health education, health promotion, health literacy (L-2) Factors influencing health education work with laypeople: motivation, attitudes, lifestyles (L-2). Differences in approaches/concepts of health education work (rationalism, behaviorism, psychodynamic, and socio-dynamic approach). Diversity in goals and methods of applying individual approaches (L-2).</p> <p>Second day: Counseling as a health education method with individuals (S-6).</p> <p>Third day: Lecture as a health education method (E-6).</p> <p>Fourth day: Health education work with a small group: basics of work methodology, examples of work on selected content (S-6).</p> <p>Fifth day: Health education work in the community: The role of doctors in the work of associations. The role of doctors in health marketing (media and health) (L-2, E-4)</p> <p>In teaching, in addition to the lecture method, active methods will be used in seminars and exercises (experiential learning, problem-solving, role-playing, video in interactive learning, and as a stimulus in problem-oriented learning).</p>
Assessment Method:	5-minute presentation, written exam
Recommended Literature:	<ul style="list-style-type: none"> • Pavleković G, Šošić Z. Metode rada u zdravstvenom odgoju. U: Kovačić L, ur. Organizacija i upravljanje u zdravstvenoj zaštiti. Zagreb: Medicinska naklada, 2003; 90-4. • Koelen M. Health Promotion and Health Education. Wageningen: University Press Wageningen, 2004 (odabrana poglavlja). • Donev D, Pavleković G, Zaletel Kragelj L, eds. Health promotion and disease prevention. Lage: Hans Jacobs Publishing Company; 2007 (odabrana poglavlja). • Printout of the lecture presentation
Method of monitoring the quality and success of the course:	Student evaluation surveys
Minimum / Maximum number of students:	10/30

Course Teacher:
Asst. prof. Inga Marijanović, MD,
PhD

