

Name of the course	Health Education Methods in the Practice of a Doctor of Medicine			Code	MSESES11
Type of study program:	Integrated university study program, Medicine			Year of study	6
Credits (ECTS):	1.5	Semester:	XI	Number of hours per semester (l+s+e)	25 (8+7+10)
Status of the course:	elective	Preconditions:	According to the Rulebook	Comparative conditions:	/
Access to course:	Sixth year students			Hours of instructions:	According to schedule
Course teacher:	Asst. prof. Inga Marijanović, MD, PhD				
Consultations:	As agreed with students				
E-mail address and phone number:	inga.marijanovic71@gmail.com				
Associate teachers	Marija Kraljević, MD, PhD				
Consultations:	As agreed with students				
E-mail address and phone number:	marija.kraljevicc91@gmail.com				
The aims of the course:	<p>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.</p>				
Learning outcomes (general and specific competences):	<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); • Choose health education methods for changes in risky behaviors (smoking, obesity, physical inactivity), early disease detection response, and medication adherence; • Describe the roles of other healthcare professionals (nurses), primary social communities (family, school, workplace), patient associations, and media in health education and health promotion. 				
Course content (Syllabus):	First day: Terminology - Health education, health promotion, health literacy (L) Factors influencing health education work with laypeople: motivation, attitudes, lifestyles (L). 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). Second day: Counseling as a health education method with individuals (S). Lecture as a health education method (E). Third day: Health education work with a small group: basics of work methodology, examples of work on selected content (S). 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, E) 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).			
Format of instruction (mark in bold)	Lectures	Exercises	Seminars	Independent assignments
	Consultations	Work with mentor	Field work	Other
	Remarks:			
Student responsibilities	Attending classes with active participation.			
Screening student work (mark in bold)	Class attendance	Class participations	Seminar essay	Practical training
	Oral exam	Written exam	Continuous assessment	Essay
Detailed evaluation within a <i>European system of points</i>				
STUDENTS RESPONSIBILITIES	HOURS	PROPORTIONS OF ECTS CREDITS	PROPORTIONS OF GRADE	
Attending classes with participation	25	0.9	0%	
Written exam	20	0.6	100%	
Total	45	1.5	100%	
Evaluation is descriptive (pass/fail).				
Required literature:	Koelen M. Health Promotion and Health Education. Wageningen: University Press Wageningen, 2004 (selected chapters). Donev D, Pavleković G, Zaletel Kragelj L, eds. Health promotion and disease prevention. Lage: Hans Jacobs Publishing Company; 2007 (selected chapters). Handouts			
Optional literature:				
Additional information about the course				

Annexes: calendar classes

The number of teaching units	TOPICS AND LITERATURE
I.	Title: L – Introduction to the Subject: Objectives and Work Approach.
	Short description: Introduction, definitions and elaboration of the topic
	Literature: required literature
II.	Title: L - Terminology: Health Education, Health Promotion, Health Literacy.
	Short description: Introduction, definitions and elaboration of the topic
	Literature: required literature
III.	Title: L - Factors Influencing Health Education with Laypersons: Motivation, Habits, Attitudes, Lifestyles.
	Short description: Introduction, definitions and elaboration of the topic
	Literature: required literature
IV.	Title: L - Counseling as a Health Education Method.
	Short description: introduction, definitions and elaboration of the topic
	Literature: required literature
V.	Title: L - Types of Health Behavior.
	Short description: introduction, definitions and elaboration of the topic
	Literature: required literature

VI.	Title: L - Differences in Approaches/Concepts of Health Education (Rationalism, Behaviorism, Psychodynamic, and Socio-dynamic Approach).
	Short description: introduction, definitions and elaboration of the topic
	Literature: required literature
VII.	Title: L - Selection and Characteristics of Health Education Methods.
	Short description: introduction, definitions and elaboration of the topic
	Literature: required literature
VIII.	Title: L - Methods of Health Education: Examples from Practice.
	Short description: introduction, definitions and elaboration of the topic
	Literature: required literature
IX.	Title: S - Health Education by Doctors in the Community: Collaboration with Associations.
	Short description: introduction, definitions and elaboration of the topic
	Literature: required literature
X.	Title: S - Media and Health.
	Short description: introduction, definitions and elaboration of the topic
	Literature: required literature
XI.	Title: S - Methods of Health Education: Examples from Practice
	Short description: introduction, definitions and elaboration of the topic
	Literature: required literature
XII.	Title: S – Health Education by Doctors in the Community
	Short description: introduction, definitions and elaboration of the topic
	Literature: required