
		<b>UNIVERSITY OF EAST SARAJEVO</b> Faculty of Medicine					
		<b>Study program: medicine</b>					
		Integrated academic studies		I study year			
<b>Full subject title</b>		CLINICAL PRACTICE 1 AND EMERGENCY MEDICAL HELP					
<b>Department</b>		Department for Internal Medicine and Pediatrics, Faculty of Medicine Foca					
<b>Subject code</b>		<b>Subject status</b>		<b>Semester</b>		<b>ECTS</b>	
ME-02-1-005-2		compulsory		II		4	
<b>Professor/ -s</b>		Full prof. Dejan Bokonjic, MD, PhD; full prof. Sanja Maric, MD, PhD; assoc. prof. Marijana Kovacevic, MD, PhD, assist. prof. Verica Prodanovic, MD, PhD; assoc. prof. Maksim Kovacevic, MD, PhD; asist. prof. Biljana Milinkovic, MD, PhD					
<b>Associate/ -s</b>							
<b>Number of lectures/ teaching workload (per week)</b>			<b>Individual student workload (in hours per semester)</b>			<b>Coefficient of student workload <math>S_o</math><sup>1</sup></b>	
<b>L</b>	<b>E</b>	<b>SP</b>	<b>L</b>	<b>E</b>	<b>SP</b>	<b><math>S_o</math></b>	
1	3	0	1*15*1	3*15*1	+ 0*15*1	1	
total teaching workload (in hours, per semester) 1*15 + 3*15 + 0*15 = 60				total student workload (in hours, per semester) 1*15*1 + 3*15*1 + 0*15*1 = 60			
Total subject workload (teaching + student): 60 + 60 =120 hours per semester							
<b>Learning outcomes</b>		1. By studying this subject, students are introduced to the doctor-patient relationship, methods of patient admission, patient assessment methods, doctor-patient communication technique 2. Students are introduced to the care of their patients 3. Students are introduced to taking laboratory examination materials 4. Students get acquainted with first-aid methods					
<b>General competences</b>		They are acquainted with a specific diagnostic algorithm. They are capable of making appropriate therapeutic decisions They are capable of expressing themselves and communicating in a manner that is both understandable and acceptable to the patient. They are acquainted with health improvement and disease prevention and are eager to make medical professionals adopt more positive attitude towards it.					
<b>Preconditions</b>							
<b>Teaching methods</b>		Lectures, practical exercises, PBL sessions, phantom work, case reports, seminars, simulation software, consultations					
<b>Subject content per week</b>		<b>Lectures</b> 1. Doctor-patient relationship. Health-disease relationship. Methodology of disease detection. (1 teaching class) 2. Procedure for patient admission (1 teaching class) 3. Basic assessment of the condition of patients when admitted to the ward and during the patient's stay at the ward. (1 teaching class) 4. Morning care and treatment of patients. (1 teaching class) 5. Patient nutrition. Basic types of diets. Fluid replacement. (1 teaching class) 6. Taking body fluids for examination. Monitoring and patient transport . (1 teaching class) 7. Hygiene of the patient in hospital bed. (1 teaching class) 8. Regulation of body temperature. (1 teaching class) 9. Purpose, objectives and importance of first aid. (1 teaching class) 10. Analysis of the place and circumstances of the violation, as well as the volume and the number of injured. (1 teaching class) 11. Securing of first aid station. Measures of revival. (1 teaching class) 12. Identification, classification and treatment of wounds. (1 teaching class) 13. Identification, classification and treatment of bleeding. (1 teaching class) 14. Identification, classification, and treatment of dislocations and fractures. Bandages, immobilization, and improvised devices and their application. (1 teaching class) 15. Recognition, classification, and treatment of burns, frostbite, electrical injuries, snake bites, and perorally ingested toxic substances. (2 teaching classes)					

<sup>1</sup> Coefficient of student workload  $S_o$  is calculated as it follows:

a) for the study programs not going through the licensing process:  $S_o = (\text{total workload in semester for all the subjects } 900 \text{ hrs} - \text{total teaching workload } L+E \text{ in semester for all the subjects } 870 \text{ hrs}) / \text{total teaching workload } L+E \text{ in semester for all the subjects } \text{ hrs} = \text{ }.$  Consult form content and its explanation.

b) for the study programs going through the licensing process, it is necessary to use form content and its explanation.

	<b>PROGRAM OF PRACTICAL TEACHING</b>			
	<div><div><div>1. Introduction to the University Hospital / Clinic and work organization.</div><div>2. Doctor-patient relationship. Health-disease relationship. Methodology of disease diagnosis. (3 teaching classes)</div><div>3. Patient admission procedure. (3 teaching classes)</div><div>4. Medical documentation: medical history, therapy list, glycoregulation chart, laboratory test forms, consultation forms, etc. (3 teaching classes)</div><div>5. Basic assessment of the patient's condition upon admission to the ward and during their stay. (3 teaching classes)</div><div>6. Determining vital functions (temperature, pulse, blood pressure, respiration rate, skin appearance)</div><div>7. Temperature - maintaining body temperature, methods of measuring temperature. Temperature curves, temperature chart.</div><div>8. Measuring patient's height and weight. Measuring trunk circumference; measuring extremities. Patient hygiene in bed. (3 teaching classes)</div><div>9. Morning care and treatment of patients. (3 teaching classes)</div><div>10. Patient nutrition. Basic types of diets. Recording fluid intake. (3 teaching classes)</div><div>11. Collection of body fluid samples and other samples for examination, proper transport to the appropriate laboratory. Monitoring and transporting the patient. (3 teaching classes)</div><div>12. Importance of patient preparation for various diagnostic procedures (endoscopic, ultrasound, contrast procedures, etc.)</div><div>13. Maintenance and securing of the airway. Bolus obstruction – partial, total, procedure algorithm for adults and children. Artificial respiration using expiratory air. (3 teaching classes)</div><div>14. Sudden cardiac arrest - recognition and basic resuscitation measures for adults and children. Use of automated external defibrillators (AED). Basic resuscitation procedure algorithm for adults and children. (3 teaching classes)</div></div><div>Recognition and appropriate first aid for wounds, bleeding, dislocations, and fractures. Bandages, immobilization, and improvised devices and their application. (3 teaching classes)</div></div>			
<b>Compulsory literature</b>				
<b>Student can choose any textbook from the given subject</b>				
<b>Author/s</b>	<b>Publication title, Publisher</b>	<b>Year</b>	<b>Pages (from-to)</b>	
ERC (European Resuscitation Council) e-platform 2016.	ERC (European Resuscitation Council) e-platform 2016. BLS manual 2016 ( PDF). ERC (European Resuscitation Council) ALS manual 2016 ( PDF). Pediatric ALS 2016 ( PDF).	2016.		
<b>Additional literature</b>				
<b>Author/s</b>	<b>Publication title, Publisher</b>	<b>Year</b>	<b>Pages (from-to)</b>	
<b>Student responsibilities, types of student assessment and grading</b>	<b>Grading policy</b>		<b>Points</b>	<b>Percentage</b>
	Pre-exam activities			
	lecture/exercise attendance		20	20%
	case study – group work		10	10%
	practical work		20	20%
	Final exam			
	test		25	25%
	practical test		25	25%
	TOTAL		100	100 %
<b>Certification date</b>	June 17th 2024			

\* the number of necessary rows is added by using *insert mode*