
		UNIVERSITY OF EAST SARAJEVO Faculty of Medicine in					
		Study program: medicine					
		Integrated academic studies		VI study year			
Ful subject title		Family medicine					
Department		Department for primary health care and public health, Faculty of Medicine Foca					
Subject code			Subject status		Semester		ECTS
ME-02-1-061-11			compulsory		XI		6
Professor/-s		Associate professor Kosana Stanetić, MD, PhD; Associate professor Suzana Savić, MD, PhD.					
Associate/-s		Clin. Assoc. Srebrenka Kusmuk, MD; Clin. Assoc. Jelena Matović, MD; Clin. Assoc. Gorana Petković, MD					
Number of lectures/ teaching workload (per week)				Individual student workload (in hours per semester)			Coefficient of student workload S₀¹
E	SP	L	E	SP	S₀	S₀	
4	4	0	4*15*0,5	4*15*0,5	0*15*0,5	0,5	
Total teaching workload (in hours, per semester) 4*15+4*15+0*15=120			Total student workload (in hours, per semester) 4*15*0,5+4*15*0,5+0*15*0,5=60				
Total subject workload (teaching + student): 120+60=180 hours per semester							
Learning outcomes		Mastering the subject, the student will be able to:					
		1. describe working principles, as well as the model of family medicine organization					
		2. describe the characteristics of biopsychosocial approach to the patient					
		3. describe the role of a family physician in the community and family (the role of a gatekeeper and healthcare coordinator)					
		4. integrate previously acquired knowledge and skills with the aim of effective solving of unselective health problems					
		5. implement health promotion and disease prevention activities within the context of family medicine					
		6. establish the diagnosis and treat the most common chronic diseases in PHC					
General competences		They possess broad fundamentals of theoretical knowledge and practical skills, preparing them for any type of postgraduate education as well as for collaboration with other medical professionals.					
		They have adopted attitudes concerning medical ethics.					
		They are prepared for further development and advances within the field of medicine.					
		They have acquired a systemic thinking approach as well as a structured approach to medical problems during their education.					
		They are acquainted with a specific diagnostic algorithm.					
		They are capable of making appropriate therapeutic decisions.					
		They are eager to dedicate themselves to the field of medicine and accept responsibility for the physical, mental and social well-being of their patients.					
		They are respectful to the patients regardless of their gender, age, race, social and economic status, education, culture or religion.					
		They are capable of expressing themselves and communicating in a manner that is both understandable and acceptable to the patient.					
		They are prepared for accepting responsibility and appropriate medical decision-making.					
		They are acquainted with health improvement and disease prevention and are eager to make medical professionals adopt more positive attitude towards it.					
		They are eager to collaborate with other medical professionals.					
		They are able to achieve effective teamwork and develop leadership skills.					
		They are conscious of the necessity for continuous learning and improvement process to maintain a high level of medical competence.					

¹The coefficient of student workload S₀ is calculated as it follows:

a) for the study programs not going through the licensing process: S₀ = (total workload in semester for all of the subjects 900 hrs – total teaching workload L+E in semester for all of the subjects 870 hrs)/ total teaching workload L+E in semester for all of the subjects ____ hrs = _____. 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.

	<p>They are eager to train the colleagues and improve their own teaching skills.</p> <p>They are eager to support quality assurance measures and periodic evaluation of their own medical competences and knowledge standards.</p> <p>They are eager to react constructively to the outcomes of assessment- criticism and praise.</p>
Preconditions	Precondition for taking the exam: all year 5 exams passed
Teaching methods	Lectures, exercises, mid-term exams, teaching consultations, reports on students' independent work
Subject content per week	<p>Lectures</p> <ol style="list-style-type: none"> 1. Reform of the health care system in the Republic of Srpska. Characteristics of family medicine. Evidence-based medicine. 2. Patient-oriented clinical methods. Palliative care. Smoking cessation procedures. 3. Chronic non-communicable diseases. Prevention and control of non-communicable diseases. 4. Chest pain. Angina pectoris. Arterial hypertension. 5. Acute bronchitis. Pneumonia. Asthma. Chronic obstructive pulmonary disease. 6. Functional dyspepsia. Gastroesophageal reflux. Peptic ulcer. Acute abdomen. 7. Benign hyperplasia of the prostate. Inflammation of the urinary system in adults. Impetigo. Ulcus cruris. Herpes zoster. 8. Osteoporosis. Pain in the lower back. Ottawa rules for knee, ankle and foot examinations. 9. Diabetes mellitus. Hyperlipoproteinemia. 10. Headache. Vertigo. 11. Anxiety disorders. Depression and bipolar disorders. Dysthymia. Substance abuse. 12. Growth and development. Physical examination of infants and children. Fever in children. 13. Acute respiratory infections in children. 14. Acute respiratory infections in children. Acute otitis media. Acute sinusitis. 15. Urinary tract infections in children. Polypharmacy in the elderly. Falls in the elderly. <p>Exercises</p> <ol style="list-style-type: none"> 1. The family doctor as the gatekeeper of the health care system. Difference between illness and disease. 2. Communication skills and breaking bad news. Management of medical documentation (medical record oriented according to the "Soap" model), rational use of medicines (prescribing prescriptions). 3. Prevention planning in the family medicine team (screening for breast cancer, cervical cancer, prostate cancer, colon cancer). Breast examination (model), digitorectal examination (model), basic gynecological examination (model). 4. Physical examination of the head and neck (examination of the ear on the model), cardiovascular and respiratory system, abdomen. 5. Physical examination of the child (use of percentile curves). 6. Treatment of patients with chest pain and coronary heart disease. Blood pressure measurement; ECG recording and interpretation. Palpation of arterial pulses. 7. Management of a patient with arterial hypertension, hypercholesterolemia (total cardiovascular risk assessment - SCORE 2 and SCORE2-OP), diabetes mellitus (use of monofilament and tuning fork, handling of glucometer and insulin pens) and diabetic foot. 8. Management of the patient with asthma and chronic obstructive pulmonary disease. Use of Peak Flow Meter and devices for inhaling medication. 9. Comprehensive geriatric assessment. Fall prevention. Management of constipation. Prevention of polypharmacy. 10. Patient with uncomplicated urinary infections. Diagnosis and treatment of urinary incontinence. Genital infections. Bladder catheterization (model). 11. Examination of the musculoskeletal system (shoulder, elbow, ankle, foot, lumbar and cervical spine). 12. Neurological examination and use of the neurological hammer. Specific clinical tests: assessment of the patient's mental status in family medicine. A patient with depression. A patient with generalized anxiety disorder. 13. Smoking cessation procedures and motivational counseling. Assessment of alcohol dependence. 14. Treatment of the most common skin diseases at the primary level of health care. Differentiation and basics of treatment of chronic wounds (ulcer, decubitus). 15. Cardiopulmonary resuscitation (CPR) and intubation (model).

Compulsory literature				
Author/s	Publication title, Publisher	Year	Pages (from-to)	
Rlan R. McWhinney, Thomas Freeman;	Family Medicine, Oxford University press	2009.		
Additional literature				
Author/s	Publication title, Publisher	Year	Pages (from-to)	
Student responsibilities, types of student assessment and grading	Grading policy		Points	Percentage
	Pre-exam activities			
	Lecture/exercise attendance		10	10%
	Mid-term exam 1 (direct observation)		20	20%
	Mid-term exam 2 (case study)		20	20%
	Final exam		20	20%
	Mid-term exam II (written assessment of the knowledge acquired after week 8-15)			
	Mid-term exam I (written assessment of the knowledge acquired after week 1-7)		30	30%
	TOTAL		100	100 %
Certification date	June 17th 2024			

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