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|  | | | **UNIVERSITY OF EAST SARAJEVO**  **Faculty of Medicine Foča** | | | | | | | | | | | logo | | | |
| ***Study program: Nursing*** | | | | | | | | | | |
| First study cycle | | | | | | First study year | | | | |
| **Professor/ -s** | | | HYGIENE | | | | | | | | | | | | | | |
| **Associate/ -s** | | | Department of Primary Health Care and Public Health, Faculty of Medicine Foča | | | | | | | | | | | | | | |
| **Шифра предмета** | | | | | | **Статус предмета** | | | | | **Семестар** | | | **ECTS** | | | |
|
| NU-05-1-012-2 | | | | | | compulsory | | | | | II | | | 2 | | | |
| **Professor/ -s** | | Branko Jakovljević, full professor; Dušan Bačković, full professor; Miloš Maksimović, full professor | | | | | | | | | | | | | | | |
| **Associate/ -s** | | Maja Vuković, senior assistant | | | | | | | | | | | | | | | |
| **Number of lectures/ teaching workload (per**  **week)** | | | | | | | **Individual student workload (in hours per**  **semester)** | | | | | | | | **Coefficient of student**  **workload So1** | | |
| **L** | **E** | | | | **SP** | | **L** | | | **E** | | **SP** | | | **L** | | |
| 2 | 1 | | | | 0 | | 10 | | | 5 | | 0 | | | 0,33 | | |
| total teaching workload (in hours, per semester)  30+15+0=45 | | | | | | | | total student workload (in hours, per semester)  10+ 5 +0=15 | | | | | | | | | |
| Total subject workload (teaching + student): 45+ 15= 60 hours per semester | | | | | | | | | | | | | | | | | |
| **Learning outcomes** | | After completing the course, the student will be able to:   1. Apply public health measures in cases of air pollution, contaminated water, unsanitary housing, and in cases of consuming unhygienic food, improper nutrition, poor school environments, and emergency situations. Additionally, the student will know how to use this knowledge in the prevention of such conditions, situations, and diseases. 2. Recognize deficiencies in the proper maintenance of hygiene regimes, correct them, and prevent future lapses. 3. Understand the methodology and procedures for determining the hygienic characteristics of the environment and their application. The student will be able to identify ways to correct hygiene irregularities and determine critical points in healthcare facilities and the measures needed to control them. 4. Apply the acquired knowledge and skills as a healthcare worker in their professional activities for health promotion and health education for individuals, families, and communities in primary, secondary, and tertiary healthcare. The student will be able to independently and as part of a healthcare team carry out health education interventions to improve health and prevent diseases. | | | | | | | | | | | | | | | |
| **Preconditions** | | No preconditions | | | | | | | | | | | | | | | |
| **Teaching methods** | | Lectures, exercises, seminar papers and colloquiums | | | | | | | | | | | | | | | |
| **Subject content per week** | | **Lectures:**   1. Introduction to the subject 2. Atmosphere and public health measures for air pollution prevention 3. Health significance of drinking water 4. Health significance of wastewater 5. Water purification and public health measures 6. Medical-ecological significance of soil 7. Epidemiological method and public health measures in occupational hygiene 8. Health significance of noise and vibrations 9. Hygiene of settlements, housing, and housing conditions, and public health measures 10. Hygiene and safety of food and public health measures 11. Nutrition hygiene and public health measures for the prevention of diseases caused by improper nutrition 12. School hygiene and public health measures 13. Mental hygiene and public health measures 14. Sexually transmitted diseases and public health measures 15. Public health measures in the prevention of trauma.   **Exercises:**   1. Basic methods of air sampling for analysis 2. Investigation of air pollution 3. Photochemical smog (seminar) 4. Control of air pollution (seminar) 5. Basic methods of water sampling 6. Hygienic examination of drinking water 7. Purification of drinking water 8. Ecological significance of drinking water (seminar) 9. Health significance of drinking water (seminar) 10. Examination of food safety 11. Investigation of nutritional status 12. Assessment of dietary habits 13. Obesity (seminar) 14. Food contamination (seminar) 15. Assessment of sanitary-hygienic conditions in the school environment 16. Sanitary-hygienic characteristics of the school environment (seminar) 17. Role of professional teamwork in schools (seminar) 18. Scope of mental hygiene activities (seminar) 19. Prevention of substance abuse (seminar) | | | | | | | | | | | | | | | |
| **Compulsory literature** | | | | | | | | | | | | | | | | | |
| **Author/s** | | | | **Publication title, Publisher** | | | | | | | | | **Year** | | **Pages (from-to)** | | |
| Isabel Mslsaac | | | | Hygiene for Nurses | | | | | | | | | 2008. | |  | | |
|  | | | |  | | | | | | | | |  | |  | | |
| **Additional literature** | | | | | | | | | | | | | | | | | |
| **Author/s** | | | | **Publication title, Publisher** | | | | | | | | | **Year** | | **Pages (from-to)** | | |
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| **Student obligations, types of student assessment and grading** | | **Grading policy** | | | | | | | | | | | **Points** | | | | **Percentage** |
| Pre-exam activities | | | | | | | | | | | | | | | |
| lecture/exercise attendance | | | | | | | | | | | 20 | | | 20% | |
| seminar paper | | | | | | | | | | | 10 | | | 10% | |
| colloquium | | | | | | | | | | | 20 | | | 20% | |
| Final exam | | | | | | | | | | | | | | | |
| written | | | | | | | | | | | 50 | | | 50% | |
| Total | | | | | | | | | | | 100 | | | 100 % | |
| **Certification date** | | December 2024. | | | | | | | | | | | | | | | |