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|  | | | **UNIVERSITY OF EAST SARAJEVO**  Faculty of Medicine Foča | | | | | | | | | | | Description: logo | | | |
| ***Study program: Nursing*** | | | | | | | | | | |
| I study cycle | | | | | | IV study year | | | | |
| **Full subject title** | | | ECOLOGY AND PUBLIC HEALTH | | | | | | | | | | | | | | |
| **Department** | | | Department of Primary Health Care and Public Health, Faculty of Medicine Foča | | | | | | | | | | | | | | |
| **Subject code** | | | | | | **Subject status** | | | | | **Semester** | | | **ECTS** | | | |
|
| NU-05-1-041-7 | | | | | | compulsory | | | | | VII | | | 6 | | | |
| **Professor/ -s** | | Full professor Branko Jakovljević, full professor Dušan Backović, full profesor Милош Максимовић | | | | | | | | | | | | | | | |
| **Associate/ - s** | | Senior assistant Maja Vuković | | | | | | | | | | | | | | | |
| **Number of lectures/ teaching workload (per week)** | | | | | | | **Individual student workload (in hours per semester)** | | | | | | | | **Coefficient of student workload So[[1]](#footnote-1)** | | |
| **L** | **E** | | | | **SP** | | **L** | | | **E** | | **SP** | | | **So** | | |
| 2 | 4 | | | | 0 | | 17 | | | 33 | | 40 | | | 0,55 | | |
| total teaching workload (in hours, per semester)  30+60+0=90 | | | | | | | | total student workload (in hours, per semester)  17+ 33+40=90 | | | | | | | | | |
| Total subject workload (teaching + student): 90+90= 180 hours per semester | | | | | | | | | | | | | | | | | |
| **Learning outcomes** | | Upon completion of the teaching process for this subject, the student will be able to:   1. After attending lectures and passing the exam, the student will be capable of understanding the public health significance of environmental factors and participating in the implementation of public health programs and measures. 2. The student is expected to acquire knowledge that will enable them to recognize changes in the ecological conditions of the environment in their everyday work. 3. To identify their positive and negative effects on patients' health and interpret them accurately and appropriately. 4. To take corresponding measures in accordance with these observations. | | | | | | | | | | | | | | | |
| **Preconditions** | |  | | | | | | | | | | | | | | | |
| **Teaching methods** | | Lectures, exercises, seminar, colloquium | | | | | | | | | | | | | | | |
| **Subject content per week** | | **Lectures:**   1. Basic Principles of Ecology 2. Sustainable Development 3. Ecological Disasters 4. Health Promotion 5. Healthcare System 6. Public Health Legislation 7. Mental Health Protection for Healthcare Workers 8. Public Health Significance of Non-Ionizing Electromagnetic Radiation in the Environment 9. Public Health Significance of Psychosomatic Substance Use 10. Public Health Significance of Protecting the Health of School Children and Adolescents 11. Public Health Significance of Improving the Health of School Children and Adolescents 12. Public Health Significance of Preventing Psychosomatic Disorders in School Children and Adolescents 13. Public Health Significance of Food Safety 14. Public Health Significance of Environmental Factors 15. Public Health Significance of Drinking Water Quality   **Exercises:**   1. Basic Principles of Ecology. Sustainable Development (seminar) 2. Ecological Disasters. Health Promotion (seminar) 3. Healthcare System. Public Health Legislation (seminar) 4. Mental Health Protection for Healthcare Workers. Public Health Significance of Non-Ionizing Electromagnetic Radiation in the Environment. (seminar) 5. Public Health Significance of Psychosomatic Substance Use (seminar) 6. Public Health Significance of Protecting the Health of School Children and Adolescents. Public Health Significance of Improving the Health of School Children and Adolescents (serminar) 7. Public Health Significance of Preventing Psychosomatic Disorders in School Children and Adolescents (семинар) 8. Public Health Significance of Food Safety (seminar) 9. Public Health Significance of Environmental Factors (seminar) 10. Public Health Significance of Drinking Water Quality (seminar) 11. Practical Significance of Health-Safe Food 12. Visit to a Water Supply Facility 13. Public Health Significance of Sports and Recreational Facilities 14. Public Health Significance of Sports and Recreational Facilities 15. Public Health Significance of Preventing Intra-Hospital Infections | | | | | | | | | | | | | | | |
| **Compulsory literature** | | | | | | | | | | | | | | | | | |
| **Author/s** | | | | **Publication title/Publisher** | | | | | | | | | **Year** | | **Pages (from-to)** | | |
| Norbert H. | | | | Environmental Hygiene | | | | | | | | | 1998. | |  | | |
|  | | | |  | | | | | | | | |  | |  | | |
| **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 | | | | | | | | | | | 15 | | | 15% | |
| Seminar paper | | | | | | | | | | | 10 | | | 10% | |
| colloquium | | | | | | | | | | | 10 | | | 10% | |
| practical work | | | | | | | | | | | 15 | | | 15% | |
| Final exam | | | | | | | | | | | | | | | |
| written exam | | | | | | | | | | | 50 | | | 50% | |
| TOTAL | | | | | | | | | | | 100 | | | 100 % | |
| **Certification date** | | December 2024. | | | | | | | | | | | | | | | |

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

   а) for the study programs not going through the licensing process: So = (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. [↑](#footnote-ref-1)