



# POLYTECHNIC OF MEĐIMURJE IN ČAKOVEC

## COURSE SYLLABUS

ACADEMIC YEAR: 2020/2021

### 1. GENERAL COURSE INFORMATION

<b>1.1 Course name</b>	<b>Health tourism management</b>			
<b>1.2 Study program/s</b>	Specialist study Tourism and Sports Management			
<b>1.3 Course status (O,E)</b>	Electoral	<b>1.6 Mode of instruction (number of hours)</b>	<b>Lectures</b>	15
<b>1.4 Course code</b>			<b>Exercises</b>	30
<b>1.5 Course abbreviation</b>	MZT		<b>Seminars</b>	
<b>1.6 Semester</b>	III		<b>E-learning</b>	
<b>1.7 ECTS</b>	4	<b>1.7 Place and time of instruction</b>	The premises of the Polytechnic of Međimurje in Čakovec, according to the schedule published on the website	

### 2. TEACHING STAFF

<b>2.1 Course leader/s-title</b>	M.Sc. Zdravko Mihevc, senior lecturer	<b>contact</b>	zdravko.mihevc@gmail.com
		<b>contact</b>	
<b>2.2 Assistant/s- title</b>		<b>contact</b>	
		<b>contact</b>	
<b>2.3 Instruction held by- title</b>		<b>contact</b>	

### 3. COURSE DESCRIPTION

<b>3.1 Course goals</b>	The aim of this course is to enable students to generate, review, create and determine the specifics of health tourism. Within this course, students will review the complexities of the offer in the field of health tourism. Upon successful completion of the course, students should be able to interpret and analyze the real implementation of a particular form of health tourism in the area in relation to available natural and human resources.										
<b>3.2 Prerequisites</b>	No										
<b>3.3 Course outcomes</b>	After successfully completing the course Health Tourism Management, students will be able to: I1 - Generate the meaning, forms and specifics of health tourism. I2 - Determine the economic effects of health tourism and predict its significance health-tourist destinations. I3 - Review the management and organization of health tourism. I4 - Create and evaluate key elements related to the healthcare market tourism. I5 - Review trends and opportunities for the development of health tourism in Croatia.										
<b>3.4 Course content</b>	The course presents contents related to the review and analysis of specifics health tourism, the complexity of the offer, the importance of health tourism as well as the possibilities of realistic implementation of certain forms of health tourism, taking into account the specific available resources.										
<b>3.5 Types of coursework</b>	<table border="1"> <tr> <td>X</td> <td>Lectures</td> <td>X</td> <td>Exercises</td> <td></td> <td>Blended e-learning</td> <td>X</td> <td>Individual activities</td> <td></td> <td>Laboratory</td> </tr> </table>	X	Lectures	X	Exercises		Blended e-learning	X	Individual activities		Laboratory
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	X	Seminars and workshops		Distant learning		Field classes		Multimedia and network		Mentorship																																																															
		Other																																																																							
<b>3.6 Language of instruction</b>	Croatian																																																																								
<b>3.7 Monitoring students' work (enter the number of ECTS credits for each activity so that the total number of ECTS credits is equal to the total ECTS value of the course, 1 ECTS = 30 hours)</b>	1,5	Class attendance	1,5	Seminars				Essay																																																																	
		Class activity		Project				Report/paper																																																																	
	3	Midterm exams		Practical task				Continuous knowledge check																																																																	
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		Oral exam		Research																																																																					
<b>3.8 Assessment and evaluation of students' work during classes and at the final exam</b>	<table border="1"> <thead> <tr> <th>Activity specification</th> <th>Percent %</th> <th>Points</th> </tr> </thead> <tbody> <tr> <td colspan="3" style="text-align: center;">Assessment during instruction</td> </tr> <tr> <td>Attendance</td> <td>5%</td> <td>5</td> </tr> <tr> <td>Class activity</td> <td>5%</td> <td>5</td> </tr> <tr> <td>Seminar/ project/ essay</td> <td>30%</td> <td>30</td> </tr> <tr> <td>Midterm exam 1</td> <td>30%</td> <td>30</td> </tr> <tr> <td>Midterm exam 2</td> <td>30%</td> <td>30</td> </tr> <tr> <td colspan="3" style="text-align: center;"><i>Exam assessment for the students who failed to fulfil all the obligatory requirements during the semester</i></td> </tr> <tr> <td>Written exam</td> <td>60%</td> <td>60</td> </tr> <tr> <td><b>Total:</b></td> <td><b>100%</b></td> <td><b>100</b></td> </tr> </tbody> </table>										Activity specification	Percent %	Points	Assessment during instruction			Attendance	5%	5	Class activity	5%	5	Seminar/ project/ essay	30%	30	Midterm exam 1	30%	30	Midterm exam 2	30%	30	<i>Exam assessment for the students who failed to fulfil all the obligatory requirements during the semester</i>			Written exam	60%	60	<b>Total:</b>	<b>100%</b>	<b>100</b>																																	
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<b>3.9 Assessment criteria – analysis per learning outcomes</b>	<table border="1"> <thead> <tr> <th colspan="7">Ways of evaluating learning outcomes</th> </tr> <tr> <th></th> <th>Attendance</th> <th>Activity</th> <th>Mid-term exam 1</th> <th>Mid-term exam 2</th> <th>Practical work</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Outcome 1</td> <td></td> <td></td> <td>10</td> <td></td> <td></td> <td>10</td> </tr> <tr> <td>Outcome 2</td> <td></td> <td></td> <td>20</td> <td></td> <td>5</td> <td>25</td> </tr> <tr> <td>Outcome 3</td> <td></td> <td></td> <td></td> <td>10</td> <td>5</td> <td>15</td> </tr> <tr> <td>Outcome 4</td> <td></td> <td></td> <td></td> <td>10</td> <td>10</td> <td>20</td> </tr> <tr> <td>Outcome 5</td> <td></td> <td></td> <td></td> <td>10</td> <td>10</td> <td>20</td> </tr> <tr> <td>Outcome not-related</td> <td>5</td> <td>5</td> <td></td> <td></td> <td></td> <td>10</td> </tr> <tr> <td><b>Total</b></td> <td><b>5</b></td> <td><b>5</b></td> <td><b>30</b></td> <td><b>30</b></td> <td><b>30</b></td> <td><b>100</b></td> </tr> </tbody> </table> <p>Grading of outcomes (in order to pass the mid-term exam/exam the student must achieve at least 50% points for each learning outcome)</p> <p>Points      Grade</p> <p>89 – 100    excellent (5)</p> <p>76 – 88     very good (4)</p> <p>63 – 75     good (3)</p> <p>50 – 62     pass (2)</p> <p>0 – 49      fail (1)</p>										Ways of evaluating learning outcomes								Attendance	Activity	Mid-term exam 1	Mid-term exam 2	Practical work	Total	Outcome 1			10			10	Outcome 2			20		5	25	Outcome 3				10	5	15	Outcome 4				10	10	20	Outcome 5				10	10	20	Outcome not-related	5	5				10	<b>Total</b>	<b>5</b>	<b>5</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>100</b>
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<b>3.10 Specific features related with taking the course</b>	<p>If a student collects 50% of the points of each outcome, he / she directly takes the exam, provided that he / she has submitted a seminar paper. A student cannot access the exam period if he / she has not submitted a practical paper. During the exam, it is possible to orally check the knowledge during the preparation of practical work.</p> <p>Once earned points for each learning outcome are no longer deleted unless the student decides to correct the result for each learning outcome, whereby the</p>																																																																								

	<p>points won until then are deleted and newly earned points for that learning outcome are entered.</p> <p>The final grade is obtained on the exam period and is the sum of points earned during classes. Students who did not take the colloquium access the written part of the exam where all learning outcomes are checked, and are required to submit a seminar paper before taking the exam.</p>										
<b>3.11 Students obligations</b>	<p>Full-time students are required to attend at least 70% of the total number of hours of lectures and exercises in order to exercise the right to take the exam. Part-time students are required to attend at least 50% of the total number of hours of lectures and exercises in order to exercise the right to take the exam. If the student has not fulfilled all the obligations set by the course, he is obliged to attend the lectures again and meet the conditions for taking the exam.</p> <p>Attendance can be offset by online tuition, organised webinars and added assignments given by teachers. One lesson lasts 45 minutes, and several hours form a teaching unit. Absence from one teaching unit is counted as one absence. Delays and apologies are recorded separately. In that case, if the student missed more than 50% of classes, and has a justifiable reason/apology, the request should be submitted to the Department Council, which then decides on the justification of student absences with the obligatory opinion of the course leader.</p>										
<b>3.12 Written assignments</b>											
<b>3.13 Required reading</b>	<table border="1"> <tr> <td>1.</td> <td>Geić, S. (2011). Management of selective forms of tourism. Split. University of Split.</td> </tr> <tr> <td>2.</td> <td>Lecture notes</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </table>	1.	Geić, S. (2011). Management of selective forms of tourism. Split. University of Split.	2.	Lecture notes						
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<b>4 ADDITIONAL COURSE INFORMATION</b>											
<b>4.1 Quality control</b>	The quality of the program, teaching process, teaching skills and level of mastery of the material will be established by conducting a written evaluation based on questionnaires, and in other standardised ways and in accordance with the by-laws of the Polytechnic of Međimurje in Čakovec.										
<b>4.2 Contact the teacher</b>	Students can contact the teacher during the consultation period and during classes. Consultations are possible before and after lectures or seminars / exercises. It is possible to ask questions by e-mail to <a href="mailto:zdravko.mihevc@gmail.com">zdravko.mihevc@gmail.com</a>										

<b>4.3 Information about the course</b>	It is the obligation of each student to be regularly informed about the course. All notifications about the classes or possible postponement of classes will be posted on the bulletin board and on the website of the Polytechnic at least 24 hours in advance.
<b>4.4 Course contribution to the study program</b>	Critically evaluate arguments, assumptions and data in order to form an opinion and contribute to the solution of the problem Valorize tourist resources in order to create a tourist destination offer

**5. ANALYSIS OF COURSE TOPICS (the number of hours is equal to the number of lectures and exercises of the course)**

<b>LECTURES</b>				
<b>Hours</b>	<b>Topic and description</b>	<b>Method</b> • Direct teaching (lecture, instruction, pp presentation) • Discovery learning (individual, lead, discussion) • Group learning • Case study • Field classes...	<b>Learning outcomes</b>	<b>Course outcome</b>
1.	Introduction to the course and a detailed syllabus. Introductory information about the course, introducing students to the conditions and ways of taking the course. The concept of health tourism.	Presentation, PP presentation	Explain the essence of the concept of health tourism	I1
2.	The importance of health tourism. Historical overview of health tourism in the world, the EU and Croatia.	Presentation, PP presentation	Explain the significance and history of health tourism	I1
3.	Specifics of health tourism	Presentation, PP presentation	List the structure and specific features of health tourism	I1
4.	Content of health tourism offer	Presentation, PP presentation	Indicate the content of the health tourism offer	I1
5.	Health tourism and its definition	Presentation, PP presentation	State the essence of health tourism and its definition	I1
6.	Health-tourist destination and preconditions for the development of health tourism	Presentation, PP presentation	Explain the concept of health - tourist destination and the necessary prerequisites for the development of health tourism	I2

7.	Economic effects of health tourism	Presentation, PP presentation	Explain the economic effects of health tourism	12
8.	Croatian health tourism	Presentation, PP presentation	Interpret the current situation, development and main problems of health tourism in Croatia	13
9.	Types of services in medical tourism	Presentation, PP presentation	Distinguish between different medical tourism services	13
10.	Management and organization in health tourism	Presentation, PP presentation	Interpret the role and importance of management and organization in health tourism	13
11.	Health tourism system in the Republic of Croatia	Presentation, PP presentation	Distinguish different subtypes of health tourism, their specifics and organization	13
12.	Key elements and participants in the development of health tourism	Presentation, PP presentation	Distinguish key elements and participants of development with their impact on the development of health tourism	14
13.	Perspective of health tourism development	Presentation, PP presentation	Assess the perspective of health tourism development	14
14.	Importance of wellness for tourist destinations	Presentation, PP presentation	To conclude what is the importance of wellness in health tourism	14
15.	Contemporary trends in the development of health tourism	Presentation, PP presentation	Predict new trends in the development of health tourism	15
<b>EXERCISES/ SEMINARS</b>				
<b>Hours</b>	<b>Topic and description</b>	<b>Method</b> <ul style="list-style-type: none"> <li>• Direct teaching (lecture, instruction, pp presentation)</li> <li>• Discovery learning (individual, lead, discussion)</li> <li>• Group learning</li> <li>• Case study</li> <li>• Field classes...</li> </ul>	<b>Learning outcomes</b>	<b>Course outcome</b>

<b>1. &amp; 2.</b>	The concept of health tourism, examples of health tourism	Direct teaching, discovery learning, case study	Interpret the term and various examples of health tourism	I1
<b>3. &amp; 4.</b>	Significance and history of health tourism	Direct teaching, learning by discovery	Comment on the importance, development and changes of health tourism throughout history	I1
<b>5. &amp; 6.</b>	Analysis of the specifics of health tourism	Discovery learning, group / collaborative learning	Analysis the specifics of health tourism	I1
<b>7. &amp; 8.</b>	Wellness, spa and medical tourism	Discovery learning, case study	Explain based on examples the differences between wellness, spa and medical tourism	I1
<b>9. &amp; 10.</b>	The essence of health tourism and its definition	Discovery learning, group / collaborative learning	Interpret the definition and essence of health tourism	I1
<b>11. &amp; 12.</b>	Analysis of examples of health and tourism centers in the Republic of Croatia	Discovery learning, case study	Highlight positive examples of health and tourism centers in the Republic of Croatia	I2
<b>13. &amp; 14.</b>	Economic effects of health tourism	Discovery learning, case study	State, based on examples, the most significant economic effects of health tourism	I2
<b>15. &amp; 16.</b>	1st colloquium	On its own	Verification of outcomes 1 and 2	
<b>17. &amp; 18.</b>	Health tourism of the Republic of Croatia	Discovery learning, case study	Summarize the main features and issues of health tourism in the Republic of Croatia	I3
<b>19. &amp; 20.</b>	Types of services in medical tourism	Discovery learning, case study	Analysis based on examples of types of services in medical tourism	I3
<b>21. &amp; 22.</b>	Management and organization in health tourism with analysis of the health tourism system in the Republic of Croatia	Discovery learning, case study	Analysis the management and organization of the health tourism system in the Republic of Croatia on practical examples	I3, I3

<b>23. &amp; 24.</b>	Key elements, participants and perspective development of health tourism Analysis of the importance of wellness for tourist destinations	Discovery learning, group / collaborative learning Discovery learning, case study	Identify key elements, participants and perspectives of health tourism development Distinguish by example the importance of wellness in relation to other contents of health tourism	14, 14
<b>25. &amp; 26.</b>	Analysis of contemporary trends in the development of health tourism	Discovery learning, case study	Examine contemporary trends in the development of health tourism on practical examples	15
<b>27. &amp; 28.</b>	Seminar paper presentations	On its own		
<b>29. &amp; 30.</b>	2nd colloquium	On its own	Verification of outcomes 3,4,5	