

# The School of Health Studies in Ćuprija



## Organizing of practical teaching

Prof. dr Tatjana Simović

# Themes/Topics:

1. About the school...
2. About the organizing of practical teaching (practice and procedures)...
3. About the examples of a good practice...
4. About the possibility to improve...
5. About the inspiration for new concepts and paradigms...

## 1. About the school... The College of Health Studies in Ćuprija is:

- ❑ Independent higher education institution,
- ❑ Established in the year 1998. by solution of the Government of the Republic of Serbia
- ❑ The initiative for opening the school arose from:
  - Societies of nurses from Yugoslavia
  - The need of the health sector of a wider surface of Serbia



## The school has accredited courses:

- Professional medical nurse,
- Professional therapist,
- Professional medical nurse midwife,
- **Professional cosmetic esthetician,**
- Professional pharmaceutical technician
- Specialization of health care in gerontology
  
- **The School has about 1080 students.**

## The structure of teaching cadre in College of Health Studies in Čuprija:

- Professor, PHD 13
- Lecturers – masters of studies 6
- Lecturers – doctors specialists 8
- Teachers of crafts and foreign languages 13
- Non-teaching staff 36
  
- Scholarship students on their doctor's studies and defending their thesis 14
- Teachers in 2011. on their doctor's studies 2

## Teaching basis:

For conducting the practical teaching and students obtaining professional competence, the school uses the following teaching basis:

- ▣ Ćupria General Hospital,
- ▣ Health Centre Ćupria,
- ▣ Ćupria Pharmacy,
- ▣ Military Medicine Academy in Belgrade,
- ▣ Clinical Centre in Belgrade,
- ▣ Institute for oncology in Belgrade,
- ▣ Geriatric centre, Jagodina,
- ▣ Health Centre Kruševac,
- ▣ Paraćin Hospital,
- ▣ Spa - Ribarska banja,
- ▣ Spa -Soko banja,
- ▣ Spa -Vrnjačka banja,
- ▣ Spa -Bujanovačka banja,
- ▣ Spa -Niška banja.

## The quality of teaching and practice is improved by international cooperation

- Norway
- Sweden
- Switzerland
- Bulgaria
- Slovenia
- Bosnia and Herzegovina

**- STUDENT AND TEACHER  
EXCHANGE.**

## The College develops its professional, exploratory and educative activity as a member of ENM (European Nursing Module Network)

The school was the host of the 19<sup>th</sup> international conference of the European Nursing Module Network from the 6<sup>th</sup> April until the 9<sup>th</sup> April 2011.



The participants were the representatives of 27 European countries



## 2. About the organizing of practical teaching (practice and procedure)

- **Documented process:**
  - The Rule Book (the Guide) of professional practice
  - The Dairy of professional practice
  - The list of skills in the conducting of professional practice
  - Report about preformed professional practice (lead by the mentor for professional practice).

## 2. About the organizing of practical teaching (practice and procedure)

- **Practice:**

- Students are introduced to the working schedule
- Students are first trained in classrooms with special equipment and labs
- Students acquire general and specific skills
- PBL is used as is working in small groups
- A process and outing evaluation is conducted with the whole group of students (what applied in practical work, what could have been better, what are their remarks...)
- Conducting of professional practice in health institutions (450 working hours or 56 working days, 8 hours a day) under the supervision of a coordinator - mentor for professional practice.
- The school is the basis for the professional cosmetic esthetician because it has its own salon.











## The process of evaluation of the practical work of the students:

- The Commission values the report about conducted professional practice
- Monthly meetings of the teachers of skills with coordinators from health institutions are conducted regarding the recognizing of the weak spots in student's work and finding measures for improving the methods of teaching
- Evaluation of our students' work by an employer (“Leading positions are for your students”.)
- Organizing of additional practical teaching for the students that haven't achieved the appropriate level in accepting the skills



### 3. About the examples of a good practice...

- The students are very engaged in practical work during the conducting of their professional practice in public and private health institutions.
- PBL method brought to the essential involvement of students in overviewing the patient's treatment and his/her move through the system of healthcare.
- Students accept the skills.
- Students which have spent time abroad through exchange programs are evaluated by foreign mentors as 'resourceful' and that they have 'mastered the skills required'.
- Student's experience is analyzed after conducted professional practice.

## 4. About the possibility to improve...

- Improve the skills of communication of the students
- Improve the multidisciplinary approach to work with other professions,
- Improve student's creativity, critical way of thinking and team approach,
- Improve and integrate approach which states that the maintenance of hygienic care, mental health of the patient, communication with the patient and his/her family are as equally important as offering medical services.
- Introduce benchmarking, a yearly meeting with other schools concerning: balancing courses, improving practice and teaching methods
- Work on the reduction and elimination of the language barrier (student exchange).

## **5. About the inspiration for new concepts and paradigms**

It is searching for the answer to the question of

**HOW TO TEACH STUDENTS TO SEE THE  
PATIENT(CLIENT) HOLISTICALLY?**

# The Challenges

- New teaching methods
- Building of teacher capacities
- To develop creativity in students while at the same time insist on respecting of the doctrine
- To avoid quasi regulatory mechanisms in the process of conducting of the teaching and practice
- To intensify student and teacher exchange
- To work with students with low capacities for reflection
- Development of a multidisciplinary approach to patient (client)
- Utilize the cultural advantages of the area.

**In the end, all the important changes aren't related to structure...**



**It's always about people.**

Thank you for your attention.

