

**ReFEEHS survey on  
students, academic staff and teacher practitioners  
attitudes on EE, IPE and TCD**

**ReFEEHS istraživanje o stavovima  
studenata, nastavnika univerziteta i mentora iz  
prakse o studentskoj stručnoj praksi,  
interprofesionalnom obrazovanju i razvoju  
nastavničkih kompetencija**

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## ***Study details / Podaci o studiji***

### ***Study period / Period prikupljanja podataka:***

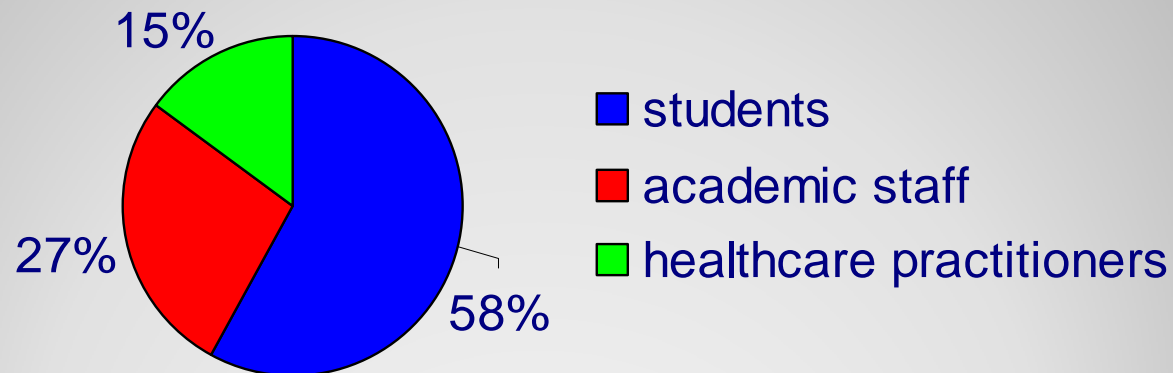
February 01-29th, 2016



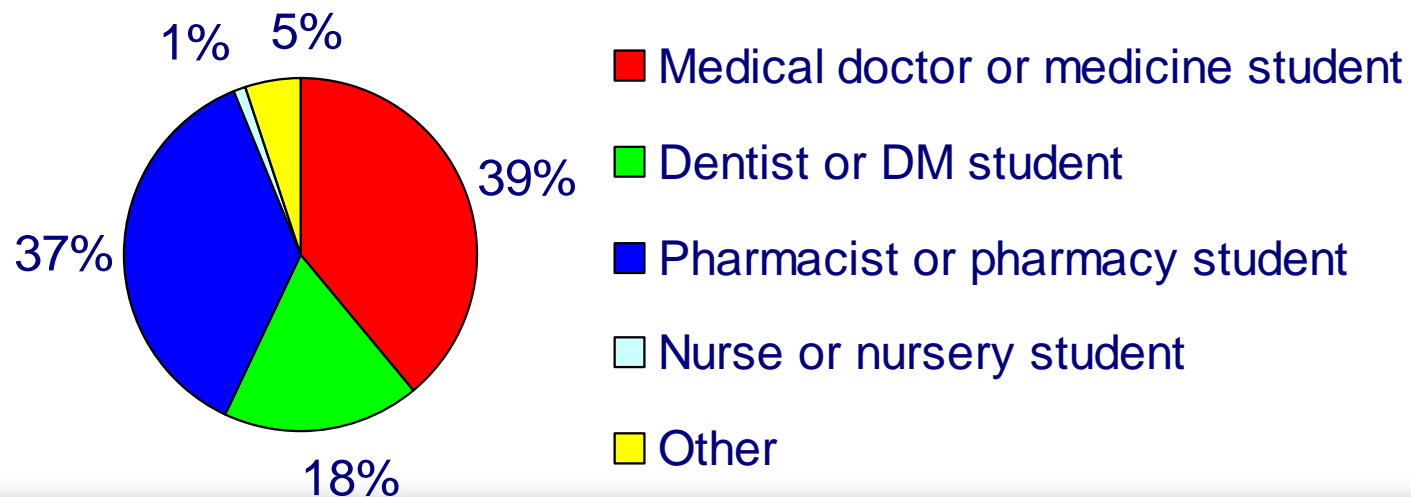
### ***Study setting / Mesto prikupljanja podataka:***

- University of Belgrade: Faculty of Medicine, Faculty of Dental Medicine, Faculty of Pharmacy;
- University of Kragujevac: Faculty of Medical Sciences;
- University of Niš: Faculty of Medicine;
- University of Novi Sad: Faculty of Medicine.

### ***Study population , N=1508***



### ***Respondents distribution by profession***



## ***The attitudes related to experiential education:***

### ***Well recognized principles of professional practice experience:***

- *active learning based on actual cases,*
- *real work environment,*
- *support and supervision from experienced practitioner,*
- *in direct contact with patients.*

## **Rezultati u vezi sa stavovima o studentskoj stručnoj praksi / kliničkom stažu:**

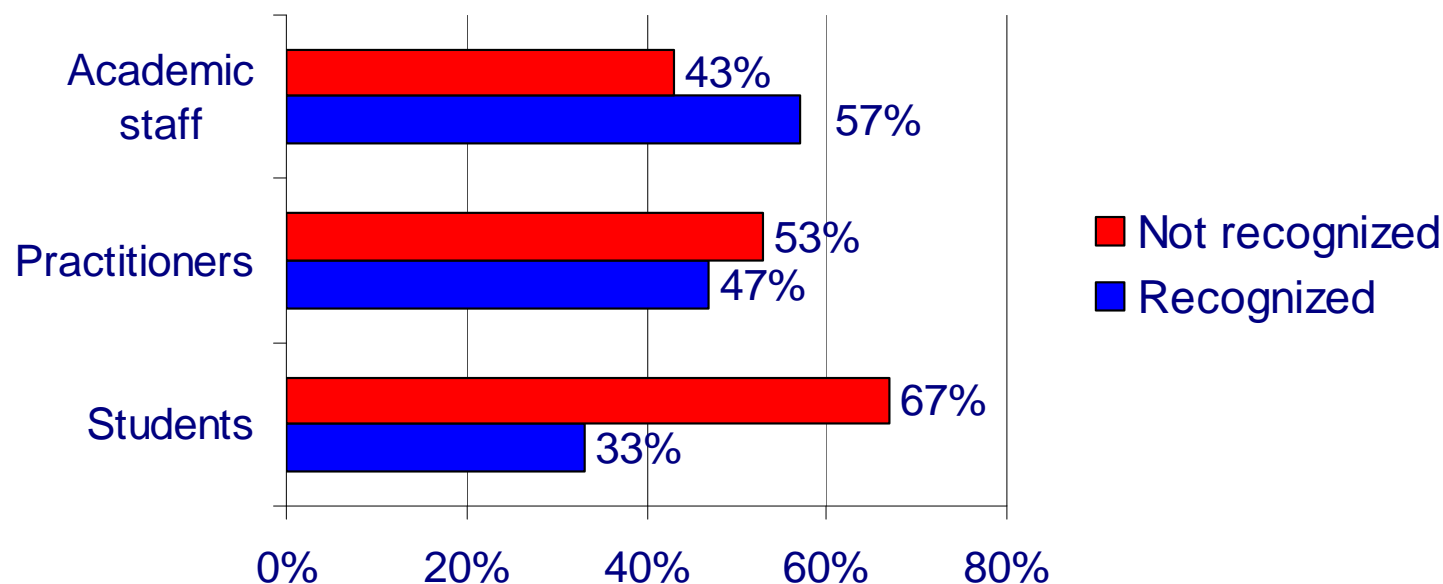
### **Dobro prepoznati ključni principi:**

- aktivno učenje kroz aktuelne slučajeve iz prakse,
- u realnom radnom okruženju,
- uz podršku i nadzor mentora iz prakse,
- u direktnom kontaktu sa pacijentima.



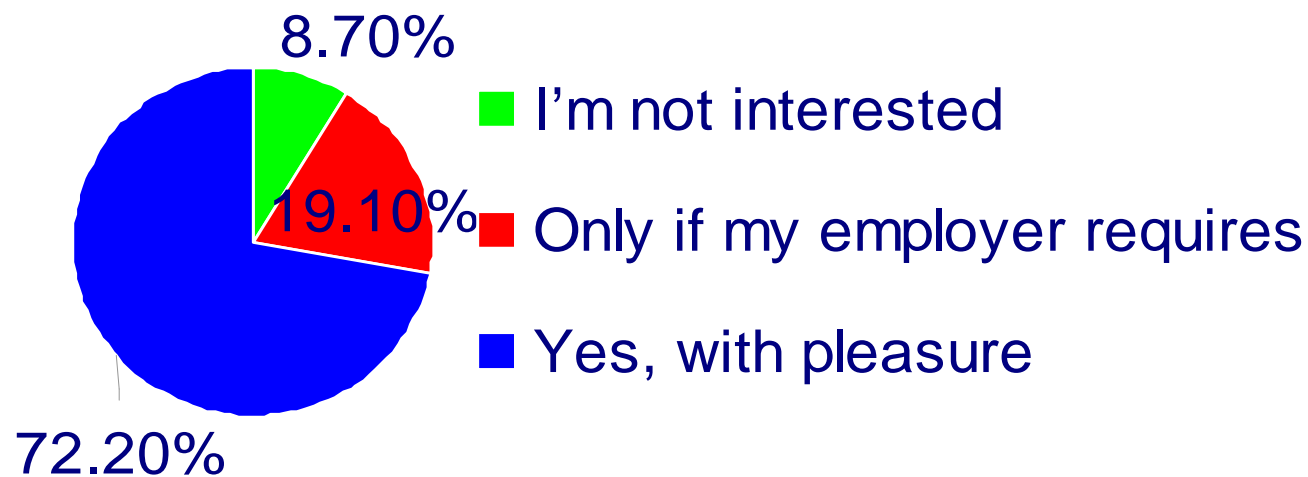
## *Recognition of the importance of clearly defined educational content and learning outcomes of EE*

**Prepoznavanje važnosti postojanja jasno definisanih nastavnih sadržaja i ishoda učenja u okviru studentske stručne prakse / kliničkog staža**



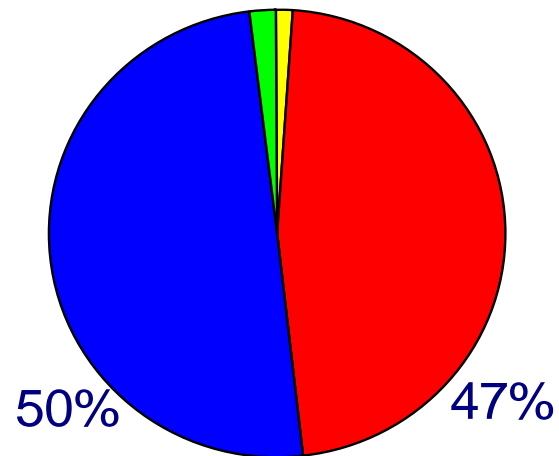
*Attitudes of health care practitioners related to engagement in experiential education*

*Stavovi zdravstvenih radnika iz prakse u vezi sa uključivanjem u st. stručnu praksu / klin. staž kao mentora iz prakse*



*Available time of health care practitioners for supervising students*

*Raspoloživo vreme zdravstvenih radnika za mentorski rad sa studentima*



■ I have a lot of time

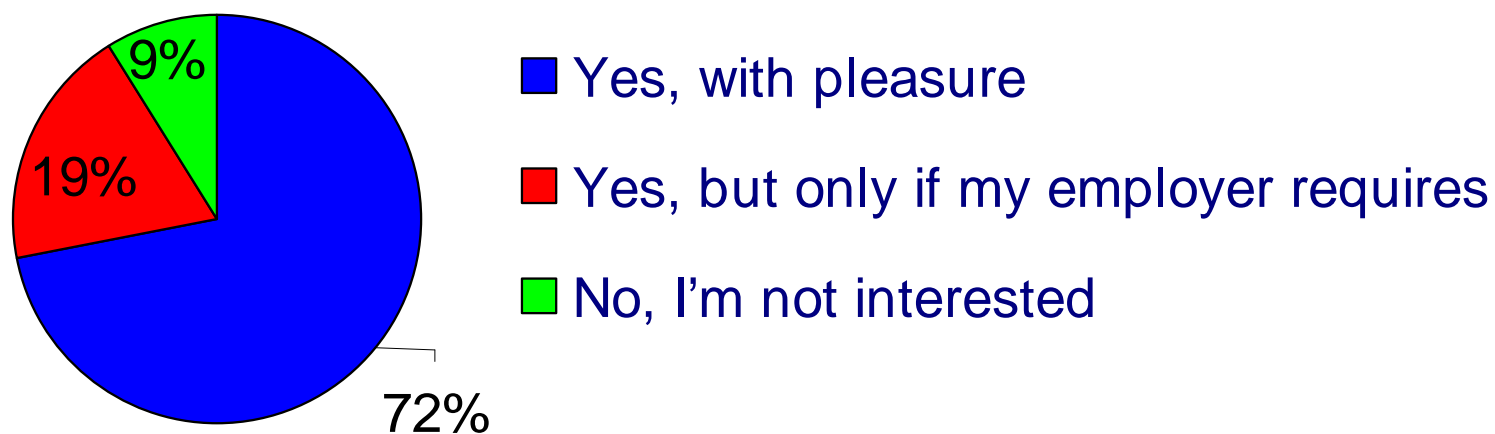
■ I have enough time

■ I don't have enough time

■ I don't have time at all

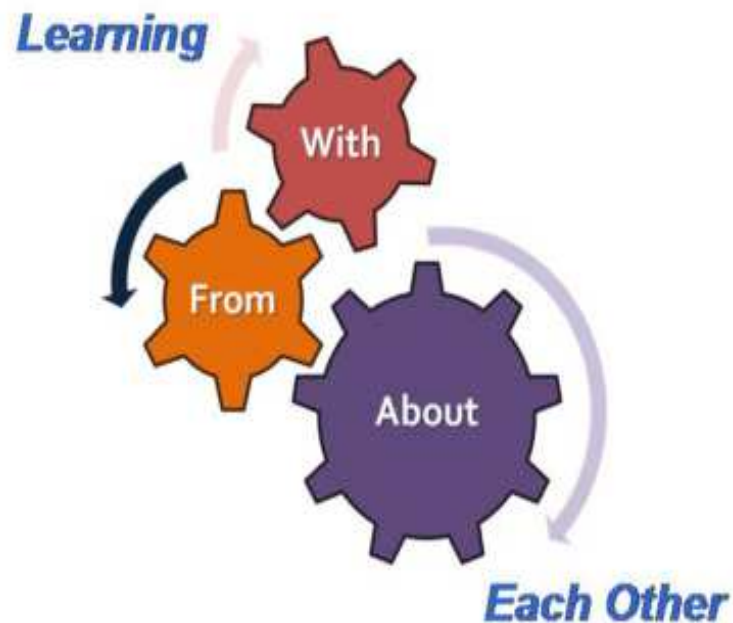
*Health care practitioners readiness for attendance of educational program (course) with the aim of teaching competencies development*

**Zainteresovanost zdravstvenih radnika iz prakse za edukativne programe (kurseve) čiji je cilj razvoj nastavničkih kompetencija**





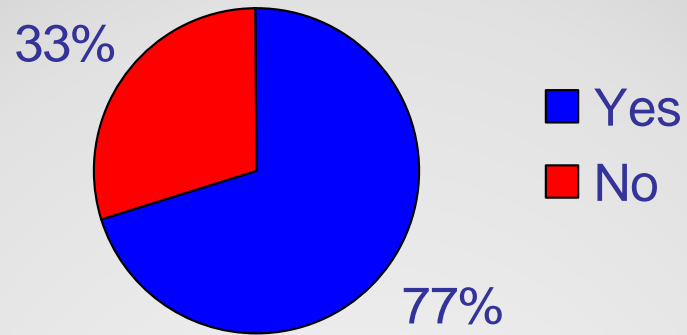
## *Attitudes related to interprofessional education*



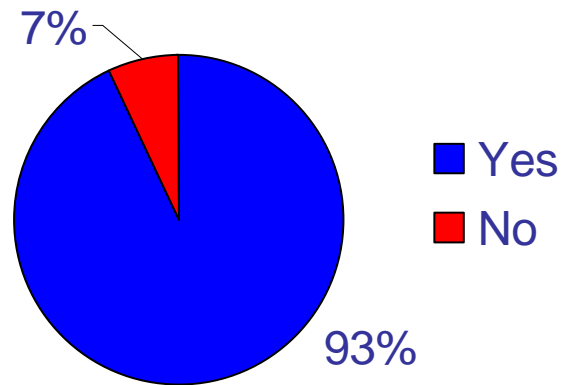
### **Stavovi u vezi sa interprofesionalnim obrazovanjem**

“Nastavne aktivnosti u okviru kojih studenti sa dva ili više različitih studijskih programa uče međusobno jedni od drugih i jedni o drugima u cilju poboljšanja saradnje između zdravstvenih radnika i poboljšanja zdravstvenih ishoda.”

## *Would you attend IPE course?*



## *Would you participate in development and realization of IPE course*



## ***Teaching competencies development among academic staff***

- 20% of academic staff completed some program of TCD
- 74% of respondents replied that there is not formal TCD program offered at their faculty/university
- 94% of them responded that there is a need for TCD program.

## **Razvoj nastavničkih kompetencija kod nastavnika i saradnika univerziteta**

- |                                                                               |    |     |
|-------------------------------------------------------------------------------|----|-----|
| - Da li ste pohađali neki program za r.n. kompetencija?                       | DA | 20% |
| - Da li na Vašem fakultetu/univerzitetu postoji program za r.n. kompetencija? | NE | 74% |
| - Da li sa postoji potreba za postojanjem programa za za r.n. kompetencija    | DA | 94% |

## ***Respondents' comments related to EE:***

- *"professional practice placement should be introduced early in the curriculum, for student to obtain the insight into future professional work and employment opportunities"*
- *"real life situations can't be simulated, we need to get accustomed to interaction with different personalities, including both patients, as well as other healthcare professionals"*

## **Komentara učenika u vezi sa stud. stručnom praksom /klin. stažom**

- "Trebā uvesti stručnu praksu na studijama što je ranije moguće, jer student tako stiče osnovnu predstavu o tome šta ga čeka i kad diplomira i kada se bude zaposlio."
- "Realne situacije nije moguće simulirati, treba se navikavati na rad sa različitim tipovima ličnosti, kako kolega, tako i pacijenata."

## ***Respondents' comments related to IPE:***

- *"IPE is important in order to overcome the prejudices among the healthcare professionals"*
- *"Do not complicate education by introducing these elements as it doesn't have a purpose under the current value system and we will only lose the effective time necessary ery for knowledge transfers to students who wants to learn "*

## **Komentara učenika u vezi sa interprofesionalnim obrazovanjem**

- "Interprofesionalno obrazovanje je važno radi prevazilaženje predrasuda među zdravstvenim radnicima."
- "Ne komplikujte izvođenje nastavnog procesa i ovim elementima jer neće imati svrhe kod sadašnjeg sistema vrednosti već će samo umanjiti efektivno vreme koje je potrebno da prenesemo znanje studentima koji žele da uče."

## ***Conclusion***

- *Recorded positive attitudes of all stakeholders, students, academic staff and teacher practitioners, related to EE, IPE and TCD, is an important and necessary support in reinforcements and development of EE, IPE and TCD.*

## **Zaključak**

- Pokazan pozitivan stav svih interesnih strana, studenata, nastavnika univerziteta i zdravstvenih radnika, u vezi sa st. stručnom praksom / klin. stažom, interprofesionalnim obrazovanjem i razvojem nastavničkih kompetencija veoma je značajna i neophodna podrška unapređenju i razvoju navedenih oblasti.

Thank you for your attention!

**Hvala Vam na pažnji!**