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Reinforcement of the Framework for Experiential Education in Healthcare in Serbia

ERASMUS+ PROJECT: 561644-EPP-1-2015-1-RS-EPPKA2-CBHE-JP

KICK-OFF MEETING 23/24 OCTOBER 2015, UNIVERSITY OF BELGRADE-FACULTY OF
PHARMACY

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COORDINATOR



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Project Info

Project Coordinator/grant holder: University of Belgrade

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Project Budget: 802.737,00 EUR



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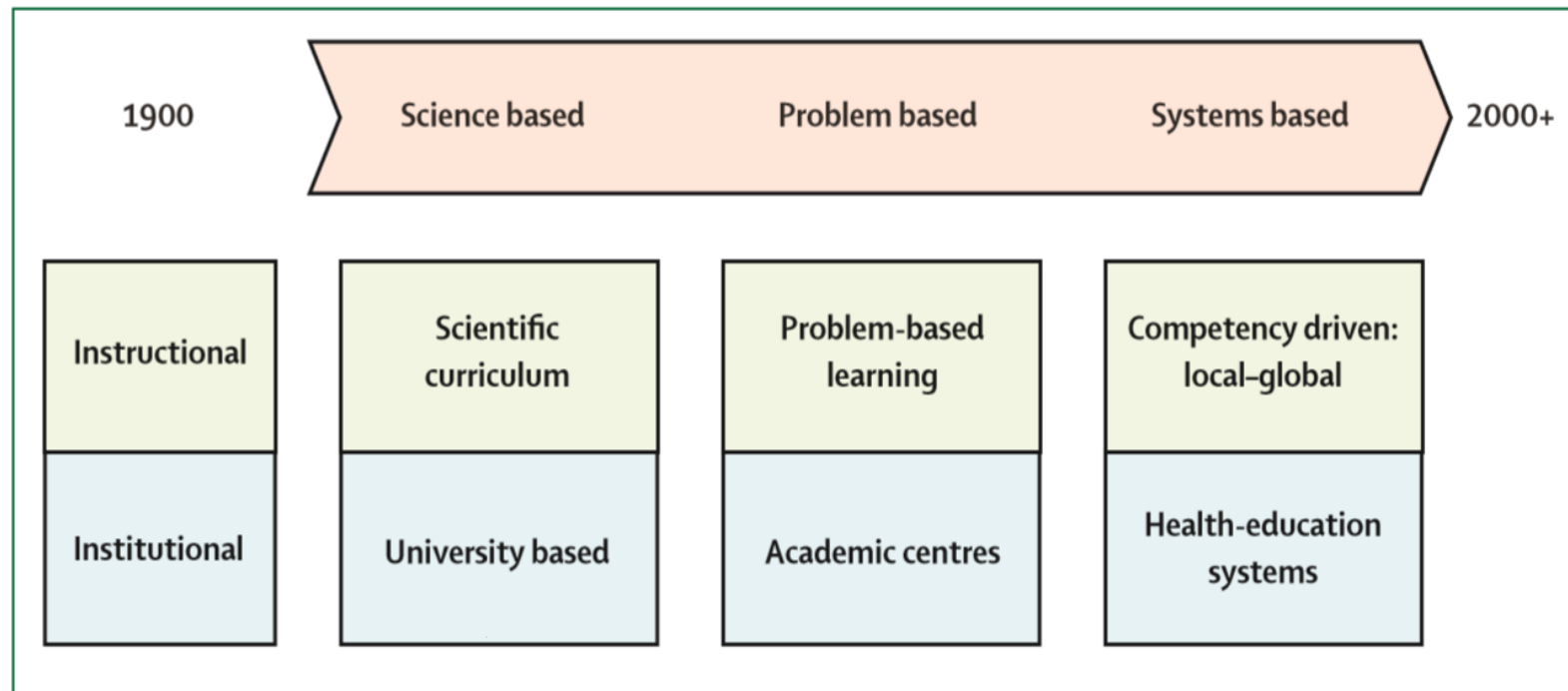
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Why the consortium wish to undertake the Project?



Three generations of health care professionals reforms (Frenk et al (2010))

Background



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- education of health professionals is determined by the **increasingly rapid knowledge growth in biomedical sciences, health and behaviour sciences and clinical sciences/skills** in era of contemporary health technology
 - status of **high regulated profession**
 - **demand for experiential and interprofessional teaching and learning** activities as foundation for future interprofessional collaborative practice in patient centered care.
 - educational **reforms must be addressed by the community health needs** (society need).



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Experiential Education (EE)

The term “experiential education” (EE) is herein used to denote a supervised structured or semi-structured teaching and learning activities that take place in a practice setting and involves real-life situations and inter-personal interactions with patients, caregivers, as well as between health professionals

(it may also be referred as practice-based learning, clinical experience, or students professional practice as the terms used in literature and regulatory documents).



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Interprofessional education (IPE)

- Interprofessional education (IPE) is defined as occasions when two or more professions learn **with, from and about each other** to improve collaboration and the quality of care (CAIPE, 1997).
- From collaboration to collaborative practice with improved health outcomes (quality of care), and social outcomes (QL) and economy outcomes (sustainable health care system) **impact on society**
- European Healthcare Students' Associations united to consider the important issues of **interprofessional collaboration and multidisciplinary** approaches between healthcare professionals during their education (EHSAS, 2014).



Important documents - Project foundation

- ❖ *EU Directive 2013/55 on the recognition of professional qualifications*
- ❖ *WHO Framework for Action on Interprofessional Education & Collaborative Practice, Geneva: World Health Organization, 2010a*
- ❖ *IPEC Core competencies for interprofessional collaborative practice: Report of an expert panel. Washington, D.C.: Interprofessional Education Collaborative, 2011*
- ❖ *WHO Guidelines for Transforming and scaling up health professionals' education and training, Geneva: World Health Organization, 2013*
- ❖ *WHO Report: Evaluation of the organization and provision of primary care in Serbia, 2010*
(low level of structured cooperation and team work within the healthcare sector)



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Project Aims

Three ReFEEHS project Aims:

- Reinforcement and modernization of experiential education (clinical experience/students' professional practice) curricula in health sciences, including medicine, dentistry, pharmacy and nursing.
- Introduction of interprofessional teaching and learning activities, including new joint interprofessional courses for all health science students.
- Teaching competencies development of academic staff and teacher practitioners/clinical supervisors, including introduction of Teaching Certificate in Health Professionals Education study programme.



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Project goals 1/3

Reinforcement and modernization of experiential education (EE) (clinical experience/students' professional practice) curricula in health sciences, including medicine, dentistry, pharmacy and nursing.

- *To identify EE competency based learning outcomes*
- *To develop relevant educational contents and resources*

The focus is on improved competencies of health science graduates and teaching staff, with emphasis on transversal skills and leadership



Project goals 2/3

Introduction of interprofessional teaching and learning activities, including new joint interprofessional courses for all health science students

- To identify IPE competency based learning outcomes;
- To develop collaborative and communication skills and shear problem- solving in clinical practice;



Project goals 3/3

Teaching competencies development of academic staff and teacher practitioners

- Development of teaching staff and methods of digital learning (innovative teaching, learning and assessment methods, including ICT support for blended learning)
- Development of Teaching Certificate in Health Professionals Educators study programme

Objectives of the project

Integrated, competency-based curriculum, implementation of active learning strategies, evidence-based teaching and assessment, use of information technology, shared educational resources, emphasis on EE and IPE activities

Outputs of the project

- modernization of experiential education (students' professional practice) in medicine, dentistry, pharmacy and nursing;
- introduction of interprofessional education;
- teaching competencies development of academic staff and clinical supervisors.



Organization scheme

