

Aktuelna praksa i izazovi u obrazovanju farmaceuta

Current practice and challenges in Pharmacy Education

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„Osposobljavanje magistra farmacije obuhvata završavanje univerzitetskih studija farmacije u trajanju od najmanje pet godina ... od čega minimalno:

- (a) četiri godine teorijskog i praktičnog obrazovanja u punoj nastavnoj satnici na univerzitetu ili drugoj ustanovi visokog obrazovanja priznatog jednakog stepena ili ustanovi koja je pod nadzorom univerziteta, i
- (b) šest meseci stručnog osposobljavanja u javnoj ili bolničkoj apoteci, koje se obavlja u toku ili na kraju formalnog obrazovanja.

Nacrt Zakona o regulisanim profesijama i priznavanju profesionalnih kvalifikacija (2016)

Basic requirements for Pharmacy degree in EU (Directive 2013/55/EU):

training of at least five years' duration comprising at least:

- (a) *four years of full-time theoretical and practical training at a university or at a higher institute of a level recognised as equivalent, or under the supervision of a university;*
- (b) *during or at the end of the theoretical and practical training, six-month traineeship in a pharmacy which is open to the public or in a hospital under the supervision of that hospital's pharmaceutical department.*



Studijski program Farmacija se na univerzitetima u Republici Srbiji realizuje u vidu petogodišnjih integrisanih akademskih studija.

Nakon diplomiranja, magistri farmacije se upućuju na pripravnički staž u trajanju od šest meseci u apoteci i bolničkoj apoteci.

Odsustvo stručne prakse u toku studija prepoznato je kao najveći nedostatak studijskog programa farmacija od svih interesnih strana: studenata, nastavnika i poslodavaca.

Pharmacy education at RS universities is delivered as five year integrated study program which, at present, comprises:

- (i) five years of theoretical and practical training at the university, followed by*
- (ii) six months of (post-graduate) traineeship in public and hospital pharmacy.*

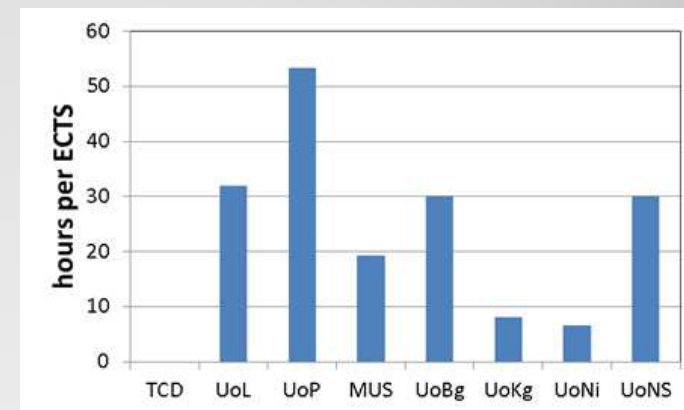
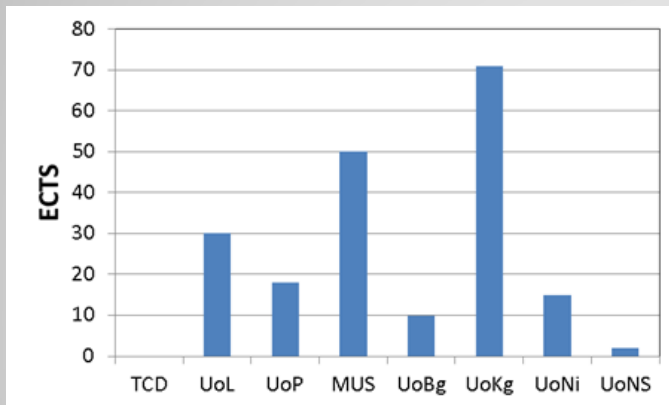
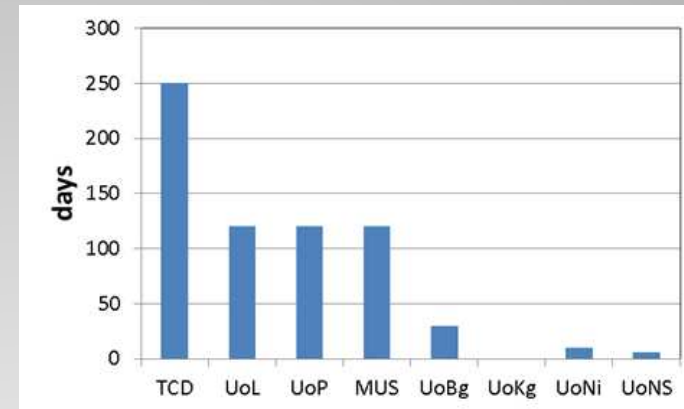
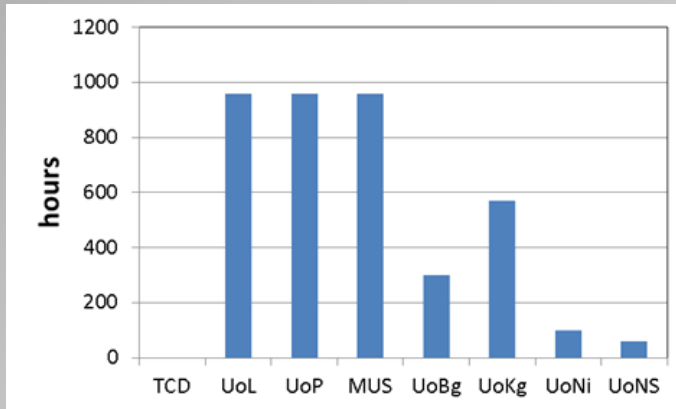
Lack of undergraduate professional practice experience has been recognized as major deficiency by all the interested parties: students, academia and employers.

Uporedni pregled studijskih programa farmacija

	Univ. Dublin	Univ. Lisbon	Univ. Pecs	MU Sofia	Univ. Belgrade	Univ. Kragujevac	Univ. Niš	Univ. Novi Sad
Number of study years/ECTS	5 years 300ECTS	5 years 300ECTS	5 years 300ECTS	5 years 323ECTS	5 years 300ECTS	5 years 300ECTS	5 years 300ECTS	5 years 300ECTS
Number of students per year	80	250	na	120	255	84	75	90
Number of teaching staff	22	150	na	92	172	na	57	93
Professional practice/ Studentska stručna praksa	12.5 months 2 nd y - 10 d 4 th y - 80 d 5 th y - 160 d	6 months 30 ECTS 5 th year	6 months 18 ECTS 5 th year (960 h)	6 months 50 ECTS 5 th year (8 h / day)	30 days 300 h 10 ECTS	570 hours 71 ECTS	100 h 15 ECTS	60 hours 2 ECTS
Number of practitioners as clinical supervisors	80	392	na	150	to be defined	to be defined	to be defined	to be defined
Number of placement sites	200	292 community 20 hospital pharmacy	na	110	to be defined	to be defined	to be defined	to be defined

Comparative overview of pharmacy curricula

Obim studentske stručne prakse na univerzitetima koji učestvuju u projektu



Extent of experiential curricula at partner universities



Simulirajuća apoteka

pripravnički staž

stručno
osposobljavanje
studenata

Pripravnički staž podrazumeva odnos između diplomiranog farmaceuta/magistra farmacije i odgovarajućeg poslodavca

Stručno osposobljavanje studenata podrazumeva brojne i složene interakcije između studenata i mentora iz prakse, nastavnih baza i fakulteta koji su odgovorni za kvalitet nastave u realnom radnom okruženju

pre-registration
training

professional practice
experiential learning

Pre-registration training in pharmacy is based on the relationship between the recent graduate and employer

Professional practice experiential learning includes numerous and complex interactions between students, practice supervisors, healthcare institutions (and other placement sites) and higher education institutions which are responsible for quality assurance of experiential part of the curriculum



Izazovi za univerzitete

visokoškolska ustanova je odgovorna za obezbeđenje kvaliteta nastave u okviru studentske stručne prakse/stručnog osposobljavanja studenata:

- definisanje plana i programa nastave/ishodi zasnovani na kompetencijama
- uspostavljanje ugovora sa odgovarajućim nastavnim bazama
- angažovanje i obuka mentora iz prakse
- priprema studenata (znanje, profesionalizam, očekivanja ...)
- sistem obezbeđenja kvaliteta (dokumentacija, provere ...)
- rešavanje konflikta

Challenges – universities

Higher education institution is responsible for quality assurance of professional practice experience:

- *development of competency based experiential curriculum*
- *agreements with placement sites*
- *qualification and training of practice supervisors*
- *students orientation (knowledge, professional conduct, expectations ...)*
- *quality system (documentation, audit ...)*
- *conflicts resolution*

Izazovi za mentore iz prakse

- razvoj i realizacija plana i programa nastave zasnovane na iskustvu u realnom radnom okruženju
- povećan obim posla (način finansiranja)
- razvoj nastavničkih kompetencija (dodatna obuka)
- dobra komunikacija, redovno informisanje
- lična očekivanja i očekivanja studenata
- motivacija

Challenges – practice supervisors

- *development and delivery of work-based professional practice curricula*
- *increased workload (financing)*
- *teaching competencies development (additional training)*
- *good communication, regular exchange of information*
- *personal expectations vs student expectations*
- *motivation*

Izazovi za studente

- pripremljenost za profesionalnu praksu (znanja, stavovi, način ponašanja i ophođenja)
- lična očekivanja i očekivanja mentora
- priprema dnevnika prakse
- odgovornost
- samopouzdanje
- profesionalizam
- motivacija

Challenges – students

- *readiness for professional practice placement (knowledge, attitudes, conduct, communication)*
- *personal expectations vs supervisor's expectations*
- *design of professional practice portfolio*
- *responsibility*
- *self-confidence*
- *professionalism*
- *motivation*

ReFEEHS predlozi za unapređenje

- *Standardi kvaliteta za realizaciju studentske stručne prakse/stručnog osposobljavanja studenata treba da budu uvršteni u Pravilnik o standardima i postupku za akreditaciju visokoškolskih ustanova i studijskih programa;*
- *Angažovanje i rad mentora iz prakse i nastavnika univerziteta u pripremi i realizaciji studentske stručne prakse/stručnog osposobljavanja treba da bude priznat i prepoznat od strane poslodavaca i odgovarajućih regulatornih organizacija;*
- *Uspostavljanje jedinstvenog sistema za administraciju i upravljanje aktivnostima vezanim za realizaciju studentske stručne prakse/stručnog osposobljavanja studenata, uz odgovarajuću informatičku podršku za komunikaciju između studenata, mentora iz prakse i odgovornih nastavnika, evidenciju nastavnih aktivnosti i napretka studenata, procenu i izveštavanje.*

ReFEEHS Recommendations

- *Relevant quality standards specific for professional practice experiential placements, should be recognized by the national Rules and Regulations on accreditation standards and procedures of higher education institutions and study programs.*
- *Recognition of academic staff and practice supervisors workload related to professional experiential education by relevant regulatory bodies and employers;*
- *Automated administration supported by the relevant software with online evaluations, electronic messaging, placement sites description, availability of supervisors, monitoring student advancement, evaluation and reporting.*

Zajednička vizija struke, jasna očekivanja, dobra komunikacija, razumevanje, poverenje i mnogo dobre volje



Shared vision on the future of profession, clear expectations, good communication, mutual understanding, confidence and lot of goodwill



Hvala na pažnji!