

# **Aktuelna praksa i izazovi u obrazovanju medicinskih sestara**

## **Current practice and challenges in nursing education**

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Co-funded by the  
Erasmus+ Programme  
of the European Union

- All the consortium partner institutions in the Republic of Serbia (RS) involved in the ERASMUS+ ReFEEHS project, have a study program for training of nurses in addition to study programs for the training of physicians, dentists and pharmacists.
- Although nursing in RS has a long tradition it is professionally neglected and undervalued.
- Nurses are an important part of the team and they do 70% of the work in health institutions, according to the assessment carried out by the WHO.
- Nurse training programs are the least harmonized with the regulations of the European Union (EU), although nurses are the most mobile health workers.

- Sve partnerske institucije iz RS uključene u Erasmus+ReFEEHS projekat imaju studijski program za edukaciju medicinskih sestara (MS) pored studijskih programa za edukaciju lekara, stomatologa i farmaceuta.
- Iako sestrinstvo u RS ima dugu tradiciju ono je zapostavljeno i nedovoljno cenjeno.
- Medicinske sestre su važan deo tima i prema proceni SZO obavljaju 70% posla u medicinskim ustanovama.
- MS su najmobilnija grupa zdrav. radnika a programi za edukaciju sestara su najmanje usklađeni sa zakonskim regulativama Evropske unije (EU).

- At this point, leadership role has a doctor in medical team in the RS. As the team leader he makes decisions and is responsible for their implementation.
  - The nurses have a subordinate position and have no rights to make independent decisions.
  - With higher education nurses gain new competencies and duties.
  - Special attention in interprofessional education should be paid to clearly defining the rights and obligations of the members of the medical team.
  - The experience of EU countries in regulating of these relations should be used.
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- Vodeću ulogu u timu koji vrši lečenje u RS ima lekar; on donosi odluke i odgovoran je za njihovo sprovođenje.
  - Sestre imaju podređen položaj i nemaju pravo da samostalno donose odluke.
  - Uvođenjem visokog obrazovanja za medicinske sestre one dobijaju nove kompetencije i dužnosti.
  - Prilikom interprofesionalne edukacije posebnu pažnju treba posvetiti jasnom definisanju prava i obaveza članova tima koji učestvuje u lečenju.
  - Treba se osloniti na iskustvo zemalja EU u regulisanju tih odnosa.

➤ The high quality of medical service can be provided only when exists good interprofessional cooperation of all categories of health workers.

➤ In the EU is insisted on the development of interprofessional cooperation training between healthcare professionals during their studies and after graduation.

➤ The interprofessional cooperation should be inserted in all study programs for health professionals.

➤ Kvalitetnu zdravstvenu zaštitu stanovništva moguće je ostvariti samo dobrom interprofesionalnom saradnjom svih kategorija zdravstvenih radnika.

➤ U EU insistira se na razvoju interprofesionalne saradnje edukacijom zdravstvenih radnika u toku studija i nakon završenih studija.

➤ U sve studijske programe zdravstvene struke treba ubaciti sadržaje vezane za interprofesionalnu saradnju.

Basic requirements for nurse education in EU (Directive 2013/55/EU) : 'The training of nurses responsible for general care shall comprise a total of at least three years of study, which may in addition be expressed with the equivalent ECTS credits, and shall consist of at least 4,600 hours of theoretical and clinical training, the duration of the theoretical training representing at least one third and the duration of the clinical training at least one half of the minimum duration of the training.'

- Direktiva 2013/55/EU koja se zasniva na Direktivi 2005/36/EC
- Osnovni zahtevi za obrazovanje medicinskih sestara opšteg smera u EU podrazumevaju najmanje 3 godine studija koje obuhvataju minimalno 4600 časova teorijske nastave i kliničke prakse (izraženo u ESPB), pri čemu teoretskoj nastavi pripada najmanje trećina, a kliničkoj praksi najmanje polovina časova.

- General care nurses in all the consortium partner countries (Bulgaria, Portugal, Ireland and Hungary) are educated only at the higher education level (colleges, universities - BA degree).
  - In the RS this type of nurse education was introduced in 2007. and still it is not fully recognised by law regulations.
  - The training in EU is given by teachers of nursing care and by other competent persons, in nursing schools and other training establishments selected by the training institution.
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- U zemljama EU naših partnera u projektu (Bugarskoj, Portugalu, Irskoj, Mađarskoj) edukacija medicinskih sestara se vrši na nivou visokog obrazovanja.
  - U RS ovaj vid obrazovanja sestara se uvodi od 2007.god. i još uvek nije zakonski u potpunosti regulisan.
  - Iz toga proističu brojni problemi vezani za obrazovanje sestara
  - Nastavu u RS obavljaju: nastavnici zdravstvene nege i drugi kvalifikovani nastavnici medicinskog usmerenja na univerzitetima ili visokim strukovnim školama.

## **Current law on higher education in RS ,**

nurses are trained in the context of:

- **vocational study program** - students achieve the knowledge and skills necessary for integration into the working process and
- **program of academy studies** which prepare students for the development and application of scientific and professional achievements.

Zakon o visokom školstvu Republike Srbije (RS): edukacija medicinskih sestara u obavlja se u okviru

- **strukovnih studija** - osposobljavanje studente za primenu znanja i veština potrebnih za uključivanje u radni proces i
- **akademskih strukovnih studija** - osposobljavanje studenata za razvoj i primenu naučnih i stručnih dostignuća.

## Nivoi studija:

Prvi  
stepen  
studija

osnovne strukovne studije (180 ESPB)

osnovne akademske studije (180-240 ESPB).

Drugi  
stepen  
studija

specijalističke strukovne studije (najmanje 60 ESPB)

specijalističke akademske studije (najmanje 60 ESPB)

master akademske studije (naj<60 ESPB; pr 240/120 prh180)

master strukovne studije (naj<60 ESPB; prh180 )

Treći  
stepen  
studija

doktorske studije



## Levels of studies:

### first level studies

basic vocational studies (180 ECTS)

basic academic studies (180-240 ECTS)

### second level studies

specijalističke strukovne studije (najmanje 60 ESPB)

specialist academic studies (at least 60 ECTS),)

master vocational studies

master academic studies

### third level studies

doctoral studies

➤ There are significant differences in the curricula of study programs in nursing education at universities in Belgrade, Niš, Novi Sad and Kragujevac.

➤ The differences are present in the total number of hours; the amount of theoretical and practical training as well as the number of hours of clinical practice; titles that nurse receive upon graduation.

➤ Značajne razlike u kurikulumima medicinskih sestara na univerzitetima u Beogradu, Nišu, Novom Sadu i Kragujevcu.

➤ Razlike su prisutne u: ukupnom broju časova, broju časova teorijske nastave i kliničke prakse, i titulama koje sestre dobijaju po diplomiranju.

Fakultet	studije	god.	ESPB	P	V	DON	SP	U	zvanje
MF Niš	OSS	3	180	885	1835	540 LP	425	4065	strukovna MS/tehn
	SSS	1	60	255	345		300	900	specijalista strukovna MS/tehn
MF KG	OSS	3	180	1050	855	45 3435 OČ	210	5385	strukovna MS
MF NS	OSS	3	180	1140	1380	150	210	2880	strukovna MS
	OAS	4	240	1515	1605	270 120 ZR	210	3720	diplomiran a MS
MF BG	OAS	4	240	1530	1290	120 IR	120	3060	diplomiran a MS
	MS	2	60					MR	menadžer jav. zdr.
	MS	2	60					MR	m sistemu zdr.zaštite
	SSS	2	120						strukovna MS specijalista

➤ After graduation nurses perform an internship of 6 months:

- 2 months of primary health care and
- 4 months of health care in hospital

➤ then they take the state exam.



Nakon diplomiranja medicinske sestre u RS –

➤ pripravnički staž od 6 meseci:

- zdravstvena nega u primarnoj zaštiti 2 meseca i
- u stacionarnoj zdravstvenoj ustanovi 4 meseca

➤ nakon toga polažu državni ispit.

## Uporedni prikaz kurikula studija sestrinstva

	MU Sofia	U. Beograd	U. Kragujevac	U. Niš	U. Novi Sad
Br. godina stud. programa/ECTS	4 godine 240ECTS	4 godine 240ECTS	3 godine 180ECTS	3+1 godina 180+60 ECTS	3+1 godina 180+60 ECTS
Broj studenata godišnje	100	48	44	123 + 19	48 + 54
Broj nastavnog osoblja (puno angažovanje)	56	902	na	230	
Klinička praksa		120h	210h	540h +600h	210h + 210h
Broj kliničkih baza	8	5	4	15	nedefinisano

# Comparative overview of nursing curricula

	MU Sofia	Univ. Belgrade	Univ. Kragujevac	Univ. Niš	Univ. Novi Sad
Number of study years/ECTS	4 years 240ECTS	4 years 240ECTS	3 years 180ECTS	3+1 years 180+60 ECTS	3+1 years 180+60 ECTS
Number of students per year	100	48	44	123+19	48+54
Number of teaching staff (eq. of full time staff)	56	902	na	230	
Professional practice		120h	210h	540h+ 300h	210h+ 210h
Number of clinical sites involved	8	5	4	15	to be defined

## **PREPORUKE:**

- unaprediti osnovno obrazovanje medicinskih sestara; revizija postojećih studijskih programa i ishoda predmeta u skladu sa direktivama EU
- učiniti da viši nivoi obrazovanja budu pristupačni medicinskim sestrama
- Razvoj interprofesionalnih nastavnih aktivnosti, naročito u okviru dodiplomskih studija
- Unaprediti kontinuiranu edukaciju MS
- Uspostaviti nacionalni okvir za studentsku stručnu praksu i stručni ispit (procenu praktičnih znanja i veština).
- uvesti formalne programe za unapređenje nastavničkih kompetencija; KME
- harmonize laws in RS and allow nurses to obtain all the rights that correspond to their professional qualifications (diplomas of higher schools for nurses are not fully recognized by the Ministry of Health
- Uvesti skraćenice za titulu MS npr. DMS; SSS



## Recommendations:

- improve the basic education of nurses; revision of existing study programs and outcomes of cases in accordance with EU directives improve availability of higher nursing education.
- The development of inter professional learning activities, especially in the context of undergraduate studies
- Improve continuing education of nurses
- Establish a national framework for student professional practice and professional examination (assessment of practical knowledge and skills) Introduce a formal program for improvement of teaching competencies of teaching staff
- harmonize laws in RS and allow nurses to obtain all the rights that correspond to their professional qualifications (diplomas of higher schools for nurses are not fully recognized by the Ministry of Health)



- Narodna skupština R S trebalo bi da usvoji Zakon o regulisanim profesijama u trećem kvartalu 2016. godine
- Zakon će imati odloženu primenu. Na snagu će stupiti tek kada Srbija uđe u EU.
- lista regulisanih profesija mora biti zatvorena 18 meseci pre ulaska neke zemlje u EU, a broj zanimanja se usaglašava sa propisima EU.
- primenjivaće se evropki standardi uz poštovanje i usvajanje nekih od ovdašnjih specifičnosti.
- potrebno je formirati i administrativno institucionalni okvir (već oformljeni ENIC/NARIC centri, a biće određene institucije koje će obvljati verifikaciju, kao što su komore i strukovna udruženja

- \*ENIC/NARIC Srbija - Centar za informisanje o priznavanju inostranih visokoškolskih isprava i priznavanje u svrhu zapošljavanja

- National Assembly R S should adopt law of regulated professions in the third quarter of 2016,
- The law would have delayed implementation and will come into force only when Serbia joins the EU.
- list of regulated professions must be closed for 18 months before entering of RS in the EU,
- a number of professions must be harmonized with EU regulations.
- Europe's standards will be applied with the respect to the some of the local specifics.
- it is necessary to establish independent administrative and institutional framework (already formed ENIC / NARIC centers, and the institutions that will do verification of regulated professions, such as chambers and trade associations

\* ENIC / NARIC Serbia - Centre for Information on the recognition of foreign higher education qualifications and recognition for employment purposes

