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|  | | | **UNIVERSITY OF EAST SARAJEVO**  Faculty of Medicine Foča | | | | | | | | | | | Description: logo | | | |
| ***Study program: Nursing*** | | | | | | | | | | |
| First study cycle | | | | | | Fourth study year | | | | |
| **Full subject title** | | | **Methodology of Teaching in Health Care** | | | | | | | | | | | | | | |
| **Department** | | | Department of General Education Subjects, Faculty of Medicine Foča | | | | | | | | | | | | | | |
| **Subject code** | | | | | | **Subject status** | | | | | **Semester** | | | | **ECTS** | | |
|
| NU-05-2-050-8 | | | | | | compulsory | | | | | VII | | | | 8 | | |
| **Professor/ -s** | | Biljana Sladoje Bošnjak, Full Professor | | | | | | | | | | | | | | | |
| **Associate/ -s** | | Biljana Sladoje Bošnjak, Full Professor | | | | | | | | | | | | | | | |
| **Number of lectures/ teaching workload (per week)** | | | | | | | **Individual student workload (in hours per semester)** | | | | | | | | | **Coefficient of student workloadSo[[1]](#footnote-1)** | |
| **L** | **E** | | | | **SP** | | **L** | | | **E** | | **SP** | | | | **L** | |
| 3 | 0 | | | | 0 | | 135 | | | 0 | | 0 | | | | 3 | |
| total teaching workload (in hours, per semester)  45+0+0=45 | | | | | | | | total student workload (in hours, per semester)  135+ 0 + 0=135 | | | | | | | | | |
| Total subject workload (teaching + student): 45+ 135=180 hours per semester | | | | | | | | | | | | | | | | | |
| **Learning outcomes** | | Students will:   1. Acquire high-quality theoretical and empirical knowledge in the subject Methodology of Teaching in Health Care to prepare for independent planning, organization, implementation, and evaluation in teaching. 2. Develop skills for independently planning, organizing, conducting, and assessing teaching in the subject of health care. 3. Gain essential knowledge to understand the modernization of the teaching process and apply contemporary didactic strategies, interactive teaching methods, and educational technologies. 4. Enhance communication skills and foster critical and creative thinking, as well as a constructive approach to educational and instructional work. | | | | | | | | | | | | | | | |
| **Preconditions** | | Passed exams from the previous academic year. | | | | | | | | | | | | | | | |
| **Teaching methods** | | Lectures, laboratory exercises, practical work | | | | | | | | | | | | | | | |
| **Subject content per week** | | **Lectures:**   1. Methodology of Health Care Teaching: concept, subject, goal, and objectives 2. Methodology of Health Care Teaching and Related Scientific Disciplines 3. Specifics of the Subject "Methodology of Health Care Teaching" and its Correlation with Other Subjects: focusing on the protection, preservation, and improvement of human health 4. Specifics of Applying Didactic Principles in Implementing Health Care Teaching 5. Planning and Preparation of Health Care Teaching 6. Appropriateness of Health Care Teaching Content: considering the psychophysical characteristics of students, based on their learning maturity through various developmental processes 7. Stages of the Teaching Process in Health Care Education: including new content presentation, revision, practice, and evaluation 8. Colloquium 1 9. Teaching Systems: application of programmed, problem-based, exemplar, individualized, and team-based teaching methods 10. Specifics of Work Forms in Implementing Health Care Teaching Content 11. Specifics of Teaching Methods in Implementing Health Care Teaching Content 12. Didactic Media in Implementing Health Care Teaching 13. Evaluation of Teaching: specifics of assessment in the subject of health care teaching 14. Desirable Traits of Health Care Instructors: human and professional qualities 15. Colloquium 2 | | | | | | | | | | | | | | | |
| **Compulsory literature** | | | | | | | | | | | | | | | | | |
| **Author/s** | | | | **Publication title, Publisher** | | | | | | | | | **Year** | | | **Pages (from-to)** | |
| Shaibih Zaidi | | | | Teaching and Learning Methods in Medicine | | | | | | | | | 2015. | | |  | |
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| **Additional literature** | | | | | | | | | | | | | | | | | |
| **Author/s** | | | | **Publication title, Publisher** | | | | | | | | | **Year** | | | **Pages (from-to)** | |
|  | | | |  | | | | | | | | |  | | |  | |
| **Student responsibilities, types of student assessment and grading** | | **Grading policy** | | | | | | | | | | | | **Points** | | | **Percentage** |
| Pre-exam activities | | | | | | | | | | | | | | | |
| lectures/seminars attendance | | | | | | | | | | | | 5 | | | 5% |
| Practical work | | | | | | | | | | | | 5 | | | 5% |
| Colloquiums | | | | | | | | | | | | 30 | | | 30% |
| Seminar paper | | | | | | | | | | | | 10 | | | 10% |
|  | | | | | | | | | | | |  | | |  |
| Final exam | | | | | | | | | | | | | | | |
| Final exam (written) | | | | | | | | | | | | 50 | | | 50% |
| TOTAL | | | | | | | | | | | | 100 | | | 100 % |
| **Certification date** | | December 2024. | | | | | | | | | | | | | | | |

1. Coefficient of student workload So is calculated as it follows:

   а) for the study programs not going through the licensing process: So = (total workload in semesterfor all the subjects 900 hrs – total teaching workload L+Ein semester for all the subjects 870 hrs)/ total teaching workload L+Ein semesterfor all the subjects \_\_\_\_\_ hrs = \_\_\_\_. Consult form content and its explanation.

   b) for the study programs going through the licencing process, it is necessary to use form content and its explanation. [↑](#footnote-ref-1)