



Advancement in pharmacy education - professional practice in university curricula in Serbia

D. Lakic¹, M. Odalovic¹, V. Jakovljević², I. Arsić³, Z. Komazec⁴,
Lj. Tasić¹, J. Parojčić¹, A. Cavaco⁵, M. Henman^{*6}

¹University of Belgrade - Faculty of Pharmacy, Serbia, ²University of Kragujevac - Faculty of Health Science, Serbia, ³University of Niš - Faculty of Medicine, Niš, ⁴University of Novi Sad - Faculty of Medicine, ⁵University of Lisbon - Faculty of Pharmacy, Lisbon, Portugal, ⁶Trinity College Dublin, Ireland

Background and Objective: Experiential education (student professional practice (SPP) /clinical practice) is defined as supervised, structured or semi-structured teaching and learning activities that take place in a practice setting involving real-life situations. The minimum requirements for SPP for health professionals are defined in EU Directive 2013/55 and are partially fulfilled by the programmes in Serbia. The Erasmus+ ReFEEHS project is EU funded to reinforce and modernize the experiential education of healthcare professions - medicine, dentistry, pharmacy and nursing.

Design: In 2016, the ReFEEHS consortium conducted a comprehensive survey on the attitudes of healthcare sciences students, academic staff and practitioners related to experiential education, interprofessional education and teaching competencies development at the Universities of Belgrade, Kragujevac, Niš and of Novi Sad, with the support of the professional chambers, the professional associations and the healthcare institutions. In addition, activities were undertaken to harmonize the criteria for the organization of SPP at the national level.

Results: The majority of **academic staff and health practitioners recognized the principles of SSP** (83 and 86%, respectively), but the **importance of structured teaching activities with defined learning outcomes was not appreciated to the same extent** (only 57 and 47% of respondents, respectively).

Respondents selected **the three most important roles of clinical practitioners:**

- ✓ educator
- ✓ model for competent professional conduct
- ✓ supervisor

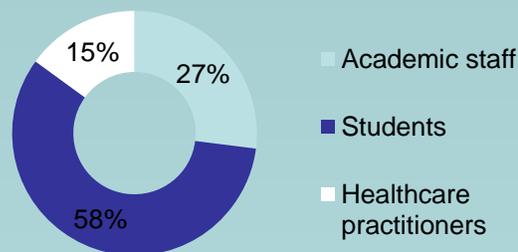


Figure 1. Study sample, N=1508

SPP within the pharmacy undergraduate curricula is integrated in the study programmes at all Serbian public universities, but as a result of the project each of the respective Deans from these universities has signed a National framework document that defines the common criteria for students, teacher practitioners, and practical placement sites, as well as the duties and responsibilities of all participants in the SPP process.

Conclusion: From the survey the situation analysis showed the need for change (1) and although the National framework does not limit individual Faculties from defining additional requirements for experiential education, this approach provides for a more consistent implementation of SPP for pharmacy students in Serbia and will contribute to overall advancement and harmonisation of pharmacy education.

Reference: The Need for Change Report. Available at: <http://refeehs.com/wp-content/uploads/2016/06/ReFEEHS-Project-Need-for-Change-Report-1.pdf>