

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	<i>Edukacija v zdravstvu</i>
Course title:	Education in Health Care

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Edukacija in menedžment v zdravstvu – 3. stopnja, doktorski program	/	I.	I.
<i>Education and Management in Health Care- 3rd cycle</i>	/	I st	I st

Vrsta predmeta / Course type Obvezni/obligatory

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
45	45	0	0	0	160	10

Nosilec predmeta / Lecturer: prof. dr. (Republika Finska) Danica Železnik

Jeziki / Languages:	Predavanja / Lectures:	slovenski/Slovenian
	Vaje / Tutorial:	slovenski/Slovenian

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:

Vpis v študijski program.

Prerequisites:

Enrolment in the study programme.

Vsebina:

1. *Izobraževanje – družbene in znanstvene osnove:*
 - Izobraževanje nujna sestavina družbene in človekove prakse.
 - Znanstvene in strokovne osnove izobraževalnega procesa.
 - Formalno, neformalno in vseživljenjsko izobraževanje.
 - Izobraževanje kot dejavnik razvoja strokovne prakse in profesionalnega razvoja posameznika.
2. *Izobraževalni proces:*

Content (Syllabus outline):

1. *Education - social and scientific bases:*
 - Education as a necessary component of social and human practice.
 - Scientific and professional bases of educational process.
 - Formal, non-formal and lifelong education.
 - Education as a factor of the development of professional practice and professional development of an individual.
2. *Educational process:*
 - Educational and upbringing function of the educational process, especially from the aspect of adult education.

<ul style="list-style-type: none"> • Izobraževalna in vzgojna funkcija izobraževalnega procesa, posebej z vidika izobraževanja odraslih. • Struktura izobraževalnega procesa: položaji in vloge subjektov in drugih konstitutivnih sestavin ter razmerja med njimi. • Temeljne konceptualne usmeritve in didaktične paradigme izobraževalnega procesa v sedanji in prihodnji družbi. • Povezovanje izobraževanja s strokovno prakso in profesionalnim razvojem posameznikov (strokovno izpopolnjevanje). • Oblikovanje ciljev, izbor in didaktična transformacija vsebine izobraževanja, priprava didaktičnih sredstev in didaktičnega okolja. • Artikulacija in didaktični sistemi izobraževalnega procesa (didaktična enota, seminarji, delavnice, projekti, kovčing, multimedijsko in e- izobraževanje). • Didaktično metodično ravnanje: značilnosti, vrste in izbira metod, posamezne metode. • Ugotavljanje in vrednotenje dosežkov, refleksija in sprotno izboljševanje izobraževalnega procesa. • Priprava izobraževalnega procesa. <p>3. <i>Načrtovanje in priprava izobraževanja:</i></p> <ul style="list-style-type: none"> • Diagnosticiranje potreb in pogojev za izobraževanje. • Oblikovanje izobraževalnih programov, modulov, didaktičnih sklopov, projektov in paketov. • Organizacija izobraževanja (program, predmetnik, urnik, izvajalci, didaktično okolje). • Prenašanje – implementacija, aplikacija znanja v praksi. • Izobraževalna mreža v strokovnem delovne in socialnem okolju. <p>4. <i>Didaktična analiza, evalvacija, izboljševanje in razvoj kvalitete izobraževanja:</i></p> <ul style="list-style-type: none"> • Didaktična analiza, evalvacija, izboljševanje in razvoj izobraževanja. 	<ul style="list-style-type: none"> • Structure of the educational process: places and roles of subjects and other constitutive components, including relations among them. • Basic conceptual orientations and didactical paradigms of the educational process in current and future society. • Connecting education with professional practice and professional development of individuals (professional training). • Designing objectives, selection and didactical transformation of the educational content, preparing didactic means and didactical environment. • Articulation and didactical systems of the educational process (didactic unit, seminars, workshops, projects, coaching, multimedia and e-learning). • Didactic methodical activity: characteristics, types and selection of methods, individual methods. • Assessing and evaluating achievements, reflection, and regular improvement of the educational process. • Preparing the educational process. <p>3. <i>Planning and preparing education:</i></p> <ul style="list-style-type: none"> • Diagnostics of needs and conditions for education. • Designing educational programmes, modules, didactic units, projects and packages. • Organising education (programme, curricula, timetable, teachers, didactical environment). • Transfer - implementation, application of knowledge in practice. • Educational network in professional work and social environment. <p>4. <i>Didactical analysis, evaluation, improvement and development of education quality:</i></p> <ul style="list-style-type: none"> • Didactical analysis, evaluation, improvement and development of education.
---	---

Temeljni literatura in viri / Readings:

- De Young, S. (2009). Teaching Strategies for Nurse Educators. New Jersey: Pearson Education.
- Strmčnik, F. (2001). Didaktika. Osrednje teoretične teme. Ljubljana: Filozofska fakulteta.
- Kramar, M. (2009). Pouk. Nova Gorica: Educa.
- Meyer, H. (2005). Što je dobra nastava? Zagreb: Erudita.
- Guilbert, J. (2004). Didaktični priročnik za učitelje na zdravstvenih šolah, (prevedla M. Šlajmer – Japelj). – Maribor: Unigrafika.

Cilji in kompetence:

- poznavanje in razumevanje izobraževanja kot nujne sestavine človekovega poklicnega delovanja in sestavine strokovne prakse, ki je ključnega pomena za razvoj in doseganje kakovosti prakse in človekovega profesionalnega razvoja,
- razumevanje temeljnih značilnosti in zakonitosti izobraževanja ter implementacije izobraževalnih dosežkov v neposredno strokovno prakso,
- sposobnost uporabe znanja s področja edukacije v zdravstvenih dejavnostih,
- sposobnost diagnosticiranja potreb po znanju v zdravstvenih dejavnostih in z vidika strokovne prakse in profesionalnega razvoja posameznikov,
- sposobnost snovanja, načrtovanja, organizacije in vodenja izobraževanja in različnih konkretnih izobraževalnih dejavnosti na različnih delovnih področjih, delovnih mestih in socialnih okoljih,
- sposobnost priprave, neposrednega izvajanja, analize, vrednotenja in sprotnega ter razvojnega izboljševanja konkretnega izobraževalnega procesa,
- sposobnost vodenja, analize, vrednotenja in nadaljnega razvoja izobraževanja,
- sposobnost zaznavanja različnih procesov socializacije, učenja socialnih vlog ter razvijanje socialne interakcije,
- sposobnost vrednotenja izobraževanja in njegovih učinkov na strokovno prakso in strokovno ter etično profesionalno odgovornost posameznikov,
- sposobnost sodelovanja in timskega dela v strokovni praksi, razvijanja kakovostne izobraževalne in širše komunikacije in interakcije med udeleženci izobraževanja in sodelavci na različnih delovnih področjih,
- sposobnost razvijanja interesa za izobraževanje, motiviranja udeležencev izobraževanja in izobraževanja za vseživljenjsko učenje,

Objectives and competences:

- knowledge and understanding of education as a crucial component of the individual's professional activity, as well as a component of professional practice, crucial for development and quality of the practice and the individual's professional development,
- understanding basic characteristics and regularities of education, and implementation of educational achievements into the direct professional practice,
- the ability to use the education knowledge in healthcare activities,
- the capability of diagnosing knowledge needs in healthcare activities and from the perspective of professional practice and professional development of individuals,
- the ability to design, plan, organise and manage education and a variety of specific educational activities in different work fields, workplaces and social environments,
- the ability of preparation, direct implementation, analysis, evaluation and ongoing developmental improvement of the concrete educational process,
- the ability to lead, analyse, evaluate and further develop education,
- the ability to perceive different processes of socialisation, of social roles learning, and developing social interaction,
- the ability of evaluating education and its effects on professional practice and professional and ethical professional accountability of individuals,
- the ability of cooperation and teamwork in professional practice, development of high-quality educational and wider communication, and interaction among the education participants (learners) and collaborators working in different educational fields,

- sposobnost reševanja različnih strokovnih problemov z izobraževanjem in izobraževalnim svetovanjem,
- usvojitev didaktičnih pojmov in pojavov, pomembnih za koncipiranje, načrtovanje, pripravo, izvajanje, analizo in vrednotenje izobraževalnega procesa ter preverjanje in vrednotenje njegovih dosežkov,
- razumevanje strukture in artikulacije izobraževalnega procesa ter zakonitih didaktičnih razmerij med njegovimi konstitutivnimi sestavinami, procesnimi etapami, fazami in situacijami,
- razumevanje položajev in vlog učiteljev in udeležencev izobraževanja ter njihovega didaktičnega delovanja,
- poznavanja didaktičnih sredstev, njihovega vključevanja v izobraževalni proces, spretnost uporabe (rokovanja z njimi),
- sposobnost organizacije in priprave didaktičnega okolja ter povezovanja izobraževanja z neposrednim delovnim okoljem.

- the ability to develop interest in education, motivating learners and education for lifelong learning,
- the ability to solve problems with different professional training and educational advice,
- the acquisition of didactic concepts and phenomena, important for designing, planning, preparation, implementation, analysis and evaluation of the educational process, and verification and evaluation of its achievements,
- understanding the structure and articulation of the educational process and the regulated didactic relationships between the components, process stages, phases and situations,
- understanding the positions and roles of teachers and learners, as well as their didactic performance,
- knowledge of didactic means, their integration into the educational process, and skilled application (handling),
- the ability of organisation and preparation of the didactic environment, and the integration of education with a direct working environment.

Predvideni študijski rezultati:

Študent:

- razume temeljne značilnosti in zakonitosti izobraževanja ter implementacije izobraževalnih dosežkov v neposredno strokovno prakso,
- uporabi znanje s področja edukacije pri vzgojno-izobraževalnem delu v zdravstvu,
- razvije sposobnost diagnosticiranja potreb po znanju v zdravstvenih dejavnostih,
- uporabi pridobljeno znanje pri načrtovanju, organizaciji in vodenju procesa izobraževanja na različnih delovnih področjih, delovnih mestih in socialnih okoljih,
- je usposobljen za izvajanje, analizo, vrednotenje in sprotno ter razvojnega izboljševanja izobraževalnega procesa,
- razvije sposobnosti vodenja, analize, vrednotenja in nadaljnjega razvoja izobraževanja,
- razvijanja sposobnost za motiviranje udeležencev izobraževanja,
- pozna in razume didaktične pojme pomembne za koncipiranje, načrtovanje, pripravo, izvajanje, analizo in vrednotenje izobraževalnega procesa ter preverjanje in vrednotenje njegovih dosežkov,

Intended learning outcomes:

Students:

- understand basic characteristics and regularities of education, and implementation of educational achievements into the direct professional practice,
- use their knowledge in the field of education in healthcare educational activities,
- develop the skill of diagnosing knowledge needs in healthcare activities,
- use the gained knowledge to design, plan, organise and manage education and a variety of specific educational activities in different work fields, workplaces and social environments,
- are qualified for preparation, direct implementation, analysis, evaluation and ongoing developmental improvement of the concrete educational process,
- develop the ability to lead, analyse, evaluate and further develop education,
- develop the ability for motivating learners,
- know and understand didactic concepts and phenomena, important for designing, planning, preparation, implementation, analysis and evaluation of the educational process, and verification and evaluation of its achievements,

- razume strukture in artikulacijo izobraževalnega procesa ter zakonitih didaktičnih razmerij med njegovimi konstitutivnimi sestavinami, procesnimi etapami, fazami in situacijami,
- razume položaj in vlogo učitelja in udeležencev izobraževanja,
- razvije znanje in spretnosti za uporabo didaktičnih sredstev v izobraževalnem procesu, razvije sposobnost priprave in organizacije izobraževalnega procesa v kliničnem okolju.

- understand the structure and articulation of the educational process and the regulated didactic relationships between the components, process stages, phases and situations,
- understand the position and role of teachers and learners in education,
- develop skills and knowledge for using didactic means in the educational process,
- develop the ability to prepare and organise the educational process in the clinical environment.

Metode poučevanja in učenja:

- *predavanja* z aktivno udeležbo študentov (razlaga, diskusija, vprašanja, primeri, reševanje problemov),
- *seminarji*:
 - načrt za raziskavo,
 - izvedba raziskave (voden individualni študij),
 - izdelava, predstavitev in zagovor raziskovalne naloge.
- konzultacije (individualne in kolektivne);
- izpit.

Learning and teaching methods:

- lectures with active student participation (explanation, discussion, questions, examples, problem solving),
- *seminars*:
 - research plan,
 - research implementation (guided individual study),
 - preparation, presentation and defence of the research paper.
- consultations (individual and group);
- exam.

Načini ocenjevanja:

Delež (v %) /
Weight (in %)

Assessment:

Načini:	Delež (v %) / Weight (in %)	Assessment:
<ul style="list-style-type: none"> • aktivno sodelovanje v organiziranih oblikah pedagoškega dela, • izpit, • temeljna ali aplikativna raziskovalna naloga z zagovorom (obseg 30.000 znakov). <p><i>Ocenjevalna lestvica: uspešno, neuspešno.</i></p>	<p>60</p> <p>40</p>	<p>Types:</p> <ul style="list-style-type: none"> • active cooperation in the organised forms of study work, • exam, • fundamental or applicative research paper with defence (30,000 characters). <p>Grading scale: pass, fail</p>