Occupational medicine in Macedonia
- teaching new generations today and tomorrow

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Process of transition and working life in R. Macedonia

- Socio-political and economic transitions, introduction of the market economy
- Strong reforms orientation in all sectors, EU accession
- Increasing needs to develop and adapt the OH system and policy
- Changes in the world of work -changes in the people's life
- New approaches in the education in OM and OH

EDUCATION

Institute of Occupational Health of RM,
Chair for Occupational Medicine, Medical Faculty,
University "Ss. Cyril and Methodius", Skopje

TARGET GROUPS

New training curricula for OM and OH, adjusted to the European curricula, introduced at all educational levels

Undergraduates :

- medical students,
- nurses and technicians,
- physiotherapists,
- speech therapists

Postgraduate (II and III cycles)

- Master studies –MPH
- Doctoral studies (medical sciences, Public health sciences)
- Medical specialization-occupational health

TEACHING GOALS

- To promote student engagement
- To support active learning
- To improve knowledge and develop skills of students
- To stimulate research
- To achieve professional competencies

"Think global" for students and " Teach local" strategy for professors

Rajogopal J, Inovative teaching practices in education, TES, Tempa, Florida, 2008

Rothwell A, Innovations in Education and Teaching International, v42 n4 p313-323 Nov 2005

New pathways in education in OM

- introduction of new teaching strategies
- increased focus on the design and delivery of courses
- critical approach on contents and coverage
- using evidence–based medicine principles
- more self-learning activities and student-centered learning
- applying the best practices and problem solving approach
- new actual topics related to the new professional risks (nanoparticles, stress at work, occupational carcinogens etc.)

Following the process- to change the learning methods and the assessment principles

Embedding assessment in the student learning process: 'backwash'

Assessment shapes learning

To promote the learning outcomes

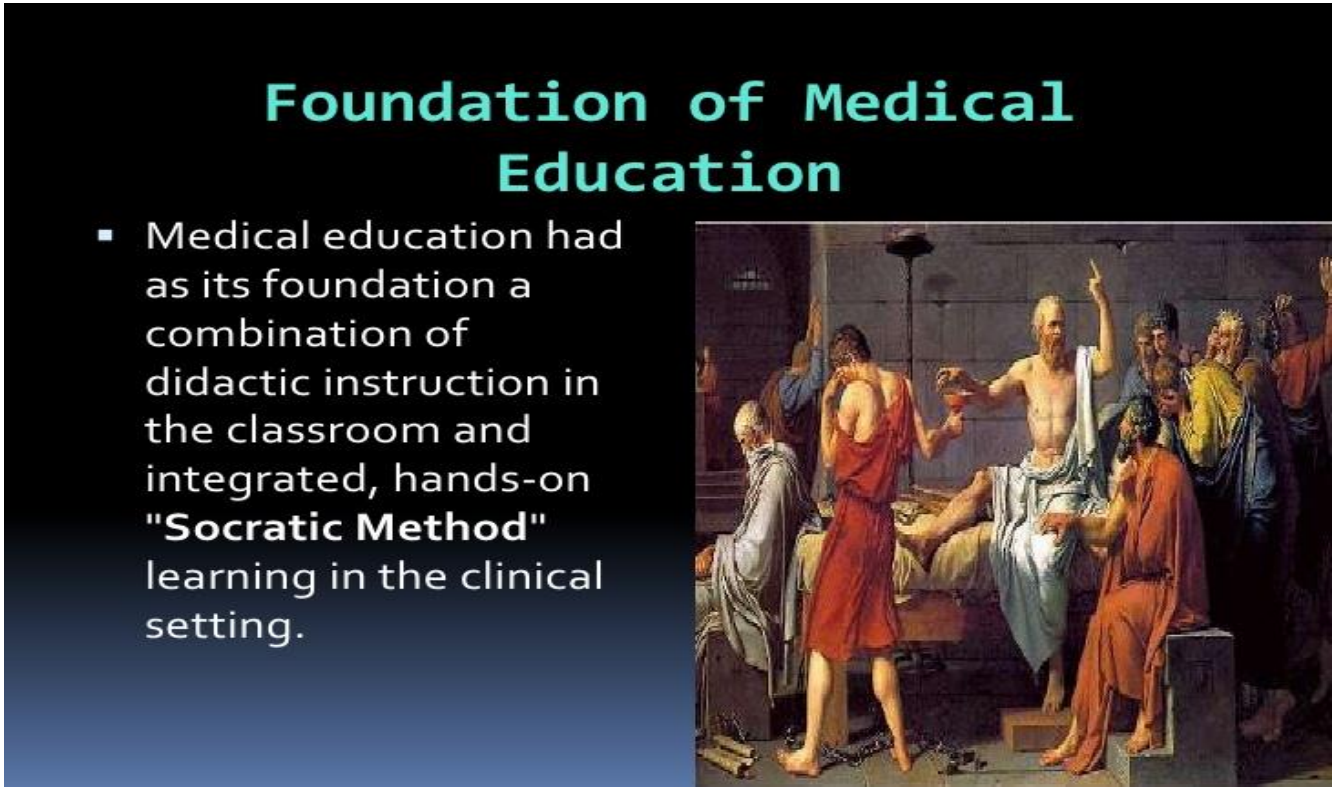
- Thinking critically and making judgments
- Solving problems and developing plans
- Performing procedures and demonstrating techniques
- Managing and developing oneself
- Accessing and managing information
- Demonstrating knowledge and understanding
- Designing, creating, performing
- Communicating

To support the student's need

Students need wide-ranging skills:

- enquiry
- critical analysis
- skill communication
- teamworking
- professional expertise
- functioning knowledge

New dimensions in the OM education



- **focus on different aspects of workers' health** : workplace risk assessment, ill-health problems, workability, prevention and promotion
- **applying different old-new studying forms** : work in the field, group work, literature's review, essays, seminars, poster presentations, clinical practice, case reports etc.

Key drivers in the further OH development in the country

- Increased number of young residents in occupational medicine
- Continuing medical education and professional development in OM specialists
- Joint activities of the Institute of OH , Macedonian Society for Occupational Medicine, under the auspices of the Macedonian Medical Chamber
- Development of new training programs aiming capacity building of OH professionals

Development of educational process and international collaboration

- Regional cooperation of Medical faculties in South East Europe- Macedonian Chair of OM, in 2002 and 2012, organized regional meetings of SEE Chairs of OM
- Cooperation within the SEE Network on Workers Health- First SEE Workplace Academy (SEEWA), Andrija Stampar SPH, Zagreb,Croatia, 2010
- Focus on actual aspects and models of OH education, confirming mutual interest for joint actions in further improvement of teaching new generations today and tomorrow in Europe.