

**Faculty of Medicine / HEALTH CARE / DIDACTIC AND METHODOLOGICAL TEACHING MODELS - ELECTIVE COURSE**

<b>Course:</b>	DIDACTIC AND METHODOLOGICAL TEACHING MODELS - ELECTIVE COURSE			
<b>Course ID</b>	<b>Course status</b>	<b>Semester</b>	<b>ECTS credits</b>	<b>Lessons</b> (Lessons+Exercises+Laboratory)
13999	Mandatory	3	3	2+1+0
<b>Programs</b>	HEALTH CARE			
<b>Prerequisites</b>	not			
<b>Aims</b>	Objectives of studying the course: Acquiring the necessary knowledge and areas of didactic methodical teaching models for understanding the teaching process and the application of modern didactic models. Mastering the skills of independent planning, organizing, carrying out and evaluating teaching work in the subject Health care. Developing critical and creative thinking and a creative attitude towards teaching methods.			
<b>Learning outcomes</b>	Learning outcomes (aligned with the outcomes for the study program): After attending lectures and exercises, students will be qualified for pedagogical and educational work. Qualified with acquired key professional competencies for work on patient education at all levels of health care. Acquired key professional competencies for work in educational institutions. Ability to evaluate and self-evaluate educational lectures, seminars.			
<b>Lecturer / Teaching assistant</b>	Prof.dr Divna Kekuš			
<b>Methodology</b>	Education methods: Lectures, exercises, seminar, work in small groups, consultations, methodical exercises, seminar papers, presentation in front of the group, method of students practical activities.			
<b>Plan and program of work</b>				
Preparing week	Preparation and registration of the semester			
I week lectures	Concept and subject of teaching methodology. Place of the subject in the curriculum. Goals and objectives.			
I week exercises	Exercises: analysis of study programs for medical school education, secondary and higher education.			
II week lectures	Traits and qualities of teachers. Teacher of health care. Preparing the nurse to be a teacher of health care. Desirable qualities of a health care teacher.			
II week exercises	Exercises: Teacher of health care. Preparation of nurses for health care teachers.			
III week lectures	Teaching plan. Curriculum: program structure - goals and objectives, material, methodical instructions.			
III week exercises	Exercises: Syllabus. Curriculum: program structure - goals and objectives, material, methodical instructions.			
IV week lectures	Program units, topics and units. The teacher as a factor in determining the teaching program. Education of nurses.			
IV week exercises	Exercises: Program units, topics and units. The teacher as a factor in determining the teaching program. Education of nurses.			
V week lectures	Curriculum: program structure - goals and objectives, material, methodical instructions. Program units, topics and units. The teacher as a factor in determining the teaching program.			
V week exercises	Exercises: Structure of the program - goals and tasks, material, methodical instructions. Program units, topics and units. The teacher as a factor in determining the teaching program.			
VI week lectures	Teaching facilities: within the school (classroom, health care cabinet) within the social environment (healthcare facility, hospital ward).			
VI week exercises	Exercises: Objects of teaching: within the school (classroom, health care cabinet) within the social environment (health care facility, hospital ward) Examples from practice.			
VII week lectures	Forms of teaching work: specifics of frontal, group, tandem and individual forms in health care teaching.			
VII week exercises	Exercises: specifics of frontal, group, tandem and individual form in teaching health care.			
VIII week lectures	Teaching methods: specifics of the application of general teaching methods in health care teaching (monological method, dialogic method, demonstration-observation method, practical work method).			
VIII week exercises	Exercises: Specifics of the application of general teaching methods in health care teaching (monological method, dialogic method, demonstration-observation method, practical work method).			

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IX week lectures	Criteria for choosing and combining methods. Didactic media. Specificity of application in health care teaching. Teaching planning					
IX week exercises	Exercises: Criteria for choosing and combining methods. Didactic media. Specificity of application in health care teaching. Teaching planning.					
X week lectures	Subjects of planning. Types of teaching planning. Preparing for classes. Content and types of preparation.					
X week exercises	Exercises: Subjects of planning. Types of teaching planning. Preparing for classes. Content and types of preparation.					
XI week lectures	The concept of teaching unit. Methodology of preparation and outline for teaching work in health care.					
XI week exercises	Exercises: Concept of teaching unit. Methodology of preparation and outline for teaching work in health care.					
XII week lectures	Class lesson. Types of lessons in health care education. Class articulation.					
XII week exercises	Exercises: Lesson. Types of lessons in health care education. Class articulation.					
XIII week lectures	Preparation of teachers and students for testing and evaluation					
XIII week exercises	Exercises: Preparation of teachers and students for testing and evaluation					
XIV week lectures	Assumptions and means of objective verification and assessment					
XIV week exercises	Exercises: Assumptions and means of objective verification and assessment. Preparation for the implementation of the lesson.					
XV week lectures	Preparation of written preparations for teaching health care. Realization of the class in the office, group discussion (processing of new content, practice, repetition, checking and evaluation.					
XV week exercises	Exercises: Preparation of written preparations for teaching. Realization of a health care class in the office or classroom and group discussion (processing of new content, practice, repetition, checking and evaluation.					
<b>Student workload</b>	In the semester Teaching and final exam: (6.66 hours) x 16 = 106.66 hours Necessary preparations before the beginning of the semester (administration, registration, certification): (6.66 hours) x 2 = 13.33 hours Total workload for the course: 5 x 30 = 150 hours Additional work for exam preparation in the remedial exam period, including taking the remedial final exam: from 0 to 60 hours (remaining time from the first two items to the total workload for the subject 300 hours) Load structure: 106.66 hours (classes and final exam) + 13.33 hours (preparation) + 30 hours (supplementary work)					
<b>Per week</b>			<b>Per semester</b>			
<b>3 credits x 40/30=4 hours and 0 minuts</b> 2 sat(a) theoretical classes 0 sat(a) practical classes 1 excercises <b>1 hour(s) i 0 minuts</b> of independent work, including consultations			Classes and final exam: <b>4 hour(s) i 0 minuts x 16 =64 hour(s) i 0 minuts</b> Necessary preparation before the beginning of the semester (administration, registration, certification): <b>4 hour(s) i 0 minuts x 2 =8 hour(s) i 0 minuts</b> Total workload for the subject: <b>3 x 30=90 hour(s)</b> Additional work for exam preparation in the preparing exam period, including taking the remedial exam from 0 to 30 hours (remaining time from the first two items to the total load for the item) <b>18 hour(s) i 0 minuts</b> Workload structure: <b>64 hour(s) i 0 minuts (cources), 8 hour(s) i 0 minuts (preparation), 18 hour(s) i 0 minuts (additional work)</b>			
<b>Student obligations</b>			Obligations of students during classes: regular attendance of classes and exercises			
<b>Consultations</b>			Regular consultations			
<b>Literature</b>			1. Ranković-Vasiljević R. : (Methodology of health care teaching, Belgrade, VZŠ Belgrade, 2013. 2. Vilotijević M.: Didactics, selected chapters, Faculty of Teachers in Belgrade, 2011. 3. Đukić, M. Didactic innovations as a challenge and a choice, SPD Vojvodina, Novi Sad 2003.			
<b>Examination methods</b>			Class attendance: 10 points, Exercises 10, Seminar paper 10, Colloquium 20 points; Final exam (written) up to 50 points. A passed exam means a cumulative score of 50 points or more.			
<b>Special remarks</b>						
<b>Comment</b>						
<b>Grade:</b>	F	E	D	C	B	A
<b>Number</b>	less than 50	greater than or	greater than or	greater than or	greater than or	greater than or

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<b>of points</b>	points	equal to 50 points and less than 60 points	equal to 60 points and less than 70 points	equal to 70 points and less than 80 points	equal to 80 points and less than 90 points	equal to 90 points
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