


Actual challenges in education of occupational health in Republic of Macedonia

**Occupational Health Continuing Medical Education in Europe-From Need to Competence Assessment
EASOM Summer School,
Belgrade, August 26th-28th, 2004**



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Occupational health in Macedonia

- **Socioeconomic transition reforms**
- **Recession**
- **Impact of postwar conflicts**
- **Reforms in health care system**

Macedonian Society of Occupational Health-120 OP
Capacity for professional education in occupational health is a key to a workplace health strategy

SEE countries initiative in OH

- Dojran meeting, Macedonia, 2002
- 9 Chairs of Occupational Medicine from 7 SEE countries (Slovenia, Croatia, Bosnia and Herzegovina, Serbia and Montenegro, Bulgaria, Greece, Macedonia)
- Initiative for harmonization the training programs to the EU recommendations




**The Chair of Occupational
Medicine,
Medical faculty, University
"St Cyril and Methodius".**

- **Positioned at the Institute of Occupational Health-WHO Collaborating Center**
- **Tradition in education in the field of OH more than 50 years**
- **As an independent Chair, with a separate subject- Occupational medicine, it functions from October 1st 2001**



EDUCATIONAL FUNCTIONS AND ACTIVITIES

CHAIR

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- A white silhouette of a sprinter in a starting crouch on a track, positioned on the left side of the slide. The background features white curved lines on a dark blue field, suggesting a running track.
- 3 professors and 3 assistants
 - experts from different profiles
 - multidisciplinary aspects
 - integrative approach

Undergraduates studies

CHAIR

- **Medical faculty students**
Subject: Occupational medicine
10th semester: 45 hours
12th semester: 15 hours practical work



OBJECTIVES AND CONTENTS-NEW APPROACH:

Theoretical and practical work:

- **Evidence based medicine**
- **Problem solving**
- **Active learning opportunities**

- acquiring basic knowledge of occupational medicine,
- recognition of occupational health problems,
- relationship between working and living environment,
- introduction of health promotion at work place, preventive measures, legislative elements



Methods of learning

Combined methods of:

- learning with classical lectures
- promotive lectures in group discussion
- self-instruction of the students with reading literature and searching relevant data from Internet
- Case-report-interactive study
- Problem solving exercises**

Postgraduates studies

OBJECTIVES

- specific educative approach,
- professional competence through education, training and experience
- evidence based occupational medicine





**Specialization studies
in Occupational medicine**

- Specialist occupational medical training

Master's degree studies:

- occupational health and hygiene
- MPH (course of occupational health) =
New program basis of SPH

Sub specialization:

- toxicology
- pulmonology and allergology
PH degree study

Continuing medical education

Knowledge

Competence

Experience

**Training curricula for
occupational physician**

Specialization studies in Occupational medicine

Occupational medical training

Requirements:
qualifying examinations,
practiced one year under supervision

Content of training
(theoretical and practical component)
Relationship between academic and practical settings

two semester theoretical study - 90 hours

practical training in health care institutions
(accreditation)





Competencies

Knowledge, skills and attitudes to be acquired for working environment, risk assessment and risk management, workers health and ability, health promotion, HES policy, management, legislation and information, epidemiological and research methods.



Assessment

CONTINUING ASSESMENT:

- **seminar paper**

- **colloquium**

 - MCQ, OSCE

- **final exam:**

 - Practical work

 - Specialist paper

 - Oral exam

Continuing Medical Education

- CME-Macedonian Medical Chamber, Board for CME
 - Basic medical training, credit system
 - 2004-regulated by law(mandatory-licence, 6 years)
 - Different forms-seminars, courses,workshops,congress,written materials-publication
- Voluntary CME for OM, non credit based



Outcomes

Students

- leadership roles
- capacity (problems, program, solution)
- professional competence and progress

Faculty

- academic strength
- status
- satisfaction

Health system

- training
(service, research)





NEXT STEPS

New curriculum
4 years specialization according to the
EU recommendations
New design of interactive study
New forms of assessment
Development of CME and CPD
Building new SPH
Admission in EASOM

**New profile of GP and
specialist occupational physician**

A look to the future- a new vision is needed

