Dear Prof Bokonjic,

I would like to inform you that the Department for nursing and Department for primary health care and public health of Medical faculty Foca (University of East Sarajevo) started using new teaching and assessment methods from the academic year 2015/2016.

After the course held in Schoder at the beginning of September 2015, the teaching staff organized the meeting looking at the possible changes of the curriculum for the subject “Primary health care and community based nursing”.

Although the teaching of this subject was already based on interactive methods, we strongly felt that the changes need to be made in order to help nursing students in acquiring the competences required for the family practice and community-based jobs.

As the first step, instead of pure case discussions, we introduced problem based learning. This was very well accepted by students since it gave them the opportunity to appropriately use the knowledge they have learned or to elaborate on information that is learned during the problem-solving process.

Mind mapping was also beneficial learning tool that helped the students thinking creatively. Using this method also provided us with insight into our students’ thought process regarding the management of chronic diseases. By asking students to create mind maps demonstrating their comprehension of approach and care for patients in the community, the teachers were able to understand what a student’s prior knowledge as well as his understanding of the process of care in family medicine were.

During practical teaching, the teachers were using Payton when demonstrating specific nursing skills. The students were very engaged and enthusiastic to participate.

At the beginning of semester, students were asked to do the assessment of one family medicine patient and the assessment of one family. At the end of semester, they were asked to present their assessment results to other students as a part of their formative evaluation.

As the part of summative assessments, the students did MCQ and OSCE stations. Their reached higher scores on MCQ comparing to the previous generations.

From the teacher's perspective, new teaching and assessment methods were quite usefull as the teachers could monitor and manage students' knowledge easier. From students' perspective, the course was more interesting and they felt better prepared for the practice in family medicine.

I strongly recommend introduction of interactive teaching methods into all courses of nursing curriculum.

With respect

Maja Račić, MD, PhD

Vice-dean for science and research

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