Higher Education Institution's Response

(Departmental)

- **Higher Education Institution:**
  PHILIPS UNIVERSITY
- **Town:** **Nicosia**
- **School/Faculty:** **Education and Sciences**
- **Department:** **Social and Behavioural Sciences**
- **Program(s) of study under evaluation**
  Name (Duration, ECTS, Cycle)

Program 1
In Greek:
MSc Συμβουλευτική στον Τομέα των Εξαρτήσεων (με εξειδίκευση: Πρόληψη ή Παρέμβαση) (18 Μήνες, 90 ECTS, Μάστερ)

In English:
MSc Addiction Counselling (with specialist pathway: Prevention or Intervention) (18 months, 90 ECTS, Master)

Program 2
In Greek:
N/A
In English:
N/A

Program 3
In Greek:
N/A
In English:
 N/A

- **Department's Status: New**

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A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.3.1) must justify whether actions have been taken in improving the quality of the department in each assessment area.*

- *In particular, under each assessment area, the HEI must respond on, <u>without changing the format of the report</u>:*

    - *the findings, strengths, areas of improvement and recommendations of the EEC*
    - *the deficiencies noted under the quality indicators (criteria)*
    - *the conclusions and final remarks noted by the EEC*

- *The HEI's response must follow below the EEC's comments, which must be copied from the external evaluation report (Doc. 300.3.1).*

- *In case of annexes, those should be attached and sent on a separate document.*

1. Department's academic profile and orientation

Sub-areas

   1.1   Mission and strategic planning
   1.2   Connecting with society
   1.3   Development processes

Philips University appreciates and is gratified with the **"Compliant"** rating in **all** areas in this section. In addition, the University underlines the finding of the External Evaluation Committee (EEC) that *"**The University expresses an ambition to reach high academic standards and be competitive on a national and international level in the relevant educational programs…"**.*

As for the constructive recommendations given by the EEC, **the University has accepted, has adopted and has already implemented the recommendations of the EEC, as follows:**

**EEC*: "A greater focus on the continuous monitoring and quality assurance of on-site instructors involved in supervising interns would strengthen the pedagogical process of the investigated programmes".*

Philips University: As the case is with all faculty members and instructors, the on-site instructors undergo annual evaluation, which includes (a) the evaluation/feedback by the students at the end of each semester, (b) an evaluation by the pertinent Dean of School based on the instructor's self-assessment report, as well as periodic observations and meetings between the Program Coordinator and the on-site instructors.

2. Quality Assurance

> **Sub-areas**
>
> **2.1 System and quality assurance strategy**
> **2.2 Quality assurance for the programs of study**

Philips University is highly pleased with the **"Compliant"** rating in **all** areas in this section. In addition, the University underlines the findings of the External Evaluation Committee (EEC) that ***"Overall, the evidence presented both in the application document and the site visit reassured the committee that these quality indicators were sufficiently supported by their internal quality assurance processes…. There is a scheduled and systematic quality assurance of educational programs based on defined standard-operating procedures…. The University has a quality assurance system in accordance with the European Standards and Guidelines (ESG) for quality assurance in the European area, and the Researcher Development Framework (RDF), a professional framework developed for researchers".***

As for the constructive recommendations given by the EEC, **the University has accepted, has adopted and has already implemented the recommendations of the EEC, as follows:**

EEC: "*It was unclear if external stakeholders include 'clinical members of the internship supervision teams' it would be good to have this clearly articulated".*

Philips University: 'Clinical members of the internship supervision teams' are certainly are included in external stakeholders, since they are active and experienced professionals in the field, and certainly their ongoing input and recommendations on the programs of study are very important and are seriously taken into account by the University.

EEC*: "The continuous and recurrent monitoring of pedagogical skills and teaching competence of clinical staff (i.e., during 'practicum') may represent a challenge due to the high number of clinical teachers/supervisors involved in some programmes".*

Philips University: As mentioned above, the on-site instructors undergo annual evaluation, which includes (a) the evaluation/feedback by the students at the end of each semester, (b) an evaluation by the pertinent Dean of School based on the instructor's self-assessment report, as well periodic observations and meetings between the Program Coordinator and the on-site instructors. In addition, they participate in the University's 'Staff Development Plan', which includes financial and other support to participate in local and international conferences and seminars, to have

membership in international professional associations, and offering in-house training seminars. In addition, it is also the responsibility of specialists in both KENTHEA in Cyprus and KETHEA in Greece, which are the specialist umbrella organisations that by official agreement with the University undertake the implementation and supervision of the practicum at their subsidiary entities, to continuously monitor and advice when necessary the on-site instructors and clinical staff.

3. Administration

Philips University is greatly satisfied with the **"Compliant"** rating in the section on Administration.

As for the constructive issue raised by the EEC concerning the number of Library staff members, the University responds positively and provides additional information, as follows:

EEC*: "There is only one librarian and not subject specific. This is not a reflection on the current role holder who more than adequately addressed the ECC's questions but given the size of the University and student numbers this does not feel a sufficient resource and should be reviewed".*

Philips University: It is clarified that, in addition to the full-time very competent Head Librarian, there is an Assistant Librarian and three work-study senior/postgraduate students from different Schools – one of them from the School of Education and Sciences, in which this Department belongs. These work-study students undergo an intensive training session by the Head Librarian prior to the beginning of the academic year, and their performance in the Library is deemed very satisfactory.

4. Learning and Teaching

Sub-areas

4.1 Planning the programs of study
4.2 Organisation of teaching

Philips University is pleased with the finding of the External Evaluation Committee (EEC) that **"overall the Learning and Teaching are satisfactory".**

"As for the constructive recommendations given by the EEC, **the University has accepted, has adopted and has already implemented the recommendations of the EEC, as follows:**

EEC*: "It appears that the overall approach to assessing students learning and competencies is via 'examination. Given that students will have different learning styles it may be helpful to provide an array of different forms of assessment which address and permit students to develop assessment literacy and enhance their overall graduate competencies".*

Philips University: In response to the above recommendation of the EEC, the University has broadened and has enriched the assessment methods adapted to Distance Learning, both Formative and Summative (**APPENDIX I: WRITTEN ASSINGMENTS - ASSESSMENT GUIDELINES; APPENDIX II: WORKING METHODOLOGY - ASSESSMENT; APPENDIX III: ΟΔΗΓΟΣ ΣΥΓΓΡΑΦΗΣ ΕΠΙΣΤΗΜΟΝΙΚΗΣ ΕΡΓΑΣΙΑΣ**). Assessment is viewed as a process of gathering evidence to make decisions for a variety of purposes, including learner's attainment of educational outcomes and teachers' effectiveness. Program evaluation is a systematic method of assessment related to the desired implementation or outcome of an educational innovation or program.

Formative assessment is designed to inform students and instructors about a student's understanding of a particular topic, or about achieving particular learning outcomes of the course. In fact, they are low-stakes or no-stakes exercises during the learning process.

Summative assessments are learning transactions, such as essays, examinations, projects, etc., which evaluate the student's achievement and form part of the overall student's grading in the course.

As part of its learning and teaching strategy, the Philips University aims to ensure that research within the program team actively informs teaching and curriculum development. The program

responds to the key features of the University's student as producer initiative in the following ways. Discovery, Technology, Research and Evaluation, Student Voice, support for research-based teaching and learning through expert engagement with information resources.

Assessment strategy

A variety of assessment methods are used to test subject knowledge and understanding and to enable students to demonstrate that they have achieved the learning outcomes of the program. Many modules are assessed, at least in part, by examination which is driven by the professional bodies' requirements. Examinations include traditional unseen papers and pre-released problem questions. Students are also assessed by coursework which includes assignments, individual group presentations and workbooks, and the School has introduced innovative assessed moots in specific modules. Written assignments may be in the form of, for example, an essay, research exercise reflective journal or writing a review. Coursework provides students with an important opportunity to gauge how they are coping with various subject areas and levels of study before having to sit an examination. These methods of assessment allow students to show how they have acquired both legal knowledge and the ability to think critically about the subject, but also allow students to reflect on the feedback for an assessed piece of work and think of ways to improve the quality of their work before sitting an examination at the end of the academic year or attempting another piece of coursework.

The assessment regime also allows students to demonstrate the acquisition of key skills. Written assignments allow students to demonstrate their ability to select, interpret and summarise legal sources and, to reflect the University's Student as Producer ethos, they enable students to engage in the discovery mode of learning by pursuing independent research and developing their own knowledge and understanding. Both written assignments and examinations allow students to show that they have developed their literacy and proficiency in the use of technical legal language as well as having developed their ability to produce a sound argument based on coherence and logic. The development of oral skills and the ability to present a persuasive argument are assessed through presentations and mooting.

EEC*: "It was not fully clear how the internship assessments formally related to the overall assessment framework for the entire program. For example; if a student fails their internship (despite best efforts of the supervising team and student) but passes on the theorectical components of the program, do they still receive the 'award'? It is recommended that the 'internship' is 'attached' to at least one of the modules as a component part of the assessment process and it is obligatory that the student passes both the clinical (internship) and theoretical components".*

Philips University: The above recommendation of the ECC that the 'internship' is 'attached' to specific course(s) in the curriculum, although making sense, does not abide with the policy of CyQAA that "*Η πρακτική άσκηση για μεταπτυχιακά προγράμματα σπουδών, είναι επιπλέον της φοίτησης των 90 ή των 120 ECTS και αποτελεί αναπόσπαστο μέρος του Προγράμματος Σπουδών*", which Philips University implements punctually and with distinction. Within this policy, CyQAA has set a number of requirements concerning practical training. Philips University has applied and has implemented all requirements set by CyQAA concerning practical training in the program of study *MSc Addiction Counselling*, which we present in **APPENDIX IV:** *SUPERVISED PRACTICUM / INTERNSHIP GUIDE.*

Consequently, practical training (Practicum), which is organized and implemented precisely and punctually according to the specifications and requirements of the relevant policy of CyQAA, is part of the program of study, it operates and it is assessed on its one capacity, and it is required for completion of the program of study, The University and the pertinent Department make sure and provide every support to the students involved to fully participate in, complete all requirements of the practicum and acquire all learning outcomes and practical skills in order to successfully complete and pass it on a Pass/Fail basis. In the remote case that a student fails the Practicum, most likely due to absences and not full participation, the student has to repeat the entire Practicum in order to graduate and receive the respective degree.

EEC*: "The continuous, long-term monitoring and quality assurance of the pedagogic training of clinical tutors/supervisors is a challenge for any university and merits the full attention…".*

Philips University: Prior to each practicum/internship, the clinical tutors/supervisors undergo an intensive training by the Program Coordinator and the faculty members teaching in the program of study, which includes a detailed presentation, analysis and explanation of the *Supervised Practicum / Internship Guide*. In addition, the clinical tutors/supervisors participate in the University's 'Staff Development Plan', which includes financial and other support to participate in

local and international conferences and seminars, to have membership in international professional associations, and offering in-house training seminars. In addition, it is also the responsibility of specialists in both KENTHEA in Cyprus and KETHEA in Greece, which are the specialist umbrella organisations that by official agreement with the University undertake the implementation and supervision of the practicum at their subsidiary entities, to continuously monitor and advice when necessary the on-site instructors and clinical staff.

The language of instruction is Greek due to the fact that this program aims to be addressed to students from Cyprus and Greece. For this reason, practical training is done only in Cyprus (via KENTHEA) and in Greece (via KETHEA). For the time being, therefore, in case there are students from other countries, they have to do the required Practicum/Internship either in Cyprus or in Greece. In the future, if the numbers of students from other countries suggest that the Practicum is done in other country(ies) as well, similar arrangements to those with KENTHEA and KETHEA will be made and be implemented after informing so and having the approval of CyQAA.

As indicated above, the on-site instructors undergo annual evaluation, which includes (a) the evaluation/feedback by the students at the end of each semester, (b) an evaluation by the pertinent Dean of School based on the instructor's self-assessment report, as well periodic observations and meetings between the Program Coordinator and the on-site instructors.

In addition to the above, a very important aspect of continuous monitoring and training of tutors/supervisors is the fact that the Centres where the practicum takes place are undergoing every two years an external evaluation and accreditation by the Cyprus National Addictions authority. This external evaluation and accreditation involves both mechanisms of monitoring and training of their scientific staff, who in the case of the MSc Addictions Counselling program of study serve as tutors/supervisors.

5. Teaching Staff

Philips University appreciates and is gratified with the **"Compliant"** rating in **all** areas in this section.

In addition, the University underlines the findings of the External Evaluation Committee (EEC) that *"Overall the ECC found evidence that the teaching staff were competent, knowledgeable, and with appropriate qualifications in the generic and specialist subject areas. Their commitment to their students was evident; and supported by the student representatives of the University. There was evidence that selection and recruitment of faculty followed standard approaches taken by other Institutions, and that annual performance reviews were undertaken. There was evidence of the synergy between teaching and research, and that students had access to strong role models in this area".*

6. Research

Philips University is highly content with the **"Compliant"** rating by EEC in **all** areas in the section on Research, without making any recommendations for further improvement.

7. Resources

Philips University appreciates the **"Compliant"** rating by EEC in the section on Resources, without making any recommendations.

B. Conclusions and final remarks

Philips University expresses its sincere gratitude to all the members of the EEC for the evaluation and welcomes all recommendations of which aim to continuous improvement. We also truly appreciate Ms. Emily Mouskou's role as a Coordinator of the evaluation process of the programme MSc in Addition Counselling.

The Philips University appreciates both the positive comments and the constructive recommendations given by the External Evaluation Committee (EEC) in its Evaluation Report. It is particularly gratified by getting **"Compliant"** rating by EEC in almost all areas (15 areas). The recommendations put forward were constructive and helpful for further development.

The University has accepted, has adopted and has already implemented the recommendations of the EEC in order to achieve "Compliant" rating in all areas.

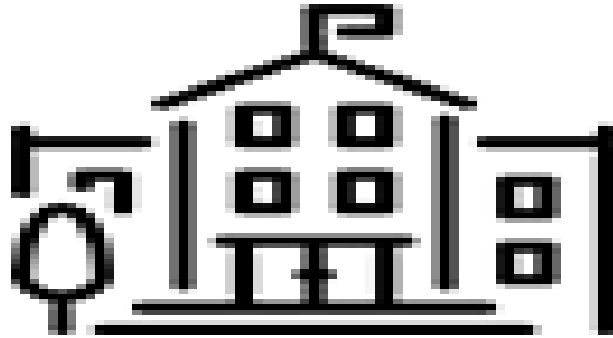## C. Higher Education Institution academic representatives

A. Name	Position	Signature
Prof. Demetrios Natsopoulos	Rector	
Prof. Constantina Shiakallis	Vice-Rector	
Prof. Pavlakis Andreas	Dean	
Prof. Veresies Kyriacos	Chairperson	
Prof. Platritis Kyriacos	Program Coordinator	

APPENDICES

APPENDIX I

WRITTEN ASSINGMENTS
- ASSESSMENT GUIDELINES

WRITTEN ASSIGNMENTS

ASSESSMENT GUIDELINES

Nicosia - Cyprus

GENERAL MODEL

GUIDELINE	POINTS
Content of ideas	40
Structure	15
Presentation	10
Language	10
Research	25

GUIDELINE A: CONTENT OF IDEAS
(40 points)

GUIDELINE	POINTS
The student fully understands the wording of the question and fully meets the requirements of the assignment: ➢ The student fully understands the wording of the question, in its varied shades, hints and implied conditions. ➢ The answer covers most of the points provided in the Answer Guide. ➢ The student structures, organizes and develops his argument completely. The arguments are organized, documented and convincing. Thought shows consistency, sequence and logical escalation. ➢ The student structures, organizes and develops his argument more fully. The arguments are organized, documented and convincing. Thought shows consistency, sequence and logical escalation. ➢ Even if it does not necessarily lead to strictly original conclusions, however, the student exhibits synthesizing ability and creativity in the way he uses the curriculum and the stimuli of the additional bibliography.	**40-30**
The student adequately understands the wording of the question and meets the requirements of the assignment in a satisfactory manner: ➢ The student understands the wording of the question, even if some of the subtitles, hints and implied conditions draw his attention. ➢ The answer covers quite a few, but not all the points provided in the Answer Guide. ➢ The student structures, organizes and develops his argument in a satisfactory manner covering all aspects of the subject. The arguments are organized, documented and generally convincing, but in some cases there is a sense of circularity or repetition. ➢ The student handles parts of the curriculum creatively and comfortably, but presents some stiffness and uncertainty in others. He also doesn't have particular familiarity with the subject matter beyond the teaching manual.	**29-19**
The student does not adequately understand the wording of the question and only partially responds to the demands of the assignment: ➢ There are serious gaps in the way the student understands the wording of the question. Parts of it are omitted during the development, while the subtle shades, hints and implied conditions are not captured. The student often deviates from the scope of the answer. ➢ The arguments are often empty, with logical gaps and jumps. Little to a few of the points	**19-10**

provided by the Answer Guide are covered. ➢ The student does not seem to have absorbed the curriculum. He makes serious mistakes in managing the material and is subject to misunderstandings and distortions.	
The student does not understand the wording of the question and does not meet the requirements of the assignment: ➢ The student does not understand the wording of the question and what it entails. Important aspects of the issue remain intact. The assignment does not result in clear and easy-to-understand positions that are in line with the requirements and generally goes beyond the scope of the answer. ➢ His argument is unreasonably delayed and constantly undermined. The student is unable to establish positions with a sequence, consistency and logical escalation. ➢ The student has not understood the teaching material.	**9-0**

GUIDELINE B: STRUCTURE
(15 points)

GUIDELINE	POINTS
The student fully understands and applies well the rules of structuring a scientific assignment: ➢ The assignment has a distinct three-part structure (introduction - main part - conclusion). The structure fully responds to the development needs of the subject by correctly distributing the material to the relevant sections, based on its importance and weight in the whole argument. ➢ The student does not fail to place headings and sub-headings in strategic points of the assignment, which contribute to easier access of the provided material.	**15-10**
The student generally understands and largely applies the rules of structuring a scientific assignment: ➢ The assignment has a distinct three-part structure (introduction - main part - conclusion). The structure responds to a great extent, but not perfectly, to the development needs of the subject. In general, the material is correctly allocated to the relevant sections based on its importance and weight in the whole argument. However, there are cases of material displacement where it is inappropriate. ➢ The student places headings and sub-headings in strategic points of the assignment, which contribute to easier access of the provided material, but not with absolute consistency and not always with alignment. ➢ The student generally understands how to use footnotes or endnotes, but occasionally makes mistakes and inconsistencies.	**9-5**
The student has significant shortcomings in applying the rules of structuring a scientific assignment: ➢ The assignment does not have a distinct three-part structure (introduction - main part - conclusion), which as a result makes monitoring the progress of the argument difficult. The material is not distributed correctly to relevant sections based on its importance and weight in the whole argument. ➢ The assignment is unstructured. The argument does not show logical escalation. Thought is disordered and extremely incomprehensible. The student does not understand the methods of developing a scientific argument. ➢ The assignment is a single, indistinguishable body, without any visible indication of its structure and organization.	**4-0**

GUIDELINE C: PRESENTATION
(10 points)

GUIDELINE	POINTS
The student fully understands and applies well the rules of presenting a scientific assignment: ➢ The student understands how to use footnotes or endnotes, based on a particular system (preferably what is suggested by the Philips University's Manual of Writing). ➢ He knows where, how, when, and why you put footnotes in a scientific assignment. He places the footnote markers at the appropriate points so that it is absolutely clear what it refers to and why. ➢ The footnote itself is clear about the material the reader is asked to identify in the primary or secondary source it refers to. ➢ The student uses quotations from the primary and secondary sources as they are written, sparingly and appropriately. He knows how to clearly distinguish his own speech from the one he has taken from elsewhere, without allowing any suspicion of plagiarism. ➢ The student presents his bibliography structurally and systematically, in both the footnotes and the end of the paper, based on a specific system (preferably what is suggested by the Philips University Guide of Preparing Written Assignments). ➢ The assignment presents a perfect typographical appearance, without inconsistencies and lack of aesthetics.	**10-7.5**
The student generally understands and largely applies the rules of presenting a scientific assignment: ➢ The student generally knows how to use footnotes or endnotes, but occasionally makes mistakes and inconsistencies. ➢ The student does not prove that he is fully aware of where, how, when, and why he uses footnotes in a scientific assignment. He does not always place the footnote markers at the appropriate points, so that it is absolutely clear what it refers to and why. ➢ The footnote itself is not always clear about the material the reader is asked to identify in the primary or secondary source it refers to. ➢ There are imperfections in the composition of the bibliography both in the footnotes and at the end of the document. ➢ The assignment shows minimal mistakes in typographic appearance.	**7.5-5.0**
The student has significant shortcomings in applying the rules of presenting a scientific assignment: ➢ The use of footnotes or endnotes is either completely absent, or displays very serious inconsistencies and mistakes in all levels. ➢ The bibliography is completely absent or not presented in a structured way. ➢ The assignment is typographically unsightly, with many typographical errors and inconsistencies (different fonts in single bodies of text, bold or italic elements where it is not required, variety of font sizes in headings, footnotes or within the text, typing errors, such as accent omissions etc.).	**5 - 0**

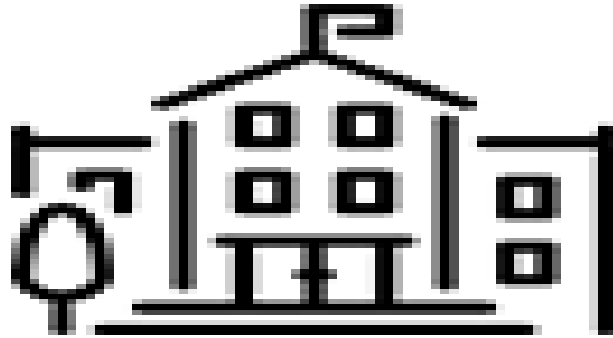# GUIDELINE D: LANGUAGE

(10 points)

GUIDELINE	POINTS
The speech is absolutely flowing, precise and stylistically appropriate: ➢ The language is grammatically and syntactically fluent. The syntax is clear and easy to read. The speech is submissive and creative, but not overly long and chaotic. ➢ The language is in line with the stylistic coordinates of a scientific essay. It is not simplified, it is not archaic, it is not pretentious and self-referential. The speech has personality, but not to the extent that it becomes peculiar. ➢ Expression is eloquent, rich and varied, always within the ethics of scientific speech.	**10-7**
The speech sometimes lacks precision: ➢ There is a fairly large number of barbarism and solecism that makes it difficult to understand the speech. The text is generally difficult to read. ➢ The student appears to not completely and always understand the stylistic specifications of a scientific essay. ➢ The expression is poor, the vocabulary is limited and repetitive.	**6-0**

GUIDELINE E: RESEARCH
(25 points)

GUIDELINE	POINTS
The assignment presents unequivocal evidence of personal research: ➢ The student makes full and not selective use of most of the bibliography indicated. ➢ The student discovers and utilizes relevant and useful sources beyond the teacher's initial indications. ➢ The use of bibliography for forming the argument is perfect. The bibliographic documentation of positions, views and arguments is compact. The bibliography is used as a means to substantially enrich the argument with ideas, information, evidence, examples etc.	**25-18**
The assignment presents clear indications of personal research: ➢ The student uses a significant part of the provided bibliography. ➢ The use of the bibliography to construct the argument is adequate, but not complete. References are made to scientific studies related to the subject, but it is not entirely clear how these studies have contributed to the development of the student's argument.	**17-9**
The assignment shows little or no evidence of personal research: ➢ The student has sufficed with the material of the teaching manual and/or the basic compulsory bibliography, which proves however that he knows it very well. References to the wider literature provided are rare and selective. ➢ The use of bibliography for the formation, extension and depth of the argument is limited. ➢ The student has the sense of the need for bibliographic documentation of positions, views and arguments.	**8-0**

Teaching Staff

Working Methodology - Assessment

Nicosia - Cyprus

Working Methodology Document for Teaching Staff

On

Interaction between students, students and teaching staff, students and study guides/material of study, including teleconferences and assessment.

Introduction

The main part of asynchronous communication between students, as well as communication between students and teaching staff is done online through the Moodle Learning Management System and through specially designed fora. These are places where participating students and tutors can develop relationships, exchange information and ideas, receive feedback, deepen, think critically, react, co-construct knowledge, and ultimately decide how and where to apply the newly acquired knowledge. For this reason, particular emphasis is based on the interaction that is being developed in online teaching.

At the theoretical level, with regard to the evolution of the interaction and the kind of information exchanged between the participants in the online learning environments, we follow the five stages of the Salmon model (2000)[1], while to the objectives set at each stage and to the effort the processes of knowledge, application, understanding, analysis, evaluation and synthesis to become understood we follow the Bloom taxonomy (Anderson, & Krathwohl, 2001)[2].

Thus, according to the Salmon model (2000), in the first stage each student interacts freely with others, mainly with the aim of familiarizing with the learning environment. In the second stage the number of people with whom each one interacts increases, and also the frequency and quality of the interactions increases as well. The aim here is the socialization of the participants through mutual understanding and this is pursued through special activities of mutual interest. In the third stage, the interaction involves the exchange of information on the content of the program while in the fourth stage the interaction focuses on the cognitive level and the building of knowledge regarding the subject of learning (subject of each lesson). Finally, the fifth stage aims to the development through further application of knowledge and also to the reflection.

Based on the above and in terms of achieving the goals based on the Bloom taxonomy, we can say that in the first four stages of the Salmon model students recall the previous information that they have acquired, understand and apply new knowledge, whereas at the fifth stage they analyze and evaluate new knowledge while composing and proposing new ideas and solutions.

It may be concluded that interaction is approached as a dynamic process, which is not limited to the cognitive level as it evolves in quantitative and mainly qualitative way from stages which start from the process of

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[1] Salmon, G. (2000). E-moderating: The key to teaching and learning online. United Kingdom: Kogan Page.
[2] Anderson, L. W., & Krathwohl, D. R. (2001). A taxonomy for learning, teaching, and assessing, Abridged Edition. Boston, MA: Allyn and Bacon.

mutual understanding and are completed with the stage of reflection. The nature of the interactions and the type of information exchanged through the messages are changing from one stage to another, and in this context the role of the professor who supports and encourages students to progress at all stages is important, as the time at each stage varies according to students' knowledge and skills.

1. Interaction Techniques for Collaborative Learning

As far as the techniques used to enhance interaction are concerned, we choose collaborative learning, which is implemented through online work groups. Students, divided into working groups, exchange experiences or work out exercises in order to fully process the material. The Jigsaw[3] strategy is used to create groups, according to which (Figure 1):

(a) Participants are divided into groups, each group representing a forum (phase 1).

(b) Each group is divided into subgroups which undertake to process a sub-topic of the more general subject. To this end, new groups are created in corresponding working fora. The teams collaborate, gather material and try to provide solutions to the issues under investigation (phase 2).

(c) Members return to their original teams to which they bring the knowledge and experience gained from the negotiation of the topic in the previous phase. In this way interaction between all the participants, that is, between students, as well as between students and tutors is achieved.
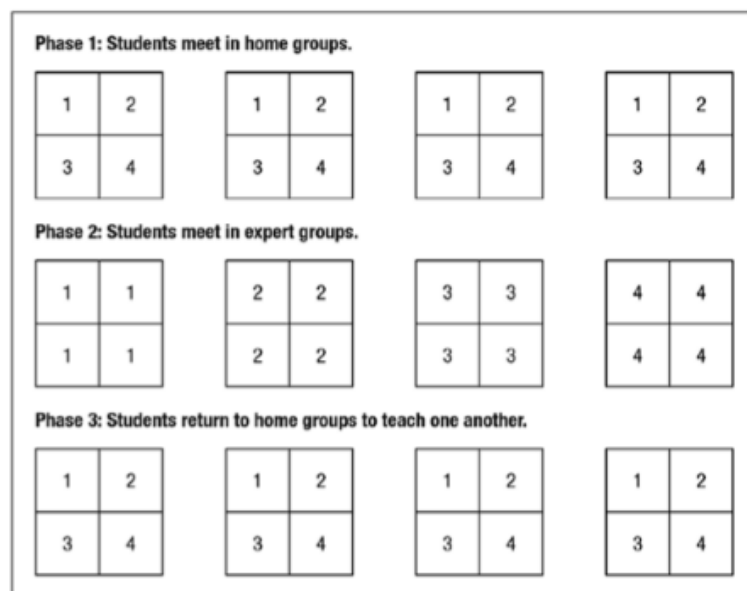

Figure 1. The Jigsaw Strategy

An implementation example (team building with the Jigsaw strategy and the use of the six thinking hats technique by Eduard De Bono) is the following:

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[3] Aronson, E., & Patnoe, S. (2011). Cooperation in the Classroom: The Jigsaw Method (3rd ed.). New York: Pinter & Martin Ltd.

There are four main groups (four fora - discussion groups) which may have a name (eg the names of the four seasons of the year: Spring, Summer, Autumn, Winter, or the four points of the horizon: East, West, North, South). Each one of the four discussion groups consists of six (6) groups, each group bearing the name of a hat (white, red, yellow, black, green, and blue). Group meetings are held vertically (co-operation per season or horizon), where all members of the group discuss and horizontally (co-operation per hat colour), discussing anything from the perspective of their "hat colour". Then they come back and talk to their original teams and this is something which helps them meet and interact with everyone.

2. Teleconferences

Teleconferences are accessed through a specially formulated pedagogical framework that promotes communication and interaction, with the main feature of collaborative building of knowledge from a distance in real time. From a technological point of view, there are the possibilities offered by the latest technology communication tools (Moodle, WizIQ), which allow the transfer of different types of information (image, audio, text) allowing a reliable and bi-directional connection between professors and students but also among students with each other. However, our main goal is to bring teleconferencing into a well-formed pedagogical framework that improves the communication and interaction environment between tutors and learners. Usually, teleconferences are held 6 times throughout the academic semester, every two weeks, starting from week 2 of the semester. Duration is 2-3 hours, reflecting the needs and the specificities of the course.

Because the large number of participants at a teleconferencing can make it difficult to carry out cooperative activities, we consider it necessary to break the trainees into groups with a small number of people in each group. In this cooperative videoconferencing model the tutor can create groups (conference rooms) and distribute the students to them. In this way videoconferencing becomes interactive as it allows participants not only to communicate by exchanging views or sharing data but actively participating in a dynamic interaction environment, the main feature of which is the collaborative building of knowledge from a distance in real time.

The main axes of the pedagogical and methodological approach that we are pursuing are:

a. combining teleconferencing, learning by doing, learning by reflection, case-based learning, and learning by exploring. It is important that these data, apart from the active participation of students, also contribute to the acquisition of knowledge based on the particular ways that each student learns (learning styles).

b. empirical learning through linking learning goals with the experiences of students from their real life. In general, teleconferencing learning is not only developed as a cognitive process through the transmission and transfer of knowledge from tutors to students, but in a social context based on the creation of a collaborative climate of social interaction and the association of knowledge with action. This is sought by engaging students in authentic situations that are related to their personal interests. Because the development of social interactions should not be self-evident, we encourage this process through the design of activities that, alongside cognitive activities, encourage the social form of interactions, as social interactions play a key role in the development of relationships, a climate of trust, a sense of community and ultimately the development of a learning community.

c. Social Constructivism, Situated Learning and Learning Communities are exploited. In the context of a socially constructive approach we seek to create a collaborative climate of social interaction, linking knowledge to action through the involvement of students in authentic situations. Constructivism serves interdisciplinary approaches to teaching as learning takes place in authentic situations and thus it is linked to the personal interests of students, while knowledge is built on the principle of "Integration", ie the integration of new information and knowledge to the students' pre-existing mentalities.
Situated Learning is enhanced through the equal participation and creative exchange of students' views in "Communities of Practice" which collaboratively try to provide solutions to the issues raised.

d. Creative learning is exploited. Creative learning is based on lateral thinking which (lateral thinking) is non rational and aims to escape from old ideas and create new ones, with the approach of new knowledge through different perspectives. In this context, numerous techniques are proposed, enhancing lateral thinking, which with an appropriate adaptation are applied to online learning and are used by the tutors on a case-by-case basis in relation to the subject and the target group. For example, the SCAMPER (acronym of Substitute, Combine, Adapt, Modify / Minify, Put to Other uses, Eliminate, Reverse / Rearrange) method helps students think what changes they can make in existing situations, or how they can create new ones. The Six Thinking Hats strategy can also contribute to the same logic, based on which we can determine the implications of a decision, illuminating it from many different points of view.

At the same time, cooperative techniques are used to encourage participants to engage in free and spontaneous expression of ideas, such as brainstorming and reverse brainstorming to produce a bigger number of creative ideas.

3. Assessment criteria

The students' evaluation typically includes exams (70%) and assessment (30%). With respect to assessment, our goal is to implement alternative assessment methods that can provide a greater and more qualitative variety of information about students' knowledge and skills, but also give students the opportunity to become themselves active shareholders of the evaluation process and its criteria.

a. Peer assessment

In this context, peer assessment is encouraged as the procedure by which students are involved in a process that the traditional evaluation is conducted solely by the tutor. This process is proposed in two ways. In one of them students are asked to evaluate the work of other students using specific assessment criteria given to them and in the second way they also undertake the design of the evaluation criteria.

By evaluating their fellow students' work students realize mistakes and omissions in their own work and on the one hand they learn on the other they cultivate assessment, justification and self-assessment skills.

b. Alternative techniques

It is important to mention that as regards the assessment (30%) of students, not only traditional works (essays) but also alternative techniques (as Six Thinking Hats, Scamper etc.) are employed as many of them contain elements of critical analysis with connection to modern reality and to students' experiences, while the tasks can also have the character of creating videos, posters, etc.

For example, we can refer to the Frayer Model process, where students are called to write their definition and attributes on a central concept (word) and to record examples and best practices, as well as non-examples from its application (Table 2).
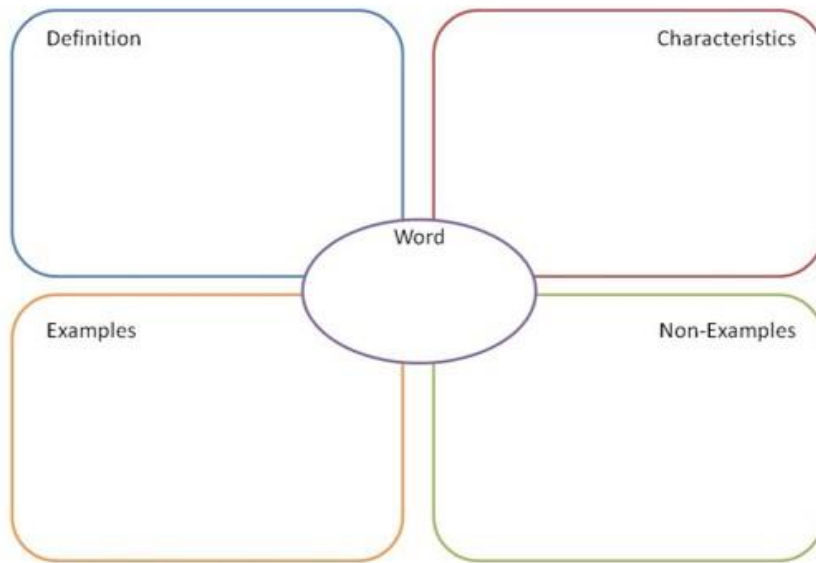
Table 2. (Frayer Model).

Similarly, the SCAMPER technique is used where, on the basis of a subject, students are invited to intervene on the basis of the following guidelines:

➢ Substitute: replace items
➢ Combine: combine new or previous materials-elements-properties
➢ Adapt: customize or change topics and issues
➢ Modify: modify or maximize or minimize attributes or characteristics
➢ Put on other uses: Locate innovative or alternative ideas
➢ Eliminate: Reduce or remove attributes and items
➢ Reverse: reverse or redefine basic principles

4. Interaction with Educational material and final written work

In distance education students depend on the educational material much more than in conventional education systems thus the educational material we use is comprehensive, with frequent instructions to facilitate students on the course of their studies, clear, explanatory and friendly with many examples or case studies.

The basic component that determines the creation of educational material is the multi-functional educational material criterion, according to the following three sets of action:

➢ The first set includes elements (texts, summaries, sections, bibliography) that help to bring the student smoothly into new knowledge by incorporating it into his/hers pre-existing knowledge

- ➤ The second set incorporates elements (photographs, images, graphs, shapes) that are scattered throughout the material and contribute to the discovery by the student of new knowledge and visualization of abstract concepts.
- ➤ The third set includes all those guiding elements that help the student to work by contributing to further development of communication.

By the use of these sets of action each student depending on his / her personal and unique profile, is expected to choose from the plethora of teaching materials of the multi-functional educational material the one that suits him the most. In this case, the role of the Professor is encouraging and guiding by providing detailed comments and clear directions.

In this context, the final written work is also an integral part of the multi-functional educational study material. Students are invited through specially formulated papers to evaluate the material they have studied and to synthesize new ideas and suggestions based on their personal judgment and experience.
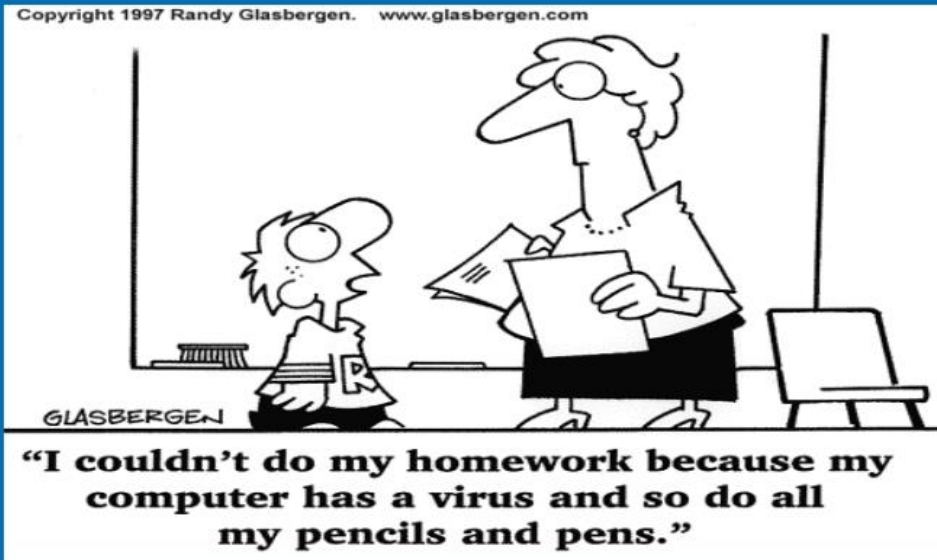
An important element in this perspective is the correction of the written work, as our goal as tutors is to turn the evaluation of the written work into a positive experience for the students through qualitative and constructive criticism.

APPENDIX III

ΟΔΗΓΟΣ ΣΥΓΓΡΑΦΗΣ ΕΠΙΣΤΗΜΟΝΙΚΗΣ ΕΡΓΑΣΙΑΣ

Θέμα εργασίας:

α) Αναπτύξετε τα πρότυπα οργάνωσης και χρηματοδότησης συστημάτων υγείας. Ποια τα πλεονεκτήματα και μειονεκτήματα των διαφόρων προτύπων οργάνωσης και χρηματοδότησης; Που κατατάσσετε το σύστημα υγείας της χώρας σας;

β) Αναπτύξετε τις μεθόδους αποζημίωσης του ιατρικού προσωπικού και των νοσοκομείων παραθέτοντας τα πλεονεκτήματα και μειονεκτήματα κάθε μιας από αυτές και αξιολογείστε κατά πόσο η κάθε μέθοδος συμβάλλει στην αποδοτικότητα του συστήματος υγείας.

Κανόνες για μια σωστή μεταπτυχιακή εργασία

Πριν αρχίσετε να γράφετε θα πρέπει να:

•διαβάσετε με προσοχή το εκπαιδευτικό υλικό και άλλες πηγές τις οποίες έχετε διαθέσιμες (άρθρα, αποσπάσματα από βιβλία, σημειώσεις του καθηγητή σας, πηγές από το διαδίκτυο) και που πιστεύετε ότι θα σας βοηθήσουν για μία ολοκληρωμένη προσέγγιση του θέματος που καλείστε να αναπτύξετε.

•σκεφθείτε τους βασικούς άξονες, τα δεδομένα και τα επιχειρήματα, στα οποία θα βασιστεί η απάντηση.

Κανόνες για μια σωστή μεταπτυχιακή εργασία

1. Κατανοήστε το θέμα που σας έχει δοθεί

- Κατανοείστε τον τίτλο

Διαβάστε με προσοχή τον τίτλο της γραπτής εργασίας και βεβαιωθείτε ότι έχετε καταλάβει τι σας ζητά. Όποια μορφή και αν έχει ο τίτλος, πριν ξεκινήσετε να γράφετε θα πρέπει να είστε απόλυτα σίγουροι για το τι ζητά η εργασία και ποια γνωστικά αντικείμενα καλύπτει. Οι τίτλοι των γραπτών εργασιών ποικίλουν. Άλλοτε παραπέμπουν σε υλικό που έχετε μελετήσει σε συνδυασμό με βιβλιογραφία, άλλοτε σε σύνθεση διαφόρων απόψεων με αναφορά σε αντίστοιχα κείμενα.

- Συγκεντρώστε τις σκέψεις σας και σημειώστε όλες τις λέξεις κλειδιά που θεωρείτε ότι σχετίζονται με τον τίτλο της γραπτής εργασίας

Έτσι θα σχηματιστεί μία αρχική πρόχειρη εικόνα του σκελετού της εργασίας σας.

Κανόνες για μια σωστή μεταπτυχιακή εργασία

- Δύο τύποι θεμάτων: θεωρητικά ή ερευνητικά.

- Η θεωρητική εργασία αντιμετωπίζει ένα αφηρημένο πρόβλημα που μπορεί να έχει γίνει λίγο έως πολύ αντικείμενο στοχασμού.

π. χ. «Η μεταβολή του επιδημιολογικού προφίλ του ελληνικού/ κυπριακού πληθυσμού κατά τη μεταπολεμική περίοδο. Κοινωνικές και τεχνολογικές μεταβολές που καθόρισαν τις εξελίξεις.»

Κανόνες για μια σωστή μεταπτυχιακή εργασία

•Η ερευνητική εργασία πραγματεύεται ένα θέμα
το οποίο στην ουσία κατασκευάζετε εσείς από πρωτογενείς (ερωτηματολόγια, συνεντεύξεις, παρατήρηση, συζήτηση, πείραμα) ή δευτερογενείς πηγές (δημοσιεύματα στον τύπο, στοιχεία οργανισμών, κ.α.).

π. χ. *«Σας ανατίθεται μελέτη οργάνωσης της παραγωγικής διαδικασίας ενός τμήματος νοσοκομείου (π.χ. ΤΕΠ, Χειρουργείο ή ΜΕΘ, κλινική Α ή εργαστήριο Β). Πως θα μετρήσετε την αποδοτικότητα του συντελεστή εργασία, λαμβανομένης υπόψη της υποκατάστασης των συντελεστών παραγωγής;»*

Κανόνες για μια σωστή μεταπτυχιακή εργασία

2. Οργανώστε τη δομή της εργασίας

- Ο τίτλος της εργασίας συνήθως παραπέμπει σε περισσότερα από ένα κεφάλαια και επομένως σε περισσότερες από μία πηγές. Αυτό σημαίνει ότι θα πρέπει να κάνετε μια σύνθεση από το υλικό που έχετε μελετήσει - ενδεχομένως και άλλο υλικό - και να δώσετε μια δομημένη απάντηση. Να θυμάστε ότι ο καθηγητής σας θα αξιολογήσει και άλλες εργασίες.

- Το κείμενο λοιπόν θα πρέπει να ακολουθεί μια λογική σειρά, η οποία θα επεξηγεί και θα οδηγεί τον αναγνώστη της εργασίας στους δικούς σας συλλογισμούς. Όσο πιο εύκολα καταλάβει τη δομή και οργάνωση του κειμένου σας, τόσο πιο θετική θα είναι η προσέγγισή του στην αξιολόγηση της γραπτής σας εργασίας.

Κανόνες για μια σωστή μεταπτυχιακή εργασία

2. Οργανώστε τη δομή της εργασίας

➢ Διαβάζοντας, προσπαθήστε να κατανοήσετε κριτικά το διάλογο που υπάρχει γύρω από το θέμα σας, σχηματίζοντας σιγά-σιγά τη δική σας άποψη.

➢ Δεν θα πρέπει να διαμορφώσετε τις απαντήσεις σας πριν λάβετε υπόψη όσο περισσότερα στοιχεία γίνεται και κυρίως μην προσπαθείτε να "αποδείξετε" προκαθορισμένες τοποθετήσεις ή να επιβεβαιώσετε την άποψη που υποθέτετε ότι θα ασπάζεται ο αξιολογητής της εργασίας.

Κανόνες για μια σωστή μεταπτυχιακή εργασία

3. Αναπτύξτε το θέμα με δικά σας λόγια και με βάση το πλάνο σας

- Η εργασία πρέπει να αναπτυχθεί με δικά σας λόγια και όχι επαναλαμβάνοντας εκφράσεις, παραγράφους ή προτάσεις που είναι ήδη διατυπωμένες στα βιβλία της θεματικής ενότητας ή αλλού. Γνωρίζετε ότι η αντιγραφή ισοδυναμεί με αποτυχία.

- Κρατάτε σημειώσεις από τη μελέτη του υλικού και χρησιμοποιείστε τις στην εργασία σας. Οι σκέψεις σας θα αναπτυχθούν πολύ καλύτερα αν ακολουθήσετε τα δικά σας λόγια και εκφράσεις.

Αυτός ο τρόπος θα σας βοηθήσει να θυμάστε τι έχει γραφτεί σχετικά με το γνωστικό αντικείμενο των κεφαλαίων που μελετάτε και να το προσαρμόσετε στις δικές σας ανάγκες. Εάν επιθυμείτε να προσθέσετε μία παράγραφο ή σκέψεις άλλου συγγραφέα τότε θα πρέπει να αναφέρετε το όνομα του και την πηγή της πληροφορίας μέσα στο κείμενο αλλά και στη βιβλιογραφία.

Κανόνες για μια σωστή μεταπτυχιακή εργασία

4. Σημειώνετε τις παραπομπές κατά τη διάρκεια συγγραφής της εργασίας και ποτέ στο τέλος

- Γράφοντας την εργασία φροντίστε να σημειώνετε αμέσως τις παραπομπές σας ώστε να μην ξεχάσετε κάποια στο τέλος, αλλά ούτε και να ψάχνετε μετά, χάνοντας χρόνο.

- Αρχίστε τη σύνταξη της εργασίας εγκαίρως και τελειώστε την λίγες μέρες πριν την παράδοση, ώστε να την αφήσετε στην άκρη για λίγο και να μπορέσετε να την ξαναδιαβάσετε με ουδέτερο, αποστασιοποιημένο τρόπο, σαν να επρόκειτο για το κείμενο κάποιου άλλου.

Κανόνες για μια σωστή μεταπτυχιακή εργασία

- Η εργασία πρέπει να περιλαμβάνει ενότητες και υποενότητες, στις οποίες θα έχετε δώσει τον κατάλληλο τίτλο. Κάθε ενότητα και υποενότητα πρέπει να έχει περιεχόμενο που να αντιστοιχεί : α) στον τίτλο της ενότητας και υποενότητας, β) να μην επικαλύπτεται με εκείνο άλλων ενοτήτων και υποενοτήτων και γ) να συνδέεται και να μην αντιφάσκει με το περιεχόμενο των ενοτήτων- υποενοτήτων που προηγούνται ή έπονται.

- Από παράγραφο σε παράγραφο και από ενότητα σε ενότητα το κείμενο πρέπει να αναπτύσσει μία ολοκληρωμένη επιχειρηματολογία, δηλαδή την τεκμηριωμένη άποψη σας για το ζητούμενο της εργασίας.

Δομή του κειμένου

Μια μεταπτυχιακή εργασία αποτελείται συνήθως από τρία κύρια μέρη: *εισαγωγή, κυρίως θέμα και συμπεράσματα*

Α. Εισαγωγή

Η εισαγωγή και η περίληψη της εργασίας είναι τα μέρη που γράφονται αφού ολοκληρωθεί η εργασία. Στην εισαγωγή δύο είναι τα βήματα που θα πρέπει να ακολουθήσει ο φοιτητής:

➢ Εξηγεί με δικά του λόγια το θέμα της εργασίας
➢ Αναφέρει πως πρόκειται να διαρθρώσει την εργασία, πως θα ανταποκριθεί σε αυτά του ζητούνται να αναπτύξει και ποια μεθοδολογία θα ακολουθήσει

Δομή του κειμένου

Α. Εισαγωγή (συνέχεια)

➤ Η εισαγωγή είναι το μέρος της εργασίας το οποίο θα επεξεργαστείτε λίγο λίγο, όσο προχωρεί η εργασία.

➤ Θα πρέπει να καταγράψετε ξεκάθαρα το πώς θα απαντήσετε το ερώτημα και τον τρόπο προσέγγισης που θα ακολουθήσετε *εκ των υστέρων* (και εκ του ασφαλούς), αποφεύγοντας τις ανακολουθίες ανάμεσα στις αρχικές σας φιλοδοξίες και σε ότι τελικά πράγματι κατορθώνει να πραγματευτεί η εργασία σας.

Δομή του κειμένου

Β. Κυρίως θέμα

➤ Πρόκειται για το κείμενο που δεν είναι περιγραφικό αλλά αναλυτικό και συνθετικό. Αυτό σημαίνει ότι ο φοιτητής δεν θα πρέπει να μεταφέρει μέρη ή αποσπάσματα του διδακτικού υλικού στο κείμενο αλλά να αναπτύξει με δικό του τρόπο τις πληροφορίες που του δίνονται στο διδακτικό υλικό ή σε άλλες βιβλιογραφικές αναφορές.

➤ Ο φοιτητής θα πρέπει να κρατήσει μια κριτική στάση απέναντι στις διάφορες βιβλιογραφικές πηγές. Μια ενδιαφέρουσα προσέγγιση είναι να παρουσιαστεί η ιδέα και μετά να αναλυθούν τα ευρήματα γύρω από την ιδέα τεκμηριώνοντας τα με αναφορές σε διάφορες ερευνητικές μελέτες που σχετίζονται με αυτά. Ο τρόπος αυτός εξασφαλίζει τη συζήτηση στον εντοπισμό της ομοφωνίας και διαφωνίας διαφορετικών μελετών.

Δομή του κειμένου

Β. Κυρίως θέμα (συνέχεια)

➢ Ο κάθε φοιτητής που εκπονεί μια εργασία την αναπτύσσει με διαφορετικούς και προσωπικούς τρόπους. Παρότι η εργασία στην τελική της μορφή έχει μια σαφή διάρθρωση, με εισαγωγικό, κύριο και συμπερασματικό μέρος, κατά τη διάρκεια της εκπόνησης η σειρά αυτή δεν χρειάζεται απαραίτητα να τηρείται.

➢ Καλό είναι ωστόσο να ξεκινάτε από ένα διάγραμμα για τη δομή της εργασίας σας. Επιστρέφετε στη διατύπωση του θέματος που σας έχει δοθεί, αναγνωρίζετε τις κεντρικές έννοιες που πρέπει να αναλύσετε αλλά και τα επιμέρους ζητούμενα και σχεδιάζετε αναλυτικά τα περιεχόμενα κάθε απάντησης.

Δομή του κειμένου

Β. Κυρίως θέμα (συνέχεια)

Τι αποκομίζει ο φοιτητής μέσα από τη βιβλιογραφική ανασκόπηση;

- ✓ Εντοπίζει τα προβλήματα που υπάρχουν στη διερεύνηση του θέματος που πραγματεύεται
- ✓ Βλέπει πως αυτά έχουν αντιμετωπιστεί από προηγούμενους ερευνητές
- ✓ Βλέπει το σχεδιασμό της έρευνας που χρησιμοποίησαν για την προσέγγιση του θέματος
- ✓ Βλέπει το είδος της στατιστικής ανάλυσης που προσφέρεται για την ανάλυση του συγκεκριμένου θέματος και τα συμπεράσματα που απορρέουν από την αξιολόγηση των αποτελεσμάτων

Δομή του κειμένου

Γ. Συμπεράσματα

Εδώ ο φοιτητής ακολουθεί τα εξής βήματα:

- Συντάσσει μία περίληψη στην οποία εντοπίζει τα βασικά σημεία της εργασίας που εκπόνησε
- Ελέγχει αν το γραπτό στο σύνολο του έχει απαντήσει στα ζητούμενα
- Τα συμπεράσματα της εργασίας θα πρέπει στην ουσία να «απαντούν» στα ερωτήματα (ή στο κύριο ερώτημα) που έχει τεθεί στην εισαγωγή.
- Με άλλα λόγια, *αφού στην εισαγωγή έχετε καθορίσει το στόχο της εργασίας σας, στα συμπεράσματα θα πρέπει να αποδείξετε ότι τον πετύχατε*

Παραδείγματα εργασιών
(προγραμματισμός)

1. α) Ο προγραμματισμός αποτελεί σύμφωνα με πολλούς επιστήμονες την κορωνίδα της διοίκησης αφού θέτει τις βάσεις για τα επόμενα στάδια δράσης. Στο πλαίσιο της παρούσας εργασίας επισκεφθείτε κάποιο τμήμα δημόσιας ή ιδιωτικής μονάδας υγείας και συζητείστε με τον προϊστάμενο τον τρόπο και τις διαδικασίες προγραμματισμού που ασκούνται στο εν λόγω τμήμα. Έχοντας κατά νου τα βήματα του προγραμματισμού σχολιάστε κριτικά τις διαδικασίες που ακολουθεί ο προϊστάμενος του συγκεκριμένου τμήματος στο πλαίσιο της ευθύνης και των αρμοδιοτήτων του για την αντιμετώπιση των βασικών θεμάτων και προβλημάτων.

Παραδείγματα εργασιών (προγραμματισμός)

β) Αναλύστε τυχόν παραλείψεις ή αποκλίσεις που διαπιστώσατε κατά την εφαρμογή της διαδικασίας του προγραμματισμού από το συγκεκριμένο προϊστάμενο. Ακολουθώντας τα βήματα του προγραμματισμού, εκπονείστε ένα δικό σας ρεαλιστικό προγραμματισμό (στρατηγικό ή λειτουργικό) λαμβάνοντας υπόψη τις όποιες δυσκολίες και περιορισμούς υπάρχουν στη συγκεκριμένη μονάδα ή τμήμα. Πρόσθετα αποτυπώστε το βαθμό στον οποίο πραγματοποιείται το πρώτο και δεύτερο βήμα του προγραμματισμού, δηλαδή η αξιολόγηση της παρούσας κατάστασης μέσω της συλλογής και επεξεργασίας πρωτογενών δεδομένων. Προτείνετε τρόπους έτσι ώστε να υπάρχουν διαθέσιμα τα απαραίτητα δεδομένα.

Παραδείγματα εργασιών (προγραμματισμός)

Λέξεις κλειδιά:

1. α) Ο προγραμματισμός αποτελεί σύμφωνα με πολλούς επιστήμονες την κορωνίδα της διοίκησης αφού θέτει τις βάσεις για τα επόμενα στάδια δράσης. Στο πλαίσιο της παρούσας εργασίας επισκεφθείτε κάποιο τμήμα δημόσιας ή ιδιωτικής μονάδας υγείας και συζητείστε με τον προϊστάμενο τον τρόπο και τις διαδικασίες προγραμματισμού που ασκούνται στο εν λόγω τμήμα. Έχοντας κατά νου τα βήματα του προγραμματισμού σχολιάστε κριτικά τις διαδικασίες που ακολουθεί ο προϊστάμενος του συγκεκριμένου τμήματος στο πλαίσιο της ευθύνης και των αρμοδιοτήτων του για την αντιμετώπιση των βασικών θεμάτων και προβλημάτων.

Παραδείγματα εργασιών (προγραμματισμός)

β) Αναλύστε τυχόν παραλείψεις ή αποκλίσεις που διαπιστώσατε κατά την εφαρμογή της διαδικασίας του προγραμματισμού από το συγκεκριμένο προϊστάμενο. Ακολουθώντας τα βήματα του προγραμματισμού, εκπονείστε ένα δικό σας ρεαλιστικό προγραμματισμό (στρατηγικό ή λειτουργικό) λαμβάνοντας υπόψη τις όποιες δυσκολίες και περιορισμούς υπάρχουν στη συγκεκριμένη μονάδα ή τμήμα. Πρόσθετα αποτυπώστε το βαθμό στον οποίο πραγματοποιείται το πρώτο και δεύτερο βήμα του προγραμματισμού, δηλαδή η αξιολόγηση της παρούσας κατάστασης μέσω της συλλογής και επεξεργασίας πρωτογενών δεδομένων. Προτείνετε τρόπους έτσι ώστε να υπάρχουν διαθέσιμα τα απαραίτητα δεδομένα.

Βιβλιογραφικές πηγές (προγραμματισμός)

Α. Εγχειρίδια του Ανοικτού Πανεπιστημίου

1.Δίκαιος Κ, Κουτούζης Μ., Πολύζος και συν. Βασικές αρχές διοίκησης διαχείρισης υπηρεσιών υγείας. Ελληνικό Ανοικτό Πανεπιστήμιο, Πάτρα 1999.

2. Λιαρόπουλος Λ. Η οργάνωση ως λειτουργία της διοικητικής επιστήμης. Στο: Οργάνωση υπηρεσιών και συστημάτων υγείας (Α' Τόμος). ΒΗΤΑ Ιατρικές Εκδόσεις, Αθήνα 2007: 233-238.

3. Λιαρόπουλος Λ. Οργάνωση Υπηρεσιών Υγείας. Σημειώσεις Διδασκαλίας. Εθνικό και Καποδιστριακό Πανεπιστήμιο Αθηνών, Τμήμα Νοσηλευτικής, Αθήνα 1991:147.

Β. Αναζήτηση στο διαδίκτυο με λέξεις κλειδιά

Google: Showing results for στρατηγικός και λειτουργικός προγραμματισμός
About 173,000 results

DOC] **Οργανισμός – Εκπαιδευτικός Οργανισμός**
users.sch.gr/andfilias/ergasies/ekp62_1h.doc - Translate this page
You +1'd this publicly. Undo
File Format: Microsoft Word - Quick View
Στάδια διαδικασίας λήψης απόφασης. 9. 3. ΔΗΜΙΟΥΡΓΙΑ ΣΧΟΛΙΚΟΥ ΕΡΓΑΣΤΗΡΙΟΥ
10. *Στρατηγικός* Προγραμματισμός 10. *Λειτουργικός Προγραμματισμός* 10 ...

[PDF] *ΣΤΡΑΤΗΓΙΚΟΣ ΣΧΕΔΙΑΣΜΟΣ ΓΙΑ ΤΗΝ ΠΑΙΔΕΙΑ Το Όραμά μας*
www.paideia.org.cy/.../17_1_2008_stratigikos_she... - Translate this page
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File Format: PDF/Adobe Acrobat - Quick View
ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ. ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ ΚΑΙ ΠΟΛΙΤΙΣΜΟΥ.
ΣΤΡΑΤΗΓΙΚΟΣ ΣΧΕΔΙΑΣΜΟΣ ΓΙΑ ΤΗΝ ΠΑΙΔΕΙΑ. Η Ολική Αναθεώρηση του
Εκπαιδευτικού ...

Google: Showing results for στρατηγικός και λειτουργικός προγραμματισμός στον τομέα της υγείας
About 125,000 results

[PDF]
Ιανουαριος 2007 υπουργειο *υγειας* & κοινωνικης αλληλεγγυης - Urbact
•File Format: PDF/Adobe Acrobat - Quick View
Στρατηγικό Σχέδιο ***τομέα Υγείας*** και Κοινωνικής Αλληλεγγύης. Προγραμματική Περίοδος ... Μονάδα Α ***Προγραμματισμού*** & Αξιολόγησης. ATHENS, JANUARY ... PDF]

ΕΘΝΙΚΟ *ΣΤΡΑΤΗΓΙΚΟ* ΣΧΕΔΙΟ - Επιχειρησιακό Πρόγραμμα *Υγεία* ...
File Format: PDF/Adobe Acrobat
Στρατηγικό Σχέδιο ***Τομέα Υγείας*** και Κοινωνικής Αλληλεγγύης ... προώθησης του οργανωτικού, ***λειτουργικού*** και οικονομικού εκσυγχρονισμού του Εθνικού Συστήματος ... πρότυπα εφαρμογής του ***στρατηγικού προγραμματισμού*** στη Δημόσια ...

•[DOC]
•**Ελληνικό Δημόσιο Νοσοκομείο: Ανάλυση των ... - *Health* Academy**
Ειδικότερα στον ***τομέα*** της δημόσιας ***υγείας***, βρίσκεται στο αρχικό του στάδιο. **.....*στρατηγικού***, όσο και σε επίπεδο ***λειτουργικού*** σχεδιασμού-***προγραμματισμού***.

ΥΠΟΥΡΓΕΙΟ ΥΓΕΙΑΣ & ΚΟΙΝΩΝΙΚΗΣ ΑΛΛΗΛΕΓΓΥΗΣ

ΕΘΝΙΚΟ ΣΤΡΑΤΗΓΙΚΟ ΣΧΕΔΙΟ
Δ΄ ΠΡΟΓΡΑΜΜΑΤΙΚΗ ΠΕΡΙΟΔΟΣ
2007-2013

ΑΘΗΝΑ, Μάιος 2008

ΕΘΝΙΚΟ ΣΤΡΑΤΗΓΙΚΟ ΣΧΕΔΙΟ
Δ΄ ΠΡΟΓΡΑΜΜΑΤΙΚΗ ΠΕΡΙΟΔΟΣ
2007-2013

Πίνακας περιεχομένων

Εισαγωγή
Κύριο μέρος της μελέτης
1.Ιστορική αναδρομή και σημερινή πραγματικότητα
2.Περιγραφή μεθοδολογίας
2.1. Αξιολόγηση της παρούσας κατάστασης
2.2. Συλλογή και επεξεργασία πρωτογενών στοιχείων
2.3. Σχεδιασμός του υγειονομικού προγράμματος
2.4. Εκπόνηση τεχνο-οικονομικής μελέτης
2.5. Εφαρμογή του σχεδιασμού-προγραμματισμού
Αποτελέσματα-συζήτηση
3.1. Αξιολόγηση του σχεδιασμού-προγραμματισμού
3.2. Δείκτες αξιολόγησης της λειτουργίας της Χ κλινικής

Συμπεράσματα
Βιβλιογραφία

Παραδείγματα εργασιών

2α) Αναπτύξετε τα πρότυπα οργάνωσης και χρηματοδότησης συστημάτων υγείας. Ποια τα πλεονεκτήματα και μειονεκτήματα των διαφόρων προτύπων οργάνωσης και χρηματοδότησης; Που κατατάσσετε το σύστημα υγείας της χώρας σας;

β) Αναπτύξετε τις μεθόδους αποζημίωσης του ιατρικού προσωπικού και των νοσοκομείων παραθέτοντας τα πλεονεκτήματα και μειονεκτήματα κάθε μιας από αυτές και αξιολογείστε κατά πόσο η κάθε μέθοδος συμβάλλει στην αποδοτικότητα του συστήματος υγείας.

Παραδείγματα εργασιών

Λέξεις κλειδιά:

2α) Αναπτύξετε τα πρότυπα οργάνωσης και χρηματοδότησης συστημάτων υγείας. Ποια τα πλεονεκτήματα και μειονεκτήματα των διαφόρων προτύπων οργάνωσης και χρηματοδότησης; Που κατατάσσετε το σύστημα υγείας της χώρας σας;

β) Αναπτύξετε τις μεθόδους αποζημίωσης του ιατρικού προσωπικού και των νοσοκομείων παραθέτοντας τα πλεονεκτήματα και μειονεκτήματα κάθε μιας από αυτές και αξιολογείστε κατά πόσο η κάθε μέθοδος συμβάλλει στην αποδοτικότητα του συστήματος υγείας.

Βιβλιογραφικές πηγές

1. Σιγάλας Ι. Η δημόσια περίθαλψη. Προβλήματα και προοπτικές. Απρίλιος 2008 [ppt].

2. Σουλιώτης Κ. Ο ρόλος του ιδιωτικού τομέα στο ελληνικό σύστημα υγείας. Εκδόσεις Παπαζήση, Αθήνα 2000.

3. Preker A, Jakab M, Schneider M. Health financing reforms in central and eastern Europe and the former Soviet Union. In: Mossialos E, Dixon A, Figueras J, Kutzin J (eds) Funding health care: options for Europe. European Observatory on Health Care Systems Series 2002.

4. Schmahl W. Financing social security in Germany: proposals for changing its structure and some possible effects In: Black SW (ed) Globalization, technological change and labour markets. Dordrecht, Kluwer Academic 1998.

Google: Οργάνωση συστημάτων υγείας

Υγειονομική περίθαλψη - **Οργάνωση** των **συστημάτων υγείας ...**
*ec.europa.eu/**health**/**health**care/**health**_systems.../index_el.htm* - Cached
European Commission - Η ΕΕ συνεργάζεται με φορείς όπως το Ευρωπαϊκό
Παρατηρητήριο για τις Πολιτικές και τα **Συστήματα Υγείας**, ώστε να εξεταστούν οι **...**
:BiblioNet : **Οργάνωση** υπηρεσιών και **συστημάτων υγείας ...**
*www.biblionet.gr/.../**Οργάνωση**_υπηρεσιών_και_**συστημάτων_υγείας*** - Cached
Οργάνωση υπηρεσιών και **συστημάτων υγείας** / Λιαρόπουλος, Λυκούργος Λ. Το
Σύστημα **Υγείας** μιας χώρας είναι η αντανάκλαση της ιδεολογικής, πολιτισμικής **...**
Θεσμικό πλαίσιο και **οργάνωση συστημάτων υγείας**
dsep.uop.gr/index.php?option=com_content&view...el - Cached
Γνωστικό αντικείμενο: Θεσμικό πλαίσιο και **οργάνωση συστημάτων υγείας**.
Θεματική ενότητα: Διεθνές και Ευρωπαϊκό πλαίσιο του συστήματος υγείας. Εξάμηνο
...
Διεθνή **Συστήματα Υγείας (Οργάνωση** Υπηρεσιών & **Συστημάτων ...**
entertainment.in.gr/html/ent/392/ent.99392.asp - Cached
Τρία χρόνια μετά την κυκλοφορία του πρώτου πανεπιστημιακού συγγράμματος
«**Οργάνωση** Υπηρεσιών και **Συστημάτων Υγείας**» ο διακεκριμένος Καθηγητής του **...**

Google: Οργάνωση συστημάτων υγείας

«Οργάνωση και Διοίκηση Υπηρεσιών **Υγείας»**
amacris.ode.unipi.gr/present_oik/09_health.pdf - Similar
Πρότυπα **οργάνωσης**. ○ Εθνικά **Συστήματα Υγείας** με περιορισμένο ιδιωτικό τομέα. ○ **Συστήματα** Κοινωνικής Ασφάλισης με περιορισμένο ιδιωτικό τομέα **...**

Τα **Συστήματα Υγείας** στην Ευρώπη
www.mednet.gr/archives/2005-1/pdf/8.pdf - Cached - Similar
στο Σύστημα **Υγείας**. Στην Ευρωπαϊκή Ένωση διακρίνονται τέσσερα πρό τυπα **οργάνωσης** και διοίκησης των **Συστημάτων Υγείας**. Το πρώτο αναφέρεται στο **...**

ΟΡΓΑΝΩΣΗ ΣΥΣΤΗΜΑΤΩΝ ΥΓΕΙΑΣ ΚΑΙ ΠΟΛΙΤΙΚΗ ΥΓΕΙΑΣ - ESDY.gr
www.nsph.gr/?page=dyyb-organosi-sy.py - Cached
Εξάμηνο Μαθήματος, 2ουΕξαμήνου, Κατηγορία Μαθήματος, Κορμού. Κωδικός Μαθήματος, ΟΡΓΑΝ, Πιστωτικές Μονάδες, 5. Διδάσκων/ουσα, Χ.Οικονόμου **...**

Οι Μέθοδοι Χρηματοδότησης της Νοσοκομειακής και της Πρωτοβάθμιας Φροντίδας Υγείας στην Ελλάδα

Θεοδούλα Αδαμακίδου,[1]
Αθηνά Καλοκαιρινού-Αναγνωστοπούλου[2]

Οι πηγές χρηματοδότησης των συστημάτων υγείας

Η έννοια της χρηματοδότησης μπορεί να προσδιοριστεί ως η ανάγκη εξεύρεσης πόρων και η κατανομή αυτών. Στην περίπτωση των συστημάτων υγείας, η έννοια λαμβάνει ένα σύνθετο περιεχόμενο[2] για να συμπεριλάβει τις πηγές και τους φορείς προέλευσης των πόρων, τις μεθόδους χρηματοδότησης-αποζημίωσης, τους τρόπους διαχείρισης, και, τέλος, τα κριτήρια κατανομής τους.

Οι πηγές χρηματοδότησης των συστημάτων υγείας[1,3,4] διακρίνονται σε δημόσιες και ιδιωτικές. Οι δημόσιες πηγές είναι ο κρατικός προϋπολογισμός (άμεση, έμμεση και ει-

Εκτίμηση αποδοτικότητας ελληνικών δημόσιων νοσοκομείων

Μ. Καλογεροπούλου

Η έννοια της αποδοτικότητας των νοσοκομείων σχετίζεται με την ορθολογική κατανομή και διαχείριση των περιορισμένων πόρων, για την παραγωγή υπηρεσιών υγείας και διακρίνεται σε δύο κατηγορίες:[4,5]

παραγωγικότητα της υγειονομικής μονάδας. Ο έλεγχος της αποδοτικής χρήσης των υγειονομικών πόρων επιτυγχάνεται μέσω της βελτίωσης της ικανότητας του οργανισμού υγείας να προλαμβάνει τη νόσο ή να παρέχει τη δυνατότητα στον

Πίνακας περιεχομένων

Πίνακας περιεχομένων

Πίνακας περιεχομένων (συνέχεια)

Παραδείγματα εργασιών

3. Εξηγήστε για ποιους λόγους η αγορά αποτυγχάνει να οδηγήσει στην αποτελεσματική και βέλτιστη παροχή υπηρεσιών υγείας.

Να περιγραφεί το Σύστημα Υγείας μιας Ευρωπαϊκής χώρας που ακολουθεί α.) το πρότυπο Κοινωνικής Ασφάλισης - Bismarck, που βασίζεται κυρίως στην χρηματοδότηση από εισφορές και β) το πρότυπο Κοινωνικής Ασφάλειας Beveridge - Εθνικά Συστήματα Υγείας, που βασίζεται κυρίως στην χρηματοδότηση από φορολογία και να συγκριθεί με το Σύστημα Υγείας της χώρας σας.

Παραδείγματα εργασιών

Λέξεις κλειδιά:

3. Εξηγήστε για ποιους λόγους η αγορά αποτυγχάνει να οδηγήσει στην αποτελεσματική και βέλτιστη παροχή υπηρεσιών υγείας.

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Βιβλιογραφικές πηγές (αποτυχία της αγοράς)

Εγχειρίδια του πανεπιστημίου

➤ Υφαντόπουλος Γ (2006).*Τα Οικονομικά της Υγείας - Θεωρία και Πολιτική*. Τυπωθήτω Γιώργος Δαρδάνος, Αθήνα.
➤ Ματσαγγάνης Μ (2002). Η δημόσια παρέμβαση στον τομέα της υγείας. *Οικονομική και Χρηματοδοτική Διαχείριση Υπηρεσιών Υγείας*, Τόμος Α, ΕΑΠ Πάτρα, σ.15-40.
➤ Κυριόπουλος Γ. και συν (1999). *Τα οικονομικά της υγείας από το Α ως το Ω*. Εξάντας Εκδοτική, Αθήνα.
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Βιβλιογραφικές πηγές (αποτυχία της αγοράς)

1. World Health Organization, European Observatory on Health Care Systems, *Health Care Systems In Transition, Germany* (2000).

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4. Carrin G, James C, Evans D. Achieving universal health coverage: developing the health financing system. Technical briefs for policy-makers. World Health Organization, Geneva 2005. WHO/EIP/HSF/PB/05.01.

Google: αποτυχία της αγοράς
About 1,160,000 results

Αποτυχία της Αγοράς (market failure) | Ευρετηριο Οικονομικων Ορων
*www.euretirio.com/.../apotyxia-tis-agoras.ht... - Greece*Cached - Translate this page
You +1'd this publicly. Undo
Αποτυχία της αγοράς ονομάζεται μία κατάσταση όπου η αγορά μόνη της αποτυγχάνει να κατανείμει αποτελεσματικά τους πλουτοπαραγωγικούς πόρους.
[PDF]
Πολιτικές βασισμένες στην αγορά
*users.uom.gr/~esartz/teaching/micro/Section8.pdf*Similar - Translate this page
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File Format: PDF/Adobe Acrobat - Quick View
3. **Αποτυχία αγορών**. ▫ Όταν η λειτουργία ιας αγοράς επηρεάζει άτοα έξω από την αγορά, τότε δηιουργούνται παρενέργειες που ονοάζονται εξωτερικότητες **...**
[PPT]

Οικονομικά της Υγείας
Η αποτυχία των εργαλείων της αγοράς και των ρυθμιστικών μηχανισμών κρατικής παρέμβασης στον υγειονομικό τομέα: η αναζήτηση μιας σύνθεσης

Γιάννης Κυριόπουλος
MD, MSc, MPH, PhD
Τομέας Οικονομικών της Υγείας
Εθνική Σχολή Δημόσιας Υγείας

Αθήνα
Απρίλιος 2011

Παραδείγματα εργασιών

4. Ως σύμβουλος του Υπουργού Υγείας, αρμόδιος για θέματα ανάπτυξης και διαχείρισης ανθρώπινου δυναμικού στον υγειονομικό τομέα, καλείστε ενόψει κάποιας μεταρρύθμισης να καταθέσετε έκθεση σχετικά με τον προγραμματισμό, την ανάπτυξη και την καλύτερη δυνατή αξιοποίηση του ανθρώπινου δυναμικού. Η απάντησή σας θα πρέπει να περιλαμβάνει περιγραφή της κατάστασης με σχετικά στοιχεία και δείκτες, υπάρχοντα προβλήματα/ελλείψεις/ανεπάρκειες που συνδέονται με το ανθρώπινο δυναμικό, και στο τέλος συγκεκριμένες και ρεαλιστικές προτάσεις για τη βελτίωση της κατάστασης τόσο σε μάκρο όσο και μίκρο –επίπεδο.

Παραδείγματα εργασιών

Λέξεις κλειδιά:

4. Ως σύμβουλος του Υπουργού Υγείας, αρμόδιος για θέματα ανάπτυξης και διαχείρισης ανθρώπινου δυναμικού στον υγειονομικό τομέα, καλείστε ενόψει κάποιας μεταρρύθμισης να καταθέσετε έκθεση σχετικά με τον προγραμματισμό, την ανάπτυξη και την καλύτερη δυνατή αξιοποίηση του ανθρώπινου δυναμικού. Η απάντησή σας θα πρέπει να περιλαμβάνει περιγραφή της κατάστασης με σχετικά στοιχεία και δείκτες, υπάρχοντα προβλήματα/ελλείψεις/ανεπάρκειες που συνδέονται με το ανθρώπινο δυναμικό, και στο τέλος συγκεκριμένες και ρεαλιστικές προτάσεις για τη βελτίωση της κατάστασης τόσο σε μάκρο όσο και μίκρο –επίπεδο.

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Η ανάπτυξη του ανθρώπινου δυναμικού στην υγεία και η στελέχωση των υπηρεσιών του Εθνικού Συστήματος Υγείας

1. ΠΡΟΒΛΗΜΑΤΑ ΑΝΑΠΤΥΞΗΣ ΤΟΥ ΑΝΘΡΩΠΙΝΟΥ ΔΥΝΑΜΙΚΟΥ ΣΤΗΝ ΥΓΕΙΑ

Ένα αποτελεσματικό σύστημα υγείας εξαρτάται κυρίως από την επάρκεια, την ποιότητα και την ορθολογική κατανομή του υγειονομικού προσωπικού. Η παραγωγή ανθρώπινου δυναμικού, ιδιαίτερα στις υπηρεσίες υγείας που είναι «έντασης εργασίας», απαιτεί σχεδιασμό μακράς πνοής, που λαμβάνει υπόψη του την ισότιμη κατανομή ανά κατηγορία και γεωγραφική θέση, παράλληλα με την εσωτερική διαδικασία της παρακίνησης του προσωπικού και της ορθολογικής διαχείρισής του. Ο

Ν. Πολύζος,[1]
Ι. Υφαντόπουλος[2]

ΑΝΑΣΚΟΠΗΣΗ

Διαχείριση ανθρώπινου δυναμικού στον υγειονομικό τομέα

Κελέση-Σταυροπούλου Ν. Μάρθα[1], Σταυροπούλου Κ. Ματίνα[2]

1. Προσδιορισμός των αναγκών και πλήρωση θέσεων στις υγειονομικές μονάδες

Ο σχεδιασμός για την κάλυψη των αναγκαίων θέσεων σε μια νοσοκομειακή μονάδα είναι συνάρτηση της μελέτης των γενικότερων αναγκών σε ανθρώπινο δυναμικό. Η έρευνα

Οργάνωση των πληροφοριών για τη σύνταξη της εργασίας

Παραδείγματα καταγραφής πληροφοριών που θα χρησιμοποιηθούν στην εργασία από επιστημονικά άρθρα:

…..Οι δείκτες που χρησιμοποιούνται διακρίνονται σε τέσσερεις κύριες κατηγορίες: δείκτες εργασίας (κενές θέσεις, αύξηση της ανθρώπινου δυναμικού, ποσοστό ανεργίας, ποσοστό αποχώρησης), β) δείκτες κινητικότητας, δείκτες οικονομικοί, δείκτες που βασίζονται στον πληθυσμό (σχέση ιατρών/πληθυσμού, νοσηλευτών/πληθυσμού)….
[Blumentahl L. Geographic imbalances of physician supply: an international comparison. Journal of Rural Health 1994;10(2):109-118]

Οργάνωση των πληροφοριών για τη σύνταξη της εργασίας

Παράδειγμα καταγραφής πληροφοριών που θα χρησιμοποιηθούν στην εργασία από επιστημονικά άρθρα:

…Οι προσεγγίσεις που χρησιμοποιούνται για τον προγραμματισμό των αναγκών σε προσωπικό υγείας είναι οι ακόλουθες: α) σχεδιασμός που βασίζεται στις ανάγκες, β) η σχέση προσωπικού/πληθυσμό, γ) οι στόχοι των υπηρεσιών για την παραγωγή και κατανομή των ανθρωπίνων πόρων, γ) η προσέγγιση που βασίζεται στη ζήτηση η οποία επηρεάζεται από την οικονομική δυναμικότητα και κοινωνικοπολιτισμικούς παράγοντες που διαγράφουν τις αντιλήψεις για τις ανάγκες των υπηρεσιών, δ) οι εισαγωγές στα πανεπιστήμια που βασίζονται στις πολιτικές του Υπουργείου Υγείας/ Παιδείας, δ) σύγκριση που βασίζεται στη σύγκριση των πόρων ανθρώπινου δυναμικού με ένα μοντέλο σε μία περιφέρεια ή χώρα…..
[Zurn P, Dal Poz M, Stilwell B, Adams O. Imbalances in the health workforce: briefing paper. Geneva. World Health Organization 2002].

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APPENDIX IV
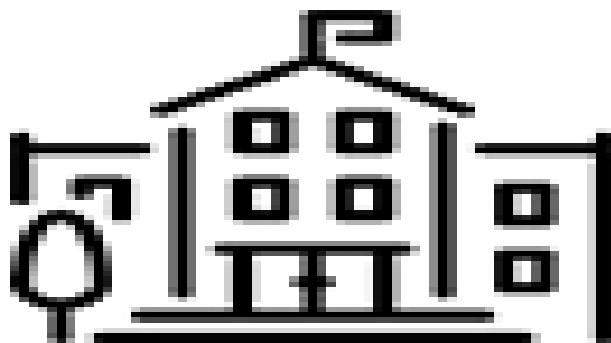
SUPERVISED PRACTICUM / INTERNSHIP GUIDE

PHILIPS UNIVERSITY

SCHOOL OF EDUCATION AND SCIENCES

Department of Social and Behavioural Sciences

Master in Counselling on Addiction

SUPERVISED INTERNSHIP GUIDE

NICOSIA-CYPRUS

Our vision

Philips University's vision is to promote it as a leading University in the region, creating and offering Excellence in Teaching, Research and Services with a committed interest in students.

Our mission

Our mission is -

- education of our students, for a successful career and life achievement,
- understanding and supporting the needs and developments of our society
- the creation of knowledge and progress through research and innovation
- that build our commitment to continuously improving Quality Assurance, in which Responsibility, Consistency, Transparency and Innovation are essential

The whole system operates with the established central universal values and is committed to excellence, innovation, social responsibility and a people-centered approach.

Introduction

Dealing with addictions requires a high level of responsibility and personal commitment from professionals and involves emotional involvement and long hours, which often exceed normal working hours. These conditions are alleviated to some extent by appropriate university education combined with supervised relevant practice.

It is generally believed that the creation and spread of therapeutic communities around the world owes much to the work of people who have personally experienced substance abuse and detoxification and have previously had the appropriate and suitable practice.

The adequacy of the Counsellor is one of the important elements that should characterize every professional who offers counselling services in the field of addiction to psychoactive substances and any other form of addiction.

Therefore, the relevant knowledge of how to develop, prolonged maintenance, the appearance of symptoms of this behaviour is essential and crucial in the provision of counselling services. At the same time, the

knowledge and the ability to act on the basis of the requirements of the principles of ethics and the relevant legislation are essential elements in the work of the Addiction Consultant.

In addition, Counsellors must have an in-depth understanding of counselling skills and models. Emphasis will be placed on modern methods and empirically grounded approaches.

The internship will be conducted in therapeutic institutions in Cyprus and Greece, providing the necessary experience in the application of the knowledge and skills acquired from teaching under constant supervision.

In this context, students will have the opportunity to understand in depth and in full the real conditions of practicing the profession of Counsellor in the field of prevention or rehabilitation of addictions at various levels and stages.

Clarification of Basic Terms

Internship in the field of counselling means the application under the constant supervision of an experienced instructor, with special knowledge and skills that you are expected to acquire in the context of teaching and workshops.

Simulation practice is the application of skills and knowledge in a simulation environment e.g. students use techniques with each other in order to become better acquainted and deepen their application without the risk of harming actual clients. The practice of simulation is a necessary step before the implementation of the Immediate Practice.

Instant Internship is the application in a real counseling environment of the knowledge and skills acquired through teaching and extended through Practical Simulation.

Confidentiality and integrity are the highest professional and ethical obligations that students must abide by throughout their studies. The disclosure of sensitive personal data of the clients obtained through the counselling services provided by the students' needs to be done in accordance with the applicable laws and professional ethics.

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Consultant Collaboration

The Consultant cooperates with the members of the Interprofessional Group of the institution or program that you call to implement any interventions in accordance with the relevant decisions of the Interprofessional Group. The Consultant also provides support in the preparation and achievement of the objectives of the interventions

Consequently, the Advisor provides feedback to the Interprofessional Team on issues related to the group's decisions and the general course of the intervention.

General duties of a Counsellor

- ➢ Evaluation of the individual in the first phase of the program using relevant evaluation tools. The evaluation is multidimensional and concerns the biological condition of the client, his emotional and mental condition as well as the degree of functionality.
- ➢ Develop and strengthen the client's personal motivation to maintain and enhance abstinence.
- ➢ Development of cooperation with the individual, for a personal plan for dealing with an emergency and a high-risk situation.
- ➢ Motivation of the client to recognize dysfunctional behaviours and his reinforcement for the expression of emotions, the sharing of experiences and opinions as well as the strengthening of his sense of belonging among the members.
- ➢ Patient support for awareness of the positives of abstinence and the negatives of use while developing incentives for social reintegration.

Protection of Individual Rights in Institutions that provide consulting services

The treated remain human entities, despite their anti-social and largely self-destructive behavior, which is why:

- ➢ They still have rights as people and as citizens and have the right to know clearly what the rights, privileges and responsibilities of members are as well as the philosophy and goals of the treatment program
- ➢ They have the right not to be threatened by abuse of power, by any individual or group, no matter where it comes from
- ➢ Living in an environment that provides the maximum possibilities for physical, mental, emotional and aesthetic development and which guarantees the
- ➢ safety of all
- ➢ Ensuring education and adequate supervision in a safe therapeutic environment.

PRINCIPLES OF ETHICS

Equality and justice

Counsellors accept the equal value of all people and their right to enjoy all human rights without discrimination. They accept and respect diversity, and seek to act fairly and objectively.

Respect for personality and dignity

Consultants recognize the dignity and value of clients and behave accordingly, respecting their characteristics and needs, as well as their right to privacy and confidentiality.

Respect and protection

Counselors respect all their colleagues, regardless of relationship, professional status, hierarchy and field of work. They also recognize and respect the special characteristics of their colleagues

Right to self-determination

Consultants recognize and support in practice the right of clients to control the very course of their lives. They are involved in promoting the development of clients' personalities, strengthening their ability to decide and manage their own problems.

Integrity

Counselors operate in an honest and responsible manner, seeking to establish relationships based on clear boundaries, clear and open communication, applying universal values and principles with full and lasting awareness of their mission.

Ability

Consultants maintain a high level of their ability and skills by constantly enriching their knowledge and skills.

Responsibility

Consultants are aware of the responsibility towards clients and society in general. The aim is to ensure a balance between the needs and rights of clients and the general collective interest.

Supervised Internship

Based on the above, the supervised internship offered by Philips University aims to make our graduates, capable professionals with enhanced counselling skills and abilities so that they can offer a quality counselling service, to the maximum extent possible.

During the supervised internship it is required that the prospective Counsellors observe and participate in various activities so that their relevant knowledge can be applied in practice. In other words, the clinical environment gives the opportunity to tomorrow's Counsellors on the one hand to put theory into practice and on the other hand to develop basic and specialized skills for better counselling.

Supervised internships take place under the guidance and coordination of experienced professionals in institutions and organizations that operate structures and programs that provide health care services. Cooperation for the implementation of the students' internship is concluded only with structures and programs that operate with the approval of the Cyprus Addiction Treatment Authority and in the case of structures and programs operating in Greece with the approval of OKANA or another body responsible for certifying the operation of structures and addiction prevention and rehabilitation programs. Priority will be given to cooperation for internship purposes with the structures and programs of prevention and rehabilitation of the:
KENTHEA

Cyprus Institute of Psychotherapy and the Treatment Centre for Addicts.

This exercise is an important element in the training provided and thus its mission is fully satisfied which is none other than the development and cultivation of the appropriate skills of the candidate Counsellors for the application of the principles of Counselling in the daily exercise of their duties.

Responsibilities and Obligations of Stakeholders

The Cyprus Institute of Psychotherapy, the Addiction Treatment Centre and Philips University have developed and are implementing a common policy for the implementation of the internship. The monitoring and supervision of the Student Internship will be carried out by professionals who work and / or collaborate with the rehabilitation structures and the detox prevention programs. Supervisors will be experienced in the field of detoxification professionals who from the position they hold are given the opportunity to intervene to prevent and / or remedy incomplete or inappropriate treatment by a student to a client.

Each Intern's Supervisor as an experienced professional, plays a crucial role in carrying out the internship. Also in each institution an instructor is appointed, who is a member of the staff of the therapeutic

establishment according to a specific procedure and performs his duties as they are set out in the following First Annex.

The official collaborating internships, designated as such by the Cyprus Institute of Psychotherapy   and the Addiction Treatment Center, as well as any other organization or service acting as a collaborating internships provide training to all for effective and meaningful training in a safe environment. The Second Annex sets out in more detail the responsibilities and obligations of the parties.

Responsibilities and obligations of students

➢ Compliance with laws / regulations and general provisions, circulars, practices and other documents applicable to public and private institutions.

➢ Arrival and departure from the workplace at the specified time and relevant information of the responsible officer.

➢ Respect the institutions and work conscientiously while maintaining a quiet environment.

➢ Proper management and use of equipment, consumables and generally the rational management of institutions.

➢ Informing the supervisor about any problems that arise in the area during their exercise.

➢ To introduce themselves and to announce their status.

➢ All student interventions supervised and endorsed by the client supervisor are reported to the supervisor.

➢ Protection of personal data of clients.

Purpose of the internship

Considering that Counselling is a science and an art, it is self-evident that the internship of the student-candidate Counsellors of our University is extrordinary. In this context, the ultimate goal of clinical practice is to make each student able to provide counselling services to each client hosted in the therapeutic institutions.

Specifically, at the end of the internship the student must be able to evaluate the client, to identify relevant problems and needs, to make relevant diagnoses, to formulate and supervise interventions and to evaluate the result of the counselling service provided.

In general, the ultimate goals of the internship are for students to gain practical experience, knowledge, skills and skills development to -

  ➢ become familiar with the therapeutic environment
  ➢ follow the international and national codes of ethics, as well as the implications of the provision of consulting services,
  ➢ ensure clients' right to privacy and confidentiality of their data,
  ➢ apply various consulting acts / interventions,
  ➢ evaluate the results after the implementation of the intervention,
  ➢ communicate effectively, interact and collaborate effectively with clients and their family environment as well as all team members,
  ➢ accept responsibility for their professional activities and recognize the limits of their own field of practice and skills

Periods and purpose of placement in institutions

The supervised internship lasts 300 hours and takes place in public or private institutions for three weeks in each semester (35 hours per week) and complies with the internship standards set by relevant national legislation for the profession of Consultant.

In another case, established standards of renowned European or international organizations of counsellors and / or psychotherapists such as the Society for the Exploration of Psychotherapy Integration (SEPI) and the European Association of Psychotherapy (EAP) are taken into account. Relevant details for the supervised Internship are listed below

First Supervised Internship

It concerns the conduct of a Practical Simulation that includes the identification of students around the framework and the operation of the structures. Students are closely informed and familiar with the specifications and operating conditions of the structures and programs that will be implemented in their internship. They are acquainted with the professional staff with whom they will cooperate and observe the work performed by the professionals of the structure or program and participate under guidance in a number of tasks as assistants. As a result, they will gradually integrate into the professional team and prepare for the next stage of the internship.

Second Supervised Internship

It concerns the conduct of an internship with autonomous contact of the student with clients. The student is constantly supervised and monitored during the performance of his / her duties and the necessary recommendations are made to improve his / her performance and efficiency. At this stage the student undertakes to perform tasks related to simple counseling services, eg the provision of standardized assessment tools, structured interventions and other related duties.

Third Supervised Internship

It concerns the conduct of an internship with autonomous contact of the student with clients. The student is constantly supervised and monitored during the performance of his / her duties and the necessary recommendations are made to improve his / her performance and efficiency. At this stage the student undertakes to perform more complex counseling duties and / or the service of more demanding people eg participation in a counseling team, participation in interventions in a time of crisis and other related tasks.

Evaluation of Supervised Internship

Upon completion of the internship, the Supervisor, the Instructor and the Coordinator of each institution evaluate each candidate Advisor in relation to his / her entire academic and practical performance, based on the requirements of the specific internship.

First Annex

Duties and obligations of Instructors/Supervisors

➢ Each service appoints its own Instructors from the existing staff of the institution. The Instructor Selection Process is determined in collaboration with Philips University

➢ They are responsible for student practice and are accountable to Philips University and they care for, protect and preserve the overall image of the institution.

➢ Instructors know that clients have the right to refuse treatment from students.

➢ Instructors must ensure that all students know and abide by the rules and policies of the institution and / or program that hosts them.

Second Annex

Structural Responsibilities and Obligations

➢ Ensuring the provision of quality and safe care to all clients.

➢ Commitment to provide all facilities to students and Instructors (where required) for effective and meaningful education in a friendly and safe environment.

➢ Problem management where the exercise takes place, in order to:

  o Achieve the organized and rational distribution of students in the institution depending on the field of education.

  o The collaboration and communication of therapeutic institution management, Philips University.

The Therapeutic Institution in each service, has the obligation to inform the Instructors and students of the responsibilities and obligations they have towards the structure, as well as the policies and procedures that are observed in general issues such as compliance with operating rules, risk management, personal data protection, appearance and behavior and any additional procedures for the operation of the Structure.

Third Annex

Responsibilities and obligations of students in host institutions

➢ Compliance with laws / regulations and general provisions, circulars, practices and other documents applicable to institutions.

➢ Arrival and departure from the workplace at the specified time and relevant information of the responsible officer.

➢ Respect the institution and work conscientiously while maintaining a quiet environment.

➢ Proper management and use of equipment, consumables and generally the rational management of the institution.

➢ All interventions performed by students are supervised and endorsed by the Instructor

➢ Any changes in client status are always reported to the supervisor.

➢ Protection of personal data of clients and staff.

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