

IPAK ZNANJE VRIJEDI

Miro Miljko

Klinički zavod za radiologiju, Sveučilišna klinička bolnica Mostar; Fakultet zdravstvenih studija Sveučilišta u Mostaru, 88000 Mostar, Bosna i Hercegovina

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Kada me je sredinom ožujka ove 2018. godine nazvao u petak poslije podne moj dragi prijatelj, vrlo poštovani profesor i glavni urednik Zdravstvenog glasnika (ZG) Fakulteta zdravstvenih studija (FZS) prof. dr. Dragan Babić, nemalo sam se iznenadio kada je cijenjeni profesor zamolio neka napišem na neki način uvodnik za predstojeći svibanjski broj Zdravstvenog glasnika. Velika čast za mene. Naravno stvorila se i velika obaveza. Kako napisati nešto što ranije nisam radio, a toliko uglednih kolega profesora je to činilo prije mene za isti časopis. Ostavljeno mi je na volju što napisati.

Prvo sam ponovo otvorio arhivu ZG i pogledao uvodnike. Sve sjajna akademska imena i sjajni uvodi. Samo nekoliko vrijednih podsjećanja na te uvodnike:

Naš časopis Zdravstveni glasnik je od svog prvog broja nastao kao potreba za publiciranjem i željom za jačanjem zdravstvene struke, podizanjem razine znanja i znanosti na FZS i željom za prepoznavanjem našeg fakulteta u svijetu znanosti, kako je u prvom uvodniku napisao prof. dr. Babić (Zdravstveni glasnik 2015, May, No. 1). U slijedećem uvodniku (Zdravstveni glasnik 2015, November, No. 2) prof. dr. Matko Marušić dodatno potvrđuje da su zdravstvo i medicina jako napredovali i školovanje ljudi za zdravstvene profesije traži – naprosto – više učenja, gradiva i time i trajanja izobrazbe. Dalje utvrđuje da se svijet razvio (mi njemu pripadamo) do razine da se više ništa ne može raditi bez znanja; iskustvo i trud nisu dostatni. Povećala se i opća svijest i informiranost, kao i standard življenja, i Europa je procijenila da srednje škole više nisu dovoljne za obrazovanje potrebno za primjerenu produktivnost u suvremenom svijetu. Te nas unatoč nedostatku vjere u vlastitu vrijednost, nedostatku samopoštovanja u studenata, studenti misle da im to ne treba, a, što je još žalosnije, to misli i dobar dio nastavnika, pa i

javnosti, pa nas unatoč svemu cijenjeni prof. dr. Marušić s pravom uvjerava da malo otvorimo i mozak i srce – znanstvenoj metodologiji. U trećem broju (Zdravstveni glasnik 2016, May, No. 3) prvi dekan prof. dr. sc. Ljubo Šimić između ostalog navodi da se Fakultet cijelo vrijeme, sukladno svojoj strategiji, bavio i znanstveno-istraživačkim radom, te je do sada realizirano nekoliko znanstvenih međunarodnih istraživačkih projekata i organizirana tri znanstvena simpozija iz područja sestrinstva. Na Fakultetu je angažirano preko 50 nastavnika i oko 30 asistenata s područja Bosne i Hercegovine, Hrvatske i Slovenije.

U četvrtom po redu (Zdravstveni glasnik 2016, November, No.4) cijenjeni prof. dr. Osman Sinanović postavlja pitanje da li se studenti na fakultetima zdravstvenih studija ili općenito studenti trebaju baviti znanstvom i istraživanjem. Pa svakako da je odgovor pozitivan. Naravno, oni prvenstveno trebaju da stječu opća znanja iz svoje znanstvene oblasti. Oni moraju da znaju o otkrićima uvjetnih refleksa, npr., koje je svojevremeno otkrio Pavlov i za to dobio Nobelovu nagradu, da ne bi sanjali kako u tom području bi mogli jednog dana postati nobelovci. Ali trebaju i da znaju i da sami pokušavaju slične eksperimente jer možda dođu do nekih spoznaja i ideja da „odu dalje od Pavlova“. Naravno, oni se već u tijeku dodiplomskih i diplomskih studija mogu baviti znanstveno-istraživačkim radom, ne samo da bi sudjelovali npr. na nekom studentskom kongresu, te utvrđuje u zaključku da želi za što većim opsegom znanja i mogućnosti pružanja što kvalitetnije zdravstvene zaštite, a u cilju edukacije studenata i nastavnog osoblja, znanost na Fakultetu zdravstvenih studija je neupitna potreba i obaveza.

U petom uvodniku (Zdravstveni glasnik 2017, May, No.5) cijenjena profesorica dr. Ljerka Ostojić nas upućuje u povijest znanstvenih časopisa koja je počela 1665. godine kada su francuski «Journal

des scavans» i engleski «Philosophical Transactions of the Royal Society» počeli periodično objavljivati rezultate istraživanja, a potom savjetuje neka Sveučilište bude oslonac, a ovaj časopis jedna od poluga razvoja znanja, a znanje je svojina cijeloga čovječanstva. U šestom posljednjem izdanju (Zdravstveni glasnik 2017, November No. 6) glavna sestra SKB Mostar Zdravka Lončar ističe da se posljednjih godina od medicinskih sestara zahtijeva sve veći nivo stručnog znanja. Stoga je neobično važno imati želju za učenjem i biti u stanju razumjeti ono što se uči. U svoj holistički pristup, empatiju i etičnost moraju kroz obrazovanje, osobito ono sveučilišno (veleučilišno) jednostavno ugrađivati najnovije tehnološke procese i neprestance ih slijediti. Citirao sam samo dio rada cijenjenih uvodničara.

Što bih mogao novo reći nakon ovih sjajnih uvodnika? No pokušat ću.

Nesumnjivo da su svi uvodničari isticali važnost znanja i poticali studente na njegovo stjecanje. Svi mi nastavnici bez imalo dvojbe potičemo studente za rad, napredovanje u struci i uključivanje u znanstvenu aktivnost. Bar sve tako izgleda lijepo u teoriji. Praksa i stvarnost je ipak malo drugačija.

Svaka naša godina i svaki smjer je opterećen prije svega brojem studenata. U učionicama koje su dimenzionirane vjerojatno za maksimum 40 studenata, nalazi se nerijetko 70, 80 čak i 90 studenata. Ispred svakog od njih za vrijeme nastave je čudesna mala spravica, koja uljepšava naše živote, no čini mi se i značajno ih devalvira (otuđuje, smanjuje konverzaciju i emociju), a zove se mobilni telefon-mobil. Sada su tako pametni da se svaka tvrdnja može u djeliću sekunde provjeriti. No osim navedenog ako se dozvoli da su ispred studenata za vrijeme nastave, silno odvlače i njihovu pozornost. Kada se tomu doda prigušenije svjetlo u učionici za bolji svjetlosni kontrast nastavnikove power-point prezentacije, te ako nastavnik sjedi u svom kutu i (ne)pokušava se nadvikivati sa žamorom tih mladih i zdravih glasnica naših studenata, sve su to uvjeti za lošiju komunikaciju nastavnik-student. Valja tomu dodati da je FZS strukovni studij i da najmanje 50 % nastave se mora ostvariti na vježbama, tj. provođenjem praktičnog dijela. Većina klinika i kliničkih odjela kao i

moj Klinički zavod za radiologiju nisu kapacitirani za toliki broj studenata. Ponekad ne želim niti misliti koliko im želimo darovati znanja, a koliko to ponekad ne uspijemo. Ove sirove činjenice nam govore o potrebi restrukturiranja, ali nas upozoravaju da svi moramo uložiti dodatno truda za afirmaciju kako studenta, tako nastavnika, i naravno našeg fakulteta kao obrazovne ustanove.

Koliko je to sve teško dokaz su i riječi jednog velikog profesora našeg Sveučilišta. Pokušat ću se prisjetiti tog razgovora i prenijeti glavnu poruku. *Pitali su studenti starog, sada već pokojnog profesora M.B. što je za njega bilo najteže u profesorskoj karijeri. Odgovorio im je da mu je bilo najteže učiti... Ima li još nešto teže od toga? - nastavljali su dalje studenti pitati. "Da, učiti studente" odgovorio je stari profesor.*

Doista, velika je odgovornost na nama prenijeti vam znanje, pomoći vam da postanete dobri stručnjaci i ljudi, voditi brigu o disciplini na pretrpanom FZS, poštivati svačiju osobitost i sve uskladiti sa svojim i općim moralno-etičkim normama.

Silno se trudim kao odgovorni pojedinac disciplinirati studente, uz održanje svog i njihovog digniteta, poticati ih u svemu naprijed navedenom, posebice kvalitete struke (kod mene radiološke tehnologije) i poticati ih na pisanje i istraživanje. To doista nije lako. Za poređenje valja reći da to isto radim i na Kliničkom zavodu za radiologiju, gdje sam prvi dan, kada sam postao predstojnik, iznio svoje planove i svoje viđenje Kliničkog zavoda. Na ulazu u našu bolnicu piše „SVEUČILIŠNA KLINIČKA BOLNICA“, što nas sve obvezuje na stalnu edukaciju, kako sebe tako i studenata.

Pokušao sam i pokušavam uvjeriti kolegice i kolege na Kliničkom zavodu za radiologiju da treba pisati, učestvovati aktivno (ne samo kao slušalac) na simpozijima, kongresima, radionicama. A radi se o odraslim, formiranim, stalno uposlenim i primarno motiviranim osobama, kojima u opisu radnog mjesta, te osnovnoj definiciji biti intelektualac, stoji potreba za pisati, stvarati, poticati sebe i druge za ista djela. I bilo je vrlo teško. Opterećenost poslom, slabe plaće, privatni život, sve je to bilo vrlo destimulativno u našem društvu. Ali kada se činilo da je sve izgubljeno, uvijek se pojavi jedan ili dva pojedinca, koji

poput meteora zablistaju i pokrenu sebe i druge oko sebe. Stoga sa ponosom mogu reći da sam to uspio zajedno sa svojim kolegicama i kolegama na radiologiji. Stalno smo prisutni na kongresima sa svojim radovima, objavljuju se radovi u stranim, indeksiranim časopisima, napravili smo pet radioloških radionica, stječu se nova znanja i uvode nove metode dijagnostičke obrade (npr. core biosija dojke, MR koronarografija, MR enterografija, MR zdjelice, MR testisa i prostate...). Jedan kolega je prije nekoliko mjeseci doktorirao, a u periodu od 2-3 godine očekujemo obranu još četiri doktorske disertacije. Ne trebam niti govoriti koji je to intelektualni potencijal kako za Klinički zavod, tako i za dvije Katedre radiologije. Jedna je Medicinski fakultet, druga Fakultet zdravstvenih studija. Bilo je teško ali smo svi prošli volje i energije za napredovanjem.

Kada to ide tako teško na klinikama, pitao sam se kako studente FZS, koji ne vide skoro nikakvu perspektivu u ovoj našoj državi BiH, potaknuti da napreduju u struci, stvore neko pisano djelo, neki rad na koji će biti ponosni, a da to nije samo onaj obvezni završni ili diplomski rad. Priznajem preteško to ide. Pokušavam pronaći razloge za to. Čini mi se da je popustila intelektualna motivacija, možda su popustili kriteriji na našem fakultetu. I kako studenta natjerati da piše neki rad, da se bavi istraživanjem, kada mu nismo ponudili niti dovoljno dobre osnovne uvjete, kada nemaju nadu da mogu ostvariti osnovni egzistencijalni minimum u svojoj državi.

Kada mi se učinilo da to teško ide i kada sam se odlučio „predati“ opet se desi čudo. Ti isti prividno nezainteresirani mladi ljudi me uspiju uvjeriti

u svoju kvalitetu. Uvjere me da znaju pisati radove, da su obrazovani, znaju se sjajno služiti čudima moderne tehnologije. Pokažu svoje intelektualno, do tada skriveno biće, pokazu svoju ambiciju, svoju ljepotu ponašanja, svoju ljudskost i plemenitost. Nemalo sam bio iznenađen ali i tužan kada su neki naši, samim tim i moji studenti, potraživali od mene potvrdu i garanciju njihovog strukovnog znanja, pri aplikaciji za posao u zemljama zapadne Europe, uglavnom Irska i Njemačka. Još više sam bio iznenađen (pozitivno) kada sam dobio potvrdu da se tamo dobro snalaze i dobivaju dobre kritike, što znači da mi ipak dobro radimo i uz sve naše mane „proizvodimo“ dobre ljude i dobre stručnjake. To su mladi, intelektualno i biološki potentni ljudi. Očito je da „naš“ čovjek nosi gen pameti, sposobnosti za uspjeh, samo ga treba potaknuti. Velika nada ostaje pri svima nama, koji djelujemo obrazovno u ovom društvu da naši napori nisu uzalud. Nada ostaje da će i oni koji kroje strategiju razvoja ovoga društva prepoznati potencijal ovih izuzetnih mladih ljudi, pronaći način vezati ih za ove prostore, prije svega egzistencijalnom perspektivom.

A vi, dragi moji kojim god putem (quo vadis) pošli zapamtite...samo vas znanje štiti od neuspjeha. Otvara vam i najteže brave. Naučite i ljubite svoj posao. Pišite radove, jer znanje ipak vrijedi, otvara vam horizonte, koji će vam osigurati ono što najviše želite: uspjeh u svom životu.

Želim vam svima dobro zdravlje i samo malo dodatne zdrave ambicije, a uspjeh je tu negdje oko vas. Doći će!

KNOWLEDGE IS WORTH

Miro Miljko

Department of Radiology, University Clinical Hospital Mostar; Faculty of Health Studies University of Mostar, 88000 Mostar, Bosnia and Herzegovina

When in mid-March, on a Friday afternoon, my dear friend, respected professor and chief editor of the Health Bulletin (HB) of the Faculty of Health Studies, prof. Dragan Babić surprised me with his call and asked me to write an editorial for the upcoming May issue of the Health Bulletin. This is a great honour for me. It is of course a great responsibility. How do I write something I have never written before, and many eminent professors did this before me for the same journal? I was given free rein on what to write.

First, I reopened the archive of the HB and read the editorial introductions. All great academic names and editorial introductions. Just a few valuable reminders:

Our journal the Health Bulletin was created as a need for publication and desire for the strengthening of the healthcare profession, raising the level of knowledge and science at the Faculty of Health Studies as well as the desire for recognition of our faculty in the scientific world, as written by prof. Babić in the first editorial (Health Bulletin, No. 1, May, 2015). In the following introduction (Health Bulletin, No. 2, November, 2015) prof. Matko Marušić further confirms that healthcare and medicine have advanced significantly and the education of people in healthcare professions demands - simply - more studying and materials and thereby the duration of education. He further confirms that the world has evolved (we belong to it) to the extent that nothing can be done without knowledge; experience and hard work are not sufficient. General awareness and access to information has increased as well as the standard of living, and Europe has estimated that secondary school education is no longer sufficient for the education necessary for adequate productivity in the modern world. Despite the lack of faith of our own value, lack of self-esteem of students, where

students believe they do not need it, and what is even sadder, a considerable number of teachers think the same, so despite all, the respected professor Marušić rightly assures us to open our minds and hearts to scientific methodology. In the third issue (Health Bulletin, No. 3, May, 2015) the faculty's first dean prof. Ljubo Šimić among other things states that all of this time the Faculty, according to its strategy, has been involved in scientific-research work, and so far, several international scientific-research projects have been realized and we organized three scientific symposiums from the field of nursing. Over 50 professors and around 30 assistants from Bosnia and Herzegovina, Croatia, and Slovenia are engaged in the teaching process at the faculty. In the fourth issue (Health Bulletin, No. 4, November, 2016) the respected professor Osman Sinanović poses a question whether students of the Faculty of Health Studies or students in general should be occupied with science and research. Well, the answer is certainly affirmative. Primarily they need to acquire general knowledge from their scientific field. They have to know about discoveries such as conditioned reflexes which were discovered by Pavlov who won the Nobel prize for the discovery, so they would not dream of becoming Nobel laureates in this field. But they should perform these experiments and try similar ones on their own because they might discover new insights and ideas and "go further than Pavlov". They are of course occupied with scientific-research work during undergraduate and graduate studies, and not only to be a part of some student congress. In the conclusion, professor Sinanović states that science at the Faculty of Health studies is an unquestionable need and obligation because of the desire for a wider range of knowledge and the ability to provide the best possible healthcare protection, and all this for the education of students and teaching staff.

In the fifth editorial (Health Bulletin, No. 5, May, 2017) the respected professor Ljerka Ostojić writes about the history of scientific journals which started in 1655 when the French “Journal de savans” and English “Philosophical Transactions of the Royal Society” started to periodically publish the results of research, and she advises the University to be a fulcrum and the Health Bulletin one of the levers and knowledge the property of all mankind. In the sixth and the latest issue (Health Bulletin, No. 6, November, 2017) the head nurse of the University Clinical Hospital Mostar, Zdravka Lončar, points out that in recent years the nurses are required to have an even higher level of professional knowledge. It is therefore extremely important to have the desire for studying and be capable to understand what is being taught. In their holistic approach, empathy, and ethics, they simply need to incorporate the newest technological processes through education, especially university education and constantly follow them. I cited only sections of work of respected editorial writers.

What new could I write after these remarkable editorial introductions? I will try.

It is undoubtable that all of these writers emphasized the importance of knowledge and encouraged students to acquire it. All of the teachers incontestably encourage students to work, advance professionally, and engage in scientific activity. At least everything seems good in theory. However, practice and reality are a bit different.

Each of our study year and programme are burdened with the number of students. In classrooms that are probably dimensioned for a maximum of 40 students, there are usually 70, 80 and even 90 students. During classes, in front each of them is a miraculous little gadget, that enhances our lives, but it seems to me it also significantly devalues them (alienates, reduces conversation and emotion), and this device is the mobile phone. Now these devices are so smart that any claim can be verified in a split of a second. But apart from the mentioned, if students are allowed to have mobile phones during classes, their attention is greatly distracted. When we add to this the dulled light in the classroom for the better light contrast of the teacher’s power point presentation

and if the teacher is in his corner and does (not) try to shout out the murmur of young and healthy vocals of our students, we have preconditions for a poor teacher-student communication. It should be added that Faculty of Health Studies offers vocational studies and at least 50 % of the teaching must be realized through practicals, i.e. implementing the practical part of the teaching process. Most clinical and hospital departments as well as my department of radiology are not able to accommodate such a large number of students. Sometimes I do not want to think about the amount of knowledge we want to give them, and how in certain situations we do not succeed. These raw facts tell us about the necessity for reconstruction, but warn us that all of us must make additional efforts for the affirmation of students, teachers, and of course our faculty as an educational institution.

All of this is very disturbing so I wish to remember one of great professors of our University. I will try to remember our conversation and convey the message. *The students asked the old, now late professor M. B. what was the most difficult thing in his professional career. He replied that it was learning... Is there anything more difficult than learning? - the students asked. “Yes, teaching students”, replied the old professor.*

Indeed, we have a great responsibility to convey knowledge to you, help you become good experts and people, take care of the overcrowded Faculty of Health Studies, respect everyone’s personality, and align everything with our own and general moral and ethical norms.

As a responsible individual, I work hard at disciplining students while maintaining my and their dignity, encourage them in all of the above mentioned, especially professional quality (in my case, radiology), and at last encourage them to write and research. This is really challenging. For comparison, I have to add that I also work at the Department of Radiology where on the first day of my leadership I presented my plans and vision of the department. On the entrance to the hospital it says “UNIVERSITY CLINICAL HOSPITAL”, and this sign is our

commitment to continuous education, of ourselves and our students.

I tried and still try to convince my colleagues at the Department of Radiology that we should write, actively participate (not solely as a listener) at symposiums, congresses, workshops. These people are adults, permanently employed and primarily motivated individuals, and in their post description it says that as intellectuals they should write, create, and encourage themselves and others to do the same. It was hard work. Heavily burdened with work, low salaries, private life, and besides all of this is discouraging in our society. But even in moments when all seemed lost, there were always one or two individuals who shine like meteors and motivate themselves and others around them. Therefore, I can proudly say that I have accomplished this together with my colleagues from the department. We are ever present at congresses with our works, we publish papers in foreign, indexed journals, we organized five radiological workshops, and we constantly acquire new knowledge and introduce new methods of diagnostic procedures (e.g. breast core biopsy, MR coronary angiography, MR enterography, pelvic MR, scrotum MR...). One of my colleagues received his PhD a few months ago, and in the next 2 to 3 years I expect another four doctoral dissertations. It is unnecessary to say what an intellectual potential this is, both for the hospital department and two university departments of radiology. One of them is at the School of Medicine and other at the Faculty of Health Studies. It was hard work but we found the will and energy for advancement.

When this is so difficult at hospital departments, I wondered how to motivate the students at the Faculty of Health Studies, who do not see a perspective in our country Bosnia and Herzegovina, and how to encourage them of professional advancement, to create a piece of writing, a work they will be proud of, and that this is not only the final or diploma thesis. I admit this is hard work. I try to find the right reasons for it. It seems that intellectual motivation is fading or maybe the criteria at our faculty have been

lowered. How do we force students to write quality papers and carry out research when we cannot offer them good enough conditions and when they have no hope of achieving the fundamental existential minimum in their country?

When it seemed difficult and I decided to “give up”, once again a miracle happened. These seemingly uninterested young people managed to convince me of their quality. Convince me that they know how to write papers, that they are educated, and know how to use the inventions of modern technology. They showed their previously hidden intellectual creature, their ambition, good manners, humanity, and generosity. I was a bit surprised and sad when some of our students came to me and asked for verification and guarantee of their practical knowledge, these are needed upon application to work positions in the countries of western Europe, mostly Ireland and Germany. I was even more surprised (positively) when I got the confirmation that they are doing well and getting good reviews, which means we are doing a good job and in addition to all of our flaws “produce” good people and experts. These are young, intellectually and biologically potent people. It is evident that “our” man carries the gene for intelligence, ability for success, but he only needs to be motivated. Great hope remains for all of us who work in education in this society that our efforts are not in vain. The hope remains that those who make the strategy for the development of this society will recognize the potential of these remarkable young people, find a way to convince them to stay, and above all provide an existential perspective.

And you, my dear, whatever path you take (*quovadis*) remember that only knowledge protects you from failure, because with knowledge in hand, one goes through all the land. Learn and cherish your work. Write papers, because **knowledge is worth**. It opens new horizons which will provide you with what you most want: succeed in life.

I wish you all good health and just a hint of healthy ambition, and success is somewhere around the corner. It will come!