



# Planning and implementation of the Co-operative Education Programme (COOP)

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## DESCRIPTION

The Co-operative Education Programme (COOP) for medical equipment technology education aims to emphasis student's knowledge and put it into practise in order for them to gain real-world experience in health care institutions, medical solutions companies, and selected hospitals during their training. In terms of good management, the goal is to refine their talents and establish distinct links between the foundations and principles and practical skills in the field of medical equipment technology. It also optimises medical equipment and maintenance investments, as well as familiarises creative thinking and the practise of good work ethic, self-reliance, and cooperation with others. Supervisors and trainees play an important role in encouraging interactions between them during the learning process. The cooperative education programme has proven to be an effective process for promoting this interaction for the benefit of all parties.

Students learn to give and receive information, develop new understandings and perspectives, and communicate in a socially acceptable manner when they interact in cooperative groups. Interacting with each other in reciprocal dialogues allows them to construct new ways of thinking and build their sense of feeling, particularly about their future career. Co-operative learning allows students to actively interact with others, negotiate meaning in the context of a task, and adopt new ways of thinking and working. By creating a learning environment in which students feel safe to test out their ideas, free from the scrutiny of the classroom teacher and the larger class group, they are given opportunities to reach out to one another and establish a personal synergy that facilitates engagement, learning promotion, and group cohesion all of which are required for successful

cooperative learning. The current study is based on a practical implementation of the cooperative education programme at King Saud University's (KSU) community college-applied medical sciences department, which shows that when teachers are fully involved in the cooperative education programme, how efficient the trainee's learning outcome is affected, as well as how supervisors change the way they interact with their students. This is to see if teachers can be trained to use specific communication skills and improved methods to motivate the transfer of their knowledge to trainees during the co-operative education programme in order to achieve better results. The paper demonstrates the co-operative education programme results in a real-world work environment.

The co-operative education programme at King Saud University's Applied Medical Sciences Department (AMS) in Riyadh is the first to offer medical equipment technology students the opportunity to apply their academic knowledge and skills in a work-based environment under full university control in collaboration with the training institution. This should fully align with the co-operative education program's definition, which states that the co-operative education programme is the process of connecting students' academic achievements with practical and authentic reality. This is accomplished while the student is training at a hospital or health care company carefully selected by the academic institution. The co-operative education programme at King Saud University's department of applied medical sciences allows medical equipment technology students to complete the requirements of their associated degree programme by working in a training organisation. The co-operative education programme is a 15 week, 12 hour programme that students can enroll in after they have completed 64 academic credit hours.

### **Framework for National Commission for Academic Accreditation and Assessment**

The National Commission for Academic Accreditation and Assessment (NCAAA) has developed two important documents to assist in the planning, monitoring, and improvement of field experience programmes. These documents are the field experience specification and the annual field experience report. The field experience specification file is completed during the co-operative education programme planning and development phases. Finally, arrangements for evaluating field experience activity by students, field supervising staff, and institution supervising staff are explained. At the end of each co-operative education programme cycle, the field experience report is completed.

### **Co-Operative Education Programme Terminology**

Co-operative education is defined as a formal educational process that combines a student's academic and career interests with productive work experience in a cooperating employer organisation. The training coordinator is a department employee who is assigned to act as a liaison between the co-operative education programme and the department at the university. An academic supervisor is a professor who is chosen to continuously supervise cooperative education students and to evaluate their performance using a pre-planned plan that includes a weekly site visit. A training supervisor works at the institute where the student is trained. The training supervisor is in charge of the student.