

Tbilisi State Medical University

Faculty	International Faculty of Medicine and Stomatology
Title of the Educational Program	Educational Program for Medical Doctor
Qualification degree to be awarded	Medical Doctor (MD)
Program Director	Associate Professor Davit Tophuria
Program volume/credits	360 ECTS Credits Duration of the program -6 Academic Years (12 Semesters)
Language of the Study	English
Aims of the Educational Program	<p>The defining goal of the Medical Educational Program for MD is to train highly qualified and competent physicians who respond to contemporary challenges. In other words, the program serves to provide graduates with the knowledge and skills, upon which they will be able to get a job position in the clinics, continue study to the next level and develop their professional skills.</p> <p>The objectives of the program:</p> <ul style="list-style-type: none"> • Provide students with up-to-date medical knowledge; • Develop student's clinical and communication skills necessary for medical practice; • Generate values of medical ethics and entire professional life-long learning skills and motivation; • Ensure high-quality medical education of the students by introducing nationally recognised medical standards and ethical norms. <p>Graduates of the Medical Doctor program from Tbilisi State Medical University have the knowledge of /ability to:</p> <ul style="list-style-type: none"> • Biomedical, behavioral, social, clinical sciences and other basic principles in the medical field; • Possesses clinical skills and specialized competencies in accordance with the defined medical standard; • Independently retrieve scientific information, interpret and use it appropriately to resolve the problem-based clinical cases; • Assess the health status of each members of society by integrating clinical, biomedical and behavioral sciences knowledge. • Evaluate scientific and clinical innovations and improve practical activities through them; • Aware of the need for continuing medical education (CME) and

	<p>professional development.</p>
<p>Requirements/Prerequisites to the Program</p>	<p>Student enrollment is carried out in accordance with legislation (Georgian Law on “Higher Education”, Article 52, and p3).</p> <p>Prerequisites for admission MD program are as follows:</p> <ul style="list-style-type: none"> • Applicant may be a foreign citizen or stateless person with full general or its equal education received in another country; • Citizen of Georgia, who received full general or its equal education abroad and the last 2 years of full general education have been taught in a foreign country. • Applicant who was/is studying and receiving credits in a foreign higher education institution recognized in accordance with the law of that country. Admission to the educational program through mobility is allowed after the end of one academic year of study. Mobility is available twice a year, within the deadline set by the Ministry of Education, Science, Culture and Sport of Georgia.
<p>Teaching Methods/Methods for Achieving Learning Outcomes</p>	<p>Teaching methods at Tbilisi State Medical University (English MD Program) comprises the requirements of methodology of modern medical education. The harmonization of modern medical educational strategies (Student-oriented learning, flexible combination of the problem-oriented learning and outcome, training in simulation labs, teaching in clinical environment and development of scientific-research skills and act.) ensures the achievement of program goals.</p> <p>Teaching is based on student-oriented methods implying active participation of the students in the learning process.</p> <p>The following methods of teaching and learning are used in the basic, preclinical and early clinical stages:</p> <ul style="list-style-type: none"> ✓ Lecture-seminars - Presentation, written/verbal presentations based on theoretical and real clinical cases. ✓ Problem-based learning (PBL), Case-based clinical reasoning (CBCR). ✓ Involvement in discussions, debates –discussion, reasoning, fix and justify his/her opinion, providing explanations; ✓ Development/assimilation of practical and clinical skills - phantom-moulage, simulators, direct contact with patients at the University clinics under supervision of the professor (within the competence). ✓ Laboratory training. ✓ Participation/involvement in scientific research. ✓ Teaching in the clinical environment. <p>Case-based clinical reasoning (CBCR) and problem-based learning (PBL) are delivered as integrative courses. These teaching methods reinforces knowledge of relevant basic and clinical disciplines.</p> <p>On the sixth (final) year of study with above mentioned teaching methods,</p>

	<p>is mainly used teaching in the clinical environment: Bedside teaching, EPA - Entrusted Professional Activities, etc.</p> <p>EPA1 - Patient's history taking and physical examination. EPA2 - Prioritizing differential diagnosis. EPA3 - Giving a reasonable prescription. EPA4 - Obtain informed consent.</p> <p>At different stages of the program, depending on the specifics of the course, clinical skills are developed at the Department of Clinical Skills and Multidisciplinary Simulation (or at the departments equipped with appropriate simulators). Student's clinical and practical skills are assessed by Objective Structured Clinical Examination (OSCE) or by another form of clinical examination.</p> <p>The development of clinical skills is of particular importance in higher medical education. Contact hours are dedicated to the seminars, working in simulation environment, and hands-on teaching with modern techniques and role playing. In this regard various types of computerized simulations and training programs are used, which reflect the real disease, diagnostic or therapeutic procedure.</p>
<p>Student's Assessment System</p>	<p>At Tbilisi State Medical University the learning outcomes achieved by the student in the course/discipline includes formal written and clinical examinations, workplace based assessments, essays, research projects, presentations or coursework. University has The European Credit Transfer and Accumulation System (ECTS) which is based on learning outcomes and student-oriented learning. Its purpose is to facilitate the planning, implementation, assessment / reference of learning units, as well as student mobility.</p> <p>Academic credit is a standard used by the University to measure and assess students' work and effort during the program (1 credit equals 30 hours). Through academic credits, students get a consistent and transparent way of valuing their learning achievements.</p> <p>The required amount of credits during a year is 60 credits. A student's annual workload must not exceed 75 (ECTS) credits during an academic year.</p> <p>Maximum assessment of the course / component is - 100 points. To obtain credit, the final rate should not be less than 51. Maximum mark on the exam is - 40. The exam considered passed if the student gains at least 24 out of 40 points.</p> <p>Five types of assessment are as follows:</p> <p>A - Excellent – 91-100 points B - Very good - 81-90 points C – Good - 71-80 points D – Satisfactory - 61-70 points E – Enough/Acceptable - 51-60 points (Fx) – Could not pass – 41-50 points , which means that the student needs more work to pass and gives the right to take an additional exam after some</p>

	<p>independent work;</p> <p>(F) - Failed – 40 points and less, which means that the work carried out by the student is not enough and he / she has to study the subject from the beginning.</p> <p>Student has the right to take a secondary (additional) exam in the same semester; interval between the final and secondary exam should be not less than 5 days.</p> <p>For the assessment of the basic, preclinical and early clinical stages of teaching are used oral and test exams; Objectively Structured Practical Exam (OSPE) is used for evaluating fundamental sciences and for clinical skills - Objective Structured Clinical Examination (OSCE). Each skill is evaluated and summarized at the end of the exam.</p> <p>As it was mentioned above, on the sixth (final) year is mainly used teaching in the clinical environment: Bedside teaching, EPA -Entrusted Professional Activities, etc. Teaching is evaluated by Workplace Based Assessment (WPBA), WPBA implies several methods: Mini CEX - Mini-clinical Evaluation Exercise, CBD - Case Based Discussion and DOPS - Direct Observation of Practical skills.</p> <p>Each EPA assessment is carried out at different levels of professional development and comprises five stages. For the graduate students, the maximum assessment is the third stage (the assessment of stages 4 and 5 are conducted at the residency period).</p>
<p>Learning Outcomes</p>	<p>Upon fulfillment of the program, the graduate must possess the following competencies:</p> <p><i>1.1. Sectoral competencies</i></p> <p><u>Sectoral Knowledge:</u></p> <ul style="list-style-type: none"> • Knowledge of biomedical, behavioral, social and clinical sciences; • Knowledge of medicines and the principles of their prescription; • Awareness of the doctor’s role in the maintenance and promotion of public health; • Knowledge of ethical and legal principles <p><u>Sectoral Skills:</u></p> <p><u>The graduate should be able to:</u></p> <ol style="list-style-type: none"> 1. Patient Counseling; 2. Evaluation of clinical case, optimal scheduling of examinations, differential diagnostics, disease management plan reasoning. 3. Emergency medical care (first aid and resuscitation): 4. Medication selection, prescription and subscription: 5. Conducting practical procedures: 6. Effective communication within the frame of medicine: 7. Principles of legal ethics and their application to medical practice:

8. Evaluation of patient's disease-related psychological and social aspects.
9. Applying evidence-based principles, skills and knowledge.
10. Effective use of medical information and technology.
11. Applying biomedical scientific principles, methods and knowledge to medical practice/research and integrate these into patient care.
12. Health promotion activities and effective work in the healthcare system.
13. Professionalism.

Thus, after completing the Undergraduate Program for Medical Doctor, the graduate, within the scope of his / her competence, can apply the acquired knowledge and practical skills.

1.2. General Competencies.

Knowledge and Understanding

– The graduate has a deep and systematic knowledge of the field that allows for the development of new ideas, realizes ways to solve a particular problem; Able to use the full range of teaching-information resources, can manage their own learning process. Acquires the essentials for continuous updating of knowledge; Has the ability to objectively evaluate own knowledge and skills; Has the ability to look for new, original ways of solving complex problems, including conducting independent research using the latest methods and approaches; Able to critically evaluate complex, incomplete and contradictory data, analyse it independently, clearly convey the results of the analysis and further their use. Has a critical approach to new information, capable of analysing, summarizing, integrating and drawing conclusions about variety of data, evaluating evidence and / or counter-arguments based on results obtained.

Ability

Ability to draw conclusions:

- The graduate able to draw conclusions based on critical analysis of complex and incomplete information (including recent research); Innovative synthesis of information based on the latest data;
- The ability to identifying a specific problem, finding a reliable, safe way to logical solutions calmly and systematically and taking appropriate/relevant action after concluding it.

Communication Skills:

- Communicate their findings, arguments and research methods with the academic or professional community in the light of academic honesty standards and the achievements of information and communication technologies; has the ability to observe, listen, and ask questions as well as non-verbal communication skills; capable to participate in meetings and to express options orally and in writing. *Participates* directly in the professional context *negotiations to resolve conflict*.

	<p><i>Learning Ability:</i></p> <p>– Conducting the learning independently, understanding the peculiarities of the learning process and formulating high – level strategy plan; Able to obtain information from a variety of sources, process large amounts of information and critically evaluate it; Has the ability to use information retrieved in professional activities.</p> <p><i>Responsibility and autonomy</i></p> <p>- Conducting and taking responsibility for development activities in a complex, unpredictable learning and / or work environment; Conducting own activities in accordance with ethical principles; Planning and promoting the continuous professional development of oneself and others; Identify own further learning needs, set goals, monitor and evaluate their own academic development and pursue a high degree of independence. So they can manage their own motivation towards learning.</p>
<p>Areas of Employment</p>	<p>Areas of employment of Medical Doctor are:</p> <ul style="list-style-type: none"> • Medical practice as a junior doctor. Junior doctor works under the supervisor of a senior doctor. • Academic and scientific activities. <p>A person with an academic degree of Medical Doctor has the right to pursue doctoral studies or to pursue a residency course after completing and passing the Unified State Certification Examination.</p>