



This space is dedicated to providing students with resources to help them successfully navigate their six years of undergraduate medical education.

In addition to this resource, students may wish to explore the guide available at: <https://www.ug.edu.ge/en/jan-siakhleebi>

## **MODIFIED MEDICINE PROGRAM CONCEPT AND PHILOSOPHY**

The one-cycle medical educational program addresses the training necessary for medical students to gain skills required for providing high-quality, accessible, and affordable care in the modern health care environment. The knowledge and skill sets required for future physicians include expertise in competency areas that have been included in the competency-based Medical program providing an effective outcome-based strategy where various domains of teaching including teaching-learning methods and assessment form the framework of competencies. An outcome driven curriculum conforms to global trends, emphasizes integration of subjects both horizontally and vertically while respecting the strengths and necessity of subject-based instruction and assessment. In curricula development process significant attempt has been made on facilities for students from diverse educational streams and backgrounds to develop skills necessary for life-long learning, raise ethical values, responsiveness to the needs of the patient and acquisition of communication skills.

The areas of possible employment: graduate of one-cycle higher education program (Medical Doctor) is not granted to run the independent medical practice according to the applicable legislation, she/he can be employed as the Junior Doctor, implying performing the duties of a doctor according to the instructions and under the responsibility of an independent medical practitioner (The Law of Georgia on Health Care, Article 5). A graduate holding a higher medical institution diploma has the right to: a) complete a postgraduate vocational training program and acquire the right to perform an independent medical practice after passing a state certification examination; b) carry out research (Master, PhD degrees) and teaching activities in the theoretical fields of medicine or other fields of health care that do not include an independent medical practice (The Law of Georgia on Health Care, Article 17/

<https://www.ilo.org/dyn/natlex/docs/ELECTRONIC/88317/118650/F-928788116/GEO88317%20Geo.pdf>).

**About student affairs, wellness and academics support you can address to:**

[n.lomidze@ug.edu.ge](mailto:n.lomidze@ug.edu.ge); [a.qiria@ug.edu.ge](mailto:a.qiria@ug.edu.ge);

**Information about admission criteria is available at:**

<https://www.ug.edu.ge/storage/news/Modified%20Medicine%20Program%20corrected%20.pdf>

**A full list of study regulation documents can be found at:** <https://www.ug.edu.ge/en/sauniversiteto-debuleba>

## TEACHING-LEARNING METHODS

The aim of training in the School of Health Sciences is to produce a medical graduate who is capable of taking care of health needs of the society. Accordingly, the teaching-learning methods are designed in such a way that the competencies would continue till the desired results are obtained. The program includes the following methods:

- **Lectures** - the oldest and most ubiquitous method of learning in Medicine. Main purposes of lectures are coverage of a topic or theme, understanding of processes and phenomena and motivating students to learn. Lecture should provide for scientific and logically consistent cognition of basic concepts without going into unnecessary details. Therefore, it should be logically complete. Moreover, facts, examples, schemes, drafts, experiments, and other visual aids should help explain the idea conveyed by the lecture.
- **Seminar** – small classes typically driven by discussion and other forms of active learning in which students often take on teaching roles and responsibilities - offer tremendous opportunities for students and educators to make learning experiential, meaningful, and lasting. Aim of the seminar is to enable students to deepen their knowledge of the themes studied at the lecture. Under the supervision of a professor or an experienced teacher a student or a group of students find and perceive additional information, prepare presentations, write essays, etc. At the seminar reports are presented and discussed, conclusions are made. Supervisor of the seminar coordinates these processes.
- **Case-Based Learning (CBL)** - CBL is a tool that involves matching clinical cases in health care-related fields to a body of knowledge in that field, in order to improve clinical performance, attitudes, or teamwork.
- **Problem-Based Learning (PBL)** - in problem-based learning (PBL) students use “triggers” from the problem case or scenario to define own learning objectives. Subsequently they do independent, self-directed study before returning to the group to discuss and refine their acquired knowledge. PBL is an approach to learning that focuses on dissection and discussion of problems or cases in small groups usually supervised by expert tutor or instructor.
- **Case-based clinical reasoning (CBCR)** - ability to integrate and apply different types of knowledge, to weigh evidence, critically think about arguments and to reflect upon the process used to arrive at a diagnosis.
- **Teamworking** - teamworking is essential part of medical education. It develops the abilities that allow students to interact interdependently with a common purpose, working toward measurable goals that benefit from leadership that maintains stability while encouraging honest discussion and problem solving. Learning the fundamentals of teamwork and collaborative care helps students better understand patient needs, features of complex, specialized clinical care and complicated health services. Teamworking reduces the number of medical errors and increases patient safety.
- **Tutorials** - provide effective reinforcement to large group teaching and present opportunities for academic staff to emphasize the impact of research activity on curricular content.
- **Clinical Rotations at the University/Teaching Hospitals** - opportunity to visit clinics and hospitals, learn medicine practically through working in hospitals, dealing with patients, providing patient care and treatment under expert guidance and actually experiencing the typical life of a doctor even before they become one.
- **Bedside teaching** - teaching in the presence of a patient. Bedside teaching provides opportunity for role modelling, professional thinking, observation of communication skills, teamwork and integration of communication skills, clinical skills and ethical issues in the process of patient care.
- **Role-playing** - an active pedagogical approach where students engage in relevant scenarios in order to gain cognitive, affective, and/or behavioral understanding. Method facilitates helper–user equality, enhances therapeutic and communicative skills, increases students’ involvement, self-efficacy, and empathic abilities.
- **Teaching by using the simulations** - offers learning with approximation of practice, allows to overcome limitations of learning in real-life situations, and can be an effective approach to develop complex skills.
- **Scenario-based simulation training (SBSL)** - an immersive training environment where learners meet realistic work challenges and get realistic feedback as they progress, since everything that happens reflects the learner's choices.
- **Practical task under the supervision** - provision of guidance and feedback on matters of personal, professional and educational development in the context of a trainee's experience of providing safe and appropriate patient care.

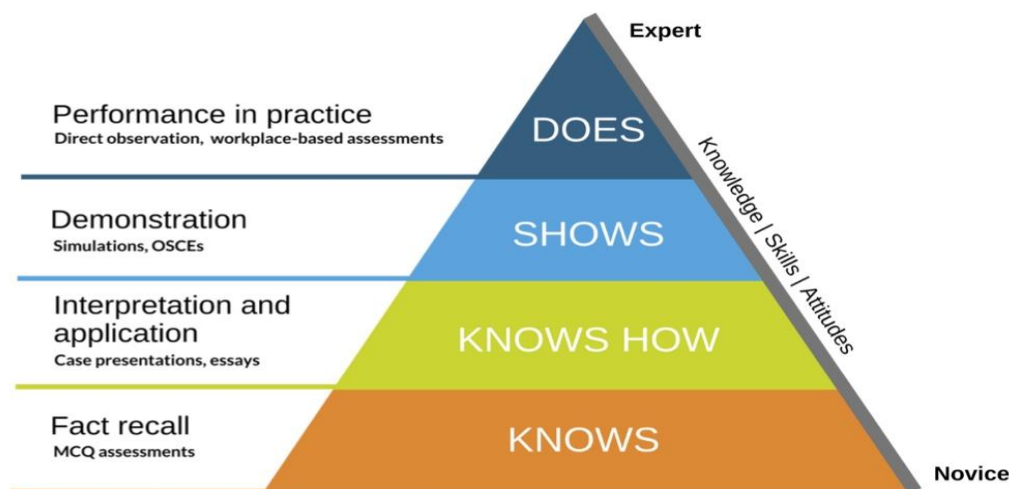
- **Teaching in clinical and simulation environment** - to produce an experience without/with going through the real event. Simulation-based education (SBE) is a rapidly developing method of supplementing and enhancing the clinical education of medical students. Clinical situations are simulated for teaching and learning purposes, creating opportunities for deliberate practice of new skills without/with involving real patients.
- **Teaching through standardized patients (SP)** - demonstrate students decision-making skills on the same patient and/or scenario. Potential benefits to students are related to the direct, interactive learning role and their ability to prepare for an actual clinical problem in a less-threatening environment.
- **Clinical rotation in Clinical skills training and simulation center** - gives medical students opportunity to diagnose and treat an acutely ill “patient” in a setting where errors can be made without jeopardizing patient safety while refining psychomotor skills, practice physical diagnosis and practice commonly performed procedures (e.g. insertion of an intravenous line, placement of an artificial airway). Method also allows student to learn the importance of working as a team to enhance patient care.
- **Maintaining medical documentation (Including by the means of information technologies)** - It facilitates improvement of health care delivery and coordination of care, writing patient notes provides an opportunity for students to synthesize the patient encounter, allows for the student to have a sense of ownership and responsibility for the patient as part of the team and creates the ability for supervision and feedback.
- **Participating in scientific research** - medical student research may help instill a culture of evidence-based medicine in clinical medicine, foster deep understanding of the issue, developed critical appraisal, information literacy, and critical thinking skills and the opportunity to make contacts for postgraduate training.
- **Teaching research skills** - research ability is a core competency to achieve in health professionals. Better understanding of research can help development of higher order learning such as critical-thinking, problem solving, interpreting data and communicating research findings for better clinical care, safety and competency.
- **Workshops** - Workshops are used in many teaching and learning contexts, from undergraduate to continuing professional development. Workshop is a short-term learning experience that encourages active, experiential learning and uses a variety of learning activities to meet the needs of diverse learners.



## ASSESSMENT METHODS

Assessment is crucial steps in educational process. Assessment has a powerful positive steering effect on learning and conveys what we value as important and acts as the most cogent motivator of student learning. In frames of program available a wide range of assessment methods: Oral/written method, multiple choice questions (MCQ), checklists, student projects, direct observation report, critical reading papers, rating scales, extended matching items, portfolio, Direct Observation of Procedural Skills (DOPS), simulators, self-assessment, peer assessment and standardized patients, OSCE, 360-Degree Evaluation, Mini clinical exam (Mini-Cex).

There is an Objective Structured Clinical Examination Center (OSCE) at the School of Health Sciences, which provides demonstration of knowledge and practical skills acquired by students and objective and transparent assessment process. Examination Center consists of 6 stationary and 9 mobile stations. Each practical question and assignment planned at the Examination Center is in accordance with the program learning outcomes and ensures the high quality of examination and measurement of the level of achievement of learning outcome in the teaching component. After completion of each exam, feedback is received from lecturers and students and data is processed. In case of appeal, the video material is revised in a valid manner in accordance with appeal policy.



## RESOURCES

The material resources legally owned by the School of Health Sciences fully meet the needs of educational program, research activities and requirements outlined by the National Sectoral Benchmark. There are in place simulation hospital, labs of anatomy, histology-embryology, etc., equipped with appropriate modern multifunctional simulations, equipment, materials, and inventory (Anatomage table, ADAM-X patient simulator, intramuscular injection simulator, nasogastric tube sensation, bladder catheterization, arterial system with sound amplifier, adult trauma patient mannequin, adult auscultation mannequin, etc.). The program's students are organically included in medical work with multi-profile, inpatient medical institutions and laboratories staffed with qualified doctors and teaching staff and appropriate material-technical resources, such as: Bacteriophage Analytical - Diagnostic Center; S. Khechinashvili University Hospital; Consilium Medulla-multiprofile clinic; Mziuri Med Children's Medical Center; Infectious Diseases, AIDS and Clinical Immunology Research Center Hospital; Nia Oniashvili Clinic Baiebi; Clinic Hepa and etc. There are all the preconditions in the clinic to perform the clinical and academic occupation for modern standard, clinical, epidemiologic, interdisciplinary investigations (studies) which is the organic component of the University Education.

Supervisors of medical program components/modules/directions, also academic staff participating in the teaching process are appointed through a competition, in accordance with the requirements of Georgian Legislation, regulatory documents of State agencies and the University of Georgia (Law on Higher Education, sectoral characteristics of higher education, etc.). Educational program is distinguished by the presence of highly qualified faculty members and academic staff working within the country and abroad.

The university offers a functioning system for students My.ug.edu.ge from where he/she can be informed about assessments, the study and individual examination schedule, financial issues, syllabi, library, e-books, club activities, etc. The system allows the student to: register for subjects, adjust to an individual schedule, participate in the work of the language laboratory, upload a semester paper, order a book from the library and shop, or request copies of the pages he/she wants, apply for various jobs and receive information (indicating status, residence, credit), suspend the status and

request its restoration, complain about the exam process and evaluated paper, contact the training office to retake the exam and get an answer from them.

The library of the School of Health Sciences includes a reading room and a group work room. The reading room has 30 seats, two desktop computers and one printer, air conditioning and internet access. The library is provided with modern international literature. The textbooks are selected according to the basic and supplementary literature of the syllabi of the School of Health Sciences programs. In addition to the printed materials, the library has access to the Hinari, Cochrane and Jaistor electronic databases for both professors and students through appropriate code words.

The program development activities include using of BMJ Platform for students and teachers and modern Medical information technologies.

## Physical Resources - Infrastructure

Anatomy and  
Physiology  
Laboratory

Cytology and Histology  
Laboratory

Biochemistry and  
Microbiology  
Laboratory

OSCE Exam  
Laboratory

PBL Laboratory

Tromso's Computer  
Research Laboratory

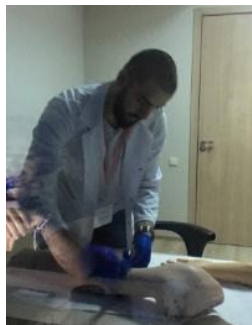
Simulation Hospital

Continuous Education  
(training) Centre

Library / Reading  
Room



### OSCE Examination

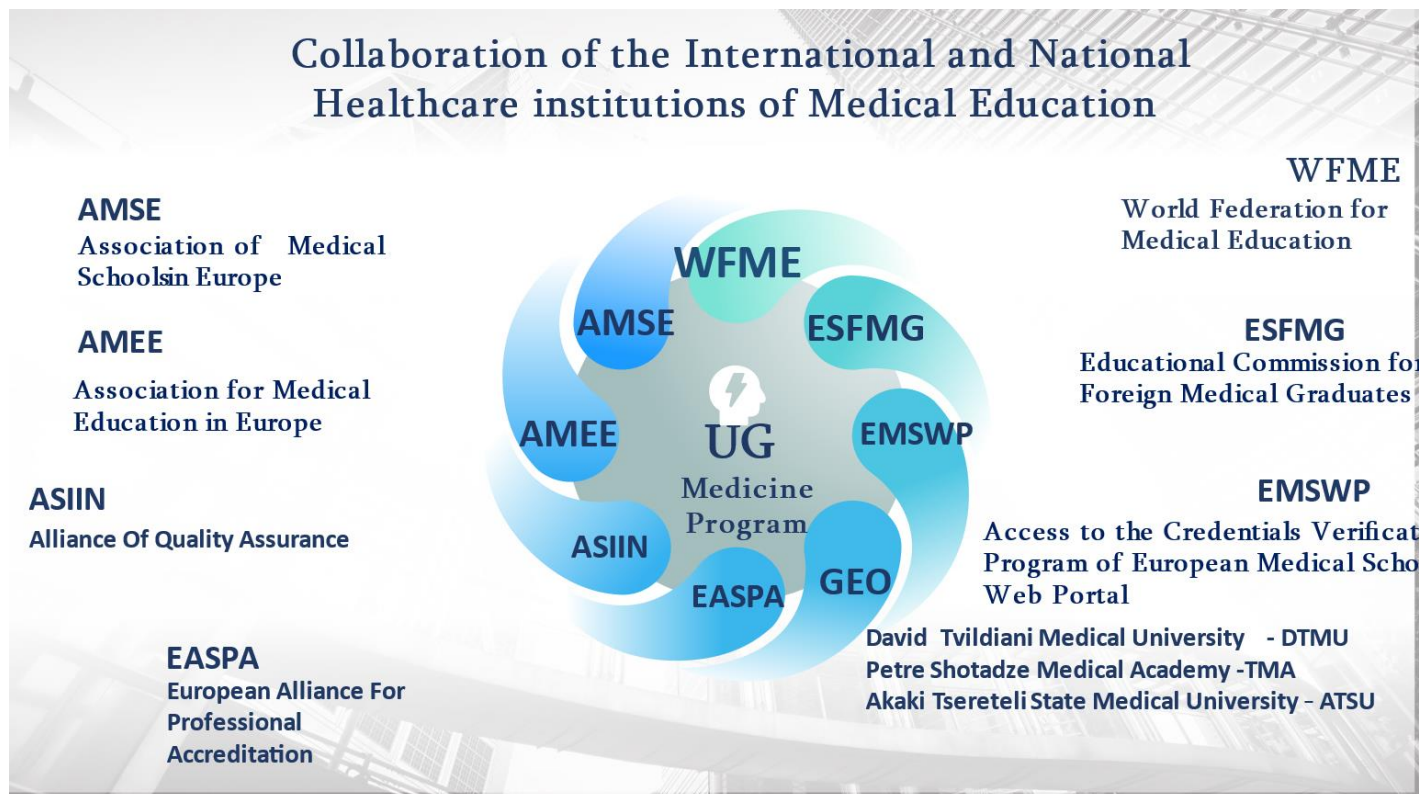


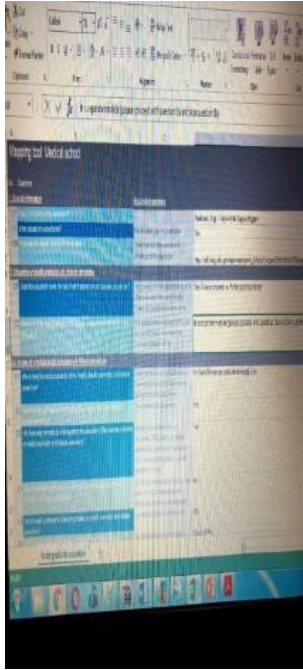
## Collaboration with International Association



- Institutional Membership to AMSE – The Association of Medical Schools in Europe –from April . 2018
- Institutional Membership to AMEE - The Association for Medical Education in Europe from October.2018
- Collaboration with ECFMG (*Educational Commission for Foreign Medical Graduates*):
  - ❖ Access to the Credentials Verification Program of European Medical School Web Portal (EMSWP)
- Participation of AMEE SURVEY on Accreditation of Medical Schools in Europe

## Collaboration of the International and National Healthcare institutions of Medical Education





## ***International Join Projects***

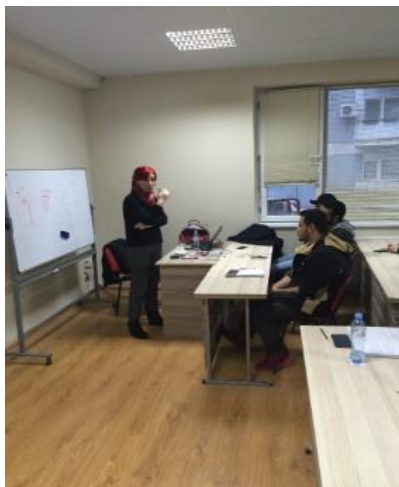
**1. Erasmus Chafea project:  
“Health promotion and disease prevention in health and educational settings  
Questionnaire Chafea project**

**2. Participation in Erasmus + Project Proposal**

**The main objective of this project entitled PCODA  
Certification of Causes of Death in Poland is online modules targeting  
medical professors in order to improve the  
referencing of death in Poland**

**3. AMSE : Best practice for research teaching in medical education  
AMSE EC initiated the formation of working group that will prepare  
comprehensive review on a research practice in medical education and publish  
it as a BEME systematic review.**

## **„Way from student to Doctor - About USMLE “**



## EXTRACURRICULAR ACTIVITIES



## National Doctors' Day -30 March



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## MR.UG DOCTOR & MISS.UG DOCTOR





FIRST YEAR MEDICAL STUDENTS WILL BE THE FIRST GRADUATES ON SUMMER 2020



*“Wherever the art of medicine is loved, there is  
also a love for humanity”*

*Hippocrates*