

Results of the satisfaction assessment of teaching staff with the implementation of educational programs and the overall assessment 1-6 courses programs of the Faculty of General Medicine in the implementation of the State Educational Standard (SES)- 3.



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Purpose of the study:

Assessment of the degree of compliance of educational services with the requirements and expectations of KSMA teaching staff.

Task:

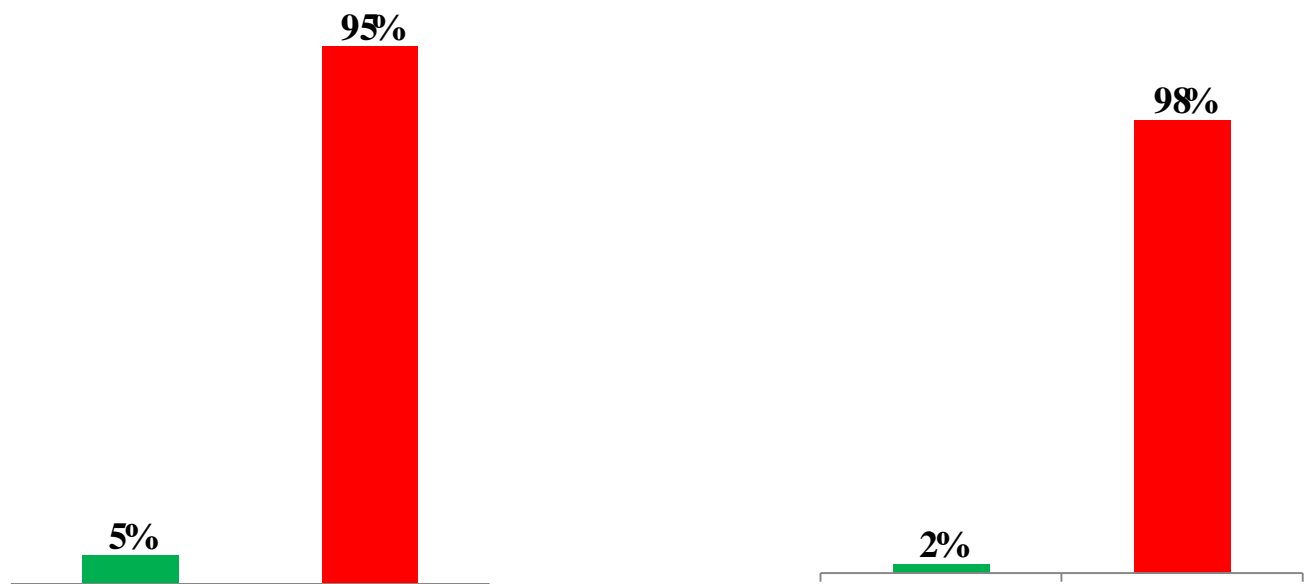
Study of the satisfaction of the teaching staff of KSMA (Head teachers of departments) with the quality of educational programs and the organization of the educational process.

Survey of the teaching staff.

Have you experienced difficulties in the educational and methodological aspect?

2.1. When preparing an integrated calendar and thematic lesson plan for an effective teaching method

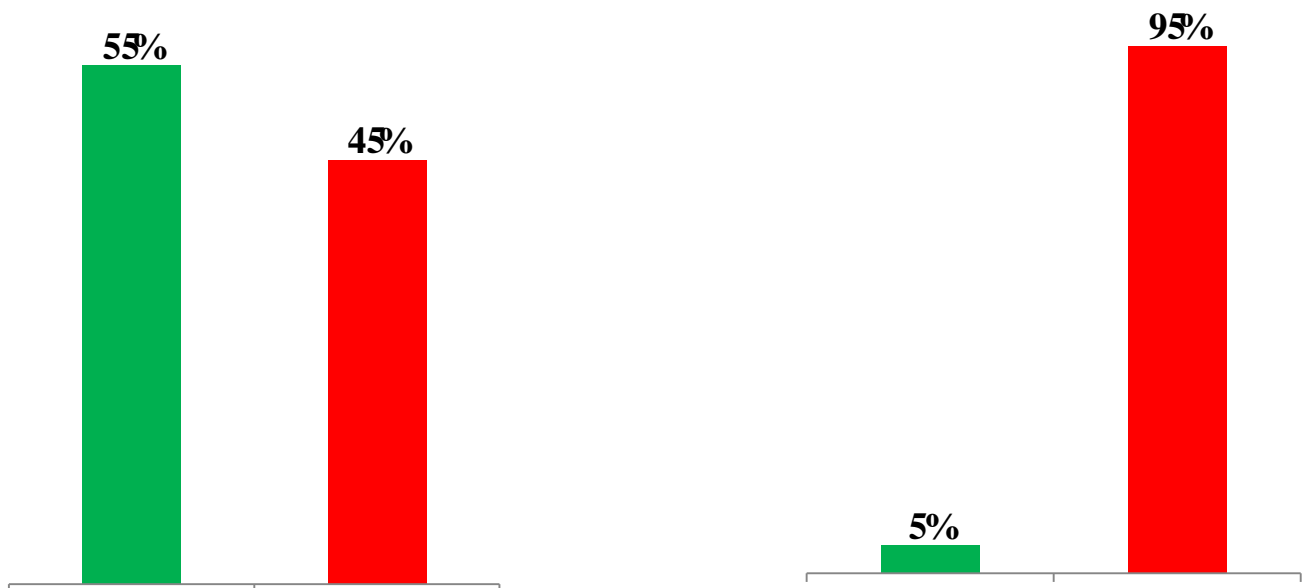
2.2. When choosing the most appropriate effective teaching method



Have you experienced difficulties in the educational and methodological aspect?

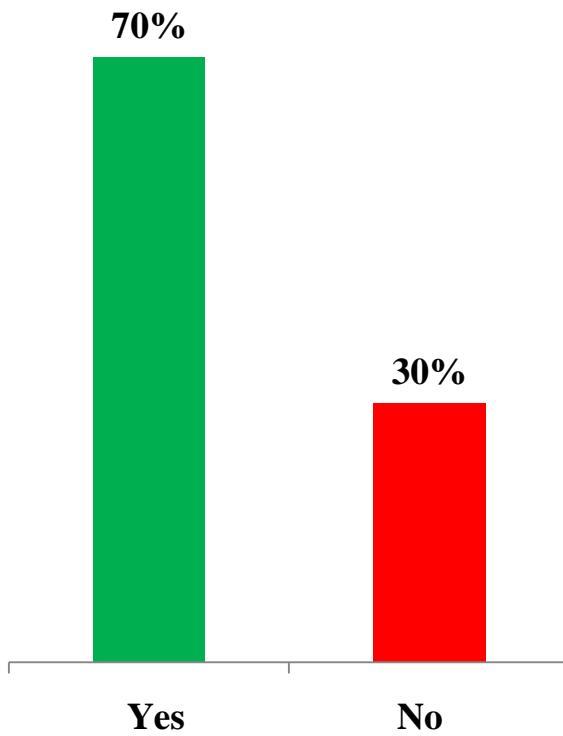
2.3. When providing educational and methodological literature

2.4. Related to the imperfection of the developed training programs



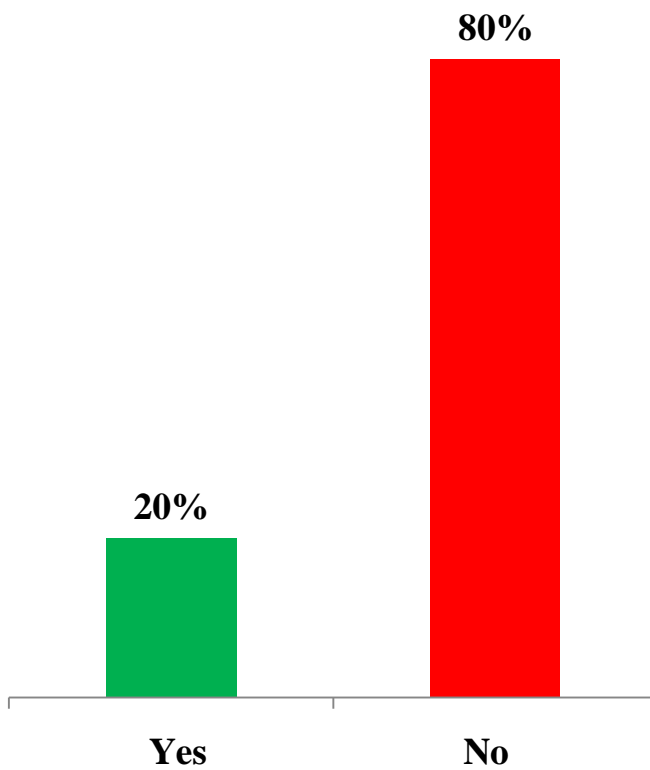
Have you experienced difficulties in the educational and methodological aspect?

2.5. Related to the disadvantage informing students about the structure and expected results of integrated learning.



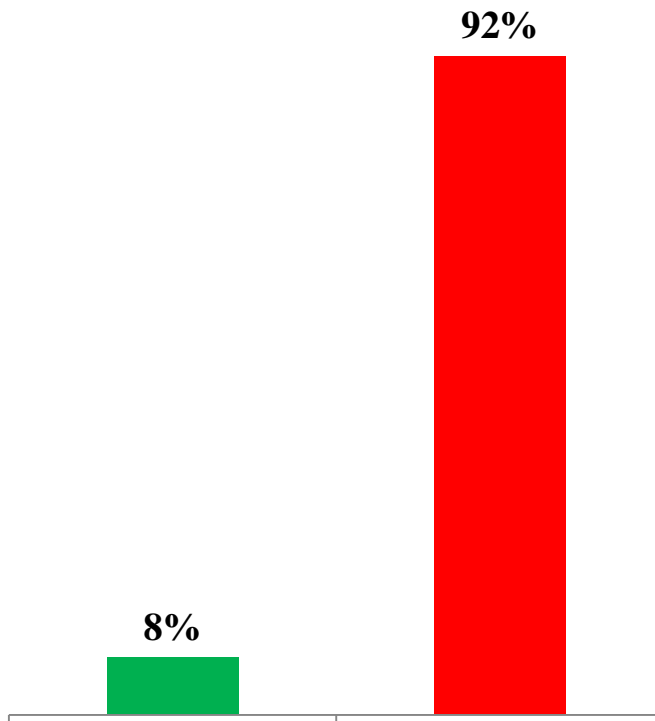
Have you experienced difficulties in the educational and methodological aspect?

2.6. Related to the lack of educational material for students



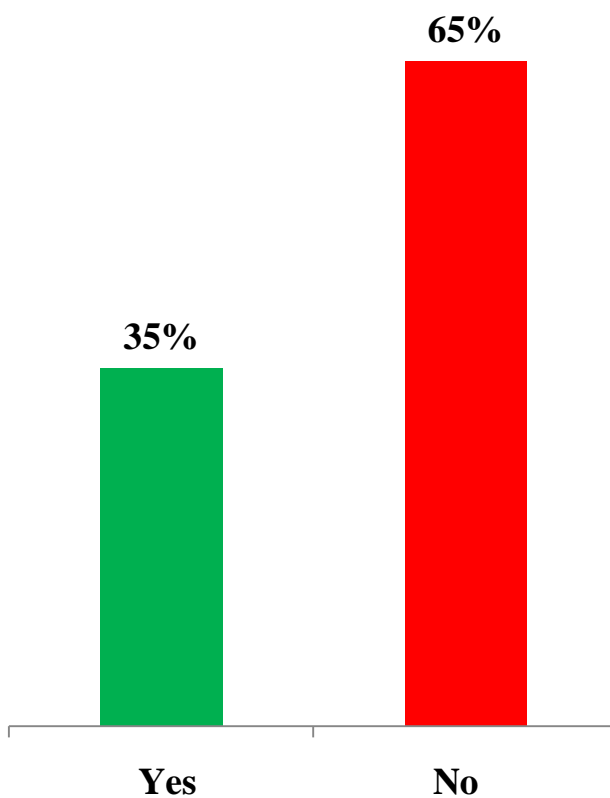
Have you experienced difficulties in the educational and methodological aspect?

2.7. Related to the development of test tasks for the final computer control.

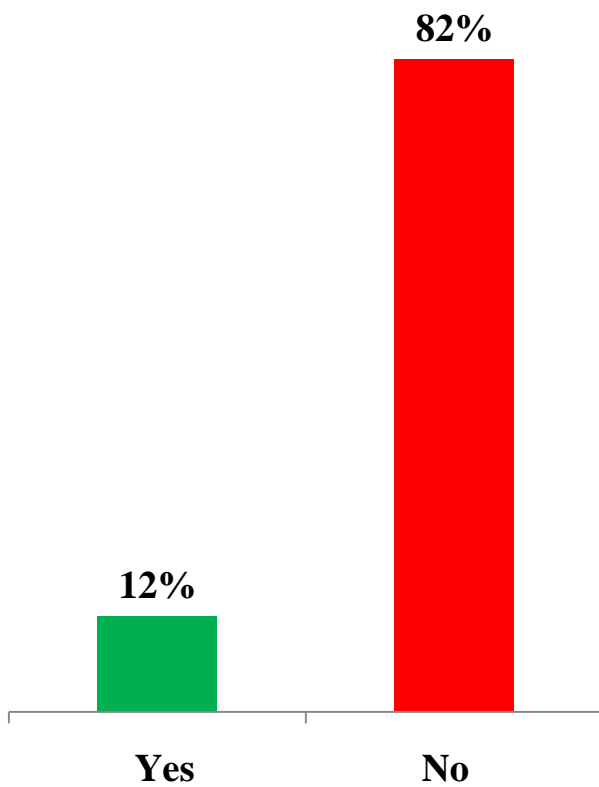


Have you experienced any difficulties in the organizational aspect?

3.1. Inconveniences of the schedule

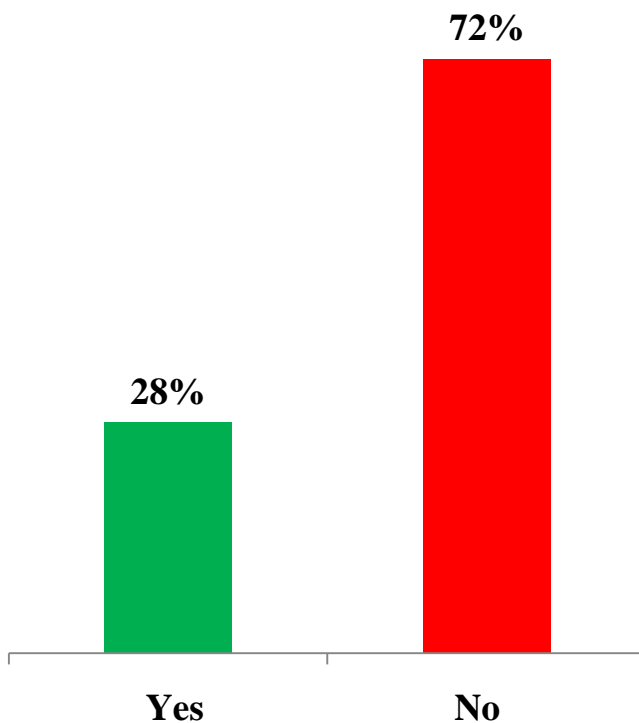


3.2. Organization and conduct of the final test control

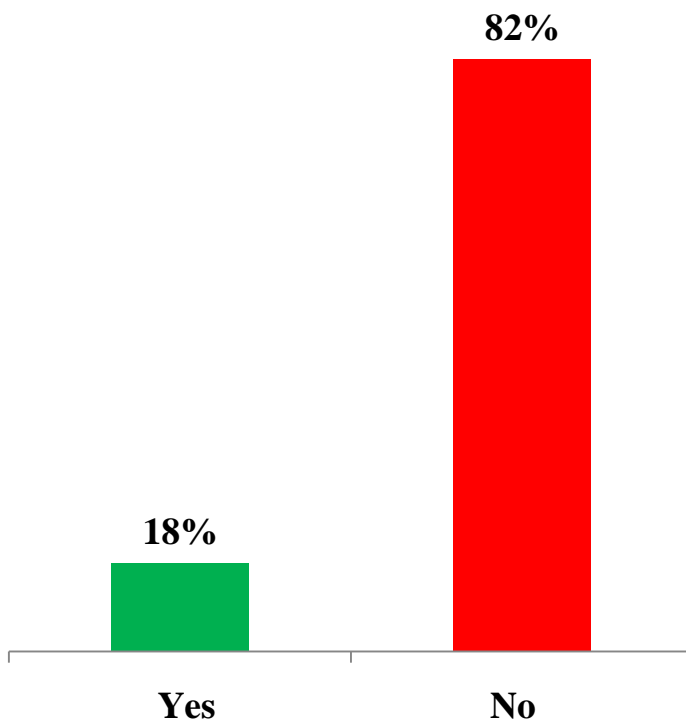


Have you experienced any difficulties in the organizational aspect?

3.3. Number of students in groups

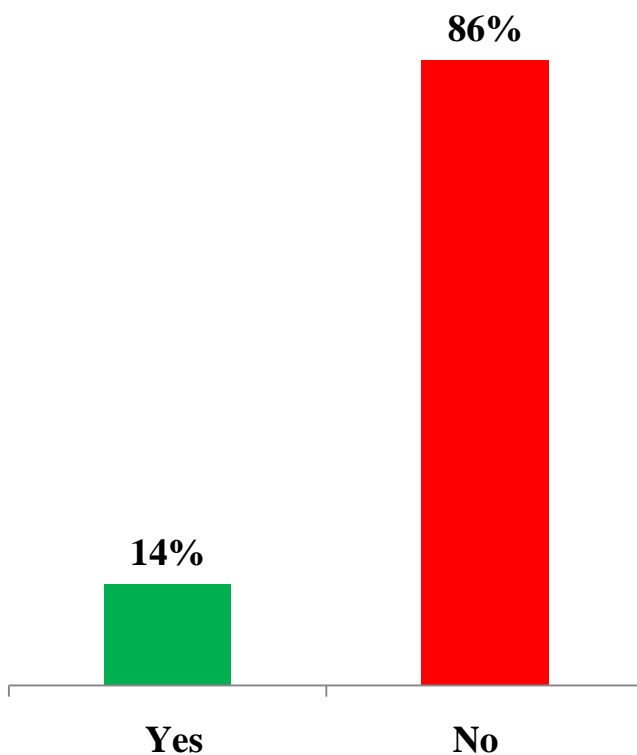


3.4. Teaching and methodological workload on teachers



Have you experienced any difficulties in the organizational aspect?

3.5. Availability of communications and feedback between the management structures and the teaching staff.



Conclusions:

in the educational and methodological aspect

1. There are difficulties in providing teaching staff with educational and methodological literature

(55%)

2. There is a lack of informing students about the structure and expected results of integrated learning

(70%)

3. There are difficulties associated with the lack of educational material for students

(20%)

in the organizational aspect

1. Schedule inconvenience (35%)

(inconsistency of lectures and classes, setting up lectures for 1 and 4 pairs, several difficult subjects in 1 day)

2. Number of students in groups (28%)

(believe that the number of students in groups of more than 10-15 complicates the learning process)

Analysis of the working programs of the Faculty of GM from the 1st to the 6th year.

The work was carried out by the working group on the analysis of work programs created by the order of the rector of KSMA No. 5 dated January 16, 2017

***Purpose:* Adjustment and revision of training programs during the implementation of the 3rd generation of the State Educational Standard to optimize the educational process and improve the quality of training of specialists at the undergraduate level.**

The adjustment took into account the results of all previous surveys on the quality of educational programs.

General recommendations for making changes to the educational programs of 1-6 courses of the General Medicine faculty.

- 1. Unify the structure of all work programs and conduct a training seminar with the head teachers of the departments.**
- 2. Revise the schedule of the 1st course so that the topics on inorganic chemistry precede the topics on bioorganic chemistry.**
- 3. Transfer the modules "Digestive system" and "Respiratory system" from the second to the third course in order to teach all the system modules in one third course.**
- 4. The disciplines "Histology", "Normal Anatomy" and "Microbiology" should be transferred from the system modules of the third course to the end-to-end disciplines of the second course.**
- 5. The clinical modules of the IV-V courses "Diseases of the respiratory system", "Diseases of the genitourinary system", "Diseases of the heart and blood vessels", "Rheumatic diseases" and "Diseases of the gastrointestinal tract" are divided into 2 parts with teaching in the IV and V courses.**
- 6. The discipline "Pathological Anatomy" should be removed from the clinical modules of the IV and V courses and made a cross-cutting subject in the IV course with the preservation of the volume of hours.**
- 7. The disciplines "Phthisiology", "Oncology" and "Enternal diseases" should be removed from the clinical modules of the**

IV-V courses and made minor subjects with the preservation of the volume of hours.

8. Transfer the subject of "Clinical Rehabilitation" from the VI to the V course and combine it with the discipline "General physiotherapy, medical supervision and physical therapy".

9. Interdisciplinary module " HIV/AIDS " of the 6th course is reorganized in with consideration of the module issues within specific disciplines (oncology, phthisiology, infectious diseases).

10. Combine the subject " General medical practice/Family medicine" in a single unit with teaching in the 5th year in the 10th semester in the amount of 1, 6 credits.

11. Transfer the subject "Family Medicine" from the 3rd year to the 6th year in the amount of 1 credit.

12. Training in the 6th year is carried out in two blocks: inpatient and outpatient with subsequent rotation.

13. Approve the ratio of inpatient/ outpatient hours 50: 50 hours

14. To reorganize the department "General Practice Therapy with the course of family medicine named after Academician Mirsaid Mirrakhimov" into 2 independent departments: the Department of "Internal Diseases of the 6th course "and the Department of "Family Medicine".

15. In connection with the organization of the Department of "Family Medicine" to recommend outpatient questions on therapy, pediatrics, surgery, obstetrics and gynecology of the 6th year of the relevant departments to transfer with their

staff to the Department of "Family Medicine" with internal combination.

16. Increase the summer practice of the 5th course "Assistant doctor of the State Emergency Medical Service" to 6 credits and move it to August-September, and reduce the practice of "Assistant Doctor of the Hospital" to 4 credits, classes in the 6th course begin on October 1.

17. Certification of the 6th course of OCSE should be considered as preparation for the SAC with the result: passed/failed and carried out once in the 11th semester.

18. SAC in the 6th year to conduct in 3 stages:

1. OCSE exam (instead of the exam "Curation at the bedside»

2. interdisciplinary test exam

3. interdisciplinary oral exam

19. The subject "Neontology" should be removed from the module 4 of the course "Pathological obstetrics and neontology" and combined with the cross-cutting discipline "Neontology" of the 5th course.

20. Conduct a general examination in obstetrics and gynecology at the end of the 9th semester of the 5th year.

21. Establish working groups with the involvement of external experts to address the issue of organizing the teaching of the subjects "Bioethics" and "Evidence-based medicine".

22. Change the coordinator of the module "Musculoskeletal system", because the coordinator E. M. Moldobekova is a

teacher of the 6th course and does not participate in the teaching of this module.

General recommendations for making changes to the educational programs of 1-6 courses of the General Medicine faculty by modules.

1st year

Module “Man, society, health”

- **Reduce the volume of the subject "Family Medicine" by 1.0 credit b with a transfer to the 6th year.**
- **Increase the volume of the subject "Biology" by 0.1 credits due to lectures. The rest of the disciplines should be left in the same volume as the module “From the molecule to the cell”**
- **Increase the amount of hours in biology to 1 credit**
- **Transfer two topics of bioorganic chemistry from the module to the end-to-end subject "Chemistry" with the preservation of the volume of hours.**
- **Leave the remaining disciplines in the same volume of the Module "From the cell to the organ" - no comments.**

2nd year

- **The program of the subject "Primary pre-medical care" should be simplified and moved from the 3rd to the 2nd semester.**
- **In the module "Infection, inflammation, immunity"- to review the form of the final control of students**

'knowledge, because currently the assessment on the test exam (includes 4 subjects) is put in the test book only on the subject "Microbiology".

- **Due to the increase in credits for the subject "Medical Biology", review the number of hours in this subject within the modules and cross-cutting disciplines (modules "MSH", " From molecule to cell»),**

3 course

- **1. Consider the possibility of conducting a test exam on the subject "Propedeutical surgery", due to the large volume of the discipline taught (4.9 credits).**

4 course

- **1. Transfer the topic "Mastitis" from the module "Pathological Obstetrics and gynecology" to the 6th course block outpatient surgery.**

5th year

- **Transfer topics on pediatric gynecology from the module**
- **Transfer "Gynecology" to the module "Diseases of the genitourinary system".**
- **Consider the possibility of increasing the credit hours for the subject "Operative Surgery".**
- **Remove the discipline "Microbiology" from the module "Infectious diseases" and transfer to the minor discipline "Microbiology" in the 2nd year.**

6 th year

All recommendations are reflected in the general comments.