

# Trends in the development of Medical Curricula

Pinar Topsever

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**ANNUAL GENERAL  
MEETING**

**JOINT WITH  
STAFF TRAINING**

**12<sup>TH</sup> – 14<sup>TH</sup> MAY 2022**



# Outline

- Challenges in medical education
  - Challenges and solutions: ACU SoM example
- Medical Education in the times of COVID-19
  - Student view
  - Faculty view
  - Famous last words

# Trends and challenges in medical education\*

Recent literature review (2021)\* on contextual factors influencing medical education;

- Significant changes based on;
  - Development of biomedical sciences
  - Technology
  - Pedagogy
  - Needs of the general population
  - Requirements of the health systems
  - Scientific progress

# Trends and challenges in medical education\*

Challenges specific to needs of country/region require to design curricula that;

- integrate all aspects of health care
- consider the supply and demand of medical services
- emphasize professionalism
- training of health sciences teachers
- comply with quality standards
- assist students in selecting undergraduate programs in medicine
- ensure relevant clinical practice scenarios

# Trends and challenges in medical education\*

- “It should also be noted that **medical education has not adapted adequately to the afore-mentioned changes** in many countries and, therefore, the **development of teaching and learning strategies has lagged behind** and physicians in such countries do not have the capacity to provide the health care required by the general population in a proper manner.”

# The ACU SoM Curriculum

	Recommendations	ACU SoM Actions
1	Integrate all aspects of health care	<ul style="list-style-type: none"><li>• Interprofessional training – teamwork (TCC)</li><li>• Health Economics and Policy (CMPS Health&amp;Society)</li></ul>
2	Consider the supply and demand of medical services	<ul style="list-style-type: none"><li>• Cooperation with the Turkish MoH</li><li>• Protocol with Local Authority for training and research regions</li></ul>
3	Emphasize professionalism	<ul style="list-style-type: none"><li>• CMPS professionalism program from scratch (years 1-3)</li></ul>
4	Training of health sciences teachers	<ul style="list-style-type: none"><li>• Ongoing faculty development program</li></ul>
5	Comply with quality standards	<ul style="list-style-type: none"><li>• Curriculum complies with UÇEP (Standard CC for UG Medical Education)</li><li>• Curriculum accredited by TEPDAD</li></ul>
6	Assist students in selecting undergraduate programs in medicine	<ul style="list-style-type: none"><li>• EMED (electives in medicine) program</li><li>• Student research groups-congress</li></ul>
7	Ensure relevant clinical practice scenarios	<ul style="list-style-type: none"><li>• Simulation in medical education</li><li>• Aims and outcomes by country-global disease burden</li></ul>

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# Integrate all aspects of health care

		COURSE CATEGORIES	COURSES			
YEAR 1	Integrated Medical Courses	BIOMEDICAL SUBJECT COMMITTEES	MED 111 MOLECULAR & MEDICINE-I	MED 113 MOLECULAR & MEDICINE-II	MED 116 BLOOD-IMMUNITY AND CANCER	
		CLINICAL MEDICINE AND PROFESSIONAL SKILLS	MED 121 RESEARCH IN HEALTH	MED 123 MEDICAL ETHICS & HUMANITIES	MED 125 COMMUNICATION SKILLS	MED 122 HEALTH AND SOCIETY- I
	COMPLEMENTARY MEDICAL COURSES		MED 131 BIOSTATISTICS	MED 132 BIOINFORMATICS	MED 133 - MED 134 MEDICAL ENGLISH	EMED 101 ELECTIVES IN MEDICINE-I
	COMMON COURSES		HISTORY OF REVOLUTION	TURKISH LANGUAGE AND LITERATURE	ELE 197-198 ELECTIVE COURSES I-II	

		COURSE CATEGORIES		COURSES			
YEAR 2	Integrated Medical Courses	BIOMEDICAL SUBJECT COMMITTEES	MED 213 MUSCULOSKELETAL SYSTEM AND RELATED DISORDERS	MED 211 MICROORGANISMS AND INFECTION	MED 212 NERVOUS SYSTEM AND RELATED DISEASES	MED 214 GROWTH DEVELOPMENT AND ENDOCRINE DISORDERS	
		CLINICAL MEDICINE & PROFESSIONAL SKILLS	MED 221 RESEARCH IN HEALTH-II		MED 222 MEDICAL ETHICS AND HUMANITIES-II		
	COMPLEMENTARY MEDICAL COURSES		EMED 201 - 202 ELECTIVES IN MEDICINE-II-III		MED 233 - 234 MEDICAL ENGLISH-III-IV		
	COMMON COURSES		COMMON ELECTIVE COURSES				

YEAR 3	COURSE CATEGORIES		COURSES			
	Integrated Medical Courses	BIOMEDICAL SUBJECT COMMITTEES	MED 311 CARDIOVASCULAR SYSTEM & RELATED DISORDERS	MED 313 RESPIRATORY SYSTEM & RELATED DISORDERS	MED 315 GASTROINTESTINAL SYSTEM & RELATED DISORDERS	MED 312 UROGENITAL SYSTEM & RELATED DISORDERS
		CLINICAL MEDICINE & PROFESSIONAL SKILLS	MED 321 EVIDENCE BASED MEDICINE		MED 323 HEALTH AND SOCIETY II	
		TCC	MED 330 TRANSITION TO CLINICAL CLERKSHIP			
		COMPLEMENTARY MEDICAL COURSES		EMED 301-302 ELECTIVES IN MEDICINE		

This course aims to;

## Health and Society:

- Observe clinical practice in Primary Care (PC)
- Consolidate, and transfer prior learning into the primary health care setting and practice of them.

## Clinical and Communication Skills: Basic Physical Examination Skills

- Perform basic physical examination in a simulated environment
- Tell apart normal PE findings from pathological ones

## Health Systems and Policy

- To develop a broad understanding of health systems and health care delivery processes.
- To explain Turkey Health System
- Assess individual and community needs.
- Demonstrate an awareness of the key concepts in health promotion
- Appreciate the main approaches which can be used in implementing health promotion at individual, community, and policy development levels

## Health Economics

- To introduce students to economic principles, to encourage students to develop an understanding of how economic principles can be applied in health care decision making.

Ender ARIKAN <i>M.D., Prof. Internal Medicine</i>	Ant UZAY <i>M.D., Assoc. Prof. Hematology</i>	Ahmet KARABULUT <i>M.D., Prof. Cardiology</i>
Sevgi SAHİN <i>M.D., Prof. Internal Medicine</i>	Müjdat KARA <i>M.D., Assoc. Prof. Internal Medicine</i>	Elif EROĞLU <i>M.D., Prof. Cardiology</i>
Basak OYAN ULUÇ <i>M.D., Prof. Medical Oncology</i>	Çağlar ÇUHADAROĞLU <i>M.D., Prof. Pulmonary Diseases</i>	Alper ÖZKAN <i>M.D., Assoc. Prof. Cardiology</i>
Nesliar KUTSAL <i>M.D., Prof. Internal Medicine</i>	Ceyda EREL KIRISOĞLU <i>M.D., Prof. Pulmonary Diseases</i>	Aleks DEĞİRMENCİOĞLU <i>M.D., Assoc. Prof. Cardiology</i>
Azra TİFTİÇİ <i>M.D., Prof. Internal Medicine</i>	Reha BARAN <i>M.D., Prof. Pulmonary Diseases</i>	Gültekin KARAKUŞ <i>M.D., Assoc. Prof. Cardiology</i>
Bülent DEĞERTEKİN <i>M.D., Prof. Internal Medicine</i>	Peşin UYSAL <i>M.D., Assoc. Prof. Pulmonary Diseases</i>	Ertuğrul ZENCİRCİ <i>M.D., Assoc. Prof. Cardiology</i>
Safak KIZILTAŞ <i>M.D., Prof. Internal Medicine</i>	Pejman GOLABI <i>M.D., Instructor</i>	Selçuk GÖRMEZ <i>M.D., Assoc. Prof. Cardiology</i>
Beritir KARADAĞ <i>M.D., Prof. Internal Medicine</i>		Mustafa Ertuğrul MERCAN <i>M.D., Instructor Cardiology</i>
Taner KORKMAZ <i>M.D., Prof. Medical Oncology</i>		
Fatih Oğuz ÖNDER <i>M.D., Prof. Internal Medicine</i>		
Leyla ÖZER <i>M.D., Assoc. Prof. Medical Oncology</i>		
Educational Methods		
Simulated clinical practice in CASE, doctor and nurse shadowing in hospitals, observation and reflection, skill lab practice, lectures		

Course Aims	
The aim of this course is to prepare the year III students to clinical clerkship period based on participating in authentic tasks, introduction to routines, norms and culture in the clinic area by using both simulation techniques and shadowing the clinicians and the nurses in the real health service arena.	
Learning Outcomes	
<b>1.Preparation to clinical skills participate in authentic tasks/activities</b> <ul style="list-style-type: none"><li>a) Prioritize and perform history taking and general physical examination<ul style="list-style-type: none"><li>History taking,</li><li>Prepare him/herself, the patient and the environment for PE,</li><li>Perform assessment of vital signs,</li></ul></li><li>b) Perform basic procedural skills<ul style="list-style-type: none"><li>IV, IM, Subcutaneous injection,</li><li>Catheterization for the bladder,</li><li>Airway management,</li><li>Oscultation,</li><li>ECG monitoring,</li><li>No placement,</li></ul></li><li>c) Practice clinical reasoning; constructing differential diagnosis (from symptoms to diagnosis)<ul style="list-style-type: none"><li>Perform clinical reasoning, (preparation to clinical reasoning, reinforcing analytic thought, approach to the patient with the most relevant patient encounter reasons)</li></ul></li><li>d) Define rational prescribing principles</li></ul>	
<b>2.Introduction to routines, rules, norms and culture At the end of this course students will be able to :</b> <ul style="list-style-type: none"><li>a) Be familiar to the relationships in the workplace</li><li>b) Understand roles and expectations of student in clerkship period<ul style="list-style-type: none"><li>Tips and survival skills for clerkship-advice from prior students</li><li>Orientation to outpatient, inpatient service in real environment (how to do work rounds, how work teams function)</li><li>How to protect yourself and your patient; safety/infection precautions</li><li>Time management and prioritization</li></ul></li><li>c) Be familiar with hospital environment and Self-care precautions (where and how to seek advice and support )<ul style="list-style-type: none"><li>Personal care, adaptation to working hours</li><li>Write ups, notes</li><li>Writing orders</li><li>How to use technology (electronic medical record)</li></ul></li></ul>	
Medical center policies /patient info management	
Assessment Methods	Theoretical and Practical Examinations, Active Attendance/ Performance Assessment



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# Emphasize professionalism

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# Tıp Eğitimi Programı 2023'te yeniden akredite edilecek

## AKREDİTASYON, SÜREKLİ GELİŞİM ve YENİLENME KURULU



Prof. Dr. Nadi BAKIRCI  
Dekan



Prof. Dr. Yeşim GÜROL  
Dekan Yardımcısı



Prof. Dr. Özgür KURT



Prof. Dr. Işıl PAKIŞ



Prof. Dr. Umut AKGÜN



Prof. Dr. Elif EROĞLU



Prof. Dr. Latif ABBASOĞLU



Doç. Dr. Melike ŞAHİNER



Doç. Dr. Levent ALTINTAŞ



Doç. Dr. Figen DEMİR



Dr. Öğr. Ü. Yasemin FURTUN



Semra ÖZTÜRK  
Personel/Öz DK Temsilcisi



Semra ÇAKIR  
Raportör



Dilek DÜZGÜNOĞLU  
Personel/Öz DK Temsilcisi



Dr. Ecnur TUÇ  
Mezunlar Derneği Bşk.



Dr. Öykü BEYAZ  
Uzmanlık Öğrencisi



Müge Çağla TEKDAL  
Öğrenci Öz DK Temsilcisi



Oğuz Can IŞIK  
Öğrenci Öz DK Temsilcisi



Onat KÖYLÜOĞLU  
Öğrenci Öz DK Temsilcisi



Tıp Fakültesi Stratejik Planı

2022 - 2026



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## Courses and Projects (2021 – 2022)

### Fall Semester Elective Courses

EMED 001	<b>Introduction to Medical Engineering</b> Hande Argunşah, Ph.D. Assist. Prof. Department of Medical Engineering
EMED 008	<b>Public Speaking</b> Levent Altıntaş, M.D. Ph.D. Assoc. Prof. Department of Medical Education
EMED 009	<b>Computational 'Omics' Analysis</b> O. Uğur Sezerman, Ph.D. Prof. Department of Biostatistics and Medical Informatics
EMED 019	<b>Research tools in psychophysiology</b> Mehmet Ergen, Ph.D. Assist. Prof. Department of Physiology
EMED 030	<b>Ophthalmic Biotechnology</b> Ali Rıza Cenk Çelebi, M.D. Assoc. Prof. Department of Ophthalmology
EMED 031	<b>History of Epidemics and Pandemics: Their Impacts on Society and Medicine</b> Fatih Artvinli, Ph.D. Assoc. Prof. Department of History of Medicine and Ethics
EMED 203	<b>Applied Statistics and Data Mining in Health Data</b> Muhittin Serdar, M.D. Prof. Department of Medical Biochemistry
EMED 304	<b>How do we learn?</b> Melike Şahiner, M.D. Assoc. Prof. Department of Medical Education
EMED 305	<b>Cognitive Biases and Noise in Diagnostic Reasoning</b> I Cem Sungur, M.D. Prof., Department of Internal Medicine

### Fall Semester Elective Medical & Social Research Projects

EMED 281	<b>Social Research Projects</b> Fatih Artvinli, Ph.D. Assoc. Prof. Department of History of Medicine and Ethics
EMED 291	<b>Medical Research Projects</b> Tanıl Kocagöz, M.D. Prof. Department of Medical Microbiology
EMED 381	<b>Social Research Projects</b> Fatih Artvinli, Ph.D. Assoc. Prof. Department of History of Medicine and Ethics
EMED 391	<b>Medical Research Projects</b> Tanıl Kocagöz, M.D. Prof. Department of Medical Microbiology

## ELECTIVES IN MEDICINE (EMED) PROGRAM COORDINATORS



Levent ALTINTAŞ



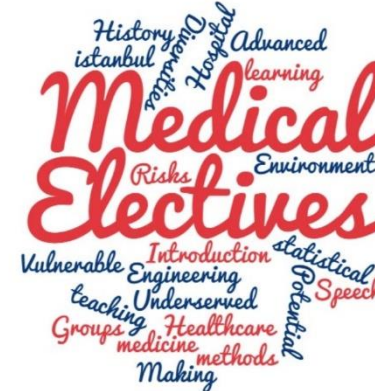
Fatih ARTVINLİ



Emel TİMUÇIN



## Electives in Medicine Program Student Guide

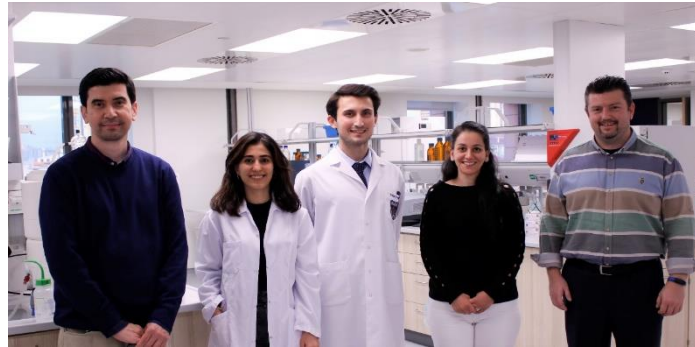


Fall  
2021 – 2022

1.1. Elective Course Title	Peace Culture											
2.1. Name of course instructor (coordinator)	Ayça Kurtoğlu, Associate Prof. Department of Sociology											
2.2. Names of co-instructors (if present)												
<b>3.1. Brief course description:</b> Peace Studies was established as a separate field of study after the Second World War by Johan Galtung. While setting up the tenets of Peace Studies, Galtung referred to Medicine not only as a way of producing both knowledge and practice, namely relating to violence in terms of “diagnosis- prognosis-therapy”, but also borrowing its ethics by drawing on the principles of the Hippocratic oath in which a patient is a patient irrespective of his/her social, political and other positions in society. In this understanding peace is not something that is reached at one point, but a practice reinforced by a culture, namely peace culture as oppose to elements of culture reinforcing violence. The primary aims of this course are firstly to associate the students with the concept of peace as the absence of violence achieved through non-violent means; secondly to look into local culture in relation to positive peace; to make everyday peace a tangible reality.												
<b>4.1. Course Objectives / Learning Outcomes:</b> <ul style="list-style-type: none"> <li>• Gain knowledge of historical and cultural background of speech making.</li> <li>• Design, perform and evaluate an effective speech.</li> <li>• Understand the nature and how to handle the speech anxiety problem.</li> <li>• Improve their speech making skills and, perform an effective speech.</li> <li>• Understand the principles of critical analysis and standards of speech criticism</li> </ul>												
<b>5.1. Supported EME Course Basic Objective(s)</b> (Please, mark the supported EME Course basic objective(s) and explain briefly.)												
No	EME Course Basic Objectives	✓	Explanation									
1	Self-directed learning	✓	A self-assessment sheet will be prepared for the self-re of the students.									
2	Development of an understanding of Peace culture	✓	Portfolio work will serve the purpose of both selflearnin development of an understanding of elements and trea peace culture.									
3	Practicing for building peace cultures	✓	The classes will be organized in accordance with the p of building peace culture.									
4	Expressing him/herself (oral and written)	✓	Students will prepare pieces for their portfolio and pres work every week. Besides, the classes will be organiseinteractive fashion.									
5	Critical thinking	✓	The entire work on peace culture requires critical thinkiof culture that are usually taken for granted.									
6	Being aware and taking of the social and ethical responsibilities	✓	At the heart of peace culture there is ethics. Hence, the Lots of reflections on ethical issues.									
6.1. Minimum number of participants		Five (5)										
6.2. Maximum number of participants		Seventeen (17)										
6.3. Year(s) and Semester(s) Offered (✓)		<table> <tr> <th>Years /Semesters</th> <th>Fall</th> <th>Spring</th> </tr> <tr> <td>Second</td> <td></td> <td>✓</td> </tr> <tr> <td>Third</td> <td></td> <td>✓</td> </tr> </table>		Years /Semesters	Fall	Spring	Second		✓	Third		✓
Years /Semesters	Fall	Spring										
Second		✓										
Third		✓										
7.1. Prerequisite of the course		None										
8.1. Planned Product(s) of the course (At the end of the course students should create a product as a research report,presentation, and so on.)		Portfolio prepared by students on a weekly basis.										

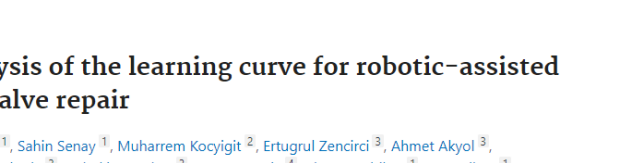
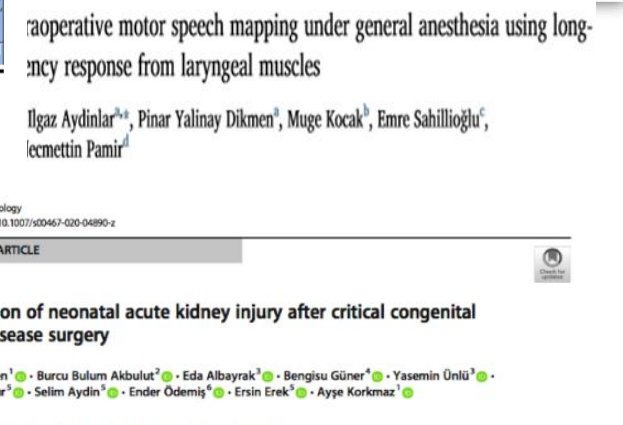
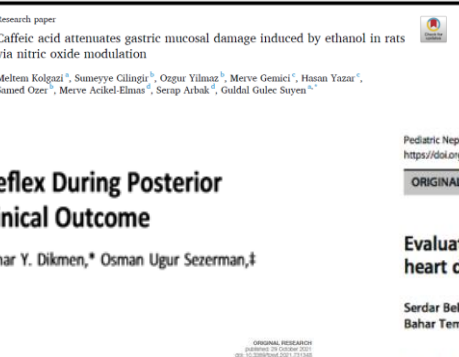
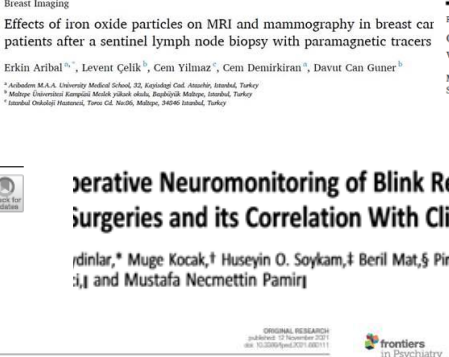
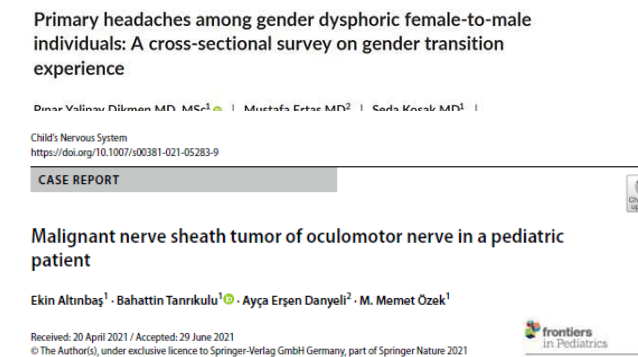
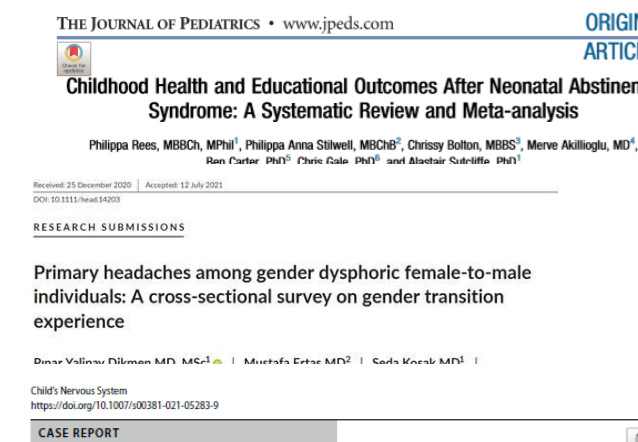
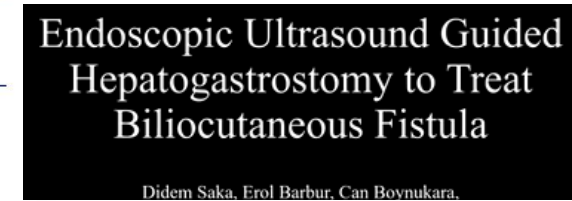
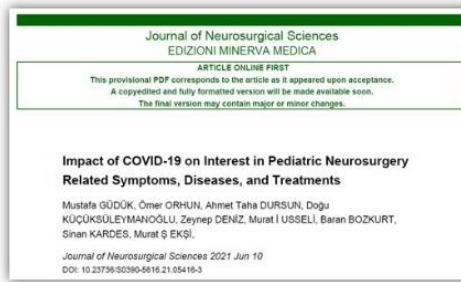
9.1. THE WEEKLY PLAN	
Weeks	Activities
1	Introducing the course: Overview and setting up the class norms
2	<b>History of Peace Research and Basic Concepts</b> A brief history of Peace Research will be introduced and basic concepts, like “negative peace”; “positive peace”, “nonviolence” will be introduced.
3	<b>Approaches to or a Cardiology of Peace Culture</b> The variety of approaches (including secular and religious ones) to Peace Culture will be introduced.
4	<b>Cardiology of Peace Culture: Ethics</b> Ethical dimensions of peace culture will be explored around the conception of peace starting in the heart and mind of the self.
5	<b>Learning from local cultures</b> Based on developed understandings, local cultures will be discussed in relation to peace culture.
6	<b>Views from Social sciences</b> Gender equality; democratic participation; open communication; social cohesion; human rights; international security will be discussed in relation to peace culture.
7	<b>Views from Social sciences</b> Gender equality; democratic participation; open communication; social cohesion; human rights; international security will be discussed in relation to peace culture.
8	<b>Views from Medicine</b> The Seville Declaration as well as some other human rights documents such as the Istanbul protocol will be discussed.
9	<b>Views from International Organisations: The UN Agencies; OSCE</b> The UNESCO's Decade of Peace Culture; Interventions in Humanitarian Conditions and sustainable development will be discussed in relation to building a peace culture.
10	<b>Tools for Building Peace Culture</b> Non-violent actions; deliberative dialog; negotiations will be discussed as examples of tool for building peace culture.
11	<b>Tools for Building Peace Culture</b> Faces of justice and forms of equality will be discussed with a more specific focus on restorative justice
12	<b>Methods Aimed at Specific Levels</b> Personal transformations and achieving peace in the family will be discussed.
13	<b>Methods Aimed at Specific Levels</b> Community change will be discussed in relation to reconciliation and cooperation building.
14	Portfolio presentations
<div> <div> <b>10.1. Assessment and evaluation plan</b>  (This plan will be announced in the form of the course description.) </div> <div> Overall active attendance: 10 pts.  Participation in class discussions: 10 pts.  Weekly self-assessment: 20 pts.  Final self-assessment: 10 pts.  Portfolio preparation and presentation: 50 pts. </div> </div>	







# Öğrencilerimizin Bilimsel Yayınları (2021)



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# Medical Education in times of COVID-19

# How COVID-19 kick-started online learning in medical education—The DigiMed study

## Background

- The coronavirus disease 2019 (COVID-19) pandemic led to far-reaching restrictions of social and professional life, affecting societies all over the world. To contain the virus, medical schools had to restructure their curriculum by switching to online learning. However, only few medical schools had implemented such novel learning concepts. We aimed to evaluate students' attitudes to online learning to provide a broad scientific basis to guide future development of medical education.

## Methods

- Overall, 3286 medical students from 12 different countries participated in this cross-sectional, web-based study investigating various aspects of online learning in medical education. On a 7-point Likert scale, participants rated the online learning situation during the pandemic at their medical schools, technical and social aspects, and the current and future role of online learning in medical education.

## Results

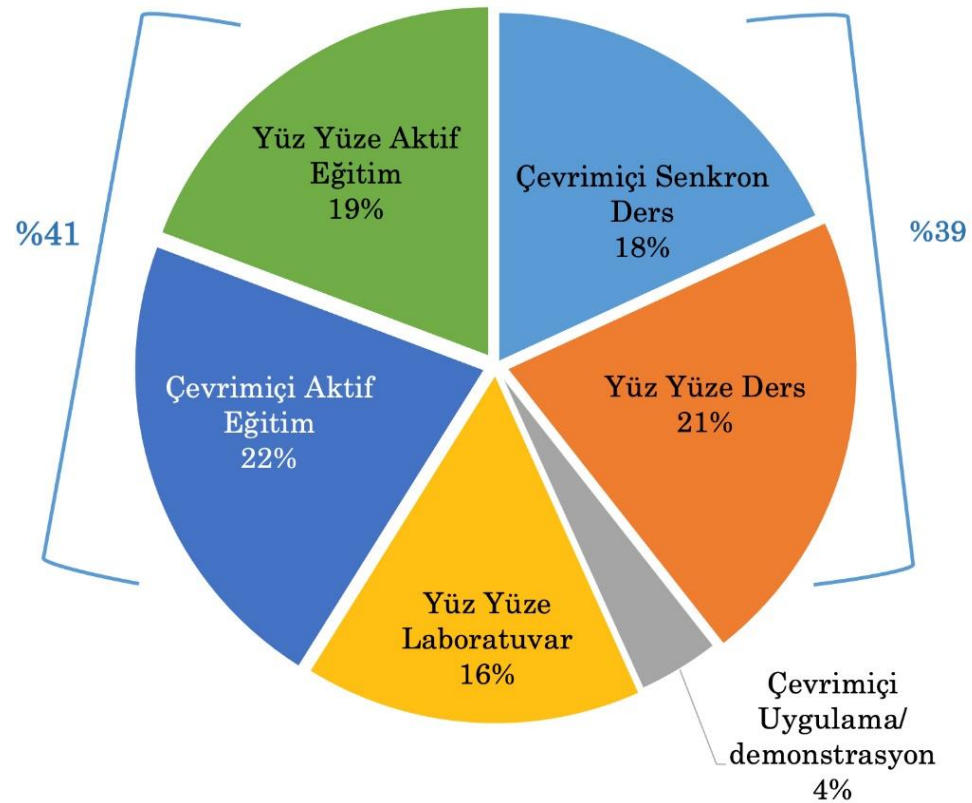
- The majority of medical schools managed the rapid switch to online learning (78%) and most students were satisfied with the quantity (67%) and quality (62%) of the courses. Online learning provided greater flexibility (84%) and led to unchanged or even higher attendance of courses (70%). Possible downsides included motivational problems (42%), insufficient possibilities for interaction with fellow students (67%) and thus the risk of social isolation (64%). The vast majority felt comfortable using the software solutions (80%). Most were convinced that medical education lags behind current capabilities regarding online learning (78%) and estimated the proportion of online learning before the pandemic at only 14%. In order to improve the current curriculum, they wish for a more balanced ratio with at least 40% of online teaching compared to on-site teaching.

## Conclusion

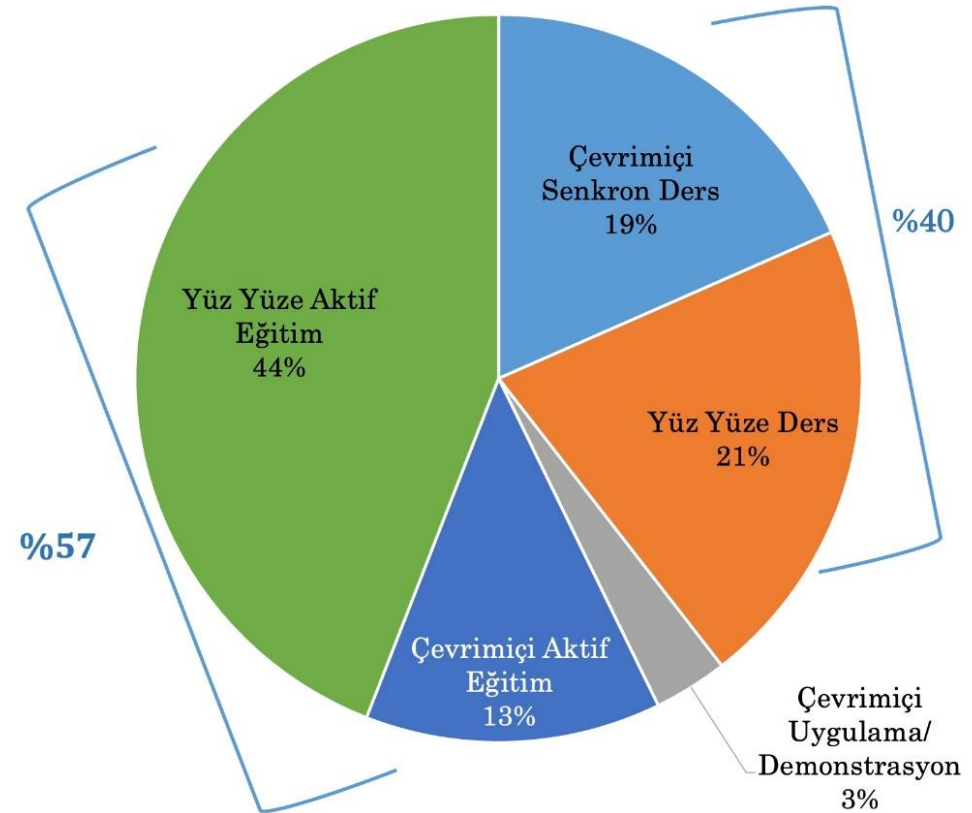
- This study demonstrates the positive attitude of medical students towards online learning. Furthermore, it reveals a considerable discrepancy between what students demand and what the curriculum offers. Thus, the COVID-19 pandemic might be the long-awaited catalyst for a new “online era” in medical education.

# Teaching methods (2021-2022)

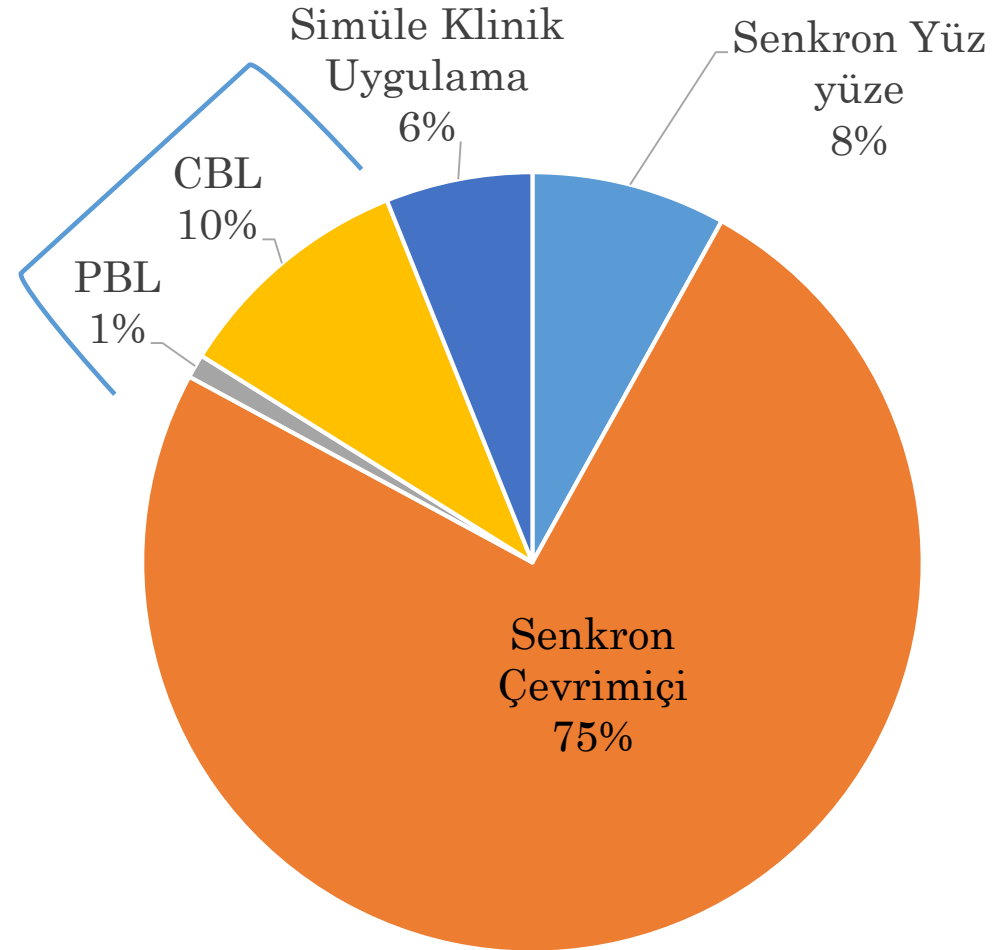
Biomedical subject committees



CMPS programme



## Stajlarda kuramsal eğitim (2021-2022)



# Medical education in times of COVID-19

- Aim: to investigate the **teachers' perspectives on medical education and COVID-19** in general, including their **distress level**.
- Methods: This **quantitative questionnaire study** was distributed online among responsible lecturers of medical training at the **Medical Faculty of Tuebingen**. Teachers answered questions about the medical training, COVID-19 in general (on a seven point- Likert scale from “not at all” to “completely”) and their mental well-being (STAI). Descriptive data analysis and t-tests were performed.
- Results: The teachers reported being significantly ( $p < .01$ ) **more distressed regarding the medical training** ( $M=4.63$ ,  $SD=1.24$ ) in comparison to their private lives ( $M=3.58$ ,  $SD=1.38$ ) or the clinical context ( $M=3.33$ ,  $SD=1.95$ ). They also **felt significantly less informed about the medical training in times of COVID-19** ( $p < .001$ ). They **wished for more support and information from their medical faculty**. When teachers were asked which teaching should be implemented in future, they reported the most the **online lectures** (87.5%), followed by **collaborative working** (75.5%), **live broadcast** (62.5%) and **online chats** (58.3%). Teachers also saw the current situation of COVID-19 as a chance for a digital transformation of the medical education ( $M=5.92$ ,  $SD=0.95$ ).
- Discussion: Teachers of the Medical Faculty of Tuebingen saw online- based teaching formats as **a chance to meet the medical students' needs regarding the medical education**. Video-based formats like online lectures and online chats with teachers might play a relevant role in order to impart knowledge. Furthermore, **medical students should also be taught in digital formats like telehealth, including patient-physician distance interactions**.

# Medical Student Education in the Time of COVID-19

- While in the midst of this COVID-19 crisis, it is crucial that the academic educational community learns from the experience and prioritizes a forward-thinking and scholarly approach as practical solutions are implemented. Reflection and evaluation must follow. For educators, the expression “make your work count twice” (the first time for the job you are doing and the second to get the work published and disseminated [eg, creating a curriculum that you plan to use for scholarship by publishing it]) and the plan for educational scholarship has never been more imperative. One area in which students can serve and have a positive effect is as educators to their peers, patients, and communities, using the tools available through social media and other modalities to help influence behaviors in a positive way.