The Association of Medical Schools in Europe

AMSE 2022 CONFERENCE

THE MEDICAL SCHOOL OF THE FUTURE: ENSURING QUALITY

Kvariati, Adjara, Georgia
6 – 8 October 2022

PROGRAM

Dear colleagues and friends,

We would like to welcome you to AMSE 2022 Conference, an annual conference held by the Association of Medical Schools in Europe (AMSE) and this year hosted by David Tvildiani Medical University, Georgia.

Ensuring quality in the medical school of the future is the main theme of the AMSE 2022 conference. The majority of medical schools in Europe, as well as worldwide, have been finding themselves in a period of ongoing major crisis. The challenges relate to the COVID-19 pandemic, military conflicts and the consequences of the climate change create a very uncertain future.

The AMSE 2022 conference is an opportunity for the leaders of AMSE member schools and other key organizations to come together and reflect on their present situation and how, through the debate that ensures quality in all schools, they can actively shape the future of medical education, research and patient care. Deans, leaders, educators and researchers are invited to get actively engaged in discussions and debates, drawn from a wide range of perspectives and through the lens of quality assurance.

AMSE was founded in 1979 as an Association of Medical Deans. Since its inception, AMSE has served as a platform to develop, promote and facilitate the co-operation between medical schools in the WHO-Europe region; enhancing quality has always been one of AMSE´s main overarching goals.

The AMSE 2022 conference is hosted by David Tvildiani Medical University. This year it is held in hybrid format, allowing both face-to-face and online participation.

WELCOME

A central and important element with the conference is the AMSE´s General Assembly, during which all attendees can learn how AMSE is functioning at the moment, and most importantly, its plans for the future.

AMSE was conceived on a boat trip to Epidaurus in 1979. Kvariati is a seaside location, so one may say that the AMSE returns to its birthplace – on the sea.

Welcome to AMSE 2022!

Sincerely

Nino Tabagari
Dean, "AIETI" Medical School
David Tvildiani Medical University

Harm Peters
President, Association of Medical Schools in Europe

CONFERENCE CONTACT INFORMATION

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The conference will take place at Litz Resort in Kvariati, Georgia. Located at the Black Sea coast a few kilometers from the Georgia's second largest city of Batumi and in close proximity to the national boarder, Kvariati boasts unique climate and breathtaking views across the sea up to the Greater Caucasus range.

LITZ RESORT

LITZ RESORT
David Tvildiani
Conference Hall

CONFERENCE SCIENTIFIC COMMITTEE

Professor Harm Peters – AMSE President
Professor of medical education and nephrology at the **Charité – Universitätsmedizin** Berlin, Germany. Member of the German Association for Medical Education

Dr Thomas Shiozawa-Bayer (MD, PhD) – AMSE Treasurer
Anatomy specialist – Institute of Clinical Anatomy and Cell Analysis, Department of Anatomy, **Eberhard Karls University Tuebingen**.
Postdoctoral fellow and associate lecturer and the executive board member of the German Association for Medical Education (GMA e.V.) Involved in quality assurance of higher education – ACQUIN (Bayreuth, Germany).

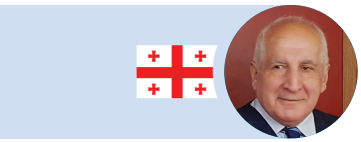
Professor Algirdas Utkus – AMSE General Secretary
Dean of Faculty of Medicine and Head of Department of Human and Medical genetics of Vilnius University Professor of Clinical Genetics

Professor Janusz Janczukowicz – AMSE Executive Committee co-opted member
Vice Dean for Development of Education, Head of Centre for Medical Education, Medical **University of Lodz**. Chair of the WHO Academy Quality Committee. Consultant of Pan-European Leadership Academy (ELA)

Professor Trevor Gibbs
Former president of AMEE, Independent Consultant in Medical Education and Primary Care, WHO consultant in Primary Care, Medical Education and Adolescent Health. Professor of Medical Education and Clinical Practice, Sun Yat-sen Medical University, Guangzhou, PRC. Associate Editor of Medical Teacher

Professor Nebojsa Lalić – AMSE Executive Committee member
Dean of **University of Belgrade**. Professor of Internal medicine and Endocrinology

Professor Andrea Tamas – AMSE Executive Committee co-opted member
Associate Professor – Department of Anatomy, Medical School, University of Pecs



Professor Sergo I. Tabagari – AMSE Executive Committee Member
Vice-Rector in Strategic Management and Development at David Tvildiani Medical University (DTMU). Head of Department of Medical Biochemistry at DTMU. ORPHEUS - Executive Committee Member. Honorable Professor of Karaganda Medical University.

GENERAL INFORMATION

LOCAL ORGANIZING COMMITTEE

Professor Levan Tvildiani MD, PhD – Rector of David Tvildiani Medical University (DTMU)

Professor Nino Tabagari MD, PhD – Dean of AIETI Medical School, DTMU

Professor Guram Sanadiradze MD, PhD – Vice-rector in Science, DTMU

Professor Tamar Talakvadze MD, PhD – Head of Quality Assurance Service, DTMU

Paata Tsagareishvili MD, PhD candidate – Vice-dean in Medical Education, DTMU

Associate Professor Ilia Nadareishvili MD, PhD – Head of Research Unit, DTMU

Aleksandra Nadiradze MD, PhD candidate – AMSE 2022 Secretary General, DTMU

Tinatin Kutchukhidze – President of Students' and Young Scientists' Scientific Association

PRESENTATIONS

Please hand over all of your lecture materials (including name and title) to the technical team working in the lecture hall, either in the morning or in the breaks between the symposiums.

INTERNET CONNECTION

There is an open (no password) Wi-Fi network at the venue.

The registration desk will be open from 9:00 AM to 18:00 PM on 6-8 October, 2022

Disclaimer: Neither the Association of Medical Schools in Europe nor the conference orazganizing committee take responsibility for the content of published abstract. No conflicts of interests were reported. Any mentioning of commercial products or brand names is without no intent to promote that product or brand.

DAY 1: THURSDAY 06.10.2022

12:00 – 13:00	**Registration/Coffee**
13:00 – 13:30	**Opening Ceremony of AMSE 2022:** Harm Peters – The Association of Medical Schools in Europe, President Levan Tvildiani – David Tvildiani Medical University, Rector Government representative(s)
	SESSION 1A
13:30 – 14:15	**Leadership Competence for Health Professionals** **Keynote presentation (Online): Professor Janusz Janczukowicz,** University of Lodz (Poland) *Moderator: Associate Professor Ilia Nadareishvili, (DTMU, Georgia)*
14:20 – 15:50	**Short Communications 1** Chairs: Dr. Thomas Shiozawa-Bayer, Eberhard Karls University Tuebingen (Germany); Associate Professor Rusudan Agladze (DTMU, Georgia) **1. The big fish in the small pond mentality. Transitions into medical school** – Jinelle Ramlackhansingh (online). Memorial University of Newfoundland, (Canada) **2. Objective Structured Clinical Examinations at Tbilisi State University: Students perceptions** – Maia Bitskinashvili, Dimitri Kordzaia. Ivane Javakhishvili Tbilisi State University **3. Practicum Script Clinical Reasoning Simulator as a meaningful Teaching and Assessment Tool** – Paata Tsagareishvili, Liza Goderdzishvili, Ketevan Kapanadze, Nino Gakhokidze, Nino Tabagari. David Tvildiani Medical University

14:20 – 15:50	**4. Teaching Communication in Medical Education** – Nana Shavlakadze, Irine Pkhakadze, Nato Alavidze. Akaki Tsereteli State University **5. Developing Relationships and Sex Education in Higher Education: An exploration of academics and practitioners' views in Georgia** – Kakhaber Lazarashvili, Nato Alavidze. East European University **6. Faculty Development in Aspects of Clinical Reasoning** – Paata Tsagareishvili, Nino Tabagari. David Tvildiani Medical University
16:00 – 17:00	**Lunch Break**

SESSION 1B

Joint Panel Discussions – ORPHEUS and EUA-CDE: PhD Standards in Medicine

17:00 – 18:00

Keynote presentations:
Professor Bob Harris, The Organisation for PhD Education in Biomedicine and Health Sciences in the European System - **Modernizing the curricula - an enhanced challenge for harmonization?**

Professor John Creemers, The Organisation for PhD Education in Biomedicine and Health Sciences in the European System

NextGen PhD Researchers in Biomedical Sciences; Quality assessment, training and career development

Dr. Alexander Hasgall, The European University Association Council for Doctoral Education

Quality in doctoral education in Europe: Diversity and commonalities.

Moderator: Professor Guram Sanadiradze (DTMU, Georgia)

Short Communications 2

Chairs: Associate Professor Andrea Tamas, University of Pecs (Hungary); Professor Marika Toidze Professor, (DTMU, Georgia)

18:00 – 19:15

1. Implementation of PSI Curriculum at preclinical level in Integrated modules – Tsisana Lomashvili, Nino Sikharulidze, Maia Zarnadze.

Petre Shotadze Tbilisi Medical Academy

2. On-campus education vs online: the measures of the medical students' satisfaction – Nino Chikhladze, Irma Grdzelidze.
Ivane Javakhishvili Tbilisi State University

3. The Experience of the Online Teaching Medical Physiology – Tamara Valishvili.
Akaki Tsereteli State University

4. Arts as an effective learning tool of medical education – Ekaterina Kldiashvili, Maia Zarnadze, Ia Khakhutaishvili, Salome Khubulava.
Petre Shotadze Tbilisi Medical Academy

5. Feedback after OSCE Implementation at Akaki Tsreteli State University – Giorgi Mgvdeladze, Irine Pkhakadze, Mari Rodonaia.
Akaki Tsereteli State University

20:00 – 21:00 **Welcome reception AMSE 2022**

DAY 2: FRIDAY 07.10.2022

SESSION 2A

10:00 – 10:55

Keynote presentations:
Professor Nebojsa Lalić, University of Belgrade, Serbia
Research Competences in the Education of Health Professionals

Agata Ptaszynska – Chair of the Students' Scientific Society, Medical University of Lodz, Poland
Students becoming researchers - the Lodz perspective

Moderator: Professor Guram Sanadiradze (DTMU, Georgia)

11:00 – 12:30

Short Communications 3

Chairs: Associate Professor Athanasia Printza, Aristotle University of Thessaloniki (Greece), Irakli Gagua, CEO, Gagua Clinic (Georgia)

1. Vilnius University students` awareness about dyslexia – Lina Zabuliene, Ema Remeikyte, Ausrine Seiliute, Jurgita Urboniene, Algirdas Utkus.
Faculty of Medicine, Vilnius University, (Lithuania)

2. Internal quality assurance in times of COVID-19 – Aleksandra Nadiradze, Lela Nadashvili, Tinatin Kutchukhidze, Tamar Talakvadze.
David Tvildiani Medical University

3. Using a clinical reasoning exercise as the start of a course in the research line improves motivation in research of last year students – Herman Van Rossum, Ekaterina Kldiashvili, Saif Rustum, Saba Iordanishvili.
Petre Shotadze Tbilisi Medical Academy

4. Implementing awareness of the principles of academic integrity – Tea Kordzadze, Irine Pkhakadze, Mariam Sturua, Mari Rodonaia.
Akaki Tsereteli State University

5. Research Productivity in Georgian Medical Schools and Predatory Publishing Concerns – Ilia Nadareishvili, Giorgi Aladashvili, Ketevan Khetsuriani, Fatima Aliasger Rampurawala, Sergo Tabagari.
David Tvildiani Medical University

6. Involving medical students in pilot research projects. Lessons from the field – Anano Kiria, Nikoloz Gambashidze. University of Georgia

12:30 – 13:00 **Coffee Break**

SESSION 2B

13:00 – 14:00

Joint Panel Discussions – To Make Patient Safety Central to Continuing Medical Education

Keynote presentations:
Professor David Gordon, World Federation for Medical Education
WFME Global Standards for Quality Improvement: Postgraduate Medical Education

Professor Robert Stevenson, Glasgow University
The Professional Practice Gap and CME.

Moderator: Associate Professor George Chakhava, DTMU, President Georgian Association of Medical Specialties, Georgia

14:00 – 14:45	**Short Communications 4** Chairs: Professor Algirdas Utkus, Vilnius University (Lithuania); Professor Alexi Baidoshvili, DTMU (Georgia) **1. Whole Slide Images for Pathology Studies in Undergraduate Medical Education** – Mariam Kacheishvili, Paata Tsagareishvili, Nino Tabagari, Alexi Baidoshvili. David Tvildiani Medical University **2. Advancing patient-centricity in medical education, research and academic healthcare provision: Auditing practices and readdressing areas of potential improvement** – Athanasia Printza. Medical School, Aristotle University of Thessaloniki, Greece **3. Learning outcomes from the perspectives of patients in Hungary** – Zsuzsanna Varga, Zsuzsanna Pótó, Gergely Csaba, Zsuzsanna Füzesi. University of Pecs, Medical School (Hungary) **4. The methodology for OSCE virtualization based on branching clinical cases scenario script** – Nataliia Lopina. Director of the Simulation Training Platform for medical education "The Global electronic database of clinical cases simulation scenarios - ClinCaseQuest", Ukraine
14:45 – 16:00	**Lunch Break**
	AMSE Executive Committee Meeting

16:00 – 18:30	**European Board of Medical Assessors Workshop Using Multiple-Choice Questions (MCQs) to assess clinical knowledge application** José Miguel Pêgo MD, PhD – School of Medicine, University of Minho, Portugal *Moderator: Dr. Paata Tsagareishvili, DTMU (Georgia)*
18:30 – 19:30	**AMSE General Assembly Closed Meeting (David Tvildiani Conference Hall)**
20:00	**Conference Gala Dinner (Restaurant "Zetsa")**

DAY 3: SATURDAY 08.10.2022

SESSION 3A

	Students` extracurricular activities as the background for their continuous professional development Chairs: Associate Professor Andrea Tamas, University of Pecs (Hungary); Associate Professor Archil Sharashenidze (DTMU, Georgia)
10:00 – 11:30	**1. Medical Students' Engagement in Developing Medical Education in Europe and Worldwide** – Daniel Dirul. International Federation of Medical Student Associations, Regional Director for Europe **2. Practical Approach in Basic Surgical Training: Lessons from the Surgical Society of the Medical University in Pecs** – Ibitamuno Caleb, Alexandra Brunauer, Gábor Jancsó, Andrea Tamás, László Czopf, Rendeki Szilárd. University of Pecs, Medical School (Hungary) **3. Anatomy in the virtual reality** – Máté Szemes, Balázs Ujvári, Nóra Füredi, Zsombor Márton, József Farkas, Dóra Reglődi. University of Pecs, Medical School (Hungary) **4. Near-peer teaching in medical education experiences from the University of Pecs Medical School** – Kristóf Filipánits, László Czopf, Timea Németh, Míra Zsófia Peresztegi, Andrea Tamás. University of Pecs, Medical School (Hungary) **5. Facilitating research in youth through student initiatives** - Tinatin Kutchukhidze. David Tvildiani Medical University

10:00 – 11:30	**6. Near-Peer Teaching of Basic Surgical Skills: Insight from the Surgical Interest Group of AIETI at the David Tvildiani Medical University** – Giorgi Aladashvili, David Tvildiani Medical University **7. Association of Immunization and Vaccinology – a story of student activism** – Mariam Jashi, Association of Immunization and Vaccinology (Georgia)
11:30 – 12:30	**Lunch Break**
	SESSION 3A
12:30 – 13:15	**Keynote presentation (online): Health and care workforce in Europe: Time to act** **Mr. Cris Scotter, World Health Organization** – WHO/Euro Human Resources for Health specialist (Geneva) *Moderator: Associate Professor Ilia Nadareishvili (DTMU, Georgia)*
13:15 – 16:15	 **European Board of Medical Assessors Workshop: Cognitive diagnostic modelling:** a novel psychometric paradigm for healthcare professions education Carlos Fernando Collares. European Board of Medical Assessors, Maastricht University (The Netherlands) *Moderator: Dr. Paata Tsagareishvili (DTMU, Georgia)*

WORKSHOPS

European Board of Medical Assessors Workshop "Using Multiple-Choice Questions (MCQs) to assess clinical knowledge application"

José Miguel Pêgo

Topics covered:

- MCQ format overview
- Common item flaws
- Application of knowledge vs recall of isolated facts
- Good practices in writing good one-best-answer items

European Board of Medical Assessors Workshop "Cognitive diagnostic modelling: a novel psychometric paradigm for healthcare professions education"

Carlos Fernando Collares, M.D., M.Sc., Ph.D.

By the end of the workshop, participants are expected to be able to: a) understand the limitations of hegemonic psychometric approaches and their rationale; b) understand the differences between cognitive diagnostic modelling (CDM) and item response theory; c) understand the differences between the most commonly used models within the CDM approach; d) recognize the potential benefits of the application of CDM in the healthcare professions education; e) run a CDM analysis with a simulated dataset and interpret the results, and f) run their own CDM analyses and interpret the results independently.

Short Communications 1

"THE BIG FISH IN THE SMALL POND MENTALITY." TRANSITIONS INTO MEDICAL SCHOOL.

Jinelle Ramlackhansingh

Memorial University of Newfoundland

Background
Admission to Canadian medical schools is highly competitive. Medical students are supposed to easily learn complex concepts. Students become overwhelmed with the volume of work. The students realize that their previous identity, being "top of the class" is diminished. This can lead to unprofessional behaviours, resulting in poor quality learning experiences. This research aims to identify medical students' transitions and suggest interventions to help.

Methods
This was a critical ethnography examining professional development amongst pre-clinical medical students. Participant observation and monthly focus groups were done over two years. Student accounts of their learning experiences were collected. The students' collective experiences were organized to create themes.

Results
The students experienced stressful emotions that shaped their views, and behaviours. The overlying themes were:

1. Uncertainty, feeling lost- "I just felt helpless. I feel I don't know anything yet"
2. Anger, frustration -"It's this big fish small pond mentality, everybody's on a level playing field. Their egos flair up because they are angry, they are not understanding it"
3. Negotiation -" I'm not going to make the bed, that's 5 minutes, where you're trying to do everything to save time"
4. Acceptance - "It's a frustrating experience, that's kind of what we signed up for, this is not easy"

The students found speaking about their experiences in focus groups helped them adjust to their learning environment.

Conclusions
The students' transition into medical school resulted in emotions which impacted their identity as emerging professionals in medicine.

Providing students with "pedagogical space", like small learning groups or communities of practice can help students explore and reflect on experiences. This could help in the quality of their medical school transition and learning.

Messages

1. Transitioning into medical school can be an overwhelming experience.
2. Having time to allow reflection may help students adjust to their environment.

OBJECTIVE STRUCTURED CLINICAL EXAMINATIONS AT TBILISI STATE UNIVERSITY: STUDENTS' PERCEPTIONS

Maia Bitskinashvili, Dimitri Kordzaia

Ivane Javakhishvili Tbilisi State University

Background

Objective Structured Clinical Examination (OSCE) is important approach to the assessment of clinical competence.

This tools is widely used for assessment of clinical skills of undergraduate medical students in many medical schools, among them is Faculty of Medicine of Ivane Javakhishvili Tbilisi State University.

Approach

The study aimed to explore the Students' feedback on OSCE examination. The target group were Fifth-year undergraduate medical students of the TSU Faculty of Medicine. A self-administered questionnaire was given to the students after the OSCE. The Survey was conducted in the Fall semester 2021/2022 teaching year.

Results

In total 54 students participated in the study. 2/3 of students has positive perception of OSCE and consider the OSCE as an instrument for fair assessment. Most of the students consider implementation of OSCE e will be helpful for the development clinical skills and achievement of learning outcomes. However, 20% of student think this kind of exams increase motivation for study. Most of students (72%) consider that there was enough time for each station to complete the task. Same time study revealed areas for improvement, around half of the respondents mentioned that it is necessary to improve the evaluation system of examination.The recent study show that majority of students have positive perception of OSCE.

Lessons learned
Implementation of OSCE for assessment of clinical subjects has positively affected on the learning process at TSU Faculty of Medicine.

PRACTICUM SCRIPT CLINICAL REASONING SIMULATOR AS A MEANINGFUL TEACHING AND ASSESSMENT TOOL

Paata Tsagareishvili, Liza Goderdzishvili, Ketevan Kapanadze, Nino Gakhokidze, Nino Tabagari

David Tvildiani Medical University

Background
The aim of the study was to explore and evaluate Practicum Script Clinical Reasoning Simulator (PSCRS), for teaching and assessment purposes in undergraduate medical education at DTMU.

Methods
PSCRS, developed by the Practicum Foundation in partnership with EBMA, was used to enrich Training in Internal Medicine (formative cycle) by ten PSCRS cases. The training, as being part of the course "Summarizing Training and Assessment in EPAs", was delivered to twenty four DTMU 6th year students. The PSCRS resource was used for summative online OSCE exam, though planned differently. The exam (3hrs duration) included another set of 10 cases and students` answers for each case were structured in 3 steps: (1) Formulation of hypotheses (in free text format), (2) Argumentation of hypotheses, (3) Decision making in different clinical scenarios related to the same patient.

Results
Students answered in average 9.83 cases (out of 10 available) during formative cycle and they completed "Hypothesis Formulation (HF)" in 97.5% of cases. At HF step 71.51% and 75.97% matched as valid during formative and summative cycles accordingly. In average 59.5% of the arguments for the formulated hypothesis (hypothesis argumentation step) were correct in formative cycle (48.50% in summative cycle). At the "Clinical scenarios" (decision making step), in average 91% of answers were valid (matching with the panel of experts) in formative cycle (84.00% in summative cycle).

Conclusions
PrSc Clinical reasoning simulator can improve hypothesis generation skill in medical students, while more efforts are required to train hypothesis argumentation and clinical decision making skills in

medical students in a context of time limitations and higher degrees of the uncertainty.

Take home messages
PrSc Clinical reasoning simulator, its mentorship and analytical platforms is a good tool to assist academics to "diagnose" clinical reasoning difficulties in students and provide meaningful feedback to students in the context of clinical reasoning processes.

TEACHING COMMUNICATION IN MEDICAL EDUCATION

Nana Shavlakadze, Irine Pkhakadze, Nato Alavidze

Akaki Tsereteli State University

Background
According to the sectoral benchmark of Higher Education the learning outcomes achieved by medical educational programs include sectoral knowledge and sectoral skills, of which it is important to develop effective communication skills in students from the very first year of teaching. Therefore, it is necessary to develop effective approaches to measure this ability that is a real challenge for medical schools.

Purpose
Assessment of communication skills among students after taking a study course on communication skills.

Methods
84 students participated in the study, who mastered the course "Communication in health care integrated with clinical skills in the module "Professional Aspects", the mentioned module is taught in the first year of study in the second semester within the framework of 5 credits. Format of the study course: lectures, group work, role-playing games were actively used in teaching methods. At the beginning and the end of the course, students completed a survey with open-ended questions, wrote an essay, and were evaluated in a role-play process.

Conclusion
Analyzing the obtained results, it can be concluded that in the development and maintenance of communication skills learned through contact with the patient and clinical role modeling, the most important role is assigned to modern approaches to teaching clinical communication and the development of reliable methods for evaluating these skills.

Communication training increases the clinical competence of the student, and effective communication between the patient and the doctor leads to the correct management of the clinical case.

DEVELOPING RELATIONSHIPS AND SEX EDUCATION IN HIGHER EDUCATION: AN EXPLORATION OF ACADEMICS AND PRACTITIONERS' VIEWS IN GEORGIA

Kakhaber Lazarashvili, Nato Alavidze

East European University

The aim of this study was to generate new knowledge about the perceptions of key academics and practitioners in order to inform the potential development of Relationships and Sex Education (RSE) programmes within universities in Georgia. Informed by a conceptual framework that drew on the UNESCO International technical guidance on sexuality education and the Cultural Sensitivity Approach, the research explored the views of academics and practitioners in Georgia. The study was guided by three main questions: Is a university-based RSE programme perceived to be needed and, if so, why? How might it be best to develop a university-based RSE programme? How might professional, disciplinary, and cultural backgrounds influence the ways academics and practitioners engage with ideas and teaching practices related to the possibility of RSE in Georgian universities? Twelve academic and six professional/practitioner research participants were drawn from universities, hospitals, NGOs, and governmental organisations. Semi-structured interviews were undertaken and analysed by way of thematic analysis. Academics' and practitioners' views regarding RSE were generally positive and these professionals identified a need for university-based RSE programmes for young people, noting the importance of Georgian history, culture, and context to inform their development. It is argued that a culturally sensitive and student-centred approach should lie at the heart of RSE programme design.

FACULTY DEVELOPMENT IN ASPECTS OF CLINICAL REASONING

Paata Tsagareishvili*, Nino Tabagari

David Tvildiani Medical University

Background

Clinical reasoning (CR) is a key competence for health professionals. However, there is a lack of evidence how it should be deliberately taught and assessed. The need for explicit longitudinal clinical reasoning curricula is emerging globally. The study aimed to explore faculty development measures through "appetizer" ToT in CR.

Methods

Introductory "appetizer" ToT was developed, based on the results of the Erasmus+ project "DID-ACT" train-the-trainer course. The course aimed to provide better insights into methodologies, tools and resources for teaching CR aspects. ToT covered epistemology and CR theoretical frameworks of CR, its teaching and assessment methods, as well as cognitive errors/biases. Kirkpatrick Model was used to evaluate participants' reaction and learning. Pre-Test, Post-Test and Satisfaction questionnaire were developed and applied to participants.

Results

Results showed that ToT Workshop improved participants' knowledge in the aspects of epistemology, theoretical frameworks, as well as cognitive errors and biases. There was a significant baseline knowledge in teaching and assessment methods among participants, though the need for their re-purposing to CR context emerged. Participants confirmed their motivation and desire to explore the topics in more details and recommended ToT enrichment with more examples and case studies. Pre- and post-test results showed the need for the course. The results of satisfaction of participants with the aspects of teaching and assessment of CR that ToT provided is the opportunity for further development of the academic staff.

Conclusions

Adjusted ToT workshop in CR would be of great benefit for academic staff development. Our results are in line with those studies showing the need of continues professional development of the staff in aspects of teaching and assessment of CR

Take home messages

More efforts should be put in faculty development regarding various aspects (conceptualizations, teaching and assessment methodologies etc.) of CR

Short Communications 2

IMPLEMENTATION OF PSI CURRICULUM AT PRECLINICAL LEVEL IN INTEGRATED MODULES

Tsisana Lomashvili, Nino Sikharulidze, Maia Zarnadze

Petre Shotadze Tbilisi Medical Academy

Background

The problem addressed by the interventions described in our abstract is reflected in the mission of TMA –" …to rise healthcare specialists in innovative manner in student-oriented environment…" TMA is in the process of switching to CBME principles; to reach outcomes stated in our MD program in order to rise doctors which fit in purpose, new approaches and TLAs are constantly searched and implemented by the staff of TMA. Innovations are initiated and guided by CIMED (Center of Innovation for Medical Education)founded at TMA by our partners from Antwerp University prof. Joke Dennekens and Herman van Rossum in collaboration with curriculum committee. In the academic Year 2021-22 CIMED initiated piloting project for preclinical years PSI curriculum model(Patient-centered, Student-centered, Integrated) in order to motivate students by real patient encounter, to foster active learning practices, to create environment for clinical reasoning, collaborative learning and horizontal and vertical integration in scope of integrated modules through TBL format.

Approach

4th semester integrated modules based on Endocrine, GI and Urinary systems were subjects of piloting "Integration Weeks". Students were given assignments to prepare theoretical material; 3 class activities - sessions with real patient encounter, clinical reasoning and TBL were performed throughout the "Integration Week" in each module. Skills and theoretical knowledge were assessed by observation and MCQs. The intervention was evaluated by interviewing the focus groups of students and teachers.

Results

Focus groups of students and teachers showed definite benefit of PSI curriculum implementation: real patient encounter, clinical reasoning and TBL sessions increased motivation, retention rate, reasoning and collaborative skills in students, improved ability to collaborate and create integrated tasks by the teachers of different disciplines.

Lessons learned
TLAs implemented during "Integration week" are effective and engaging both for students and teachers and they need to be expanded at preclinical

ON-CAMPUS EDUCATION VS ONLINE: THE MEASURES OF THE MEDICAL STUDENTS' SATISFACTION

Nino Chikhladze, Irma Grdzelidze

Ivane Javakhishvili Tbilisi State University

Background
The main form of teaching in the field of Medicine in Georgia before Covid 19 pandemic was on campus teaching. The first case of Covid 19 in Georgia was recorded on February 26, 2020. Pandemic re shaped the traditional model of medical Education. In the spring semester of 2020, e learning was introduced at seven faculties of Ivane Javakhishvili Tbilisi State University (TSU), including Faculty of Medicine.

Approach
Regular survey of students' satisfaction is an integral part of activities of the Department of Quality Assurance. Survey includes evaluation of teaching courses, lecturers, learning environment etc. Current study aimed to explore students' satisfaction with online teaching at TSU Faculty of Medicine. The existing questionnaires were updated and adapted to the new learning environment. Study was conducted in the fall semester of the 2020/2021 academic year. The survey was anonymous. The SPSS 20 statistical software was used to analyze the data.

Results
The study revealed a high level of student engagement in the online learning process (84.6%). The learning process was assessed positively 45,0% of respondents and negatively by 12,6% of the respondents. 42,4% of the respondents assessed the learning process as neutral. Students considered that during online education the interaction was less effective compared to regular classroom teaching. The majority of students considered that they are more enthusiastic during on campus education rather the during online interaction. Cross tabular analysis did not reveal any statistically significant differences by demographics or other variables. Study also revealed areas for improvement of online learning process.

Lessons Learned
The pandemic proved to be a significant challenge for both medical students and academic staff. TSU succeeded in coping with emerging challenges related to pandemic. The results of the student's survey was important evidence for improvement of the new educational strategies at the TSU.

THE EXPERIENCE OF THE ONLINE TEACHING MEDICAL PHYSIOLOGY

Tamara Valishvili

Akaki Tsereteli State University

We have long and successfully applied such modern teaching methods in the course of medical physiology as the case study and the PBL method. In the last years, because of the Covid epidemic situation, we have been faced with the challenge of finding and implementing effective teaching methods in this unfamiliar learning environment for students, teachers and educators. Generally, topics in medical physiology were organized as modules. Every class contains a case study with questions with a pre online lecture. According to our survey, all students stated that they would recommend online course to others, they found the cases interesting, informative, and presented at the appropriate level. Many students mentioned that the online course took them more time for studying, but they learned more content and used the primary literature more than in a traditional class. Our survey indicate that a well organized physiology course with a case study format is an effective model for online learning. Research has indicated that well designed online courses taught by experienced staff can be as effective as traditional courses. However, the online environment is very specific and very different from a traditional classes. The main task that we set before starting the implementation of the online course was to create such an online course that would allow achieving all (or at least the majority in the conditions of forced transfer to online learning) learning outcomes. Accordingly, the main task of our study was how, with the help of what teaching methods, to achieve the maximum effectiveness of the online physiology course. It is important point, that offering a distance online courses requires careful consideration of student readiness for an online environment. According to a survey of students, the unpreparedness of some students for the changed learning environment has become one of the factors

ARTS AS AN EFFECTIVE LEARNING TOOL OF MEDICAL EDUCATION

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Petre Shotadze Tbilisi Medical Academy

Background

Arts that are an example of a creative activity can be considered as the illustration of our society and different fields development. It visualizes the history of medicine and facilitates the recognition of main achievements. The presentation and review of arts examples in educational process of medical school acquires more and more importance. Such integration of arts in medical curricula is considered as the possibility to activate different pathways of knowing, sharing, and meaning-making that facilitates the understanding of a problem, inspires compassion and creativity, and stimulates cognitive capacities.

Approach

Over the past three years the activities aiming presentation of art examples as illustrations of the problems and challenges of medicine were performed in TMA. Such integration of arts and medicine was dedicated to motivate students, although it was transformed into the effective possibility to increase student's empathy, reflection and resilience. The integration of arts in medical curricula is dedicated for improvement of observational skills and promotion of critical thinking too. The approach is realized as a part of curricular and extracurricular activities.

Results

The arts as an illustration of the concrete medical problem or even specific feature are integrated in the teaching process of several basic courses. By consideration of the teaching staff feedback, this approach simplifies the explanation process and has a positive impact on students' motivation specific to the learning process. Furthermore, the interest, willingness and ability of students to advocate concrete medical problems in an innovative, attractive, understandable and attractive manner to the society and patients is increased.

Lessons learned

The arts in medical curricula can develop the cognitive skill of observation and description to enhance critical thinking and empathy among students of school of medicine.

FEEDBACK AFTER OSCE IMPLEMENTATION AT AKAKI TSERETELI STATE UNIVERSITY

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Akaki Tsereteli State University

Background

The Objective Structured Clinical Examination (OSCE), a tool to objectively and fairly assess medical students' clinical competences, has become widely used in medical education. OSCE is a resource demanding assessment method that can have numerous challenges. New Medical Education Benchmarks and preparation for international accreditation in Georgia demands modernization of the Medical Education Program in different directions. Faculty of Medicine of ATSU, has been conducting OSCE since 2019-2020 academic year, the implementation of the OSCE has become a significant challenge for the team of Faculty of Medicine, especially in the background of the zero experience. we started OSCE to asses' primary clinical skills for MD students in several special stations to evaluate different skills. In 2021-2022 academic year we implemented a new format of integrated multidisciplinary skills assessment of 1st, 3rd, 4th, 5th and 6th year students of medicine after completing initial courses. This study aims to implement a written structured feedback tool for use in OSCEs and to analyze the attitudes of students and examiners towards this kind of feedback.

Methods

The participants were English and Georgian language MD Program Students. The study was conducted 2021-2022 academic year, using a structured questionnaire.

Results

In total, 410 students participated in this study. The majority of the students had a positive response regarding the attributes, structure, organization and validity of OSCE. We analyzed questionnaires- well organized OSCE exam (92,4 %), inadequate time (18.6%), stations were difficult (10,6%) stressfulness of the exam (51,6%) A total of 84% of the students agreed that written feedback should continue to be used in upcoming OSCEs

Conclusion: OSCE is an effective method for teaching clinical skills. The feedback use of OSCE at the ATSU Medical Faculty, will improve the quality of higher medical education and achievements of Learning Outcomes.

Short Communications 3

VILNIUS UNIVERSITY STUDENTS' AWARENESS ABOUT DYSLEXIA

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Background
The number of students with dyslexia enrolled in higher education institutions is increasing. Students with dyslexia often experience problems with information processing, note taking and essay writing. Higher education institutions are obliged to ensure equality of access to education through removing barriers, implementing academic adjustments and auxiliary services. The possibility of meeting the needs of students with dyslexia depends on their choice to self identify as having dyslexia and awareness of auxiliary services.

The aim: to determine the awareness of Vilnius University (VU) students about dyslexia and auxiliary services to students with dyslexia.

Methods
In 2022 VU students were invited to complete an online questionnaire about dyslexia, WHO–5 Well–Being Index (WHO-5), the Generalized Anxiety Disorder scale–7 (GAD-7) and Mindful Attention Awareness Scale (MAAS). 183 students completed questionnaires.

Results
6% of VU students reported having dyslexia. 79.8% of respondents were aware of dyslexia. 77% of students indicated that students with dyslexia feel stressed. 79.8% of students admitted that those with dyslexia need support: 74.3% stated that students with dyslexia would benefit from additional time during assessments, 71% – from forgiveness of teachers for grammatical errors and 66% – from the provision of visual and practical materials. 17.5% of students were aware about VU auxiliary services. 73.2% of students recognized one or more possible dyslexia signs in adults within themselves, number of signs correlated with WHO-5 score ($r=-0.16$, $p=0.034$), GAD-7 score ($r=-0.34$, $p< 0.001$) and MAAS ($r=-0.39$, $p< 0.001$).

Conclusions
Majority of VU students knew about dyslexia, and indicated that persons with dyslexia need support. Awareness about VU auxiliary services to students with dyslexia is low. The presence of dyslexia signs among

students was associated with psychological well being: students with more dyslexia signs have lower well being index, lower mindfulness and more pronounced generalized anxiety.

INTERNAL QUALITY ASSURANCE IN TIMES OF COVID-19

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Background

In response to the COVID-19 pandemic crisis, higher educational institutions were forced to adapt activities to state of emergency distancing. Latest reports have shown, that institutions' responses/ reactions were different, depending on their pre-crisis resources (university size, governance method, different disciplines and state of e-learning). In this context, the sudden change in universities' service delivery raised questions about the effectiveness, relevance and flexibility of quality assurance. Experience and understanding were gained, that terms Distance Learning, Online Learning, Virtual Learning, etc. frequently used in literature simply defines the technology of delivery, but less is said regarding the type, quality, management, or role of materials.

Approach

For the "unique" conditions caused by the pandemic of the 2020/2021 study year in David Tvildiani Medical University, special targets and criteria were developed to guarantee the sustainability of the quality (existing before the pandemic); The new "portfolio" for management of educational processes and quality assurance was developed, which describes the rules of process management, monitoring, communication, assistance trajectories and defines the circle of involved persons. The experience gained in quality assurance and management was also analyzed in relation to the guidelines and standards published in 2021 by WFME - "Standards for Distributed and Distance Learning in Medical Education".

Results (effects/changes)

Experience has shown that new policy and practice might be used for distributed and distance learning. Criteria "useful" for quality self evaluation were defined, which were also comparable with WFME standards. A number of interrelated factors were identified, like

"teaching/learning methods", "group size", "assessment (demonstrating stepwise progress)", "learning organization", "students' skills and diligence", on which also depended the possibility of achieving the intended learning outcomes.

Lessons learned
Learning process needs continuous monitoring, adaptation and assessment. This approach guarantees, that intended learning outcomes will be still achievable, even the conditions/circumstances are changed.

USING A CLINICAL REASONING EXERCISE AS THE START OF A COURSE IN THE RESEARCH LINE IMPROVES MOTIVATION IN RESEARCH OF LAST YEAR STUDENTS

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Background
Research is an integral component of a medical doctor's practice. It is the basis for an evidence-based healthcare practice organization. However, it is difficult to motivate students to follow the courses in a research line when they are organized as typical research courses: statistics, literature search, writing an article. Starting the courses with a clinical reasoning case might increase the motivation for the students. An explorative study with this format was conducted.

Approach
Two cases of a computer simulation program (Body Interact) were assigned to 56 students Their task was to complete both simulations within 5 days and prepare individually a summary in the form of a case report, a series of questions in PICO format and a list of topic related articles. The text should comply with the rules of academic integrity. It was allowed to discuss in groups.

Results
The text of the case report and the related PICO format questions were tested for academic integrity with the program Turnitin. Similarity level (< 5% in case of 95% of enrolled students) indicates students' ability to fulfil assignments according to the standards of academic integrity. The quality of the summary and the articles found was scored by the teacher. The results (grade C – 12.5%, grade B – 59%, grade A – 23%)

confirms that the specific learning outcomes of the course had been met. Comments of the students indicate that they were enthusiastic and felt motivated to work on these assignments.

Lessons learned
Using clinical reasoning cases as the starting point for a course in the research line raised the motivation of the students. The format deserves further development and research.

IMPLEMENTING AWARENESS OF THE PRINCIPLES OF ACADEMIC INTEGRITY

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One of the leading criteria of modern standards of education is conducting the research process, which takes a lots of effort But Implementation of the research process in medical education is a great challenge, interesting and necessary.

Educational and research activities at ATSU are regulated by research development policy that aims at defining expectations and limited approaches of fundamental and applied research by academic personnel and students as well as assessing and improving the research quality.

In recent years the quality of internationalization of programs and joint research projects has increased. In conjunction with the problems, depending on the goals of the analysis, the following weak points can be distinguished: Research activities are not sufficiently efficient and intensified.

Together with the deepening of globalization processes, the universities are facing new goals. Among them the most important is: expanding educational programs and raising the quality of teaching and research through the involvement of students and teachers in the international exchange process.

The implementation of the research process itself includes the risk of plagiarism, in order to prevent and eliminate it, Akaki Tsereteli State University has approved the plagiarism detection program Turnitin since 2018.

The purpose of the study is to analyze the results of Turnitin from 2018

to the present, what stages this program has passed in the university Clinical and communication skills are recognized as important components, and research is considered an essential requirement.

Within the framework of high quality education and research activities, in order to achieve reliable results, the Faculty of Medicine of ATSU is committed to ensuring academic integrity, detecting plagiarism and responding to cases of plagiarism.

With the mentioned activity, ATSU started raising the culture of protection of the principles of academic honesty on the part of students and academic staff in research and teaching activities.

RESEARCH PRODUCTIVITY IN GEORGIAN MEDICAL SCHOOLS AND PREDATORY PUBLISHING CONCERNS

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Background
Research is a core activity of universities and academic staff, requiring appropriate allocation of limited resources. Research assessment processes should contribute to institutional and personnel development and planning. We aimed to assess research productivity in Georgian medical schools, and form a base for agreement on progress-oriented research assessment approaches among the schools.

Methods
We analyzed the Scopus data to assess Georgian medical schools' research productivity. We systematically sampled 215 Georgian AMSE member medical schools' academic staff members out of the lists published on institutional websites. We then searched for their Scopus and Google Scholar profiles, obtaining various bibliographic data, which was statistically described and analyzed. We also analyzed relevant policies published on the universities' websites.

Results
Half of the 22 medical schools in Georgia are not identifiable in Scopus as "affiliation". A total of 4165 relevant journal documents are identifiable in the system published since 2018 and affiliated to Georgia.

Productivity tends to improve in the later years. Of 215 sampled researchers, 162 (75%) are present on SCOPUS and 47% have published

at least 1 paper in the period 2018-2022. Similarly, 48% had published as first author. Median h-index of the researchers identifiable in Scopus was 1. Over 30% of the sampled staff had published papers in predatory journals. Half of the schools had research assessment policies published online (varied significantly). Only 1 school had policy addressing predatory publishing.

Conclusions

Only a few medical schools demonstrated relatively significant output and improvement tendencies. Predatory publishing affects academic integrity and is an acute issue for the academic community.

Take home messages

We call for studies to identify reasons why academics do not write and publish, explore research environments, policies, capacities and needs to guide policy making and support mechanisms. We call on the schools to collaborate for research assessment process synchronization.

INVOLVING MEDICAL STUDENTS IN PILOT RESEARCH PROJECTS. LESSONS FROM THE FIELD

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Background

UG has introduced curriculum for medical education for international students since 2016. Involvement of these students in research activities leads to increased motivation and interest. Accordingly giving medical students opportunities to gather experience in scientific projects is becoming more and more important.

Approaches

The pilot study project was realized in one of the UG partner general hospitals.

The Global Trigger Tool (GTT) by the Institute for Healthcare Improvement was selected as an instrument to be implemented, in original English language, without modifications.

Primary Investigator (PI) was an experienced researcher ensuring quality of planned study. Participants followed the preparation process (development of protocol, obtaining ethics approval, randomization, planning of data gathering). Students participated in data-gathering, by reviewing individually assigned patient records and prepared

reports on individually assigned results. The data was processes and analysed jointly by PI. University representatives assisted the students with translation process.

Results
Eight sixth year medical students volunteered for the pilot project. Data-collection lasted one week. Each student reviewed ten patient records for triggers. The PI provided students with a processed dataset and basic descriptive statistics for reports. Students prepared brief theses, describing the study process and individually assigned results.

Lessons learned (Conclusion)
The experience gained by students will help them in their further studies, and in clinical/academic work. The lessons learned in the implementation of this pilot project will serve for the subsequent improvement of education at the School of Health Sciences of University of Georgia, and can be shared to other Medical Universities as well.

Short Communications 4

WHOLE SLIDE IMAGES FOR PATHOLOGY STUDIES IN UNDERGRADUATE MEDICAL EDUCATION

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Introduction
Digital pathology is an innovation that changes the paradigm of microscope-based pathology. It incorporates the acquisition, management, sharing, and interpretation of pathology information including slides and data in a digital environment. Digital slides are created by capturing slides with a scanning device to provide a digital image that can be viewed on a computer screen or mobile device. Such material is called Whole Slide Image (WSI). The aim of the study was to examine the educational effects of using WSI in a pre-selected target course/module in undergraduate medical program.

Methods
We prepared digital slides using Hamamatsu scanner. Histopathological descriptions and annotations of affected areas were written for each

digital slides by the research team. Digital slides were content-wise mapped with Virtual Patient clinical presentations and delivered during PBL sessions for 4th year MD students. The survey was conducted to evaluate students' expectations of the WSIs and their educational impact.

Results

A comparison of pre- and post-test results show that students' assessment of WSI as an educational resource exceeded their expectations. Experience in using the resource has shown them that using WSI will significantly improve the learning process, their expectations of the resource and its benefits were met. Most students believe that the resource will help them overcome individual weaknesses in their competencies. Students confirmed that it can become an important learning tool. Also, results of the semi-structured interview showed a positive attitude and evaluation of the experience.

ADVANCING PATIENT-CENTRICITY IN MEDICAL EDUCATION, RESEARCH AND ACADEMIC HEALTHCARE PROVISION: AUDITING PRACTICES AND READDRESSING AREAS OF POTENTIAL IMPROVEMENT

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Background

The term "patient-centered care" advocates that care is respectful of and responsive to individual patient needs, preferences, and values. Turning that concept into reality is challenging. Our study investigated medical students' education regarding patient-centricity.

Methods

Fourth- and fifth-year students completed a survey examining their knowledge about patient-centricity and their education regarding patient-centered healthcare. Two questions addressed conceptual aspects of contemporary healthcare (patient-centricity; evidence-based medicine). The students were asked whether medical education familiarized them with patient-centricity as a goal of health systems and if practices advancing patient-centricity were a learning objective. The students rated their knowledge/learning experiences regarding: shared decision-making, patients' empowerment/health literacy, active involvement in research and treatments development (including

clinical trials), role in organizing-allocating health service, involvement in medicinal products regulatory agencies, real world data, and effects of digital technology and artificial intelligence.

Results
The students' conceptual approach to patient-centricity was good. Medical education familiarized them a lot with the concept that fostering patient-centricity is a substantial goal of health systems (68%). Promoting practices which advance patient-centricity was reported to be a learning objective a little (48%) or considerably (48%). The students' reported: shared decision-making: limited knowledge (52%), limited learning experiences (68%); patients' involvement in research: limited (40%) or no (36%) knowledge; role in organizing health service: limited knowledge (80%); patients' involvement in regulatory agencies: limited (60%) or no (28%) knowledge; digital technology and artificial intelligence were expected to enhance patient-centricity considerably (52%).

Conclusions
Patient-centricity is highly valued by medical students but there is limited knowledge and learning experiences regarding various areas of implementation

Take home messages:
Several aspects of patient-centricity should be systematically addressed and fostering relevant knowledge and learning experiences should be an objective of medical education.

LEARNING OUTCOMES FROM THE PERSPECTIVES OF PATIENTS IN HUNGARY

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Background
The doctor-patient relationship has changed a lot in the 21st century and the varying expectations of the patients play important role in future professional medical care. The knowledge of their needs is crucial in determining the learning outcomes in medical education.

Methods
Face-to face data collection through self-reported questionnaire in accredited health care institutions (GPs, hospitals, outpatient care) in

Hungary was carried out from July 8 to August 6, 2019. Altogether 1115 patients (male 49.2%, female 50.8%) participated in the survey and for data analysis descriptive statistics, independent sample t-tests and gap matrices were performed.

Result
Out of the sixteen learning outcomes positive gap can only be registered in case of respecting individual specialty during patient care. Regarding all the other learning outcomes patients rated the outcomes more important than they are satisfied with them.

Conclusions
Our study shows the importance of learning outcomes in relation to the rate of satisfaction from the patients' perspectives. The results support that the consumers of health care, so the patients do not meet their needs. The answers of patients also make an emphasis on the fact that besides professional knowledge other learning outcomes are also important in health care which should have been emphasized as a basis in medical education.

Take-home messages
Our findings have potentially important implications in Hungarian medical education since it revealed that patients' satisfaction rate with the learning outcomes could be raised to get more satisfied consumers. Satisfaction of the patients have impact on compliance, so the doctor-patient relationship and the prospects of cure. The study underlines the necessity of a paradigm shift in medical education from sharing exclusively professional knowledge to soft skills relating to patient-centered care.

THE METHODOLOGY FOR OSCE VIRTUALIZATION BASED ON BRANCHING CLINICAL CASES SCENARIO SCRIPT

Lopina Nataliia

Director of the Simulation Training Platform for medical education
"The Global electronic database of clinical cases simulation scenarios - ClinCaseQuest"

Introduction
Branching clinical cases scenario is an online learning tool that allows learners to make decisions in a realistic digital scenario and experience the consequences of those decisions. Aim(s) of the study is to develop

a methodology for OSCE virtualization based on a branching clinical cases scenario script and create virtual OSCE stations.

Methods

For developing the methodology for OSCE virtualization, we used the classification of medical errors, international guidelines, primary data of real patients who have signed informed consents, the Calgary-Cambridge guide to the medical interview, and basic principles of interactive learning scenarios, and programs for medical education. We built examples and samples of simple stations that included communication skills, clinical examination, data interpretation, and procedures, as well as complex stations with virtual patients, demonstrating virtualized examples from real clinical practice (for example, duty in the emergency department, outpatient consultation, work as a paramedical team). For each OSCE station, we have developed detailed OSCE guidelines. We provide an assessment based on the Linkert scale and assessed the percent of simulation training results (failed, passed).

Summary of results

The number of registered users of the Simulation Training Platform is 1238 from 24 countries. The most motivated for education in virtual OSCE stations were emergency care doctors from Ukraine. Most of them went through the OSCE stations repeatedly until they received the maximum number of points, and used OSCE guidelines. The average simulator assessment based on the Linkert scale was 4.54 points. Further pedagogical experiments will be necessary.

Conclusions

Our work has demonstrated the possibility of creating OSCE stations by creating branching scenarios, which allows gaining clinical experience close to that obtained in real clinical practice, to work out algorithms for clinical decisions making. This technique can be used both for competencies formation and competencies assessment in medical education.

Students` extracurricular activities as the background for their continuous professional development

MEDICAL STUDENTS' ENGAGEMENT IN DEVELOPING MEDICAL EDUCATION IN EUROPE AND WORLDWIDE

Daniel Dirul

International Federation of Medical Students' Association (IFMSA)

IFMSA has multiple Standing Committees with different focus areas one of which is the Standing Committee on Medical Education (SCOME) that works towards creating Medical Education advocates by their different efforts in the field of Medical Education, including but not limited, to ME workshops, policy papers and local/regional/national activities. Each active country (NMO) has a NOME who works as the link between the International Team and local representatives of SCOME. They work on different SCOME activities on different core and allied medical education topics. These activities are further enrolled in one of the two SCOME related programs: Teaching Medical Skills (TMS) and Medical Education Systems (MES). TMS focuses to create students that can capacitate their fellow ME enthusiasts in topics not conventionally taught in core curriculum like soft skills, doctor patient communication skills etc. This program has 10 focus areas revolving around the theme of non formal medical education. MES focuses on providing students with the tools to adequately advocate for change in the system. Core ME topics like curriculum design, assessment methods, quality assurance and accreditation are some of the 6 focus areas in this program.

PRACTICAL APPROACH IN BASIC SURGICAL TRAINING: LESSONS FROM THE SURGICAL SOCIETY OF THE MEDICAL UNIVERSITY IN PECS

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Surgery is a highly specialized field, which requires a lot of determination and practice. Therefore, it is necessary to expose future surgeons to the fundamentals of this field, improving their practical skills. In recent years, the University of Pécs Medical School, has focused on achieving a

more hands-on style of education. Within this framework, the Surgical Society of the University of Pécs Medical School was founded in 2018. Its main aim is to serve as a bridge between surgical theory and practical skills. It is structured to facilitate the completion of the basic practical and theoretical knowledge, as stipulated in the University's curriculum.

Over the years, the Surgical Society has aroused significant interest amongst the students of our faculty. In the academic year of 2021/2022 alone, we trained a total of 124 students. Our registered members attend curriculum-related practices for about 14hours in one semester. The teaching methods are based on direct teacher-student interaction, video assisted training, and the near-peer educational system. Also, in this year, we held our first conference on clinical cases in surgery. In this conference, students showcased their understanding of the surgical process from bedside to operating theatre, and the post-operative management of the patients.

After 5 years of its existence, the feedback of the surgical society has been positive. Students have reported feeling more confident handling tasks in the operating room. In the future, our objectives are geared towards further improvement. We plan to hold courses for the more technically advanced basic surgical techniques. Also, we hope to incorporate certain aspects of academic surgery into our curriculum. Our eventual goal is to train a generation of future surgeons, who will credit their time spent at the Surgical Society as key to their career success story.

ANATOMY IN THE VIRTUAL REALITY

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Background

In 2020, restrictions due to the coronavirus pandemia caused a dramatic change in the medical education too. Because of the online learning, methods that have been used for a long time had to be transferred into a virtual space. Our aim was to create a virtual autopsy room what students may use for their studies with their smart devices.

Methods

Potogrammetric method was applied for this study, which is based

on photographs of an object taken from multiple angles. Then, a virtual copy of the object can be created using the appropriate photogrammetric software.

At the beginning of the process, the specimen is hung on a scaffolding using damil strands thereby all its details can be seen from all angles. This step is important to avoid the position-, shape-, or color change during the photography. Subsequently, it is photographed using a camera fixed on a rotating table around the scaffold. Photos are uploaded to the computer to reconstruct the 3D anatomical model using Reality Capture program. Furhermore, these models are uploaded to a website what we have developed. Important structures are labelled on pictures. In this phase, 3D anatomical models are ready for use.

Results

In the spring of 2021, the first public version was released where students were able to move the models in the virtual atmosphere. In the summer of 2021, we started to develop a virtual space where students may observe models in a similar way to a computer game make it more effective and entertaining.

NEAR-PEER TEACHING IN MEDICAL EDUCATION - EXPERIENCES FROM THE UNIVERSITY OF PECS MEDICAL SCHOOL

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Background

Near-peer teaching (NPT) is increasingly implemented in medical education. Studies described the benefits of NPT, however, there are still limited data on objective learning outcomes. The positive attitude of undergraduates towards their teaching assistants (TAs) and the feasibility of small-group education in theoretical and clinical training, e.g., disseminating practical teaching elements, are important aspects to facilitate and support NPT by the University of Pécs Medical School (UPMS).

Approach

The Circle of Demonstrators (CoD) was established in 2015 with 24 members to provide a platform for the work of the TAs at UPMS, including the administration and the management of the 'Demonstrator Activity 1-8.' courses for European Credit Transfer and Accumulation System (ECTS) points. TAs receive regular mentoring from their tutors.

The activity of TAs is evaluated both by the mentors and the instructed students at the end of each semester. For the feedback, an anonymized Three-Point Likert Scale questionnaire is used. The three questions are related to competence, communication, and overall acceptance of TAs as future instructors.

Results

Since its establishment, 671 students have joined the CoD. Last year 18 different departments were involved, and the highest number of TAs did their peer-teaching activities at the Department of Anatomy, Internal Medicine, and Languages for Biomedical Purposes and Communication. In the academic year of 2021/2022, more than 200 students registered for the CoD each semester. A total of 4363 respondents have filled in the feedback forms, which showed an 'Excellent' overall satisfaction of medical students with the work of TAs (Mean: 2.98 ±0.13; 2.98±0.14; 2.98±0.14 respectively).

Lessons learned

TAs are highly appreciated by medical and dental students. The aim of the UPMS to support and facilitate this extracurricular activity shows invaluable benefits to complement traditional medical education.

NEAR-PEER TEACHING OF BASIC SURGICAL SKILLS: INSIGHT FROM THE SURGICAL INTEREST GROUP OF AIETI AT THE DAVID TVILDIANI MEDICAL UNIVERSITY

Giorgi Aladashvili

David Tvildiani Medical University

A growing body of evidence suggests that medical students receive insufficient surgical education.

Whether attributed to time intensity, the need for a high instructor-to-student ratio, or the increasing concern of present-day curriculums with communication rather than technical skills, its evident that students graduate from medical universities without possessing simple surgical or practical skills. As a result, student-led surgical societies have often assumed the responsibility of improving students' practical skills in surgery.

The Surgical Interest Group of "AIETI" (SIGA) was borne out of a similar concern at the David Tvildiani Medical University in 2017. The first of its kind in Georgia, SIGA aimed to provide students with practical and

theoretical knowledge about specific surgical techniques and help them acquire necessary information to continue their careers in this field. Over the last six years, over 300 students have attended SIGA-organized near-peer teaching (NPT) workshops in basic surgical and procedural skills. Student feedback regarding these NPT workshops has been positive. Students reported that content and hands-on activities provided at workshops were appropriate and informative , and felt confident in independently practicing learned skills in the operating theater.

In the future, we plan to broaden the role SIGA plays in undergraduate surgical education. We mean to expand the content of our NPT workshops, provide addition training for peer tutors, and work on the possibility of integrating resources offered by SIGA into our surgical curricula. The latter would relieve the burden of teaching from time-constrained faculty; give valuable experience to peer tutors for future responsibilities as medical educators; and allow the dedication of sufficient time to adequate basic surgical training of medical students in order to meet required stipulations in surgical education by regulatory bodies, and more importantly, to ensure the safety of their future patients.

FACILITATING RESEARCH IN YOUTH THROUGH STUDENT INITIATIVES

Tinatin Kuchukhidze

David Tvildiani Medical University

Research in MD programs aims to provide a platform for our understanding of learning, teaching, and assessments in medicine. This can be achieved by improving research skills and quality of training in medical education and fostering the continued development of researchers and medical faculties, which can be extended to medical students.

Students' and Young Scientists' Scientific Association (SYSSA) represents a voluntary, membership-based, public association of young scientists from the ranks of students and academic staff of David Tvildiani Medical University, which actively participates in scientific-organizational and research activities.

It aims to promote students' involvement in both fundamental and

applied sciences by encouraging their research activities; It also helps students to participate in any kind of scientific activities, conferences, and publication of their own works. With its activities, the scientific society (SYSSA) expresses its support to the Medical University in raising the quality and efficiency of training highly qualified personnel in the field of medicine.

Over the past ten years, Students' and Young Scientists' Scientific Association (SYSSA) holds two main conferences annually as well as scientific workshops. Over 1000 students were involved and got experience in research and abstract writing. Students reported that the content of the conferences and workshops provided were appropriate, informative, and up-to-date and they will be able to hold and develop their research projects independently.

In the future, we aim to border the role of the Students' and Young Scientists' Scientific Association (SYSSA) with peer-to-peer education and tightly collaborate with the interest groups of AIETI (SIGA, GIGA, SIGN, ROSSMIG) to involve research in their activities.

ASSOCIATION OF IMMUNIZATION AND VACCINOLOGY – A STORY OF STUDENT ACTIVISM

Mariam Jashi

Association of Immunization and Vaccinology

Humanism, empathy and compassion towards patients are just as crucial attributes for medical doctors to achieve excellence in their profession as good academic knowledge. But in some instances, medical school curriculum overwhelms students and subsequently, instead of becoming familiar with the community which they should serve in the future, students narrow their focus solely on everyday study and tasks. This causes emotional dissociation, stress and anxiety.

Encouraging medical students to be responsive to the public health challenges of their surroundings, plan and execute various types of social activities and health advocacy campaigns could augment their social awareness, leadership, and communication skills. In addition, participating in activities, which positively affect and have impact on the society could increase medical students' self-worth and decrease the risk of depression and burn-out.

Association of Immunization and Vaccinology (AIVA) was founded in 2017 by a small group of students of David Tvildiani Medical University, united by the same goal of increasing the awareness about the importance of vaccination in general population. In early years, with strong support from the university, the association carried out several community outreach campaigns and slowly grew into a fully and independently functioning organization, which now works in partnership with highly respected international organizations such as UNICEF and USAID.

The association's most distinguishing work is related to COVID-19 pandemic, during which AIVA resonated to the community's increased need of accessibility of evidence-based information about novel coronavirus and the newly developed COVID-19 vaccines. Active members of association, with up to 150 specially trained volunteer medical students from 5 different universities, visited the most challenging regions of Georgia, where vaccine uptake indices were the lowest and promoted vaccination in the local population.

As a result, students' massive engagement in this campaign positively influenced the society as well as students' personal and professional development.

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