

**MED 3010- GOOD MEDICAL PRACTICE II**

Course Name	Code	Semester	Type of course	Theory (hours)	Group work (hours)	ECTS
Good Medical Practice II	MED 3010	VI	Mandatory	22	49	5
Faculty, the educational program and education level	Medical Faculty, one-cycle Educational Program "Medicine"					
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Educational course format	Lecture, Group Work					
Prerequisites	MED 3009 - Good Medical Practice I					
The purpose (s) of tutorial course/modules	This course aims to make medical students achieve communication skills with patients and their relatives in according to ethics principles; provide the appropriate knowledge of EBM Issues, Elements of Standard Operation Procedures (SOP), Quality Control and Assessment.					
Teaching and learning strategy	<p><b>Total:</b> 150 hours  <b>Contact hours:</b> 75 h, among them:</p> <ol style="list-style-type: none"> <li>Lecture – 22 h</li> <li>Group work – 49 h</li> <li>Midterms – 2 h</li> <li>Final exam -2 h</li> </ol> <p><b>Independent work</b> – 75 h</p>					
Teaching and learning methods	<p>The following methods will be used:            First of all it will be a course of <b>Lectures</b> - Face-to-Face interactive verbal contact as interactive communicative method, which will be used for student supplying with professional and competent information.  <b>Demonstration</b> and visualization method, with practical examples supporting is necessary for effective study.            During <b>practical works</b> verbal method - such as discussion and debate about different issues will be used. Correspondently the reached reasoned conclusions will contribute to strengthening the practical skills of students. It is very important to develop the skills of questioning and succinct,</p>					

	<p>comprehensive and accurate answering. Practical skills will be used for the promotion of "role-playing games", which will help the student to feel the environment and make the correct and timely steps in specific clinical situations.</p> <p><b>Discussion/debate</b> – the students will be divided in groups, carry discussions on the concrete topic. The aim of the given activity is to develop the skills of listening, critical thinking, analysis, debating and making conclusions based on the revision of opinions.</p> <p><b>Work with literature</b> will give the possibility for clear analysis of information and an adequate assessment of obtained data support; to understand received information and to make the relevant decision in the future.</p>
<p><b>Assessment criteria</b></p>	<p><b>Maximum score- 100</b>, that includes:</p> <ol style="list-style-type: none"> <li>1. <b>Midterm assessment -60 scores:</b> <ul style="list-style-type: none"> <li>• Attendance -10 scores;</li> <li>• Activity – 10 scores;</li> <li>• Discussion – 10 scores;</li> <li>• Role-playing games -10 score</li> <li>• <b>Midterm Exam – 20 scores</b></li> </ul> </li> </ol> <p>The final score for Group work activity is calculated by the arithmetic average.</p> <p style="text-align: center;"><b>Group Work Assessed Based on the Following Criteria</b> (maximum 10scores)</p> <p><b>10 scores</b>- Student has been able to present complete and thorough knowledge of the subject, a substantial amount of detailed and relevant information. Demonstrate considerable depth of understanding of the studied main and additional literature. Bring forward a balanced view of the main arguments on the issues.</p> <p><b>9 scores</b> - Student has been able to bring forward a consistent number of deductions on most of the topics tackled. make very good comments on the different perspectives on most of the issues. Demonstrates knowledge of the main readers.</p> <p><b>8 scores</b> - Student has been able to bring forward a consistent knowledge, Has properly developed terminology. Demonstrates knowledge of the main readers.</p> <p><b>7 scores</b> - Student has been able to present some factual information sufficiently linked with the topic. demonstrate a good understanding of the topics selected. make a good attempt to bring forward a balanced view of some arguments on the issues. Terminology is partially developed.</p> <p><b>6 scores</b> - Student has been able to make some good comments on the different perspectives on some of the issues. Make poor deductions on most of the topics tackled. analyse some causes and results of human interactivity related to the issues.</p> <p><b>5 scores</b> - Student has been able to demonstrate inconsistent comments on the different perspectives on some of the issues. Terminology is partially developed. Present mediocre level of knowledge. Make poor deductions.</p> <p><b>4 scores</b> - Student demonstrates general overview of the topics. Terminology is not developed. Information sufficiently linked with the topic. Demonstrate irrelevant understanding of the literature.</p> <p><b>3 scores</b> – Student demonstrates general/superficial and inconsistent knowledge of the subject. No sufficient knowledge of the literature.</p> <p><b>2 scores</b> - Student demonstrates general comments, no knowledge of the terminology, no consistency.</p>

	<p><b>1 score</b> – Student demonstrates insufficient answer, not terminology awareness, chronologic manner of the answer, mostly wrong, no knowledge of literature.</p> <p><b>0 score:</b> Student demonstrates not even elementary knowledge of the topics.</p> <p><b>Discussion – grading criteria (maximum 10 scores)</b></p> <ul style="list-style-type: none"> <li>• Critical thinking- 2 sc;</li> <li>• Culture of debates - 2 sc;</li> <li>• Argumentativeness - 2 sc;</li> <li>• Time management - 2 sc;</li> <li>• Academic and visual side of the presented material - 2 sc.</li> </ul> <p><b>Role playing games (10 scores):</b></p> <ol style="list-style-type: none"> <li>1. Ability of verbal communication – 2 scores;</li> <li>2. Ability of nonverbal communication - 2 scores;</li> <li>3. Diagnostics test choosing – 2 score;</li> <li>4. Data interpretation – 2 score,</li> <li>5. Ability of knowledge applying for the medical problem decision- 2 scores;</li> </ol> <p><b>Midterm Exam – 20 scores</b> (Written test -40 questions, 0,5 score for each) Minimal score of midterm assessment (for final exam) – is 11; to take in account that student will receive the maximum score at the final exam.</p> <p><b>Final Exam -40</b> Is held in the written test form (test consists of 80 questions, each question is rated as 0,5 score). The final exam would accounted as passed in case of maximum 70% or more (<math>40 \times 70 / 100 = 28</math> scores). Credit will be given to the student if he has collected at minimum 51 scores out of 100. The students' assessment has to be done in the following way:</p> <p><b>Positive rate:</b></p> <ol style="list-style-type: none"> <li>(A) Excellent- 91 or more scores;</li> <li>(B) Very Good- 81-90 scores;</li> <li>(C) Good- 71-80 scores;</li> <li>(D) Satisfactory- 61-70 scores;</li> <li>(E) Enough- 51-60 scores; (FX) Failure - 41-50 scores,</li> </ol> <p><b>Negative rate:</b></p> <p>(FX) Failure - 41-50 scores, which means that a student needs to work more and an independent and considerable further work is required to pass the exam once again to be re-awarded;</p> <p>(F) Fail - 40 scores or less, which means that the student's diligence is not sufficient and student has to learn the subject all over again.</p> <p>The student can pass the additional exam during the same semester. The time interval between the final and the additional exams should be not less than 10 days.</p>
<b>The basic literature</b>	<ol style="list-style-type: none"> <li>1. Fiona R.Prabhu &amp; Lynn S.Bickley. <b>Guide to Physical Examination and History of Taking</b> (Case Studies to Accompany). Lippincott Williams&amp;Wilkins. IX edition, 2007;</li> <li>2. <b>Bedside Approach to Medical Therapeutics with Diagnostic Clues.</b> Edited by: NK Gami. Jaypee.</li> </ol>

	<p>2005;</p> <p>3. <b>Ambulatory Medicine Case Book.</b> Joyce P.Doyle, Laura J. Martin. Lippincott Williams&amp;Wilkins. 2001;</p> <p>4. Lynn S.Bickley; Peter G.Szilgayi. <b>Bates' Guide To Physial Examination and History Taking.</b> Lippincott Williams &amp;Wilkins. XI ed, 2013.</p> <p>5. <a href="http://www.therqa.com/">http://www.therqa.com/</a></p>
<b>The auxiliary literature</b>	<p>1. Skills for Communicating with Patients. Silverman J, Kurtz S, Draper J. Radcliffe Medical Press Ltd, Oxon, 1999;</p> <p>2. Medical Humanities. Evans M and Finlay IG. BMJPublishing Group, London, 2001;</p> <p>3. Principles of Biomedical Ethics. Beauchamp TL, Childress JF. Oxford University Press, USA, 2001.</p>

**The tutorial/training course content**

Nº	Subjects	Lecture (hour)	Work in group (hour)
1	Communication with patient during first clinical visit, discusses with patient, visit results analyses	2	4
2	Communication with patient during second clinical visit, discusses with patient, visit and Clinical and Instrumental Diagnostic investigation results analyses	2	4
3	Evaluation of the effectiveness of visit, patient's forwarding	2	4
4	Professional Values	2	3
5	Medical Humanity	2	3
6	Effectiveness of medical services	2	4
	<b>Midterm Exam</b>		2
7	Evidence Based Medicine	2	4
8	Effective communication with patients and their relatives	2	4
9	Effectivnes of multidisciplinary team work	2	4
10	Standard Operation Procedure (SOP)	2	3

11	Analitical Plan working out		4
12	Control, Complience and Assessment of Medical Quality	2	4
13	Clinical skills		4
	<b>Final Exam</b>		2

### Learning Outcomes

Criteria	Competences
<b>Knowledge and understanding</b>	<p>The student will have a deep knowledge of the issues of learning course:</p> <ul style="list-style-type: none"> <li>• Patients visits and clinical assessment;</li> <li>• Standards of Ethics and professional values;</li> <li>• Evidence-Based Medicine Issues;</li> <li>• Elements of Standard Operation Procedure (SOP) and Medical Quality Control.</li> </ul>
<b>Apply knowledge</b>	<p>The student will be able to:</p> <ul style="list-style-type: none"> <li>• Interactive communication with patients;</li> <li>• Get the right information;</li> <li>• Applying of SOP</li> <li>• Enable effective, fast and make the right decision with regard to the patient;</li> <li>• Handle complex problems with new, original practices.</li> </ul>
<b>Making Judgment</b>	<p>The student is able to draw the right conclusion from the information and adjust the effective assistance to the patient.</p>
<b>Communication skills</b>	<p>Able to communicate adequately with the patient, can show them appearance of humanity and empathy; they are able to keep all principles of confidentiality .</p>
<b>Life-long learning ability</b>	<p>Own learning process is managed independently, has the ability to realize the strategic plan of the course and the course features.</p>
<b>Values</b>	<p>The student has their own values and is able to correctly assess the overall values.</p>