



Ivane Javakhishvili Tbilisi State University

Faculty of Medicine

## Questionnaire on Sectoral Competencies in Medicine

Please indicate your status:

Student

Academic staff

Graduate

Employer

Make the assessment according to the following competencies listed below:

- The importance of each competence for your profession;
- Level of earning the competences within the framework of one-step medical education program at the faculty of Medicine at Ivane Javakhishvili Tbilisi State University;

You can use the supplementary box for your comments or for indication of any other competencies, which is not included in the questionnaire but you consider it as important.

Please use the following scale for evaluation:

**1 = It is not important**

**2 = It is less important**

**3 = It is quite important**

**4 = It is very important**

The questionnaire contains a list of sectoral knowledge and skills related to the medical education program that might be important for the professional success. Please answer all questions. Answers will be considered during the developing process of future curricula. Please mark only one answer for each question.

	<b>Sectoral competences</b>	<b>Importance for the profession</b>	<b>Level of earning the competence at the university</b>
	<b><i>Sectoral knowledge</i></b>		
1.1	Knowledge of biomedical sciences	1 2 3 4	1 2 3 4
1.2	Knowledge of behavioral and social sciences	1 2 3 4	1 2 3 4
1.3	Knowledge of clinical sciences	1 2 3 4	1 2 3 4
1.4	Medicines and knowledge of the principles of their prescription	1 2 3 4	1 2 3 4
1.5	Knowledge of the public health system	1 2 3 4	1 2 3 4
1.6	Knowledge of the ethical and legal principles of medical practice	1 2 3 4	1 2 3 4
1.7	Understanding the role of the physician in the health care system	1 2 3 4	1 2 3 4
	<b><i>Sectoral Skills</i></b>		
1	<b>Providing consultation to the patient</b>		
1.1	Collecting patient's medical history (anamnesis)	1 2 3 4	1 2 3 4
1.2	Performing the physical examination	1 2 3 4	1 2 3 4
1.3	Clinical thinking and decision making	1 2 3 4	1 2 3 4
1.4	Providing explanations and advice	1 2 3 4	1 2 3 4
1.5	Patient support and protection of rights	1 2 3 4	1 2 3 4
1.6	Assessment of the patient's psycho-emotional status	1 2 3 4	1 2 3 4
2.	<b>Assess a clinical case, schedule appropriate investigations, make a differential diagnosis, and develop a patient management plan</b>		
2.1	Understand and evaluate the complexity of clinical manifestations of the disease	1 2 3 4	1 2 3 4
2.2	Appoint the appropriate tests and interpret the results obtained	1 2 3 4	1 2 3 4

2.3	Make a differential diagnosis.	1 2 3 4	1 2 3 4
2.4	Develop and discuss a plan for managing acute or chronic illnesses with patients and their caregivers	1 2 3 4	1 2 3 4
2.5	Take care of the terminally ill patient and his/ her family.	1 2 3 4	1 2 3 4
2.6	Management of chronic disease	1 2 3 4	1 2 3 4
3.	<b>Provide emergency medical care to the patient</b>		
3.1	Identify and evaluate emergency medical conditions (DRSABCDE)	1 2 3 4	1 2 3 4
3.2	Perform management (treatment) of emergency medical cases	1 2 3 4	1 2 3 4
3.3	Provide basic first aid based on age characteristics in infants, children, and the elderly	1 2 3 4	1 2 3 4
3.4	Carry out basic life support and cardiopulmonary resuscitation according to guidelines	1 2 3 4	1 2 3 4
3.5	Carry out extended life-supporting activities according to guidelines	1 2 3 4	1 2 3 4
3.6	Manage the treatment of injuries according to guidelines	1 2 3 4	1 2 3 4
4	<b>Appoint and prescribe medication</b>		
4.1	Prescribe medication clearly, accurately and legibly by considering aging aspects	1 2 3 4	1 2 3 4
4.2	Combine medication with clinical manifestations	1 2 3 4	1 2 3 4
4.3	Review medication and other treatment activities and evaluate potential benefits and risks for the patient	1 2 3 4	1 2 3 4
4.4	Treat the pain and distress	1 2 3 4	1 2 3 4
4.5	Considering the compatibility of medications with a particular patient when prescribing treatment	1 2 3 4	1 2 3 4
5	<b>Performing first-aid practical medical procedures</b>		

5.1	Determine the vital signs: pulse, breathing, temperature;	1 2 3 4	1 2 3 4
5.2	Measuring the blood pressure;	1 2 3 4	1 2 3 4
5.3	Defining the oxygen saturation;	1 2 3 4	1 2 3 4
5.4	Washing hands and putting on the gloves	1 2 3 4	1 2 3 4
5.5	Making the venipuncture of peripheral vein	1 2 3 4	1 2 3 4
5.6	Inserting a catheter into the peripheral vein	1 2 3 4	1 2 3 4
5.7	Delivering injection of medications into the vein and usage of infusion device	1 2 3 4	1 2 3 4
5.8	Making injection subcutaneously and into the muscle	1 2 3 4	1 2 3 4
5.9	Providing and administer oxygen	1 2 3 4	1 2 3 4
5.10	Transportation of patients and their treatment	1 2 3 4	1 2 3 4
5.11	Making Stitching	1 2 3 4	1 2 3 4
5.12	Managing wounds and dressing	1 2 3 4	1 2 3 4
5.13	Carry out catheterization of the bladder	1 2 3 4	1 2 3 4
5.14	Make a urinalysis;	1 2 3 4	1 2 3 4
5.15	Recording the ECG;	1 2 3 4	1 2 3 4
5.16	Interpreting the electrocardiogram;	1 2 3 4	1 2 3 4
5.17	Performing functional respiratory tests	1 2 3 4	1 2 3 4
5.18	Usage of inhalation medication	1 2 3 4	1 2 3 4
6	<b>Effective communication in the medical context</b>		
6.1	Communication with the patient	1 2 3 4	1 2 3 4
6.2	Communication with colleagues	1 2 3 4	1 2 3 4
6.3	Communication when reporting bad news	1 2 3 4	1 2 3 4

6.4	Communication with patient's relatives	1 2 3 4	1 2 3 4
6.5	Communication with people with disabilities	1 2 3 4	1 2 3 4
6.6	Communication to obtain informed consent	1 2 3 4	1 2 3 4
6.7	Written communication (including medical records)	1 2 3 4	1 2 3 4
6.8	Communication in case of conflict	1 2 3 4	1 2 3 4
6.9	Communication by assistant	1 2 3 4	1 2 3 4
6.10	Communication with law enforcement agencies and the media	1 2 3 4	1 2 3 4
6.11	Effective communication with anyone regardless of their social, cultural, religious or ethnic background	1 2 3 4	1 2 3 4
7	<b>Applying ethical and legal principles in medical practice</b>		
7.1	Confidentiality protection	1 2 3 4	1 2 3 4
7.2	Apply ethical principles and analytical skills during treatment	1 2 3 4	1 2 3 4
7.3	Obtain informed consent from the patient and make an appropriate record	1 2 3 4	1 2 3 4
7.4	Certify death and issue a death certificate.	1 2 3 4	1 2 3 4
7.5	Require autopsy (in the cases envisaged by the legislation of Georgia)	1 2 3 4	1 2 3 4
7.6	Apply internationally recognized ethical principles and Georgian legislation while treatment	1 2 3 4	1 2 3 4
7.7	Conducting medical activities in a multicultural society	1 2 3 4	1 2 3 4
8	<b>Assessment of the psychological and social aspects of patient's illness</b>		

8.1	Assessment of psychological factors of disease manifestation and patient impact	1 2 3 4	1 2 3 4
8.2	Identify the impact of disease-related social factors on the patient	1 2 3 4	1 2 3 4
8.3	Identify disease-related stress	1 2 3 4	1 2 3 4
8.4	Identify alcohol and drug abuse.	1 2 3 4	1 2 3 4
9	<b>Applying evidence based principles, skills and knowledge</b>		
9.1	Use of evidence in practice	1 2 3 4	1 2 3 4
9.2	Identify and carry out scientific literature review properly	1 2 3 4	1 2 3 4
9.3	Evaluate the published literature critically, draw conclusions and apply it in practical work	1 2 3 4	1 2 3 4
10	<b>Applying data and information technologies effectively in medical practice</b>		
10.1	Maintain clinical records correctly and keep them completely	1 2 3 4	1 2 3 4
10.2	Practical application of modern information technologies	1 2 3 4	1 2 3 4
10.3	Search for specific information resources	1 2 3 4	1 2 3 4
10.4	Save the personal records and use them in the future	1 2 3 4	1 2 3 4
10.5	Ability to keep personal records (portfolio)	1 2 3 4	1 2 3 4

11	<b>Applying scientific principles, methods, and knowledge of biomedicine in medical practice and research</b>		
11.1	Knowledge of methodology for carrying out scientific research;	1 2 3 4	1 2 3 4
11.2	Skills for making research design, detailed planning, result processing and making conclusions		
11.3	Ability to apply biomedical science advances in practical work	1 2 3 4	1 2 3 4
11.4	Ability to write a review/abstract based on critical analysis of scientific literature in biomedicine	1 2 3 4	1 2 3 4
11.5	Knowledge of the ethical principles while conducting scientific research	1 2 3 4	1 2 3 4
12	<b>Be engaged in health promotional activities; participate in public health issues and effective working in healthcare system</b>		
12.1	Conduct treatment that minimizes the risk of harm to the patient	1 2 3 4	1 2 3 4
12.2	Take measures to prevent the spread of infection	1 2 3 4	1 2 3 4
12.3	Understand the own health problems and assess them according to the professional duties	1 2 3 4	1 2 3 4
12.4	Participation in health promotion activities at both, on the individual and population levels.	1 2 3 4	1 2 3 4
13.	<b>Professionalism</b>		
13.1	Demonstrate relevant professional behaviors and relationships in all aspects of medical practice: honesty, fairness, humility, responsibility, compassion, respect, altruism, and respect for differences;	1 2 3 4	1 2 3 4
13.2	Understand the primary duty of a doctor, take care of the health and well-being of each patient and community in accordance with ethical principles and in accordance with Georgian legislation.	1 2 3 4	1 2 3 4

13.3	Understand the limits of own abilities	<b>1 2 3 4</b>	<b>1 2 3 4</b>
13.4	Adapt to difficult clinical situations and work independently and with the sense of responsibility when needed;	<b>1 2 3 4</b>	<b>1 2 3 4</b>
13.5	Identify gaps in own knowledge and skills and understand the obligation of necessary lifelong learning, work out the ability of constant improvement of personal and professional development;	<b>1 2 3 4</b>	<b>1 2 3 4</b>
13.6	Work in a multidisciplinary team, demonstrate problem-solving, decision-making, time management and leadership skills.	<b>1 2 3 4</b>	<b>1 2 3 4</b>



Please list the 5 **most** important competencies that you think are important. In the corresponding box, indicate the sequence number of the competence you have selected. In the first cell indicate the sequence number of the most important competence, in the second cell, indicate the the number of the second most important competence, and so on.

1	Number of competence	
2	Number of competence	
3	Number of competence	
4	Number of competence	
5	Number of competence	

Please list the 5 **least** important competencies that you think are important. In the corresponding box, indicate the sequence number of the competence you have selected. In the first cell indicate the sequence number of the least important competence, in the second cell, indicate the the number of the second least important competence, and so on.

1	Number of competence	
2	Number of competence	
3	Number of competence	
4	Number of competence	
5	Number of competence	

Additional field for your comment:

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Thank you for your cooperation!