



Research of Field-Specific Competencies of Medicine Academic Year - 2018/2019

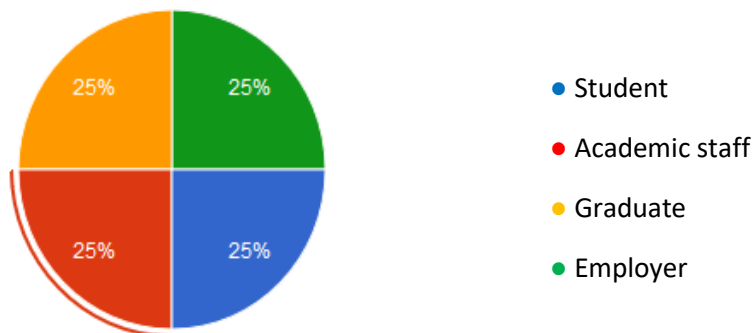
A research of the field-specific competencies of medicine was planned based on active consultations with Chris Stephenson (Great Britain), the medical expert, during his visit to Georgia, in October 2018.

Tuning methodology was selected as a methodology for conducting the research, which is a common practice for conducting this kind of research, and the medical faculty has had experience in conducting such research within an international project.

The research involved four groups of the party concerned: academic staff, graduates, students, and employers. Although due to the small number of respondents the data of this group was not statistically processed, we were still able to get information about expectations from the interested parties.

The research was conducted in Tbilisi in May 2019. The study participants were: academic staff of Ivane Javakishvili Tbilisi State University, employers from various clinics and medical centers of Tbilisi, graduates from various clinics and medical centers of Tbilisi, and students.

In accordance with the research methodology, the parties concerned were interviewed with a special questionnaire based on the sectoral specifics of medicine.



In total, 120 respondents took part in the research including: academic staff - 30, graduates - 30, students - 3, and employers - 30. The questionnaire enabled to assess the importance of competencies for professional success and the level of their achievement in the educational institution by the 4-point rating system.

In addition, we have ranked the most important and least important competencies based on the results of the statistical processing of the research data according to the corresponding rating. We rated the five most important and five least important competencies for all four groups of respondents.

Table N.1 Academic Staff: Priority Competencies

The most important competencies
The ability to apply the achievements of biomedical science in practical work
Knowledge of clinical sciences
Applying evidences in practice
Showing up relevant professional behaviors and attitudes in all aspects of medical practice: honesty, integrity, modesty, responsibility, compassion, respect, altruism, and respect for difference.
Identification of gaps in own knowledge and skills and commitment for lifelong learning, ability to improve personal and professional development continuously.

Table N.2 Graduate: Priority Competencies

The most important competencies
Assessment of the patient's psycho-emotional status
Applying evidences in practice
Ability to work in a multidisciplinary team, problem-solving, decision making, time management, and leadership skills
Communication in case of conflict
Practical procedures

Table N.3 Student: Priority Competencies

The most important competencies
Practical procedures
Consulting the patient
Knowledge of clinical sciences
Emergency medical assistance
Effective communication in the medical context

Table N.4 Employers: Priority Competencies

The most important competencies
Adapt to complex clinical situations and work with responsibility and independently when needed
Ability to work in a multidisciplinary team, problem-solving, decision making, time management, and leadership skills
Communication in case of conflict
Written communication (including medical records)
Application of modern information technologies in practical work

Thus, the variation of the 5 most important competencies in addition to field-specific knowledge covered the following groups of field-specific competencies according to four groups of respondents: Knowledge of Clinical Sciences, Practical Procedures, Consulting the Patient, Emergency Medical Assistance, Effective Communication in Medical context, Applying Evidence-based Principles, Skills and Knowledge

in Practice, Effective Application of Information and Information Technologies in Medical Context, Professionalism.

Table N. 5

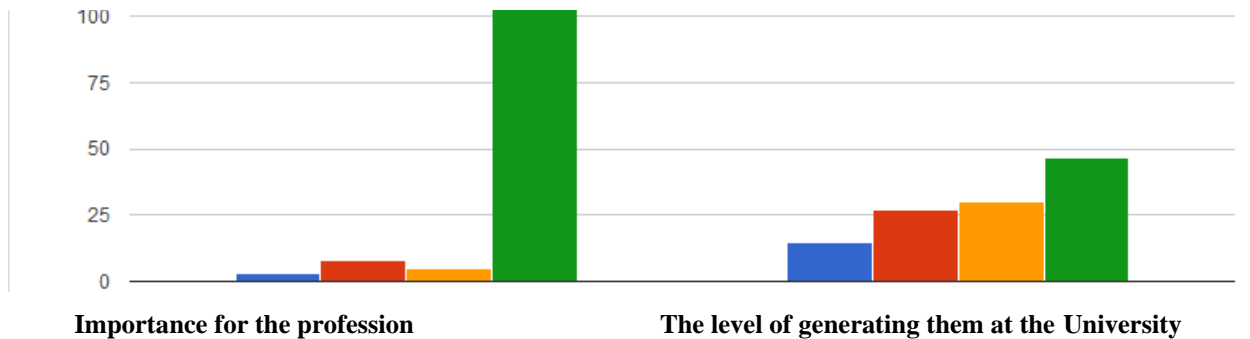
The most important competences selected by the groups of respondents

Group/Priority	1	2	3	4	5
Academic Staff	11.3	1.3	9.1	13.1	13.5
Graduate	1.6	9.1	13.6	6.8	5
Student	5	1	1.3	3	6
Employer	13.4	13.6	6.8	6.7	10.2

The results of the research show that some of the field-specific competencies are considered to be the most important by certain groups of respondents.

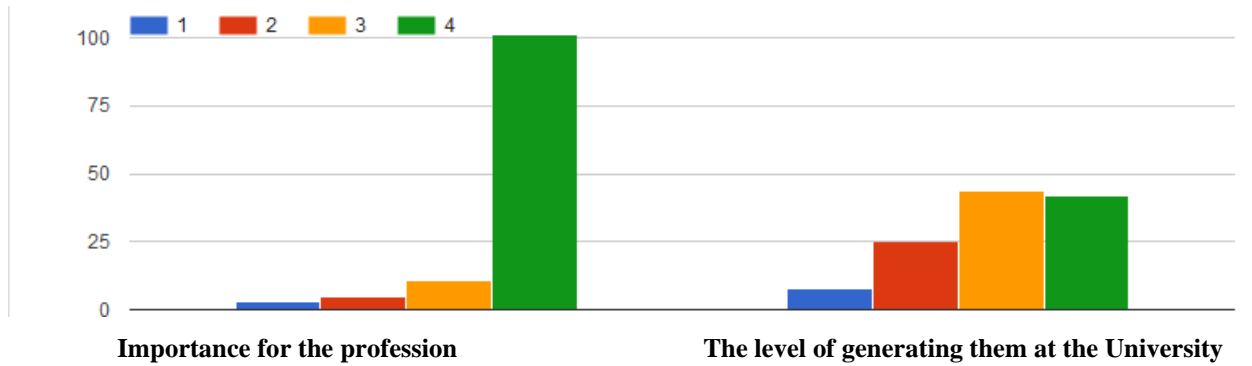
Employers and graduates consider that the most important is the competency in *Ability to Work in a Multidisciplinary Team, Problem-Solving, Decision Making, Time Management, and Leadership skills*.

Ability to work in a multidisciplinary team, problem-solving, decision making, time management, and leadership skills



Academic staff and graduates consider that the most important is the competency in *Applying Evidences in Practice*

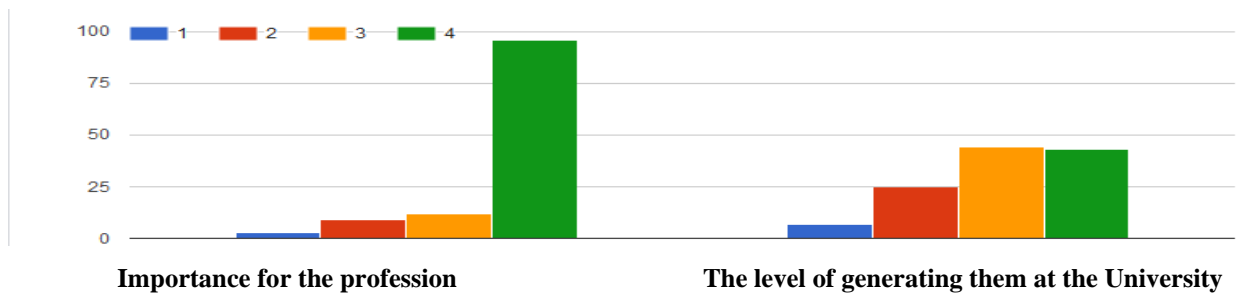
Applying evidence-based principles, skills and knowledge in practice



Students and graduates consider that the most important is the competency in *Practical Procedures*.

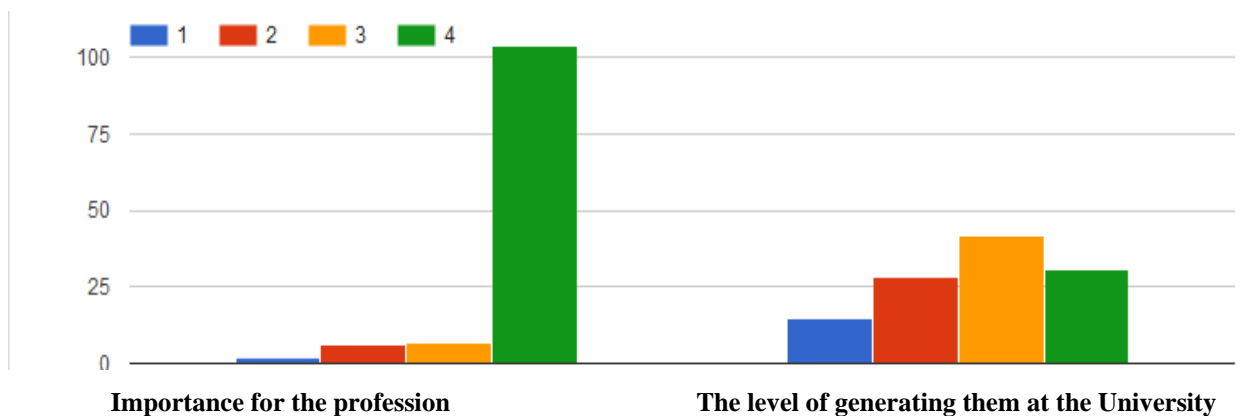
Academic staff and students consider that the most important is the competency in *Knowledge of Clinical Sciences*.

Practical procedures

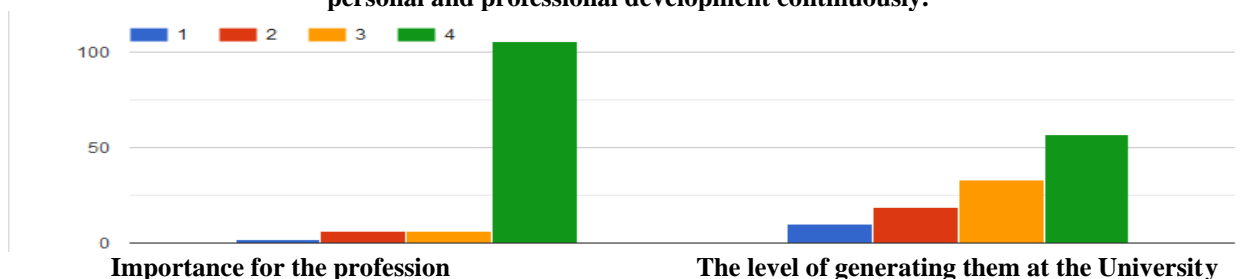


It should be noted that two competencies from the group of professionalism were found to be the most important both for the employers and for the academic staff, while for graduates only one competence from the mentioned group.

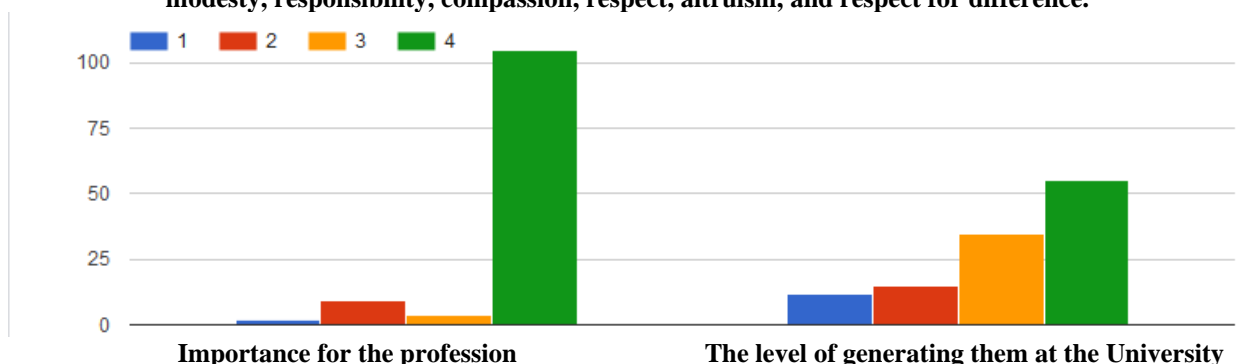
Adapt to complex clinical situations and work with responsibility and independently when needed



Identification of gaps in own knowledge and skills and commitment for lifelong learning, ability to improve personal and professional development continuously.



Showing up relevant professional behaviors and attitudes in all aspects of medical practice: honesty, integrity, modesty, responsibility, compassion, respect, altruism, and respect for difference.



Groups/ Priorities	Academic Staff Graduate	Graduates	Students	Employers
1			✓	
1.3	✓		✓	
1.6		✓		
3			✓	
5		✓	✓	
6			✓	
6.7				✓
6.8		✓		✓
9.1	✓	✓		
10.2				✓
11.3	✓			
13.1	✓			
13.4				✓
13.5	✓			✓
13.6		✓		

As for the determinations of the priorities for the least important competences, it appeared to be particularly difficult for the respondents. This was reflected in the diversity of the named competences and excluded the possibility to draw conclusions.

Interesting comments were obtained from the survey:

The questionnaire is interesting.

It is difficult to fill out the questionnaire form.

The key is the student's diligence and understanding of what he/she wants and what he/she can get from the University. I am glad and happy that I'll always be the TSU member.

The Faculty of Medicine of the TSU, needs a University clinic to improve its postgraduate medical education. Good luck!

All competencies listed in the last question are essential and necessary.

The questionnaire on field-specific competencies of medicine is interesting. In my opinion, none of the listed competencies are the least important. I would like to increase the possibilities of practice and to pay more attention to modern treatment methods and pharmacology.

As for the last 2 pages, the priorities and the least important priorities set out, both are conditional, as all stated aspects of medicine play a role and have significance (in my opinion).

It is a very interesting questionnaire, I had difficulties in writing down the 5 most important and least important issues in the last block.

More strictness from the lecturers, providing a student with a maximum of 2 chances to correct the failure and otherwise, to make him/her change direction.

I am last year student. I have gained knowledge and experience over the years. I think that obtained knowledge is more theoretical, and the practical part is to be improved and perfected, and clinical practice is more helpful in learning some manipulations. I wish the next generation to study in an even more refined environment. In general, I think that I learned a lot during my studies at the University, I got the motivation to become better and improve further.

It would be great to teach students what they really need in everyday practice. Perhaps in medicine there are no such things as least important competencies, otherwise there would be no need to create them. It was a good questionnaire, I liked it, thanks!<3

I really hope that medicine in Georgia will become most the advanced..

I think that each component from the points listed above is important, and each has its respective place, so I could not choose the least important one. All of these skills are theoretically obtainable to the student. The University is lacking only the practice, and I think the combination when a student is able to stay on duty and to study simultaneously is ideal. The University encouraged me and my fellow students to work together with studying and improve all these skills to the highest level

The main problem is that the program has little connection with the clinic. To be more precise, the programme has, but the ways of programme implementation differ from the programme itself. TL;DR Many theories without practice are groundless and lost over time.

Basic education is exceptional! Problems occur during taking clinical courses. Teaching clinical subjects in conference halls, not with patients is unacceptable. Clinical medicine is taught at the patient's bedside. The University is not to blame for this problem. The problem is that virtually all clinics are private, and students are perceived as a problem for businesses and they are removed from the clinical setting and placed in the classroom as much as possible. The only way to solve this problem is that the University should have its own hospital where it can play by its rules. Thank you!

Knowledge of first aid measures is essential in order to assess the situation properly and assist the patient.

It is a very interesting and suggestive questionnaire that can really help in solving specific problems and improve teaching methods.

I found it difficult to answer the 18th question. For the medical practitioner, all of the listed competencies are important, so I left the question on the least important competences without an answer. It was difficult for me to list any. I think that the efforts of only the University and academic staff are not enough. More commitment to learning, responsibility, interest, and motivation should be felt from the side of the students.

More practical exercises are desirable.

The segment with the least important competencies is unclear. I think neither of the listed is the "least important".

The survey results are shared with the heads of the program, students, and all concerned parties.