

GENERAL MEDICAL PRACTICE COURSE EVALUATION (FOR ENGLISH-SPEAKING STUDENTS)

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Introduction. The study of General Medicine Practice as a subject is essential in the study of medical program [1]. The subject is acquaint students with the basic practical skills necessary for medical practice [2]. It is important that the teaching and learning method of this subject is assessed [3].

Objective. Analyzing the teaching and learning of students studying General Medicine Practice in English. Finding factors that affect their study.

Materials and methods. The questionnaire was distributed in Google document form to students in English-speaking groups to fill out. 3 groups participated in the survey with the total responses 20, from the faculty of medicine and the faculty of Dentistry

Results. 95% of students thought the teaching course was satisfactory. 5% of students believed the course was not useful at all. 35% of students didn't like course methodology, 10% — instructors, 45% — course assessment, 40% — course content. Teacher's level of English was very good in 50%, excellent — in 25% and good — in 25%. Learning objectives were clearly defined for 17/85% students. 3/15% students didn't understand the purpose of the training. 15/75% students noted the good content and planning of the course, 5/25% students were not satisfied with it. Course workload was appropriate for 16/80% students and it was not appropriate for 4/20% of interviewees. 14/70% students told the participation and interaction were encouraged. 8/40% students noted not all necessary materials were provided. Most of students (16/80%) told about usefulness of gained knowledge in medical practice. 4/20% think that gained knowledge are useless. Teacher was an effective lecturer for 9/45% students. He/she was ineffective demonstrator for 4/20% students. The manner of demonstration was clear for 9/45% interviewees. It was not clear for 5/25% students. Instructor stimulated student's interest in subject in 7/35% cases. He/she didn't stimulated interest in 5/25% cases. Instructor effectively used time during the class period for the half of the students. 6/30% student has no any opinion about effectiveness of the teacher in time-management. 4/20% student thought the time of the classes was determined incorrectly. Teacher was available and helpful for the half of students. 3/15% trainees were unable to get help from a teacher. The instructor challenged 9/45% students to do their best work. 4/20% students were disagree with this point, 7/35% were neutral. Student's involvement was regularly in 11/55% cases. They consistently prepared for class in 9/45% cases.

Conclusion. Students respond positively to the teaching methods in the Department of General Medical Practice. Consideration should be given to the availability of training materials. Attention is drawn to a large number of students with a neutral assessment of learning, i.e. with low interest. Perhaps, the transition to full-time training on mannequins and simulators will increase the interest of students.

References:

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3. Подготовка тьюторов для обучения студентов младших курсов как переходный этап освоения чек-листов для прохождения первичной аккредитации специалистов. Гостимский А.В., Лисица И.А., Прудникова М.Д., Лисовский О.В., Карпатский И.В., Кузнецова Ю.В., Гецко Н.В., Афанасьева А.А., Беляева А.В., Лисовская Е.О., Гостимский И.А. Виртуальные технологии в медицине. 2019. № 2 (22). С. 36-а.