

The JUMC Program Curriculum

Przemko Kwinta



Standards and Guidelines for Quality Assurance in the European Higher Education Area

DIRECTIVE 2005/36/EC OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 7 September 2005 on the recognition of professional qualifications



DZIENNIK USTAW
RZECZYPOSPOLITEJ POLSKIEJ

Warszawa, dnia 5 czerwca 2012 r.

Poz. 631

ROZPORZĄDZENIE
MINISTRA NAUKI I SZKOLNICTWA WYŻSZEGO¹⁾

z dnia 9 maja 2012 r.

w sprawie standardów kształcenia dla kierunków studiów: lekarskiego, lekarsko-dentystycznego, farmacji,
pielęgniarstwa i położnictwa²⁾



DZIENNIK USTAW
RZECZYPOSPOLITEJ POLSKIEJ

Warszawa, dnia 9 lutego 2018 r.

Poz. 345

OBWIESZCZENIE
MINISTRA NAUKI I SZKOLNICTWA WYŻSZEGO

z dnia 9 stycznia 2018 r.

THE EUROPEAN PARLIAMENT

- *Overall curriculum* in this document refers to the specification of the educational programme, including a statement of the intended educational outcomes (cf. 1.3), the content/syllabus (cf. 2.2-2.6), learning experiences and processes of the programme. The curriculum should set out what knowledge, skills, and attitudes the student will achieve. Also, the curriculum would include a description of the planned instructional and learning methods and assessment methods (cf. 3.1). Curriculum description would sometimes include models based on disciplines, organ systems, clinical problems/tasks or disease patterns as well as models based on modular or spiral design. The curriculum would be based on contemporary learning principles.

Educational outcomes

- Learning objectives
 - Obligatory = defined by EU/Polish standards
 - Defined by Univeristy

Types of learning objectives

- The MD Diploma is granted to a graduate of Medical Program who:
 - Knows ... (e.g. the development, structure and functions of the human body in normal and pathological conditions, symptoms and course of diseases ...)
 - Demonstrates skills which allow him to ... (e.g. identify life-threatening conditions requesting immediate medical intervention ...)
 - In the scope of personal-social competences can ... (e.g. establish and maintain good and respectful rapport with a patient)
- More than 300 detailed obligatory objectives

Neurology

E.W14. knows and understands causes, symptoms, principles in diagnosing and therapeutic procedures in the most common nervous system disorders, including;

- a/ headaches, migraine, tension headache and headache syndromes and the 5th nerve neuralgia,
- b/ vascular disorders of the brain, and, in particular, cerebral stroke,
- c/ epilepsy
- d/ infections of the nervous system, in particular, meningitis, Lyme disease, herpetic encephalitis, neurotransmission diseases,
- e/ senile dementias, and, in particular, Alzheimer`s disease, frontotemporal lobar degeneration, dementia of vascular origin and other dementia complex types,
- f/ basal ganglia disorders, in particular, Parkinson`s disease,
- g/ demyelinating diseases , in particular, multiple sclerosis,
- h/ neuromuscular diseases, and in particular, amyotrophic lateral sclerosis and sciatic neuralgia,
- i/ craniocerebral traumas, and in particular, brain concussion;

„Jagiellonian” outcomes

- More than 30 outcomes from category “skills”
 - Elements of advanced life support
- More than 20 outcomes from category „knowledge”
 - Orphan diseases
- More than 20 outcomes from category „personal-social competences”
 - Self-assessment, team work

Legal basis

- Uniform Master`s Degree Program lasts not fewer than 12 semesters (6 years),
- The total number of hours of theoretical and practical instruction cannot be lower than 5700,

Programme

- 3650 hours – organized activities 1st-5th year
- 900 hours – 6th year (practical training)
- 600 hours – summer clerkship
- 550 hours – available for the University which can be used for core or elective courses

TOTAL: 5700 hours

PRACTICAL CLINICAL EDUCATION IN THE FINAL YEAR OF THE PROGRAM

Practical clinical education in 6th year of the program involves activities in clinical departments or hospital wards in the following disciplines:

- Internal diseases 8 weeks
 - Pediatrics 4 weeks
 - Surgery 4 weeks
 - Gynecology and obstetrics 2 weeks
 - Psychiatry 2 weeks
 - Emergency medicine 2 weeks
 - Family medicine 2 weeks
 - and 6 weeks in the discipline chosen by a student
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- Practical medical education involves objectives of education contained in groups E and F.

Summer clerkship

Summer clerkship should be held in healthcare institutions and cover development of professional skills.

Type of internship	no. of weeks
Patient care	4
Out-patient care (family medicine)	3
Emergency care	1
Internal diseases	4
Intensive therapy	2
Pediatrics	2
Surgery	2
Gynecology and obstetrics	2

MINIMUM HOURS OF ORGANIZED ACTIVITIES

Groups of specific objectives of education	hrs
A. Morphological sciences	300
B. Scientific foundations of medicine	525
C. Pre-clinical sciences	525
D. Behavioral and social sciences with elements of medical professionalism	240*
E. Non-surgical clinical disciplines	1060
F. Surgical and surgery related clinical disciplines	900
G. Legal and organizational aspects of medicine	100
Practical clinical year (30 weeks) + examinations	900
Summer clerkships	600
Total	5150

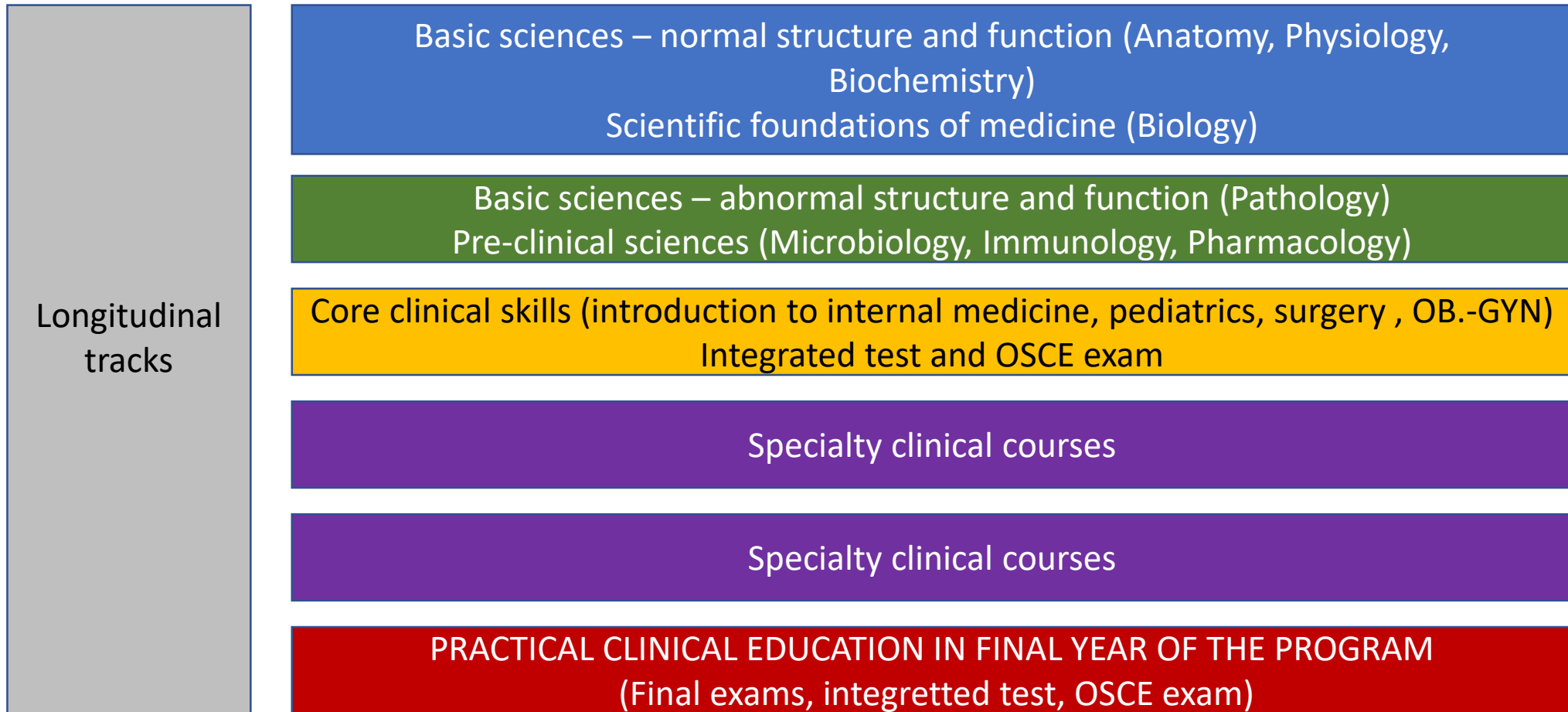
ORGANIZATION OF THE STUDIES

- The educational process can be organized in the form of:
 - courses (subjects) corresponding to respective disciplines of medical sciences (e.g. anatomy, microbiology, surgery or ophthalmology),
 - integrated courses, combining two or more disciplines (e.g. internal diseases and laboratory diagnostics, infectious diseases and microbiology)
 - multidisciplinary modules devoted to specific topics (e.g. mechanism and management of pain, autoimmune diseases).

METHODS OF EVALUATING OBJECTIVES OF EDUCATION

- Evaluation of the complex objectives of education requires different forms of assessing students' progress, appropriate to the areas which the objectives relate to.
- Objectives in the area of knowledge can be assessed through written and oral examinations.
- Written examinations may involve essays, reports, short structured questions and multiple choice questionnaires (MCQ), multiple response questionnaires (MRQ), Yes/No choice, and multiple matching tests.
- Oral examinations should be standardized and oriented on assessment of knowledge at the higher level than the knowledge of the facts alone (e.g. comprehension level, analysis and synthesis, problem solving)
- Assessment of progress in the area of practical skills both those related to communication and procedural (manual), requires direct observation of the student demonstrating skills during the routine clinical examination or standardized examination (OSCE)

The JUMC Curriculum



Longitudinal tracks

- Health ethics, law and professionalism (1st-5th year)
- Clinical skills (2nd-5th year)
- Medical simulations (3th-6th year)
- First aid – basic life support – advanced life support (1st-6th year)

Basic sciences within clinical courses (4th-5th year)

- Lectures/seminars
 - Microbiology (internal medicine, pediatrics, surgery, intensive care)
 - Pathology (OB-GYN, surgery, pediatrics)
 - Physiology (Geriatrics)
 - Anatomy (Surgery)
 - Histology (Dermatology)

Clinical skills within basic sciences

- Ultrasound of human body (anatomy)
- Case presentations
 - Blood disorders (physiology)
 - Cardiology (pathology)
 - Dysmorphology (molecular biology)
 - Cardiosurgery (anatomy)

Electives

- Humanities (1st year) – 30 hours
- Basic sciences, professionalism (2nd-3rd year) – 60 hours
- Clinical courses (3rd-5th year) – 120 hours

One week in "a teaching hospital of my choice" – 3rd – 5 th year

6 weeks electives – 6th year

Total: 450 hours

6th year

- „Master and student”
- Student as a part of the team
- „Shadow”
- List of procedures
 - Type A - A student performs a described skill correctly and fully independently.
 - Type B - A student knows the rules of performing associated procedures and is able to assist in them.

Type/number	Procedure
A/1	body temperature measurement
A/2	pulse rate measurement
A/3	non-invasive arterial blood pressure measurement
A/4	vital signs monitoring using a cardiomonitor
A/5	introduction of oro-pharyngeal tube
A/6	pulse-oxymetry
A/7	peak expiratory flow rate measurement
A/8	examination of neonatal reflexes
A/9	anthropometric measurements
A/10	bag-valve-mask ventilation

B/76	cardiotocography (CTG) interpretation
B/78	assisting in physiological labor

1st year -----

----- 6th year

Traditional

Scientific theory of medicine
Distinct scientific fields

Clinical practice
Ward rounds
Bedside
GP placements

Integrated

Integrated scientific knowledge/clinical training
delivered together
Body systems or topics
GMC's preferred approach

Problem based
learning

Problem-based techniques
Lectures, supplementary rather than focus
Case studies
Students formulate their own learning objectives

Postgraduate training

- Internship – 1 year
- Pediatrics – 5 years
- 3 years – general pediatric
- 2 years – courses in subspecialties:
 - Eg. Pediatric endocrinology 1 month
 - Pediatric pulmonology 1 month etc.
- List of procedures
- Obligatory courses (vaccination, ultrasound etc.)
- Final national exam - certification

To be pediatrician

- **12 years**