



CAUCASUS UNIVERSITY

Caucasus University Caucasus Medicine and healthcare management School

The title of the programme			
დიპლომირებული მედიკოსის ინგლისურენოვანი ერთსაფეხურიანი სამედიცინო პროგრამა			
The title of the programme in English			
One-cycle Educational program of Medical Doctor			
Cycle of the Higher Education:			
One-cycle Medical			
Type of the Educational programme			
Academic, Regulated			
Teaching Language	English		
Awarded Qualification, Code			
In Georgian:	დიპლომირებული მედიკოსი (090101)		
In English:	Medical Doctor (MD) (090101)		
Date of Program Approval:			
Program Coordinator/Co-Coordinator	Dudana Gachechiladze - PhD in Medical Science Giorgi Makharashvili - Medical Doctor		
Programmeme in ECTS			
<p>One-cycle educational programme "Medical Doctor" is learner-centered, designed in the ECTS credit system and based on a student workload necessary for achievement of the programme learning outcomes.</p> <p>The programme comprises 360 ECTS. 60 ECTS per year; 30 ECTS per semester. Accordingly the duration of the programme is 6 years/12 semesters. Each academic year consists of two semesters – Fall and Spring; each semester comprises 19 weeks; hence, each academic year is scheduled for 38 weeks.</p> <p>Individual workload allows less than 60 credits per year but no more than 75.</p> <p>One ECTS equals 25 Credit hours, which includes contact hours (classes, seminars, practical etc.) as well as</p>			

independent hours of work.

The programme consists of:

- Mandatory courses – 346 (ECTS), among them:
 - Integrated Modules - 60 (ECTS)
 - Basic/Preclinical courses - 71 (ECTS)
 - Clinical courses - 173 (ECTS)
 - Clinical Internship – 25 (ECTS)
 - Scientific skills - 17 (ECTS)
- Elective courses (14 ECTS)

Note: Student can accumulate 10 free credits instead of electives envisaged in the programme.

Pre-requisite for enrollment in the Programme

- Certificate of general education or an equivalent (secondary education) document;
- certificate of confirmation of passing the unified national exams as approved by the Ministry of Education and Science of Georgia.
- Overcome the minimal competence threshold as set at the Unified Entry Examinations, except the English language, for which the minimal competence threshold shall be 85%.
- English Level B2 (*Knowledge of the English language at B2 level according to the European Framework of Reference of Language proved by the submission of a relevant Certificate (IELTS/TOEFL//or has passed the Medical College Admission Test (MCAT) and holds the relevant certificate), otherwise the English language competences shall be tested by the University in accordance with its regulations.*

Admission/enrollment without passing the unified national exams and the right of studying is regulated by the Ministry of Education and Science of Georgia.

Enrolment of students through mobility procedures is possible twice per year, within the prescribed deadlines and necessary procedures as specified by the Ministry of Education and Science of Georgia and the University.

Persons identified in the Article 52 Paragraph 3 of the Georgian Law on Higher Education:

- Foreign citizens and stateless persons who have received general secondary or equivalent education in a foreign country;
- Georgian citizens who acquired general secondary education in a foreign country or have completed the last two years of general secondary education abroad;
- Foreign or Georgian students who have studied in a foreign country for at least 2 years at a higher educational institution recognised by the legal regulations of the country concerned.
- Admission/enrollment without passing the Unified National Examination is regulated by the acting legislation.

Information about any other procedures will be posted on the University website (<http://www.cu.edu.ge>)

The aim of the Programme:

The aim of the “Medical Doctor” Programme: is to prepare Medical Doctors who are competitive on the local and international market, highly qualified, morally grounded, with appropriate competences, who will be able to satisfy educational requirements of an open society, which facilitates implementation of the CU’s general mission: to graduate competitive, highly qualified, morally grounded graduates who are faithful to democratic values and principles of democracy.

Educational programme is focused on the standards of Medical Education of the World

	<p>Federation (WFME).</p> <p>The programme provides development of such practical / clinical abilities and way of thinking which is essential for a successful professional activity and post-diploma lifelong education.</p> <p>Objectives of the programme are as follows:</p> <ul style="list-style-type: none"> ➤ To give international standard education of evidence based medicine which is indispensable for practical medical work; ➤ To provide the graduates with education in basic, clinical, behavioral and social sciences necessary for practical activities in the field of medicine. ➤ To generate motivation for the continuous medical education (LLL) and professional development. ➤ To gain the knowledge of legislative basics of the health care system; ➤ To acquire clinical and communication (with the patient, her\his family, colleagues and other representatives of the health care) skills and patient-centered competences. ➤ To acquire values of Medical Ethics (sense of respect of patients, taking into consideration their interests despite their social, cultural, religious and ethnical background; work in accordance with the professional ethics).
<p>Outcome of the Programme</p>	<p><i>after completion of the programme, graduates have a thorough and systematic knowledge of the field of medicine, which gives an opportunity to create new, original ideas and to understand the ways of solutions of certain problems.</i></p> <ul style="list-style-type: none"> - Has a wide scope of knowledge, which includes theories and principles of critical analysis; a deep knowledge of Natural, behavioral, social and clinical sciences. - Knows the basic groups of drugs and their effects according to the pathological conditions and diseases. - Has a deep knowledge and understanding of the doctor's role in the public health care system (in the context of individual / family environment or in population); - Has a deep knowledge of the ethical and legal principles; - Recognizes: the importance of the complex clinical problems and is familiar with the ways of their solution; methodological principles of empirical research, knows modern strategies of research as well as traditional and the latest research technologies and methods; <p><i>can operate in a new, unpredictable and multidisciplinary environment; search new, original ways of solving complex problems, implementing independent study according to the recent methods and approaches.</i></p> <p><i>Supported by the acquired knowledge has an ability to: assess clinical cases, including urgent medical conditions, appoint explorations, contact clinical context of appropriate medicines and other medical measures, assess potential benefits and risks of treatment for the patient; Has the ability to conduct practical procedures relevant to knowledge; Ability to work in multidisciplinary team . As a member, as well as a leader can early formulate tasks, agree with group members, coordinate their activities and adequately assess group members'</i></p>

ability, manage conflict and force majeure situations; Use of scientific principles of biomedicine, methods and knowledge in medical practice and search.

Consult patients:

- Collect anamnesis
- Conduct physical examination
- Have clinical awareness and decision-making ability
- Give explanations and consult substantially
- Encourage patients and protect their rights
- Assess psychological status of the patients

Assess clinical cases, set examination plans, conduct differential diagnostics, and discuss disease management plan:

- Clinical report analysis and assessment
- Administration of the relevant diagnostics and interpretation of the outcomes
- Conduct differential diagnostics
- Discuss disease management plan with the patients and their care-takers
- Take care of the terminally diseased patients and their families
- Management of the chronic diseases

Provision of the First Aid and reanimation procedures:

- Detection / identification and assessment of the first aid need
- Treatment of the emergency medical cases
- Provision of the basic first aid
- Provision of the basic preventive and cardio-pulmonal measures in accordance with the guidelines
- Provision of the inclusive/broad preventive measures in accordance with the guidelines
- Treatment of traumas in accordance with the guidelines

Prescription of medications

- Prescription of medications accurately and in a legible manner
- Administration of the relevant medications and other measures in relation with the clinical context.
- Discussion of the relevance of medication and other treatments and assessment of the potential risks and benefits for the patients.
- Treatment of pain and distress
- Consideration of the medications and their compatibility in the administration of treatment.

Research practice and use of biomedicine scientific principles, methods and knowledge in research:

- knowledge of scientific research methodology, research design planning, analysis of obtained results and conclusion making..
- Critical analysis of scientific biomedical literature and thesis writing skills
- use of ethic principles in research

Effective work within health care system, making health supporting actions and involvement in public health issues.

Practical procedures to perform:

- Taking blood pressure, vein-puncture, lumbar puncture
- Intravenous cannulation
- Intravenous drug administration application of the infusion facility
- Subcutaneous and intramuscular injections
- Oxygen provision
- Transportation and treatment of the patients
- Stitching and blood transfusion
- Urinary catheterization
- Blood and Urine analysis
- Taking electrocardiogram and interpretation
- Conduct of the Pulmonary system function tests

Has deep clinical thinking, has ability to critically analyse incomplete and controversial information, make differential diagnosis, and make evidence based principles by using knowledge and skills.

Has a deep clinical thinking, has ability to critically analyse incomplete and controversial information, make differential diagnosis, and make evidence based principles by using knowledge and skills, in particular:

- Assessment of the social and psychological factors of the patients related with the disease
- Assessment of the disease manifestation and factors of psychological effect on the patients
- Assessment of the disease manifestation and social factors affecting the patients
- Assessment of the disease-related stress
- Assessment of the Drug and alcohol addiction
- Evidence-based practice
- Explore development of a research idea from hypothesis through drawing of conclusions
- Critical appraisal of the literature to a high Standard, drawing conclusions and application in practice.

Graduate is able to make his/her own conclusions, arguments and research methods of presentation and communication of relevant academic and professional community in his/her native and foreign languages, according to academic integrity standards and developments in communication technologies.

Has effective written and oral communication skills in medical contexts in native and foreign languages; Has observation, listening, questioning, and non-verbal communication skills.

Graduate is able to make effective written and oral communication, has ability of observation, listening, interviewing as well as nonverbal communication skills, in particular he/she can:

- Communicate with the patients, colleagues
- Communicate the worst outcomes
- Communicate with the relatives of the patients
- Communicate with the disabled individuals
- Communicate for receiving written consents
- Communicate in writing (including medical records)
- Communicate during conflicts
- Assistant aided communication
- Communicate with the law-enforcement bodies and mass media
- Effectively communicate with any individual regardless cultural, religious beliefs and social or ethnic origins and background.
- Effectively use information and information technologies in the medical context,
- Keep accurate and neat records of the clinical histories, apply advanced information technologies for practical activities, clinically-related research of informational resources, information management, maintenance and application, personal portfolio development.

is able to manage the learning process independently, to understand the specificities of learning process and strategic plans.

Graduate is able to:

- Has ability to use full spectrum of educational and informational resources, management of their own learning process;

	<ul style="list-style-type: none"> - to organize time, select priorities, meet deadlines and carry out any agreed work. - obtain, process and critically evaluate information from various sources; - Recognize the necessity of renewal and continuous professional development; has evaluation skills of his own knowledge and skills. <p><i>Can evaluate own and others' attitude towards the new values.</i></p> <ul style="list-style-type: none"> - Apply ethical and legal principles in the medical practice. Can keep confidentiality of the patients. Can protect rights of the patients. Can demonstrate those attitudes, which is required to achieve a high standard of patient care; - Knows the principles of ethics of scientific research. - Conduct negotiations in the professional context and participate in conflict settlement with any person, irrespective of his/her social, cultural, religious or ethnic background. - When dealing with patients and colleagues, he/she is guided by justice, social and democratic values. Respects their choice, recognizes the privacy and autonomy of private life. - Participates in the formation of values and seeks to establish them.
Career opportunities:	<p>The graduate of the programme is eligible to: continue education at the third cycle of higher education – doctoral studies at higher educational universities of Georgia as well as at the universities of foreign countries or take professional development at the training programme of residency (or equivalent training programme abroad approved by the legislation of the country in concern) and after successfully passing the unified state certification exam be awarded the right of independent professional activity.</p> <ol style="list-style-type: none"> Take a course of postgraduate professional development and after successfully passing the state certification exam be awarded the right of independent professional activity. Work as a junior physician. <p>The programme graduate will be able to deal with the research and teaching activities in theoretical fields of medicine or other fields of health care that don't involve independent medical practice.</p>

System to evaluate and grade student's knowledge	<p>The aim of the evaluation is to determine to which extent the learning outcomes prescribed by the syllabus are reached. The student's evaluation consists of multiple components and makes sure the course's objectives and learning outcomes are reached. The evaluation is based on four principles: objectivity, trustworthiness, validity and transparency.</p> <p>The students are evaluated according to two sets of evaluation: determining and developing. The aim of the determining evaluation is to accurately evaluate the student's performance. It monitors quality of learning and the level of the student's achievement in relation to the goals set by the course. The developing evaluation is oriented on the student's development. It gives them appropriate feedback on their achievements.</p> <p>The evaluation system includes 100 points and envisages:</p> <ol style="list-style-type: none"> Five types of positive grades: <ol style="list-style-type: none"> A Excellent – 91-100 points out of the maximum score; B – Very good – 81-90 points out of the maximum score; C – Good – 71-80 points out of the maximum score; D – Satisfactory – 61-70 out of the maximum score;
---	--

a.e) E – Sufficient – 51-60 points out of the maximum score.

b) two negative grades:

b.a) (FX) did not pass – 41-50 points out of the maximum score, which means the student needs to work harder and is allowed to retake the exam one more time after performing some independent work;

b.b) (F) – Failed – 40 points or less out of the total score, which means the student's work is insufficient and he/she has to re-take the course.

Students are awarded credits on the basis of the final evaluation comprising the total of the interim and the final scores.

The student's learning outcomes include the interim and final evaluations which are allocated relative proportions out of the total score (100 points) and a minimum competence level is fixed. Namely, out of the 100 points, the interim results are allocated 70 points, while the Final results – 30 points. In both of the components (interim and the final) the minimum competency barrier to be reached is fixed. The interim evaluation includes grading components the total of which is 70 points. For each learning component evaluation is based on the pre-determined learning goals, task-oriented clear criteria and the learning rubrics drawn on their basis. In the interim results the Student has to accumulate at least 59% of the 70 points to be allowed to take the Final Exam. The student's Final Examination is deemed Passed, if he/she gets 60% of the total 30 points.

In case the student fails to overcome the minimum competency barrier of the Final Exam, he/she is allowed to re-take the examination. The student shall re-take the Final Examination within the period prescribe by the academic calendar no later than 5 days after announcement of the results of the Final Exam.

In case the student has 0-50 points in the Final Grade or fails to overcome the minimum competency barrier in any form of the evaluation (Midterm/Final Exams), he/she shall be given a Grade of "F-0".

Forms and methods of education

☒classes; ☒team work;☒seminar, discussion; ☒analysis, team/individual work;☒questions and answers;☒directed discussions;;☒free discussions;☒brainstorming;☒brain branching;☒role and situation play simulation;
☒practical classes; ☒ presentations;;☒research;☒working on the course work; ☒getting ready for midterm exam; final exam; planning;☒clinical intership;☒badside teaching prospect; ☒independent work;

Lecture – systemic and consecutive transfer of course related topics by verbal presentation, explaining topics or several issues. The process is interactive when dialogue is used and students are involved in the discussion of theoretical topics. The lectures are supported by presentations. Visual aids (eg.: atlases, posters, charts, etc.) and computer technologies are used during the lecture.

Seminar – in-depth study of the topics delivered at the lecture. A student or a group of students search for additional information, process it and prepare a presentation. At the seminars students present reports, discuss topics, make conclusions. The lecturer coordinates and directs the discussion.

Practical Training – understanding topics and issues discussed at the lecture; working with students by using atlases, posters, visual aids, practical tasks for better understanding of topics discussed at the lecture.

Discussion – collaborative exchange of ideas among a teacher and students or among students for the purpose of furthering students thinking, learning, problem solving, understanding or literary appreciation. Participants present multiple points of view, respond to the ideas of others, and reflect on their own ideas in an effort to build their knowledge, understanding or interpretation of the matter at hand. Discussions may occur among members of a small group, or a whole group and be teacher-led or student-led.

Debate – requires students work as individuals and as a team to research critical issues, prepare and present a logical argument, actively listen to various perspectives, differentiate between subjective and objective information, ask cogent questions, integrate relevant information, develop empathy and formulate their own opinions based on evidence.

Working in a group (collaboration) –students are divided into groups and are given different tasks. Group members work on them, discuss and communicate. The strategy promotes involvement of all students into educational process.

Action-oriented learning – bedside doctor-student-patient interaction. A student observes a patient's examination and management and then he/she performs the same; promotes development of practical and clinical skills.

Analysis – the ability to learn in depth any issue/topic. It helps to point out specific details, break down material into its constituent parts, identify parts, analyse relationships between parts and recognize the organizational principles involved. Within the framework of the programme it involves discussion of clinical cases - analysis of the result of physical, instrumental and laboratory examinations, differential diagnosis, determining diagnosis as well as appropriate treatment plan.

Synthesis –the ability to put parts together to form a new whole. It contributes to viewing problems as a whole. Learning outcomes in this area stress creative behaviors, with major emphasis on the formulation of new patterns or structure.

Explanatory method – (In case of necessity) Detailed descriptions of any theoretical material by using visual means.

Brainstorming – students are requested to express their views and ideas randomly without previous preparation over certain issues, later their views and ideas shall be grouped, reviewed and studied; the mentioned facilitates to development of creative thinking and analysis skills.

Verbal presentation – demonstration of knowledge of theoretical topics, discussion over specific issues in the form of narration or answering questions.

Demonstration of clinical skills – the lecturer evaluates the skills of patient's examination, analysis of the results, performance of differential diagnosis and determination of the diagnosis by the student. The skills are developed at the bedside under lecturer's supervision that takes at least one hour of practical training per day.

Role playing - assume the roles of a patient and a doctor and develop and demonstrate practical/clinical skills.

Presentation – a form of evaluation of the student's knowledge and competences gained during the course. It is prepared by a student or a group of students. The purpose of the task is to search for additional references and develop one's point of view in relation with the topic.

Problem Based Learning (PBL) - a learning method that uses a problem for acquiring new knowledge and integrating the process into the initial stage.

Cooperative learning (cooperative) is a teaching method where students of mixed levels of ability are arranged into groups and rewarded according to the group's success, rather than the success of an individual member.

Collaborative learning is an instructional method in which students' team work on an assignment together. In this method, students can produce individual parts of a larger assignment individually and then "assemble" the final work together, as a team.

Case study – interactive method of study designed for problem based study. It facilitates analytical and critical thinking and individual decision for conclusions; the lecturer discusses a case, students make thorough study of the issue and provide their summary/conclusion. A patient's case is discussed and diagnosis and principles of treatments based on the case history and examination results are determined

Quiz - written task – checking knowledge of covered theoretical topics and skills of integration of the knowledge. Helps to reproduce the previously studied topics and correlate them with the new knowledge.

Course work-in-depth analysis of a particular topic/issue. It requires reading and processing of additional literature and providing it in a written form. It enables students to develop a deeper knowledge, understanding, capabilities and attitudes of the course. It offers an opportunity to enhance the subject/field knowledge, capability to think critically and creatively and systematically integrate the knowledge; clearly present and discuss conclusions as well as the knowledge and arguments that form the basis for these findings in written and spoken English; understand ethical aspects of research work.

Doctor's assistance – helping the doctor during the treatment of the patient, during conducting of manipulations.

Test – a written work at the mid-term and a final exams; assessment of theoretical knowledge.

Persons involved in the Program of Medical Doctor	
--	--

One-stage Program of Medical Doctor in the English Language is carried out by:

- 5 professors
- 6 Associate Professors
- 3 Assistant Professors
- 39 invited specialists

For information on the persons involved in the programme see page 29.

Other resources of the Programme of Medical Doctor	
---	--

Along with internal University resources, leading medical institutions are participants of the programme.

The cooperation between the institutions in the medical sphere is limited to the one-stage Program of Medical Doctor in the English Language offered by the Caucasus University and envisages the following:

- Sharing knowledge and experience in clinical, educational and research components;
- Organizing and conducting clinical lectures and practical courses for the students;
- Promoting professional awareness;
- Giving an opportunity of internship;
- Carrying out joint research;
- Organizing joint conferences and academic meetings of various kinds.

Students of the one-stage Educational Program of Medical Doctor in the English Language will have an opportunity to use educational clinical bases and/or laboratories.

Within the framework of the programme the University has signed memoranda of cooperation with the following clinics and laboratories:

- Scientific-Research Institute of Clinical Medicine - Fridon Todua Medical Center, Ltd;
- Neolab, Ltd;
- Center for Mental Health and Prevention of Drug Abuse;
- The National Center for Tuberculosis and Lung Diseases;
- Scientific-Research Institute of Clinical Medicine;
- The National Center for Ear, Nose and Throat Diseases (Otorhinolaryngology), Djaparidze-Kevanishvili's Clinic;
- K. Eristavi National Center of Experimental and Clinical Surgery;
- Tbilisi Oncological Dispensary, Ltd;
- Davit Tatishvili Medical Center;
- Ltd. New Hospitals;
- "Curatio", LTD;
- Unimed Kakheti, Children's New Clinic;
- MMT Hospital;
- Medical Center Inova;
- Tbilisi Heart Center;
- Clinic Enmedic;
- Scientific/Research Institute of Dermatology and Venerology;
- Clinic "Open Heart";
- "Universal Medical Center"
- Children's Infectious Diseases Hospital, LTD
- Clinics Development Company, LTD;
- Academician Nikoloz Kipshidze Central University Clinic;
- "Critical Care Medicine Institute".

--

Material-Technical base	
<p>Within the Framework of the Programme on the basis of the University there are two laboratories: Clinical Skills and Histology/Anatomical Pathology; within the framework of the Memorandum of Cooperation, Clinic NeoLab offers opportunity of using its Microbiological Laboratory. All the labs are fully equipped. Both of the labs in the University have natural and artificial light supply; The lab of clinical skills is equipped with moulages, simulators and medical equipment of various kinds.</p> <p>The laboratory of Histology/Anatomic Pathology is equipped with microscopes and other necessary preparations. The library operates electronic base of all the books needed for successful operation of the programme as well as hard copies of the books required. For demonstration of the educational programmes prescribed by the programme, there are atlases in Anatomy, Histology and Anatomic Pathology.</p>	

Financial Support of the Programme	
<p>The budget of the one-stage program of Medical Doctor is focused on the programme development and continuous improvement. The budget includes costs for investments and students' insurance as well as funds for the programme development, which includes costs for international integration of the School and human resources development (see the Programme Budget).</p>	

Curriculum	<input checked="" type="checkbox"/> attached <input type="checkbox"/> not attached
Syllabi	<input checked="" type="checkbox"/> attached <input type="checkbox"/> not attached

Teaching plan of the Medical Doctors' educational programme

[illegible]

№	Code of the Course	Prerecuisits	Course\ Module	Teaching year												ECTS
				I		II		III		IV		V		VI		
				ECTS												
				I Semester	II Semester	III Semester	IV Semester	V Semester	VI Semester	VII Semester	VIII Semester	IX Semester	X Semester	XI Semester	XII Semester	
9.		3	Medical Biophisics		4											
10.		-	Clinical Skills I		4											
11.		4	Foreignn Language II		4											
					30											
12.		1,2	Body systems Structure III Anatomy, Histology, Physiology, Biochemistry (Gastro-intestinal, Endocrine system)			10										
13.		-	Research Skills/Methods I			3										
14.		-	Biostatistics			4										
15.		10	Clinical Skills II			3										
16.		-	General Higiene			3										
17.		-	Bihevioral Sciences/Medical Ethics			4										
			Elective Course 1													
18.			History of Medicine			3										
19.			Basics of Psichology													
						30										

№	Code of the Course	Prerecuisits	Course\ Module	Teaching year												ECTS
				I		II		III		IV		V		VI		
				ECTS												
				I Semester	II Semester	III Semester	IV Semester	V Semester	VI Semester	VII Semester	VIII Semester	IX Semester	X Semester	XI Semester	XII Semester	
20.		1,2	Body systems IV Anatomy, Histology, Physiology, Biochemistry (Urine & Reproductive system)				8									
21.		1,2	Body systems V Anatomy, Histology, Physiology, Biochemistry (Special sense organs)				4									
22.		3	Microbiology, Virology I				4									
23.		-	Helth Care and Health managmnet				4									
24.		3	Immunology				4									
25.		13	Research Skills/Methods II				3									
			Elective Course II													
26.			Academic Writing				3									
27.			Sociology													
							30									
28.		22	Microbiology, Virology II					4								
29.		7,8,12,20,21	Clinical Anatomy					5								
30.		7,8,12,20,21	Pathology I					6								

№	Code of the Course	Prerequisits	Course\ Module	Teaching year												ECTS
				I		II		III		IV		V		VI		
				ECTS												
				I Semester	II Semester	III Semester	IV Semester	V Semester	VI Semester	VII Semester	VIII Semester	IX Semester	X Semester	XI Semester	XII Semester	
31.		2,7,8, 12,20,21	Basic Pharmacology I					4								
32.		7,8,12,20,21	Introduction to Internal Medicine I					5								
33.		7,8,12,20,21	General Surgery I					4								
			Elective Course III													
34.			<i>Nutrition</i>					2								
35.			<i>Medical Low</i>													
								30								
36.		31	Basic Pharmacology II						4							
37.		28	Parasitology						4							
38.		30	Pathology II						7							
39.		32	Introduction to Internal Medicine II						5							
40.		33	General Surgery II						4							
41.		32	Introduction to Pediatrics						3							
			Elective Course IV													
42.		-	<i>Principles of Demography</i>													

№	Code of the Course	Prerecuisits	Course\ Module	Teaching year												ECTS	
				I	II		III	IV	V		VI						
				ECTS													
				I Semester	II Semester	III Semester	IV Semester	V Semester	VI Semester	VII Semester	VIII Semester	IX Semester	X Semester	XI Semester	XII Semester		
43.		-	<i>Hospital Management</i>						3								
									30								
44.		40	<i>Surgery I</i> – Urgent Surgery							5							
45.		32, 38	Dermatovenereology							4							
46.		32, 40	Otorhinolaringology							4							
47.		32	Basics of Radiology							3							
48.		23	Epidemiology and evidence based medicine							3							
49.		32	Neurology							5							
			<i>Internal Medicine I</i> – 6 cr.														
50.		32	Cardiology							3							
51.		32	Tuberculosis							3							
										30							
			<i>Surgery II</i> - 6 cr.														
52.		33	- Traumatology and Orthopedics									6					
			<i>Internal Medicine II</i> – 6 cr.														

№	Code of the Course	Prerecuits	Course\ Module	Teaching year												ECTS
				I		II		III		IV		V		VI		
				ECTS												
				I Semester	II Semester	III Semester	IV Semester	V Semester	VI Semester	VII Semester	VIII Semester	IX Semester	X Semester	XI Semester	XII Semester	
53.		32	Gastroenterology								3					
54.		32	Hematology								3					
55.		41	Pediatrics I (Neonatology)								4					
56.		24, 28, 32	Infectious Diseases								7					
57.		39	Ginecology								7					
											30					
58.		33	Obstetrics									7				
59.		32, 49	Psichiatty									5				
			<i>Internal Medicine III – 9 cr.</i>													
60.		24, 32	- Rheumatology									4				
61.		32	- Endocrinology & Metaboloc dysorders									5				
62.		33	Urology									5				
63.		55	Pediatrics II									4				
												30				
64.		32, 49	Neurosurgery										4			

№	Code of the Course	Prerecuits	Course\ Module	Teaching year												ECTS
				I		II		III		IV		V		VI		
				ECTS												
				I Semester	II Semester	III Semester	IV Semester	V Semester	VI Semester	VII Semester	VIII Semester	IX Semester	X Semester	XI Semester	XII Semester	
65.		40, 41	Pediatric Surgery										5			
66.		32, 38	Critical Care & Emergency Medicine										6			
67.		38	Forensic Medicine										5			
68.		32	Ophthalmology										4			
69.		24, 32	Allergology & Clinical Immunology										6			
													30			
70.		47, 58	Oncology											4		
71.		47	Clinical Radiology											4		
72.		32,36, 40	Anesthesiology and Intensive Care											5		
73.		15, 39, 50, 51, 53, 54, 60, 61,	Clinial ClerkSip I											6		
74.		41, 56	Child Infectious Disease											4		
75.		44, 50, 51, 52, 53, 54, 60, 63	<i>Medical Rehabilitation and sport medicie</i>											4		
			<i>Elective Course V</i>													
76.		50	<i>Interventional Cardiology</i>													

№	Code of the Course	Prerecuits	Course\ Module	Teaching year												ECTS	
				I		II		III		IV		V		VI			
				ECTS													
				I Semester	II Semester	III Semester	IV Semester	V Semester	VI Semester	VII Semester	VIII Semester	IX Semester	X Semester	XI Semester	XII Semester		
77.		36, 49	<i>Pain management</i>												3		
															30		
78.		32, 50, 51, 53, 54, 60, 61	Syndrom based diagnostics													6	
79.		32	Family Medicine													4	
80.		32	Geriatry													3	
81.		44, 57, 58,	Clinial ClerkSip II													8	
82.		32, 36	Clinical Pharmacology													5	
83.		25, 48	Course work													4	
																30	
ECTS			In Semester	30	30	30	30	30	30	30	30	30	30	30	30	30	
			In Year	60		60		60		60		60		60			
			Number of courses/modules in Year	11		16		16		14		12		14			

Note :

Learning process in the I-VI semesters is based on regular weekly classes ; During the VII-XII semesters – based on clinical rotations;

Note: Student can accumulate 10 free credits instead of electives envisaged by the programme.

Learning process in the I-VI semesters is regular weekly classess ; During the VII-XII semesters – based on clinical rotations; Note: Student can accumulate 10 free credits instead of electives envisaged in the programme.

Calculation of the hours for Medical Doctors” educational programme

No	Course	ECTS Credits\ hr/	Lecture	Seminar	Practical work	Midterm and Final exam (hr.)	Independent work, preparing for the exams at cet	Prerevizits
1.	Introduction in body systems Srtucture (musculo-skeletal system) Anatomy, Histology	7/175	14/14		28/28/	5	86	-
2.	Introduction in body function (Medical Physiology, Biochemistry)	7/175	14/14		28/28/	5	86	-
3.	Cell & Molecular Biology and Human Genetic	6/150	28		28	5	89	-
4.	Foreighn Language I	4/100		42		5	53	-
5.	First Aid	3/75	-		28	5	42	-
6.	Communication Skills in Medicine	3/75	14		14	5	42	-
7.	Body systems structurae I Anatomy, Histology, Physiology, Biochemistry (Nervous System)	9/225	10/10 /10/5		18/18/ 32/9	5	108	1, 2
8.	Body systems structurae II 2 Anatomy, Histology, Physiology, Biochemistry (Respiratory & Cardio-vascular system)	9/225	8/8/8/8		20/20/ 20/20	5	108	1,2
9.	Medical Biophisics	4/100	14		14	5	67	3
10.	Clinical Skills I	4/100			42	5	53	-
11.	Foreighn Language II	4/100		42		5	53	4
12.	Body systems III Anatomy, Histology, Physiology, Biochemistry (Gastro-intestinal, Endocrine system)	10/250	6/6/6/6		15/15/ 15/15	5	161	1,2
13.	Research Skills/Methods I	3/75	5		28	5	37	-
14.	Biostatistics	4/100	12		30	5	53	-
15.	Clinical Skills II	3/75			28	5	42	10
16.	General Higiene	3/75	14		14	5	42	-
17.	Bihevioral Sciences/Medical Ethics	4/100	12		30	5	53	-
	Elective Course 1							
18.	<i>History of Medicine</i>	3/75			28	5	42	-
19.	<i>Basics of Sichology</i>				28	5	42	-
20.	Body systems IV Anatomy, Histology, Physiology, Biochemistry (Urine & Reproductive system)	8/200	5/5/5/5		9/9/9/9	5	139	1,2
21.	Body systems V Anatomy, Histology, Physiology, Biochemistry (Special sense organs)	4/100	3/3/2/2/		5/5/4/4	5	67	1,2

22.	Microbiology, Virology I	4/100	14		28	5	53	3
23.	Health Care and Health management	4/100	14		28	5	53	-
24.	Immunology	4/100	14		28	5	53	3
25.	Research Skills/Methods II	3/75	5		28	5	37	13
	Elective Course II							
26.	<i>Academic Writing</i>	3/75		28		5	42	-
27.	<i>Sociology</i>			28		5	42	-
28.	Microbiology, Virology II	4/100	14		28	5	53	22
29.	Clinical Anatomy	5/125	14		28	5	78	7,8,12,20,21
30.	Pathology I	6/150	14		42	5	89	7,8,12,20,21
31.	Basic Pharmacology I	4/100	14		28	5	53	2,7,8,12,20,21
32.	Introduction to Internal Medicine I	5/125	14		28	5	78	7,8,12,20,21
33.	General Surgery I	4/100	14		28	5	53	7,8,12,20,21
	Elective Course III							
34.	<i>Nutrition</i>	2/50	5		14	5	26	-
35.	<i>Medical Law</i>		5		14	5	26	-
36.	Basic Pharmacology II	4/100	14		28	5	53	31
37.	Parasitology	4/100	14		28	5	53	28
38.	Pathology II	7/175	28		28	5	114	30
39.	Introduction to Internal Medicine II	5/125	14		28	5	78	32
40.	General Surgery II	4/100	14		28	5	53	33
41.	Introduction to Pediatrics	3/75	10		28	5	32	32
	Elective Course IV							
42.	<i>Principles of Demography</i>	3/75	4		14	5	52	-
43.	<i>Hospital Management</i>		4		14	5	52	-
44.	<i>Surgery I</i> – Urgent Surgery	5/125	15		30	5	75	40
45.	Dermatovenereology	4/100	10		30	5	55	32, 38
46.	Otorhinolaryngology	4/100	10		30	5	55	32, 40
47.	Basics of Radiology	3/75	10		20	5	40	32
48.	Epidemiology and evidence based medicine	3/75	10		20	5	40	23
49.	Neurology	5/125	15		45	5	60	32
	<i>Internal Medicine I – 6 cr.</i>							
50.	- Cardiology	3/75	10		20	5	40	32
51.	- Tuberculosis	3/75	10		20	5	40	32
	<i>Surgery II - 6 cr.</i>							
52.	- Traumatology and Orthopedics	6/150	15		30	5	100	33
	<i>Internal Medicine II – 6 cr.</i>							
53.	- Gastroenterology	3/75	10		20	5	40	32
54.	- Hematology	3/75	5		10	5	55	32
55.	Pediatrics I (Neonatology)	4/100	10		30	5	55	41
56.	Infectious Diseases	7/175	15		45	5	110	24, 28, 32
57.	Gynecology	7/175	30		30	5	110	39

58.	Obstetrics	7/175	30		30	5	110	33
59.	Psychiatry	5/125	15		30	5	75	32, 49
	Internal Medicine III – 9 cr.							
60.	- Rheumatology	4/100	10		30	5	55	24, 32
61.	- Endocrinology & Metaboloc disorders	5/125	10		30	5	80	32
62.	Urology	5/125	10		30	5	80	33
63.	Pediatrics II	4/100	10		30	5	55	55
64.	Neurosurgery	4/100	10		30	5	55	32, 49
65.	Pediatric Surgery	5/125	10		20	5	90	40, 41
66.	Critical Care & Emergency Medicine	6/150	15		30	5	100	32, 38
67.	Forensic Medicine	5/125	10		30	5	80	38
68.	Ophthalmology	4/100	10		30	5	55	39
69.	Allergology & Clinical Immunology	6/150	15		30	5	100	24, 32
70.	Oncology	4/100	10		30	5	55	47, 58
71.	Clinical Radiology	4/100	10		30	5	55	47
72.	Anesthesiology and Intensive Care	5/125	15		30	5	75	32,36, 40
73.	Clinical Clerkship I	6/150			90	5	55	15, 39, 50, 51, 53, 54, 60, 61,
74.	Child Infectious Disease	4/100	10		30	5	55	41, 56
75.	<i>Medical Rehabilitation and sport medicie</i>	4/100	10		30	5	55	44, 50, 51, 52, 53, 54, 60, 63
	Elective Course V							
76.	<i>Interventional Cardiology</i>	3/75	5		15	5	50	50
77.	<i>Pain management</i>		5		15	5	50	36, 49
78.	Syndrom based diagnostics	6/150	10		30	5	105	32, 50, 51, 53, 54, 60, 61
79.	Family Medicine	4/100	10		30	5	55	32
80.	Geriatry	3/75	5		15	5	50	32
81.	Clinical Clerkship II	8/200			120	5	75	44, 57, 58,
82.	Clinical Pharmacology	5/125	10		30	5	80	32, 36
83.	Course work	4/100		20		5	75	25, 48

Map of Competences

№	Code of the Course	Course/Module	Knowledge and Understanding	Applying knowledge in the practice	Making judgment	Communication skills	Learning skills	Values
1.		Introduction to the body systems Structure (musculo-skeletal system) Anatomy, Histology	X	X	X	X	X	
2.		Introduction to the body function (Medical Physiology, Biochemistry)	X	X	X	X	X	
3.		Cell & Molecular Biology and Human Genetics	X	X	X	X	X	
4.		Foreign Language I	X	X		X	X	X
5.		First Aid	X	X		X	X	X
6.		Communication Skills in Medicine	X	X		X	X	X
7.		Body systems structure I Anatomy, Histology, Physiology, Biochemistry (Nervous System)	X	X	X	X	X	
8.		Body systems structure II 2 Anatomy, Histology, Physiology, Biochemistry (Respiratory & Cardio-vascular system)	X	X	X	X	X	
9.		Medical Biophysics	X	X	X	X	X	
10.		Clinical Skills I	X	X	X	X	X	X
11.		Foreign Language II	X	X		X	X	X
12.		Body systems III Anatomy, Histology, Physiology, Biochemistry (Gastro-intestinal, Endocrine system)	X	X	X	X	X	
13.		Research Skills/Methods I	X	X	X	X	X	X
14.		Biostatistics	X	X	X	X	X	X
15.		Clinical Skills II	X	X	X	X	X	X
16.		General Hygiene	X	X			X	X
17.		Bibehavioral Sciences/Medical Ethics	X	X		X	X	X
18.		<i>History of Medicine</i>	X	X		X		
19.		<i>Basics of Psychology</i>	X	X		X	X	X
20.		Body systems IV Anatomy, Histology, Physiology, Biochemistry (Urine & Reproductive system)	X	X	X	X	X	

№	Code of the Course	Course/Module	Knowledge and Understanding	Applying knowledge in the practice	Making judgment	Communication skills	Learning skills	Values
21.		Body systems V Anatomy, Histology, Physiology, Biochemistry (Special sense organs)	X	X	X	X	X	
22.		Microbiology, Virology I	X	X	X	X	X	
23.		Health Care and Health management	X	X	X	X	X	X
24.		Immunology	X	X	X	X	X	
25.		Research Skills/Methods II	X	X	X	X	X	X
26.		<i>Academic Writing</i>	X	X	X			X
27.		<i>Sociology</i>	X	X	X	X	X	
28.		Microbiology, Virology II						
29.		Clinical Anatomy	X	X	X	X	X	X
30.		Pathology I	X	X	X	X	X	
31.		Basic Pharmacology I	X	X	X	X	X	X
32.		Introduction to Internal Medicine I	X	X	X	X	X	X
33.		General Surgery I	X	X	X	X	X	X
34.		<i>Nutrition</i>	X	X	X	X		X
35.		<i>Medical Law</i>						
36.		Basic Pharmacology II	X	X	X	X	X	X
37.		Parasitology	X	X	X	X	X	
38.		Pathology II	X	X	X	X	X	
39.		Introduction to Internal Medicine II	X	X	X	X	X	X
40.		General Surgery II	X	X	X	X	X	X
41.		Introduction to Pediatrics	X	X	X	X	X	X
42.		<i>Principles of Demography</i>	X	X	X	X	X	
43.		<i>Hospital Management</i>	X	X	X	X	X	X
44.		<i>Surgery I</i> – Urgent Surgery	X	X	X	X		X
45.		Dermatovenereology	X	X	X	X	X	X
46.		Otorhinolaryngology	X	X	X	X	X	
47.		Basics of Radiology	X	X	X	X	X	X

№	Code of the Course	Course/Module	Knowledge and Understanding	Applying knowledge in the practice	Making judgment	Communication skills	Learning skills	Values
48.		Epidemiology and evidence based medicine	X	X	X	X		X
49.		Neurology	X	X	X	X		
50.		Cardiology	X	X	X	X	X	X
51.		Tuberculosis	X	X	X	X		
52.		Traumatology and Orthopedics	X	X	X	X	X	X
53.		Gastroenterology	X	X	X	X	X	X
54.		Hematology	X	X	X	X	X	X
55.		Pediatrics I (Neonatology)	X	X		X	X	X
56.		Infectious Diseases	X	X	X	X	X	
57.		Gynecology	X	X	X	X		
58.		Obstetrics	X	X	X	X	X	X
59.		Psychiatry	X	X	X	X	X	X
60.		Rheumatology	X	X	X	X	X	X
61.		Endocrinology & Metabolic disorders	X	X	X	X	X	X
62.		Urology	X	X	X	X	X	X
63.		Pediatrics II	X	X	X	X	X	X
64.		Neurosurgery	X	X	X	X	X	X
65.		Pediatric Surgery	X	X	X	X	X	X
66.		Critical Care & Emergency Medicine	X	X	X	X		
67.		Forensic Medicine	X	X	X	X	X	
68.		Ophthalmology	X	X	X	X	X	X
69.		Allergology & Clinical Immunology	X	X	X	X	X	X
70.		Oncology	X	X	X	X	X	X
71.		Clinical Radiology	X	X	X	X	X	
72.		Anesthesiology and Intensive Care	X	X	X	X	X	X
73.		Clinical Clerkship I	X	X	X	X		
74.		Child Infectious Disease	X	X	X	X	X	X
75.		<i>Medical Rehabilitation and sport medicine</i>	X	X	X	X	X	

No	Code of the Course	Course/Module	Knowledge and Understanding	Applying knowledge in the practice	Making judgment	Communication skills	Learning skills	Values
76.		<i>Interventional Cardiology</i>	X	X	X	X	X	
77.		<i>Pain management</i>	X	X	X	X	X	X
78.		Syndrom based diagnostics	X	X	X	X		
79.		Family Medicine	X	X	X	X	X	X
80.		Geriatry	X	X	X	X	X	
81.		Clinical ClerkSip II	X	X	X	X	X	X
82.		Clinical Pharmacology	X	X	X	X	X	
83.		Course work	X	X	X	X	X	X

Medical Doctors' Educational Programme
Academic Staff/Invited Lecturers

№	Name, Surname	Status	Course/Module
1	Giorgi Tsivtsivadze	Professor	Basic Radiology; Clinical Radiology.
2	Giorgi Kamkamidze	Professor	Microbiology, Virology I; Microbiology, Virology II; Imunology; Biostatistics; Allergology and Clinical Imunology.
3	Giorgi Megrelishvili	Professor	General Surgery I; General Surgery II; Surgery I – Urgent Surgery. Clinical Clerkship II
4	Mamuka Nemsadze	Professor	Obstetrics; Gynecology. Clinical Clerkship II
5	Tengiz Verulava	Professor (Affiliated)	Health and Health Care, Hospital Management; Clinical Clerkship I
5	Dudana Gachechiladze	Associate Professor	Basic Radiology.
6	Tamar Rukhadze	Associate Professor	Oncology; Pain Management.
7	Nona Kakauridze	Associate Professor	Introduction to Internal Medicine I ; Introduction to Internal Medicine II; Syndrom Based Diagnostics; Geriatry.
8	Maia Butsashvili	Associate Professor	Infectious Diseases; Child Infectious Diseases;

			Epidemiology and Evidence based Medicine
9	Mamuka Mtchedlidze	Associate Professor	Urology
10	Olia Rcheulishvili	Associate Professor	Medical Biophysics
11	Irina Tsirqvadze	Assistant Professor	Clinical Skills I; Clinical Skills II; First Aid; Critical Care and Emergency Medicine.
12	Irakli Davitaia	Assistant Professor	Pediatric Surgery
13	Nato Tchlikadze	Assistant	Anatomy
14	Salome Khubulava	Assistant	Histology; Nutrition.
15	Maia Kajaia	Assistant	Parasitology
16	Tornike Gakhokidze	Invited Lecturer	Physiology; Pathology I; Pathology II; Basic Pharmacology I; Basic Pharmacology II.
17	Natia Jojua	Invited Lecturer	Biochemistry
18	Iamze Machabeli	Invited Lecturer	Biochemistry/Anatomy
19	Khatuna Vashakmadze	Invited Lecturer	Cell & Molecular Biology and Human Genetic
20	Eka Kutateladze	Invited Lecturer	Foreign Language I; Foreign Language II (Georgian)
21	Tinatin Kighuradze	Invited Lecturer	Foreign Language I; Foreign Language II (Georgian)
22	Tinatin Dzotsenidze	Invited Lecturer	Foreign Language I; Foreign Language II (German)
23	Lela Abdushelishvili	Invited Lecturer	Communication Skills in Medicine
24	Nata Javakhishvili	Invited Lecturer	Research Skills/Methods I; Research Skills/Methods II
25	Ketevan Stvilia	Invited Lecturer	General Hygiene
26	Givi Javashvili NaTia kakhetelidze	Invited Lecturer Assistant Professor	Behavioral Sciences/Medical Ethics; Medical Law

27	Eka Sanikidze	Invited Lecturer	History of Medicine; Tuberculosis; Introduction to Internal Medicine I; Introduction to Internal Medicine II; Syndrom based Diagnostics
28	Nana Vashakidze	Invited Lecturer	Psychology
29	Nino Odishelidze	Invited Lecturer	Biochemistry
30	Nona Popiashvili	Invited Lecturer	Academic Writing
31	Tekla Jamrulidze	Invited Lecturer	Sociology
32	Nino Inauri	Invited Lecturer	Clinical Anatomy
33	Shorena Tsiklauri	Invited Lecturer	Principles of Demography
34	David Eliauri	Invited Lecturer	Neurology
35	Nino Lortkipanidze	Invited Lecturer	Dermatovenereology
36	Nato Nakudashvili	Invited Lecturer	Otorinolaringology
37	Ketevan Ugulava	Invited Lecturer	Neurology
38	Archil Chukhrukidze	Invited Lecturer	Cardiology; Interventional Cardiology
39	Gia Tchelidze	Invited Lecturer	Traumatology and Orthopedics
40	Gocha Barbaqadze	Invited Lecturer	Gastroenterology
41	Levan Makhaldiani	Invited Lecturer	Hematology
42	Davit Tsintsadze	Invited Lecturer	Psychiatry
43	Mamuka Lortqipanidze	Invited Lecturer	Reumatology
44	Nino Tsiskarishvili	Invited Lecturer	Reumatology
45	Ketevan Khitarishvili	Invited Lecturer	Endocrinology & Metaboloc disorders
46	Mamuka Gventsadze	Invited Lecturer	Neurosurgery
47	Davit Grigolia	Invited Lecturer	Forensic Medicine
48	Tea Abramia	Invited Lecturer	Ophthalmology
49	Nikoloz Kachibaia	Invited Lecturer	Anesthesiology and Intensive Care

50	Ana Tchokhonelidze	Invited Lecturer	Clinical Pharmacology
51	Tea Adamia	Invited Lecturer	Medical Rehabilitation and Sport Medicine
52	Marina Shikhashvili	Invited Lecturer	Family Medicine
53	Ketevan Barabadze	Invited Lecturer	Introduction to Pediatrics; Pediatrics I (Neonatology); Pediatrics II Clinical Clerkship I