**Catalogue of Educational Programs at the Faculty of Medicine**

**Educational Program of Medical Doctor**

*Recent changes made to the program*

*are discussed at the session of the faculty council:*

*Protocol No. მ11-23, 06.09.2023*

*Approved by the decision of the Governing Board:*

*Resolution No. 26, 14.09.2023*

**Education level:** One-cycle educational program

**Instruction language:** Georgian

**Type of educational program:** academic, basic

**Detailed field name and code:** 0912 Medicine

**Awarded qualification:** Medical Doctor (MD)

**Duration of studying:** 6 years (12 semesters)

**Educational program volume:** 360 ECTS

**Head(s) of the educational program:**

Zaza Avaliani, Prof. Dr. Email: [avaliani.zaza@eu.edu.ge](mailto:avaliani.zaza@eu.edu.ge)

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**Relevance of the program**

Medical work is the most important direction of the health care field, which is related to the maintenance and improvement of human health. Safety of patients remains one of the urgent problems of modern medicine, therefore training of highly qualified personnel is our primary task. Patient safety is one of the urgent problems of modern medicine.Accordingly, the use of modern methods of prevention and treatment is relevant today, for which the presence of highly qualified personnel is necessary, since the current market of medical personnel suffers from a shortage of relevant specialists. Modern, rapidly developing high-tech research and treatment facilities and rapidly updating medical knowledge lead to an increase in the number of pathologies detected at the initial stage of the disease and the average life expectancy of the population.

"The relevance of the graduate medical program is increased by the existence of a well-functioning health care system at the state level." The COVID pandemic has created new challenges for the health sector and highlighted weaknesses in effective health management. In many cases, the specialists employed in medical facilities and rehabilitation centers lack modern knowledge and experience, which affects the qualified service and quality of the patient accordingly. The problem can be solved only by raising the quality of teaching at the appropriate level of academic education and implementing educational programs corresponding to the market demand.

**Prerequisites for admission to the program**

The following will be admitted to the one-cycle educational program of a medical doctor:

A person with a document confirming complete general education or equivalent, who will be entitled to study at a European university based on the ranking of the coefficients of points obtained in the unified national exams.

To enroll in the program, the entrant must pass the following subjects:

a) Georgian language and literature, English language/Russian language/French language/German language, Biology.

b) One of the following subjects: Chemistry/Mathematics/Physics. The number of places reserved for subjects should not be less than 30% of the places announced on the program. The exact percentage distribution will be decided by the head of the program before the announcement of seats.

**The persons will get the right to study on the program without passing the unified national exams as follows:**

On the basis of Order No. 224/N “on the approval of the procedure for submission and review of documents by students/ Entrants/candidates for master's degrees/students with the right to study without passing unified national exams/universal master's degree exams at a higher educational institution” of the Minister of Education and Science of Georgia dated December 29, 2011 ,they have the right to enroll in the university without passing the unified national exams. The mentioned persons are obliged to confirm the B2 level of the Georgian language in accordance with the "Rule for determining the language competence of a European University student".

**The following will also be admitted to the program:**

Students enrolled by the rule of mobility in accordance of Order No. 10/N dated February 4, 2010 "On approval of the procedure and fees for transferring from a higher educational institution to another higher educational institution" of the Minister of Education and Science of Georgia.

**Goals of Program**

One-cycle educational program of a medical doctor aims to train a competitive specialist in accordance with modern international standards, who: possesses the theoretical knowledge and practical skills required for professional activity (1); is guided by the principles of evidence-based medicine (2); uses research and communication skills (3); shares ethics norms and principles (4); develops professionally in a constantly changing environment (5).

**Learning Outcomes**

|  |  |
| --- | --- |
| **1. Sectoral knowledge** | * In-depth knowledge of biomedical, behavioral, clinical and social disciplines; * Describes the principles of diagnosis and treatment; * Describes health promotion and disease prevention; * Describes the ethical and legal principles of medical practice; * Analyzes the role of the doctor in the healthcare system. |
| **2. Consultation for the patient** | * Collects anamnesis; * Conducts a physical examination; * Evaluates the patient's psycho-emotional status; * Makes valid clinical decisions; * Gives advice and explanations to patients, supports them. |
| **3. Clinical case evaluation, examination appointment, differential diagnosis, disease management plan discussion** | * Evaluates the complexity of the clinical manifestation of the disease, identifies them; * Appoints appropriate tests, interprets the results; * Carries out differential diagnosis; * Discusses the disease management plan with patients and their caregivers; * Establishes a management plan for the patient's condition, in collaboration with the patient and his environment; * Takes care of terminally ill patients and their surroundings; * Manages chronic diseases. |
| **4. Providing assistance during an emergency medical situation (first aid and resuscitation measures)** | * Recognizes and assesses emergency medical conditions; * Provides basic first aid, taking into account age characteristics (children, elderly); * Implements basic life-sustaining measures in accordance with current guidelines; * Conducts extended life-sustaining measures in accordance with current guidelines; * Treats injuries according to current guidelines. |
| **5. Prescribing medicines** | * Prescribes medications clearly and correctly, taking into account the patient's age; * Selects drugs according to the clinical context; * Evaluates the appropriateness of medications and other treatments based on potential benefits and risks; * Manages pain and distress; * Analyzes drug compatibility and interactions when prescribing treatment. |
| **6. Carrying out practical procedures** | * Evaluates vital signs: pulse, breathing, temperature; * Measures pressure; * Measures saturation; * Washes his/her hands correctly; wears gloves correctly; * Performs venipuncture of the peripheral vein (using a simulator); * Performs peripheral vein catheterization (using a simulator); * Administers medication into a vein through an infusion device (using a simulator) * Injects under the skin and/or into the muscle (using a simulator or on the patient, under supervision); * Supplies oxygen; * Describes patient transportation and handling techniques; * Makes stitches (using a simulator); * Treats the wound and applies a bandage; * Performs bladder catheterization (using a simulator); * Describes the technique of taking urine analysis; * Makes an electrocardiogram; * Interprets the electrocardiogram; * Conducts functional tests of the respiratory system; * Uses inhalation drugs correctly. |
| **7. Effective communication in a medical contex** | * Effectively establishes communication with the patient; * Effectively establishes communication with colleagues; * Communicates effectively when informing bad news; * Effectively establishes communication with the patient's surroundings; * Communicates effectively with persons with disabilities; * Communicates effectively in order to obtain informed consent; * Conducts written communication (including medical record keeping); * Copes with aggressive and conflict situations through appropriate communication; * Communicates effectively with patients through a support person; * Establishes proper communication with law enforcement bodies and mass media as it’s required; * Establishes communication with any person, regardless of his/her social, cultural, religious and ethnic affiliation. |
| **8. Application of ethical and legal principles in medical practice** | * Protects privacy; * Uses ethical principles and analytical skills within the treatment; * Obtains informed consent if necessary and makes a corresponding record; * Issues a Death Certificate; * In the cases provided for by the legislation of Georgia, requests an autopsy; * Applies the applicable norms of Georgian and international legislation within the treatment; * Effectively conducts medical activities in a multicultural society. |
| **9. Assessment of psychological and social aspects related to the patient's illness** | * Evaluates the psychological factors of the manifestation of the disease and its impact on the patient; * Evaluates the social factors of the manifestation of the disease and its impact on the patient; * Determines stress related to the disease; * Determines drug and alcohol addiction. |
| **10. Application of principles, skills and knowledge of evidence-based medicine** | * Uses evidence in medical activities; * Defines and conducts literary research correctly; * Critically evaluates the published literature. Draws conclusions correctly and uses them in practical activities. |
| **11. Use of the latest information and information technologies in the medical context** | * Properly produces clinical records and keeps them in complete form; * Uses information technologies within the scope of medical practice; * Searches for specific information resources; * Stores information and uses it properly; * Maintains and uses personal records appropriately. |
| **12. Application of principles, methods and knowledge of scientific activity in medical practice and research** | * Appropriately uses the methodology of scientific research production; * Develops a research design, plans in detail, processes the obtained results and draws conclusions; * Uses the achievements of biomedical sciences in practical activities; * Writes reviews/reports at the academic level based on a critical analysis of the existing scientific literature in the biomedical field; * Uses ethical principles of scientific research. |
| **13. Implementation of health promotion measures, involvement in public health issues, effective work in the health care system** | * Chooses treatment with minimal risk of harm to the patient; * Takes appropriate measures to prevent the spread of infection; * Adequately evaluates own health problems in relation to professional duties; * Analyzes the importance of engagement in health promotion activities at the individual and population level. |
| **14.**  **Professionalism** | General characteristics of professionalism as follows:  Keeps the principles of impartiality, integrity and ethics;   * Carries out medical activities with appropriate quality; * Expresses a critical and self-critical attitude, accepts criticism; * Expresses empathy (sympathy); * Shows creativity; * Shows initiative, expresses desire for success; * Demonstrates the ability to constantly update knowledge; * Demonstrates interpersonal skills; * Demonstrates ability to work in a group.   Professionalism in activity:   * Analyzes the limits of one's abilities, asks for help (as it is required); * Demonstrates leadership skills; * acts independently as it is required; * Solves problems; * Makes decisions; * Works in a multidisciplinary team; * Establishes communication with experts of other disciplines; * Adapts to new situations; * Plans and manages organizational processes, effectively manages time.   Doctor as an expert:   * Analyzes and draws a conclusion; * Demonstrates learning and teaching skills; * Demonstrates knowledge in practical activities; * Demonstrates scientific-research skills;   A doctor in a global context:   * Has the ability to work in a multicultural society and understand their diversity; * Demonstrates respect for the culture of other countries and its related features; * Works with international context in mind; * Owns a second language; * Has general knowledge beyond the medical field. |

**Volume and Structure of the Program**

The program is made on the basis of the European Credit Transfer System (ECTS), is student-centered, and is based on the student's academic load required to achieve the goals of the educational program.

The duration of the program is 6 academic years or 12 semesters and includes 360 credits (10800 hours in total).

1 credit includes 30 astronomical hours.

A credit in a unit of time (hours) reflects the volume of work required by the student to master the relevant study course of the program and to achieve the learning outcomes. Credit includes contact and independent work hours.

During the semester, the student must complete 30 credits (30 credits = 900 hours), and 60 credits per year, however, the student's annual study load can be determined by more than 60 credits. Within the established duration of the program, the total number of credits added above 60 does not exceed 15 credits in total.

One-cycle educational program of a medical doctor is partially integrated. A key feature of an integrated program is the vertical and/or horizontal integration of basic and clinical subjects.

Vertical integration refers to combining basic and clinical subjects into one curriculum by system and/or syndrome. In horizontal integration, unification refers to contiguous subjects in the basic or clinical aspect, when unification occurs mainly around the system. The mentioned approach helps not only to give the student static knowledge, but also to form flexible clinical thinking. The integrated and semi-integrated program creates a curriculum that helps students develop critical thinking and self-development.

In an integrated program, different sources of information from different domains are intersected in favor of a unified concept. This, in turn, helps the student to integrate knowledge and skills from different sources in the context of a real clinical situation.

In the process of developing one-cycle educational program for a medical doctor, within the framework of partial integration, contiguous basic training courses were combined around the systems of the human body. In the same training courses, the parts of presentation and analysis of clinical cases were included, which serves to bring the student closer to real clinical practice at the very beginning of the education process. The clinical training courses were combined around the main directions, which ensures the systematic thinking of the student in the clinical aspect.

One-cycle educational program of a medical doctor includes the main study area and free components, namely:

Components of the main field of study with the volume of 334 credits. Including:

a) Mandatory components of the main study area with the volume of 324 credits (including the research component with the volume of 10 credits, and 20 credits for teaching in the clinical skills center/laboratory);

b) Optional training courses of the main field of study with the volume of 10 credits;

The educational program also includes a free component with the volume of 26 credits, including:

a) Compulsory free component with the volume of 16 credits, which is focused on the development of general transferable skills;

b) By choosing a free component with the volume of 10 credits, which is focused on the development of general transferable skills / a free component with the volume of 10 credits, within the framework of which the student is given the opportunity to choose study courses from any educational program of the relevant level operating in the university, observing the prerequisites for admission to the study course.

The program of Medical Doctor is divided into 4 phases:

**Phase I - structure and functions of the human body (I-II course)**

The Fundamentals of Medicine phase includes horizontal integrated modules: Human Body I, II, III, IV - which cover anatomy, physiology and radiology of the musculoskeletal, cardiovascular, respiratory, digestive, endocrine and genitourinary (urogenital) systems and provide the student with knowledge of the structure of these systems , about functioning and radiological picture. Gene, Cell, and Tissue I, II, III, IV—Integrates the life sciences: biochemistry, cell biology, histology/embryology, biophysics, immunology, and microbiology. Clinical and professional skills I, II, III, IV - within the modules, from the first semester of the program, clinical practice is provided, by introducing communication with the patient and studying practical skills. Within the integrated modules Medicine and Society I, II and Scientific Reasoning I, II the student is introduced to the basics of public health and scientific research skills in the very first phase. The teaching of the mentioned training courses will be carried out using various teaching-learning methods and activities (lectures, PBL, role-playing games, practical work, work in the simulation laboratory, etc.). Students will learn regional anatomy through virtual dissection and the use of mannequins.

**Phase II - Mechanisms of Health and Disease (III Course)**

At the stage of pre-clinical education, the main attention is paid to the discussion of aspects related to human morbidity, such as pathology, mechanisms of disease development and treatment. In addition, students learn diagnostic thinking in various medical fields by reviewing cases and perfecting physical examination skills within the integrated modules: Fundamentals of Disease and Treatment I, II (Basics of Pathology, Basics of Pharmacology). Introduction to clinical diagnosis I, II - physical diagnosis, clinical skills. In the same phase, the student learns neuroanatomy, neurophysiology and behavioral science in the integrated module Brain, Mind and Behavior. The acquired knowledge prepares students to fully grasp the clinical subjects that begin in the next year in the program. Within the longitudinal module of clinical and professional skills, students engage in the process of solving clinical problems, which in turn is carried out through various clinical scenarios (Clinical Thinking Course). In this method, the main emphasis is placed on in-depth analysis and synthesis of information by students, as well as on its practical application in a clinical context.

**Phase III - the main clinical phase (IV-V course)**

During the IV and V courses, students study basic clinical subjects in the form of clinical rotations - internal medicine (based on the system), Surgery, Obstetrics and Gynecology, Emergency Medicine, Pediatrics, Psychiatry, Radiology, Otorhinolaryngology, etc. In parallel, students continue to learn clinical and professional skills that include perfecting professional behavior in a simulation center and clinical environment. The mentioned training courses are taught both in ambulatory and clinical environments.

**IV phase - the final stage of the clinical phase (VI course)**

During the VI, graduate course, students develop and complete competencies in Internal Medicine, Surgery, Obstetrics and Gynecology, infectious diseases, Family Medicine, Geriatrics, Pediatrics, and Emergency Medicine. In accordance with spiral curriculum requirements and principles of integration, core subjects (eg, Pharmacology and Medical Genetics) are reviewed within graduate course modules. Within the framework of the same course, a small group of students is given various outpatient and hospital clinical assignments, the completion of which prepares the graduate students for future specialization and postgraduate residency programs.

**Assessment System of Student’s Knowledge**

The evaluation system used within the program is in accordance with the "Rules for calculating credits for higher education programs" approved by Order No. 3 of the Minister of Education and Science of Georgia on January 5, 2007.

The level of achievement of the learning outcome is assessed by assessment forms, mid-term assessment and final assessment, the sum of which represents the final assessment. The maximum final grade of the training course is 100 points.

The evaluation system provides for:

**a) Five types of positive assessment:**

(A) Excellent - 91-100 points;

(B) Very good – 81-90 points;

(C) Good – 71-80 points;

(D) Satisfactory – 61-70 points;

(E) Sufficient – 51-60 points.

**b) two types of negative assessment:**

(FX) Failed – 41-50 points, which means that the student needs more work to pass and is allowed to take the additional exam once with independent work;

(F) Failed – 40 points and less, which means that the work done by the student is not enough and he has to study the course/subject again.

In case of receiving a negative evaluation (FX) in the component of the educational program, the student has the right to take an additional exam. The student obtains the right to take the additional exam even if he/she has scored 51 points or more in the final assessment, but has not passed the minimum competence limit defined for the final exam. An additional exam is scheduled at least 5 days after the announcement of the final exam results.

The number of points obtained in the final assessment is not added to the grade received by the student in the additional exam. The grade obtained on the additional exam is the final grade and is reflected in the final grade of the educational program component.

The share of the final exam in the final assessment is 40% (40 points), therefore, the share of the mid-term assessment is 60% (60 points) of the final assessment.

The midterm assessment is divided into components. A mandatory component of the mid-term assessment is the mid-term exam, which is held in the 8th-9th week (the period of the mid-term exam during curative teaching is specified in the syllabus of the relevant training course). The content and distribution of the mid-term assessment components is determined by the staff implementing the training course within the framework of the relevant syllabus.

A student will be admitted to the final exam if the minimum limit of the mid-term assessment is exceeded. The final exam will be considered passed if the minimum limit for the final exam is exceeded.

The following minimum competency limits are defined for the mid-term assessment and the final exam: 50% of the mid-term assessment (to be admitted to the final exam, the student's mid-term assessment must be at least 30 points), 50%+1 of the final exam assessment (for the final exam to be considered passed, the final exam assessment must be at least 21 points).

The credit will be considered as mastered whether the sum of the points obtained based on the minimum limit established for the mid-term assessment and the minimum limit established in the final exam is obtained by summing up 51 points or more.

The staff implementing the study course, taking into account the specifics of the course, is authorized to define different (higher) minimum competency limits for midterm and final assessments, in accordance with the requirements established by the current legislation of Georgia.

In the case of integrated study courses, the staff implementing the course is authorized to determine the minimum competence limit for each component of the same course. In this case, it will be possible to grant credit in the case of passing the minimum competence threshold established for each component, passing the minimum competence threshold in the evaluation components of the course (midterm and final assessment) and receiving at least 51 points as a result of summing up the points obtained in the midterm and final assessments.

The staff implementing the course, taking into account the goals, learning outcomes and specifics of the course, is also authorized to determine the minimum competence level in the evaluation method/methods. If there is a minimum competency limit in the assessment method/methods, credit will be granted by passing the minimum competency limit in each assessment method, passing the minimum competency limit in each assessment component (mid-term and final assessment) and obtaining at least 51 points as a result of summing the points obtained in the mid-term and final assessments in case.

**Field of Employment**

According to the current legislation of Georgia, a graduate of one-cycle educational program of a medical doctor has the right to carry out independent medical activity in case of obtaining a state certificate confirming the right to independent medical activity (Law of Georgia on medical activity, Article 7).

According to the Law on Medical Activities (Article 17), a graduate with a higher medical education has the right to carry out the following activities:

a) to pass the post-secondary professional training course and after taking the state certification exam, get the right to independent medical activity;

b) to carry out research and teaching activities in the theoretical fields of medicine or in other areas of health care, which do not involve independent medical activity;

c) to work as a junior doctor.

**English Language Educational Program of Medical Doctor**

*Recent changes made to the program*

*are discussed at the session of the faculty council:*

*Protocol No. მ11-23, 06.09.2023*

*Approved by the decision of the Governing Board:*

*Resolution No. 25, 14.09.2023*

**Education level:** One-cycle educational program

**Instruction language:** English

**Type of educational program:** academic

**Detailed field name and code:** 0912 Medicine

**Awarded qualification:** Medical Doctor (MD)

**Duration of studying:** 6 years (12 semesters)

**Educational program volume:** 360 ECTS

**Head(s) of the educational program:**

Zaza Avaliani, Prof. Dr. Email: [avaliani.zaza@eu.edu.ge](mailto:avaliani.zaza@eu.edu.ge)

Tinatin Gognadze, Prof. Dr. Email: [tinatin.gognadze@eu.edu.ge](mailto:tinatin.gognadze@eu.edu.ge)

**Relevance of Program**

Medical work is the most important direction of the health care field, which is related to the maintenance and improvement of human health. Safety of patients remains one of the urgent problems of modern medicine, therefore training of highly qualified personnel is our primary task. Patient safety is one of the urgent problems of modern medicine.Accordingly, the use of modern methods of prevention and treatment is relevant today, for which the presence of highly qualified personnel is necessary, since the current market of medical personnel suffers from a shortage of relevant specialists. Modern, rapidly developing high-tech research and treatment facilities and rapidly updating medical knowledge lead to an increase in the number of pathologies detected at the initial stage of the disease and the average life expectancy of the population.

In many cases, the specialists employed in medical facilities and rehabilitation centers lack modern knowledge and experience, which affects the qualified service and quality of the patient accordingly. The problem can be solved only by raising the quality of teaching at the appropriate level of academic education and implementing educational programs corresponding to the market demand.

**Prerequisites for admission to the program**

The following will be admitted to the one-cycle educational program of a medical doctor:

A person with a document confirming complete general education or equivalent, who will be entitled to study at a European university based on the ranking of the coefficients of points obtained in the unified national exams.

To enroll in the program, the entrant must pass the following subjects:

a) Georgian language and Literature, English language (Minimum limit 80%), Biology.

b) One of the following subjects: Chemistry/Mathematics/Physics. The number of places reserved for subjects should not be less than 30% of the places announced on the program. The exact percentage distribution will be decided by the program head before the announcement of seats.

**The person will get the right to study on the program without passing the unified national exams as follows:**

On the basis of Order No. 224/N “on the approval of the procedure for submission and review of documents by students/ Entrants/candidates for master's degrees/students with the right to study without passing unified national exams/universal master's degree exams at a higher educational institution” of the Minister of Education and Science of Georgia dated December 29, 2011 ,they have the right to enroll in the university without passing the unified national exams. The mentioned persons are obliged to confirm minimum B1 level of the English language in accordance with the "Rule for determining the language competence of a European University student".

**The following will also be admitted to the program:**

Students enrolled by the rule of mobility in accordance of Order№10/N of the Minister of Education and Science of Georgia dated February 4, 2010 "On approval of the procedure and fees for transferring from a higher educational institution to another higher educational institution".

**Goals of Program**

The goal of the program is to prepare a professional according to modern international standards (1), who will be able to rely on the principles of evidence-based medicine in practice (2), to use research, ethical and communication skills competently (3), to establish himself/herself and develop professionally in a constantly changing environment (4).

**Learning Outcomes**

|  |  |
| --- | --- |
| **1. Sectoral knowledge** | * In-depth knowledge of biomedical, behavioral, clinical and social disciplines; * Describes the principles of diagnosis and treatment; * Describes health promotion and disease prevention; * Describes the ethical and legal principles of medical practice; * Analyzes the role of the doctor in the healthcare system. |
| **2. Consultation for the patient** | * Collects anamnesis; * Conducts a physical examination; * Evaluates the patient's psycho-emotional status; * Makes valid clinical decisions; * Gives advice and explanations to patients, supports them. |
| **3. Clinical case evaluation, examination appointment, differential diagnosis, disease management plan discussion** | * Evaluates the complexity of the clinical manifestation of the disease, identifies them; * Appoints appropriate tests, interprets the results; * Carries out differential diagnosis; * Discusses the disease management plan with patients and their caregivers; * Establishes a management plan for the patient's condition, in collaboration with the patient and his environment; * Takes care of terminally ill patients and their surroundings; * Manages chronic diseases. |
| **4. Providing assistance during an emergency medical situation (first aid and resuscitation measures)** | * Recognizes and assesses emergency medical conditions; * Provides basic first aid, taking into account age characteristics (children, elderly); * Implements basic life-sustaining measures in accordance with current guidelines; * Conducts extended life-sustaining measures in accordance with current guidelines; * Treats injuries according to current guidelines. |
| **5. Prescribing medicines** | * Prescribes medications clearly and correctly, taking into account the patient's age; * Selects drugs according to the clinical context; * Evaluates the appropriateness of medications and other treatments based on potential benefits and risks; * Manages pain and distress; * Analyzes drug compatibility and interactions when prescribing treatment. |
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| **11. Use of the latest information and information technologies in the medical context** | * Properly conducts clinical records and keeps them in complete form; * Uses information technologies within the scope of medical practice; * Searches for specific information resources; * Stores information and uses it properly; * Maintains and uses personal records appropriately. |
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**Volume and Structure of the Program**

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Vertical integration refers to combining basic and clinical subjects into one curriculum by system and/or syndrome. In horizontal integration, unification refers to contiguous subjects in the basic or clinical aspect, when unification occurs mainly around the system. The mentioned approach helps not only to give the student static knowledge, but also to form flexible clinical thinking. The integrated and semi-integrated program creates a curriculum that helps students develop critical thinking and self-development.

In an integrated program, different sources of information from different domains are intersected in favor of a unified concept. This, in turn, helps the student to integrate knowledge and skills from different sources in the context of a real clinical situation.

In the process of developing one-cycle educational program for a medical doctor, within the framework of partial integration, contiguous basic training courses were combined around the systems of the human body. In the same training courses, the parts of presentation and analysis of clinical cases were included, which serves to bring the student closer to real clinical practice at the very beginning of the education process. The clinical training courses were combined around the main directions, which ensures the systematic thinking of the student in the clinical aspect.

One-cycle educational program of a medical doctor includes the main study area and free components, namely:

Components of the main field of study with the volume of 334 credits. Including:

a) Mandatory components of the main study area with the volume of 324 credits;

b) Optional training courses of the main field of study with the volume of 10 credits;

The educational program also includes a free component with the volume of 26 credits, including:

a) compulsory free component with the volume of 12 credits, which is focused on the development of general transferable skills;

b) by choosing a free component with a volume of 14 credits, which is also focused on the development of general transferable skills and which can be chosen from the study courses offered in the program or within the framework of which the student is given the opportunity to choose study courses from any educational program of the relevant level operating at the university, observing the prerequisites for admission to the study course.

The medical program is divided into 4 phases:

**Phase I - structure and functions of the human body (I-II course)**

The Fundamentals of Medicine phase includes horizontal integrated modules: Human Body I, II, III, IV - which cover Anatomy, Physiology and Radiology of the Musculoskeletal, Cardiovascular, Respiratory, Digestive, Endocrine and Genitourinary (Urogenital) Systems and provide the student with knowledge of the structure of these systems , about functioning and radiological picture. Gene, Cell, and Tissue I, II, III, IV—Integrates the life sciences: Biochemistry, Cell Biology, Histology/Embryology, Biophysics, Immunology, and Microbiology. Clinical and professional skills I, II, III, IV - within the modules, from the first semester of the program, clinical practice is provided, by introducing communication with the patient and studying practical skills. Within the integrated modules Medicine and Society I, II and Scientific Reasoning I, II the student is introduced to the basics of public health and scientific research skills in the very first phase. The teaching of the mentioned training courses will be carried out using various teaching-learning methods and activities (lectures, PBL, role-playing games, practical work, work in the simulation laboratory, etc.). Students will learn Regional Anatomy through virtual dissection and the use of mannequins.

**Phase II - Mechanisms of Health and Disease (III Course)**

At the stage of pre-clinical education, the main attention is paid to the discussion of aspects related to human morbidity, such as pathology, mechanisms of disease development and treatment. In addition, students learn diagnostic thinking in various medical fields by reviewing cases and perfecting physical examination skills within the integrated modules: Fundamentals of Disease and Treatment I, II (Basics of Pathology, Basics of Pharmacology). Introduction to clinical diagnosis I, II - physical diagnosis, clinical skills. In the same phase, the student learns Neuroanatomy, Neurophysiology and Behavioral Science in the integrated module Brain, Mind and Behavior. The acquired knowledge prepares students to fully grasp the clinical subjects that begin in the next year in the program. Within the longitudinal module of clinical and professional skills, students engage in the process of solving clinical problems, which in turn is carried out through various clinical scenarios (Clinical Thinking Course). In this method, the main emphasis is placed on in-depth analysis and synthesis of information by students, as well as on its practical application in a clinical context.

**Phase III - the main clinical phase (IV-V course)**

During the IV and V courses, students study basic clinical subjects in the form of clinical rotations - Internal Medicine (based on the system), Surgery, Obstetrics and Gynecology, Emergency Medicine, Pediatrics, Psychiatry, Radiology, Otorhinolaryngology, etc. In parallel, students continue to learn clinical and professional skills that include perfecting professional behavior in a simulation center and clinical environment. The mentioned training courses are taught both in ambulatory and clinical environments.

**IV phase - the final stage of the clinical phase (VI course)**

During the VI, graduate course, students develop and complete competencies in Internal Medicine, Surgery, Obstetrics and Gynecology, infectious diseases, Family Medicine, Geriatrics, Pediatrics, and Emergency Medicine. In accordance with spiral curriculum requirements and principles of integration, core subjects (eg, pharmacology and medical genetics) are reviewed within graduate course modules. Within the framework of the same course, a small group of students is given various outpatient and hospital clinical assignments, the completion of which prepares the graduate students for future specialization and postgraduate residency programs.

**Assessment System of Student’s Knowledge**

The evaluation system used within the program is in accordance with the "Rules for calculating credits for higher education programs" approved by Order No. 3 of the Minister of Education and Science of Georgia on January 5, 2007.

The level of achievement of the learning outcome is assessed by assessment forms, mid-term assessment and final assessment, the sum of which represents the final assessment. The maximum final grade of the training course is 100 points.

The evaluation system provides for:

**a) Five types of positive assessment:**

(A) Excellent - 91-100 points;

(B) Very good – 81-90 points;

(C) Good – 71-80 points;

(D) Satisfactory - 61-70 points;

(E) Sufficient – 51-60 points.

**b) two types of negative assessment:**

(FX) Failed - 41-50 points, which means that the student needs more work to pass and is allowed to take the additional exam once with independent work;

(F) Failed – 40 points and less, which means that the work done by the student is not enough and he has to study the course/subject again.

In case of receiving a negative evaluation (FX) in the component of the educational program, the student has the right to take an additional exam. The student gets the right to take the additional exam even if he/she has scored 51 points or more in the final assessment, but has not passed the minimum competence limit defined for the final exam. An additional exam is scheduled at least 5 days after the announcement of the final exam results.

The number of points obtained in the final assessment is not added to the grade received by the student in the additional exam. The grade obtained on the additional exam is the final grade and is reflected in the final grade of the educational program component.

The share of the final exam in the final assessment is 40% (40 points), therefore, the share of the mid-term assessment is 60% (60 points) of the final assessment.

The midterm assessment is divided into components. A mandatory component of the mid-term assessment is the mid-term exam, which is held in the 8th-9th week (the period of the mid-term exam during curative teaching is specified in the syllabus of the relevant training course). The content and distribution of the midterm assessment components is determined by the staff implementing the training course within the framework of the relevant syllabus.

A student will be admitted to the final exam if the minimum limit of the mid-term assessment is exceeded. The final exam will be considered passed if the minimum limit for the final exam is exceeded.

The following minimum competency limits are defined for the mid-term assessment and the final exam: 50% of the mid-term assessment (to be admitted to the final exam, the student's mid-term assessment must be at least 30 points), 50%+1 of the final exam assessment (for the final exam to be considered passed, the final exam assessment must be at least 21 points).

The credit will be considered as mastered whether the sum of the points obtained based on the minimum limit established for the mid-term assessment and the minimum limit established in the final exam is obtained by summing up 51 points or more.

The staff implementing the study course, taking into account the specifics of the course, is authorized to define different (higher) minimum competency limits for mid-term and final assessments, in accordance with the requirements established by the current legislation of Georgia.

In the case of integrated study courses, the staff implementing the course is authorized to determine the minimum competence limit for each component of the same course. In this case, it will be possible to grant credit in the case of passing the minimum competence threshold established for each component, passing the minimum competence threshold in the evaluation components of the course (midterm and final assessment) and receiving at least 51 points as a result of summing up the points obtained in the midterm and final assessments.

The staff implementing the study course, taking into account the goals, learning outcomes and specifics of the course, is also authorized to determine the minimum competence level in the evaluation method/methods. If there is a minimum competency limit in the assessment method/methods, credit will be granted by passing the minimum competency limit in each assessment method, passing the minimum competency limit in each assessment component (mid-term and final assessment) and obtaining at least 51 points as a result of summing the points obtained in the mid-term and final assessments in case.

**Field of Employment**

A graduate of one-cycle educational program has the right to carry out independent medical activity upon obtaining a state certificate confirming the right to independent medical activity (Law of Georgia on Medical Activity, Article 7).

According to the Law on Medical Activities (Article 17), a graduate with a higher medical education has the right to carry out the following activities:

a) to pass the post-secondary professional training course and after taking the state certification exam, get the right to independent medical activity;

b) to carry out research and teaching activities in the theoretical fields of medicine or in other areas of health care, which do not involve independent medical activity;

c) to work as a junior doctor.

**Educatonal Program of Dentistry**

*Recent changes made to the program*

*are discussed at the session of the faculty council:*

*Protocol No. მ11-23, 06.09.2023*

*Approved by the decision of the Governing Board:*

*Resolution No. 28, 14.09.2023*

**Education level:** One-cycleeducational program

**Instruction language:** Georgian

**Type of educational program:** academic, basic

**Detailed field name and code:** 0911 Dental Medicine

**Awarded qualification:** Doctor f Dental Medicine (DMD)

**Duration of studying:** 5 years (10 semesters)

**Educational program volume:** 300 ECTS

**Head(s) of the educational program:** Prof. Dr. Sophio Samkharadze, Email: [sopho.samkharadze@eu.edu.ge](mailto:sopho.samkharadze@eu.edu.ge)

**Co-head of the educational program:** Assist. Prof. Marika Zurmukhtashvili, [marika.zurmukhtashvili@eu.edu.ge](mailto:marika.zurmukhtashvili@eu.edu.ge)

**Relevance of Program**

The profession of a Doctor of Dental Medicine is one of the most important directions in the field of health care, which is related to the maintenance and improvement of human oral health, as well as raising the quality of life. Patient safety is one of the urgent problems of modern medicine. Accordingly, the use of modern methods of prevention and treatment is relevant today, for which the presence of highly qualified personnel is required, the current market of medical personnel suffers from a shortage of relevant specialists.

Modern, rapidly developing high-tech research and treatment facilities and rapidly updating medical knowledge lead to an increase in the number of pathologies detected at the initial stage of the disease and the average life expectancy of the population.

In many cases, the specialists employed in dental clinics and offices lack modern knowledge and experience, which affects the qualified service and quality of the patient accordingly. The problem can be solved only by raising the quality of teaching at the appropriate level of academic education and implementing educational programs corresponding to the market demand.

**Prerequisites for admission to the program**

The following will be admitted to the one-cycle educational program of a Dentistry:

A person with a document confirming complete general education or equivalent, who will be entitled to study at a European university based on the ranking of the coefficients of points obtained in the unified national exams.

To enroll in the program, the entrant must pass the following subjects:

a) Georgian language and Literature, English language/German language/ /French language/Russian language, Biology.

b) One of the following subjects: Chemistry/Mathematics/Physics. The number of places reserved for subjects should not be less than 30% of the places announced on the program. The exact percentage distribution will be decided by the program head before the announcement of seats.

**The person will get the right to study on the program without passing the unified national exams as follows:**

On the basis of Order No. 224/N of the Minister of Education and Science of Georgia dated December 29, 2011 “on the approval of the procedure for submission and review of documents by students/ Entrants/candidates for master's degrees/students with the right to study without passing unified national exams/universal master's degree exams at a higher educational institution” ,they have the right to enroll in the university without passing the unified national exams. The mentioned persons are obliged to confirm the B2 level of the Georgian language in accordance with the "Rule for determining the language competence of a European University student".

**The following will also be admitted to the program:**

Students enrolled by the rule of mobility in accordance with Order No. 10/N "On approval of the procedure and fees for transferring from a higher educational institution to another higher educational institution"of the Minister of Education and Science of Georgia dated February 4, 2010.

**Goals of Program**

The goal of the program is to train a professional dentist in accordance with modern international standards, who: possesses the theoretical knowledge and practical skills required for professional activity (1), who will competently use research, ethical and communication skills (2), who will develop professionally in a constantly changing environment (3).

**Learning Outcomes**

|  |  |
| --- | --- |
| 1 | Describes the systems of the human body, its constituent units, tissues, their interrelationships, developmental features and functions; explains the anatomical and physiological features of the body and the biochemical processes taking place in the living body; Considers the body as a single system. Recognizes and differentiates normal and pathological cases, determines the causes of pathologies. Names preventive measures and explains the necessity and importance of their implementation. |
| 2 | Determines the structure of dental equipment, rules of operation, purpose of medical and dental materials, tools, uses them. Selects aseptic, antiseptic methods and explains their importance in maintaining sanitary and hygienic norms. Observes hygienic norms, manages/utilizes the wastes. |
| 3 | Describes the etiology and pathogenesis of diseases of the soft and hard tissues of the tooth. formulates a diagnosis, as well as differential diagnosis, as a result of which, taking into account the patient's age characteristics, selects and implements adequate, modern preventive and curative measures. |
| 4 | Interprets periodontal tissue and oral mucosa diseases. Determines their diagnosis, including differential diagnosis. Evaluates, selects and carries out modern preventive and curative manipulations. |
| 5 | Compares odontogenic and non-odontogenic inflammatory diseases of the maxillofacial area, as well as neoplastic changes and traumatic injuries. On the basis of which it justifies the need for conservative, surgical, reconstructive or restorative treatment. |
| 6 | Categorizes surgical diseases of the oral cavity. Defines traumatic injuries. According to the etiology, pathogenesis and diagnosis, chooses the appropriate treatment methods. |
| 7 | Interprets anomalies of the maxillo-dental system, including, differentiates and diagnoses them, determines etiological factors. Based on the received data, chooses orthodontic treatment tactics and appropriate orthodontic devices. |
| 8 | Differentiates various diseases common in orthopedic dentistry according to their etiology, pathogenesis, degree and type of damage. Conducts diagnostic procedures in orthopedic dentistry, as a result of which selects appropriate constructions. |
| 9 | Selects the types and methods of local and general anesthesia. Explains and manages possible complications of local anesthesia. |
| 10 | Collects anamnesis, examines the patient, fills in the medical card, determines the need for additional examinations. Analyzes and interprets received data, conducts differential diagnosis and establishes a diagnosis. Demonstrates basic clinical skills. |
| 11 | Defines and explains the importance of applying ethical norms and legal regulations in medical practice. Communicates verbally and in writing on issues related to the field. Establishes the research design, plans the research process in detail, processes the obtained research results and makes appropriate conclusions. Discusses the methodology of conducting scientific research; |
| 12 | Evaluates and substantiates the need for further professional development and constant familiarization with the innovations in the field. |

**Volume and Structure of Program**

The program is made on the basis of the European Credit Transfer System (ECTS), is student-centered, and is based on the student's academic load required to achieve the goals of the educational program.

The duration of the program is 5 academic years or 10 semesters and includes 300 credits (7 500 hours in total).

1 credit includes 25 astronomical hours.

A credit in a unit of time (hours) reflects the volume of work required by the student to master the relevant study course of the program and to achieve the learning outcomes. Credit includes contact and independent work hours.

During the semester, the student must complete 30 credits (30 credits = 750 hours), and 60 credits per year, however, depending on the student's individual workload, the number of credits per year may be less than 60 or more, but not more than 75 credits.

One- cycle educational program of Dentistry includes:

Components of the main field of study with the volume of 270 credits. Including:

a) mandatory components of the main field of study with the volume of 258 credits;

b) optional components of the main field of study with the volume of 12 credits.

The educational program also includes a free component with the volume of 30 credits, including:

a) a free component with a volume of 20 credits, which is focused on the development of general transferable skills;

b) Free component with the volume of 10 credits, within which the student is given the opportunity to choose study courses from any educational program of the relevant level operating in the university, observing the prerequisites for admission to the study course.

One-cycle educational program of dentistry is divided into 3 parts:

**Part I - Structure and functions of the human body (I-II course)**

The Basics of General Medicine phase includes basic concepts of biomedical sciences and the structure and function of the human body. During the first two courses, students will learn about the structure of the human body, life sciences and principles of research in the field, clinical and professional skills (communication and procedural skills, medical ethics), public health basics. The mentioned integrated modules will be taught using different teaching methods (interactive lectures, role-playing games, practical work, training in a simulation center using simulators and mannequins, etc.). Students will learn key practical skills (working on phantoms) in the phantom class. Through simulation learning, students will gain knowledge based on experience; Also, through virtual dissection of specific clinical cases and discussion on mannequins, students will learn regional anatomy. In addition, from the very first year, students will be involved in the PBL - problem-based learning course, which will have a longitudinal character. At the end of the spectrum courses of the main field of study, students take an integrated exam (test questions with multiple choice answers and OSCE).

**Part II - Mechanisms of health and disease (III-IV course)**

The second part is devoted to the clinical part (propaedeutics and clinical skills). This part is mainly focused on the most common symptoms and signs of diseases. In addition, students perfect their physical examination skills. During the 3rd year, students learn diagnostic thinking through the review of cases from different medical areas, which in turn helps to integrate the acquired knowledge and prepares students to fully understand the clinical training courses, most of which are initiated in the program from the following year. During the IV course, students study basic dental and clinical training courses in the form of clinical rotations - dermatology, pediatrics, otorhinolaryngology, etc. The mentioned modules are taught in both outpatient and clinical condition.The most important aspect of the second part is the inclusion of clinical training courses in the main field of study, during which students continue to master the manual skills of the field and the clinical symptomatology of dental diseases. At the end of most courses, students take an integrated exam (test questions with multiple-choice answers and OSCE).

**Part III - Clinical training courses of the main field of study (Course V)**

The third part is the main part related to the field of study (Therapeutic, Surgical and Orthopedic Dentistry, Therapeutic and Surgical Dentistry for children, Orthodontics), a continuation of clinical training courses, during which students continue to learn professional skills. During the V graduate course, students will have the opportunity for additional clinical activities to develop and perfect competencies in the core study area. At the end of a certain rotation, students take an integrated exam. Within the framework of the same course, students are given various clinical assignments, the completion of which prepares the graduate students for the future specialization and post-diploma residency program.

**Assessment System of Student’s Knowledge**

The evaluation system used within the program is in accordance with the "Rules for calculating credits for higher education programs" approved by Order No. 3 of the Minister of Education and Science of Georgia on January 5, 2007.

The level of achievement of the learning outcome is assessed by assessment forms, mid-term assessment and final assessment, the sum of which represents the final assessment. The maximum final grade of the training course is 100 points.

The evaluation system provides for:

**a) Five types of positive assessment:**

(A) Excellent - 91-100 points;

(B) Very good – 81-90 points;

(C) Good – 71-80 points;

(D) Satisfactory - 61-70 points;

(E) Sufficient – 51-60 points.

**b) Two types of negative assessment:**

(FX) Failed - 41-50 points, which means that the student needs more work to pass and is allowed to take the additional exam once with independent work;

(F) Failed – 40 points and less, which means that the work done by the student is not enough and he has to study the course/subject again.

In case of receiving a negative evaluation (FX) in the component of the educational program, the student has the right to take an additional exam. The student gets the right to take the additional exam even if he/she has scored 51 points or more in the final assessment, but has not passed the minimum competence limit defined for the final exam. An additional exam is scheduled at least 5 days after the announcement of the final exam results.

The number of points obtained in the final assessment is not added to the grade received by the student in the additional exam. The grade obtained on the additional exam is the final grade and is reflected in the final grade of the educational program component.

The share of the final exam in the final assessment is 40% (40 points), therefore, the share of the mid-term assessment is 60% (60 points) of the final assessment.

The midterm assessment is divided into components. A mandatory component of the mid-term assessment is the mid-term exam, which is held in the 8th-9th week (the period of the mid-term exam during curative teaching is specified in the syllabus of the relevant training course). The content and distribution of the midterm assessment components is determined by the staff implementing the training course within the framework of the relevant syllabus.

A student will be admitted to the final exam if the minimum limit of the mid-term assessment is exceeded. The final exam will be considered passed if the minimum limit for the final exam is exceeded.

The following minimum competency limits are defined for the midterm assessment and the final exam: 50% of the midterm assessment (to be admitted to the final exam, the student's midterm assessment must be at least 30 points), 50%+1 of the final exam assessment (for the final exam to be considered passed, the final exam assessment must be at least 21 points).

The credit will be considered as mastered if the sum of the points obtained based on the minimum limit established for the mid-term assessment and the minimum limit established in the final exam is obtained by summing up 51 points or more.

The staff implementing the training course, taking into account the specifics of the training course, is authorized to define different (higher) minimum competency limits for mid-term and final assessments, in accordance with the requirements established by the current legislation of Georgia.

In the case of integrated study courses, the staff implementing the course is authorized to determine the minimum competence limit for each component of the same course. In this case, it will be possible to grant credit in the case of passing the minimum competence threshold established for each component, passing the minimum competence threshold in the evaluation components of the course (midterm and final assessment) and receiving at least 51 points as a result of summing up the points obtained in the midterm and final assessments.

The staff implementing the study course, taking into account the goals, learning outcomes and specifics of the course, is also authorized to determine the minimum competence level in the evaluation method/methods. If there is a minimum competency limit in the assessment method/methods, credit will be granted by passing the minimum competency limit in each assessment method, passing the minimum competency limit in each assessment component (mid-term and final assessment) and obtaining at least 51 points as a result of summing the points obtained in the mid-term and final assessments in case.

**Field of Employment**

According to the current legislation of Georgia, a graduate of the one-cycle educational program of a Dentistry has the right to carry out independent medical activity in case of obtaining a state certificate confirming the right to independent medical activity (Law of Georgia on medical activity, Article 7).

According to the Law on Medical Activities (Article 17), a graduate with a higher medical education has the right to carry out the following activities:

a) to pass the post-secondary professional training course and after taking the state certification exam, get the right to independent medical activity;

b) to carry out research and teaching activities in the theoretical fields of medicine or in other areas of health care, which do not involve independent medical activity;

c) to work as a junior doctor.

**English Language Educational Program of Dentistry**

*Recent changes made to the program*

*are discussed at the session of the faculty council:*

*Protocol No. მ11-23, 06.09.2023*

*Approved by the decision of the Governing Board:*

*Resolution No. 27, 14.09.2023*

**Education level:** One-cycle educational program

**Instruction language:** English

**Type of educational program:** academic, basic

**Detailed field name and code:** 0911 Dental Medicine

**Awarded qualification:** Doctor f Dental Medicine (DMD)

**Duration of studying:** 5 years (10 semesters)

**Educational program volume:** 300 ECTS

**Head(s) of the educational program:** Prof. Dr. Sophio Samkharadze, Email: [sopho.samkharadze@eu.edu.ge](mailto:sopho.samkharadze@eu.edu.ge)

**Co-head of the educational program:** Assist. Prof. Marika Zurmukhtashvili, [marika.zurmukhtashvili@eu.edu.ge](mailto:marika.zurmukhtashvili@eu.edu.ge)

**Relevance of Program**

The profession of a Doctor of Detal Medicine is one of the most important directions in the field of health care, which is related to the maintenance and improvement of human oral health, as well as raising the quality of life. Patient safety is one of the urgent problems of modern medicine. Accordingly, the use of modern methods of prevention and treatment is relevant today, for which the presence of highly qualified personnel is required, the current market of medical personnel suffers from a shortage of relevant specialists.

Modern, rapidly developing high-tech research and treatment facilities and rapidly updating medical knowledge lead to an increase in the number of pathologies detected at the initial stage of the disease and the average life expectancy of the population.

In many cases, the specialists employed in dental clinics and offices lack modern knowledge and experience, which affects the qualified service and quality of the patient accordingly. The problem can be solved only by raising the quality of teaching at the appropriate level of academic education and implementing educational programs corresponding to the market demand.

**Prerequisites for admission to the program**

The following will be admitted to the one-cycle English language educational program of a Dentistry:

A person with a document confirming complete general education or equivalent, who will be entitled to study at a European university based on the ranking of the coefficients of points obtained in the unified national exams.

To enroll in the program, the entrant must pass the following subjects:

a) Georgian language and Literature, English language( minimum limit 80%), Biology.

b) One of the following subjects: Chemistry/Mathematics/Physics. The number of places reserved for subjects should not be less than 30% of the places announced on the program. The exact percentage distribution will be decided by the program head before the announcement of seats.

**The person will get the right to study on the program without passing the unified national exams as follows:**

On the basis of Order No. 224/N “on the approval of the procedure for submission and review of documents by students/ Entrants/candidates for master's degrees/students with the right to study without passing unified national exams/universal master's degree exams at a higher educational institution” of the Minister of Education and Science of Georgia dated December 29, 2011 ,they have the right to enroll in the university without passing the unified national exams. The mentioned persons are obliged to confirm minimum B1 level of the English language in accordance with the "Rule for determining the language competence of a European University student".

**The following will also be admitted to the program:**

Students enrolled by the rule of mobility in accordance of Order No. 10/N "On approval of the procedure and fees for transferring from a higher educational institution to another higher educational institution" of the Minister of Education and Science of Georgia dated February 4, 2010.

**Goals of Program**

The goal of the program is to train a professional dentist in accordance with modern international standards, who: possesses the theoretical knowledge and practical skills required for professional activity (1), who will competently use research, ethical and communication skills (2), who will develop professionally in a constantly changing environment (3).

**Learning Outcomes**

|  |  |
| --- | --- |
| 1 | Describes the systems of the human body, its constituent units, tissues, their interrelationships, developmental features and functions; explains the anatomical and physiological features of the body and the biochemical processes taking place in the living body; Considers the body as a single system. Recognizes and differentiates normal and pathological cases, determines the causes of pathologies. Names preventive measures and explains the necessity and importance of their implementation. |
| 2 | Determines the structure of dental equipment, rules of operation, purpose of medical and dental materials, tools, uses them. Selects aseptic, antiseptic methods and explains their importance in maintaining sanitary and hygienic norms. Observes hygienic norms, manages/utilizes the wastes. |
| 3 | Describes the etiology and pathogenesis of diseases of the soft and hard tissues of the tooth. formulates a diagnosis, as well as differential diagnosis, as a result of which, taking into account the patient's age characteristics, selects and implements adequate, modern preventive and curative measures. |
| 4 | Interprets periodontal tissue and oral mucosa diseases. Determines their diagnosis, including differential diagnosis. Evaluates, selects and carries out modern preventive and curative manipulations. |
| 5 | Compares odontogenic and non-odontogenic inflammatory diseases of the maxillofacial area, as well as neoplastic changes and traumatic injuries. On the basis of which it justifies the need for conservative, surgical, reconstructive or restorative treatment. |
| 6 | Categorizes surgical diseases of the oral cavity. Defines traumatic injuries. According to the etiology, pathogenesis and diagnosis, chooses the appropriate treatment methods. |
| 7 | Interprets anomalies of the maxillo-dental system, including, differentiates and diagnoses them, determines etiological factors. Based on the received data, chooses orthodontic treatment tactics and appropriate orthodontic devices. |
| 8 | Differentiates various diseases common in orthopedic dentistry according to their etiology, pathogenesis, degree and type of damage. Conducts diagnostic procedures in orthopedic dentistry, as a result of which selects appropriate constructions. |
| 9 | Selects the types and methods of local and general anesthesia. Explains and manages possible complications of local anesthesia. |
| 10 | Collects anamnesis, examines the patient, fills in the medical card, determines the need for additional examinations. Analyzes and interprets received data, conducts differential diagnosis and establishes a diagnosis. Demonstrates basic clinical skills. |
| 11 | Defines and explains the importance of applying ethical norms and legal regulations in medical practice. Communicates verbally and in writing on issues related to the field. Establishes the research design, plans the research process in detail, processes the obtained research results and makes appropriate conclusions. Discusses the methodology of conducting scientific research; |
| 12 | Evaluates and substantiates the need for further professional development and constant familiarization with the innovations in the field. |

**Volume and Structure of Program**

The program is made on the basis of the European Credit Transfer System (ECTS), is student-centered, and is based on the student's academic load required to achieve the goals of the educational program.

The duration of the program is 5 academic years or 10 semesters and includes 300 credits (7 500 hours in total).

1 credit includes 25 astronomical hours.

A credit in a unit of time (hours) reflects the volume of work required by the student to master the relevant study course of the program and to achieve the learning outcomes. Credit includes contact and independent work hours.

During the semester, the student must complete 30 credits (30 credits = 750 hours), and 60 credits per year, however, depending on the student's individual workload, the number of credits per year may be less than 60 or more, but not more than 75 credits.

One-cycle educational program of dentistry includes:

Components of the main field of study with the volume of 270 credits. Including:

a) mandatory components of the main field of study with the volume of 258 credits;

b) optional components of the main field of study with the volume of 12 credits.

The educational program also includes a free component with the volume of 30 credits, including:

a) a free component with a volume of 20 credits, which is focused on the development of general transferable skills;

b) Free component with the volume of 10 credits, within which the student is given the opportunity to choose study courses from any educational program of the relevant level operating in the university, observing the prerequisites for admission to the study course.

One-cycle educational program of dentistry is divided into 3 parts:

**Part I - Structure and functions of the human body (I-II course)**

The Basics of General Medicine phase includes basic concepts of biomedical sciences and the structure and function of the human body. During the first two courses, students will learn about the structure of the human body, life sciences and principles of research in the field, clinical and professional skills (communication and procedural skills, medical ethics), public health basics. The mentioned integrated modules will be taught using different teaching methods (interactive lectures, role-playing games, practical work, training in a simulation center using simulators and mannequins, etc.). Students will learn key practical skills (working on phantoms) in the phantom class. Through simulation learning, students will gain knowledge based on experience; Also, through virtual dissection of specific clinical cases and discussion on mannequins, students will learn regional anatomy. In addition, from the very first year, students will be involved in the PBL - problem-based learning course, which will have a longitudinal character. At the end of the spectrum courses of the main field of study, students take an integrated exam (test questions with multiple choice answers and OSCE).

**Part II - Mechanisms of health and disease (III-IV course)**

The second part is devoted to the clinical part (propaedeutics and clinical skills). This part is mainly focused on the most common symptoms and signs of diseases. In addition, students perfect their physical examination skills. During the 3rd year, students learn diagnostic thinking through the review of cases from different medical areas, which in turn helps to integrate the acquired knowledge and prepares students to fully understand the clinical training courses, most of which are initiated in the program from the following year. During the IV course, students study basic dental and clinical training courses in the form of clinical rotations - dermatology, pediatrics, otorhinolaryngology, etc. The mentioned modules are taught in both outpatient and clinical condition. The most important aspect of the second part is the inclusion of clinical training courses in the main field of study, during which students continue to master the manual skills of the field and the clinical symptomatology of dental diseases. At the end of most courses, students take an integrated exam (multiple-choice test questions and OSCE).

**Part III - Clinical training courses of the main field of study (Course V)**

The third part is the main part related to the field of study (Therapeutic, Surgical and Orthopedic Dentistry, Therapeutic and Surgical Dentistry for children, Orthodontics), a continuation of clinical training courses, during which students continue to learn professional skills. During the V graduate course, students will have the opportunity for additional clinical activities to develop and perfect competencies in the core study area. At the end of a certain rotation, students take an integrated exam. Within the framework of the same course, students are given various clinical assignments, the completion of which prepares the graduate students for the future specialization and post-diploma residency program.

**Assessment System of Student’s Knowledge**

The evaluation system used within the program is in accordance with the "Rules for calculating credits for higher education programs" approved by Order No. 3 of the Minister of Education and Science of Georgia on January 5, 2007.

The level of achievement of the learning outcome is assessed by assessment forms, mid-term assessment and final assessment, the sum of which represents the final assessment. The maximum final grade of the training course is 100 points.

The evaluation system provides for:

**a) Five types of positive assessment:**

(A) Excellent - 91-100 points;

(B) Very good – 81-90 points;

(C) Good – 71-80 points;

(D) Satisfactory - 61-70 points;

(E) Sufficient – 51-60 points.

**b) Two types of negative assessment:**

(FX) Failed - 41-50 points, which means that the student needs more work to pass and is allowed to take the additional exam once with independent work;

(F) Failed – 40 points and less, which means that the work done by the student is not enough and he has to study the course/subject again.

In case of receiving a negative evaluation (FX) in the component of the educational program, the student has the right to take an additional exam. The student gets the right to take the additional exam even if he/she has scored 51 points or more in the final assessment, but has not passed the minimum competence limit defined for the final exam. An additional exam is scheduled at least 5 days after the announcement of the final exam results.

The number of points obtained in the final assessment is not added to the grade received by the student in the additional exam. The grade obtained on the additional exam is the final grade and is reflected in the final grade of the educational program component.

The share of the final exam in the final assessment is 40% (40 points), therefore, the share of the mid-term assessment is 60% (60 points) of the final assessment.

The mid-term assessment is divided into components. A mandatory component of the mid-term assessment is the mid-term exam, which is held in the 8th-9th week (the period of the mid-term exam during curative teaching is specified in the syllabus of the relevant training course). The content and distribution of the mid-term assessment components is determined by the staff implementing the training course within the framework of the relevant syllabus.

A student will be admitted to the final exam if the minimum limit of the mid-term assessment is exceeded. The final exam will be considered passed if the minimum limit for the final exam is exceeded.

The following minimum competency limits are defined for the midterm assessment and the final exam: 50% of the midterm assessment (to be admitted to the final exam, the student's midterm assessment must be at least 30 points), 50%+1 of the final exam assessment (for the final exam to be considered passed, the final exam assessment must be at least 21 points).

The credit will be considered as mastered whether the sum of the points obtained based on the minimum limit established for the mid-term assessment and the minimum limit established in the final exam is obtained by summing up 51 points or more.

The staff implementing the training course, taking into account the specifics of the training course, is authorized to define different (higher) minimum competency limits for mid-term and final assessments, in accordance with the requirements established by the current legislation of Georgia.

In the case of integrated study courses, the staff implementing the course is authorized to determine the minimum competence limit for each component of the same course. In this case, it will be possible to grant credit in the case of passing the minimum competence threshold established for each component, passing the minimum competence threshold in the evaluation components of the course (midterm and final assessment) and receiving at least 51 points as a result of summing up the points obtained in the midterm and final assessments.

The staff implementing the study course, taking into account the goals, learning outcomes and specifics of the training course, is also authorized to determine the minimum competence level in the evaluation method/methods. If there is a minimum competency limit in the assessment method/methods, credit will be granted by passing the minimum competency limit in each assessment method, passing the minimum competency limit in each assessment component (mid-term and final assessment) and obtaining at least 51 points as a result of summing the points obtained in the mid-term and final assessments in case.

**Field of Empoyment**

According to the current legislation of Georgia, a graduate of the one-cycle educational program of a Dentistry, has the right to carry out independent medical activity in case of obtaining a state certificate confirming the right to independent medical activity (Law of Georgia on medical activity, Article 7).

According to the Law on Medical Activities (Article 17), a graduate with a higher medical education has the right to carry out the following activities:

a) to pass the post-secondary professional training course and after taking the state certification exam, get the right to independent medical activity;

b) to carry out research and teaching activities in the theoretical fields of medicine or in other areas of health care, which do not involve independent medical activity;

c) to work as a junior doctor.

**Educational Program of Psychology**

*Recent changes made to the program*

*are discussed at the session of the faculty council:*

*Protocol No. მ12-23, 12.09.2023*

*Approved by the decision of the Governing Board:*

*Resolution No. 29, 14.09.2023*

**Level of higher academic education:** Bachelor

**Instruction language:** Georgian

**Type of educational program:** academic, basic

**Detailed field name and code:** 0313 Psychology

**Awarded qualification:** Bachelor of Psychology

**Duration of studying:** 8 semesters

**Volume of Bachelor’s Program:** 240 credits

**Head of Program:** Affiliated Assoc. Prof. Doctor Lasha Khojanashvili, Email: [khojanashvili.lasha@eu.edu.ge](mailto:khojanashvili.lasha@eu.edu.ge)

**Co-head of the program:** Affiliated Assist. Prof. Baia Kublashvili, [kublashvili.baia@eu.edu.ge](mailto:kublashvili.baia@eu.edu.ge)

**Relevance of Program**

The demand for graduates of the bachelor's program in Psychology has increased, taking into account the fact that specialists in this field are required in public institutions, including Education, Penitentiary, Defense, Health Care, etc. systems, as well as in the private and non-governmental sector, media, international funds, etc.

According to the conducted studies, the increase in the demand for psychologists is caused by new projects in the field of education, including teacher training, inclusive education, and in general, the implementation of new theories of education. There is an increased demand in the field of health psychology, where graduates can work in clinics, outpatient clinics. Psychologists are required wherever there is a need to find psychological help for clients with developmental delays and disabilities in children and adolescents. The demand for psychologists has increased in educational institutions, such as schools and kindergartens, and the profession is also in demand in day care centers. The profession of psychology is relevant in organizations working in the direction of social studies.

The development of psychology is interesting from the point of view of corporate, consulting, marketing, public relations. In the electoral system, to study political PR, image and other relatively new relationships and to harmonize them with reality. Specialists of the field are relevant in the field of organizational management and management, as well as in the direction of personnel selection.

That's why the bachelor's program in psychology creates the basis for satisfying the interest of the graduate student, for him to be ready to face practical activities and to be able to develop in the field according to his own interest.

**Prerequisites for admission to the program**

A person with a document confirming complete general education or equivalent, who has obtained the right to study at a European university based on the results of the unified national exams, has the right to enroll in the Bachelor’s Educational Program of Psychology .

In order to enroll in the program, the entrant is obliged to pass the following subjects at the unified national exams: Georgian language and Literature, one of the foreign languages (English language, Russian language, German language, French language), one of the following subjects: History/Mathematics/Biology (the entrant must pass minimum competence limit established by legislation).

The number of seats for each subject (History/Mathematics/Biology) should not be less than 10% of the seats announced on the program. The exact percentage distribution will be decided by the program head before the announcement of seats.

**The person will get the right to study on the program without passing the unified national exams as follows:**

On the basis of Order No. 224/N “on the approval of the procedure for submission and review of documents by students/ Entrants/candidates for master's degrees/students with the right to study without passing unified national exams/universal master's degree exams at a higher educational institution” of the Minister of Education and Science of Georgia dated December 29, 2011 ,they have the right to enroll in the university without passing the unified national exams. The mentioned persons are obliged to confirm the B2 level of the Georgian language in accordance with the "Rule for determining the language competence of a European University student".

**The following will also be admitted to the program:**

Students enrolled by the rule of mobility in accordance of Order No. 10/N "On approval of the procedure and fees for transferring from a higher educational institution to another higher educational institution"of the Minister of Education and Science of Georgia dated February 4, 2010.

**Goals of Program**

Based on the mission of the European University, the aim of the bachelor's program in psychology is to prepare competitive specialists with appropriate knowledge, skills and values, corresponding to the requirements of the local and international labor market, who possess:

(1) Up-to-date knowledge of psychology as a science, history of development, main theoretical currents and empirical findings.

(2) Based on the instructions of the supervisor, the ability to understand the basic research methods required for the science of psychology and to apply them taking into account the academic and ethical standards of research, as well as the ability to develop an appropriate research design, analyze data and interpret the results.

(3) 21st century skills such as cooperation, teamwork, creativity, critical thinking, and problem solving.

**Learning Outcomes**

The learning outcomes of the Bachelor’s Educational Program of Psychology correspond to the sixth level of the higher education qualifications framework (the first level of higher education - baccalaureate) and ensure the achievement of learning outcomes corresponding to the qualification descriptor.

Successful completion of the training courses offered by the curriculum of the program ensures the formation of sectoral and general competencies. As a result of completing the Bachelor’s Educational Program of Psychology, the graduate possesses the following competencies:

1. The graduate forms the subject and tasks of psychology as a science, basic concepts, stages of development and main directions;
2. The graduate student generalizes, systematizes the knowledge gained in various fields of psychology and summarizes it around the main categories of psychology;
3. The graduate student plans a small-scale research based on predetermined guidelines, selects target groups, conducts interviews, data grouping, processing, description of results, drawing up a report and research project;
4. Depending on the specifics of the work, the graduate defines and evaluates the determining, dispositional and situational triggers of human behavioral activity;
5. The graduate forms appropriate conclusions based on critical analysis of complex and incomplete information (including the latest research);
6. The graduate demonstrates communication and team work skills, critical thinking and creativity required for solving the complex problems;
7. The graduate assesses the problematic situation arising in the social environment, formulates a conclusion and makes an optimal decision;
8. The graduate observes the professional responsibility, ethical norms and standards necessary for the performance of professional activities.

**Volume and Structure of Program**

The Bachelor’s program is made on the basis of the European Credit Transfer System (ECTS), is student-centered, and is based on the student's academic load required to achieve the goals of the educational program.

The duration of the program is 4 academic years or 8 semesters and includes 240 credits.

One credit (ECTS) – a unit that expresses the study load required for a student and which can be obtained after achieving the learning outcomes, is equal to 25 hours of the student's study activity (student load) and includes both contact and independent hours.

During the semester, the student must complete 30 credits (30 credits = 750 hours), and 60 credits per year, however, depending on the student's individual workload, the number of credits per year may be less than 60 or more, but not more than 75 credits.

Within the framework of the bachelor's program, the student's workload includes contact and independent work.

One academic academic year includes 42 weeks, one semester 21 weeks, 15 weeks of which are academic, and the remaining 6 weeks are sessional. Weeks 8 and 9 are mid-terms, weeks 18 and 19 are final exams, and weeks 20 and 21 are supplementary exams. There is an interval between the final exam and the corresponding additional exam at least 5 days after the announcement of the final exam results.

The bachelor's program of psychology includes 240 credits, of which:

* Free compulsory component focused on the development of general, transferable skills - 34 credits.
* Compulsory study courses of the main field of study - 140 credits, including the bachelor's thesis - 10 credits and the practical component - 10 credits.
* Optional training courses of the main field of study - 30 credits.
* Free optional component, which can be chosen within the framework of any educational program of the relevant level at the university, subject to the prerequisites for admission - 36 credits

The study courses provided by the bachelor's program are directed to the achievement of the goals set in the program and the formation of competencies corresponding to the acceptable qualification as a result of study. The logical sequence of the formation of achievable competencies determines the content, structure and curriculum of the bachelor's program.

**Assessment System of Student’s Knowledge**

The student's knowledge assessment system is in accordance with the "Rules for calculating credits for higher education programs" approved by Order No. 3 of the Minister of Education and Science of Georgia on January 5, 2007, which provides for:

**a) Five types of positive assessment:**

(A) Excellent - 91-100 points;

(B) Very good – 81-90 points;

(C) Good – 71-80 points;

(D) Satisfactory - 61-70 points;

(E) Sufficient – 51-60 points.

**b) Two types of negative assessment:**

(FX) Failed - 41-50 points, which means that the student needs more work to pass and is allowed to take the additional exam once with independent work;

(F) Failed – 40 points and less, which means that the work done by the student is not enough and he has to study the course/subject again.

In case of receiving a negative evaluation (FX) in the component of the educational program, the student has the right to take an additional exam. The student gets the right to take the additional exam even if he/she has scored 51 points or more in the final assessment, but has not passed the minimum competence limit defined for the final exam. An additional exam is scheduled at least 5 days after the announcement of the final exam results.

A student will be admitted to the additional exam even if he/she passed the minimum limit for the final positive assessment (51 points), but failed to pass the minimum limit for the final exam.

A student will be admitted to the final exam if the minimum limit of the midterm assessment is exceeded.

Credit can be granted if the result obtained by the student meets the following conditions:

a) exceeded the minimum limit of the final assessment;

b) scored at least 51 points out of the maximum 100 points of the final assessment.

The minimum competence limit for the midterm assessment is 50% (30 points), and for the final exam - 50%+1.

The maximum evaluation of the training course is 100 points, which includes mid-term and final evaluations.

The specific share of the final exam is determined for each study course and is 40% of the total grade (in the case of practice and bachelor's thesis, a different distribution of points is possible).

The number of points obtained in the final assessment is not added to the grade received by the student in the additional exam.

The grade obtained on the additional exam is the final grade and is reflected in the final grade of the educational program component.

**Field of Employment**

Graduates of the undergraduate educational program in psychology will be able to be employed in Education, Penitentiary, Defense, Healthcare, etc. Systems. Also, in the private and non-governmental sector, media and international funds, research organizations and others. After completing the program, the graduate may take the position of a psychologist in any of the above institutions (including: the position of a school psychologist, a psychologist of the law enforcement service, a psychologist of a day center, and others). A graduate of the program can also be employed as an inclusive education specialist, therapist (behavioral, academic, sensory, speech and other specialized), researcher, trainer, consultant in various specialized fields.