

THE PROGRAM OF MEDICAL STUDIES in Faculty of Medicine of Sousse (FMS): The orientations of the new curriculum

I - Context and problematic :

One of the main announced goals in Establishment of FMS project, is the «**Improvement of the training programme in order to make the medical degree of FMS in compliance with the international standards**». In addition to that, a reform of medical studies is implemented by the supervising Ministries in collaboration with the faculties.

In fact, in few years, **in 2023, the medical degree of our faculty** won't be recognised if we wouldn't establish the necessary reform that respects the international quality standards. It is our duty to act fast and well.

We need to review our curriculum to improve the training quality of our faculty. This training has to be in line with all the requirements needed by all international authorities which is accountability towards society. That's what's called «**The social accountability of faculties of medicine**» and that's the goal of global consensus.

Therefore a **steering Committee**, assisted by experienced people in the field, were in charge of **conceiving** and **following up** on the whole demarche of curriculum review.

II - Methodology & description of the project :

After adoption of this step by the **faculty council**, we have been engaged to «**Let's reflect together on the future of our faculty**» project. The reflection committed to the desired adjustment will allow us to review our teaching practices keeping in mind the objectives of **general training of doctors**.

The review project has featured **three features**: a phase of raising awareness and the curriculum review framework, a phase of deepening of the «fundamentals» of the training programme outlined from the 1st step. the last phase, was based on on the outcomes of the precedent one, in order to elaborate on the training programme.

This demarche allowed us :

- Precise the **purposes** of the programme ;
- Selecting a **limited number of directive lignes** that the project will be based on ;
- Formulating the **outcomes of learning/the skills** of the graduates ;
- Identify the **structural features** arising from the needs of the training and features of different actors(educators, students, and other partners) : programme per year/per semester, per trimester or other ; pathways ; administration mode (mandatory/optional, face to face /from distance, ...), and so on.
- Precise the **modalities of supervision & learning assessments**.

III - Results of the exercice

3.1 - Mission, Values & educational Objectives

Faculty of medicine of Sousse

MISSION

rooted in the communities where they engage and evolve, FMS's mission is to train **competent doctors**, conscious of their **medical and social responsibilities**, capable of **generating knowledge and to share it** while promoting **creative and critical thinking** in order to solve the most frequent **health issues and to improve health and well being of individuals, their families and the entire Tunisian**.

Steering day of the reform, Responsables of the faculty: December 2012

VALUES

- promoting professionalism including compassion and social responsibilities.
- **Support a respect environment and well being of patients, students and staff.**
- Ensure the care delivery in an environment of dignity and integrity.
- **Valorise innovation and excellency.**
- Ensure accessibility of health care to vulnerable populations.
- **Encourage the professional development through continuous training and EPP.**

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3.2 – The fundamentals : guiding principles

• Learning focused on population's Health needs :

1) a curriculum conceived, administrated and oriented in a way to meet health needs and problems of the Tunisian population ; 2) the student's early and continous exposure to clinical practice among health-care structures within the community.

• A solicitous learning of humanity:

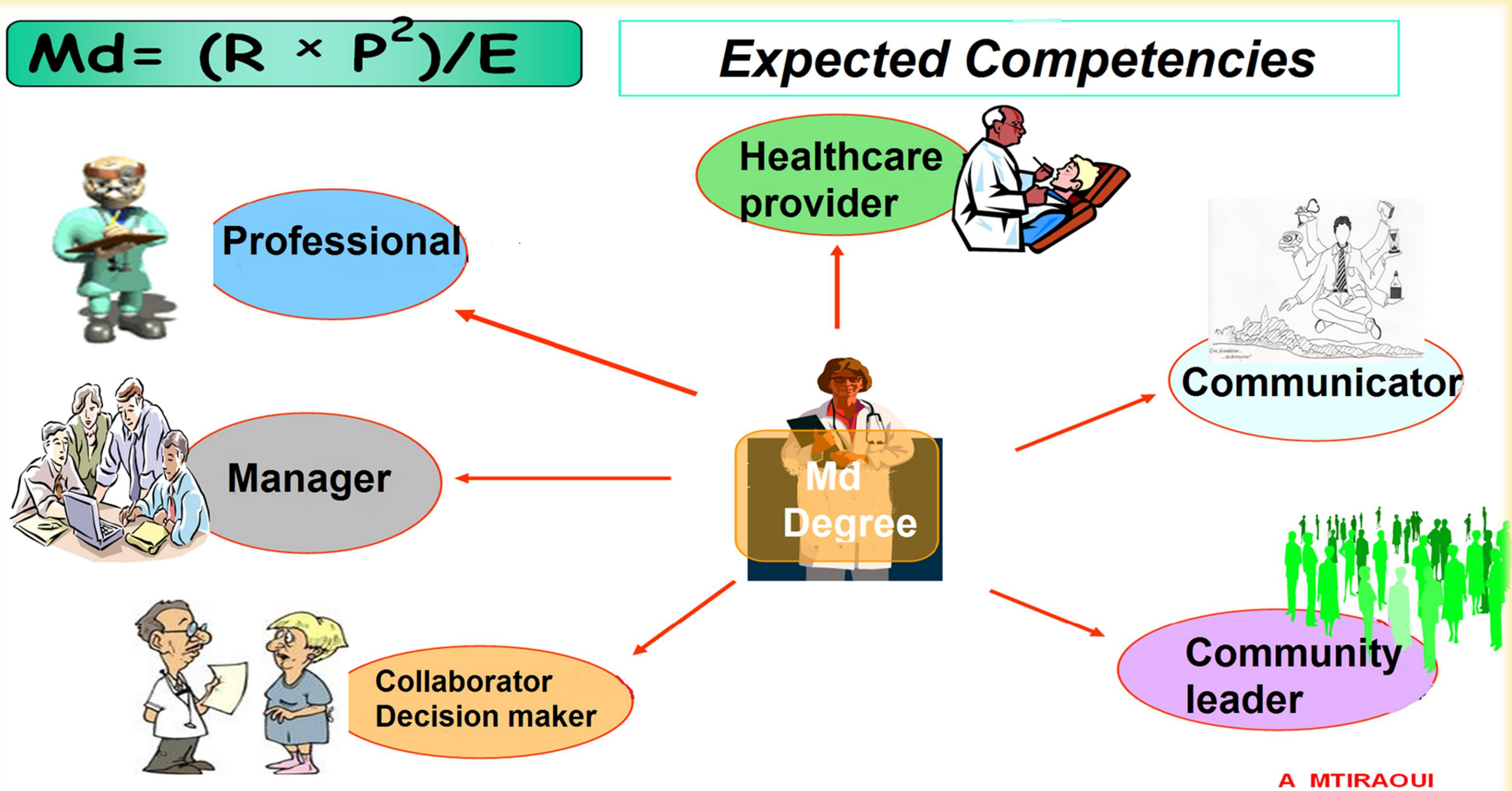
1) An educational system that encourages undergraduate to enrich their sense of humanism by developing respect for values , improve communication with patients and their families , team work and exchange with confreres; 2) educational activities allowing students to identify and improve their empathic behaviors .

• **Learning fostering autonomy & competencies development**: a choice of pedagogic processes and evaluation methods fostering students progressive learning autonomy in order to acquire,since the early years, the self-assessment and self-learning habits.

• A Curriculum focused on an integrated systems approach :

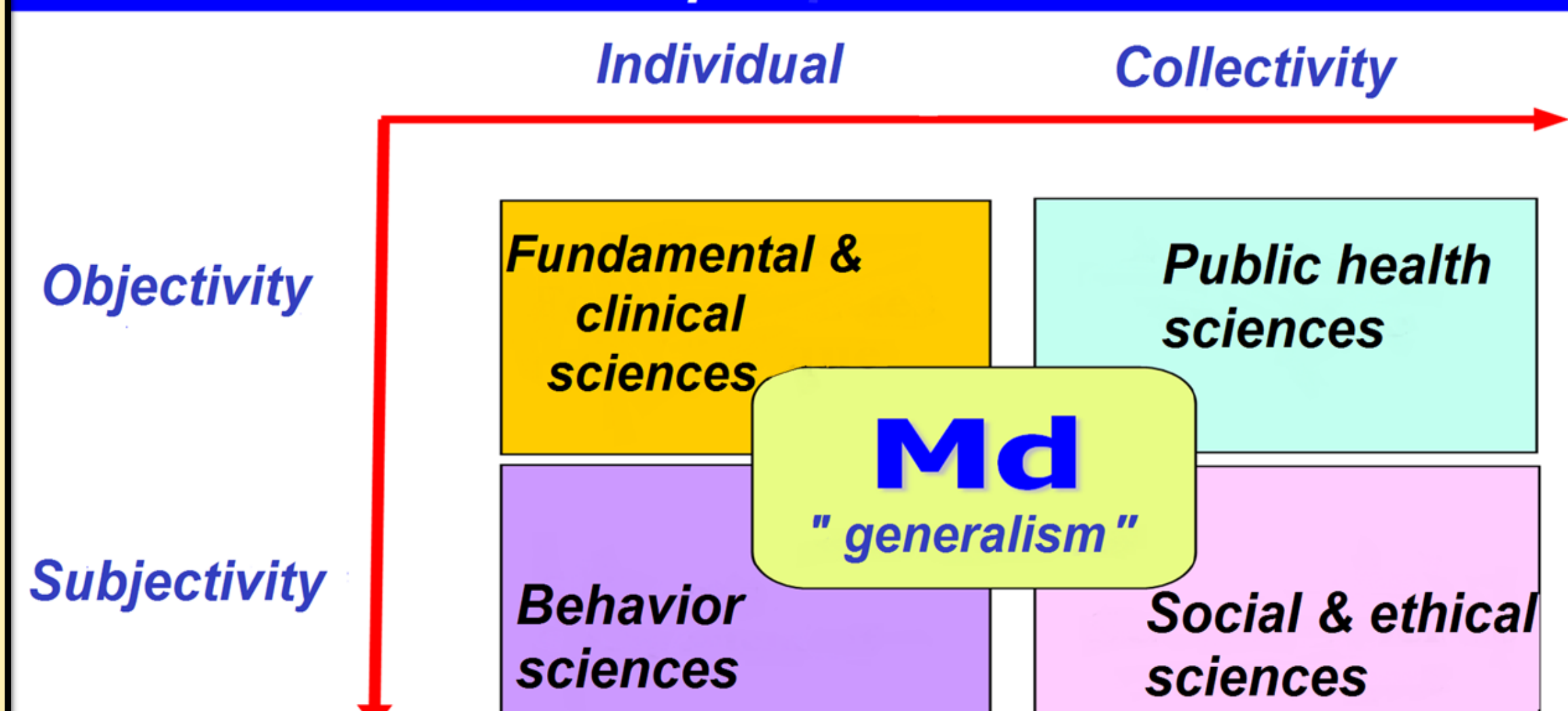
We have retained the **integrated systems approach** in the context of 6 years Devoted to the basic medical education program. In total , the program lasts 180 weeks aside from the summer period and the 6th year which is the internship year.

3.3 – Competencies required from an FMS graduate :



The new physician « drawing » overflows widely the medical , technical competencies acquired by undergraduates in a way to incorporate Behavioral and human sciences. **Essential functions** mentioned above must build the training program of future physiicians .

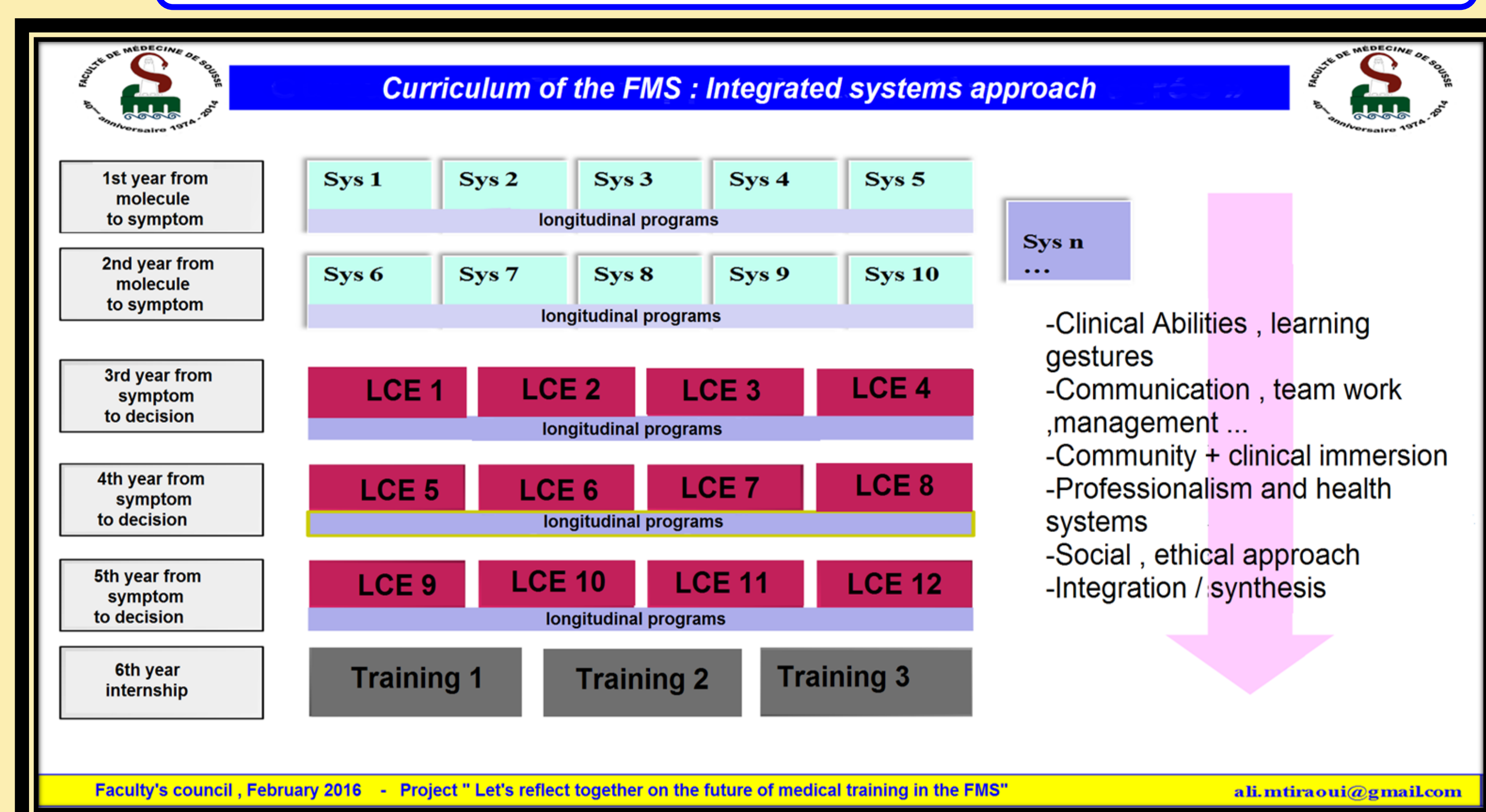
Transform the training curriculum : "incorporate other sciences"



Reform steering day - Faculty's responsible : March 2013.

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3.4 – The actual training program



Master knowledge and develop skills allowing to identify, formulate and solve most prevalent problems. Carefully assess patients in order to diagnose and investigate health problems , implement an appropriate therapeutic intervention plan, communicate efficiently and educate patients. Cooperate with other professionals , handle the use of resources and promote health for underserved populations. Fully assume the responsibility for knowledge and professional development .

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