**Action plan according to the Students’ evaluation of our teaching work,**

**Spring semester 2023-2024**

**Semmelweis University, Faculty of General Medicine, Institute of Behavioural Sciences**

**Name of the Subject: Medical psychology (AOKMAG1079\_1A)**

In the academic year 2023-2024, altogether 54% of the Students have filled out the evaluation questionnaires regarding the subject as well as the seminars from Medical psychology. The evaluation of the seminars reached the faculty average in all assessed aspects. In contrast with them and with the evaluation from previous years, the subject itself fell slightly (with .03 point) behind the faculty’s average in the measured aspects, such as the inspiration, the lectures, the organization, the Moodle surface, or how they appreciated the subject. We also received several personal feedback to our teachers – and with one or two exceptions, these were most often very positive. We must add firstly that the feedback from the autumn as well as the previous spring semester were excellent, secondly, before starting this semester, half of the education team had to be renewed, as many of the original, experienced tutors could not undertake this task for personal reasons this year, and our training is in process.

**Regarding the general feedback, we plan the following actions:**

All compulsory study materials including lecture and seminar slides were available on our website, and Students were notified regarding this, in addition to this we edited them a short summary note of the subject. However, we are going refine our slides, as well as we are going to make an active, refined Moodle surface to the subject.

As usually 4-5 Students visited the lectures, the 150 responses we received on the quality of the lectures can be considered as relatively reliable. To foster the participation and curiosity about the lectures: 1. we are going to record our lectures, and upload them to the Moodle, also 2. we try to encourage the participation with activity points.

Regarding the organization, firstly we must address that the schedule of the seminars arrived quit late this year. Secondly, Students received notification emails before the beginning of the semester with a full description of subject, the necessary participation, place and date of lectures and seminars. They received the direct link of the study materials, as well as several emails detailed them the exact structure of the exam. These aspects were also discussed on the seminars. They also received opportunities in the extended exam period. However, we are planning a meeting on the organization part of the course to address any concrete concerns regarding it.

To enhance the inspiration, we are going to introduce the teaching of low intensity psychological interventions in each given topic (when appropriate) from the upcoming semester on, to give Students strategies can be used in their future daily medical practice.

Seminar teachers will ask for regular feedback from their Students at the end of the seminars. These suggestions will be collected and discussed among the teachers of the subject.

Also, we are going to make regular meetings with our educational team to foster the expertise of each new group member as well as to address individual evaluations we received.

**Responses to the individual concerns about the subject:**

1. We cannot respond to the first comment, as the student was presumably thought of a different subject (e.g. we neither have weekly exams, nor practical end-term exam, also teacher mentioned in this comment was unknown for us).
2. Five Students suggested that seminars shall be shorter. We cannot change the length of the seminars, as they shall fit the Curriculum of the University as well as the expectations of the USMLE requirements. However, we usually make a short break in the middle of the seminars; in the future we will make sure, Students are asked about having a break.
3. One Student noted that it was impossible to download the lecture slides since nobody knew the slides’ password in the beginning. As the matter of fact, Students received the password of the slides twice via Neptune notifications before the semester has stared. Also, our introductory slide contains the password.
4. We received three feedback about the Student presentation, out of which one was very supportive. However, one Student expressed that their presentations reduced the time in which the teacher could have prepared them to the exam. Another wrote that they needed to keep two presentations, while other groups were required the keep one. It is true, that Students are required to keep only 1 presentation during the semester, and we are going to ensure, that this will be observed in each seminar groups. Also, we are going to limit the presentations to a maximum of 15 minutes, ensuring that teachers are keeping the seminars in 90% of the time.
5. The exam requirements were certainly summarized in two notification emails before the exam period and are supposed to be detailed also on the seminars. We are going to make sure, that the introductory and the closing classes detail all exam requirements both verbally written on the slides (as previously).
6. We received one detailed negative comment about one of our tutors, regarding how uncomfortable classes were. We apologize for any negative experiences during classes, and we are going to have a personal discussion with the given teacher about the content of this feedback.
7. Besides several positive feedback, we especially thank the following one: „these are important topics that teach us as future doctors how to understand and evaluate disorders or issues that are not always physiological on the surface.”
8. We warmly welcome the personal appreciation towards the dedicated work of many of our teachers, such as “very kind instructor”, “passionate work”, „ very lucky to have had her”, „practicals were well organized with a mix of theory and practical cases”, „the case studies were a good way to learn” – we are pleased to transmit these evaluations to them.

Budapest, 27th September 2024

The action plan was constructed by Dr. Tamás Szalai (szalai.tamas&@semmelweis.hu).