



SEMMELWEIS EGYETEM

Általános Orvostudományi Kar

Patológiai, Igazságügyi és Biztosítási Orvostani Intézet

Egyetemi tanár, igazgató

Prof. Dr. Kiss András

Action plan based on the student feedback received in the 1st semester of the 2022/2023 academic year

Department: **Department of Pathology, Forensic and Insurance Medicine, Semmelweis University**

Faculty: **Faculty of Medicine, 3rd year**

Our feedback on general comments by the students:

A total of 120 students registered for the course in Neptun, of which 62 (51.67%) completed the questionnaire for the lectures. The number of unfilled questionnaires was 14 (11.67%). Out of the 14 aspects examined in the questionnaire, in a total of 3 cases, the overall student ratings for the Department's lecture topics showed a significant difference compared to the University's faculty average. The effectiveness of our Department's educational policy is demonstrated by the fact that our teaching methods attracted significantly more students' attention to the subject than the faculty average. The students' perception of our lecturers was that they were significantly more effective than the faculty average in helping them to learn the course material.

A total of 87 students (72.5%) completed the questionnaire for the practical part of the course. The number of unfilled questionnaires was 9 (7.5%). The Department scored higher than the faculty average on 8 out of the 10 aspects of the questionnaire. The quality of our teachers' work is reflected in the fact that our students rated their explanations as logical and easy to understand to a significantly higher extent than the faculty average. The students perceived that our lecturers were able to pose thought-provoking questions and to place the subject material in a broader, more complex medical context beyond the narrow subject area. They will thus be able to apply the skills they have acquired during their training to their further studies and medical careers.

Reflection on the implementation of the previous period's action plan ("implementation review"):

Digital teaching elements, which have been introduced due to the COVID pandemic have become very popular in previous years, have been permanently integrated into our curriculum, and as a result, educational videos of previous lectures and histology practices are still available to our students. New videos about the autopsy techniques of different organs/organ complexes, as well as the way of organ demonstration are in preparation. Of course, during the personal attendance lectures, questions can be asked and students can also prepare themselves in advance. In response to previous requests from students, PDF versions of the lectures and the slides from the practices are available on our website, which would enhance and promote the students' preparation for the exam. Therefore, the textbook information will be completed with practical aspects. Much of the material from the lectures is also presented during the histology practices, and the PDF versions of both the lectures and the histology practices are standardised. The significant role of our course materials available on the Internet in preparation for the exam is demonstrated by the fact that our Department scored higher than the faculty average on this question.

Our feedback on specific comments on mandatory subjects:

"It would be great if one part of the autopsy labs could be designated to students that would like to just work with organs and not the bodies."

The external description of the corpse is part of the material for the autopsy practices and it will be part of the future clinical career. As the Pathology studies proceed, one of the aims of our educational policy is to develop the ability to identify the pathological cascade of diseases and their connections leading to death. This is often aided by the examination of the external features of the corpse, so that we consider it professionally reasonable to examine the entire corpse during the autopsy practices. However, the presence of the whole body can interfere with students' study of the organs. In the future, we will provide extra tables to help them. However, in the second part of the year, we organize practices just on dissected organs to facilitate the skills of organ demonstration.

"If I make a powerpoint presentation for a 70 minute class (let's presume I start on time), I should have a maximum of 70 slides, giving me a minute for each on average. (...)"

"Please consider updating the the website (or using Moodle) to have the current slides available for students before the lecture begins."

Due to the limited length of our lectures, the topics presented are ranked according to their clinical and pathological relevance. According our educational policy, we have aimed to cover in detail the diseases of major public health importance, with a more superficial focus on less

important entities. In the future, we will ask our colleagues to limit the total number of slides per lecture and mark those slides which are just for additional information for students who are interested more in the actual development of pathological sciences. In the following, we draw the attention of our lecturers to the issue of the length of the lecture content. In future, we would ask our speakers to upload their presentations to the website before the lecture if there are any significant changes compared to the previous ones.

"Also it would be VERY helpful to have a cohesive semifinal / final exam topic list as well as histology slide list"

Both the questions to be asked in the final exam and the list of histological slides are available to students. In the future, we will make a special effort to draw the attention of our students to these, to help them prepare for the final exam.



The action plan was compiled by:

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Acknowledged by:

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