



**SEMMELWEIS UNIVERSITY**  
**FACULTY OF MEDICINE**

*Department of Pharmacology and Pharmacotherapy*

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## **Action plan for the Pharmacology subject taught at the Faculty of Medicine**

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### **Action plan based on Students' Evaluation**

#### **Pharmacology II, Faculty of Medicine, 3<sup>rd</sup> year**

##### General evaluation:

Pharmacology as a subject was evaluated by 44.49% of the third-year English medical students (101 of 227 students). The deviations in all questions were non-significantly altered from the faculty average, except providing exam requirements, that got a significantly higher score than the faculty average.. This result is nominally like the previous year. The highest scores were given to the educational discipline and the exam requirements (4.61 and 4.64, respectively). All the other scores were also above 4 points.

Pharmacology seminars were evaluated by 40.53% of the students. The scores (4.52-4.62) were the same as the faculty average.

We regularly asked the students to evaluate the individual lectures on the spot. Although the presence at the lectures was not outstanding and declined over time, the average scores were between 4.8 and 5.0 indicating that our lecture methods are still good and we do not intend to change that at this moment.

##### Detailed evaluation and plan:

Last year the evaluation was invaluable, since very few students gave opinions after the first semester and no-one at the end of the year. Nevertheless, we made some changes in structuring the study material and we are taking continuous effort to standardize all the teaching materials that is highly appreciated by the students.

The main complaints were about not uploading the lecture recordings. We have returned to the previous practice, from this year on, students receive these recordings through the Moodle system. As of the practices, the comments on teachers were absolutely positive that convince us to continue our teaching practices.

The attendance at the lectures was very low and not uploading lecture recordings did not improve it at all. It seems, students no longer require full lectures in the classic way. However, handling this issue is beyond our competence, since otherwise the lecturers receive very good opinions, most likely the Study and Examination Policy lets the students miss the lectures, as they are not mandatory.

Overall, it can be concluded that in the second year of third year English Pharmacology after the curriculum reform is not judged badly, of course we must work on achieving better results and incorporate new teaching methods (flipped classroom) that might be more appreciated by the students. We have already started to work on it for the Hungarian students. Based on the experience we will extend it to English students in the future.

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