

MEDICAL DEGREE



2010 – A SNAPSHOT

ASSESSMENT OF THE ACADEMIC YEAR 2009/2010

UNIVERSITY OF MINHO
School of Health Sciences
Medical Education Unit

Introduction

This *Snapshot* presents a brief summary of the 2009/2010 edition of the undergraduate Medical Degree in the School of Health Sciences of the University of Minho (ECS-UM). It is a compilation produced by the Medical Education Unit (MEU) as part of the internal processes of quality assessment. The primary objective is that of increasing the accountability of the Medical Degree before the general public, health care institutions and current and future students.

The *Snapshot* is a consequence of the voluntary effort of the SHS-UM to collect data and provide evidence on the quality of the school's undergraduate medical program. It is sustained by a permanent and systematic process of gathering and organization of data. The *Snapshot* summarizes student academic performance, the results of the student evaluations of the undergraduate program (curricular areas, faculty, clerkships and seminars) and the essential demographic elements of the entering class for 2009/2010. The MEU is responsible for the included comments, which take into consideration the final year reflections of the School's Scientific Council. The *Snapshot* has been developed for inclusion in the full report of the School of Health Sciences.

The SHS-UM forth entering class graduated in July 2010. There are now 199 physicians who have graduated in Minho, and are being followed by the School of Health Sciences' Longitudinal Study. The Study collected in 2010, for the first time, ratings of the Supervisors of Minho's graduates on knowledge and professional behaviour in Residency. The collected responses (response rate 26%) revealed that the Supervisors place most graduates of Minho in the group of the best 25% in both dimensions (respectively, 45 and 58%) they had ever supervised. Such preliminary results add further positive evidence on the quality of the undergraduate medical training and it is encouraging to see the elevated ratings given to the professionalism of Minho's Graduates.

There were further important advances in the Longitudinal Study. In 2010, the process of setting up the database for the Study and of transferring all exist in undergraduate and pre-college life of Minho's students was concluded. It is now possible to explore the database with a research perspective – for example to look for predictors of performance – or as a service of the medical school – for example to produce the distribution of scores included in this snapshot. The study is now more visible, has its own webpage and is used as a platform to maintain the proximity with Minho's graduates and the Alumni

Association. As an example, in 8 May 2010, the first Med-day was organized which brought back to the School 44 graduates (see brochure in the appendix).

The School of Health Sciences continues to invest on external measures of student knowledge as a means for better international accountability. In 2010, a new edition of the *International Foundations of Medicine* was held, in which 99 students (55%) from the 4th to the 6th year participated. In 2010, a new experiment was held in which a web-delivered *Basic Science Examination* was taken by 85 students (57%) from the 3rd and 4th year students. This was a new collaborative effort with the National Board of Medical Examiners and was included in an International Study of Portuguese/English Translation effects (Holtzman *et. al.* Abstract presented in the Annual Meeting of the Association for Medical Education in Europe, 2010).

This *Snapshot* will be distributed to the School's External Advisory Committee, to faculty members and to the student body of the School of Health Sciences.

School of Health Sciences
Medical Education Unit
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1. THE RECENT EXPERIENCE WITH THE UNDERGRADUATE MEDICAL PROGRAM

In what concerns the undergraduate medical program, it is worth to highlight that a new curriculum is in place starting in the academic year 2009/2010. The changes, approved in the Scientific Council of the School, respond to constraints and opportunities for improvement identified in the curricular structure in light of past editions. The changes represent feasible alterations that mitigate the following issues: 1) insufficient time in the curriculum for the 3rd year courses that introduce students to history taking and physical examination and to community health, which led to the expansion of, respectively, Introduction to Clinical Medicine (ICM) and Introduction to Community Health (ICH); 2) a need to make more time for electives in clinical areas not comprised in the core curriculum dictated the expansion of the 5th year the Optional Residency (OR). To accommodate these changes it was necessary to reduce the number of Option Projects (from 6 to 4).

Table 1 - Study plan

PHASE	Scientific Area	Curricular Unit	Weeks		Student work			Credits (ECTS)
			Lective (1)	Evaluation (2)	Tutored	Individual	Total	
I	CSH	Introduction to the Medical Degree	4		65	40	105	4,0
	CBB	Molecules and Cells	12	1	385	260	645	24,0
	CBB	Organic and Functional Systems I	12	2	400	270	670	25,0
	SC	Training in a Health Centre	1		20	5	25	1,0
	SC	First Aid	1		25		25	1,0
		Option Project I	4		65	40	105	4,0
	CSH	Vertical Domains I	*		25		25	1,0
		1^o Year – Totals		40	985	615	1 600	60
	CBB	Organic and Functional Systems II	16	2	424	272	696	26,0
	CBB	Organic and Functional Systems III	13	2	363	246	609	23,0
	CSH+SC	Familia, Sociedade e Saúde	2		35	20	55	2,0
	CSH+SC	Follow up of a Family I	*		25	30	55	2,0
		Option Project II	6		98	60	158	6,0
	CSH	Vertical Domains II	*		25		25	1,0
	2^o Year – Totals		40	970	630	1 600	60	
II	P	Biopathology and Introduction to Therapeutics	25	2	682	458	1 140	43,0
	SC	Introduction to Community Health	6		70	40	110	4,0
	C	Introduction to Clinical Medicine	8	1	169	116	285	10,5
	CSH+SC	Follow up of a Family II	*		20	20	40	1,5
	CSH	Vertical Domains III	*		25		25	1,0
		3^o Year – Totals		40	966	634	1 600	60
III	SC	Health Centre Residency I	7		170	110	280	10,5
	C	Medicine Residency I	12	1	290	190	480	18,0
	C	Mother and Child Residency	11	1	275	180	455	17,0
	C	Mental Health Residency	4		105	70	175	6,5
	C+P+CBB	From the Clinic to Molecular Biology I	*		50	30	80	3,0
		Option Project IV	4		65	40	105	4,0
	CSH	Vertical Domains IV	*		25		25	1,0
		4^o Year – Totals		40	980	620	1 600	60
	SC	Health Centre Residency II	7		170	110	280	10,5
	C	Surgery Residency	12	1	295	200	495	18,5
	C	Medicine Residency II	12	1	289	206	495	18,5
	C	Optional Residencies	5		133	92	225	8,5
	C+P+CBB	From the Clinic to Molecular Biology II	*		50	30	80	3,0
	CSH	Vertical Domains V	*		25		25	1,0
	5^o Year – Totals		40	962	638	1 600	60	
IV	SC	Health Centre Residency - Final Training	7		170	110	280	10,5
	C	Hospital Residencies - Final Training	26		635	420	1055	39,5
	C+P+CBB	From the Clinic to Molecular Biology III	*		50	30	80	3,0
		Option Project – Final Training	7		110	75	185	7,0
	6^o year – Totals		40	965	635	1 600	60	

C – Clinic; CBB –Biologic e Biomedical Sciences; CSH – Human & Social Sciences; P – Pathology; SC – Community Health.

* - Organized along the curricular year

(1) Evaluation included at the end of the module (2) Includes closing evaluation of the curricular area and the final exam (when applied)

2. Student Profiles in 2009-2010: Retrospective Analysis

2.1 Candidates

In the academic year 2009-010, the number of applicants for the 120 positions available (National Admission Process) for the UM Medical Degree Course amounted to 1455 (Table 6), corresponding to 12 candidates for each position available. A retrospective analysis of the distribution according to candidate's choice in 2009-10 and the previous curricular years is presented in Table 6.

Table 2 - **Applications in 2009-10 according to preference**

Applicants: n (%)	Choice	1^a	2^a	3^a to 6^a	Total
Academic Year	2009-10	370 (25%)	264 (18%)	821 (57%)	1455
	2008-09	383 (22%)	251 (15%)	1093 (63%)	1727
	2007-08	223 (19%)	196 (16%)	784 (65%)	1203
	2006-07	208 (19%)	239 (22%)	636 (59%)	1083
	2005-06	200 (17%)	182 (16%)	791 (67%)	1173
	2004-05	170 (18%)	152 (16%)	624 (66%)	946
	2003-04	146 (14%)	178 (18%)	685 (68%)	1009
	2002-03	168 (15%)	202 (18%)	746 (67%)	1116
	2001-02	381 (17%)	350 (16%)	1470 (67%)	2201

There were 6 more places available for other admissions processes in accordance with the ministry directives (5% of positions filled by a special admission process for graduates); and 2 more places for the Special admission regimen.

2.2 Admissions

In the curricular year of 2009-10, 135 students were admitted to the UM Degree in Medicine as follows:

National Admission Process (N123^{a,b})

- General contingency: **111**
- Students proceeding from autonomous regions (Azores and Madeira): **8**
- Portuguese emigrants and family members residing with them: **2**
- Students on official military service: **0**
- Handicapped students: **2**
- Ties: **0**

Special admission process for graduates: 7^c

Special admission regimen: 4

Special admission process: 0

Re-admission and transfers: 0

- a) 2 more students in the 2^a part and
- b) 1 more student in the 3^a part because 3 students cancelled their registration;
- c) 1 tied student

A comparison between students' choices in 2009-10 and the previous curricular years is presented in the following table.

Table 3 - **Admitted student's distribution according to choice: retrospective analysis**

N of students (%)	Option	1 ^a	2 ^a	3 ^a to 6 ^a	Total
Academic Year	2009-10	100 (81%)	19 (15%)	5 (4%)	124
	2008-09	79 (64%)	17 (14%)	27 (22%)	123 ^a
	2007-08	65 (64%)	8 (8%)	28 (28%)	101
	2006-07^{a)}	59 (93%) ^{a)}	3 (5%)	1 (2%)	62
	2005-06	40 (67%)	7 (12%)	13 (21%)	60
	2004-05	53 (88%)	5 (9%)	2 (3%)	60
	2003-04	41 (76%)	3 (5%)	10 (19%)	54 ^{a)}
	2002-03	33 (66%)	9 (18%)	8 (16%)	50
	2001-02	19 (37%)	5 (10%)	28 (53%)	50

e) 100% in the General Contingency; d) does not include information on one student (Special Access)

2.3 Admission Grades

Table 8 lists the averages of the admitted students grades (limits and variation) organized according to their application regimes.

Table 4 - **Admission grades in the curricular year of 2009-10 distributed according to contingencies**

Contingent	N of students	Classification (minimum – maximum)	Partial Average	General Average
General	111	181.5 – 197.2	184.9	182,7
Autonomous Regions	8	157.30 – 172.50	166.1	
Emigrants	2	149.7 – 158.7	154.2	
Handicapped	2	151.0 - 172,7	161.9	
Military	0	-	-	

A comparison between student's grades in 2009-10 and the previous curricular year is presented in the following table.

Table 5 - **Admission grade point averages: retrospective analysis**

Academic year	General Average	General Contingent Average
2009-10	182.7	184.9
2008-09	182.6	185.5
2007-08	180.9	184.5
2006-07	183.8	186.4
2005-06	184.9	187.6
2004-05	185.3	188.9
2003-04	182.5	187.4
2002-03	185.7	188.4
2001-02	185.6	187.4

(b) does not include information on two students (Special Access)

2.4. Gender

In what concerns gender, 66% of the admitted students were females.

3. Final word

In summary, the combination of approaches used by the school and presented in this *snapshot* – internal examinations, external assessments of knowledge, evaluations by students and longitudinal research - generates a wide range of data that concur to the important conclusion that, in 2010, the undergraduate medical degree of the School of Health Sciences was faithful to its mission by delivering an undergraduate program that certainly meets any international standards of quality in medical education.

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