



Universitätsklinikum
Hamburg-Eppendorf

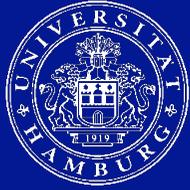
The Structure of Medical Education in Europe:
Implementing Bologna –
On the way to a European success story?

Workshop 5: Enhancing Research Competences Second tracks in Medical Education

Andreas H. Guse

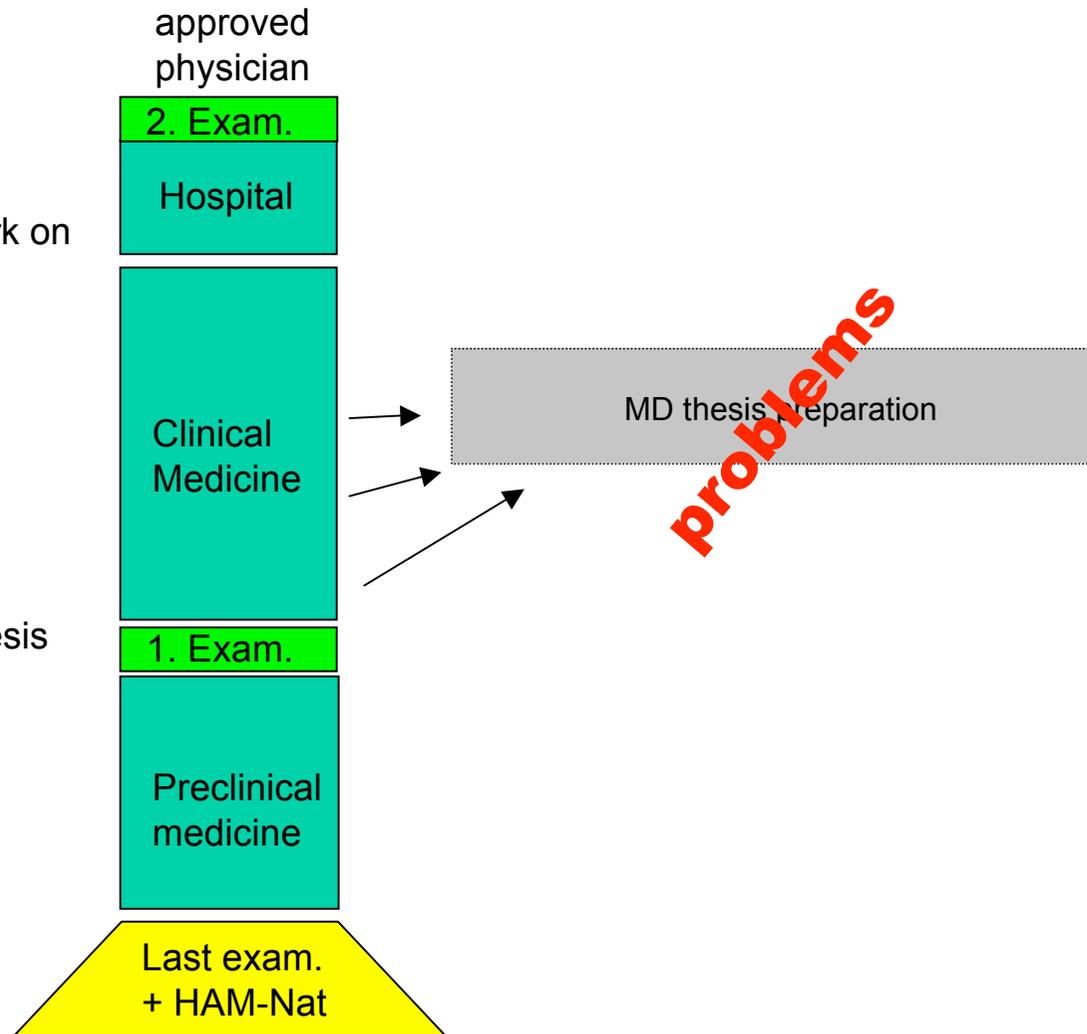
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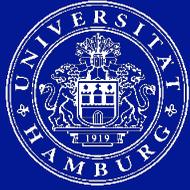


Problem/starting point

- in Germany medical students work on their MD thesis in parallel to the clinical part of studies (y 3 - 5)
 - in the preclinical part practical teaching in e.g. molecular life sciences (biochemistry etc.) is very basic
 - MD students starting their MD thesis usually have severe problems in getting a practical project started properly
- => **Main track is insufficient!!**

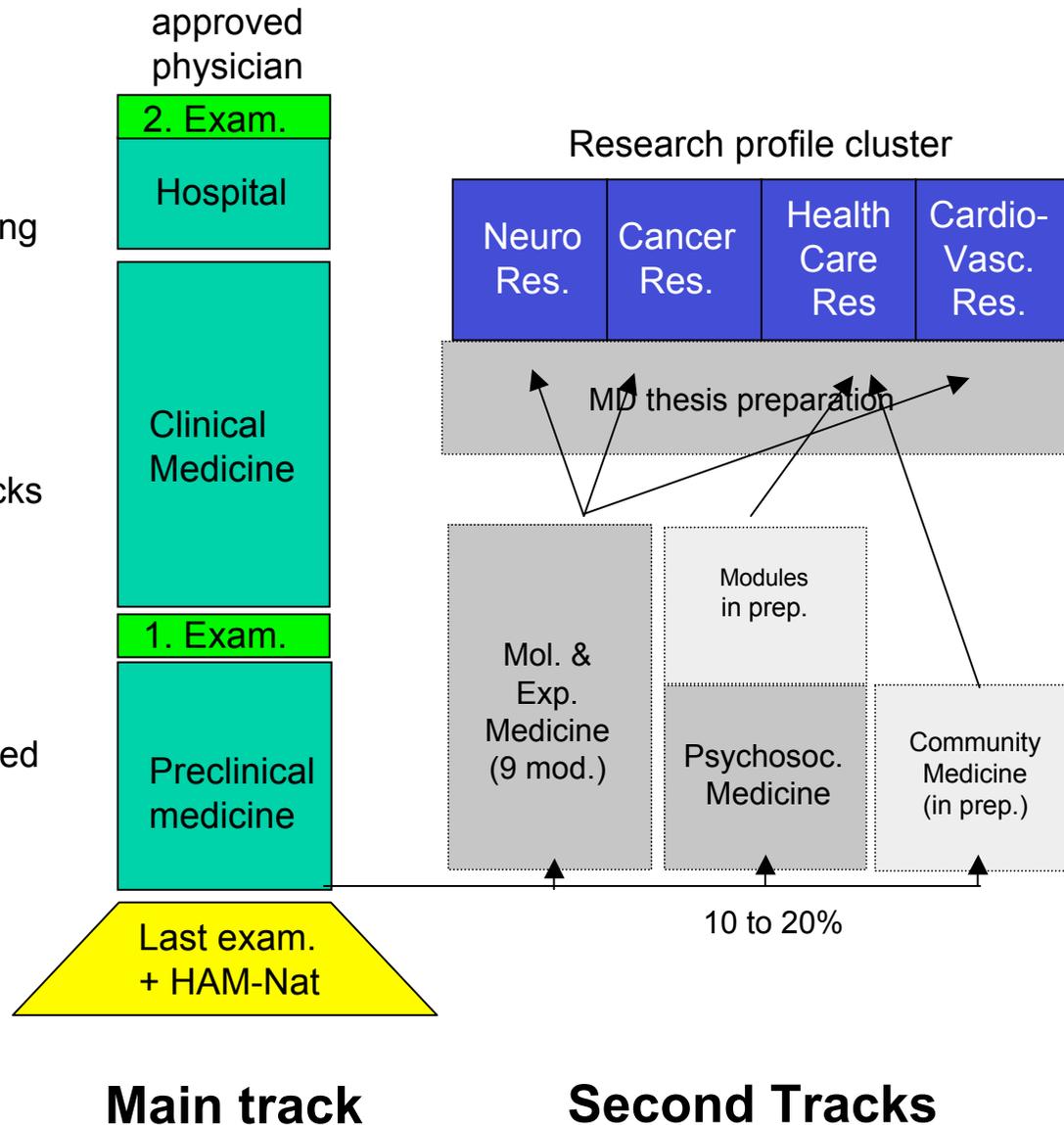


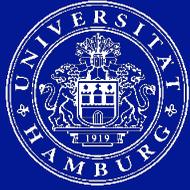
Main track



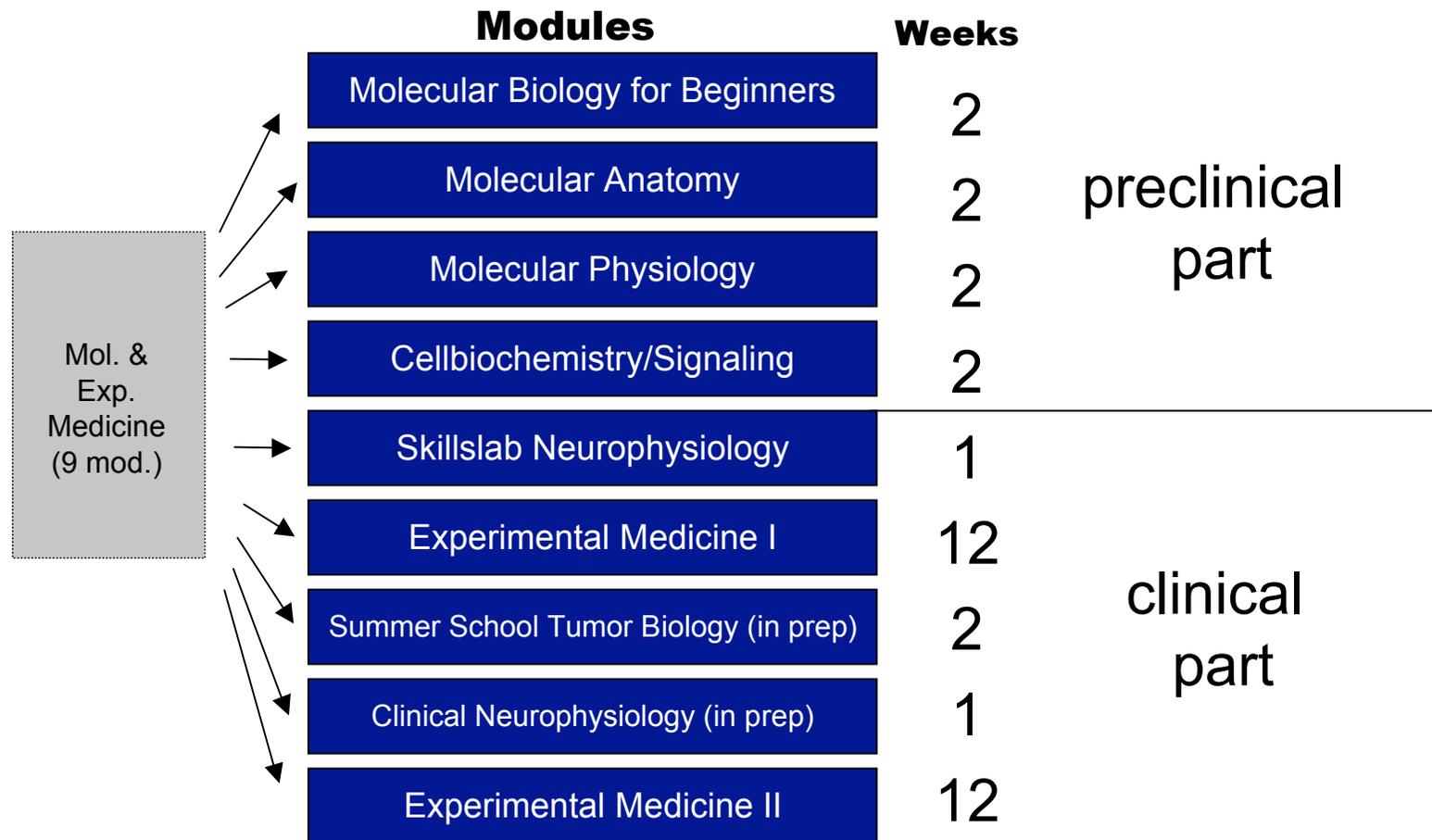
Solution

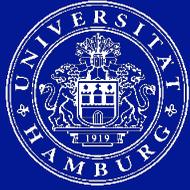
- identification of students with strong interest in early specialisation
- find colleagues to develop second tracks
- set up of modularized second tracks
- define extra curricula
- find teachers for extra curricula
- find space in the highly compressed main track



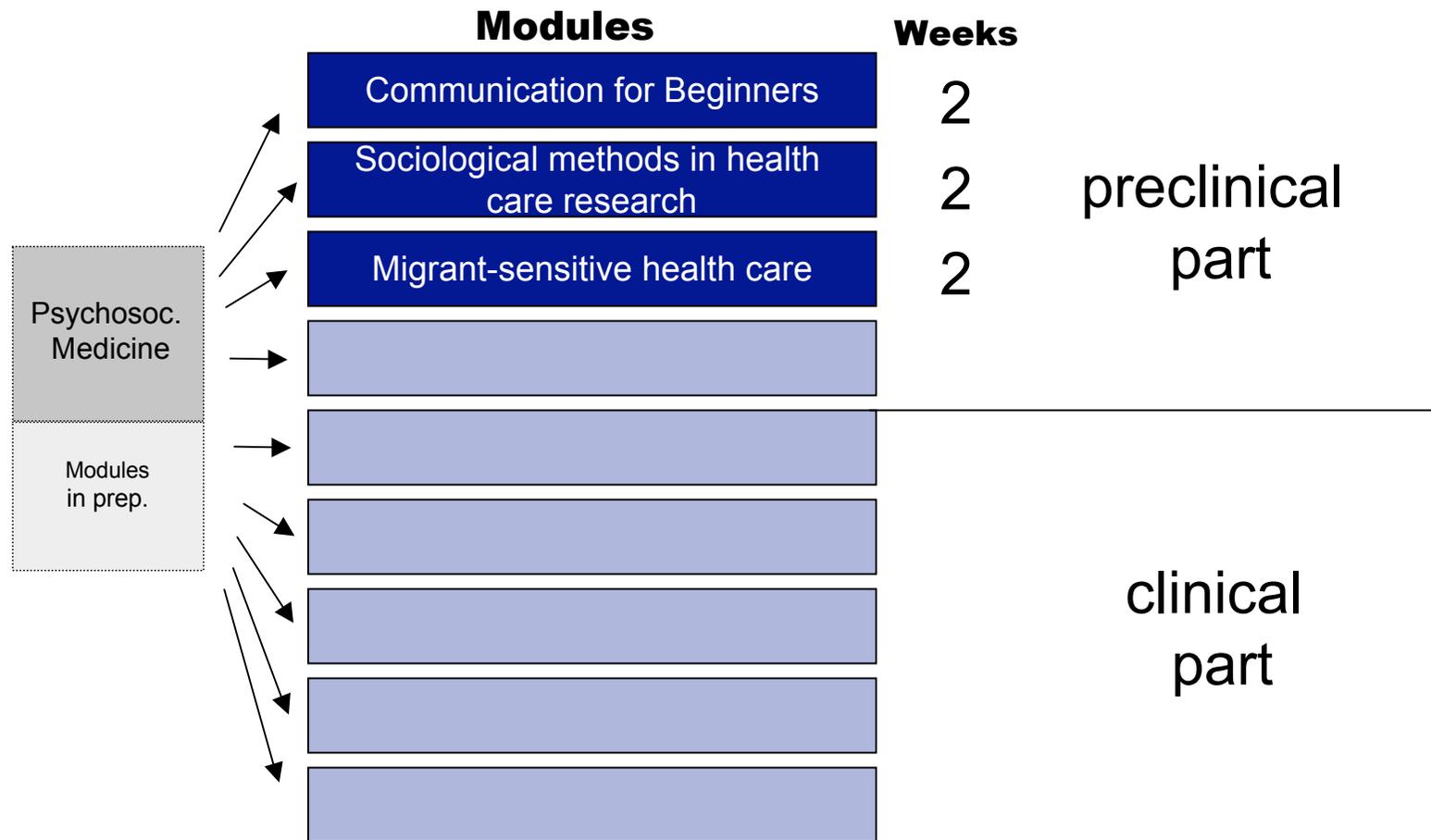


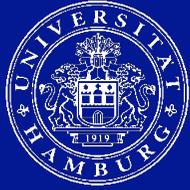
Second track Molecular and Experimental Medicine



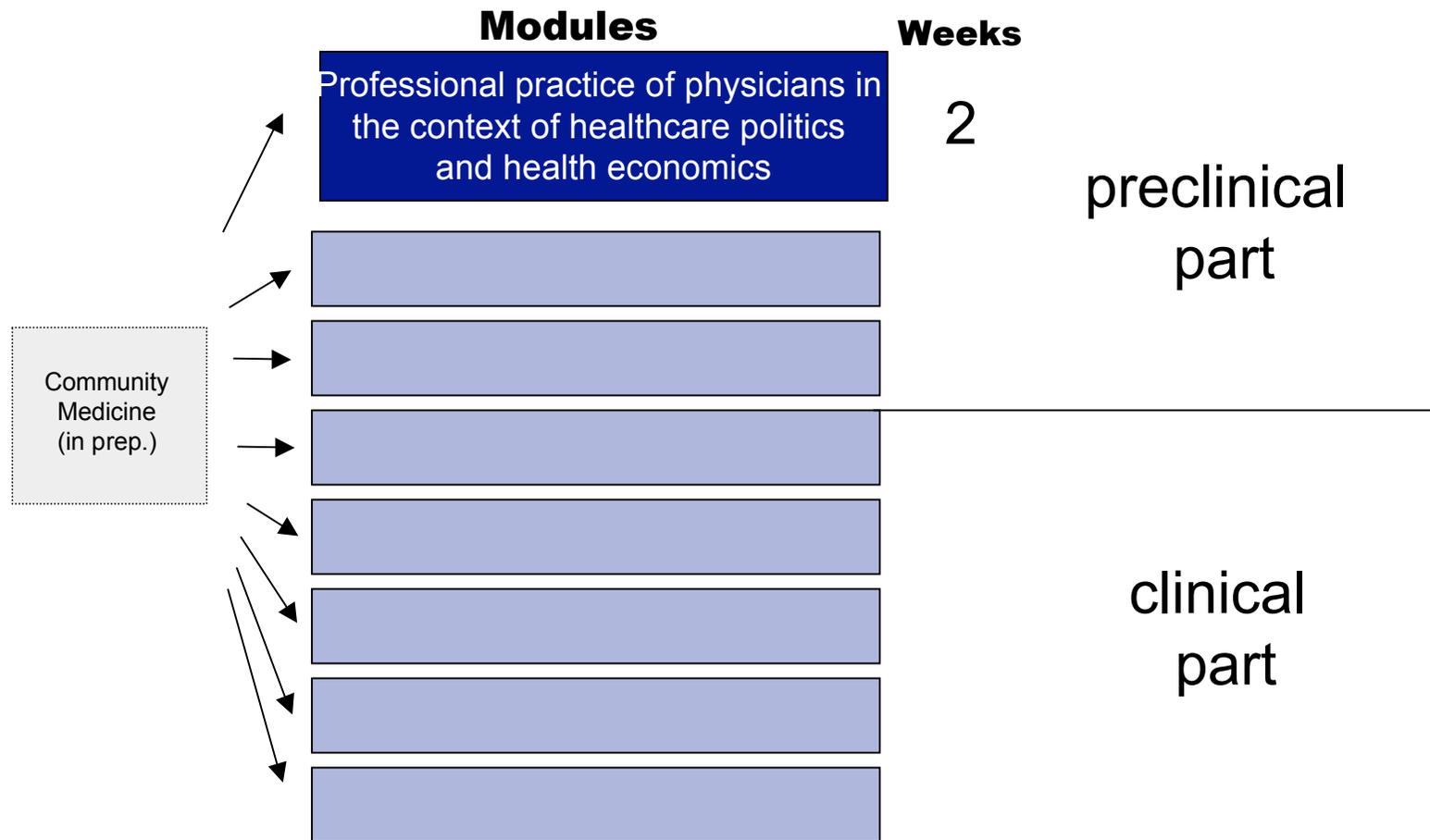


Second track Psycho-social Medicine





Second track Community Medicine and Primary Care





Does it work?

- second track molecular & experimental medicine established since 4 years
- about 60 applicants out of 400 freshmen (medical students) every year
- about 40 to 50 selected according to final school examination, with special emphasis on mathematics, physics, chemistry and biology
- about 40 students attend >1 module

Taken together:

Students are enthusiastic about the second track(s), but....

....since it is time consuming, not all of them receive a certificate!



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People involved

Georg W. Mayr

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