NON-STATE EDUCATIONAL INSTITUTION
"MEDICAL AND SOCIAL INSTITUTE OF TAJIKISTAN"

"APPROVED"
Rector of the Non-State Educational Institution
"Medical-Social Institute of Tajikistan"
Ibodzoda Z.Kh. _____
"15" 12 2021 N6

Development Strategy of the Faculty of Medicine Non-State Educational Institution "Medical-Social Institute of Tajikistan" for 2021–2030

Dushanbe - 2021

Faculty Mission:

The mission of the "General Medicine" program is to provide high-quality foundational medical education to train competent general practitioners who are prepared for further specialization and lifelong learning, and who are capable of contributing to the advancement of medical science and the healthcare sector.

The mission of the "General Medicine" educational program reflects the core mission of the institute: to train highly qualified professionals at both the undergraduate and postgraduate levels, and to foster the comprehensive development of medical science in order to provide high-quality, skilled medical care to the population.

- at the undergraduate and postgraduate levels: training a physician in the specialty of "General Medicine" capable of providing qualified care within primary health care facilities;
- the capacity for further postgraduate training (specialization) to provide care at the secondary or tertiary healthcare levels;
- the capacity for lifelong learning (continuous education);
- the capacity of the "General Medicine" graduate to conduct scientific research.

Strategic Vision for the Faculty's Development

In the context of the modernization of the healthcare system in the Republic of Tajikistan and the rapid growth of new medical technologies over the last few decades, the Faculty of Medicine envisions its future as an innovative research and development center that:

- provides continuous professional training for medical specialists, integrating educational, scientific, and clinical activities;
- implements the educational process using modern, effective teaching technologies—including Internet resources, new information technologies, virtual training simulators, and medical models at practical skills centers—and is maximally integrated into the treatment and diagnostic process carried out by highly qualified personnel at major healthcare facilities;
- serving as a national innovation center for the development of new medical technologies, featuring a robust information infrastructure, scientific personnel, and well-equipped laboratories;

- actively engaged in international cooperation, including the establishment of bilateral agreements and the exchange of students pursuing studies based on individual educational pathways;
- organizing research internships for young staff members of the institute to master modern scientific technologies in the fields of biology and medicine and subsequently implement them in the faculty's operations;
- collaborating with leading foreign medical universities to enhance the educational process for training medical professionals;
- actively operating in the international market of educational services by training medical personnel for foreign countries through the organization and enhancement of a comprehensive training program conducted in a medium of instruction (English), offering students the opportunity to receive a high-quality medical education comparable to the best standards of domestic and foreign medical schools, and providing optimal conditions for accommodation, spiritual development, and self-realization;
- fostering an optimal environment for daily work, creative self-realization, and professional growth by equipping workstations with modern hardware and technology, involving staff in addressing key issues related to the institute's development and operations, providing material and non-material incentives, creating conditions for healthy internal competition, and facilitating vertical mobility for the most gifted and promising employees.

Implementing the faculty's development strategy entails focusing on such priority goals as:

improving the pedagogical process through the active use of innovative approaches and information technology, directed toward the dual goal of fostering the harmonious development of the individual and preparing high-caliber specialists poised for leadership in their respective fields.

Objectives of the work:

Creation of an optimal organizational structure for the faculty, oriented towards a process- and project-based management approach.

• Professional development for the head of the faculty and for heads of units at all levels.

Principles for developing and implementing a faculty strategy

The implementation of medium- and long-term strategic development plans is based on the following principles:

A focus on results—rather than merely on the resource provision of processes—as the primary criterion for evaluating educational, research, and clinical activities.

Creating a competitive environment within the day-to-day operations of the institute's units, the work of department staff, students' academic pursuits, and the placement of graduates.

Active involvement of faculty staff in the process of formulating and implementing the institute's development strategy when making decisions on fundamental issues regarding the faculty's operations.

Comprehensive support for the innovative nature of the faculty's core activities, including the integration of educational, research, and clinical processes.

Active collaboration with key stakeholders—students, patients, regional healthcare authorities, employers, the founding body, the institution's staff, and society as a whole—in evaluating the university's final outcomes and operational effectiveness.

Effective motivation of employees to improve the quality of various aspects of operations.

Indicators for the achievement of the main strategic goal:

Alignment of curricula and course syllabi with the requirements of state educational standards and international standards in terms of level and content.

Alignment of the quality of student and graduate preparation with the requirements of state educational standards.

High level of involvement of faculty and students in research work.

Demand for graduates in the labor market.

Implementation of extracurricular activities for students within an educational institution.

The opportunity to continue one's education through postgraduate and supplementary professional education programs.

Qualifications of teaching staff.

Achieving academic mobility for at least 5–10% of students.

Increasing the share of students from foreign countries to a level of 20%.

Achieving an 80% satisfaction rate among employers regarding graduates' proficiency in the majority of professional competencies.

Achieving 90% student satisfaction with the quality of the educational process.

System of goals for the medical faculty's development strategy

Goal 1. Achieving a quality of educational activity that matches the standard of the best domestic and international medical schools.

Objectives

1. Integration of research, clinical, and educational processes.
2. Implementation of the principles of the Bologna Process.
3. Improvement of the student performance assessment system.
4. Introduction of new Development of fundamental and applied scientific researchtechnologies into the educational process.
5. Professional development of teaching staff.

Goal 2. Establishing an effective system for motivating the development of pedagogical expertise.

2.1. Creating a system of competitions, rankings, and grant support for enhancing the quality of teaching.

2.2 Development of fundamental and applied scientific research

Goal 3. Achieving the status of a research center in the fields of clinical medicine and physiology.

3.1. Achieving an international standard of scientific research.

3.2. Creating an innovative environment.

3.3. Increasing research funding and diversifying funding sources.

3.4. Establishing a support system for young scientists.

3.5. Enhancing student research activities (increasing participation in student scientific societies and involvement in international and regional student competitions and Olympiads).

3.6. Continuing the participation of department teams in research programs, securing grants and patents, and publishing monographs and scientific articles, including in journals recommended by the Higher Attestation Commission (VAK).

Goal 4. Development of a modern, efficient information infrastructure for the faculty.

4.1. Enhancement of the faculty's information portal.

4.2. Creation of electronic forms for administrative processes in the areas of research and educational activities.

Technological modernization of clinical training infrastructure

Goal 5. Establishing a modern medical, scientific, and educational complex that enables high-quality training of medical professionals and ensures leadership in the provision of high-tech medical care.

5.1. Expanding the volume and range of high-tech medical care provided.

5.2. Increasing participation in healthcare-related projects.

5.3. Leading the development of clinical protocols for primary healthcare facilities and inpatient hospitals.

5.4. Continuing the involvement of faculty staff in clinical practice at the departments' affiliated clinical sites.

Goal 6. Establishing an effective model of cooperation among healthcare institutions.

6.1. Improving contractual arrangements between the institute and its clinical training sites.

6.2. Enhancing the graduate assessment system based on competencies.

6.3. Developing forms of social partnership with the professional medical community.

Internationalization of educational activities.

Goal 7. Expansion of the market for medical educational services into new regions. Increasing the share of international students to 20%.

7.1. International certification of educational programs.

7.2. Improvement of marketing activities aimed at attracting international students.

7.3. Enhancing the language proficiency of faculty members and certifying them to teach using the English language.

7.4. Improving living and accommodation conditions for international students.

7.5. Enhancing the academic and methodological support for educational activities.

7.6. Developing and promoting new educational programs for the international market of educational services.

7.7. Developing international academic mobility programs.

8. Improving infrastructure and the financing system

Goal 8. Creation of modern faculty infrastructure aligned with strategic development goals.

8.1. Modernization of the institute's infrastructure.

8.2. Enhancement of IT infrastructure and communication facilities.

Goal 9. Achieving a level of library service quality that supports the institute's strategic development objectives in education and research.

9.1. Increasing the accessibility of medical and scientific information.

9.2. Development of the information support system.

Goal 10. Creation of an effective social partnership model.

Fostering a culture of health

10.1. Development of new preventive technologies based on advances in genetics and molecular biology.

10.2. Integration of new disease prevention technologies into the student physical education system.

10.3. Establishment of networks for sharing resources and knowledge regarding the promotion of a culture of health.

10.4. Ensuring access to clinical monitoring for students, staff, and veterans.

10.5. Expanding public access to consultations with top-tier specialists.

Goal 11. Effective cooperation with government authorities and employers.

11.1. Improving the system of career guidance, targeted specialist training, and postgraduate education through the establishment of effective partnership mechanisms with administrative bodies and employers.

11.2. Ensuring the coordination of scientific research and the implementation of new medical technologies in clinical practice.

11.3. Involvement of employers in the development of educational programs and in interim and final assessments.

Goal 12. Fostering an active and creative individual.

12.1. Promoting civic engagement among students by enhancing the level of self-governance within the student community.

12.2. Creating conditions for the creative development of students.

Goal 13. Successful Graduate

13.1. Establishing a system that ensures government authorities take an interest in the professional careers of top-performing graduates.

13.2. Developing mechanisms for ongoing interaction between graduates, administrative bodies, and academic departments.

Mechanisms for implementing the development strategy of the Faculty of Medicine

- Conducting student surveys to gather feedback, based on the Stanford model for teaching clinical disciplines (Appendix No. 1).
- Carrying out annual performance evaluations of structural units and academic departments.
- Implementing anti-corruption measures within the faculty.

"APPROVED"

By decision of the Academic Council of the Non-Governmental Educational Institution "Medical-Social Institute of Tajikistan," №. 315-1 dated "27" 10 2021

APPENDIX NO. 1

Questionnaire

Assessment of Teaching Quality

Instructor's Full Name _____ **Department** _____ **Faculty** _____ **Year** _____ **Group** _____ **Date** _____

Please carefully review the categories of teaching quality and their descriptions.

1. 1. Respect and a positive atmosphere	systematicity of following
treated viewpoints differing from his own with respect; invited others to express their opinions; and avoided mockery, intimidation, and interrupting the speaker.	constantly, periodically rarely never
2. 2. Engaging the student in the learning process	
encouraged the student to actively discuss the topic; directed questions to a specific student rather than to the "group" as a whole; listened attentively; and avoided letting the discussion be monopolized by himself or by a small circle of students	constantly, periodically rarely never
3. 1. Stimulating interest in the subject under discussion	
conveyed palpable enthusiasm for the subject through his entire demeanor and infected those around him with that interest; fostered a productive working atmosphere	constantly, periodically rarely never
4. Recognition of the complexity of the subject and the limits of one's capacity to master it	
did not demand absolute knowledge or understanding of the subject; acknowledged that the subject was difficult, yet instilled optimism and helped to overcome challenges; did not consider himself to be in possession of the "ultimate truth"; avoided dogmatism	constantly, periodically rarely never
Lesson leadership style	
employed various leadership styles (ranging from directive to liberal) depending on the complexity of the subject matter and the students' level of preparation; avoided unnecessary pressure; and took students' opinions into account when appropriate	constantly, periodically rarely never
4. Pace of the lesson	
Classes started on time; all planned topics were covered; the sessions were conducted in a businesslike manner, with no time spent discussing unrelated subjects; the instructor strictly adhered to the schedule for covering the material.	constantly, periodically rarely never
5. 5. Maintaining the focus of the session	
clearly defined the lesson plan and content; did not allow any	constantly, periodically

deviation from the lesson topic; promptly and firmly eliminated external distractions	rarely never
6. Communicating the lesson objectives	constantly, periodically rarely never
clearly and understandably defined the lesson objectives; outlined the intermediate stages for achieving them; specified concrete ways to reach the intended goals; and monitored the results of their execution.	
7. Organization of material	constantly, periodically rarely never
The material was structured and presented systematically, in accordance with a plan; transitions between different parts of the lesson were clearly marked; illustrative models and diagrams were used to facilitate understanding; and both interim and final summaries of the lesson were provided.	
8. Clarity of presentation	constantly, periodically rarely never
Clear definitions were provided for new terms; an appropriate number of examples were used (clinical cases, gross and microscopic specimens, results of functional and laboratory tests, etc.); clear answers were given to questions asked; and the interrelationships between different parts of the material were explained.	
9. Highlighting key points and stimulating active memorization	constantly, periodically rarely never
used visual aids, presentations, slides, whiteboards, diagnostic equipment, etc.; highlighted key points of the material; and consistently analyzed concrete examples (macro- and micro-preparations, computer programs, clinical cases, patient examination results, tests, situational tasks, role-playing exercises, etc.)	
10. **Assessment of students' knowledge and skills by the instructor**	constantly, periodically rarely never
constantly posed questions and insisted on answers and the completion of tasks; evaluated answers and task performance; required the analysis of specific examples and cases (patients) and the identification of interrelationships between different parts of the material; and asked self-assessment questions (e.g., "What do you think?" "Do you have enough information to...?").	
11. **Feedback between instructor and student**	constantly, periodically rarely never
always provided open feedback (verbally or through gestures) on a student's actions (responses, completion of tasks); explained why an action was correct or incorrect; and offered advice on how to improve knowledge and skills	
12. **Encouraging independent learning**	

facilitated active student participation in the learning process; requested that clear goals be defined for completing tasks and encouraged adherence to them; stimulated discussions and conducted brainstorming sessions; provided guidance on how to utilize software, online resources, and books; and supplied methodological materials	constantly, periodically rarely never

Questionnaire for evaluating the quality of the educational process

Grade	Practical sessions	Lecture	Textbooks	"Handbook"	Exams
Completely satisfied					
Satisfied					
Neutral stance					
Dissatisfied					
Completely dissatisfied					

If there are ratings of "dissatisfied" or "completely dissatisfied," these must be specified (what is it that causes dissatisfaction?).

Approval Sheet

№	JOB TITLE	Full Name	Date of approval	Signature
1.	Vice-Rector for Academic Affairs and Practical Training	Mizhgoni Sorbon	13.12.2020	
2.	Vice-Rector for Research and Innovation	A. Akhmedov	13.12.2020	
3.	Vice-Rector for Student Affairs	Mirova Sh.M.	13.12.2020	
4.	Chair of the Central Educational and Methodological Council	Mizhgoni Sorbon	11.12.2020	
5.	Head of the Academic Affairs Department	Rakhmonov Sh.M.	11.12.2020	

Change Record Sheet

№ п/п	Basis for making changes	Page number	Summary of changes	Date of entry	Full name and signature of the person making the change
1.					
2.					
3.					
4.					
5.					
6.					