

## **Shortcomings of Medical Education Which an Application of a Science of Science Can Reveal**

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### **(Abstract)**

The "clinical approach" which has become the basis of medical education since the 19th century, has been a major step forward toward a scientific foundation of medical practice.

The reduction and limitation of medical education and practice to this approach, however, is insufficient and appropriate. Given the general aim of medical practice to promote and support human life processes in critical situations, it can be shown that the cognition theory of the clinical approach only covers a very limited perspective of relevant processes.

Since medicine has failed so far - in contrast to other sciences - to reflect on its theoretical knowledge base and paradigmatical model,

systematically it tends to become a scholastic endeavour and a closed belief system with medical education on the basis of multiple choice questions as the initiation rite. Medical education which is not grounded in a systematic reflection of its cognition base, is despite its claims, unscientific and scholastic. It tends to lose the human dimension and reduces itself to applied veterinary medicine. As can be shown, the inclusion of other scientific models such as a culturological, a phenomenological or a systems approach would have a far-reaching impact on the organisation of medical education.

The question is posed why medical education deals so unscientifically with its scientific base.

## **Clinical Teaching at the Sackler School of Medicine and a Proposition for Guidelines**

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### **(Abstract)**

The purpose of this survey is to "diagnose" the aims and methods of clinical teaching and learning in the clinical years at the Sackler School of Medicine of Tel Aviv University. Questionnaires were distributed among senior clinical teachers (department heads) and to junior staff members (tutors) in 90 affiliated wards in various medical disciplines (mostly the major ones: internal medicine, surgery, gynaecology, paediatrics and psychiatry). The wards were chosen at random from the list published in Hebrew in the Sackler School annual bulletin. The results of the survey, after statistical

evaluation, showed no differences regarding the topic between the senior teachers' group and the junior teachers' group. The teachers in general agree that general guidelines for the clinical years at the Sackler School of Medicine should be laid down. These are necessary because of the location of many affiliated wards in different parts of metropolitan Tel Aviv, a factor leading to a lack of unified standards. The teachers, in responding to the questionnaire, have provided the basis for overall clinical educational guidelines.