



European Medical Students' Association

Association Européenne des Étudiants en Médecine

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Applying Theoretical Information into Clinical Settings

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The European Medical Students' Association (EMSA) represents medical students across Europe. We envision a healthy and solidary Europe in which medical students actively promote health. EMSA empowers medical students to advocate health in all policies, excellence in medical research, interprofessional healthcare education and the protection of human rights across Europe.

EMSA. HEALTH. EUROPE. TOGETHER.

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Problem statement.

Medical education is a complicated and challenging area that needs a blend of theoretical and practical knowledge. Several medical students and practitioners, however, have raised worry about the gap between the academic curriculum and real-world applications. Even after years of study and preparation, some medical pupils might discover themselves unprepared for the demands of clinical practice. (Drexel et al., 2015)

The requirement for practical applications of academic syllabi in medical education stems from the recognition that medical students need a firm comprehension of theoretical constructs in order to apply them successfully in practical scenarios. (Khanna et al., 2021) Unfortunately, the current educational system places a strong focus on theoretical learning, frequently at the price of developing practical abilities.

Theoretical knowledge is unquestionably important in medical education since it serves as the basis for clinical practice. Yet, without hands-on experience, students may fail to apply academic knowledge in real-world settings. This can lead to subpar patient care, medical mistakes, and poor consequences. (Zainal et al., 2022)

Furthermore, the modern healthcare landscape necessitates that medical practitioners acquire a variety of practical skills in addition to core clinical competence. Theoretical knowledge alone will not suffice to fulfill patients' complicated requirements, especially in the setting of current healthcare delivery systems.

Our view. Aim

As EMSA (European Medical Students' Association), we believe that the gap between theoretical knowledge and clinical practice is probably one of the greatest obstacles that medical students may face during their educational program. Consequently, theoretical knowledge and clinical practice skills as two essential entities tend to be obtained by students separately rather than integratively. Approaching this problem thoughtfully from different sides would most likely result in a better and more confident clinical performance of students and new physicians, thus patients who are more satisfied with the treatment quality.

Recommendations

EMSA calls on the European Union and its Member states to:

- To increase the funding of simulation centers to improve training and accessibility.

EMSA calls on the World Health Organization and Medical Societies to:

- Create a Committee of Experts to prepare specific study guides focussing on clinical aspects of medicine which can be implemented at all Medical Schools at the European Level. The guides should include learning objectives, common complaints, clinical management, and reflective questions.
- Encourage student-led conferences and debates focussed on discussing differential diagnoses and management of patients.
- Conduct more studies to understand the impact of new reforms in curriculum and enable continuation of advancements in the field of medical education.

EMSA calls on European Health Care Facilities to:

- Encourage senior physicians to mentor junior physicians or medical students to enable the development of their professional identity by acting as role models.
- Promote and support interprofessional collaboration at hospitals to increase the effectiveness of training of medical students and residents

EMSA calls on Medical Faculties to:

- Collaborate with other medical personnel, like nurses or EMTs, in the teaching of common skills (e.g. Basic Life Support, IV placement)
- Train students to use Electronic Health Records
- Make changes to curriculum and classroom discussions, by integrating clinical concepts at an earlier stage along with pre-clinical subjects.
- Create a case-based learning system for students involving both outpatient and inpatient clinical settings. Evaluation of the learning system should be done every semester to analyze learning outcomes.
- Promote activities like self-appraisal and group feedback to foster reflective learning.
- Encourage students to document and present cases every week to the attending at the department. Special emphasis should be made on discussing the advantages and disadvantages of specific treatments.
- Organize regular reflective group discussions with instructors will improve learning outcomes and confidence.

- Establish regular clinical practice examinations involving physical examinations, minor procedures, and simulations should be conducted. Feedback should be discussed with students.
- Provide more volunteering opportunities to medical students to develop the professional identities of students and sensitize them to public health issues.
- Teach physicians supervising medical students basic teaching skills and ensure equivalent teaching quality among all supervising physicians.

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