



**Committee for the Evaluation of Medical Schools
In Israel**

Ben-Gurion University of the Negev

Joyce & Irving Goldman Medical School

Evaluation Report

August 2007

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Chapter 1 - Background

At its meeting on March 8th, 2005 the Council for Higher Education (CHE) decided to evaluate study programs in the field of Medicine during the academic year 2005-2006. Following the decision of the CHE, the Minister of Education, who serves ex officio as a Chairperson of the CHE, appointed a committee consisting of:

- ***Prof. Irun R. Cohen*** - Department of Immunology, Weizmann Institute of Science. Committee Chairperson.
- ***Prof. Haim Bitterman*** - Chairman of Medicine, Carmel Medicine Center, Faculty of Medicine, Technion – Israel Institute of Technology.
- ***Prof. Dina Ben-Yehuda*** - Director of the Hematology Department, Hadassah University Hospital, Faculty of Medicine, The Hebrew University of Jerusalem.
- ***Prof. Chaim-Howard Cedar*** - The Institute of Microbiology, Faculty of Medicine, The Hebrew University of Jerusalem.
- ***Prof. Menahem Fainaru*** - Sackler Faculty of Medicine, Tel-Aviv University.
- ***Prof. Shimon Glick*** - The Joyce and Irving Goldman Medical School, Ben-Gurion University of the Negev.
- ***Prof. Howard L. Weiner*** - Department of Neurology, Harvard Medical School, Harvard University, Massachusetts, USA.

Ms. Chen Hadad - Coordinator of the Committee on behalf of the Council for Higher Education.

Within the framework of its activity, the Committee was requested to¹:

1. Examine the self-evaluation reports, submitted by institutions that provide study programs in Medicine and to conduct on-site visits at those institutions.
2. Present the CHE with reports for the evaluated academic units and study programs - a separate report for each institution, including the Committee's findings and recommendations.
3. Submit to the CHE a separate report regarding the examined field of study within the Israeli system of higher education.

The entire process was conducted in accordance with the CHE's Guidelines for Self-Evaluation (of October 2005) and on the basis of the Specific Questions for the Fields of Medicine which were compiled by the Committee.

¹The Document with Terms of Reference of the committee is attached as **Appendix 1**

Chapter 2 - Committee Procedures

The Committee held its first meeting on December 27, 2006, during which it discussed fundamental issues concerning the medical schools in Israel and the quality assessment activity.

During the months of June-July 2006, the Committee members received the self-evaluation reports, and in September 2006, they began to hold discussions regarding these reports.

In November-December 2006 the Committee members conducted on-site visits of 2 days at each institution. During the visits, the Committee met with officials of each institution as well as faculty and students. The timetable set for visits to the various institutions is attached as **Appendix 2**.

In accordance with the Committee's request, each institution publicized in advance the Committee's visit and invited academic staff members, administrative staff and students to meet with the Committee to express their opinions concerning the study program of the Medical School.

This report deals with the **Joyce & Irving Goldman Medical School, Ben-Gurion University of the Negev**.

The committee's visit to Ben-Gurion University of the Negev took place on December 28-29, 2006. In order to avoid the appearance of conflict of interests, Prof. Glick who has had professional relationship with the assessed institution, did not to participate in the evaluation.

The schedule of the visit, including the list of participants representing the institution, is attached as **Appendix 2**.

The committee members thank the management of Ben-Gurion University and the Joyce & Irving Goldman Medical School for their self-evaluation report and for their hospitality towards the committee during its visit to the institution.

Chapter 3 - Evaluation of Ben-Gurion University of the Negev - Joyce & Irving Goldman Medical School

The evaluation is based on the information and the data provided in the self-evaluation report, the committee's visit to the institution and the general impressions of the committee.

3.1. Background

Ben-Gurion University (BGU) was established in 1970 and formally accredited by the Council of Higher Education in 1973. Currently, approximately 17,000 students (12,000 BA, 2,400 MA without thesis, 1,700 MA with thesis and 1,000 Ph.D. students) are served in a variety of programs. Studies take place mostly in Beer Sheva and in additional campuses.

The Joyce and Irving Goldman Medical School at Ben Gurion University was established in 1974 and is a part of the University's Faculty for Health Sciences. It was the first school to be opened in the Faculty, but today additional schools operate and award first degrees, most of them also offering second and even third degrees. Those schools are: Joyce and Irving Goldman Medical School, the Leon and Mathilda Recanati School for Community Health Professions, School of Medical Laboratory Sciences, School of Pharmacy and the School of Continuing Education.

In addition, the Faculty for Health Sciences operates the Medical School for International Health as collaboration between Ben-Gurion University of the Negev Faculty of Health Sciences and Columbia University Medical Center to graduate doctors with special skills in primary care and community, preventive, and population-based medicine. The school enrolls more than 120 students from around the world.

The course study leading to M.D degree take place for the first years entirely on the campus of BGU in Beer-Sheva; the clinical course work take place in Soroka University Medical Center and in other affiliated medical centers.

3.2. Admission

The Medical School in Beer Sheva has been a pioneer in the method of student admission, which is based upon selection rather than rejection. Other medical schools in Israel are adopting this approach. Those who fulfilled the registration requirement and passed the sifting stage are invited to an interview. There are two rounds of interviews during which each candidate is interviewed by two interviewers in each round. There are approximately 70 interviewers that interview the 70 students that are

admitted. Lately the weighted summary grade (sachem) has been lowered from 757 to 641. According to the self-evaluation report, one may observe a significant correlation between the grades for the interviews at BGU and all the MOR measures.

3.3. Basic Sciences

- 1) The students have no Mathematics course in the Medical School.
- 2) The required level of Mathematics is only 4 units. Nevertheless. The students get a good grounding in Epidemiology and Statistics.
- 3) Physics is one of the big first-year courses, and it is very problematic. Some of the students studied Physics at a 4-unit level in High School, and some did not study Physics at all.

In general, the committee's impression was that it is not possible to implement joint teaching or basic cooperation in providing service due to complex dynamics of interests. The committee was impressed that the separation between the clinical and the scientific sections of the School stems from the fact that two Heads of School serve under the Dean, each of them pulling in his or her own direction.

3.4. Pre-Clinical Education

In the first year there are 20 clinical study days (8:00 to 14:00), divided into 4 rounds of human interaction relating to the subjects: the child, the adult, the woman and the elderly. After two rounds, the students participate as observers. They also pay home visits, which are viewed favorably by both families and students. At the end of the first year the students have a "community week", during which they watch the work of the doctors in a health clinic. The second year includes a course dealing with clinical aspects of surface anatomy.

The main problem that was raised by the students is the lack of connection between pre-clinical and clinical studies. The representatives of the Clinical Teaching Committee responded by pointing out that since the Faculty expanded and absorbed many people from the basic sciences, fewer doctors teach pre-clinical courses. Presently an effort is being made to bring doctors back to teaching in the pre-clinical years. In addition, the committee was impressed that the pre-clinical part is insufficient in Pediatrics. The committee strongly recommends starting from basics during the clerkship. As well, Faculty members stated that they make relatively little use of Problem Based Learning (PBL), and that it is necessary to decide for which subjects it is relevant and to develop it further.

3.5. Clinical Education

The committee commends the personal commitment of the hospital staff, and the informal relationship with students. The committee was also positively impressed that the teachers serve as models for the students, both clinically and educationally. In addition, the committee heard from the faculty that they are satisfied with the "end product" with regard both to their knowledge and to their attitude towards patients.

However, there are some points that require attention in order to improve the clinical studies in the hospital departments:

- 1) Limited staff considering the work pressure in the departments. Some 350 patients are admitted to a department every month, creating a shortage of teaching staff.
- 2) Presently there is no lack of positions, but of staff to fill them.
- 3) The departments of surgery and of pediatrics are strained to capacity with regard to the number of student groups they are able to deal with.
- 4) Graduates of the School do not specialize in internal medicine, while the gynecological and dermatological departments have waiting lists.
- 5) The committee was impressed that the large number of students creates a heavy burden on the teaching. Nevertheless, in most clinical areas the students maintain that they receive good education. In particular they stress the very high quality of their clinical exposure.
- 6) The students are very satisfied with the "physician assistant program". However, very few students work within the health system. There are only 25 positions as physician assistant in internal medicine from the end of year four. Pediatrics has 8 and surgery 4. The students would very much like to see an increase in the number of positions. During the concluding session, the Dean pointed out that as from this year a donation of \$25,000 was obtained from the Goldman Fund for the expansion of the "Physician Assistant Project".
- 7) Lack of cadavers for dissection – in the past year this has become a crisis, and it became necessary to import cadavers from the USA at very high cost.

3.6. Ambulatory Care

The program formally includes seven weeks of ambulatory medicine. In addition, the students are exposed to ambulatory medicine during their clerkship in the fields of Ear, Nose and Throat, General Surgery, Ophthalmology, Psychiatry, Geriatrics, etc. Ambulatory treatment of children takes place in the community, in out-patient clinics

and day-care wards at the hospital. In all other departments it takes place in out-patient clinics only.

The committee heard with satisfaction that the Teaching Committee is presently debating increased exposure to ambulatory teaching, over and above the present. However, the infrastructure of the out-patient clinics does not allow proper teaching of students; The rooms are small and can hold no more than 2-3 students at a time. This aspect of ambulatory medicine is, therefore, organizationally very complicated. There is a need for strategically planning of the CHE and the PBC concerning the political and budgetary implications of ambulatory medicine.

3.7. Study program

During the first two years – Basic sciences

During the third year – Study of systems and preparation for clerkship

During the fourth year – All students begin in the Department of Internal Medicine, and afterwards half of them continue in Pediatrics and the other half in Surgery. Thus all students complete Internal Medicine, Pediatrics and Surgery during the fourth year. The fifth and sixth year are used to complete the other clinical rotations.

The major changes to the curriculum since the previous visit by the CHE were:

1. Uniformity of the clerkship (ref. the fourth year program)
2. Increasing the elective from 4 to 16 weeks
3. Shortening the courses while emphasizing self-study.

The committee heard from the students that many courses are taught by a number of teachers who do not always ensure uniformity of teaching. The committee was told that this is a result of the course administrators not being updated on the progress of the course. In addition, the course syllabi have not been updated for many years. The committee strongly recommends reviewing all syllabi, the required reading materials and the course requirements.

In addition, the students stated the importance of self-education, and in this regard, the need for guiding in reading scientific articles. The students should be directed to reading scientific clinical articles to encourage self-study (there is only one course in analytical reading in the fourth year). The committee believes that it is imperative that medical school education be aimed at providing future physicians with the intellectual and bibliographical tools for self-education. In addition, E-learning is a very important tool for self-study. The committee heard that the students feel that the faculty does invest in this field and that more progress should be made.

3.7.1. Exams

- 1) The committee was positively impressed that the students are introduced to an ethical code at the beginning of the first year. The students do not think that there is cheating at the examinations. A student caught cheating is rare, and he/she will normally not continue studies at the University.
- 2) The students request a bank of examination questions. The Faculty replied that they are not willing to disclose the questions, as it is not easy to find questions for the exams. Nevertheless, they are building an examination bank with questions of a similar character, but presently only for some of the courses. The committee believes that in any case, students circulate examination questions among them, so there is no reason to conceal them. It is also important to keep in mind that in the process of transfer among the students, many errors creep in and strike roots among them.
- 3) The committee heard criticism from the students that no preparation is provided towards the new final examination.

3.8. Research

- All in all, the statistics presented to the Evaluation Committee show an increase in the number of research projects and in their quality.
- There is a desire that staff should be promoted not only on the basis of articles, but that teaching should be a central factor in advancement.
- **MD\PhD** - One of the means of raising the standard of medical research in the hospital is by increasing the number of MD/PhD graduates who will remain in the hospital. A good way of attracting students to this track is an early opportunity for laboratory work. A number of summer scholarships are available for medical students after year two, enabling them to enter the laboratories and take part in research. The Committee was told that Faculty pays for one month and the researcher pays for the second month. Not many students participate in this. In our opinion, the Faculty should pay the full amount.

The status of the MD/PhD has deteriorated for a number of reasons:

- 1) Many students do not complete their research or get no time to return to the laboratory to complete their project, in spite of still receiving their scholarship.

- 2) Those who do complete their PhD do so after many years by employing several maneuvers

It seems that the reason is that the students are required to focus on research for three years. They can start the program after the third or the fourth year on the condition that they complete their PhD before the internship. This causes panic among the students. Last year not a single student registered for this track; this year two students have done so.

3.9. Health Maintenance Organizations and the Affiliated Hospitals

- 1) During the committee's meetings with the senior staff of the Faculty, with the manager of the Soroka Hospital and the Managers of the affiliated hospitals, Shaarei Zedek and Barzilai, the issue of a serious threat to contributions posed by the health maintenance organizations was raised. The health maintenance organizations demand payment for the services they provide to the University. The hospital managers pointed out that this is in breach of an agreement signed many years ago, and they stressed that there is no alternative to the Soroka Hospital, and that the HMO exploits this monopoly and charges larger amounts than the other hospitals (from one and a half million to 20 millions). The HMO claims that it supports 45 positions for doctors above the norm, but there are relatively no more doctors at Soroka than at other hospitals. The hospital managers and the Dean reported that they are preparing themselves for public and legal action.
- 2) The clinical teaching has no budget, and its cost is placed on the hospital. There is also a shortage of clinical positions. The Treasury does not allow the expanding of the departments and stresses that patient-care is central and not teaching.

4. Other Subjects

- 1) **Internship** - The conditions for internship are not equal throughout the country. The students do understand that there are differences between the hospitals, but the field of external electives could be made more uniform. The Committee hopes that the "direct internship", to be introduced next year, will provide a partial solution to the problem.

- 2) **Thesis proposal** - The Faculty requires presentation of a thesis proposal as a condition for entering year six. This matter should be organized and proper guidance provided to the students.
- 3) **The Animal House** – The Committee is satisfied with the finding that the Animal House is operated within the limits of ethical rules. All experiments require prior approval by the Animal House Committee, which includes communal representatives. However, the quality of the animals supplied for research is not up to the standards required for present-day research, and improved facilities are urgently needed.

Chapter 4: Summary and Recommendations

- The Committee got the feeling that the Beer Sheva spirit is still going strong in the educational approach. The students at the School in Beer Sheva are very satisfied; they are proud of their environment and identify strongly with the School, its aims and its staff. The students speak well of the atmosphere within the Faculty, which educates them to become doctors with community involvement, mainly through voluntary activity.
- Although the School has not yet found solutions to many of the problems facing ambulatory teaching, the approach to community medicine is an ongoing issue of interest and concern.
- The Committee is very pleased that there is a Head of the Medical School.
- The Committee wishes to commend the linkage between the basic sciences and the clinical studies. There are problems to be solved, but there is awareness and participation of doctors in designing the content of the pre-clinical studies. It must be pointed out that this is not uniform across all subjects, as not all teachers are happy about the doctors' participation.
- It is important to involve students in research, not only in courses but also through employing pre-clinical students in laboratory work and as assistants to physicians. Scholarships are awarded to students who do research during the summer vacation, but the amounts are extremely small (NIS 2,000). The students should receive their salary from the institution as physician assistants or as nursing assistants (this is a national problem which the Committee recommends be solve).
- The importance of self-study should be stressed and the students should be required to implement it. Thought should be given to the question of how medical studies, which traditionally tend to take the form of "spoon feeding", can make use of the resources to educate the students towards self-study.
- Education should be directed towards out-patient medicine, and within the hospital towards medicine which is not centered only around the patient's bed. Ambulatory medicine should receive academic status.
- In the opinion of the Evaluation Committee, the crisis concerning the health maintenance organizations must be solved at the national level.


Signed By:



Prof. Irun Cohen
Chairperson



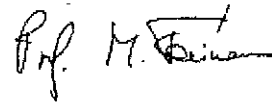
Prof. Dina Ben-Yehuda



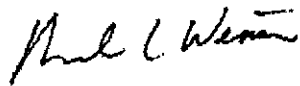
Prof. Haim Bitterman



Prof. Howard Chaim Cedar



Prof. Menahem Fainaru



Prof. Howard L. Weiner

Appendix 1

Terms of Reference of the Committee



מְדִינַת יִשְׂרָאֵל

STATE OF ISRAEL

Minister of Education Culture and Sports

November 7, 2005

To:

<i>Professor Irun R. Cohen -</i>	Department of Immunology, Weizmann Institute of Science
<i>Professor Dina Ben-Yehuda -</i>	Chairperson of the Hematology Department, Haddasah University Hospital, Faculty of Medicine, The Hebrew University of Jerusalem
<i>Professor Chaim Bitterman -</i>	Chairman of Medicine, Carmel Medicine Center, Faculty of Medicine, Technion – Israeli Institute of Technology, Haifa
<i>Professor Chaim Cedar -</i>	Faculty of Medicine, The Hebrew University of Jerusalem
<i>Professor Menahem Fainaru -</i>	Sakler Faculty of Medicine, Tel-Aviv University
<i>Professor Shimon Glick -</i>	The Joyce and Irving Goldman Medical School, Ben-Gurion University of the Negev
<i>Professor Howard L. Weiner -</i>	Harvard Medical School, Harvard University, Boston Massachusetts, U.S.A

Esteemed Professors,

I hereby appoint you as members of the Council for Higher Education's (CHE) Committee for the Evaluation of Medicine Study-programs (that have already received authorization) within institutions of higher education in Israel.

You are kindly requested to operate in accordance with the Appendix to the Terms of Reference of Evaluation Committees (study-programs), which is attached to this Terms of Reference document.

The Committee is requested within the framework of its activity to:

1. Examine the self-evaluation reports which shall be submitted by the institutions that provide study-programs in Medicine and hold on-site visits to those institutions.
2. Present the CHE- by January 2007 - with final reports regarding the evaluated academic units and study-programs- a separate report for each institution including the Committee's findings and recommendations, together with the institutions' responses to the reports.

Within the framework of the final reports, the Committee is requested to refer to the following topics, among others, in relation to each of the study-programs:

1. The goals and aims of the evaluated academic unit and study-programs.

2. The study-program and its standard.
3. The academic staff.
4. The students.
5. The organizational structure — both academic and administrative - of the academic unit and study-program.
6. The broad organizational structure (school/faculty) in which the academic unit and the study-program operate.
7. Physical and administrative infrastructure available to the study-program.
8. Internal mechanisms for quality assessment
9. Conclusions of the academic unit and the study-program.
10. Other topics to be decided upon by the Evaluation Committee.

In addition to its final report concerning each study program under examination, the committee shall submit to the CHE the following documents:

1. A report regarding its opinion as to the examined field of study within the Israeli system of higher education.
2. A proposal of standards for studies in Medicine.

Professor Iron R. Cohen shall preside over the Committee as Chairman.
Ms. Alisa Elon shall coordinate the Committee's activities.

Yours sincerely,



Limor Livnat
Minister of Education, Culture and Sport
Chairperson of The Council for Higher Education

cc: Mr. Naftali Weitman, Secretary of The Council for Higher Education
Ms. Alisa Elon, Committee Coordinator

Enclosure

Appendix to the Terms of Reference of Evaluation Committees (study-programs).

Appendix to the Terms of Reference of Evaluation Committees
(Study-Programs)

1. General

On June 3, 2003 the Council for Higher Education (CHE) decided to establish a system for quality assessment and assurance in Israeli higher education. Within this framework, study-programs are to be evaluated once in six years and institutions once in eight years. The quality assessment system came into effect in the academic year of 2004-2005.

The objectives of the quality assessment activity are:

- To enhance the quality of higher education in Israel;
- To create an awareness within institutions of higher education in Israel of the importance of this subject and to develop internal mechanisms for the evaluation of academic quality on a regular basis;
- To provide the public with information regarding the quality of study programs in institutions of higher education throughout Israel;
- To ensure the continued integration of the Israeli system of higher education in the international academic arena.

It is not the CHE's intention to rank the institutions of higher education according to the results of the quality assessment activity. The evaluation committee is requested not to make comparisons between the institutions.

2. The Evaluation Committee

- 2.1 The CHE shall appoint a Committee to carry out quality assessment of the study-programs.
- 2.2 A senior academic figure in the examined field shall be appointed as Chairman.
- 2.3 The Committee shall include 3 to 5 senior academic figures in the field from leading institutions in Israel and abroad. In exceptional cases, and in cooperation with the committee chairman, an authoritative figure who is not on the academic staff of an institution of higher education may be appointed as a committee member.
- 2.4 In the event that a member of the committee is also a faculty member in an institution being evaluated, he will not take part in discussions regarding that institution.

3. The work of the Evaluation Committee

- 3.1 The Committee shall hold meetings, as needed, before visiting the institution, in order to evaluate the material received.
- 3.2 The committee shall visit the institution and the academic unit being evaluated within 3-4 months of receiving the self-evaluation report. The purpose of the visit is to verify and update the information submitted in the self-study report, clarify matters where necessary, inspect the educational environment and facilities first hand, etc. During the visit the committee will meet with the heads of the

institution, faculty members, students, the administrative staff, and any other persons it considers necessary.

- 3.3 In a meeting at the beginning of the visit, the committee will meet with the heads of the institution (president/rector, dean), the head of the academic unit and the study-programs, in order to explain the purpose of the visit. At the end of the visit, the committee will summarize its findings, and formulate its recommendations.
- 3.4 The duration of the visits will be coordinated with the Chairman of the Committee according to the issue, and in any event will not be less than one day.
- 3.5 Following the visit, the committee will write its final report, including its recommendations, which will be delivered to the institution and the academic unit for their response. The institution's and the academic unit's response will not result in changes to the content of the Committee's report, unless they point out errors in the data or typographical errors in the Committee's report. In such cases, the committee will be able to make the required corrections in its final report.

4. The Evaluation Committee's Report

- 4.1 The final report of the evaluation committee shall address every institution separately.
- 4.2 The final report shall include recommendations on the subjects listed in the guidelines for self-evaluation, and in accordance with the Committee's Terms of Reference.
- 4.3 The recommendations can be classed as one of the five following alternatives:
 - 4.3.1 *Congratulatory remarks and minimal changes recommended, if any.*
 - 4.3.2 *Desirable changes recommended* at the institution's convenience and follow-up in the next cycle of evaluation.
 - 4.3.3 *Important/needed changes requested for ensuring appropriate academic quality* within a reasonable time, in coordination with the institution (1-3 years).
 - 4.3.4 *Essential and urgent changes required, on which continued authorization will be contingent* (immediately or up to one year).
 - 4.3.5 *A combination of any of the above.*
- 4.4 The committee's report shall include the following:
 - 4.4.1 **Part A — General background and an executive summary:**
 - 4.4.1.1 General background concerning the evaluation process, the names of the members of the committee, a general description of the institution and the academic unit being assessed, and the committee's work.
 - 4.4.1.2 An executive summary which will include a description of the strengths and weaknesses of the academic unit and program being evaluated, according to the subjects listed in the body of the report and a list of recommendations for action.
 - 4.4.2 **Part B — In depth description of subjects examined:**
 - 4.4.2.1 This part will be composed according to the topics examined by the evaluation committee, in accordance with the committee's Terms of Reference and the report submitted by the institution, and at the discretion of the committee.
 - 4.4.2.2 For each topic examined - the report will present a summary of the findings, the relevant information and an analysis thereof, and conclusions and recommended actions.
 - 4.4.3 **Part C — Summary and recommendations:**

4.4.3.1 A short summary of every one of the topics described in detail in Part B, including the committee's recommendations.

4.4.3.2 Comprehensive conclusion/s and recommendation/s regarding the evaluated academic unit and the study-programs.

4.4.4 **Part D- Appendices:**

The appendices shall contain the committee's Terms of Reference, relevant information about the institution and the evaluated academic unit, the schedule of the on-site visit.

4.5 The final report will be delivered to the institution, with the deadline for its and the academic unit's response noted.

4.6 The Committee's final report together with the response of the institution and the academic unit will be brought before the CHE.

4.7 The CHE will discuss these documents and formulate its decisions within (approximately) a year from the time the guidelines for self-evaluation were sent to the institutions.

Appendix 2

The schedule of the visit



**Joyce and Irving Goldman Medical School Site Visit of Council for Higher Education
Faculty of Health Sciences, Ben-Gurion University of the Negev
Room 002 Deichmann Building**

27 December 2006

10:00 – 10:30 Opening session

Prof. Jimmy Weinblatt, Rector
Prof. Yael Edan, Deputy Rector
Prof. Shaul Sofer, Dean of the Faculty
Prof. Emanuel Sikuler, Head, Goldman Medical School

10:30 – 11:30 School's academic and administrative leadership

Prof. Shaul Sofer, MD, Dean of the Faculty
Prof. Emanuel Sikuler, MD, Head, Goldman Medical School
Herzel Jean, Head of Administration
Batia Gvili, Curriculum unit Coordinator

11:30 – 12:15 Pre-clinical education committee

Prof. Nava Bashan, PhD, Basic Sciences Coordinator
Dr. Yaniv Almog, MD, Clerkship and System Coordinator
Prof. Aharon Galil, MD, Clinical Studies Coordinator
Dr. Ruth Potashnik, Chairman First Year Committee
Dr. Yael Segev, PhD, Chairman Second Year Committee
Dr. Neta Zion-Vardi, MD, Chairman Third Year Committee

12:15 – 13:30 Lunch with the following students

Luba Kupershliak, First year
Mark Kraothamer, First year
Yael Weintraub, Second Year
Motti Goldberg, Second Year
Yaniv Breilovsky, Third Year
Bark Partzuv, Third year
Nir Fridman, Fourth Year
Lital Margalit, Fourth Year
Keren Cohen, Fifth Year
Sarina Levi, Fifth Year
Gai Beck, Sixth Year
Saron Gluckman, Sixth Year

13:30 – 14:15 Clinical education committees

Prof. Eian Lunnefeld, MD, Head, Division of Gynecology and Obstetrics
Dr. Aviva Levitas, MD, Pediatric Clerkship Coordinator
Dr. Amonon Avnat, MD, Surgery Clerkship Coordinator
Dr. Roberto Omensky, MD, Psychiatry Clerkship Coordinator
Dr. Yoram Etzion, MD, Internal Medicine Clerkship Coordinator



14:15 – 14:45 Student admissions

Prof. Gabriel Schreiber, MD, Chairman Admissions Committee
Dr. Amalia Baumgarten, MD, Past Chairman Admissions Committee
Prof. Jacob Gopas, MD, Member Admissions Committee

14:45 – 15:45 Senior academic staff

Prof. Rachel Levy, PhD, Head Basic Sciences Division
Prof. Amos Katz, PhD, Vice Dean for Student Affairs
Prof. Yacob Weinstein, PhD, Vice Dean for Research
Prof. Pablo Yagupsky, MD, Vice Dean for Academic Promotion
Prof. Jacob Gopas, MD, Chairman of Graduate Program

15:45 – 16:30 Junior academic staff and teaching assistants

Dr. Michal Hershfinkel, PhD, Department of Physiology
Dr. Danit Shachar, PhD, S. Daniel Abraham International Center for Health and Nutrition
Dr. Asaf Rudich, PhD, MD, Biochemistry
Dr. Alon Friedman, PhD, MD, Physiology
Dr. Yair Zadaka, MD, Pediatrics

16:30-17:00 Closed meeting



28 December 2006

09:00 – 10:15 Clinical teaching

Clinical teaching management

Dr. Eytan Hay-Am, MD, Director, Soroka University Medical Center

Prof. Jonathan Halevy, MD, Director, Shaare Zedek Medical Center

Prof. Shimon Sheref, MD, Director, Barzilai Medical Center

Clinical teaching coordinators

Prof. Eitan Lunenfeld, MD, Head, Division of Gynecology and Obstetrics

Prof. Itzhak Levi, MD, Head, Division of Surgery

Prof. Shaul Sukenik, MD, Head, Division of Internal Medicine

Prof. Yoram Shapira, MD, Head, Division of Anesthesiology

Prof. Pesach Shvartzman, MD, Head Division of Community Health

Prof. Zeev Kaplan, Head, MD, Division of Psychiatry

Prof. Joseph Press, MD, Head, Division of Pediatrics

10:15 – 11:00 Teaching support services

Dr. Mahmoud Abu-Shakra, MD, Chairman, Library Committee

Tiran Ezra-Hames, Head, Medical Library

Prof. Arie Moran, PhD, Chairman, Computing Committee

Dr. Mahmud Halihal, PhD, Chairman, Animal House Committee

Dr. Shlomi Cudish, MD, Teaching Aids Committee

Akiva Leibowitz, Teaching Aids Committee

11:00 – 12:00 Research

Prof. Yaacov Weinstein, PhD, Vice Dean for Research

Prof. Eta Livneh, PhD, Head, MD/PHD Program

Dr. Mahmoud Abu-Shakra, MD, Head, Final Thesis Program

12:00 – 13:00 Lunch with the following MD/PhD Students

Eli Rosenberg

David Yaron

Jonathan Cohen

Varda Litan Levi

13:00 – 13:30 Closed Meeting

13:30 – 14:00 Summary

Prof. Jimmy Weinblatt, Rector

Prof. Yael Edan, Deputy Rector

Prof. Shaul Sofer, MD, Dean of the Faculty

Prof. Emanuel Sikuler, MD, Head of the Goldman Medical School

14:00 – 14:45 Closed meeting

