



Educational Institution
"Royal Metropolitan university"

Quality Management System
Syllabus of the discipline "Internal diseases"
Specialty 560001 "General Medicine" EI "RMU"

**Ministry of education and science of Kyrgyz Republic
EI "Royal Metropolitan University"
Department of "Clinical disciplines"**



SYLLABUS

**by discipline "Internal diseases"
for students of specialty 560001 "General medicine"**

Form of study	full- time
Course	3
Semester	6
Credit	5
Total credits according to the curriculum	5
Total hours according to the curriculum	150
Lectures	36
Practical classes	54
Independent work	60

Syllabus developers:
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Reviewed and approved at a meeting of the
department of "Clinical disciplines"
Protocol No 1 from "9" 09 2024
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_____ (signature)

Bishkek 2024



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Name and complexity of the discipline

Course	Semester	Number of weeks	Number of		Number of hours for independent work		Total hours	Number of modules
			academic hours		SIW	SIWT		
3	6	18	36	54	30	30	150	2

Annotation of Academic discipline

The discipline "Internal Medicine" is necessary for the training of a highly qualified physician with clinical thinking skills, capable of interpreting laboratory test data and modern instrumental methods in the diagnosis of diseases of internal organs, making a preliminary diagnosis and treatment plan.

The purpose of discipline:

The goal of mastering the academic discipline "Obstetrics and Gynecology" is to develop theoretical knowledge of the etiology, pathogenesis, international classification of diseases and related health problems (ICD), clinical picture, pathological symptoms and syndromes, modern diagnostic methods and treatment standards of the most common diseases of internal organs in the adult population, occurring in a typical form in the adult population; to promote the development of skills the use of the differential diagnostic method within the nosological forms being studied; methods of providing emergency care in life-threatening conditions in the clinic of internal diseases; rules for the preparation of medical documentation; the basics of studying and collecting scientific and medical information, methods of scientific research; formation of a holistic view of the disease

Learning objectives:

- to form a holistic understanding of the disease;
- to master the skills of conducting pathophysiological analysis of clinical syndromes, substantiating pathogenetically justified methods (principles) of diagnosis, treatment, rehabilitation and prevention among adults and children, taking into account their age and sex groups;
- to master practical skills, diagnostic methods and treatment tactics when providing medical care in emergency situations;
- to promote the development of competence in analyzing the results of one's own activities in order to prevent medical errors, while being aware of disciplinary, administrative, civil, and criminal liability;

After mastering this discipline, the student

will know:

- etiology, pathogenesis, morphogenesis, pathomorphosis of the disease, principles of classification of diseases; basic concepts of general nosology;

will understand:

- the nature of the pathological process and its clinical manifestations, principles of pathogenetic therapy of the most common diseases;
- an algorithm for making a preliminary diagnosis for patients with subsequent referral for additional examination and to specialist doctors;
- algorithm for establishing a detailed clinical diagnosis

will be able to use:

- practical skills, diagnostic methods and treatment tactics when providing medical care in emergency situations;
- pathogenetically justified methods (principles) of diagnosis, treatment, rehabilitation and prevention among adults and children, taking into account their age and sex groups;
- diagnostic methods for identifying the main pathological symptoms and syndromes of diseases in patients, using knowledge of the basics of medical, biological and clinical disciplines, taking into account the course of pathology in organs and systems of the body as a whole, to analyze the patterns of functioning of organs and systems in various diseases and pathological processes;
- use the algorithm for making a diagnosis (primary, concomitant, complications), perform basic diagnostic measures to identify urgent and life-threatening conditions;

will be able to carry out:

- prescribing adequate treatment to patients in accordance with the diagnosis;
- maintaining medical records and reports in medical and preventive institutions of the healthcare system;

will be able to analyze:

- the results of their own activities to prevent medical errors, while being aware of disciplinary, administrative, civil, and criminal liability;

will be able to synthesize:

- practical skills, diagnostic methods and treatment tactics in providing medical care;

will be able to evaluate:

- results of laboratory and instrumental diagnostic methods in patients and interpret them.

Contents of the academic discipline

No.	Name of sections and topics of the discipline (lectures and seminars/practical classes)	Classroom lessons		Total hours of classroom work	SRSP	Independent work of a student	Competencies being developed	Dummies	Used educational technologies, methods and teaching techniques	Forms of current and midterm monitoring of academic performance
		lectures	practical classes							
1	Introduction. Characteristics of the main complaints, anamnesis of patients with respiratory pathology. Features of examination and additional research methods in pulmonology. Principles of treatment and prevention of patients with respiratory diseases.	2	2	4	2	2	PC-1; APC-3; APC-4	Patient care simulator for practicing auscultation skills	Training; Role-playing educational game	Assessment of the acquisition of practical skills; Oral survey
2	Bronchial asthma	2	2	4	2	2	PC-1; APC-3; APC-4	Patient care simulator for practicing auscultation skills	Problem-Based Lecture (PBL) Team-Based Learning (TBL) Training; Brainstorming	Assessment of the acquisition of practical skills Solving situational problems
3	Chronic obstructive pulmonary disease (COPD)	2	2	4	2	2	PC-1; APC-3; APC-4	Patient care simulator for practicing auscultation skills	Problem-Based Lecture (PBL)	Assessment of the acquisition of practical skills Solving situational problems
4	Pneumonia.	2	2	4	2	2	PC-1; APC-3; APC-4	Patient care simulator for practicing auscultation skills	Lecture-visualization Training; Use of computer-	Assessment of mastery of practical skills Solving

									based training programs Clinical case-based learning (CBL)	situational problems
5	Pleurisy	2	2	4	2	2	PC-1; APC-3; APC-4	Patient care simulator for practicing auscultation skills	Lecture-visualization	Assessment of mastery of practical skills Solving situational problems
6	Bronchiectasis	2	2	4	2	2	PC-1; APC-3; APC-4	Patient care simulator for practicing auscultation skills	Problem-Based Lecture (PBL)	Oral survey. Assessment of the acquisition of practical skills
									Training; Using computer-based training programs Team-based learning (TBL)	
7	Idiopathic fibrosing alveolitis	2	2	4	2	2	PC-1; APC-3; APC-4	Patient care simulator for practicing auscultation skills	Training; Using computer-based training programs Team-based learning (TBL)	Oral survey. Assessment of the acquisition of practical skills
8	Pulmonary heart	2	2	4	2	2	PC-1; APC-3; APC-4	Patient care simulator for practicing auscultation skills	Forum type discussion Clinical case-based learning (CBL)	Preparation of a report Solving situational problems
9	Respiratory failure	2	2	4	2	2	PC-1; APC-3; APC-4	Patient care simulator for practicing auscultation skills	Forum type discussion Clinical case-based learning (CBL)	Preparation of a report Solving situational problems

Cardiology

No.	Name of sections and topics of the discipline (lectures and seminars/practical classes)	Classroom lessons		Total hours on	SRSP	Independent work of a student	Formable competencies	Dummies	Used educational technologies, methods and teaching techniques	Forms of current and midterm monitoring of academic performance
		lectures	practical classes							
1	Introduction to cardiology. Methods of examination of cardiac patients.	2	4	6	2	2	PC-1; APC-3; APC-4	1. KERi™ 1020147 Auscultation Skills Patient Care Trainer 2. Luxury Arm Blood Pressure Monitor Trainer with 220V/230V Acoustic System W44089-230 Multifunctional ECG Recording Mannequin	Brainstorming Problem-Based Lecture (PBL) Training; Team-Based Learning (TBL)	Assessment of the acquisition of practical skills
2	Atherosclerosis. Coronary heart disease. Angina	2	4	6	2	2	PC-1; APC-3; APC-4	1. KERi™ 1020147 Auscultation Skills Patient Care Trainer 2. Luxury Arm Blood Pressure Monitor Trainer with 220V/230V Acoustic System W44089-230 Multifunctional ECG Recording Mannequin	Brainstorming Problem-Based Lecture (PBL) Training; Team-Based Learning (TBL)	Assessment of the acquisition of practical skills
3	ACS. Unstable angina.	2	4	6	2	2	PC-1; APC-3; APC-4	Full-height CPR simulator; Exercise machine defibrillation AED TRAINER PLUS 2;	Problem-Based Lecture (PBL) Training; Team-Based Learning (TBL) Training; Oral survey	Assessment of the acquisition of practical skills
4	Myocardial infarction. Complications of myocardial infarction.	2	4	6	2	2	PC-1; APC-3; APC-4	Full-height CPR simulator; Exercise machine defibrillation AED TRAINER PLUS 2;	Problem-Based Lecture (PBL) Training; Team-	Assessment of the acquisition of practical skills

									Based Learning (TBL)	
5	Arterial hypertension. Hypertensive crises	2	4	6	2	2	PC-1; APC-3; APC-4	Full-height CPR simulator; Exercise machine defibrillation AED TRAINER PLUS 2;	Problem-Based Lecture (PBL) Training; Team-Based Learning (TBL)	Assessment of the acquisition of practical skills
6	Myocarditis. Cardiomyopathy (dilated, hypertrophic, restrictive)	2	4	6	2	2	PC-1; APC-3; APC-4	KERi™ 1020147 Patient Care Auscultation Trainer	Lecture-visualization Training; Team-Based Learning (TBL) Clinical Case-Based Learning (CBL)	Assessment of mastery of practical skills Solving situational problems
7	Infective endocarditis. Pericarditis	2	4	6	2		PC-1; APC-3; APC-4	KERi™ 1020147 Patient Care Auscultation Trainer	Lecture-visualization Training; Team-Based Learning (TBL) Clinical Case-Based Learning (CBL)	Assessment of mastery of practical skills Solving situational problems
8	Chronic heart failure. Acquired heart defects	2	4	6		2	PC-1; APC-3; APC-4	KERi™ 1020147 Patient Care Auscultation Trainer	Problem-Based Lecture (PBL) Clinical Case Based Learning (CBL) Team Based Learning (TBL)	Solving situational problems Assessment of the acquisition of practical skills

9	Heart rhythm disturbances. Tachyarrhythmia. Bradyarrhythmia	2	4	6	2	2	PC-1; APC-3; APC-4	Multifunctional mannequin for ECG recording. KERi™ 1020147 Patient Care Auscultation Trainer	Problem-Based Lecture (PBL) Training; Brainstorming	Oral survey. Assessment of the acquisition of practical skills
Total hours by 6th semester		36	54	90	30	30				Credit

Methodological recommendations for practical exercises.

Practical classes are held after lectures and are explanatory, generalizing and consolidating character. They can be carried out not only in the classroom, but also outside the educational institution.

During practical classes, students perceive and comprehend new educational material. Practical classes are systematic, regularly following each lecture or two or three lectures.

Practical classes are carried out according to the schedule of the educational process and independent work of students in the disciplines.

When preparing for practical classes, it is necessary to study in advance the methodological recommendations for its implementation. Pay attention to the purpose of the lesson, the main questions to prepare for the lesson, and the content of the topic of the lesson.

Before each practical lesson, the student studies the practical lesson plan with a list of topics and questions, a list of literature and homework on the material presented for the practical lesson. The following scheme of preparation for the seminar lesson is recommended for the student:

1. work through lecture notes;
2. read the basic and additional literature recommended for the section being studied;
3. answer questions from the practical lesson plan;
4. study the topic and select literature for writing abstracts, reports, etc.

Plan for organizing student's independent work

No.	Topic of independent student work	Assignment for independent work	Recommended literature on the topic	Submission deadlines (week number)
1	Treatment of bronchial asthma by mountain climate	Presentations/Abstract	1.Guideline "Global strategy for Asthma. Management and Prevention", 2023-Global initiative for Asthma https://ginasthma.org/about-us/	2
2	Mechanism of development of bronchial	Presentations/Abstract	2.Guideline "Global strategy for the diagnosis, management	2

	obstruction in COPD		and prevention of chronic obstructive pulmonary diseases”, 2023-Global initiative for COPD https://goldcopd.org/2023-gold-report-2/	
3	Principles of antibacterial therapy of community-acquired pneumonia	Presentations/Abstract	Community-Acquired Pneumonia: Updated Recommendations from the ATS and IDSA, https://www.aafp.org/home.html	3
4	Thoracocentesis. Technique, indications, contraindications	Presentations/Abstract	1. Anthony S. Fauci, Braunwald, Kasper, Longo, Jameson, Loscalzo Harissons Principles of Internal Medicine 2012, 17th Edition 2. ABM Abdullah, MN Alam MRCP, “Long Cases in Clinical Medicine” First Edition: 2013. 3. RAlagappan. Chennai, Tamil Nadu Manual of Practical Medicine” Fourth Edition. India.	4
5	Radioisotope scintigraphy. Chest scan, diagnostic value	Presentations/Abstract	Clinical Guidelines “Management of pulmonary hypertension and cor pulmonale” - National Institute for Health and Care Excellence. (NICE), 2018. https://www.nih.gov/	5
6	Pulmonary rehabilitation in IPF	Presentations/Abstract		6
7	Pathogenesis of pulmonary heart disease. Euler-Liljestrand phenomenon	Presentations/Abstract	1. Anthony S. Fauci, Braunwald, Kasper, Longo, Jameson, Loscalzo Harissons Principles of Internal Medicine 2012, 17th Edition	7
8	Determination of blood gas composition	Presentations/Abstract	2. ABM Abdullah, MN Alam MRCP, “Long Cases in Clinical Medicine” First Edition: 2013. 3. RAlagappan. Chennai, Tamil Nadu Manual of Practical Medicine” Fourth Edition. India.	8

Cardiology

No.	Topic of independent student work	Assignment for independent work	Recommended reading	Submission deadlines
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				(week number)
1	Nervous regulation of cardiac activity and regulation of mechanical activity of the heart	Presentations/Abstract	1) Maleki M., Alizadehasl A., Haghjoo M. practical Cardiology 2) Navaida C. Fundamentals Cardiology 3) Shlyakhto E.V., Cardiologists. National leadership. 4) Yakushin S.S., Myocardial infarction - Yakushin S.S., Nikulina N.N., Seleznov S.V. 5) Adelman Gabriel A. (ed.) Cardiology Essentials in Clinical Practice 6) Current Diagnosis and Treatment Cardiology: Current Diagnosis & Treatment, Michael Crawford 6 th ed, 2022 7) Clinical Cardiology: Current Practice Guidelines: Updated Edition, Demosthenes Katritsis, John A. Camm, and Bernard J. Gersh 8 th ed, 2019	2
2	Anatomy of the coronary arteries	Presentations/Abstract		2
3	Dressler's syndrome	Presentations/Abstract		3
4	Complicated hypertensive crisis	Presentations/Abstract		4
5	Echo-signs of inflammatory heart diseases	Presentations/Abstract		5
6	Periarticular, noncompact, alcoholic cardiomyopathy	Presentations/Abstract		6
7	Differential diagnosis of chronic heart failure (CHF) and respiratory failure (DN)	Presentations/Abstract		7
8	Electrophysiological study (EPS) and Radiofrequency ablation (RFA)	Presentations/Abstract		8
9	Interventional methods of treatment of acquired heart defects	Presentations/Abstract		9

Gastroenterology

No.	Topic of independent student work	Assignment for independent work	Recommended reading	Submission deadlines (week number)
1	Methods of functional examination of the pancreas	Presentation, abstract	Anthony S.Fauci, Braunwald, Kasper, Longo, Jameson, Loscalzo Harissons Principles of Internal Medicine 2012, 17th Edition Graham Douglas & Fiona Nicol Macleod's	2
2	Eosinophilic gastritis.	Presentation, abstract		2
3	Gastropathy induced by nonsteroidal anti-inflammatory drugs	Presentation, abstract		3

4	Gastric polyps	Presentation, abstract	<p>Clinical examination 13th Edition8. Stuart Ralston, Ian Penman, Mark Strachan, Richard Hobson Davidsons Principles & Practice Of Medicine 23rd Edition</p> <p>Clinical tasks in the discipline "Internal Medicine" (in English) = Clinical Cases in Internal Diseases Specialty (in English): a teaching aid on propaedeutics of internal diseases / E. K. Shavarova, M. A. Efremovtseva, E. A. Troitskaya [et al.]; edited by Zh. D. Kobalava. - Moscow: Peoples' Friendship University of Russia, 2018. - 92 p. https://www.iprbookshop.ru/91009.html</p> <p>Propaedeutics of internal diseases: Textbook. - 6th edition, I - volume, revised and updated (Textbooks. For medical students), 2017. – 364 p.</p> <p>5. ABM Abdullah, MN Alam MRCP, “Long Cases in Clinical Medicine” First Edition: 2013. RAlagappan. Chennai, Tamil Nadu Manual of Practical Medicine” Fourth Edition. India .</p>	4
5	MALT lymphoma of the stomach	Presentation, abstract		5
6	Postcholecystectomy syndrome	Presentation, abstract		6
7	Autoimmune hepatitis	Presentation, abstract		7
8	Whipple's disease	Presentation, abstract		8
9	Abdominal ischemic syndrome	Presentation, abstract		9

Nephrology

No.	Topic of independent student work	Assignment for independent work	Recommended literature on topic	Deadlines surrender (week number)
1	Renal anomalies	Presentation/ Abstract	<p>1.KDIGO guidelines focus on topics related to the prevention or management of individuals with kidney diseases. https://kdigo.org/guidelines/</p> <p>2. National Kidney Foundation https://www.kidney.org/http://kidney.org/atoz/content/polycystic</p>	2
2	Nephrotic crisis	Presentation/ Abstract		2
3	Cystic kidney disease	Presentation/ Abstract		3
4	Reflux nephropathy	Presentation/ Abstract		4

			1. Harrison's Principles of Internal Medicine, Twentieth Edition (Vol.1 & Vol.2) 20th Edition	
5	Dysmetabolic nephropathy. Kidney damage in alcoholism and drug addiction	Presentation/ Abstract	1. Harrison's Principles of Internal Medicine, Twentieth Edition (Vol.1 & Vol.2) 20th Edition 2. Bates' Guide to Physical Examination and History Taking. Twelfth Edition 2017. Asmita Muthal Rathore, Poonam Sachdeva, Swarai Batra. Obstetrics Protocols for Labor Ward Management. 2nd Ed., 2017.	5
6	Diet therapy for kidney diseases	Presentation/ Abstract	1. Harrison's Principles of Internal Medicine, Twentieth Edition (Vol.1 & Vol.2) 20th Edition 2. KDIGO guidelines focus on topics related to the prevention or management of individuals with kidney diseases. https://kdigo.org/guidelines/ 3. National Kidney Foundation https://www.kidney.org/	6
7	Dialysis therapy for patients with acute kidney injury	Presentation/ Abstract	1. John T. Daugirdas. Peter G. Blake Todd S. Ing. Handbook of Dialysis (5th ed.) 2. Harrison's Principles of Internal Medicine, Twentieth Edition (Vol.1 & Vol.2) 20th Edition	7
8	APS and DIC syndrome in nephrological practice	Presentation/ Abstract		8
9	Nephrotic crisis	Presentation/ Abstract	KDIGO EXECUTIVE CONCLUSIONS VOLUME 95, ISSUE 2, P268-280, FEBRUARY 2019	9
10	Transplantation of patients with renal pathology	Presentations/ Abstract	1. Harrison's Principles of Internal Medicine, Twentieth Edition (Vol.1 & Vol.2) 20th Edition	10

Rheumatology

No.	Topic of independent student work	Assignment for independent work	Recommended literature	Submission deadlines (week number)
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1	Methods of auscultation of heart murmurs	Presentations/ Abstract	1. Alberto Lo Gullo, Giuseppe Mandraffino “Chronic Rheumatic Inflammatory Conditions and Cardiovascular Health” Oxford Textbook of Rheumatology Frontiers Media SA 5th ed, 2020. 2. Rheumatology: Clinical guidelines edited by E.L. Nasonov. – 2nd ed., corrected. and additional. – M.: GEOTAR-Media, 2015. – 752 p.	2
2	Etiology, pathogenesis, clinical manifestations, diagnostics, differential diagnostics of infectious arthritis	Presentations/ Abstract		2
3	Non-drug treatments for microcrystalline arthritis	Presentations/ Abstract		3
4	The concept of pulse therapy. Complications of pharmacotherapy	Presentations/ Abstract		4

Hematology

No.	Topic of independent student work	Assignment for independent work	Recommended reading	Submission deadlines (week number)
1	The hematopoietic system. Its development in phylo- and ontogenesis	Abstract, presentation	1. Mary Louise Turgeon Clinical Hematology Theory and Procedures. Enhanced 6th edition. Jones & Bartlett Learning, LLC, an Ascend Learning Company. 2018. P.2354 2. Hematology 2020 by the American Society of Hematology Educ Program. ISSN 1520-4391. 2020. P. 694 4. Hoffbrand's Essential Haematology, 8th Edition. ISBN: 978-1-119-49590-1. Wiley-Blackwell - 2019. R 432. 5. Mike Leach, Barbara J. Bain. Haematology: From the Image to the Diagnosis. ISBN: 978-1-119-77752-6. Wiley-Blackwell - 2021. R 304.	2
2	Folic acid deficiency anemia in pregnancy	Abstract, presentation		2
3	Hereditary conditions associated with the development of hemolysis. Glucose-6-phosphate dehydrogenase deficiency. Favism	Abstract, presentation		3
4	Complete bone marrow failure. Pancytopenia	Abstract, presentation		3

5	Factor XI deficiency . Alpha-2-antiplasmin deficiency.	Abstract, presentation	6. The Merck Manual. Manual of Medicine. Diagnostics and Treatment [Electronic resource] /editor-in-chief Mark H. Beers; trans. from English edited by A. G. Chuchalin. - 2nd ed. - Moscow: Litterra, 2011. - 3744 p. - Access mode: http://www.studentlibrary.ru/book/ISBN9785904090371.html 2. David A. Warrell, Timothy M. Cox, John D. Firth. Oxford Textbook of Medicine (5 edn). Print ISBN-13: 9780199204854. Oxford University Press – 2018.	4
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Endocrinology

No.	Topic of independent student work	Assignment for independent work	Recommended reading	Submission deadlines (week number)
1	Gestational diabetes mellitus	Presentation, abstract	1. Aled Rees, Miles Levy, Andrew Lansdown / Endocrinology and Diabetes at a Glance, 2017 2. Oxford Handbook of Endocrinology and Diabetes Fourth edition, 2022 3. Shlomo Melmed, The pituitary, Fourth edition. 2017 4. Michael T. McDermott, MD Endocrine secrets, Seventh Edition, 2020 5. Williams Textbook of Endocrinology, 14TH edition, 2020	2
2	Self-monitoring and education in diabetes mellitus type 1 and 2	Presentation, abstract		3
3	Insulin therapy and calculation of nutrition by bread units	Presentation, abstract		4
4	Diabetic foot syndrome	Presentation, abstract		5

Methodological recommendations for preparing independent work

When studying the discipline “Obstetrics and Gynecology”, the following types of independent work of students are used:

- studying theoretical material from lecture notes and recommended textbooks, educational literature, reference sources;
- independent study of some theoretical issues not covered in lectures, writing abstracts, preparing presentations;

Students are invited to read and meaningfully analyze monographs and scientific articles on obstetrics and gynecology. The results of working with texts are discussed in practical classes.

To develop independent work skills, students must complete assignments, independently turning to educational, reference and scientific-methodological literature. Testing the completion of assignments is carried out both in practical

classes with the help of students' oral presentations and their collective discussion, and with the help of written independent work.

An abstract is a brief written summary of the content of a scientific work on a given topic. This is an independent research work where the student reveals the essence of the problem under study with elements of analysis on the topic of the essay.

Presents various points of view, as well as his own views on the problems of the topic of the essay. The content of the abstract should be logical, the presentation of the material should be of a problem-thematic nature.

Requirements for writing an abstract:

The volume of the abstract can range from 9-10 printed or handwritten pages.

Main sections: table of contents (outline), introduction, main content, conclusion, bibliography.

The text of the abstract must contain the following sections:

- title page indicating: name of the university, department, topic of the abstract, full name of the author and full name of the teacher

–introduction, relevance of the topic

–main section

–conclusion (analysis of literature search results)

conclusions

–the list of references must have at least 10 bibliographic titles, including network resources.

The text part of the abstract is drawn up on a sheet of paper in the following format:

–top margin – 2 cm; left indent – 3 cm; indentation on the right – 1.5 cm; bottom indent – 2.5 cm;

–text font: Times New Roman, font height – 14, space – 1.5;

–Page numbering is at the bottom of the sheet. There is no number on the first page.

The abstract must be completed competently in compliance with the culture of presentation. There must be references to the literature used, including periodical literature for the last 5 years.

Abstract evaluation criteria:

–Relevance of the research topic;

–relevance of the content to the topic;

–depth of material elaboration;

–correctness and completeness of development of the questions posed;

–the significance of the findings for further practical activities;

–correctness and completeness of use of literature;

–compliance of the abstract design with the standard;

–the quality of the message and answers to questions when defending the abstract.

A report is a type of brief but informative message about the essence of the issue under consideration, various opinions about the subject being studied. In some cases, it is allowed to present the author's own point of view within the framework of thematic issues.

Requirements for the report:

The volume should not exceed five printed pages.

A quality report has four main structural elements:

- 1) introduction;
- 2) introduction (at this stage the speaker must interest the audience, formulate the relevance and novelty of the research, emphasize the importance and purpose of the work performed);
- 3) the main part (it talks about the research methods used, the work done, and analyzes the results obtained); 4) conclusion (summarizing the results of the work).

The text part of the report is drawn up on a sheet of the following format:

–top margin – 2 cm; left indent – 3 cm; indentation on the right – 1.5 cm; bottom indent – 2.5 cm;

–text font: Times New Roman, font height – 14, space – 1.5;

–Page numbering is at the bottom of the sheet. There is no number on the first page.

Criteria for evaluation:

- timeliness of submission;
- compliance with the requirements;
- depth of material elaboration;
- relevance of the content to the topic;
- correctness and completeness of use of the source.

List of basic and additional literature

Basic literature

Authors	Year of publication
Basic	
1. Harrison's principles of Internal medicine/ J. Larry Jameson, MD, PhD, Dennis L. Kasper, MD, Dan L. Longo, MD, Anthony S. Fauci, MD, Stephen L. Hauser, MD, Joseph Loscalzo, MD, PhD, 13th Edition	2018;
2. Davidson's Principles & Practice Of Medicine, 23rd Edition	2018
Additional	
1. David A. Warrell, Timothy M. Cox, John D. Firth. Oxford Textbook of Medicine (5 edn). Oxford University Press -	2018;
2. Braunwald's Heart Disease: A Textbook of Cardiovascular Medicine 12th Edition,	2022
3. Bates' Guide to Physical Examination and History Taking. Twelfth Edition,	2017
4. Gastroenterology and Hepatology, Lecture Notes. Stephen Inns, 2nd Edition;	2017

Monitoring and evaluation of learning outcomes

Each module is assessed using a 100-point system. Maximum score 100.

A student is allowed to take the final test if he has a total score in discipline 60 or more points.

Scoring Criteria	Module 1	Module 2
Classroom work (activity in discussions, oral questioning, work in groups, etc.)	40 points	40 points
Independent work: abstract, report	20 points	20 points
Total for the module (testing, situational task)	40 points	40 points
Total for the discipline:	100 points	100 points

Evaluation criteria:

Criteria for assessing the practical lesson:

- an *“excellent”* grade is given to a student if he has knowledge of the discipline in the full scope of the program and comprehends the discipline deeply enough; independently, in a logical sequence and exhaustively answers all questions, emphasizing the most essential, is able to analyze, compare, classify, generalize, concretize and systematize the studied material, highlight the main thing in it;
- *“good”* rating: the student has knowledge of the discipline almost in full of the program (there are knowledge gaps only in some sections); independently and partly with leading questions, gives complete answers to the ticket questions; does not always highlight the most significant, but at the same time does not make serious mistakes in the answers;
- a *“satisfactory”* grade is given in cases where the student has the basic body of knowledge in the discipline; shows difficulty in answering independently, uses imprecise formulations; in the process of answering, errors are made regarding the substance of the questions;
- an *“unsatisfactory”* grade is given in cases where the student has not mastered the required minimum knowledge of the subject and is unable to answer the questions on the ticket even with additional leading questions from the teacher.

Criteria for assessing practical skills:

- The *“excellent”* rating is given when all stages of the obstetric and gynecological examination are carried out thoroughly and systematically. Having clear and professional communication with the patient during the examination. The student has a thorough understanding of the obstetric and gynecological aspects being studied, including the analysis of specific symptoms and their interpretation.
- A *“good”* rating is given when the basic steps of an obstetric and gynecological examination are competently performed, and effective interaction with the patient ensures understanding and trust. With the ability to identify the main symptoms and conduct appropriate analysis.
- A *“satisfactory”* rating is given when performing the main stages of an obstetric and gynecological examination, but with some shortcomings, with some misunderstandings or failures in communication with the patient. With basic knowledge of symptoms and their interpretation.
- An *“unsatisfactory”* grade is given if the student makes serious errors or omissions in conducting an obstetric-gynecological examination, as well as if there are problems in communication that may cause difficulty or even dissatisfaction in the patient during the examination.

Criteria for assessing abstracts:

- an *“excellent” grade* is given to the student if the topic of the essay is fully covered, excellent mastery of the material is demonstrated, the appropriate sources are used in the right quantity, the structure of the work corresponds to the assigned tasks, the degree of independence of the work is high;
- a *“good” grade* is given to the student if the topic of the essay is basically covered, good mastery of the material is demonstrated, appropriate sources are used, the structure of the work basically corresponds to the assigned tasks, the degree of independence is average;
- a *“satisfactory” grade* is given to the student if the topic of the essay is poorly covered, satisfactory mastery of the material is demonstrated, the sources used and the structure of the work partially correspond to the assigned tasks, the degree of independence of the work is low;
- an *“unsatisfactory” grade* is given to the student if the topic of the essay is not covered, poor mastery of the material is demonstrated, the sources used are insufficient, the structure of the work does not correspond to the assigned tasks, the work is not independent.

Project evaluation criteria:

- A grade of *“excellent”* is given to students if the project demonstrates outstanding depth of research into obstetrics and gynecology issues and aspects of the topic, presenting innovative research approaches. Effective public education emphasizes creativity and originality of the project, as well as active community involvement. The organization and structure of the project is highly organized, logically structured, ideas are clearly and professionally expressed
- a *“good” grade* is given to students if the project demonstrates a good depth of research into obstetric and gynecological issues and aspects, supported by specific facts and data. The effectiveness of education is significant, but there is room for further improvement. The presence of creative elements gives the project originality, but some aspects may require additional development. Community involvement is positive but can be more intense. The organization and structure of the project is generally good, but some areas may require improvement.
- a *“satisfactory” grade* is given to students if the project meets the minimum requirements for the study of obstetric and gynecological issues and aspects, but needs additional development. The effectiveness of education is at a basic level and the project can be improved in this area. The project contains elements of creativity, but they can be supplemented and deepened. Community involvement could be more active. The organization and structure of the project needs additional attention to improve clarity and consistency.
- an *“unsatisfactory” grade* is given to students; the project does not meet basic standards and does not provide sufficient depth in the study of obstetric and gynecological issues. The effectiveness of education is extremely limited, creativity and originality are lacking. Community involvement is insufficient or absent. The organization and structure of the project raise serious concerns, making it difficult to understand and disorganized.

Test evaluation criteria, MSQ:

- an “*excellent*” mark on testing is awarded to a student who provides correct, deep and clear answers, demonstrating a high level of knowledge and its practical application. Important factors are the student's ability to solve complex problems, be creative, and comply with test requirements. Criteria may vary, but the general requirement is outstanding understanding and successful application of course material (with a score of 90 or more correct answers).

- a “*good*” mark on testing is given to a student if he has demonstrated good knowledge of the subject, provided correct answers, clearly and clearly expressed his thoughts, and also successfully completed the main aspects of the test tasks. This score may also reflect the student's ability to apply acquired knowledge in various situations and effectively use the taught skills within the test tasks (with a number of correct answers from 76 to 89).

- a “*satisfactory*” test grade is assigned to a student who has demonstrated a basic understanding of the subject, provided answers that meet the minimum requirements, and successfully completed the main elements of the test. This score may indicate that the student has mastered the basics of the material, but may not have achieved a high level of depth of knowledge or was unable to cope with more complex aspects of the items (with 60 to 75 correct answers).

- an “*unsatisfactory*” mark on testing is given to a student if his knowledge of the subject is insufficient, the answers contain significant errors or do not meet the minimum requirements, and also if the student has not coped with the main aspects of the test. This assessment indicates an unsatisfactory level of mastery of the material and the inability to apply knowledge within the framework of test tasks (if he gave up to 59 correct answers inclusive).

Scale of correspondence between grades and points on the final control (exam)	
Points	Grade
90-100	"Excellent"
76-89	"Good"
60-75	"Satisfactorily"
0-59	"Unsatisfactory"

Academic discipline policy:

- compulsory attendance at classes;
- active participation of the student in practical classes;
- preliminary preparation and completion of homework;
- high-quality and timely completion of tasks SIW;
- participation in all types of control (current, milestone, final);
- one lateness to classes and/or leaving before their end for any reason is considered as one missed lesson that cannot be restored;
- unacceptable: the use of cell phones during classes, deception and plagiarism, late submission of assignments, failure to comply with chain of command and rules of conduct.

Assist:

For consultations on completing independent work (SIW/SIWT), their delivery and defense, as well as for additional information on the material covered and all other questions that arise regarding the course being taught, please contact the teacher during the hours allocated for SIWT.