	Educational Institution "Royal Metropolitan university"
	Quality Management System Syllabus of the discipline "Propaedeutics of 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**

in the discipline "**Propaedeutics of internal diseases**"  
for students in specialty **560001 "General Medicine"**

Form of education	full-time
Course	3
Semester	5
Credit	4
Total credits according to the curriculum	7
Total hours according to the curriculum	210
Lectures	36
Practical exercises	36
Independent work	48

Syllabus developers:  
Anvarbekova N.K.

Reviewed and approved at a meeting of the  
Department of "Clinical disciplines"  
Protocol No. 1 from "9" 09 2024  
Head of the department PhD, Bekibaeva B.S.  
 (signature)

**Bishkek 2024**



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**Teacher:**

**Anvarbekova N.K.**

**Department Assistant**

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**e-mail:**

**Name and complexity of the discipline**

Course	Semester	Number of weeks	Quantity academic hours		Number of hours for independent work		Total hours	Number of modules
			Lectures	Practical classes				
3	5	18	36	36	24	24	120	2

**Abstract of the academic discipline**

This course will provide the formation of important professional skills for examining a patient, the basics of clinical thinking, as well as medical ethics and deontology. It contains the fundamental foundations of semiotics, syndromology and diagnostics as part of the course of propaedeutics of internal diseases.

The discipline is aimed at studying methods of direct examination of a healthy person and a patient (questioning, examination, palpation, percussion, auscultation, blood pressure measurement, studies of the properties of arterial pulse, etc.); studying methods of laboratory and instrumental diagnostics of diseases of internal organs (general and biochemical blood analysis, urine tests, studies of pleural contents, sputum tests, stool tests, ECG, echocardiography, spirometry, etc.); the study of the main clinical symptoms and syndromes of diseases of internal organs and the mechanisms of their occurrence; the study of the symptomatology of the most common diseases of internal organs occurring in a typical classical form; the formation of ideas about the basic principles of the diagnostic process (fundamentals of clinical thinking).

**Purpose and objectives of the discipline:**

The purpose of the discipline "Propaedeutics of internal diseases" is to master the basics of physical examination of a healthy person and patients with various diseases, as well as the study and identification of the main clinical symptoms and syndromes in various diseases of internal organs.

**Objectives of the discipline:**

- to teach the basics of the technique of physical examination of a healthy person and patients with diseases of various organs and systems (questioning the patient, examining him, palpation, percussion and auscultation, measuring blood pressure, pulse examination, etc.), as well as identifying objective criteria signs of the disease;



- to familiarize and teach methods of laboratory and instrumental examination of patients with various clinical syndromes and pathology of various organs and body systems with the interpretation of the results obtained;
- to teach practical skills in carrying out individual medical manipulations and a number of additional examination methods that play a vital role in the practice of a doctor;
- to contribute to the formation of clinical thinking and its readiness to interpret the information obtained during the examination of the patient in order to make a clinical diagnosis.

After mastering the discipline the student:

*will know:*

- the main objectives of the subject, the concept of physical methods of research of a healthy person and a patient, the meaning of the content and sequence of sections of the medical history;
- ask the patient according to a certain scheme: general information, complaints, history of the present disease, life history;
- to conduct a physical examination of a healthy person and a patient (examination, palpation, percussion, auscultation);
- the essence and methodology of the most common methods of laboratory and instrumental examination of respiratory organs, blood circulation, digestion, urination, hematopoiesis, etc. in a healthy person normal indicators of laboratory and instrumental examination methods;

*will understand:*

- The results of biochemical and clinical studies of a healthy person;

*will be able to use:*

- conduct a survey of the patient and/or his relatives and get complete information about the disease, identifying possible causes of the disease in typical cases;
- collect complaints and medical history from the patient;
- conduct a physical examination of a healthy person and a patient (examination, palpation, auscultation, blood pressure measurement, determination of arterial pulse properties, etc.)
- measure height, weight and calculate body mass index;
- to make a plan for laboratory and instrumental examination of the patient;
- the essence and methodology of the most common methods of laboratory and instrumental examination of patients with diseases of the respiratory system, circulation, digestion, urination, hematopoiesis, etc.;
- interpret the indicators of laboratory and instrumental examination methods;
- decode the ECG of a healthy person;
- Conduct a conversation with the patient about health promotion, healthy lifestyle and disease prevention;

*will be able to:*



- methods of physical examination of the patient;
- knowledge of laboratory and instrumental studies in the further training program and the definition of treatment tactics;
- receive information from various sources, work with information in global computer networks, use the capabilities of modern information technologies to solve professional tasks;
- skills for the formation of positive medical behavior in the adult population, motivation for a healthy lifestyle, including the elimination of bad habits that adversely affect the health of the younger generation;
- analysis of the state of health, the influence of lifestyle factors, the environment and the organization of medical care on it.

will be able to analyze:

- data from a physical examination of a patient of various ages (examination, palpation, auscultation, blood pressure measurement, determination of pulse characteristics, respiratory rate, pelvic dimensions, height of the uterine fundus, measurement of abdominal circumference, bimanual vaginal examination, etc.) when making a clinical diagnosis;

will be able to analyze:

- the goals and significance of the patient's research methods and their purpose, taking into account indications and contraindications.

**Contents of the academic discipline**

№	Name sections and topics disciplines (lectures and practical classes)	Auditory lessons				Total hours for classroom work	IWST	IWS	Models	Used educational technologies, methods and methods of teaching	Forms of current and border control academic performance
		lectures	seminars	practical lessons	laboratory						
1	Semiotics of cardiovascular pathology	2		2		4	2	2	Luxury Arm Blood Pressure Monitor With Acoustic System 220v/230v	Lecture-visualization  Brainstorming	Assessment of the acquisition of practical skills; Oral surveying
2	Arterial hypertension syndrome	2		2		4	2	2	Luxury Arm Blood	Problem-Based	Assessment of the acquisition



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									Pressure Monitor with Acoustic System 220V/230V	Lecture (PBL) Training	of practical skills; solving situational problems;
3	Acute and chronic coronary insufficiency syndrome	2		2		4			Mannequin for practicing auscultation skills	Lecture-visualization Training	Assessment of the acquisition of practical skills
4	Chronic heart failure syndrome	2		2		4			mannequin for practicing auscultation skills	Lecture-visualization Small group method ( TBL )	Assessment of the acquisition of practical skills ; Solving situational problems
5	Syndrome of inflammatory damage to the myocardium, endocardium and pericardium	2		2		4			Skeleton model " Stan ", on a 5-horn roller stand - 3B Smart Anatomy	Lecture-visualization Conference lesson	Assessment of the acquisition of practical skills
6	Rhythm and conduction disturbance syndrome	2		2		4	2	2	Multifunctional mannequin for recording ECG parameters	Lecture-visualization Analysis of clinical cases (SVL)	Case Based Learning (CBL)
7	Anemia syndrome	2		2		4	2	2		Lecture-visualization	Solving situational problems



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										Conference session	
8	Hemorrhagic syndrome	2		2		4				Lecture-visualization Conference session	Solving situational problems
9	Hyperplastic syndrome	2		2		4				Lecture-visualization Analysis of clinical cases (CBL)	Oral survey; Solving situational problems
10	Main complaints, physical examination data in patients with respiratory diseases	2		2		4	2	2	patient care simulator for practicing auscultation skills	Lecture-visualization Brainstorming	Assessment of the acquisition of practical skills
11	Pulmonary tissue consolidation syndrome	2		2		4	2	2	Skeleton model "Stan", on a 5-horn roller stand - 3B Smart Anatomy	Lecture-visualization Conference lesson	Assessment of the acquisition of practical skills
12	Bronchial obstruction syndrome	2		2		4	2	2	mannequin for practicing auscultation skills	Lecture-visualization; Conference lesson	Assessment of the acquisition of practical skills
13	Syndrome of increased airiness of the lung tissue	2		2		4	2	2	mannequin for practicing	Lecture-visualization;	Assessment of the acquisition of



								ng auscultation skills	Brainstorming	practical skills	
14	Respiratory failure syndrome. Pulmonary heart syndrome	2		2		4	2	2	Skeleton model "Stan" on a 5-horn roller stand	Lecture-visualization; Brainstorming	Assessment of the acquisition of practical skills
15	Impaired glucose tolerance syndrome: hypoglycemia syndrome, hyperglycemia syndrome	2		2		4	2	2	Glucometer	Lecture-visualization; Small group method (TBL)	Solving situational problems
16	Hyperthyroidism syndrome. Hypothyroidism syndrome.	2		2		4	2	2	Skeleton model "Stan" on a 5-horn roller stand	Lecture-visualization; Training	Assessment of the acquisition of practical skills
17	Chronic adrenal insufficiency syndrome	2		2		4	2	2	Skeleton model "Stan" on a 5-horn roller stand	Lecture-visualization Brainstorming	Assessment of the acquisition of practical skills
18	Hypopituitarism syndrome	2		2					Height meter, scales	Lecture-visualization; Small group method (TBL)	Assessment of the acquisition of practical skills
	<b>Total hours by discipline:</b>	<b>36</b>		<b>36</b>		<b>72</b>	<b>24</b>	<b>24</b>			<b>Credit</b>

### 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.

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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 the questions of the practical lesson plan;
4. study the topic and select literature for writing abstracts, reports, etc.

#### **Plan for organizing student independent work**

No.	Topic of the student's independent work:	Assignment for independent work	Recommended literature	Deadlines surrender (week number)
1	Pathological forms of the chest	Abstract, presentation	1. Bates' Guide to Physical Examination and History Taking Twelfth Edition, 2017 p. 111-120, 215-221	2
2	Fever, types of fever	Abstract, presentation	2. Nemtsov LM Special propedeutics of internal diseases_Nemtsov-LM_2016	2
3	Radiologic and endoscopic methods of investigation in diseases of the respiratory system.	Abstract, presentation	1. Bates' Guide to Physical Examination and History Taking Twelfth Edition, 2017 p . 303-329 , 388-389 2. <a href="http://www.Geekymedics.com">www.Geekymedics.com</a>	3
4	Diagnostic value of histologic and cytologic methods of investigation in diseases of the respiratory system. Biopsy of pleura and lung tissue.	Abstract, presentation	1. Bates' Guide to Physical Examination and History Taking Twelfth Edition, 2017 p. 449-487	4



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5	Radioisotope method of research, its principle. Radioisotope perfusion and ventilation scintigraphy. Scanning of chest organs, diagnostic value.	Abstract, presentation	1. Bates' Guide to Physical Examination and History Taking Twelfth Edition, 2017 p. 303-329, 389-397, 464-484. 2. <a href="http://www.Geekymedics.com">www.Geekymedics.com</a>	5
6	Methods of functional diagnosis of respiratory organs. External respiratory function in different types of pulmonary insufficiency. Determination of blood gas composition.	Abstract, presentation	1. Bates' Guide to Physical Examination and History Taking Twelfth Edition, 2017 p. 303-329, 389-397, 464-484 2. <a href="http://www.Geekymedics.com">www.Geekymedics.com</a>	6
7	Basics of ECG, ECG analysis. Electrocardiograph	Abstract, presentation	1. Video <a href="https://youtu.be/ENyBhCJ2IIY">https://youtu.be/ENyBhCJ2IIY</a> 2. <a href="http://www.geekymedics.com">www.geekymedics.com</a>	7
8	Palpation study of epigastric pulsation, its causes (differences in pulsation of the heart, aorta, liver).	Abstract, presentation	1. Bates' Guide to Physical Examination and History Taking Twelfth Edition, 2017 2. <a href="http://www.Geekymedics.com">www.Geekymedics.com</a>	8
9	Basic properties of heart tones: volume, timbre. Change of tones in cardiac pathology: weakening, amplification, bifurcation, appearance of additional tones.	Abstract, presentation	Bates' Guide to Physical Examination and History Taking Twelfth Edition, 2017 p. 111-120, 215-221 Nemtsov LM Special propedeutics of internal diseases_Nemtsov-LM_2016	3
10	Ultrasound examination of the heart (echocardiography). Indications for appointment. Diagnostic value	Abstract, presentation	Bates' Guide to Physical Examination and History Taking Twelfth Edition, 2017 Internet resources.	4
11	Distinguishing organic from functional murmurs. Relation of murmurs to the phases of cardiac activity. Systolic and diastolic murmurs: protodiastolic, mesodiastolic, presystolic, holosystolic murmurs.	Abstract, presentation	1. Bates' Guide to Physical Examination and History Taking Twelfth Edition, 2017 2. Internet resources.	6
12	Basic laboratory biochemical indicators of the state of fat and carbohydrate metabolism.	Abstract, presentation	1. Bates' Guide to Physical Examination and History Taking Twelfth Edition, 2017	7

### **Methodological recommendations for preparing independent work**

During studying the discipline 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, with writing abstracts and 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 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 literary sources 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:

- indentation at the top – 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;
- correspondence 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 the use of literature;
- compliance of the abstract design with the standard;
- quality of communication and answers to questions when defending an 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:*


- indentation at the top – 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.

*Evaluation criteria:*

- timely presentation;
- compliance with the requirements;
- depth of material elaboration;
- correspondence of the content to the topic;
- correctness and completeness of use of the source.

**Requirements for presentation design:**

- The presentation is created on the specified topic;
- The volume of the presentation is at least 15 slides;
- The background of the slides is plain or corresponds to the theme of the presentation;
- Align text width, headings – centered;
- Text font on the slide – 28-30 pt;
- Use drawings when describing the surgical technique;
- You can use video clippings that demonstrate key points of the material;
- When creating a presentation, you can use both recommended literature and Internet resources indicating the source of information on the last slide;

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When defending, the clarity of the presentation, the content and compliance of the material with the topic of the presentation are taken into account.

### List of basic and additional literature

#### Main literature

Authors	Year of publication
<i>Main</i>	
1. Bates' Guide to Physical Examination and History Taking. Twelfth Edition	2017
2. Bedside Techniques. Methods of clinical examination /Muhammad Inayatullah. Pakistan:	2019
3. General propedeutics of internal diseases, Lecture Course_Nemtsov-LM	2016
<i>Additional</i>	
1. Clinical Examination Skills for Healthcare Professionals Edited by Hannan Abbott Mark Ranson 2nd Edition,	2017
2. Special propedeutics to internal diseases Nemtsov IM ., Vitebsk	2016
3. Physical Examination & Health Assessment by Carolyn Jarvis Seventh Edition, Elsevier.	2016

*List of resources of the information and telecommunications network "Internet" necessary for mastering the discipline*


1. Information system “Single window of access to educational resources” ( <http://window.edu.ru/>)
2. <http://medvuz.info/>
3. "Electronic library" of KRSU ( [www.lib.krsu.kg](http://www.lib.krsu.kg))
4. <http://meduniver.com/Medical/Book/34.htm>
5. [www.booksmed.com](http://www.booksmed.com)
6. [www.bankknig.com](http://www.bankknig.com)
7. Blaufuss Multimedia: <http://www.blaufuss.org>
8. The RALE Repository: Respiratory sounds: <http://www.rale.ca/Recordings.htm>
9. McGill University: Heart Sounds  
[http://www.lf2.cuni.cz/Projekty/interna/heart\\_sounds/h6/heart\\_tables.html](http://www.lf2.cuni.cz/Projekty/interna/heart_sounds/h6/heart_tables.html)  
<https://kyrplibnet.kg>  
<https://iprbookshop.ru>

#### 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
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Independent work: abstract, report	20 points	20 points
Classroom work (activity in discussions, oral questioning, work in groups, etc.)	40 points	40 points
Total for the module (testing, situational task)	40 points	40 points
Total for the discipline (test):	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.

**Presentation evaluation criteria:**

An "excellent" grade is given to a student if:

- the presentation corresponds to the topic of independent work;
- a title slide with a title (topic, goals, plan, etc.) is designed;
- the formulated topic is clearly presented and structured;
- graphic images (photos, pictures, etc.) corresponding to the topic were used;
- style, colors, animation and sound are used;
- the work is completed and submitted on time.

A "good" grade is given to a student if:

- the presentation corresponds to the topic of independent work;
- a title slide with a title (topic, goals, plan, etc.) is designed;
- the formulated topic is not entirely clearly stated and structured;
- graphic images (photos, pictures, etc. of low image quality) relevant to the topic were used;
- the work is completed and submitted on time.

An "unsatisfactory" grade is given if the work is not completed or contains material that is not relevant to the question. In all other cases, the work is rated "satisfactory."

**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;
- 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.

#### **Help:**

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For consultations on completing independent work (IWS/IWST), 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 IWST.