



Educational Institution  
"Royal Metropolitan university"

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

**Ministry of Education and Science of the Kyrgyz Republic**  
**OU "Royal Metropolitan University"**  
**Department of Clinical Disciplines**



**SYLLABUS**

in the discipline "**Phthisiology**"  
for students majoring in **560001 "General Medicine"**

Form of study: full-time

Course 5

Semester 9

Credit 3

Total credits for the curriculum 3

Total number of hours according to the curriculum 90

Lectures 18

Practical exercises 36


Independent work 36

Curriculum developers:  
Mustapakulova A.M.

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.

  
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**Bishkek 2024**



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**Teacher:**

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### **Name and difficulty of the discipline**

Course	Semester	Number of weeks	Quantity academic hours		Number of hours of independent work		Total hours	Number of modules
			Lectures	Practical classes				
5	9	18	18	36	18	18	90	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. Contains the fundamental principles of semiotics, syndromology and diagnostics within the framework of the phthiology course.

### **The purpose and objectives of the discipline:**

- based on basic knowledge, as well as etiology, pathogenesis tuberculosis and symptoms of the disease - to master the diagnosis, methods of tuberculosis prevention, treatment of various clinical forms of the disease in adults, children and adolescents, the ability to organize anti-epidemic measures in the center of tuberculosis infection.

After mastering the discipline, the student:  
*will know:*

- Etiology, pathogenesis, clinical presentation of diseases.
- The main types and methods of treatment of patients with various nosological forms.
- Know the main directions and issues in the management of patients with various diseases.
- Methods of conducting research to identify the main pathological conditions, symptoms of disease syndromes, and nosological forms.
- The specifics of identifying various types of pathological conditions, symptoms, disease syndromes, nosological forms in accordance with (ICD).



- The main syndromes of damage to organs and systems and their specificity in the differential diagnosis of various nosological forms in accordance with (ICD).

*Be able to:*

- To understand the obtained results of the study of the main nosological forms of diseases.
- To analyze various types of pathological conditions, symptoms, disease syndromes, nosological forms in accordance with (ICD).
- To note the practical value in comparing specific pathological syndromes and disease symptoms.

*Own:*

- Skills in identifying the main pathological conditions, symptoms, and disease syndromes.
- Methods of searching for, identifying and systematizing the main pathological conditions, symptoms of disease syndromes, nosological forms in accordance with (ICD).
- Skills of self-justification of the combination of various symptoms and syndromes into nosological forms in accordance with (ICD).

*will be able to :*

- methods of physical examination of the patient;
- knowledge of laboratory and instrumental studies in the program for advanced training and determining treatment tactics;
- receive information from various sources, work with information in global computer networks, use the capabilities of modern information technologies to solve professional problems;
- skills for developing positive medical behavior in adults, motivation for a healthy lifestyle, including the eradication of bad habits that negatively affect the health of the younger generation;
- analysis of health status, 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 patients of different ages (inspection, palpation, auscultation, measurement of blood pressure, determination of pulse characteristics, respiratory rate, altitude, etc.) when making a clinical diagnosis;

*will be able to analyze :*

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



### Content educational disciplines

No.	Name sections and topics disciplines (lectures and practical classes)	Listening lessons				Total number of hours for class work	IVST	IVS	Used educational technologies, methods and teaching techniques	Models	Current shapes and border control academic performance
		lectures	Seminars	practical lessons	laboratory						
1	Epidemiology and etiology of tuberculosis. Pathogenesis of tuberculosis. Clinical classification of tuberculosis. Construction of clinical diagnosis	2		2		4	2	lecture using video materials; pre-test training session using the simulator;	Chest models with auscultation capability	Assessment of the acquisition of practical skills; Oral survey	
2	Features of examination of patients with tuberculosis. Features of detection of tuberculosis at the level of primary health care. Laboratory diagnostics of tuberculosis. Microbiological methods of diagnostics of tuberculosis, accelerated methods of detection of tuberculosis. Instruction By collection sputum .	2				2	2	lecture using video materials ;	Simulators for examination of skin and lymph nodes	Solving situational problems	
3	Tuberculin diagnostics . Specific and non-specific prevention of			2		2	2	training using a simulator; independent	Models for bronchoscopy	Assessment of the acquisition of practical skills	



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	tuberculosis. Fundamentals from infection control, goals and objectives.								<i>development of practical skills</i>		
4	X-ray diagnostics of pulmonary tuberculosis. Main X-ray syndromes. Analysis radiographs from positions differential diagnostics			2		2	2		<i>training using a simulator, colposcope</i>	Chest X-rays )	Assessment of the acquisition of practical skills ; Solving situational problems
5	Tuberculin diagnostics . Mantox test with 2 TE. Evaluation and interpretation of results. Features of detection of tuberculosis in children.			2		2		2	<i>training using a simulator; clinical case-based learning ( CBL )</i>	Simulators for examination of skin and lymph nodes	Grade development practical skills
6	Immunoprophylaxis of tuberculosis: BCG vaccination, indications and contraindications . Chemoprophylaxis. Infection control of tuberculosis in medical and preventive institutions. Work in the center of tuberculosis infection.			2		2		2	<i>simulator-based training; clinical case-based learning (CBL)</i>	Chest models with auscultation capability	Solving situational problems
7	Basic principles of anti-tuberculosis chemotherapy. Classification of anti-tuberculosis	2		2		4	2		<i>problem lecture; oral survey , problem-based</i>	Chest X-rays	



	drugs. Classification cases tuberculosis . Undesirable effects chemotherapy at tuberculosis .								<i>learning ( PBL );</i>		
8	Drug-resistant tuberculosis: detection, diagnosis, treatment. Classification of reserve drugs. Adverse effects of chemotherapy in sensitive tuberculosis.			2		2		2	<i>oral survey, role play "Doctor- Patient"</i>		
9	Primary tuberculosis: pre- local forms and local forms. Primary tuberculosis complex. Complications of primary forms of tuberculosis. Classification, clinical features, diagnostics, treatment. Differential diagnostics .	2		2		4	2	2	<i>lecture- visualizati on, oral survey, training using simulators</i>	Chest models with auscult ation capabilit y	assessment of the acquisition of practical skills (abilities)
10	Module #1			2		2					Testing/ oral survey
11	Disseminated tuberculosis: acute, subacute, chronic. Classification, clinical features, diagnostics, treatment. Clinical analysis of patients.	2		2		4		2	<i>problem lecture Oral survey, role- playing educationa l game</i>	Chest X-rays	



1 2	Tuberculosis of the central nervous system: as a form of miliary tuberculosis of the lungs and as a complication of the main pulmonary and extrapulmonary forms of tuberculosis. Diagnostics, clinical picture, differential diagnostics, treatment, complications, prognosis.	2		2		4		2	<i>lecture using video materials. Oral survey, training using simulators</i>	Chest models with auscultation capability	solving situational problems
1 3	Secondary tuberculosis. Limited forms: focal pulmonary tuberculosis, pulmonary tuberculoma . Classification, clinical features, diagnostics, treatment. Differential diagnostics.	2		2		4		2	<i>lecture-visualization; oral survey, case method</i>	Models for bronchoscopy	
1 4	Infiltrative pulmonary tuberculosis. Clinic, diagnostics, treatment. Caseous pneumonia . Classification , clinical features , diagnostics , treatment . Differential diagnostics . Treatment .	2		2		4		2	<i>problem lecture; oral questioning, training using simulators</i>	Chest models with auscultation capability	solving situational problems



1 5	Destructive forms of tuberculosis. Cavernous tuberculosis of the lungs. Fibro-cavernous tuberculosis of the lungs. Classification, clinical picture, diagnostics, treatment. Differential diagnostics .			2		2	2		<i>oral survey; role-playing educational game</i>	Models of respiratory organs	Assessment of the acquisition of practical skills (abilities)
1 6	Some forms of extrapulmonary tuberculosis: tuberculosis of bones and joints, tuberculosis of the genitourinary organs.	2				2			<i>problem lecture</i>	Interactive panel	
1 7	Tuberculosis of bones and joints. Diagnostics, clinical picture, differential diagnostics, treatment, complications, prognosis.			2		2		2	<i>oral questioning, solving situational problems</i>	Models of joints and bones	
1 8	Tuberculosis of the genitourinary organs. Diagnostics, clinical features, differential diagnostics, treatment, complications, prognosis.			2		2	2		<i>oral survey; teamwork</i>	Models of the genitourinary system	
1 9	Tuberculosis associated with HIV infection. Diagnostics, clinical features, differential diagnostics,			2		2		2	<i>problem lecture; oral questioning; training using simulators</i>	Chest models with auscultation capability	





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	treatment, complications, prognosis.									
20	Module #2		2							Testing/ oral survey
21	Total hours by discipline:	18	36		54	18	18			Exam

### Methodological recommendations for practical classes.

Practical classes are held after lectures and are of an explanatory nature, generalizing and consolidating nature. They can be conducted 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 conducted in accordance with the schedule of the educational process and independent work of students in disciplines.

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

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 in the practical lesson.

The following scheme of preparation for the seminar is recommended for the student:


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

### Plan organizations independent students' work

No.	Topic of independent work for students:	Assignment for independent work	Recommended literature	Deadlines surrender (week number)
<b>9th semester</b>				
1.	Historical aspects of the development of phthisiology. The greatest discoveries in phthisiology.	Abstract, presentation, preparation of a report,	1. Diagnosis and prevention of tuberculosis in general medical practice. Tutorial guide/ Borodulina EB,	1



		preparation on dummies.	Borodulin BE: GEOTAR-Media, 2024. – 104 p ..	
2.	International and national tuberculosis programs. WHO PAL / DOTS strategy , STOP TB, END TB, Densooluk , Tuberculosis-5. Law on the protection of the population from tuberculosis.	Abstract, presentation, preparation of a report, preparation on dummies.	2. Phthiisology : diagrams, tables, pictures: Hand book for students / OS Shevchenko, SL Matveyeva , OI Choporova et al. – Kharkov: KNMU, 2017. – 164 p. 3. Perelman, MI Phthiisology : textbook / MI Perelman, IV Bogadelnikov ; Ed. MI Perelman. - [4th ed ., Revised. and additional.]. - Moscow: GEOTAR-Media, 2014. - 502 p.	2
3.	Instrumental methods of tuberculosis diagnostics. The importance of bronchoscopy and thoracoscopy in diagnostics of extrapulmonary forms of tuberculosis	Abstract, presentation, preparation of a report	4. Khomenko, AG Tuberculosis: A Guide to Internal Diseases / AG Khomenko; Ed. AG Khomenko. - Moscow: Medicine, 2007. - 492 p. 5. <a href="https://tbassessment.stoptb.org/pakistan.html">https://tbassessment.stoptb.org/pakistan.html</a> 6. <a href="https://www.nih.org.pk/national-tb-control-program">https://www.nih.org.pk/national-tb-control-program</a> 7. <a href="https://www.emro.who.int/pak/programmes/stop-tuberculosis.html">https://www.emro.who.int/pak/programmes/stop-tuberculosis.html</a>	3
4.	Features of detection of tuberculosis in children at the primary level.	Abstract, presentation, preparation on dummies.	8. Clinical Manual "Infection Control in Health Organizations of the Kyrgyz Republic".	4
5	Tuberculosis infection control at the primary level. Operation of a "single window" for patients with cough.	Abstract, presentation, preparation of the report.	1. Phthiisopulmonology / [ V.Yu. Mishin, Yu.P.Grigoriev , A.V. Mitronin et al.]. - Moscow: GEOTAR-Media, 2007. - 504 p. 2. Mishin , V.Yu. Tuberculosis of the lungs with drug-resistant pathogen.Mishin . - Moscow: GEOTAR-Media, 2009. - 126 p.	5
6	Complications of vaccination and further tactics of the primary care physician.	Abstract, presentation, preparation of the report.	3. Brazhenko , NA Phthiisopulmonology / NA Brazhenko , ON Brazhenko . -	6
7	Surgical methods of treatment of patients with tuberculosis of the respiratory organs. Indications and contraindications.	Abstract, presentation, preparation of the report.		7
8	Basic principles of counseling patients with tuberculosis combined with HIV infection	Abstract, presentation, preparation of the report.		8
9	Tuberculosis peripheral lymphatic nodes .	Abstract, presentation,		9

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		preparation of the report.	Moscow: ACADEMA, 2006. - 368 p.	
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### **Methodological recommendations for preparing independent work**

When studying the discipline, the following types of independent work of students are used:

–study of theoretical material from lecture notes and recommended textbooks, educational literature, reference sources;

- independent study of some theoretical issues not covered in lectures, with writing papers and preparing presentations;

Students are invited to read and meaningfully analyze monographs and scientific articles on obstetrics and gynecology. Results Work with texts is discussed in practical classes.

To develop independent work skills, students complete assignments by independently referring to educational, reference, and scientific-methodological literature. The completion of assignments is checked 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 short written summary of the content of a scientific paper on a given topic. This is an independent research paper in which the student reveals the essence of the problem being studied with elements of analysis on the topic of the abstract. Presents different points of view, as well as personal views on the problems of the essay topic. The content of the essay should be logical, the presentation of the material should be of a problematic and thematic nature.

*Requirements for writing an abstract:*

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

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

The text of the abstract should contain the following sections:

- a title page indicating: the 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 contain at least 10 bibliographic titles, including online resources.

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

- top indent – 2 cm; left indent – 3 cm; right indent – 1.5 cm; bottom indent – 2.5 cm;
- text font: Times New Roman , font height – 14, spacing – 1.5;



- page numbers at the bottom of the sheet. There is no number on the first page. The abstract must be correctly formatted, observing the culture of presentation. There must be references to the literature used, including periodicals for the last 5 years.

*Abstract evaluation criteria:*

- relevance of the research topic;
- compliance of the content with the topic;
- depth of material processing;
- correctness and completeness of disclosure of the questions posed;
- the significance of the results obtained for further practical activities;
- correctness and completeness of 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 on the subject under study. In some cases, the author's own point of view may be presented within the framework of thematic issues.

*Reporting requirements:*

The volume should not exceed five printed pages.

The quality report consists of 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 (tells about the research methods used, the work done, analyzes the results obtained); 4) conclusion (summarizes the work).

*The text part of the report is prepared on a sheet of paper in the following format:*

- top indent – 2 cm; left indent – 3 cm; right indent – 1.5 cm; bottom indent – 2.5 cm;

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

- page numbers at the bottom of the sheet. There is no number on the first page.

*Evaluation criteria:*

- timely submission;
- compliance with requirements;
- depth of material processing;
- compliance of the content with the topic;
- correctness and completeness of use of the source.

**Requirements for presentation design:**

- The presentation is created on the specified topic;
- Presentation size – not less than 15 slides;
- The background of the slides is plain or matches the theme of the presentation;
- Align text by width, headings – by center;
- Text font on the slide – 28-30 pt ;



- Use pictures when describing surgical techniques;
  - You can use video clips 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;
- When defending, the clarity of presentation, content and relevance of the material to the topic of the report are taken into account.

### List of primary and secondary literature

#### Main literature

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

#### Main literature:

1. " Textbook of Tuberculosis " by W. Richard Behr and Jon S. Friedland , 2020.
2. Phthiology : diagrams, tables, pictures: Hand book for students / OS Shevchenko, SL Matveyeva , OI Choporova et al. – Kharkov: KNMU, 2017. – 164 p.
3. " Tuberculosis : A Clinical Handbook " by David P. Dacso , 2018.
4. " Essentials of Tuberculosis Diagnosis " by Michael S. Niederman , 2019.
5. " Manual of Tuberculosis Diagnosis and Management" by the American Thoracic Society, 2017.
6. " Tuberculosis : A Comprehensive International Approach " by Robert P. Heifets and Robert D. Coward , 2020.

#### Further reading:

1. " Molecular Microbiology of Tuberculosis " by TFS De Souza , 2021.
2. "Laboratory Diagnosis of Infectious Diseases : Essentials of Clinical Microbiology " by LLS Tan , 2018.
3. " Mycobacteria and Tuberculosis : From Pathogenesis to the Clinic " edited by Ian D. Williams, 2019.
4. " Principles and Practice of Clinical Bacteriology " edited by Patrick R. Murray , 2017.

1. Information system "Single window of access to educational resources" ( <http://window.edu.ru/> )
2. <http://medvuz.info/>
3. "Electronic library" of RMU
  1. 4. <https://tbassessment.stoptb.org/pakistan.html>



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2. <https://www.nih.org.pk/national-tb-control-program>  
<https://www.emro.who.int/pak/programmes/stop-tuberculosis.html>

### Monitoring and evaluation of learning outcomes

Each module is assessed on a 100-point scale. The maximum score is 100.

A student is allowed to take the final test if he/she has scored an overall score discipline 60 or more points.

Scoring Criteria	Module 1	Module 2
Independent work: essay, report	20 points	20 points
Class work (active discussions, oral questions, group work, 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:

#### Practical lesson assessment criteria:

- the grade "excellent" is given to a student who has knowledge of the discipline in the full scope of the program and understands 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" grade: the student has mastered the discipline in almost the entire program (there are gaps in knowledge only in some sections); independently and partially with leading questions gives full answers to the questions on the ticket; does not always highlight the most important, but at the same time does not make gross errors in the answers;
- the grade "satisfactory" is given in cases where the student has basic knowledge of the subject, has difficulty answering independently, uses imprecise wording, and makes mistakes in answering regarding the essence of the questions;
- the grade "unsatisfactory" is given in cases where the student has not mastered the required minimum knowledge on the subject and cannot answer the questions on the ticket even with additional leading questions from the teacher.

#### Criteria for assessing practical skills:

- The grade "excellent" is given when all stages of the obstetric and gynecological examination are performed thoroughly and systematically. The presence of clear and professional communication with the patient during the examination. The student has a full understanding of the obstetric and gynecological aspects being studied, including the analysis of specific symptoms and their interpretation.
- The grade "good" is given for competent performance of the main stages of obstetric and gynecological examination, effective interaction with the patient, ensuring mutual understanding and trust. With the ability to determine the main symptoms and conduct the appropriate analysis.



- The "satisfactory" rating is given when the main stages of obstetric and gynecological examination are completed, but with some shortcomings, with some misunderstandings or failures in communication with the patient. With basic knowledge of symptoms and their interpretation.
- The grade "unsatisfactory" is given if the student makes serious mistakes or omissions during the obstetric-gynecological examination, as well as if there are problems in communication that may cause difficulties or even dissatisfaction in the patient during the examination.

**Abstract evaluation criteria:**

- the student is given an "excellent" grade if the essay topic is fully disclosed, excellent mastery of the material is demonstrated, relevant sources are used in the required quantity, the structure of the work corresponds to the tasks set, and the degree of independence of the work is high;
- the student is given a grade of "good" if the essay topic is basically covered, good assimilation of the material is demonstrated, relevant sources are used, the structure of the work basically corresponds to the tasks set, the degree of independence is average;
- the grade "satisfactory" is given to a student if the essay topic is poorly covered, satisfactory assimilation of the material is demonstrated, the sources used and the structure of the work partially correspond to the set tasks, the degree of independence of the work is low;
- the grade "unsatisfactory" is given to a student if the essay topic is not covered, poor assimilation of the material is demonstrated, insufficient sources were used, the structure of the work does not correspond to the set tasks, the work is not independent.

**Presentation evaluation criteria:**

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

- the presentation corresponds to the topic of independent work;
- a title slide with a heading (topic, goals, plan, etc.) is designed;
- the formulated topic is clearly stated and structured;
- graphic images (photographs, pictures, etc.) that correspond to the topic are used;
- style, colors, animation and sound are used;
- the work was completed and delivered on time.

A student is given a "good" grade if:

- the presentation corresponds to the topic of independent work;
- a title slide with a heading (topic, goals, plan, etc.) is designed;
- the formulated topic is not entirely clearly stated and structured;
- graphic images (photographs, pictures, etc. of low quality) that correspond to the topic are used;
- the work was completed and delivered on time.

The grade "unsatisfactory" is given if the work is incomplete or contains material not related to the question. In all other cases, the work is graded "satisfactory".



### Test evaluation criteria, MSQ :


- an "excellent" grade on testing is given to a student who gives correct, deep and understandable answers, demonstrating a high level of knowledge and its practical application. Important factors are the student's ability to solve complex problems, show creativity and meet test requirements. Criteria may vary, but the general requirement is an outstanding understanding and successful application of the course material (with a result of 90 or more correct answers).
- the grade "good" on testing is given to a student if he/she demonstrated good knowledge of the subject, gave correct answers, clearly and distinctly expressed his/her thoughts, and also successfully completed the main aspects of the test tasks. This grade may also reflect the student's ability to apply the acquired knowledge in various situations and effectively use the acquired skills within the framework of test tasks (with the number of correct answers from 76 to 89).
- A grade of "satisfactory" is given 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 grade 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 failed to cope with the more difficult aspects of the tasks (with 60-75 correct answers).
- the "unsatisfactory" grade is given to a student on testing 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 grade indicates an unsatisfactory level of assimilation 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 of grades and points for the final control ( exam )	
Glasses	Grade
90-100	" Great "
76-89	" Good "
60-75	" Satisfactory "
0-59	" Unsatisfactory "

### Academic discipline politics:

- compulsory attendance in classes;
- active participation of the student in practical classes;
- preliminary preparation and homework;
- high-quality and timely completion of assigned tasks;
- participation in all types of control (current, midterm, final);
- one late arrival to class and/or leaving class before its end for any reason is considered one missed class, which cannot be restored;



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- unacceptable: using mobile phones during classes, cheating and plagiarism, late submission of assignments, failure to comply with subordination and rules of conduct.

**Help:**

For consultations on completing independent work (SIW/SIW), submitting and defending it, as well as to obtain additional information on the material covered and on all other questions arising in the course being taught, contact the teacher during the hours allocated for conducting SIW.